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FOREWORD

Sagbaman: Academic Journal of Arts and Humanities is a publication of Isaac Jasper Boro College of Education, Sagbama. Bayelsa State. The journal is supported financially by TETFund and it comes in print and online. It provides a forum for sharing the research and creative ideas of erudite scholars in the various academic disciplines of arts and humanities.

In this edition articles were submitted and peer reviewed by our team of assessors before acceptance. The articles cover various disciplines and interests which includes but not limited to Philosophy, Religion, Economics, History, Theatre Arts, Political Science, and English and Literary studies. Of particular interest is the presentation on ICT utilization in teaching, Federalism and Local Government autonomy, Visual arts and entrepreneurship skills as well as historical and geographical setting of Ogbia and its environs to mention just a few.

You are invited to this educative and informative series to explore all that is contained it.

Ebitimi P. Berezi PhD
Provost

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THE EFFECTIVENESS OF PARTICIPATORY PLANNING APPROACH IN BUILDING ENVIRONMENTAL RESILIENCE AND SUSTAINABLE RURAL COMMUNITIES

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Abstract

The participatory planning approach gives premium to citizen participation in the planning, implementation and management of environmental concerns. However, this approach has daring challenges because of the traditional top-down planning approach which has been widely used. This paper aims at critically examining the adoption of participatory planning approach in environmental control programmes, with a key objective of identifying constraints to citizen's participation and making recommendations. The study area comprises ten selected communities in Southern Ijaw Local Government Area of Bayelsa State. Primary source of data was used by administering 250 questionnaires through the simple random sampling technique. The results of the analyses showed low level of participation. Likewise, results of an ANOVA test showed that F-ratio calculated 1527.552 was greater than tabulated value of 3.84, and P-value 0.000 was less than significant 0.05 indicating that participation in environmental control significantly varied among individuals and communities. Results also showed significant relationship with socioeconomic characteristics and participation. 75% of respondents were unaware of extant environmental laws and the consequences of their harmful activities, while 21% are aware, but blamed income level, illiteracy and nature of subsistence occupation for engaging in such activities. Results also showed that 82% of respondents expressed readiness to participate in environmental decision-making processes. It is recommended that Government at all levels should seek citizens and stakeholders participation in the planning and implementation of environmental control programmes, and organize enlightenment programmes to educate the citizens on the importance of establishing balance between socio-economic development and environmental sustainability in rural communities.

Keywords: Effectiveness, Environmental Sustainability, Participatory Planning, Resilience and Rural Communities.

1.0 Introduction

Rural community dwellers oftentimes wake up in the morning and see policies, programmes and intervention schemes implemented in their communities, as decisions including environment legislations which affect them and their communities. These policies are continuously made at the top and have caused resentments and difficulties in achieving sustainable rural development. Replacing the traditional approach of top-bottom and employing the contemporary participatory approach that gives premium to public participatory provides easy pathways to check environmental problems (Nabatchi, 2012). The author posited that a participatory approach to environmental decision-making in which all stakeholder groups, including the community dwellers are involved is an effective method in community development.

According to Leighninger (2012) participatory planning approach creates and fosters better citizens' participation, because it encourages education concerning government policies and programmes, and improves basic civil skills and dispositions. The author underscored that, a participatory approach is an important guide for community development interventions, as it reduces cost of development incurred through the top-down approach and enables people to reap benefits. Also, Woodcraft, Hackett and Caistor-Arendar (2011)noted that in this approach the people are directly involved in the decision-making process and take ownership of both the decision-making and development processes .Bezdek (2013) stated that engaging a participatory planning approach in the development of local environmental policies, programmes and intervention projects can give credence to the entire processes of community development, and is deemed to be crucial for sustainability and resilience building

Researchers such as Bezdek (2013), considered participatory planning approach as a veritable physical planning tool in addressing environmental problems and bringing about sustainable development in both urban and rural neighbourhoods. In Bayelsa State, the adoption of the participatory planning approach in the planning and implementation processes of environmental policies and programmes mostly fall at the lower levels of consultation and information giving; whereas, it is imperative to encourage significantly high level in the ladder of community participation. It is against this backdrop that this study is undertaken with the aim of critically examining the adoption of participatory planning approach in environmental control programmes in Bayelsa State, with key objectives to ascertain the role of participatory planning approach in building resilient and sustainable rural communities; identify the major constraints, and to make far-reaching recommendations.

1.1 The Concept of Participatory Planning

Participatory planning is a planning paradigm that emphases involving the entire community or stakeholders in the strategies and management process of urban planning or rural community-level planning processes (Rauschmayer & Risse, 2015). The participatory planning approach is an important guide for community development interventions. It aims at bottom-up, community-driven, needs-based approaches to development initiatives, and underscores partnerships, collaborations and shared ownership in order to instigate effective community participation through the participatory planning approach (Raymond, 2012).

Participatory planning is designed to harness the deep knowledge and commitment of residents to positively and productively improve their communities (Fox and Stoett, 2016). Furthermore, the authors noted that whether positively or negatively, residents' interest on an issue indicates that a robust discussion is needed, and it is the planner's duty to help coordinate that discussion and help develop a public sense of ownership over the local planning process and the outcomes; noting that the custodians of good planning should rest on the citizens and/or communities.

According to Hodge and Greve (2017), there are different types of participation. They however, cautioned that not all approaches allow citizens to actively and influentially shape decisions that affect their lives and environment. Also, the authors illustrated the different types of community participation as shown in Table 1.0.

Table 1.0: Types of Community Participation

Level of community control	Types of participation	Level of sustainability
	Self-Mobilization: Affected communities start actions on issues without outside help.	
High	**Joint Decision-Making:** Affected communities and organisation make decisions together on an equal basis.	High
	Functional Participation: Affected communities are united to participate at a particular stag of action to fulfil a particular purpose.	
	Participation for Material Incentives: Affected community participate in an activity only because they need the material benefits of doing so, e.g. money of infrastructural project.	
	Consultation: Affected communities are asked about an activity by an organisation, but their views may or may not have any influence on it.	
Low	**Information Giving:** People or affected community is simply informed that an activity will take place and have no say in activity design and implementation or management	Low

Source: Hodge and Greve (2017)

According to Wilcox (1994) in Fox and Stoett (2016), every intervention programme needs reasonable level of community participation to succeed; and community participation in the planning and development process assures that success. The United Nations General Assembly (2018) recommended community participation at significantly high level on the ladder of participation, stressing that local people often know a lot more than outside organizations how an issue affects their individual lives and the environment. However, authors have also criticized the participatory planning approach.

1.2 Criticisms of Participatory Planning Approach

Maier (2001) and Badasyan and Alfen (2017) noted that the participatory planning approach has been criticized on the following grounds:

1. A participatory process takes longer time.
2. It may be difficult to assure that all the right people get to the table or are brought on board.
3. One determined individual can wreak the whole process if it is not handled well.
4. Education may be needed for community members and the organisation to work together
5. Members of the target population or community may not agree with the ‘experts’ about what is needed.

Nonetheless, the authors further noted that overcoming these challenges may increase the possibility of designing and carrying out an effective participatory planning with benefits to the community. Nabatchi (2012) posited that citizens’ participation should be entrenched into the institutional framework of administrative agencies regardless of the challenges associated with inclusive environmental governance.

1.3 Benefits of the Participatory Planning Approach

Research reports have confirmed that participatory approach provides planners and decision-makers with necessary information for providing more and adequate enabling and institutional support. Badasyan and Alfen (2017) summarized the benefits of participatory planning approach to include:

1 It bring a broader range of people to the planning process, provides access to a broader range of ideas, and hence the process shall have more credibility in all segments of the community

2. It implies respect for everyone in the community, and hence sets a standard for community participation and empowerment organisation and the community at large may feel compelled to follow.

3. A participatory planning process builds trust both between the organisation and the community and among the individuals; thus, carries with it feelings of ownership, and builds a strong base for interventions in the community.

4 It can bring together and establish ties among community members who might normally have no connection, and transfer skills which last far beyond the planning process, and can help to improve the community over the long term

5 A participatory planning approach avoids pit falls caused by ignorance of the realities of the community or the target population. Also, it can provide an opportunity for often disenfranchised groups to be heard and show that they can as well contribute positively.

2.0 The Study Area

The research was conducted in Southern Ijaw Local Government Area of Bayelsa State, where a total of fifteen (15) communities were randomly selected. The communities comprised of ten Nun River Oilfield Communities namely; Oporoma, Onyoma,
Angiama, Luduon, Aguobiri, Bolou-Aguobiri, Agiama-gbene, Igeibiri, Obololi and Osokama and five neighbouring communities namely; Otuan, Oweikoroghe, Anyama, Ondewari and Ozezebiri. The studied communities are shown in the map of Southern Ijaw Local Government Area (see Figure 1).

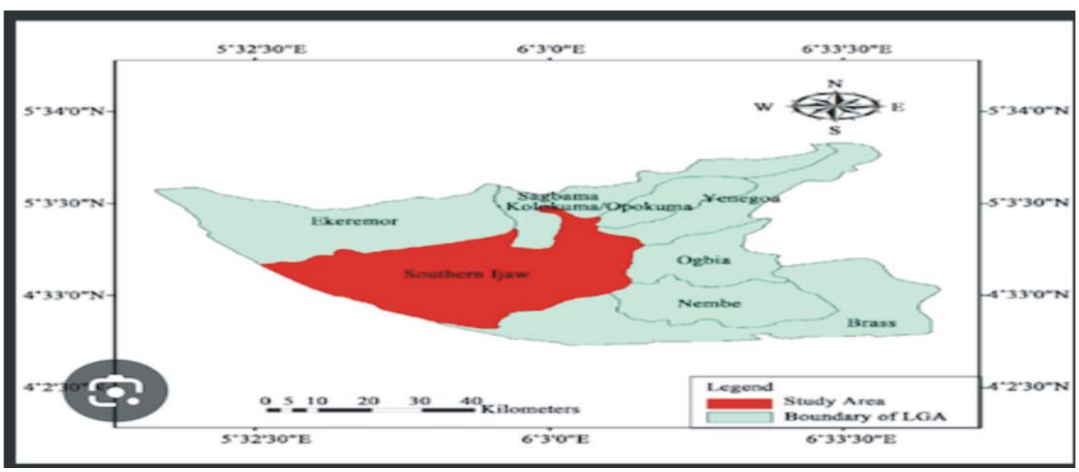

Figure 2. Southern Ijaw Local Government Area Showing Sampled Communities
Source: Office of the Surveyor-General, Yenagoa, Bayelsa State.

The sampled communities had a total population of 54,982 people. The geographical coordinate of the central point of the study area which is Oporoma is in latitude 4^0 48^1 17^{11} North and longitude $6^0 04^1 44^{11}$ East. The Geology is made up from top to bottom with Benin, Agbade and Akata formations (Shell Petroleum Development Company of Nigeria Limited, 1998). The area lies in the wet equatorial climate region of the Niger Delta. It is typically a humid tropical climate characterised by high rainfall and high temperature (Gobo, 1998). The area experiences both dry and wet seasons. The temperature of the area ranges between 23 and 32^oC with little monthly variations. The vegetation cover of the study area and that of the Bayelsa State is typical of the fresh water areas characterised by grasses and trees. The surface soil of the area shows moderate suitability for crop production.

The area is rich in natural resources which include oil and gas, with oil wells in most communities and pipelines crisis crossing the area. The major economic activity of the area is agriculture including fishing, farming, forestry, lumbering, hunting, gathering of wild forest products and tapping of palm wine and brewing of local gin are the primary economic activities in the area (Allison-Oguru, Zuofa &Berepubo, 1999).

3.0 Materials and Methods

The study adopted the descriptive and explanatory research designs. The research utilized mainly primary data, which entailed the use of a structured and validated questionnaire and direct physical observation. The research included all ten (10) oil bearing communities covered by SPDC operations and five (5) neighbouring non oil bearing communities, totalling fifteen communities in Southern Ijaw Local Government Area (SILGA) of Bayelsa State.

The total population of Nun River Oilfield Communities and Neighbouring Communities' was 103, 608 (NPC, 2006). The sample size for the study was 250, which was determined adequate for the study using the Taro Yamane formula for determining sample size from a given population (Kpolovie, 2011). The multi-stage sampling technique was adopted for the study. Firstly, the respective sampled communities constituted 15 clusters, from which the 250 samples were drawn. Secondly, the proportionate sampling technique was adopted to determine the number of samples to be drawn from each community based on its population size. Thirdly, having determined the respective sample size for each community, the systematic sampling technique at every four housing interval was used to identified the respondents for the study.

A set of 250 structured questionnaires were administered to the sampled respondents, male or female household heads that were available as at the time of visit. The questionnaires were administered directly by hand to the respondents to fill and return. This measure was adopted to improve the number of retrieved questionnaire. The obtained data from the administered questionnaire were analysed using descriptive statistics (percentages, means and graphical illustrations) and analysis of variance (ANOVA), which was adopted to test the hypothesis, which states that the socioeconomic characteristics of respondents significantly relates to degree of participation in environmental decision- making process. The statistical package for the social sciences (SPSS) was used to conduct the ANOVA test.

4.0 Results and Discussion

This section focuses on presentation of results and discussion of findings which enlightens the audience on how the result is presented to achieve the objective of the study. As earlier stated a total of 250 questionnaires were administered, out of which 240 representing 96% was retrieved and analyzed.

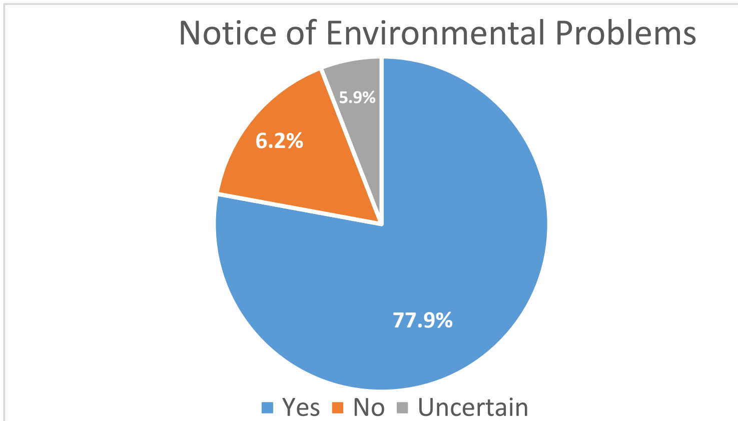

Figure 1: Environmental challenges observed

Source: Field Work (2024)

From the analysis of data figure 1 showed 77.9% of respondents stating that they have observed environmental challenges in their communities, 16.2% said they have not observed any environmental challenge, while 5.9% of respondents were undecided. Also, respondents identified various environmental challenges observed in their communities to include indiscriminate waste dumping, mainly in the waterways, loss of bio-diversities, indiscriminate logging, water/air pollution, soil/shoreline erosion, flooding as well as hyacinth invasion, etc.

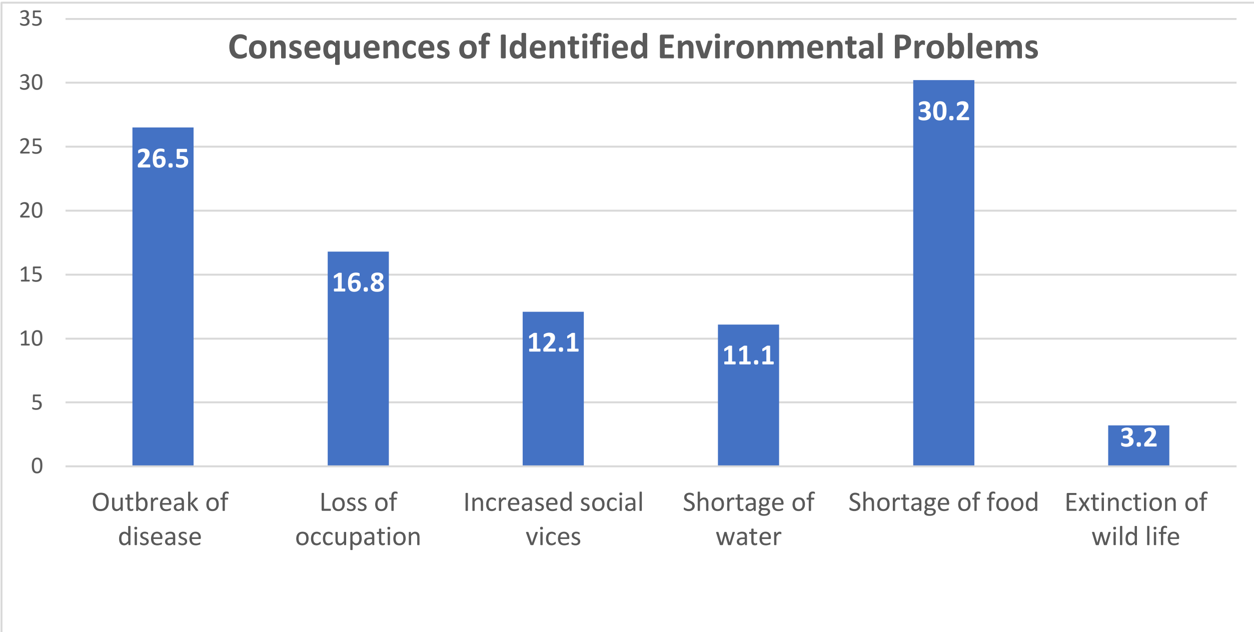

Figure 2:Consequences of Identified Environmental Problems
Source: Field Work (2024)

Figure 2 reveals that 26.5% of respondents identified outbreak of diseases as a major consequence of the environmental challenges observed, 16.8% identified loss of occupation, and 12.1% identified increase in social vices. The figure also showed 11.1% of respondents identifying shortage of water, 30.2% identified food shortage; while 3.2% of respondents identified loss of wild live as major consequences of environmental challenges in the communities.

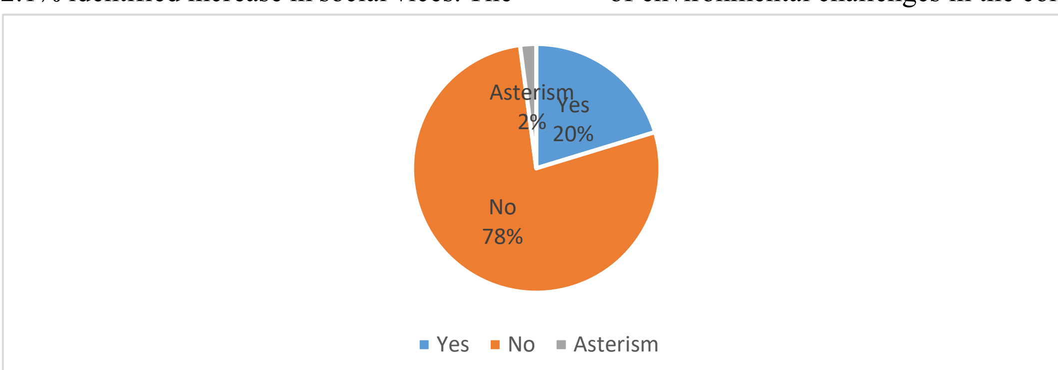

Figure 3: Awareness of Government Environmental Regulations
Source: Field Work (2024)

Figure 3 shows that 20% of respondents affirmed awareness of government environmental laws and regulations, 78% stated not been aware, while 2% declined to supply any information. It is pertinent to also note that respondents expressed neglect by government agencies in processes culminating into the establishment of environmental laws and regulations. Abbott

(1996) averred that environmental regulations are unlikely to succeed if the citizens are not involved in the planning and implementation regimes. The author further noted that the success of conservation efforts demands the full participation of community dwellers; not only that this participatory planning approach will motivate the people, but it will also make it possible for local technologies and techniques to be harnessed and included in the environmental decision-making process.

Figure 4 showed respondents readiness to participate in environmental decision-making process, if called upon by decision/policy makers. As shown, 80.0% expressed their readiness to participate; only 16.8% expressed unwillingness, while 3.2% were indifferent to the question.

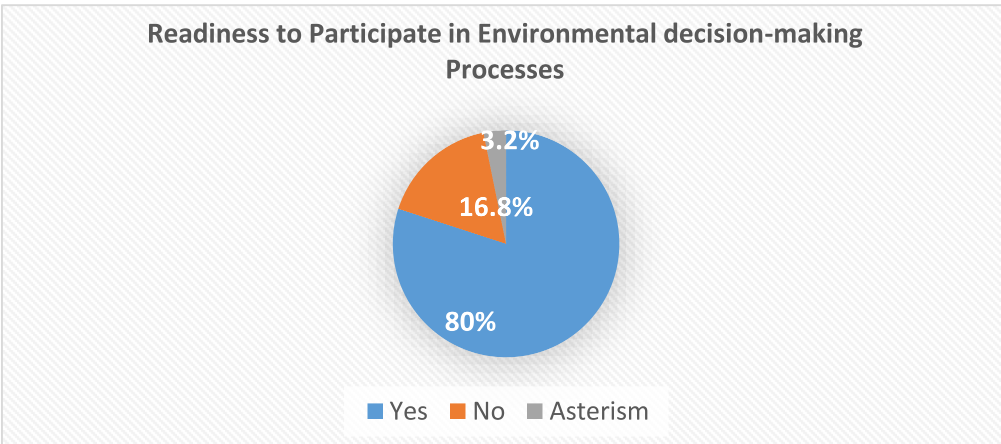

Figure 4: Readiness to Participate in Environmental Decision-making Process Source: Field Work (2024)

Table 2: Constraints to participation in environmental decision-making

S/N	Factors affecting Participation	No. Respondents	%
1	Lack of public awareness hinders citizen participation	30	12.5
2	Absence of regulatory agencies and enforcement	25	10.4
3	Low income level	27	11.3
4	Lack of confidence on government/ policies and programmes	40	16.7
5	Illiteracy	65	27.1
6	Non-involvement of citizens	53	22.0
	TOTAL	**240**	**100**

Source: Field Work (2024)

As shown in the table 12.5% identified lack of public awareness as a major constraint to citizen participation in environmental decision-making, 10.4% was absence of relevant regulatory agencies and enforcement, 11.3% said it was low income level i.e. poverty, another 16.7% noted lack of confidence on government. The table also shows that 27.1% noted illiteracy and 22.0% of the respondents identified non-involvement of citizens in decision-making process that culminated into the enactment and subsequent implementation of environmental laws, regulations and intervention programmes and projects.

The outcome of this research has raised a fundamental question, “how do policy-makers deploy participatory planning approach into efforts aimed at building environmental resilience and sustainable rural communities in Bayelsa State”.

5.0 Recommendations

Based on the finding, we recommend that government should seek citizens and stakeholders participation; assess the various local cultural practices and value systems that have fostered environmental control and harness or encourage such practices.

Government should undertake a comprehensive evaluation of all extant environmental laws and regulations with a view to harmonizing effective citizens’ participation in the processes leading to the formulation and implementation processes of such laws and regulations.

Lastly, environmental education is enshrined in the nation’s schools curriculum throughout the formal and non-formal education system; undertake comprehensive environmental education programmes and enlightenment campaigns to provide rural people with relevant and adequate information on the need to sustain the environment.

6.0 Conclusions

The question of whether respondents have observed environmental challenges in their communities were answered unanimously in the affirmative with a resounding 78% of respondents; suggesting that environmental challenges abound in sample communities. Results also showed that respondents are to a large extent aware of the consequences associated thereto. There was an observed enthusiasm to answer the question on whether respondents were aware of the existence of extant environmental laws and regulations, about 77% of respondents expressed ignorance of such environmental laws and regulations. This leaves much to be desired as the sustainability of the environment and the success of environmental laws and regulations depends largely on the active participation of the citizens in the planning process. This calls for a more comprehensive environmental education or enlightenment campaigns in sampled communities.

Similarly, on whether respondents were involved in processes leading to establishment of environmental control statutes, over 85% stated that they were not involved. The question on the readiness to participate in environmental decision-making was also answered unanimously in the affirmative with a resounding 80% indicating their readiness to participate, a small percentage expressed indifference, while 16.8% said they weren't ready to participate. It is important to note that they attributed their unwillingness to the insensitivity of government towards their plight as individual and community.Fox & Stoett (2016) averred that there can be no genuine participation without partnership, delegated power and effective citizen control over a range of issues affecting their lives and environment.

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RE-EVALUATING THE CONCEPT OF PROCRASTINATION AND THE REASONS WHY STUDENTS PROCRASTINATE; A THEORETICAL APPRAISAL

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Abstract
This paper is a theoretical appraisal on rethinking the concept of procrastination and the reasons why students procrastinate. The norm in the case of education is to do work and learn in school. Although procrastination is a deviance of the norm of education, there are more students who procrastinate than students who get everything done as soon as it is assigned. The standard has been changed; it is now standard behavior to procrastinate since the majority of the social group participates. The problem of procrastination affects many students in secondary schools in Nigeria. On the other hand, many students do not know that their inability to read is problem of postponing their time to studies, but they are engaged more on pleasurable things in which they cannot benefits from it. The paper looked into the concept of procrastination, components of procrastination, and the theoretical framework like social learning theory of Fiske. The reasons why students procrastinate e.g. forgetting about it, lack of clarity about the desired outcome, resistance overly/ lenient deadlines, distractions, perfectionism, fear of failure etc finally summary, conclusion and recommendations.

Keyword: Re-evaluation, procrastination, students, distraction, resistance

Introduction

Procrastination is a relatively old phenomenon, as psychologist William James already recognized the emotional cost generated in people who suffered from it more than 120 years ago [20]. Lay (2018) pointed out that procrastination considers importance to the individual whose action is being postponed, while Milgram, Mey-Tal, and Levison (2019) discussed whether the performance of a task is voluntary or imposed, and Steel (2019) wondered whether the person is aware of the negative consequences of this postponement. Along these lines, Steel and Ferrari (2017) defined procrastination as an insufficiency in self-regulation processes that causes the voluntary delay of planned activities or an ineffective lifestyle that leads to a failure in the fulfillment and commitment to set targets. In this light, procrastination involves the action of not finishing a task or finishing it late, and this process is generally accompanied by feelings of nervousness or restlessness, and discouragement. This habit is considered destructive since the cost of such behavior may cause psychological stress due to overexertion to meet deadlines, when not fulfilling responsibilities may lead to negative consequences and when the positive consequences of performing the task are higher.

Procrastination can be defined as the tendency to postpone and delay academic tasks or ignoring academic responsibility during the entire course of studies. The indicators of procrastination are postpone or delay to start doing of the task, delay finishing or submitting the assignments, pass over the deadline of task that has been planned and do other interesting activities than finishing the tasks. It is a common behavior that university students do during their academic period. For example, students postpone the preparation and submission of their assignments or presentations, completing projects, or even preparing their final examination. Research done by previous researchers found that 30% - 60% of university students report their regular postponement. Procrastination influence student's academic performance (Hussain & Sultan, 2010; Rabin, Fogel & Nutter-Upham, 2011) Universities already set the period of study and every student must finish their study during that period. Through academic period, university students have many obligations should be fulfilled. For some students, these obligations are considered as challenge. In the other hand there are many students making those obligations as obstacles should be avoided. (Adrianta & Tjundjing, 2007; Handaru, Lase, & Parimita, 2014; Hussain & Sultan, 2010). The present paper is on rethinking the concept of procrastination and the reasons why students procrastinate; a theoretical appraisal.

Procrastination

Procrastination is an act everyone takes a part in everyday, regardless of their situation in life. Everyone from young junior high students to adults who have been out of school for a while participate in procrastination. Some people would say that it is a form of deviance because by definition deviance is "any violation of norms" and avoiding what should be done is a violation of norms. In today's world of technology and the Internet, however, people procrastinate all the time. It seems that procrastination is now more of a social norm than a deviance. By definition a social norm is a "rule or standard of behavior shared by members of a social group." The norm in the case of education is to do work and learn in school. Although procrastination is a deviance of the norm of education, there are more students who procrastinate than students who get everything done as soon as it is assigned. The standard has been changed; it is now standard behavior to procrastinate since the majority of the social group participates. Obviously, the problem of procrastination affects many students in secondary schools in Nigeria. However, many students do not know that their inability to read is problem of postponing their time to studies, but they are engaged more on pleasurable things in which they cannot benefits from it.

Moreover, the students who studies their books perform better than those who are not serious. (Thomas, 2014). Laeus (2015) explains that the procrastination is avoidance of doing a task that needs to be accomplished. He further states that procrastinate is the process of doing more pleasurable things in place of less pleasurable ones, or carrying out less urgent tasks instead of more urgent ones, thus putting off impending tasks to a later time. However, the procrastination serves as a major problem which contributes to poor reading and inability of the students to read and understanding in post –primary education in Nigeria today.

Moreover, it affects the reading culture among the students only few students are reading and perform well , even this contributes the eagerness of the students who involve in examinations malpractices both internal and external examinations. For instance, in 2014 and 2015 (WAEC) cancelled the results of more than four zones in Nigeria (South- West, South- South ,

South East and North) of senior secondary school certificate examination) ,while in other zones many students could not passed English language and Mathematics (Adekunle 2004). Dilmac, (2009) states that the Procrastination appears to be a troubling phenomenon, people most strongly characterized it as being bad, harmful, and foolish. Justifying this viewpoint, several studies have linked it to individual performance, with the procrastinator performing more poorly overall, and to individual well-being, with the procrastinator being more miserable in the long term.

Components of Procrastination

At larger levels of analysis, Procrastination has been linked to several organizational and societal issues. George (2005) considers procrastination as a dispositional trait which has cognitive, behavioral and emotional components, furthermore it affects activities of students who could not read but only postponing time of reading. Allien and Milgram (2017) proposes that procrastination is primarily:

(1) A behavior sequence of postponement;

(2) Resulting in a substandard behavioral product;

(3) Involving a task that is perceived by the procrastinator as being important to perform; and

(4) Resulting in a state of emotional upset.

Langton (2016) defines procrastination as avoidance of the implementation of an intention, frustrates an individual's stated purposes by simply putting it off until it's too late or nearly too late. The high threshold for certainty needed before acting on a choice leads to taking longer to complete the task and to seeking more information about alternatives. Kims (2015) distinguishes between the optimistic procrastinator and the pessimistic procrastinator.

Theoretical Framework

Social learning theory

Albert Bandura (1977) is considered as the father of then social learning theory. Fellow social researchers support his view that individuals learn new behaviours by observing and imitating modelled attitudes, emotions and behaviours towards the environment. Naturally, children tend to copy good and bad behaviours from adults and other children. Those at risk of antisocial conduct learn from others that socially unaccepted behaviour is right. Some scholars concur and contend that vulnerable youth learn anti-social behaviour through the attitudes and behaviours of their peers (Haynie 2001).They may, for example steal, lie, fight, disrespect others, bully, cheat in tests, and commit serious offences such as rape and murder, individually or in groups . Shannon and Mccall (n.d.) concur, and add that adolescents tend to condone anti-social behaviour because they copy their peers and others. Social learning theory focuses on the social context as a site for learning behaviour and the reciprocal influence between the individual, the behaviour and the environment. Jekielek (1998) concurs and cites the example of children who observe and learn their parent's aggressive behaviour towards each other, and apply it to solve their own problems. They learn that it is okay to swear, bully, use vulgar language, threaten and assault others in conflict situations. Thus, any inappropriate behaviour by adults, irrespective of the context, plus children at risk of misconduct.

Social Control Theory

This theory was propounded by Hirsch (1969) and the theory suggests that a person's ties or bonds to social institutions such as family, church, school etc prevent him/her from pursuing better time management (Curran and Renzetti, 1994). The theory is based on the concept that time management become relevant in communication because it is the easiest, most efficient, most gratifying way to interact with theirs. Therefore, if children are relatively unattached to elements of their surrounding social institutions, they are more likely to develop better time management. According to Hirsch, variations in behaviour among children could be explained by variations in attachment to others, commitment to conventional goals, acceptance of conventional moral standards or belief, and involvement in conventional activities. These four were considered to be dimensions of the social bond, and the greater the bonds between a child and society, the lower the odds of involvement in delinquency. When social bonds to conventional role models, values and institutions such as family, school, church etc are aggregated for the child in a particular setting, they measure much the same phenomena as captured by concepts such as network ties or social integration indeed in comparison with theoretical traditions. Macionis (2005:199) noted that, children who feel time management are not important phenomena in their life end up becoming failure in school. Hirschi linked conformity to societal rules to four different types of social control:

1. Attachment: The family environment is the source of attachment because parents acts as role models and teach their children the socially accepted behaviours. Strong attachments encourage conformity; weak attachment/relationships, especially in the family and in school leave child freer to engage in delinquent acts.
2. Opportunity: The greater people access legitimate opportunity, the greater the advantages of conformity. By contrast, children with little confidence in future success are more likely to drift towards deviance.
3. Involvement: Extensive involvement/participation in conventional activities which lead towards socially valued success and status objectives, such as going to school, and playing sports inhibits deviance. By contrast, juveniles without these activities, those who simply "hang out" waiting for something to happen have time and energy for social activity (Langbein and Roseanna, 2002).
4. Belief: This is the acceptance to the moral validity of the central social-value system. Strong belief in conventional morality and respect for authority figures restrain tendencies towards delinquency. In other words, children who have weak conscience and who are left unsupervised are more vulnerable to temptation (Osgood et al., 1996).

Hirschi social control theory rest on the Hobbesian assumption that "human behaviour is not inherently conforming, but that we are all animals and thus naturally capable of having better social skill. In conclusion, a person's relative social privilege and strength of moral character gives that individual a stake in conforming to conventional norms (Sampson and Laub, 1990).

The Social Models Theory of Fiske

The social models theory of Fiske (Fiske, 1991; Fiske, 1992) claims that people are fundamentally sociable. They generally organize their social life in terms of their relations with other people. In general people seek to create, sustain, and repair social relationships because the relationships themselves are subjectively imperative, intrinsically satisfying, and significant. The social models theory integrates the work of the major social theorists and builds on a synthesis of empirical studies across the social sciences, including anthropological fieldwork. From an exhaustive review of the major thinking on time management Fiske argues for the existence of two fundamental forms of human time management: communal sharing and understanding of the child. The two social structures are manifestations of elementary mental models (schemata). Fiske's assertion about the pervasiveness and importance of these two forms of human relationships is not a modest one. He hypothesizes that the two models are 'fundamental, in the sense that they are the lowest or most basic-level "grammar" for social skill. Further, the models are general, giving order to most forms of time management, thought, and affect. They are elementary, in the sense that they are the basic constituents for all higher order social forms. They are universal, being the basis for social relations among people in all cultures and the essential foundation for cross-cultural understanding and intercultural engagement ((Fiske, 1991) p.25)'. Table 1 summarizes some of the major postulations of the relation models theory. Each of the relational models is now briefly described. Communal social relationships (CS) are based on a conception of some bounded group of people as equivalent and undifferentiated. In this kind of social relationship, the members of a group or dyad treat each other as all the same, focusing on commonalities and disregarding distinct individual identities, this will help the child develop better time management. People in a children in communal social relationship often think of themselves as sharing some common substance (e.g., family ties), and hence think that it is natural to be relatively kind and altruistic to people of their own kind. Close kinship ties usually involve a major communal social component, as does intense love; ethical and national identities and even minimal groups are more attenuated forms of communal social. When children are thinking in terms of equivalence relations, they tend to regard the equivalence class to which they themselves belong as better than others, and to favor it. Authority ranking relationships (AR) are based on a model of asymmetry among people who are linearly ordered along some hierarchical social dimension. People higher in rank have prestige, prerogatives, and privileges that their inferiors lack, but subordinates are often entitled to protection and pastoral care. Authorities often control some aspects of their subordinates' actions. Relationships between people of different ranks in the military are predominantly governed by this model, as are relations across generations and between genders in many traditional societies. Although, in principle, in any society or situation, people could be ranked in different hierarchies according to innumerable different status-relevant features, in practice, people tend to reduce these factors to a single linear ordering. When children are thinking in terms of such linearly ordered structures they tend to develop a better social skill.

Optimistic procrastinators

Optimistic procrastinators put of their intentions but do not worry about it. They are confident that they will succeed in the end, regardless of their engagement in the intended action now or later. Moreover, they overestimate their progress and their chances to succeed and underestimate the time needed to achieve their goal. In contrast, pessimistic procrastinators do worry about their dilatory behaviour. They are aware of the fact that they get behind schedule. Nevertheless, they still procrastinate because they do not know how to deal with the task. They feel incompetent and are afraid that their involvement in the task will prove their incompetence. Therefore, they procrastinate to avoid unpleasant experiences Dewitte and Lens, (2000) state that a major difference between the two types might be their degree of adaptive. Although procrastination in general seems to be related to several psychopathological symptoms, this link might be due primarily to pessimistic procrastinators and much less to optimistic procrastinators, who seem to manage their problems reasonably well. Zim Chu and

Choi (2005) distinguish between two sorts of procrastination behaviors. They stated that Passive procrastinators are paralyzed by their indecision and as a result fail to complete tasks on time. This is certainly an unfavorable behavior. However, active procrastinators prefer to work under pressure and make deliberate decisions to procrastinate tasks, nevertheless, they usually complete their tasks on time. Two types that are particularly common are behavioural- and decisional procrastination.

Behavioural Procrastination

Behavioural procrastination is a self-sabotage strategy that allows people to shift blame and avoid action, for example: a student may do poorly in an exam and use procrastination as an excuse. "Ferrari also thinks that procrastinators suffer from low esteem and self-doubt and worry about how other people judge their abilities. Prolonged procrastination and failure to perform adequately creates a cycle of self-defeating behavior, which results in a downward spiral of self-esteem. Self-inflicted degradation and shame of this kind often translates into stress and (mental) health problems at some point.

Decisional Procrastination

The decisional procrastination strategy is to put off making a decision when dealing with conflicts or choices. People who practice high level decisional procrastination tend to be afraid of errors and are likely to be perfectionists. These procrastinators seek out more and more information about alternatives before attempting to make a decision, if they make one at all. (Dimkisma 2003).

Reasons Why Students Procrastinate

Forgetting about it: For whatever reason missing class, being distracted when the teacher announced the homework, not writing it down, or forgetting to look at the class website sometimes students leave their work until the last minute because they genuinely have no idea that there's any work to be done. (That is, until a friend mentions it the day beforehand or until they walk into class the next morning.) Technically speaking, this wouldn't be classified as "procrastination" because the student is not resisting their work they simply don't realize they have any work! But this is definitely a common cause of leaving things until the last minute.

Lack of clarity about the desired outcome: When students are confused by an assignment, or don't know exactly what is expected of them, they often put off the assignment in hopes that they will understand it better later. This is especially problematic for students who are uncomfortable with uncertainty or unknown situations. Unfortunately, when they look at it the night before the deadline, they usually have no more information than they did before and no time left to ask their teacher for clarification. Optimistic time estimates. Optimism is a wonderful quality in most situations. But when it comes to estimating how much time it will take to complete an assignment, optimistic time estimates can create big problems. Students commonly overestimate the amount of time they have left to complete assignments, and underestimate the amount of time it will take to complete them. Consequently, they fail to leave themselves enough time to complete the work.

Girl staying up late working on overdue assignment Overly-lenient deadlines: When teachers don't enforce deadlines and allow students to turn in late work without a penalty, students learn that deadlines aren't meaningful and cease to take them seriously. Without meaningful consequences, external deadlines can start to feel as arbitrary as internal deadlines, which while helpful are not as effective at discouraging procrastination. Not knowing where to start. When students think of papers or projects as a whole, rather than as a series of steps, they can seem overwhelming and they don't know where to begin. So, they end up putting the whole project off, until it's so close to the deadline that their worry about not knowing the "right" place to start is overshadowed by their fear of not having enough time to complete the work at all.

Poor study routines. Students' after-school routines tend to be fairly habitual. Once they are established, these behavior patterns are followed automatically, with very little conscious thought. For example, students sometimes will start watching TV as a break after school, which automatically leads to procrastination because it's hard to turn it off. Or, students will have a pattern of leaving their most difficult work, their studying, or their long-term projects until the end of their homework time, when they have the least energy and the smallest amount of willpower. These habits can cause students to procrastinate automatically, without even thinking about it.

Distractions: Sometimes students set aside time with the intention of completing their work, but end up distracted with other things. These distractions can be external (Face book, text messages, etc.) or internal (their own thoughts & impulses). Either way, this results in them spending time that had been budgeted for their work in other ways. Overwhelm. When an assignment seems very complex or time-consuming, even thinking about it can seem scary and stressful. So, students often fall into the trap of putting it off. Unfortunately, this ultimately backfires when they eventually do start the project because now the inherent difficulty of the project is compounded by the fact that they have insufficient time to complete it. So, they end up with far more stress than they would have had if they had started earlier.

Perfectionism /Fear of failure: Students preoccupied with making their projects "perfect", nervous about making mistakes or "messing them up", or afraid of criticism, are often so concerned about doing assignments incorrectly that they will put them off to avoid the anxiety they feel when they are trying to work on the project. This can lead to the seemingly irrational behavior of avoiding the project even more as the deadline approaches (because they become less and less likely to be able to do a good job on it) until, at last, they are so close to the deadline that producing an ideal assignment is no longer possible, and their only options are to do an imperfect job or turn in nothing at all. Difficulty regulating emotions. Recent studies have suggested that procrastination is less of problem with time management than we had once believed, and more of a difficulty with emotional regulation. Students who feel bored, tired, frustrated or nervous when they work on assignments will often pursue a strategy of trying to make themselves feel better in the short-term by downplaying the assignment ("it's no big deal; it won't affect my grade much anyway") and distracting themselves with fun, rewarding activities in order to improve their mood.

Too many commitments: If a student has so many scheduled activities and so little free time that their life feels like an endless string of obligations and chores, with little or no time off, they may use procrastination as a method to artificially create "free time" for themselves. Unfortunately, this type of "free time" is usually not very satisfying because it's also accompanied with a sense of guilt for avoiding the things they "should" be working on.

Resistance: Students will sometimes procrastinate as a form of rebellion when they view work as something that is being "forced" on them by an unreasonable teacher or authoritarian parents. Procrastination becomes their way of resisting this authority. When students think of assignments as something they "have to" do, schoolwork becomes a chore rather than a choice and they are more tempted to procrastinate on it. Procrastination can then become their way of resisting the message that they are "supposed to" complete their work by showing teachers and parents "you can't make me do it". Girl asleep staying up late to work on homework .The solutions to use with students are different for each of these scenarios which is why it is so important to identify the root cause for a student's procrastination before giving them tips or advice about how to fix it. For example, reminders about the consequences of an impending deadline may help a teen who hasn't been taking deadlines seriously but, for a student with a fear of failure or difficulty regulating emotions, it could actually make things worse by increasing their anxiety about the assignment and their desire to do something else in order to avoid these negative emotions

Social Support and Procrastination

Karen (2016) investigated the relationship between social support and negative procrastination and their simultaneous effect on psychological well-being. A review of 28 studies revealed that there are conceptual, theoretical, and methodological limitations associated with this body of research. In order to unravel some of these limitations, studies are grouped according to three conceptual models: the additive effects model, the moderator model, and the domain-specific model. Finally, the article discusses directions social work practice research should take to tackle and fully appreciate the complexities of the relationship between social support and psychological well-being. David (2018) investigate the impact of social activities, social networks and social support on the cognitive functioning of healthy older adults (50+) and examine the differential effects of aspects of social relationships on various cognitive domains. We followed PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) guidelines, and collated data from randomized controlled trials (RCTs), genetic and observational studies. Independent variables of interest included subjective measures of social activities, social networks, and social support, and composite measures of social relationships (CMSR). The primary outcome of interest was cognitive function divided into domains of episodic memory, semantic memory, overall memory ability, working memory, verbal fluency, and reasoning, attention, processing speed, visuospatial abilities, overall executive functioning and global cognition. Thirty-nine studies were included in the review; three RCTs, 34 observational studies, and two genetic studies. Evidence suggests a relationship between (1) social activity and global cognition and overall executive functioning, working memory, visuospatial abilities and processing speed but not episodic memory, verbal fluency, reasoning or attention; (2) social networks and global cognition but not episodic memory, attention or processing speed; (3) social support and global cognition and episodic memory but not attention or processing speed; and (4) CMSR and episodic memory and verbal fluency but not global cognition. The results support prior conclusions that there is an association between social relationships and cognitive function but the exact nature of this association remains unclear. Implications of the findings are discussed and suggestions for future research provided.

Summary and Conclusion

Heinz (2016) found out the influence of socio economic status on social, emotional and behaviour problem, for which the survey method has been adapted. Random sampling technique has been used for the present study for the selection of sample. The sample of the study includes the adolescent students studying in Adi-Dravidar Welfare School in Cuddalore District of Tamilnadu, India. The social, emotional and behaviour problem scale standardized by R. Gnanadevan et al. (2015) and socio economic status tool standardized by Kuppuswamy (1913) have been used for collecting data from the sample. The present study indicates that the socio economic status significantly contributed to the social, emotional and behaviour problem of students. 29.2% of the total variance in socio-economic status is attributed by the social, emotional and behaviour problem of students studying in Adi-dravidar welfare schools. Proper efforts can be made for the desired care, treatment and progress of the children with social, emotional and behaviour problems through collaborated approach involving effective behavioural and educational intervention. The study has shown that social support and motivation have different relationship with procrastination of year one students in University of Port Harcourt. This study has empirically shown that social support and motivation as relates with procrastination of year one students in University of Port Harcourt.

Recommendations

1. Parents and government should try and provide social support to the students, this will help to reduce procrastination among students.
2. Parents should as well get attached well with their children as this will help them adjust better in school.
3. School administrators should try and introduce programmes that will help improve the social integration of this students and this will as well help reduce procrastination.

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IMPACT OF MANAGEMENT PRACTICES ON THE EFFICIENCY OF SCHOOL FACILITIES IN NIGER DELTA UNIVERSITY, BAYELSA STATE.

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Abstract

Facilities management is an integral part of the overall management of tertiary Institutions. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. The purpose of this study is to examine the state of school facilities in Nigerian tertiary institutions in comparison with cost of facilities and its management in the institutions. This was achieved by determining the availability of school facilities in Niger Delta University. Assessment of the various facilities managers in the institution, and determining if the cost expended on facilities management in the institution reflects the current state of the physical structures. The data collected were analyzed using mean method and simple percentages. The result revealed that availability of physical facilities in the institution had a mean value of 2.36, performance of the various facilities managers in the institution had a mean value of 2.760, and the simple percentage analysis showed that cost expended on facilities management in the institution, reflects the current state of the physical structures with a value of 89%. The findings from the study show that, the physical facilities in Niger Delta University were inadequate, cost of maintenance expended in the institution has a great impact on the state of the structures and performance of various facilities managers in the institution is just above average. Based on the findings, it was recommended that the government should provide adequate funds to the universities in respect to the provision and management of school facilities. Besides, students should be well-educated on how to maintain available facilities in Nigerian universities.

Keywords: School Facility Management, Operational Efficiency, Nigerian Tertiary Institutions and Impact.

Introduction

Education in general, and higher education in particular, are fundamental to the construction of knowledge, economy and society in all nations. Therefore, tertiary education is considered throughout the world to be the key to both individual and societal aspirations. For individuals; education beyond the secondary level is assumed to be the way societal esteem, better paying jobs and so on, while for societies; it tends to be the key to technological development, productivity and economic growth.

Schools are established for the purpose of teaching and learning. It is also more important that the teachers and learners are properly accommodated to facilitate the teaching and learning that go on there. This is the essence of the school plant and facilities (Alimi 2007). Therefore school facilities are the space interpretation and physical expression of the school curriculum. Physical facilities are known to be the largest single class of assets on the balance sheet of a nation or an institution (Hamer,1988; Ameh and Oko, 2002). Facilities management is a distinct management function and, as such, involves a well defined and consistent set of responsibilities. Simply stated, it is management of a vital asset which is the organization's facilities. Facility management combines proven management with current technical knowledge to provide humane and effective work environments. It is the business practice of planning, providing and managing productive work environments (International Facility Management Association, 2011). In Nigeria, institutions of higher learning have been facing a lot of problems such as inadequate funding, inadequacy of equipment and facilities, indiscipline among staff and student and so on, which has adversely affected their academic performance. Higher education is the key for the development and achievement of every nation so the need of educational facilities to users cannot be overemphasized. The purpose of teaching and learning process is to bring about desirable change in the learner's behavior through critical thinking. The processes does not take place in a vacuum but rather in an environment structures to facilitate learning. In ideal situation for teaching and learning to take place, there must be adequate infrastructure. Consequently, provision of instructional materials has impact on student learning achievement in educational system.

Facilities management is an integral part of the overall management of the school. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. School facilities consist of all types of buildings for academic and non-academic activities; equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities, parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenge persons. Researchers have shown that non-availability and inadequacy of such facilities have great influence on the performance of both students and lecturers in higher institution of learning. The facilities can be categorized into physical and non-physical facilities.

Tertiary education is an important wheel for the development and progress of a nation so the importance of educational facilities which play host to a large number of users with various needs as characterized by tertiary education facilities cannot be overemphasized (Hassanain and Mudhei, 2006). This study focuses on the facilities management in the Federal University of Technology, Minna in comparison with the state of the physical structures in the University. The study is aimed at investigating the management of school facilities in Niger Delta University Amassoma, Bayelsa State**.** The specific objectives are to find out various facilities available in tertiary schools in Bayelsa state and how these facilities are properly managed and maintained.

Research Questions

Based on the findings, the following research questions were raised,

1) What types of facilities are available in tertiary institutions in Bayelsa State?
2) To what extent are these facilities efficiently utilized in tertiary institutions in Bayelsa State?
3) How effectively are these facilities maintained and managed in tertiary institutions in Bayelsa State?

2.0 Literature Review

The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and nonacademic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school.

The primary purpose of the teaching and learning process is to bring about desirable change in the learner's behaviour through critical thinking. This process does not take place in a vacuum but rather in an environment structures to facilitate learning. Olaleye (2011) observed that for proper teaching and learning to take place, there must be adequate infrastructure. However casual observation reveals that in many public tertiary institutions in Nigeria, the lecture halls are overcrowded and many of the students stay outside because of inadequate accommodation. Several studies have shown that a close relationship exists between the physical environment and the academic performance of students. Ajayi & Ayodele (2001), in their study proved that adequate supply of instructional resources has significant effects on students' performance and enhances the effectiveness of instructional delivery and supervision, such instructional facilities include lecture rooms, office accommodation, laboratories, workshops, sporting facilities, equipment in libraries, and so on. Facilities are materials designed to serve specific purposes. In the school system, there are multiplicity of facilities, which facilitate teaching and learning. They are used;

(1) To illustrate concepts

(2) Provide opportunity for firsthand experience

(3) For experimentation and demonstration

(4) For scientific investigation and discovery

(5) To provide diversity of thoughts

(6) For observation and inquiry

(7) For development of scientific attitudes and skills

(8) To protect the individual and also provide comfort

Physical facilities comprises of buildings, land, compound, equipment's, tools, space and so on, while the nonphysical facilities include consultancy, catering, security, supply, relocation and event and both are required to be planned, design, documented, resourced, provided or delivered and monitored (Carpenter & Oluafa, 2005). Whilst the quality of facility services is important to business in institutions and organizations around the world, where the customer impact is immediate, such as retail sites and hospital. Business sector is a key determining criticality of facility to core operations (Ogundele & Moronfoye, 2013). Facilities are organizations' resources just like human, technology, finance and time. Facilities play a facilitating role by providing all the necessary support to organization so that it can successfully carry out its business smoothly; properly managed facilities can make certain contribution to organization success International Facility Management Association (IFMA, 2011).These strategic roles and contributions include improving quality working life. Facilities are instrument of productivity; as such this closer integration of facilities brings important opportunities to provide a competitive advantage Alexander(2006).

Facility Management (FM) plays a prominent role in an organization's performance and productivity. Facility management has a high impact on people's productive, business model, and workplace environment. FM parameters such as power consumption and maintenance practice may affect the planning and the management. In an economic language, the success of managing and operating a facility depends on the ability to maximize its return per money invested. Public higher education organizations and institutions are a type of public sector organizations since they are funded by a government Teicholz, (2001). Consequently, managing and operating the facilities differ from private sectors. For instance, the reviews and approvals of actions must go through layers of management. Also, maintenance contractors are rewarded with the lowest bid by delivering lowquality services. On the other hand, organization structure, Information Technology, aging buildings, insufficient financial resources, lousy maintenance practices, and planning are increasing the challenges in managing and operating the higher education facilities.

Methodology

The descriptive survey research design was adopted for the study. This method was used because the study is based on the management of school facilities in nigerian tertiary institutions. The population of the study consist of all facility managers, teaching and non-teaching staff of Niger Delta University, Bayelsa State. A total of 50 respondents were included in the study, comprising 5 facility managers and 45 teaching and non-teaching staff. These individuals were randomly selected from the entire population to form the study's sample size. The sample size was determined by adapting the recommendations of Nwana in Nwagu (2013) that sample sizes for specific population could be at least 40% for a population of few hundreds, 20% for many hundreds, 10% for few thousands and at most 5% for several thousands. Therefore the total population will be considered as sample size. The research instrument used in gathering data for the study was a questionnaire constructed by the researcher titled Managment of School Facilities in Nigeria Tertiary institutions Questionnaire (MSFNTIQ). The items were formulated in order to elicit the respondents' perception on the issue covered in the research topic. The data collected were analyzed using mean and percentages.

Result

Research question one

To know what facilities are available in tertiary schools in Bayelsa State.

Table 1: Responses on facilities available in tertiary schools in Bayelsa State.

N=50

S/N	STATEMENTS	SA	A	D	SD	M	Decision
1	Well structured buildings; classrooms, laboratories etc	48	2	-	-	4.0	Agree
2	Toilet facilities	43	5	2	-	3.8	Agree
3	Furniture and lighting facility	50	-	-	-	4.0	Agree
4.	Transportation facility	35	5	8	2	3.5	Agree
5.	ICT/ Security facility	26	14	10	-	3.3	Agree

Mean criterion= 2.50

The results in Table 1 above indicate that the respondents strongly agreed that there are well structured buildings in terms of classrooms, laboratries etc (mean = 4.0); toilet facilities were also available (Mean =3.8). The findings shows that all respondents were of the view that furniture and lighting facility is also available (mean =4.0). It was also observed that transportation facility was readily available (mean= 3.5); Finally respondents were of the view that the ICT/ Security facility was not really available compared to other facilities (mean=3.3). In all the cases it should be noted that basic facilities are available in tertiary schools.

Research question two: To what extent are they efficiently used in tertiary schools in Bayelsa State.

Table 2: Responses on the use of facilities in tertiary schools.
N=50

S/N	STATEMENTS	SA	A	D	SD	M	Decision
1	Are the classrooms under utilized	-	-	17	33	1.3	Disagree
2	Are the toilet facilities always open for use	40	7	3	-	3.7	Agree
3	The furniture is good enough for use and the classrooms/laboratories are lightened up enough to aid learning.	48	2	-	-	4.0	Agree
4.	Transportation facility is well organized and utilized.	25	11	8	6	3.1	Agree
5.	ICT/ Security facility are sufficiently put in place and easily accessible.	22	7	20	1	3.0	Agree

Mean criterion= 2.50

The results in Table 2 above indicate that the respondents strongly disagreed that classrooms are under-utilized (mean = 1.3); it was observed toilet facilities were always open for use (Mean =3.7). The findings shows that all respondents were of the view that the furnitures are good enough for use and the classrooms/laboratories are lightened up enough to aid learning. (mean =4.0). It was also observed that transportation facility is well organized and utilized (mean= 3.1); Finally respondents were of the view that the ICT/ Security facility are sufficiently put in place and easily accessible.(mean=3.0). In all the cases it should be noted that facilities are efficiently utilized in tertiary schools.

Research question three

To what extent are they maintained and managed in tertiary schools in Byelsa State.

Table 3: Responses on the maintenance and management of facilities in tertiary schools.
N=50

S/N	STATEMENTS	SA	A	D	SD	M	Decision
1	The classrooms, laboratories etc are properly maintained and managed by the cleaning staff.	36	14	-	-	3.7	Agree
2	The toilets are always neat to use	12	13	20	5	2.6	Agree
3	The furniture's are in good shape and the lights are still very much good for use	28	2	17	3	3.1	Agree
4.	Transportation facility is properly managed by transport officers in charge	42	8	-	-	3.8	Agree
5.	ICT/ Security facility are always checked and cleaned to avoid damage.	30	8	2	10	3.2	Agree

Mean criterion= 2.50

The results in Table 3 above indicate that the respondents agreed that classrooms, laboratories etc are properly maintained and managed by the cleaning staff.(mean = 3.7); it was observed that toilet facilities are always neat to use(Mean =2.6). The findings shows that respondents were of the view that the furniture's are in good shape and the lights are still very much good for use(mean =3.1). It was also observed that transportation facility is properly managed by transport officers in charge(mean= 3.8); Finally respondents were of the view that ICT/ Security facility are always checked and cleaned to avoid damage. (mean=3.2). In all the cases it should be noted that facilities are well maintained and managed in tertiary schools.

Discusion of findings

School facilities is an integra part of effective teaching and learning processes. From the study it can be observed that there are availability of basic facilities required and needed in the school system; most expecially in tertiary institutions. But the maintenance culture is been called to question. Findings fom research question one has shown the various facilities availabe in tertiary schools which includes electricity(lighting), classroom & lecture theatre, laboratory, library & sport facilities, computers, & ICT Securities,toiletsetc.

Findings from research question two shows how these facilities are efficiently utilized in terms of there usage. What will be the need of a facility when it cant be put into sufficient use. This study has shown the importance of facilities, its usage and it can be properly maintained and managed. Findings from research question three shows the level of maintenace and management of school facilities. It can be observed that the maintenace culture and management of some of these facilities are relatively low. The toilet facilities suffer a great deal when it comes to maintenace and management likewise some other areas too. More importance should be put to the maintenace and management of school facilities most expecially in tertiary institutions. Finanly, the findings from the study shows that, the physical facilities in the universities were inadequate, cost of maintenance expended in the institution has a great impact on the state of the structures and performance of various facilities managers in the institution is just above average.

Conclusion

Facility management needs to be encouraged for the benefit of both property owners and users. And the availability, adequacy and quality of school facilities affect the morale of the students and their academic performance which stands to reason that facilities must not be only available but must be adequate and in good condition in order to encourage students achievement in higher education especially in developing country like Nigeria. The bottom line is that the availability of facilities in any organization is important but more important is the effectiveness and efficiency in the management of facilities to achieve the desired goals. In a university, the desired goal is a conducive environment that will encourage education, research and outreach.

Recommendations

Based on the findings, the following recommendations were made;

1. Government should provide adequate funds to the universities in respect to the provision and management of school facilities.
2. Students should be well-educated on how to maintain available facilities in Nigerian universities.
3. Users of schools facilities should imbibe a good and proper maintenace culture for effective management of the facilities.

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VISUAL ARTS AND ENTREPRENEURSHIP EDUCATION FOR MAN'S DEPENDENCE AND NATION BUILDING

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Abstract
Before the emergence of oil and gas exploration in Nigeria, multiplicity of human engagements such as visual arts have sustained the economy of the Nigerian past, but today, the economy is domiciled at the frontiers of oil and gas. This situation has caused enormous challenges to the Nigerian nation building. The study investigated visual arts and entrepreneurship education for man's dependence and nation building. The study was premised on primary and secondary sources of information and adopted the multi-disciplinary approach. This study revealed that prior to the colonial era the territory built her economy through visual arts such as brass and bronze, wood carvings, ivory carvings, grass and cane weaving, leather and calabash, weaving, painting and tie and textile dyeing. The study found out that the challenges faced by artist in Nigeria are poor infrastructure which includes bad roads, inadequate water supply, erratic electric power supply, difficulty in accessing bank credits and other financial institutions, limitation of entrepreneurial education. The paper also finds out that involvement of artists in entrepreneurship education has led to self-independence, growth and satisfaction, increase of income, boosting of the economy through revenue, enhancement of national development through local manufacture and reduction of importation. The paper recommended that Nigerians should look back into making and trading of visual arts for man's dependence and national building.

Key words: Visual Arts, Education, Entrepreneurship Education, Man's Dependence and Nation Building.

Introduction

Visual arts are symbols of Nigeria's material and spiritual heritage. Nigerians are inseparable from their spiritual philosophies. Visual arts and entrepreneurship are inseparable concepts as denoted by their functionality. Visual arts afford one an opportunity to become flexible and confident through expression of one's ideas in a visual language. It is a way to clarify and fix ideas in the mind through visual expression, by strengthening what has been learnt about something, while entrepreneurship is an intention to go on business to seek out investment opportunities in an environment, and be able to establish and run an enterprise successfully, based on identifiable opportunities.

Visual art

Booth and Hachiya (2004) see visual art as a wide range of forms, genres, and styles relating to the traditional arts of drawing, painting, sculpting, print making, architecture and commercial art. Visual artists are people that are visually educated, skillful and well-informed to understand and investigate images, media and artworks as well as interpret the multifaceted modern world. Achebe (1975) defines visual art as an essential component of everyday life. To Achebe therefore, artists are the ones that create things for the service of humanity. Achebe (1975) further added that:

> art is and was always, in the service of man. Our ancestors created their myths and legend and told their stories for human purpose, they made their sculptures in wood and terracotta, stone and bronze to serve the need of their times. The artists of that time lived and moved and had their beings (P. 29).

Mazrui (1997) observed that:

> the work produced by visual artists are personal objects that fulfill notions of practicality in human societies and satisfy the human desire to embellish one's environment, the personal and utilitarian objects like bead jewelry, textile designs and product, carpentry, paintings, ceramic designs and products form part of environment that creates a person's feelings of being at home (P. 97).

Entrepreneurship education

Entrepreneurship education as defined by Kevin (2024) is the acquisition of skills in local crafts and proper technological training for self-reliance. It is the fundamental education that set up people to organize, own, and manage a business and become self-reliant. Vocational and technical education in entrepreneurship education focuses on the establishment of a business and new business ventures, thus bridging the unemployment gap in society. Entrepreneurship education eradicates poverty and unemployment while enhancing self-determination, capacity building, motivational skills, and greater business opportunities for citizens of the state. Kevin (2024) further observed that entrepreneurship education is a purposeful intervention by an instructor in the life of the learner to impart entrepreneurial qualities and skills to allow the learner to survive in the world of business. It offers individuals the capacity to identify business opportunities and the intuition, knowledge and skills to act on them. Entrepreneurship education is therefore, the foundation of making an individual an entrepreneur. The benefits of entrepreneurship education is not just theoretical but also involves practical work where learners are faced with real life experiences so as to think, reason and act as an entrepreneur.

The crucial aim of entrepreneurial education as observed by Monday (2020) is in the individual's ability to turn ideas into action which include creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve institutional goal (job creation). Entrepreneurial education is expected to prepare learners to be creative and productive citizens and nation builders. A learner can only be creative and productive when guided by experts who possess practical skills. This is in line with Khalil, Iorhemen and Sani (2021) in Kumar, Alwi and Rehman (2023) who added that the main task of entrepreneurship education is to prepare young people to enter the labour market, as well as to develop a sense of initiative and entrepreneurial skills among them. Ogundele, Akingbade and Akinlabi (2012) in Kevin (2024)acknowledged that entrepreneurship education is the process of seeing opportunities and the ability to harness such opportunities to create profitable venture. It remains the gateway to sustainable wealth creation which will not only help a graduate to be self-employed but can also employ others. They further maintained that entrepreneurship education is the development of entrepreneurial skills and the application of such skills to effectively and efficiently manage businesses that will be distinct from others and allowing such skills to function well. Msughter and Ahon (2020) maintained that entrepreneurship education is the process of fostering or developing entrepreneurial capacities and mind-sets of students through education and learning.

As opined by Ottih (2016) there are basic skills that entrepreneurs need to successfully start and manage their ventures which without these skills, the entrepreneurs will face great difficulties and stumble into failure. He averred that the most important objective of entrepreneurship development programme (EDP) is to change the trainees' mindset, behaviour and attitude to conform to the entrepreneurial personality traits. Others are to equip the trainees with business and entrepreneurship skills and an appreciation of the technology of the venture. The education for entrepreneurship can be programmed upon the three domains of knowledge for comprehensiveness and that they include: the cognitive domain, the affective domain and the psychomotor domain. The cognitive domain of knowledge in this respect refers to the knowledge of business and entrepreneurship principles which can be taught in the classroom. The affective domain refers to activities to bring about mindset change toward required entrepreneurial behaviours and attitudes, and the psychomotor domain of knowledge refers to the training of individuals to acquire technical knowledge in industrial skills and technology (Ottih, 2016).

Nation Building

As stated by Von et al, (2005) in Bandyopadhyay and Green (2013)nation-building is a normative concept that can have different meanings in diverse contexts. It is mainly understood as the process of creating a collective identity or a national community through the political integration of members within a given territory. It is an indigenous process that often draws on existing traditions, institutions, and customs, redefining them as national characteristics in order to support the nation's claim to sovereignty and uniqueness.

As observed by Bauman (1998) nation-building strategies attempt to create an overarching supra-national identity that should replace or subsume sub-national identities and cultures.Alesina and Reich (2013) stated that nation-building is the construction of a national identity which is also pivotal for a functioning state.

Sources and Method

This study employed the mixed methodology approach. And the sources of data that was collected were; primary and secondary sources and personal observations.

Nigerian visual art

During a telephone interview scholar such as T. Samuel,(personal communication, March 10, 2024),F. Adam, (personal communication, March 12, 2024)and H. Goodluck,(personal communication,March 13, 2024) all stated that Nigerian visual artist is involved in arts such asbrass and bronze, wood carvings, ivory carvings, grass and cane weaving,glass and metal works,pottery,leather and calabash,weaving, painting andtie and textile dyeing.

Brass and bronze works

During a telephone interview T. Samuel, (personal communication, March 10, 2024) stated that the brass and bronze was practiced highly before the colonial erain Nigeria especially in Ife, Benin, Bida and in the southwest of Nigeria. However, F. Adam, (personal communication, March 12, 2024) during a telephone interview added that the discovery of the famous bronzes of Ife and Benin brought this indigenous work in the light of Lima.

Wood arts and carving

T. Samuel, (personal communication March 10, 2024) during a telephone interview stated thatplaces like Osogbo, Benin, Oyo and Awka are recognized as the center of wood carvings; Wood carvers have flourished throughout Nigeria before the colonial era by making figures for shrines, masks, portraits, representations of spirits, country, sky, sea, land, forest, fire and thunder. For shrines, tools and ornaments, many of these works are in museums. Nowadays, wood is advanced in the production of furniture, bowls, doors, panels and boxes that are in great demand.

Ivory carving

As stated by H. Goodluck, (personal communication March 13, 2024) during a telephone interview ivory carving in Benin, Owo, Oyo and in the palaces of traditional Nigerian rulers. Ivory carvings, necklaces, bracelets and hats, paper knives, cigar boxes, cigar boxes and countless decorative pieces.

Grass and cane weaving

As stated by H.Goodluck, (personal communication March 13, 2024) stated that in northern Nigeria, both artisans and women from the north and south make baskets, fans, tables and carpets. Some of the objects are beautiful and resistant. In recent times, dogs are used to make furniture, such as chairs, tables, stools, etc.

Leather and calabash

Excellent workings in leather and pumpkin carvings are produced in Nigeria. The skin known as "Moroccan leather" comes from the goat skin of Sokoto, Zamfara and some northern states. Most of the pumpkins are made from the bark of some fruits and some trees and plants. Pumpkins are used for home use and decorations that include eating, drinking and washing. This has been an old tradition even before the colonization of Nigeria.

Weaving

Another exceptional handicraft from Nigeria is the weaving of fabrics. The most popular are the Aso-oke entwined in tight, especially in Iseyin, Oyo and Ogbomoso, all in the state of Oyo. The Ebira weaving at Okene in the Kogi state and Akwete Akwete fabric in the state of Abia were produced in a wide frame. These garments are produced with appealing designs and bright colors.

Painting

T. Samuel, (personal communication, March 10, 2024)stated that painting is an artistic expression that has been practiced in Nigeria even before the white missionaries came. Samuel (2024) further stated that the body and decoration of rituals and ceremonial feasts are also common practice in many parts of Nigeria. Some ofthem have their origin in their culture.

Tie and textile dyeing

Dyeing textile industriesare located in the western and northern parts of Nigeria. The Yoruba who inhabit the western part are experts in dyed fabrics. They employ two production methods, the binding and the dye and a form of batik or resist dyeing in the latter method. Local yucca starch and starch, the required basic materials. The blue tincture comes from a local shrub and the tincture takes place in large pots. Abeokuta, Ibadan, Ife and Osogbo are well-known centers where women are engaged in the production of unique garments that have clothes for all occasions. In the northern part of Nigeria, where men practice a similar trade, dyeing takes place in open pits. A local vegetable from which a color is extracted is used as a colorant. This craft is still held in Kano.

Nigerian visual artists and entrepreneurship

Art practice from its historical records may have possessed some entrepreneurial promise. Before the colonial era, cave menin Nigeria attempted to incorporate inscriptions of their hunting expeditions oncavesthey lived, were most primitive vestiges of entrepreneurial spirit among artists. Nigerian visual art precedes colonialism, yet on a broader context, artists such as sculptors, musicians, weavers; dancers were trained informally in a traditional method (apprenticeship system). As noted by Mbahi (1999):

> Nigerian society had trained artists in a traditional way. Art was usually practiced as a family trade and the techniques and the secrets of the profession were handed over from elders to their children. For instance, if a child is born to a woodcarver, the child would start practicing his father's craft as early as when he is six years of age. He first learns the different types of wood, then the tools and the techniques used by his father in carving. By the time he is sixteen (16) or so he would acquire enough skills and confidence to produce good works on his own (PP. 12-13).

Before the era of colonization in Nigeria, Nigerian art was among the most prominent and the most sought after. Nigeria's artistic modernity had its origins in the art objects of Abua culture, Nok Culture, Ife Art, Benin Art, among others. The Nigerian visual artists are on both sides of the traditional and modern stylistics. The practice of traditional artists could not flourish because of the influence of the colonial administration. The ideology of Christian missionaries and western education replaced the indigenous one through formal education.

This attempt was called "experimental art" because it was aimed at finding most suitable forms of expression which can be understood by people. Examining these circumstances of recreating Nigerian art, the vanguards were not all studio artists. They include literary artists such as Wole Soyinka, Christopher Okigbo, Susan Wenger, Ulli Beier and Mphalele and J.P.Clark. They were the prominent figures who, in spite of the effort of some other groups to revive Nigerian art, for unknown reason marginalized the traditional artists and prioritized artists that have acquired formal education.

As opined by Fasua (2006) a person could be qualified to be an entrepreneur if the person has the enthusiasm to seek out investment opportunities in an environment, and be able to establish and run an enterprise successfully. As defined by Uzoagba (2000) visual artist is flexible, creative and confident person who can create and fix ideas in the mind through reiteration, by strengthening what has been learnt about something. Therefore, if the visual artist can explore the theories and principles of entrepreneurship through practice, interaction and experience many interested visual artists may become entrepreneurs.

Challenges of entrepreneurship

The challenges faced by entrepreneurship in Africa which have led to poor nation building has are massive and pretty similar. Commonly found among the challenges faced by entrepreneurship in Africa are unstable and extremely bureaucratic business environment. The laws governing private enterprise in Africa, especially business registration and taxation systems, are believed to be overly multifaceted and difficulty to understand. Contract and private property laws are often designed and enforced (Kisunko, et al, 1999; Mambula& Kiggundu, 2002).

As observed by Kiggundu and Mambula (2002) most challenges faced by Nigerianvisual artists that are entrepreneurs are:

1. Poor infrastructure which includes bad roads, inadequate water supply, erratic electric power supply, difficulty of accessing bank credits and other financial institutions.
2. Limitation of entrepreneurial education

Prospects of entrepreneurship

Several scholarly studies have shown that most of the developing countries faced the problems of unemployment as a result of individuals" dependence on government. The prospects of entrepreneurship included independence, growth and satisfaction, increase of income, boosting of the economy through revenue, enhancement of national development through local manufacture and reduction of importation. The findings of the study of Kara and Benzing (2007) support this view and add that: micro and small-scale enterprises are leading force in the development of African countries. They are essential for economic growth in all Africa countries.

Kara and Benzing (2007) further noted that entrepreneurship create independence, satisfaction and growth economically. Manu and Thorpe (1998) clarified that entrepreneurship does not only improve nation's economy by the reduction of importation but also help individual entrepreneurs make money and become business owners because of autonomy, freedom and independence.

Way forward for visual artists that are entrepreneurs

For entrepreneurs that are involved in visual artists to be dependent and support nation building they should be involved in:

1. Feasibility planning: This entails detailed information of the objective of the business of arts, the nature of the business, and its limitations. The feasibility is just like building plan and starting a business without plan is most unpredictable. Visual artists should look upon it as blueprint for business yet to achieve.
2. Source of financing the enterprise: Funds are required to transform a business such as arts into authenticity. Without the startup capital, the best business dream remains just that, a dream. The introduction of a business remains largely an idea, until it is financed. Visual artists should know that the financial needs, sources of funds and methods of raising capital, all depends largely on the size of business and form of ownership.
3. Proper utilization of funds and implementation of the art business: As a matter of fact, most visual artists do not attain the knowledge of Business management. The issue of finance in business is very crucial and visual artists need to be involved in entrepreneurial education.

Conclusion

Before the coming of the colonial masters the territory which is now known as Nigeria, her visual artist where involved in such as brass and bronze, wood carvings, ivory carvings, grass and cane weaving, leather and calabash, weaving, painting and tie and textile dyeing. Entrepreneurship education has made visual artist dependent and has also led to nation building

Recommendation

1. Nigerians should look back into making and trading of visual arts for man's dependence and national building.

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PERCEPTION OF THE ROLE OF POLITICAL PARTIES IN THE CONSOLIDATION OF DEMOCRACY IN NIGERIA

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Abstract

The study investigated how residents of Bayelsa State perceive the role of political parties in the consolidation of democracy in Nigeria. Three questions guided the study. The descriptive survey design was adopted. The population of this study consisted of all citizens living in Bayelsa State. The sample was randomly selected among Southern Ijaw, Ogbia, Yenagoa and Sagbama citizens. Convenience sampling technique was adopted. The sample of the study consisted 314 residents of Bayelsa State. A questionnaire titled**:** "Political Parties and Consolidation of Democracy (PPACOD) was developed and used for data collection. The instrument had a reliability coefficient of 0.58. A simple percentage was used to answer the questions. The findings of the study verified that residents were of the opinion that political parties are not playing the role of consolidating democracy in Nigeria, godfatherism, corruption, electoral challenges and poverty are factors contributing to hindering the consolidation of democracy in Nigeria and that political parties' politics and internal democracy on the democratic process in Nigeria are moderate. Some recommendations were thus made; there should be a drastic reduction in the issue of relevance of godfatherism, there should be transparency in party primaries, there is a strong need for parties to have ideologies, with set out aims and objectives, this will help strengthen the people's belief in political parties.

Keywords: Bayelsa State, Consolidation, Democracy, Perception, Political Parties.

Introduction

Political parties play very critical roles in the democratization of any given nation. Central to the successes and failures of electoral politics is the cardinal and strategic functions of this all important and integral organ of democratization which is core to its development. "The dawn of the Nigerian Fourth Republic has witnessed renewed and sustained activities of political parties, which is the most complex and critical institutions of democracy", Akubo and Yakubu (2014). The consolidation of democracy has been plagued by numerous factors such as; political godfatherism, lack of institutionalization, personalization of political parties, absence of internal democracy within the political parties and incessant party/political violence, amongst others. The party system in Nigeria still seems weak and vulnerable, with no visible signs of adding value to democratic consolidation. Some vital issues need be addressed, such as organizational capacity, effective leadership, internal party democracy, discipline and institutionalization.

The place of political parties for the operation of modern democratic governments cannot be overemphasized. The world has witnessed a phenomenal shift from authoritarian governance styles to a more flexible democratic system. Political party is a fundamental political institution in the practice of democracy, and as such, the concern of the researcher is the determination of the extent to which political parties in Nigeria, have contributed in the consolidation of our nascent democracy.

Strengthening of democracy seems not to be one of the main concerns of political parties in Nigeria; rather they are more preoccupied with the crude capture of power. They have abandoned their traditional roles of membership recruitment and mobilization and political education. With the springing up of godfathers, use of uncivil means to win elections, Nigerian political parties have constantly encouraged the de-democratization of the nation. Akubo& Yakubu (2014) captures the scene better when they asserted that "a major feature of the fourth republic is the proliferation of political parties, that primarily do not seek to contest elections, but which are in more ways limited and self-serving in roles and interests". Though there have been successful transitions of power from the ruling party to the opposition, the system has been impaired by electoral violence, corruption and the constant inability to deliver on the electioneering campaign promises made by these candidates of different political parties, which has in turn led to massive underdevelopment of every sector in the country today. Can we say, in this present political era democracy was consolidated?

Investigating how citizens living in Bayelsa state perceive the role of political parties in the consolidation of democracy in Nigeria will shed light on their views of the functioning of political parties and to provide policy makers and other stakeholders with valuable insights on how to develop strategies to improve the functioning of political parties.

On concept of political party, Nowaczyk (2014) asserted that "Political party is a group of dedicated people who come together, for the purpose of winning elections, governing the people and make public policies".

> Yagboyaju 2013 in Okeke (2015) asserted that "Democracy is as a people-centered system of government that guarantees sanctity of the electoral process whenever the regular popular elections are conducted. Implying that democracy will not only allow mass participation, by way of encouraging the electorate to participate in the selection of their representatives, but also that it is guided by transparency and accountability in public administration"

On democratic consolidation, Ogundiya (2009) in Adeosun (2014:6) says "democratic consolidation is concerned with regime maintenance and about regarding the key political institution as the only legitimate framework for political contestation and adherence to the democratic rules of the game."

Despite the widespread recognition of the importance of political parties in enhancing democratic consolidation, there is doubt as to whether there can be consolidation of democracy in Nigeria, especially with all the negative issues experienced in the system. Democratic consolidation may be far from being achieved due to some factors pointed out by scholars; godfatherism (Kwasau, 2013), corruption (Ebegbulem, 2020), inequality in the distribution of resources (Iboi, 2017). With these facts, it becomes necessary to enquire how well political parties have worked towards consolidating democracy in Nigeria.

Irrespective of the importance of consolidation of democracy in any given nation, and the seeming slow rate in our country, there seem to be shortage of research examining the role of our political parties in ensuring its workability, particularly within the context of ascertaining opinion of citizens in Bayelsa State, Nigeria. This research gap is significant; hence this study sets out to investigate the role of the dominant political parties in the consolidation of democracy in Nigeria, the factors limiting the political parties' participation in the consolidation of democracy in Nigeria and the effect of political parties' politics and internal democracy on the democratic process in Nigeria, as perceived by citizens living in Bayelsa State.

Concerning political parties playing the role of consolidating democracy in Nigeria, Momoh,

(2013) in Akubo and Yakubu (2014) asserted that "political parties in Nigeria are not keen about deepening democracy; they are rather preoccupied with the capture of power through crude means. They have abandoned their traditional role of membership recruitment and mobilisation, and political education. With the emergence of godfathers, owners and joiners, political nomads and the use of uncivil means to win elections, Nigerian political parties have continued to contribute to de-democratisation.

Concerning factors limiting the political parties in the consolidation of democracy in Nigeria, Ebegbulem (2020) listed inadequate security, ethnicism, corruption, poverty and godfatherism as factors hindering consolidation of democracy in Nigeria. Iboi (2017) asserted that for democratic consolidation to gain ground in Nigeria, godfatherism must be totally eradicated, because it has been the major reason behind political violence and corruption since 1999. Dike and Onyekwelu (2018) investigated corruption and democracy in Nigeria and asserted that corruption contributed to Nigeria's lack of good governance.

Ngara et al. (2014) in Kamaljanova et al. (2019) opined that poverty is a major impediment to democracy in Nigeria. Iboi (2017:7-9)listed lack of accountability (the public sector is not accountable to the people), inequality in the distribution of resources, absence of strong government agencies to enforce laws and rules, corruption and godfatherism as some factors militating against democratic consolidation in Nigeria. Omilusi (2016) asserted that consolidation of democracy is not possible in a system that lacks the principles of equity, equality and fair play. Kwasau (2013) highlighted ethno-religious factor, absence of true federalism, abject poverty, disjointed information, incumbency factor, godfatherism, corruption, security question and multiple electoral challenges as factors hindering consolidation of democracy in Nigeria.

Despite Nigeria's ability to transit to democratic rule in 1999, the political landscape is still characterized with ethic and religious divisions and corruption. Political parties that are expected to bring about consolidation of democracy in Nigeria have rather been criticized for encouraging partisan interest over national development and engaging in practices that are undemocratic and failing to promote effective governance. Hence the aim of this study was to investigate the perception of the role of political parties in the consolidation of democracy in Nigeria, specifically the objectives were:

1. to ascertain therole of the dominant political parties in consolidation of democracy in Nigeria
2. to verify the perceived factors limiting the political parties in the consolidation of democracy in Nigeria
3. to verify perceived effects of political parties' politics and internal democracy on the democratic process in Nigeria.

Research questions

1. What is the role of the political parties in consolidating democracy in Nigeria?
2. What are the factors limiting the political parties in the consolidation of democracy in Nigeria?
3. What is the effect of political parties' politics and internal democracy on the democratic process in Nigeria?

Methodology

The descriptive survey design was adopted. The population of this study comprised of all citizens living in Bayelsa State. The sample was randomly selected among citizens from Southern Ijaw, Ogbia, Yenagoa, and Sagbama.

The sampling technique adopted for the study was convenience sampling technique. This was suitable because only members of the selected local government areas who were available and willing to participate were selected into the sample of the study. The sample of the study was 314.

A questionnaire titled**:** "Political Parties and Consolidation of Democracy (PPACOD) was developed and used by the researcher. It consists of twelve (12) closed-ended items. The items were generated using a four-point Likert scale rating from strongly agree (SA), agree (A), disagree (D) to strongly disagree (SD), with ratings as SA–4, A–3, D–2 and SD–1. The questionnaire has two sections, Section A for demographic data and section B consists of twelve items to be responded to. The instrument was validated by a specialist in political science and a measurement and evaluation specialist. The instrument had a reliability coefficient of 0.58. Simple percentage was used to answer the questions.

Results

Table1: Descriptive statistics showing role of political parties in the consolidation of democracy in Nigeria as perceived by Bayelsa residents.

S/N	ITEMS	SA	A	D	SD	Mean
1	Dominant political parties play the role of promoting economic development	49(15.6%)	107 (34.1)	97 (30.9%)	61 (19.4%)	2.45
		156 (49.7%)		**158 (50.3%)**		
2	Dominant political parties in Nigeria consolidate stable democracy	33 (10.5%)	105 (33.4%)	108(34.4%)	68 (21.7%)	2.29
		138 (43.9%)		**176 (56.1%)**		
3	Dominant political parties play the role of providing ideologies that promote democracy and socio-economic development	38 (12.1%)	100 (31.8%)	109(34.7%)	67 (21.3%)	2.34
		138 (43.9%)		**176 (56%)**		
4	Dominant political parties serve as a vehicle in attaining peaceful co-existence in the Nigeria society	32 (10.2%)	98 (31.2%)	102(32.5%)	82 (26.1%)	2.20
		130 (41.4%)		**184 (58.6%)**		
						2.32

Table 1 revealed that 50.3% of the residents were of the view that the political parties do not play the role of promoting economic development in Nigeria. 56.1% are of the opinion that dominant political parties in Nigeria are not playing the role of consolidating a stable democracy. 56% were of the opinion that dominant political parties are not playing the role of providing ideologies that promote democracy and socio-economic development.58.6% are of the opinion that dominant political parties do not serve as a vehicle in attaining peaceful co-existence in the Nigeria society.

Scoring the political parties in their role of bringing about consolidation of democracy in Nigeria, the residents responses put them on a mean of 2.32, on a scale of 4, where criterion mean is 2.5; thus, indicating that the residents have the opinion that political parties as not properly playing the role of consolidating democracy in Nigeria.

Research Question 2: What are the factors limiting the political parties in the consolidation of democracy in Nigeria?

Table 2: Descriptive statistics showing factors limiting the political parties in the consolidation of democracy in Nigeria

S/N	ITEMS	SA- 4	A- 3	D- 2	SD-1	Mean
5	God-fatherism has become a factor limiting political parties in consolidating democracy in Nigeria	208 (66.2%)	71 (22.6%)	18 (5.7%)	17 (5.4%)	3.45
		279 (88.8)		**35 (11.1)**		
6	Corruption is a factor limiting political parties in the consolidation of democracy in Nigeria	197 (62.7%)	86 (27.4%)	22 (7.0%)	9 (2.9%)	3.45
		283 (90.1%)		**31 (9.9%)**		
7	Electoral challenges are factors limiting political parties in consolidating democracy in Nigeria	115 (36.6%)	121 (38.5%)	49 (15.6%)	29 (9.2%)	2.94
		236 (75.1%)		**78 (24.8%)**		
8	Poverty is a factor limiting political parties in consolidating democracy in Nigeria	91 (29.0%)	77 (24.5%)	76 (24.2%)	70 (22.3%)	2.51
		168 (53.5%)		**146 (46.5%)**		
						3.1

Table 2 revealed that 88.8% agree that godfatherism is a factor hindering political parties to effect consolidation of democracy in Nigeria. 90.1% agree that corruption is a factor limiting the dominant political parties from attaining ability to consolidate democracy in Nigeria. 75.1% agree that electoral challenges are factors limiting dominant political parties from being able to consolidate democracy in Nigeria. 53.5% agreed that poverty is a factor limiting political parties from achieving consolidation of democracy in Nigeria.

Scoring the political parties being limited by factors such as godfatherism, corruption, electoral challenges and poverty to be able to bring about consolidation of democracy in Nigeria, the residents responses put them on a mean of 3.1, on a scale of 4, where criterion mean is 2.5; indicating that the residents strongly hold on to the view that all the factors listed contribute to hinder the dominant political parties from consolidating democracy in Nigeria.

Research Question 3: What is the effect of political parties' politics and internal democracy on the democratic process in Nigeria?

Table 3: Descriptive statistics showing effects of political parties' politics and internal democracy on the democratic process in Nigeria

S/N	ITEMS	SA- 4	A-3	D-2	SD-1	Mean
9	Political parties allow equal participation of all members and groups in the democratic processes of the party to promote the democratic process in Nigeria	59 (18.8%)	97 (30.9%)	93 (29.6%)	65 (20.7%)	2.47
		156 (49.7%)		**158 (50.3%)**		
10		36 (11.5%)	102 (32.5%)	110 (35.0%)	66	2.29

	Political parties practice equality as an effect of their politics on the democratic process in Nigeria				(21 %)	
		138 (44%)		**176 (56%)**		
11	Political parties provide a platform for inclusiveness as a practice in their politics to promote the democratic process in Nigeria	61 (19.4%)	113 (36.0%)	88 (28.0%)	52 (16. 6%)	2.53
		174(55.4%)		**140 (44.6%)**		
12	Political parties are institutionalized to provide rules and guidelines that define who is eligible to contest in an election to effect the success of democratic process in Nigeria	87 (27.7%)	130 (41.4%)	56 (17.8%)	41 (13. 1%)	2.82
		217 (69.1%)		**97 (30.9%)**		
						2.5

Table 3 showed that 49.7% of residents agree that political parties allow equal participation of all members and groups in the democratic processes of the party to promote the democratic process in Nigeria. 44% agree that political parties practice equality. On the issue of dominant political parties providing a platform for inclusiveness, 55.4% agree that they offer that and 69.1% agree that dominant political parties are institutionalized to provide rules and guidelines to define eligibility to contest elections.

Scoring the effect of political parties' politics and internal democracy on the democratic process the residents' responses put them on a mean of 2.5, on a scale of 4, where criterion mean is 2.5; indicating that the residents have an opinion that political parties' politics and internal democracy on the democratic process is moderate.

Discussion

Role of the dominant political parties in consolidation of democracy in Nigeria

The findings of the study revealed that revealed that 50.3% view that the political parties do not play the role of promoting economic development in Nigeria. 56.1% view that dominant political parties in Nigeria are not playing the role of consolidating a stable democracy. 56% view that dominant political parties are not playing the role of providing ideologies that promote democracy and socio-economic development and 58.6% view that dominant political parties do not serve as a vehicle in attaining peaceful co-existence in the Nigerian society. This implies that citizens in Bayelsa are of the opinion that political parties are not playing the role of bringing about consolidation of democracy in Nigeria. This agrees with Momoh (2013) in Akubo and Yakubu (2014) who asserted that political parties in Nigeria are not eager about deepening democracy.

Factors limiting the political parties in the consolidation of democracy in Nigeria

The findings of the study revealed that 88.8%, 90.1%, 75.1% and 53.5% agree that godfatherism, corruption, electoral challenges and poverty respectively are factors hindering political parties to effect consolidation of democracy in Nigeria. This agrees with Kwasau (2013) and Iboi (2017) who asserted that godfatherism was a hindrance to consolidation of democracy in Nigeria. The finding also agrees with Kamaljanova et al. (2019) who opined that poverty was a major factor against consolidation of democracy and Dike and Onyekwelu (2018) who asserted that corruption was a factor that deprived Nigeria of good governance. The finding agrees with Kwasau (2013) who asserted that electoral challenges constitute a hindering factor to consolidation of democracy in Nigeria.

Effect of political parties' politics and internal democracy on the democratic process in Nigeria

The findings of the study revealed that 49.7% of residents agree that political parties allow equal participation of all members and groups in the democratic processes of the party to promote the democratic process in Nigeria. 44% agree that political parties practice equality. On the issue of dominant political parties providing a platform for inclusiveness, 55.4% agree that they offer that and 69.1% agree that dominant political parties are institutionalized to provide rules and guidelines to define eligibility to contest elections.

The finding agrees with Iboi (2017) who states that there is inequality in the distribution of resources (Nigeria has sufficient natural resources, but only a few people in the country are able to get access to the money generated from the resources). It also agrees with Omilusi (2016) who asserted that there is absence of the principles of equity, equality and fair play in Nigerian politics.

Conclusion

The study confirmed that activities of political parties show that they are not really working towards democratic consolidation in Nigeria, and some of the factors emanating from political party activities that seem to forestall the consolidation of democracy in Nigeria include corruption, godfatherism, electoral challenges and poverty. And political parties' politics and internal democracy on the democratic process seem to be practiced only on a moderate level.

Recommendations

1. Relevance of god-fatherism should be reduced drastically to allow the people choose individuals who they feel are the best to represent them, rather than imposing candidates on the people. This would go a long way to help strengthen the democratic processes.
2. There should be transparency in party primaries.
3. There is a strong need for parties to have ideologies, with set out aims and objectives, this will help strengthen the people's belief in political parties.
4. The issue of internal democracy in Nigerian political parties is one that has not had a conclusive resolve. There is need for parties to put mechanisms in place that will strengthen internal democracy, which will in turn lead to the full development of the political parties in Nigeria.

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TAX REVENUE AND SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract
The study investigates tax revenue and Sustainable development in Nigeria. The objectives of the study is to determine the effect of (CIT), (PIT) and (VAT) Customs and Excise Duties (CED) on Sustainable development in Nigeria. In analyzing the relationship that exists between tax components and sustainable development in Nigeria. In examining tax components and sustainable development in Nigeria, the study made use of a 2- stage econometric procedure. First, the Augmented Dickey-Fuller (ADF) test was undertaken to ascertain the order of integration of the variables, then the Auto Regressive Distributed Lag (ARDL) model was employed to account for a long-run and short-run relationship in the model. The study uses the descriptive statistical approach of central tendencies and dispersion such as mean, standard deviation, minimum and maximum value to organize, summarise and present the data in an informative way to capture the behaviour of the variables**.** The Result indicated that Petroleum profit tax, Company Income tax and value added had a positive relationship with Real Gross Domestic product both in the short run and long run. There is a significant effect of (CIT), (PIT) and (VAT) Customs and Excise Duties (CED) on Sustainable development in Nigeria and was recommended that : Tax authorities should establish a good relationship with the professional associations involved in tax matters to reduce tax malpractices perpetrated by taxpayers with the connivance and often active support of external auditors and tax consultants. In other to support the cashless economy currently operating in Nigeria and proper accountability, the tax base in Nigeria should be as broad as possible since this can minimise tax distortions and revenue losses. In particular, attention should be carefully given to taxes on production since the study shows that only (CIT), (PIT) and (VAT) has positive impacts on economic growth in Nigeria.

Keyword: Tax Revenue , Sustainable, Development.

INTRODUCTION

The contribution of tax cannot be underrated. Aside from serving as a revenue generator, it also helps the government in achieving both fiscal and monetary macroeconomic objectives of the country (Onakoya & Afintinni 2016). The revenue generated from tax serves as a powerful tool for economic reform and a significant player in every economy of the world. It is dynamic and reflects recent happenings in the economy. The tax system is an opportunity for the government to collect additional revenue besides other sources of income that is needed in discharging its pressing obligations. A good tax system serves as one of the most effective means of mobilizing a nation's internal resources and also to creating enabling and conducive environment to the promotion of the growth and development of the economy (Ogbonna, 2011). There are two major classifications of the economic effects of tax: The micro effect which deals with the efficient use of resources and the distribution of income while the macro effect entails the level of output capacity, prices, employment and growth. Hence, it is important to note that taxes affect productivity and economic resource allocation (Azubike, 2009). Tax revenue is usually one major source of government financing. In other words, the running of government and provision of public amenities are mostly dependent on the revenue generated through taxation. The current world economic outlook, does not promise good for most economies in the coming years; so as the need to grow government revenue through taxation intensifies, revenue authorities are left with no option than see that both oil and non-oil revenues are collected adequately. Generally, it is understood that tax revenues are generated from both oil and non-oil sources respectively but it has also been established long ago that Nigeria's major tax revenue source is in the oil sector. The oil industry has emerged from being merely the "supportive" economic sector it was in the 1960's to the predominant source of foreign exchange and most viable access to international investment opportunities. The government has used the revenue derived from oil through tax and royalties to carryout developmental projects (Iyohu, 2000). Evidently, non-oil tax revenue in the last 10 years has contributed less to the national economic growth. This excessive dependence has resulted in the government reneging its statement to make taxation the pivot of national development.

Over the years, the revenue derived from taxes has been shallow. Hence, few physical developments took place to reflect the effectiveness of the taxes realized. Thus, the masses didn't feel much positive impact due to deceitful actions of the personnel collecting the tax and improper knowledge of the reason to pay tax by payees (Afuberoh & Okoye, 2014). However, the relationship between taxation and sustainable development in Nigeria needs to be further investigated. Not only with a view to confirming the results of previous studies: {Anyanwu (1997); Ogbonna and Appah (2012); Yaya (2013); Akwe (2014) indicating a positive relationship between taxation and economic growth or negating the studies conducted by {Saibu (2015); Gareth (2000); Bonu and Pedro (2009); Saima, Muhammad, Sofia and Amir, (2014)} which showed negative relationship.

Going by the discrepancy in the literature of taxation-growth nexus, it is pertinent to investigate the link between taxation and growth in Nigeria. This study tends to examine tax efficiency and Sustainable development in Nigeria critically. The scope of this study covers 15 years (2008-2023) while the choice of the period is as a result of the unavailability of official data on the various collectible taxes in Nigeria before this period.

There are various types of federal government collectible tax in Nigeria, some of which are: Custom and Excise Duties, Company Income tax, Value Added Tax, Petroleum Profit Tax and Personal Income Tax. However, Jarkir (2011) highlighted some significant roles of taxation such as: Reduction of inequalities in income and wealth, Price stability and accelerated economic growth, Optimum allocation of available resources etc.

This study therefore employs gross fixed capital formation as proxy or measure of economic development on Nigeria, while the different types of tax availableto the government will be employed as the regressors in order to capture the tax revenue and Sustainable development in Nigeria. This study will examine tax revenue and Sustainable development in Nigeria.

Statement of the problem

Over the years, revenue from taxes has been very low and no physical development actually took place, hence the impact on the Poor is not being felt. However, with the rise in the volume of economic activities in Nigeria of late, revenue generation from taxes by the government have considerably increased, yet no meaningful physical development can be attributed to the huge sums derived from taxes by government.

Research has shown that economic growth does not in the long run translate to sustainable development mostly in developing countries.

This was attributed to fraudulent activities of tax collectors and those in positions of authority in government. The above mentioned issues will therefore constitute the problem to be addressed by this study on tax revenue and Sustainable development in Nigeria.

Objectives of the Study

The main objectives of this study is to investigate the relationship between tax revenue and Sustainable development in Nigeria.

1. Determine the effect of companies' income tax on Sustainable developmentin Nigeria.
2. Investigate the effect of personal income tax in revenue on sustainable development in Nigeria.
3. Ascertain the effect of Value Added Tax Revenue on sustainable development in Nigeria.
4. Evaluate the effect of custom and excise duty revenue on sustainable development in Nigeria.

Research Questions

1. What is the effect of company income tax revenue on sustainable development in Nigeria.
2. What is the effect of personal income tax revenue on sustainable development bin Nigeria.
3. Does value added tax revenue affect sustainable development in Nigeria?
4. Does custom and excise duty revenue affect sustainable development in Nigeria?

Hypotheses

Hoi. Company income tax revenue does not positively and significantly affect gross domestic product.

Ho2. Personal income tax revenuedoes not positively and significantly affect gross domestic product.

Ho3. Value added tax revenue does not positively and significantly affect gross domestic product.

Ho4. Custom and excise duty does not positively and significantly affect gross domestic product.

Conceptual Review

Tax Revenue

Tax revenue is the revenue generated by government of a jurisdiction from oil and non-oil activities. Tax revenue is the receipt from tax structures. Revenues accruing to an economy like Nigeria can be categorized into two main parts: oil revenue and non-oil revenue. Ihendinihu, Ebieri, Amaps and Ibanichuka (2014) confirmed that the federal government revenue is classified into two mains sources as oil and non-oil revenue. Oil revenue to the government is revenue derived from royalties, receipts from petroleum profits tax, and local sales and exports of crude oil and gas, while the revenue from non-oil includes revenue from Levies, public debt, grants, Personal Income Tax (PIT), Custom and Excise Duties, (CED), Companies income tax (CIT), Valued Added Tax, Education Tax, aids, amongst others. A country's tax system is a major determinant of the macroeconomic indexes for developed and developing economies; hence, there exist a relationship between the tax structure and the level of economic growth of any nation (Przeworski, 1991).

Concept of Sustainable Economic Development

The sustainability of economic growth is the basis of increasing the prosperity of a given country. It is an economic development that attempts to satisfy the needs of people but in way that sustains natural resources and environment for future generation. Economic growth simply refers to as an increase in the value of goods and services produced by a country over a period and can be used to reflect the size of a country. According to Appah (2022), economic growth is a sustained increase in per capita national output or net national product over an extended period. It implies that the rate of increase in total output must be higher than the rate of population growth thereby resulting to improvement or increased in standard of living of the citizens. Ningi et al (2019) state that sustainable economy is an economy that meets the needs of the present generation without affecting the ability of future generations to meet their needs. The authors further stated that sustainable economic growth is intended to explore all available sectors of the economy.

Sustainable Economic Growth: The sustainability of economic growth is the basis of increasing the prosperity of a given country. It is an economic development that attempts to satisfy the needs of the people but in a way that sustains natural resources and environment for future generation.

Measurement of Tax Revenue

The mechanisms considered appropriate to measure non-oil tax revenue as used in this study are: Companies' Income Tax (CIT), Personal Income Tax (PIT), Value Added Tax (VAT) and Custom and Excise Duties (CED). They are explained below:

Companies' Income Tax Revenue (CITR)

According to Abogan, Akinola and Baruwa, 2014), a company is defined as any company or corporation (other than corporation sole) established by or under any law in force in Nigeria or elsewhere. The institution responsible for the registration of companies in Nigeria is the Corporate Affairs Commission (CAC). Awe and Ajayi (2009) defines Companies Income Tax (CIT) as a tax levied on the profit of companies (excluding profit from companies engaged in upstream operations) accruing in, derived from, brought into or received in Nigeria in respect of any trade or business, rent, premium, dividends, interest, loyalties and any other source of annual profit.

Personal Income Tax Revenue (PITR)

Personal income refers to income of individuals, families or communities arising from employment, business, trade, profession, or vocation (Nwosa and Ogunlowore, 2013). Personal Income Tax (PIT) (Amendment) Act 2011 defines personal income tax as the tax imposed by the government on the incomes of individuals and corporation soles. This tax is levied on individuals, body of individuals or corporation soles based on their level of income or profits. This tax is easy to collect as it is deducted at source by the appropriate tax authority (Fave and Dabari, 2017). However, despite its ease of collection, it has remained the most disappointing, non-performing, unsatisfactory and problematic in the history of Nigerian tax system (Edame and Efefiom, 2013; Akwe, 2014).

Value Added Tax Revenue (VATR)

Value Added Tax (VAT) is the tax levied on the value which the supplier or seller of goods/services add to the goods/services before selling it. The introduction of VAT was necessitated by the need to boost the revenue of the government from non-oil sources following the fluctuations in the oil revenue due to the glut in the international market. VATwas introduced into the Nigerian tax system in 1994 fiscal year with the promulgation of VAT Decree No. 102 of 1993 to replace the Sales Tax Act, 1986 at the 5% rate and is being administered by the Federal Inland Revenue Services (Sanusi, 2003). Value added tax revenue is a multiple stage tax that is charged on the additional value of goods produced or services rendered as they advance through numerous stages of production & distribution and the rendering of services which is ultimately borne by the last consumer but collected at each phase of production and service chain (Przeworski, 1991). According to Onwualu (2009), value added tax is a tax on estimated market value added to a product or service at every phase of manufacturing or distribution and the additions are eventually added to goods and services which bear the tax burden or the incidence because the tax paid on consumption of goods and services cannot be recovered

Customs and Excise Duties (CED)

The introduction of Customs duty which is also known as import duty dates back to 1860. In Nigeria, customs duties are the oldest form of modern tax revenue and it consists the main revenue source for the Federal Government which is payable by importers of specified goods (Buyonge 2008). Customs duty are taxes levied on goods and services imported into Nigeria, it is charged either as a percentage of the value of goods or services imports or as a fixed amount of contingent on quantity (unit tax) of goods (Buba, 2007). To further broaden the revenue base of Nigeria, excise duties were also introduced on several goods in 1962 in Nigeria (Manukaji, 2018). Excise duty is a tax levied on locally manufactured goods, sale, or use of locally produced goods (such as alcohol, tobacco, petrol, manufactures, and so on). Excise duties are charges imposed by government on specific commodities produced in a country at differing rates.

Theoretical Review

This study is anchored on the benefit theory of taxation.

The benefits-received theory

The Benefits-received theory was propounded by Erik Robert Lindahl in 1919. The theory assumes that citizens tend to pay more taxes when they feel they have sufficient benefits from the activities of the state. Hence, taxes are collected to achieve economic objectives which will enhance sustainable development. It also enables us to assess the extent to which the Nigerian tax systems conform to this scenario where the link between tax liability and sustainable activities in analyzing the relationship that exists tax components and sustainable development in Nigeria. This taxation theory is based on a relationship between the state responsibilities and liability to tax, it justifies the need for the imposition of tax to aid the financing of state activities. It also gives need for the cost of service delivery and benefit received theory.

This theory proceeds on the assumption that there is basically an exchange or contractual relationship between tax-payers and the state. The state provides certain goods and services to the members of the society and they contribute to the cost of these supplies in proportion to the benefits received. In this quid pro quo set up, there is no place for issues like equitable distribution of income and wealth. Anyanfo (1996) argues that taxes should be allocated on the basis of benefits received from government expenditure.

The Justness of Taxation

The principle holds that each person's share of tax paid for government to provide goods and services should equal the share of benefits reach person receives. Lindahl argued that not only would such a payment scale be just and fair, but it would also lead to the optimal level of government provision.

Empirical Review

Owolabi and Okwu (2011) employed simple regression models as abstractions of the respective sectors considered in the study to examine the contribution of Value Added Tax to Development of Lagos State Economy. The study considered a vector of development indicators as dependent variables and regressed each on VAT revenue proceeds to Lagos State for the study period. Margareta and Asa (2012) deployed the fixed effects regression on a panel data of 25 OECD countries from 1970 to 2010. The study reports that both taxation of corporate and personal income negatively influence economic growth and found out that the correlation between corporate income taxation and economic growth is more robust. Stoilova and Patonov (2012) used panel regression to study the fundamental trends in the distribution of the total tax burden in EU (27) member states from 1995 to 2010. There exists a clear and strongly expressed impact of the direct taxes on economic growth. Anichebe (2013) conducted a study on the impact of tax on economic growth in Nigeria for the periods 1986 to 2010. He found out that a significant relationship exists between tax composition and economic growth. Umoru and Anyiwe (2013) employed co-integration and error correction methods of empirical estimation with an empirical strategy of disaggregation to examine the effect of tax structure on economic growth in Nigeria. The study found out that a direct taxation is significantly and positively correlated with economic growth while indirect taxation has an insignificant negative impact on economic growth. Emmanuel (2013) examined the effects of VAT on economic growth and total tax revenue in Nigeria between 1994 and 2010. He found out that VAT has a significant effect on GDP and also on total tax revenue. Saima, et al (2014) utilised the Johansen's co-integration tests for estimation of data and time series data from 1973 to 2010. They found out that high taxes in Pakistan have adverse effects on consumption, investment and GDP. However, the findings of Ugwunta and Ugwuanyi (2015) found out that an insignificant but positive relationship was found to exist between non-distortionary taxes and economic growth of sub – Saharan countries. Ebi & Ayodele (2017) examines the elasticity and buoyancy of the various tax components in Nigeria using the Error Correction Mechanism. The study found out that all tax components were inelastic. They recommend that government should diversify the economy for more development as well as strengthen tax reforms to increase overall tax revenue.

Methodology

This study adopted an ex-post-factor and time series research design. The sources of data was collected from the Central Bank o0f Nigeria bulletin on 2021. The scope of this study covered a period of fifteen years (2008-2023). This study tends to examine tax efficiency and sustainable development in Nigeria. This study focuses on CITR, PITR, VITR and CEDR as its independent variables and RGDP as proxy or measures of economic development in Nigeria. The basic model is given as:

$RGDPt = \beta 0 + \beta 1VATt + \beta 2CEDt + \mu$ …… (1)

Where RGDP= Real Gross Domestic Product

VAT= Value Added Tax

CED= Custom and Excise Duties

The above model was adapted and our variables of interest are included to avoid the problem of omitted variables due to their importance. The model includes Petroleum Profit Tax (PPT), Company Income Tax (CP) and Personal Income Tax (PIT) as control variables and respecified as;

$RGDP = \beta 0 + \beta 1 PPTt + \beta 2 CPt + \beta 3 CEDt + \beta 4 VATt + \beta 5 PITt + Ut$ --- (2)

The model is presented in a log form as;

$lnRGDP = \beta 0 + \beta 1\ lnPPTt + \beta 2\ lnCPt + \beta 3\ lnCEDt + \beta 4\ lnVATt + \beta 5\ lnPITt + Ut$ …….. (3)

L = the natural log of the variables

RGDP= Real Gross Domestic Product

PPT= Petroleum Profit Tax

CP= Company Income Tax

CED= Custom and Excise Duties

VAT= Value Added Tax

PIT= Personal Income Tax

$\beta 0, \beta 1, \beta 2, \beta 3, \beta 4, \beta 5$ are parameter estimates

Ut = Error term

A priori Expectation: $\beta 1, \beta 2, \beta 3, \beta 4, \beta 5 > 0$

In examining tax components and sustainable development in Nigeria, the study made use of a 2- stage econometric procedure. First, the Augmented Dickey-Fuller (ADF) test was undertaken to ascertain the order of integration of the variables, then the Auto Regressive Distributed Lag (ARDL) model was employed to account for a long-run and short-run relationship in the model. However, the study uses the descriptive statistical approach of central tendencies and dispersion such as mean, standard deviation, minimum and maximum value to organize, summarize and present the data in an informative way to capture the behavior of the variables.

Data Analysis and Discussion of Findings

Table.1 Descriptive Statistics

	LRGDP	LPPT	LCP	LCED	LVAT	LPIT
Mean	12.60479	11.34055	10.62206	10.83925	8.429505	4.528402
Median	12.69104	11.52440	10.83696	11.23198	10.96284	4.580925
Maximum	13.46979	12.25682	11.43981	11.38274	11.95497	5.988202
Minimum	11.04888	9.833466	9.091667	9.549126	0.000000	2.610234
Std. Dev.	0.784533	0.834338	0.767893	0.603286	4.860945	1.050767
Skewness	-0.579756	-0.232634	-0.671003	-0.813546	-1.177905	- 0.116212
Kurtosis	2.017639	1.533033	2.107837	2.182273	2.432973	1.908129
Jarque-Bera	2.790648	2.861896	3.137961	4.006960	7.094561	1.505828
Probability	0.247753	0.239082	0.208257	0.134865	0.028803	0.470992
Sum	365.5390	328.8760	308.0398	314.3382	244.4556	131.3237
Sum Sq. Dev.	17.23380	19.49136	16.51048	10.19071	661.6059	30.91510

The table 4.1 above showed that the means and medians of all the variables lie within the maximum and minimum values indicating that the variables had high tendency to be normally distributed. The kurtosis statistics showed that RGDP, PPT, CP, CED, VAT and PIT were platykurtic, suggesting that their distributions were flat relative to a normal distribution. Skewness indicates the variables are negatively skewed. The standard deviation also indicates the spread of the model. The Jarque-Bera statistics shows that the series is normally distributed since the p-values of all the series are not statistically significant at 5% level. Thus informing the acceptance of null hypothesis that says each variable is normally distributed.

Short-run relationship between Taxation and Economic Growth

Table 2 ARDL short-run relationship result

Dependent Variable: LRGDP				
Variable	**Coefficient**	**Std. Error**	**t-Statistic**	**Prob.**
LRGDP(-1)	-0.290831	0.265710	-1.094542	0.3099
LPPT	0.218402	0.070620	3.092629	0.0175**
LPPT(-1)	-0.024237	0.056295	-0.430531	0.6798
LPPT(-2)	0.126257	0.068327	1.847824	0.1071
LCP	0.242029	0.197040	1.228326	0.2590
LCP(-1)	0.065488	0.184890	0.354203	0.7336
LCP(-2)	0.376419	0.222200	1.694056	0.1341
LCP(-3)	0.167858	0.131941	1.272222	0.2439
LCED	-0.501809	0.219541	-2.285714	0.0562***
LCED(-1)	0.290971	0.158875	1.831446	0.1097
LVAT	0.008702	0.007220	1.205227	0.2673
LVAT(-1)	0.026604	0.009122	2.916508	0.0225**
LVAT(-2)	0.020539	0.016412	1.251467	0.2510
LVAT(-3)	-0.022706	0.007836	-2.897785	0.0231**
LPIT	0.017367	0.049321	0.352130	0.7351
LPIT(-1)	-0.089120	0.036669	-2.430422	0.0454**
LPIT(-2)	0.008731	0.030026	0.290791	0.7796
LPIT(-3)	0.051395	0.037727	1.362275	0.2153
C	5.799066	2.198808	2.637368	0.0336**
R-squared	0.999288	**Akaike info criterion**		-3.854269
Adjusted R-squared	0.997459	**Schwarz criterion**		-2.934890
F-statistic	546.1545	**Durbin-Watson stat**		1.954027
(Prob)	0.000000			

The short-run relationship between tax efficiency and sustainable development in Nigeria. The independent variables explained approximately 99.8% of the total variations in the dependent variable indicating that the model had a very high goodness of fit. The result also showed that in the short-run, Petroleum Profit Tax, Company Tax, Value Added Tax and Personal Income Tax have a positive relationship with Gross Domestic Product while Custom and Excise Duties has a negative relationship with Gross Domestic Product. The value of the F-statistic (0.0000) was statistically significant at 1% level indicating that the model was significant. The value of the Durbin-Watson statistic of 1.954027 implies that the model had no serial correlation problem.

The p-value (0.348891) showed that we cannot reject the null hypothesis. Which implies that: variables are normally distributed.

Discussion of Finding

The Result indicated that Petroleum profit tax, Company Income tax and value added had a positive relationship with Real Gross Domestic product both in the short run and long run. While the relationship with Custom & Excise duties, Personal Income Tax and Real Gross Domestic Product on the other hand were negative which implies that, the tax revenue from the department of customs to promote economic growth wasn't remitted and cannot be accounted for due to leakages in the unit.

Emmanuel (2013) examined the effects of VAT on economic growth and total tax revenue in Nigeria between 1994 and 2010. He found out that VAT has a significant effect on GDP and also on total tax revenue.

Anichebe (2013) conducted a study on the impact of tax on economic growth in Nigeria for the periods 1986 to 2010. He found out that a significant relationship exists between tax composition and economic growth.

Umoru and Anyiwe (2013) employed co-integration and error correction methods of empirical estimation with an empirical strategy of disaggregation to examine the effect of tax structure on economic growth in Nigeria. The study found out that a direct taxation is significantly and positively correlated with economic growth while indirect taxation has an insignificant negative impact on economic growth.

The calculated t is lower than tabulated t-tabulated as such the null hypothesis two is rejected thereby affirming that:

- There is a significant effect of (CIT), (PIT) and (VAT) Customs and Excise Duties (CED) on Sustainable development in Nigeria

Conclusion

This article investigated tax revenue and Sustainable development in Nigeria. However, Personal Income tax must be flexible enough so that the taxpayers won't evade taxes which will lead to decrease in the revenue generated from tax which follows the theoretical proposition of Arthur Laffer in his Laffer curve which shows the relationship between tax rate and tax revenue. He suggests that taxation should be moderately high till its revenue elasticity is not significantly lower than one otherwise it will be disastrous to the economy. This study hereby recommends that the government should maintain the optimum income tax rate at which tax revenue will be at its peak in other to enhance sustainable growth. Also, there should be strong institutional reforms in the department of customs to plug the manifest leakages. The tax collection mechanism used by tax officials must be free from corruption and embezzlement in other to plug the loopholes in other to make the revenue collected from tax reach the desired point and to contribute immensely to the sustainable development.

The wide divergence between the effective and statutory tax rates in Nigeria indicates that there is scope for raising tax revenue without increasing tax rates by enforcing tax and customs administrations, reducing tax exemptions (especially in the areas of manufacturing), and fighting fraud and corruption. Nevertheless, one must be realistic in terms of improvement in revenue ratios that can be reasonably expected to be achieved in Nigeria, given the low level of development and the heavily agricultural and informed character of the sustainable development.

Recommendations

1. Tax authorities should establish a good relationship with the professional associations involved in tax matters to reduce tax malpractices perpetrated by taxpayers with the connivance and often active support of external auditors and tax consultants.
2. All taxes should be remitted via direct payment to the various tax authorities' accounts or via an e-payment system in other to eradicate income inequalities as one of the major goals of sustainable development by the year 2030.
3. The tax base in Nigeria should be as broad as possible since this can minimise tax distortions and revenue losses. In particular, attention should be carefully given to taxes on production since the study shows that only (CIT), (PIT) and (VAT) has positive impacts on economic growth in Nigeria.
4. Government should be more serious with tax collection by rolling new tax reforms that would enhance the collection of company income tax and also ensure that those mechanisms put in place would check tax evasion and tax avoidance.
5. Since Nigeria is oils and gas dependent, the government should formulate adequate and thorough measures and reforms that would enhance the collection of petroleum profit tax. If petroleum profit tax is properly harnessed, economic development in Nigeria will be enhanced through the increase in gross fixed capital formation in Nigeria.
6. Government should reduce customs and excise duties which will in turn encourage importers to import more and also encourage domestic manufacturers to produce more and contribute towards economic development in Nigeria by

increasing the volume of gross fixed capital formation in Nigeria.

Implication of the Study/contribution to scholarship

The purpose of the study is to investigate Tax Revenue and Sustainable Development in Nigeria. The result indicate that Petroleum Profit Tax, Company Income Tax, and Value Added Tax have a positive relationship with real Gross Domestic Product both in short and long run. There is a significant effect of (CIT), (PIT) and (VAT) Customs and Excise Duties (CED) on Sustainable Development in Nigeria. The study review that government should maintain Optimal Income Tax Rate at which tax revenue will be at its peak in order to enhance economic growth. In its contribution to knowledge, there should be a strong institutional reform in the Department of Custom to plug the leakages. The tax collection mechanism used by tax officials must be free from corruption and embezzlement in order to plug the loopholes and make the revenue collected from tax reach the desire point and contribute immensely to the sustainable development.

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THE HISTORICAL AND GEOGRAPHICAL SETTING OF OGBIA AND ITS ENVIRONS: AN OVERVIEW.

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Abstract
The study assesses the geographical and physical setting of the area (Ogbia) and its environs. It shows the various characteristics of the physical setting (drainage, soil, climate, vegetation and human settlement) system as it relates to human activities, their productivity before and after the discovery of crude oil (Oloibiri) in commercial quantity in Nigeria. The human activities were originally fishing and farming settlers, producing various food crops such as yam, cassava cocoyam, plantain, sweet potatoes, sugar cane, rice, palm oil, etc. with various natural resources The food products and crops were transported through the rivers which is the original means of communication before the advent of the exploration and exploitation of oil and gas in the region. The various administrative systems are characterized by the river transport (Ekole, Kolo creek, Otuoke River and the Brass River) where great movement of goods and services impact positively to the human development in the area. The expansion of the state capital (Yenagoa) has brought both physical and economic development through the volume of trade. It concluded that due to its abundant land and natural resources there is need for proper physical planning to boost sustainable economic development in the area.

Key words: Drainage System, geographical, Ogbia, physical setting and Socio-economic

Introduction

The water ways have played a significant role in Human history. De Blij et al. (2005) stated that humanity's earliest civilizations arose in the valleys of great rivers. People, particularly our ancestors learned to control the seasonal floods of these streams, and irrigation made planned farming possible (Hydraulic civilization), that is, the ability to control and exploit water. Our current depended on water is no less fundamental, as society's technological progress notwithstanding, water remains the Earth's most critical resource world over. Human beings can do without oil, coal, iron, etc, but cannot do or survive without water and its resources. This is the reason de blij et al (2005) stated that the historical geography of human settlement on this planet is no small part of the history of the search for, and use of water. This explains generally that most of the world largest cities worlds over are cited along or near the coast (rivers, streams, lakes, canals, etc.).

In north America, for instance, rivers have been used for transport long before European began to move in, the larger still form very valuable highways and may also be sources of hydro-electric power and irrigation and industrial water (Hudson, 1978). Several rivers such as the Columbia, Sacramento, and Colorado have recently been harnessed for power generation and irrigation water supplies. In the East of the United Sates, the Tennessee, a number of north bank tributaries of the St. Lawrence, and many short rivers falling abruptly from the Appalachians to the Atlantic coast plain have been dammed back to support power generation. The waterways of the Great Lakes-St. Lawrence River, between Canada and the United States, have been improved as to provide the greatest inland water route in the world.

In Nigeria, the Upper River Niger is housing the biggest dam in the country, the Kainji Dam, the Sirroro Dam in the north western Nigeria. The aim of the study is to analyze the geographical setting of Ogbia District and its environs; its implications on the socio-economic development of the area

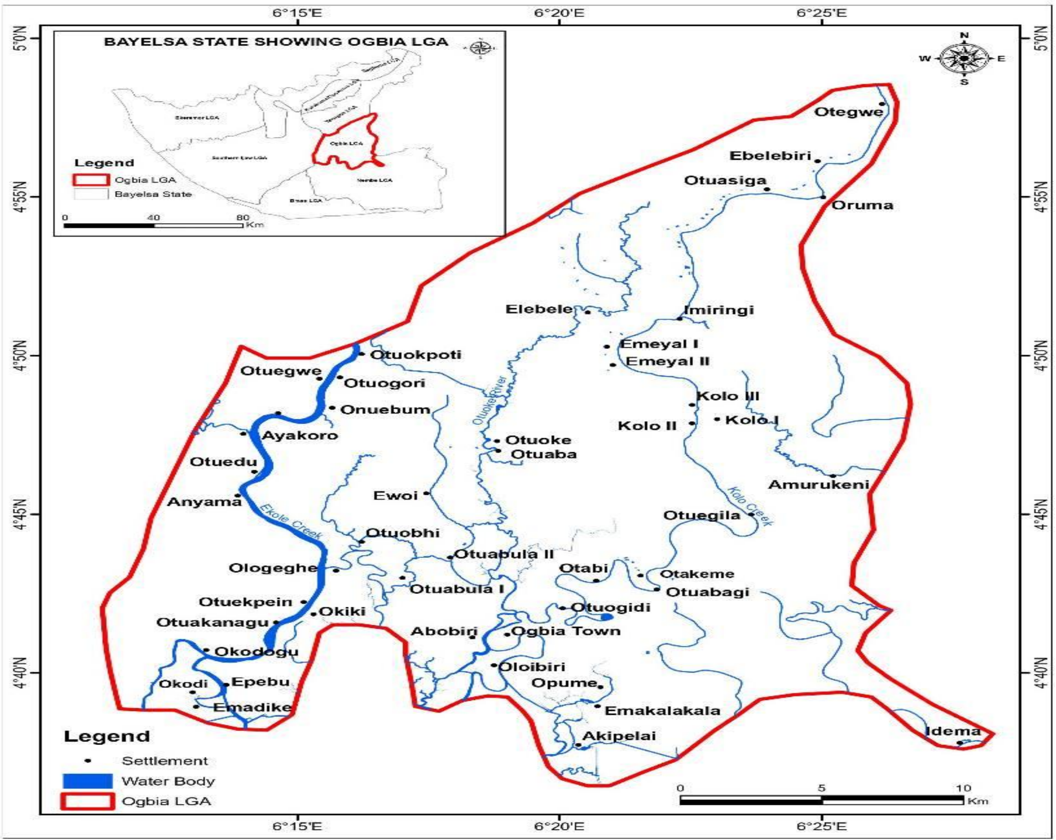
The study area. The Ogbia LGA is lactated within Latitude 4^0 35' and 5^0 00' North of the equator and Longitude 6^0 10' and 6^0 28' East of the Greenwich meridian (Obgia Master Plan, 1973; Obiene et al., 2011). It is bounded to the North by Yenagoa LGA, of Bayelsa State, North East by Ahouda West LGA of Rivers State, South by Nembe LGA of Bayelsa State, East by Abua-Odual of Rivers State and West by Southern Ijaw LGA, also of Bayelsa state. The area lies within the Central Niger Delta of the Niger Delta Region South –South Nigeria (Digha et al., 2009; Obiene et al., 2011). It has a population figure of 157,393 and 179926 in the 1991 and 2006 National Population Census and the 2005 projection figure of 232,626 persons (NPC, 1991; 2006). It also has a geographical or areal extent of approximately 693.22 Km^2 and population density of $227Km^2$ (Bayelsa State Statistical Year Book, 2005; Obiene, et al., 2011), and about 25Km distance to the Atlantic Ocean (Digha, 2013).

Geologically, the area is part of the landscape of the Niger Delta environment with its limit of the Nigerian Coast between 30 to 40Km from the Coastline inland (Chima & Digha, 2011). This delimitation appears to be realistic since the tidal influences are felt up to 48 Km inland. The area also falls within the coastline and inland alluvial plains of the coastal lowland of the Niger Delta region. It has a mean sea-level of about 8m sloping seawards, that is, from north to the south of the Local Government Area (Ogbia Master Plan, NDBB 1966; NDRMP, 2006). It is important to note that, places like Oloibiri Island, Abobiri and Ogbia Town has a mean sea-level of 5m, while settlement such as Imiringi, Otuasega and Oruma and its environs has a mean sea-level of 6m above sea-level (Digha, 2008, 2013;Digha, et al., 2009).

In another study, the area is dominated by a low-lying plain belonging to the sedimentary environment of the modern Niger Delta. The Land slopes gently from North-South direction to the boundary of Ogbia and Nembe areas of the Central Niger Delta Obiene et al., 2011). The Sedimentary sequence underlying the area constitutes the body of deltaic deposits laid down over 50-70 million years ago. However, since the past two million years, the delta has changed response to constantly rising and falling of the sea-level as a result of climatic oscillations. The present topographic configuration has evolved from the sedimentary pattern of the last 75,000 years (Chima & Digha, 2011). The geology of the Ogbia is dated back to the Eocene era. This was accompanied by the built-up of fine sediments, which were eroded by the Ekole Creek a tributary of River Niger and the Kolo Creek an arm of lower Orashi River (Chima & Digha, 2007; Obiene et al., 2012). The materials from the rivers were transported and re-deposited from the geomorphologic unit of the study area. The surface geology of the region is made up of three tertiary lithostratigraphic units, such as the Benin, Agbada and the Akata formations (Digha et al., 2009; Ogbia Master Plan, 1973).

The Benin formation consists of over 90% of sand and shale intercalations. It covers the whole coastline of Bayelsa State. The materials of the Benin formation dates back to the Oligiocene epoch, while the upper part of the formation generally ranges from Miocene to the recent age. The Agbada formation on the other hand consists of sequence of shale, while sand units predominated the upper part and the minor shale intercalations. The shale units become thicker towards the boundary between it and the Akata formation. The Akata formation is made up of uniform shale deposits consisting of dark-gray sandy, silt shale with plant remains at the top of the formation. Thin lenses are also known to occur near the top of this formation, particularly at the zone between Agbada and Akata formations.

Figure 1.0 showing the study area.



Various types of quaternary to recent deposits including Chicoco mud overlie the three units of formation. The sub-aerial Niger delta is made up of recent deposits. The quaternary deposits consist of either relatively uniform litology or alternating sequence of sand, silt and clay-peat or sand-silt-clay (loam) mixture, with clay and silt increasing seawards (Chima & Digha, 2007; chima & Digha 2011; Digha, 2008).

Vegetation. Notably, soil and vegetation are closely related and they are associated with one another in human reasoning or indigenous knowledge. The area called the Ogbia land is crisscrossed by two major vegetation zones notably the fresh water swamp forest, the Brackish or mangrove swamp forest, which is particularly situated at the southern part of the area. The freshwater swamp forest is characterized by raffia-palms up to the northern part of the district. The mangroves and the associated plants are replaced by freshwater vegetation as one move inland from the south to the north. The areas that have freshwater vegetation including floating species such as vossia, cuspidola, nymhpae a lotus, grasses and sedges such as Mariscus SP. Paspun vaginatum and other plant species such as pandanus Candelabranum, Raffia vinifera etc. in the creeks with freshwater (Nyananyo, 1999, Digha, 2013).

Accordingly, further inland and with the rise in land there are extensive Freshwater swamp forests characterized by trees such as Carapa procera, Aletonia booni, Alchornea Cordi folia, Baptida, among several others. There are also the climbing plants, shrubs, lianas and ferns together with grasses and sedges occur on the outer fringes. These freshwater swamp forests are probably edaphic variants of the Guinea lowland rainforests. This forest view is supported by the occurrence of similar plant species in both forests. The vegetation is dominated by raffia palms (Raffia vinifera, R. Hooker). The sap of these plant species produces palm wine, which on processing produces gin (alcohol) commonly called 'ogogoro'. There are other tree forest such as the Bamboo and other economic trees within the forest. They include the wild or African mango that produces ogbono (Irvinga gabonensis) (Nyananyo, 1999, Digha et al., 2009).

The forest in addition to these is rich in the supply of streams and pool of waters which are home to reptiles, fishes and water plants (hydrophytes) such as water lettuce, water hyacinth and water lily. The screw pine is economically important to the inhabitants of the area; it is succulent and when cut and retted produces a rope used in weaving fish gear, mats and local hats (Robert, 2019). However, the vegetation has been intensively altered through anthropogenic activities, especially in the freshwater swamp forest zone of the area. The implication of this is that, some patches of secondary forest are been observed in some parts of the area, especially around Oloibiri and the Emeyal axe (Ogbia Master Plan, 1973; Myananyo, 1999; Digha et al., 2009).

Soils. Two major soils are identified in the area; the freshwater/saltwater transition soils and the coastal plain terrace soils (Digha et al., 2009; Chima & Digha, 2011, Obiene et al., 1012). There are also other smaller soil units which occur in patches and are likened to the soils of the high-lying and the low-lying levees, meander belt soils, soils of the basins, silted river bed soils and soils of the transitional zones. The soils of the high-lying levees are generally coarse in texture, that is, sandy, loamy and sand. Others are moderately coarse and medium textured. The soils of the low-lying levees are mainly clay-loam and or sometimes silt, while the soils of the basins consist predominantly of the silt-loam at the surface underlain by coarse textured sub-soil. The soils of the silted river beds consist of clay. While that of the transitional zone consist of silt to sandy-silt (NDDB, 1966; Digha, 2013).

Drainage System. Administratively, the entire geographical space of the study area is characterized by a maze of rivers, creeks stream and canals crisscrossing the low-lying plain of the area namely (Fig.1): Anyama-Ogbia, Kolo Creek (Emeyal group), the Oloibiri and the Aburani axes. They formed the units or administrative areas and evidently identified by three major rivers and some creeks, streams and canals which characterizes the drainage systems. The entire area is drained by large and medium to small channels, rills, rivulets and streams of high tides (Digha, et al., 2009; Obiene, et al., 2012).

The Anyama-Ogbia, for instance, is flanked by the Ekoke Creek, a tributary from the River Nun that meanders from Yenagoa in Yenagoa LGA entering the northern part of study through Otuokpoti down to Ewoama-Emadike communities and to the South where it links with between Nembe and Southern Ijaw areas (Obiene, 2007, Obiene et al., 2012). The river plains provides for all the settlements particularly the Anyama district were the River is characterized by river bank erosion and deposition.

The Kolo Creek (Emeyal group) is flanked by the kolo creek, a tributary of the Orashi River in Ahouda West of Rivers State that traverse from Mbiama through Okaki to the Emeyal communities down to Ogbia town and Oloibiri which later empty into the Atlantic Ocean. It is the major drainage connecting all the communities in Emeyal-Kolo group and some settlement in the Oloibiri group (Digha et al., 2009).

On the other hand the Oloibiri group or axes is more of the tidal (brackish) water majorly of mangrove zone. It is evident by a tributary from Orashi River which bifurcates through Okaki via an ancient town called 'Onuoto' along Imiringi-Edepie road to Elebele via Otuoke down to Ogbia-Abobiri Town and Oloibiri which finally empty itself into the Atlantic Ocean. This river is called the Otuoke River leading to Ogbia town, Abobiri to Nembe via Oloibiri. The Oloibiri River, Emakalakala canal and the Otuoke rivers are influenced by the tidal movement of the sea water and for most of the dry season, these rivers experiences brackish water.

Between Ekole creek and the Otuoke River is a meandering creek (Owubio creek) is a creek that connects three communities namely, Ologheghe, Otuobhi and Otuabula11 which leads to Ogbia town and still empty into the Atlantic Ocean and through the Opume-Emakalakala- Akipelai to the Brass River. These rivers and Creeks serve not only as navigation routes but other economic activities such as sand mining, fishing, logging and a means to their farmland (Obiene, et al 2012).. A major characteristic of the rivers and creeks is that they all flow in North-South direction emptying their water into the Atlantic Ocean. The exception to this rule is the Otuoke River, Oloibiri River, and Emakalakala Canal where the water changes its flow direction in every six hours. The water is normally clean (almost free from dirty) in dry season but becomes muddy and cloudy during the rainy or flood seasons. All these rivers have a mean depth often in excess of six (6m) meters; sinuosity ratio exceeds 1.9, while velocity increases in downstream direction. Due to the dense vegetal cover of the area, chemical weathering predominates other forms of weathering. This is clearly shown by the concentration of minerals and the color of the water (Digha, et al., 2009). The Local Government area has two major modes of transportation systems: land or road transportation and the water or marine transportation system. The two form of transportation is still in existence though it is limited to an extent, while the Kolo Creek (Emeyal), road transport is the major means of moving goods and services, the Anyama-Ogbia still retains the marine transportation system. The reduction in the mode of water transportation is largely due to the availability of network of roads linking about 25 communities (Obiene, 2007; Obiene, 2012).

Historically, the marine mode of transportation has been the major means; hence the major rivers are busy daily. But with the development of roads and bridges, its activities reduced largely and the rivers and creek are silted, hence navigation becomes difficult. The result of the silting is the flood hazard being experienced over time.

Climate. The area lies in the rainy belt of the Niger Delta. It is hot and wet throughout the year. Two types of air mass are identified; the tropical maritime and the tropical continental air masses. The former is associated with the South-West Trade Wind blowing from the Atlantic Ocean onshore. While the tropical continental air-mass is usually associated with the cool dry and dusty Harmattan wind (NDDB, 1966; Digha, 2013).

There are two main seasons; the dry and rainy season, with a double maximum rainfall regime. This is accompanied with a break in August also known as the ‘August Break’. It is observed that the area experiences July/August break and the actual month of occurrence varies both in time and space. It usually occurs either in July or August. However, four seasons are recognized (Digha, 2013). They are the long rainy season, the little dry season (August break), the short rainy season from late August to October and finally, the long dry season; from mid-November to February. It is important to note however, that the area receives high rainfall ranging between 300 to 400cm annually, with high temperature all year round. The relative humidity is as high as 89% during the wet season and sometimes decreases to about 85% during the dry season (Digha, 2013).

The annual average maximum daily temperature indicates a fall within a range of $28^{0}C$ to $34^{0}C$, the highest temperatures occurring during the dry season particularly in the months of November to January and lowest in July. This pattern also appears in the soil temperature, the lowest temperatures occurring during the rainy season, owing to the high water content in the soil and low degree of solar radiation. The daily variations in the temperature exhibit regularity, throughout the year. Evaporation depends on the amount of sunshine, wind and relative humidity. The annual evaporation of the area totals 100cm, lowest is 60mm occurring in the month of September and highest monthly evaporation is

12mm in march Digha et al., 2009; Obiene, 2011).

Human Activities. Untill the year 1956 when crude oil was discovered at Oloibiri (Otabagi) in Ogbia LGA of Bayelsa State, agriculture and fishing was the most dominant economic activity in the area. The majority of the inhabitants are farmers and fishermen. Other scholars suggest that lumbering, hunting, gathering of wild fruits and raphia palm tapping constitute specific primary forest economic activities. Alliso-Oguru, 1999) However, the inhabitants of the upland part of the LGA are mainly farmers, while those in the riverine dwellers are mostly fishermen. Canoe carving and boat building are other occupation in the rural space (ecology). The boat building industry are commonly practiced in Ayakoro and Oloibiri, while the canoe carving are mostly practiced by Otuoke, Ologi, Okodi, Otuabula 11, Akoloman, Idema, Opume, Kolo and Anyama. Palm wine cutting and gin distillation industries, carpentry, weaving, palm oil and palm kernel processing are dominated by Emeyal 1 & 2, Elebele, Otuoke, Otuaba, Ewoi, Otuabula 1 & 2, Otuogori, Otuegwe, Okodi, Otuopkoti, Otuasega, Imiringi, Elebele, Amurukani and Oruma. There are few indigenous people that were engaged in the distillation of Gin, majority of which are the Ogonis, the Ibibios and the Efiks. (fig. 1) (Digha, 2013)

Summary and Conclusion

The socio-economic development of the area is greatly influenced to an extent by the drainage system of the area. Before the advent of the crude oil discovery river craft was the primary mode of communication. Then canoe carving and boat construction was among the economic activities in the area besides fishing and farming. Traders applied the main rivers for their commerce, which was influenced by the neighboring markets. Major markets such as the Mbiama and Okarki which are mainly transacted by the Kolo (Emeyal) clan en-route to Ogbia-Oloibiri axes, from where goods and services are taken to the Nembe-Brass areas. From the western axes the Ekole River is the major source of communication. Business activities are very high because of the volume of trade through the River Niger were it bifurcates to the Ekole creek (River) from traders of different part of the region or country. The Northern Ijaws, Ibos and the Hausa dominated the trade in that axes. The Ovom (Yenagoa) market was prominent in the area. This brings about commercial activities in the area. Locally produced goods like cassava, garri, plantain, cocoa yam, sugarcane, rice and palm oil are available at a relatively subsistent. Other crops such as rubber, cocoa, Ogbono, are in high demand, as such trader moved into the area for high commercial activities. The discovery of crude oil at a commercial quantity increases the volume of business in the area. All these have greatly influenced the socio-economic activities in the area. The study concluded that the absence of physical planning and implementation of the ogbia and the Niger Delta Master Plan is lacking in the area.

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FEDERALISM AND LOCAL GOVERNMENT AUTONOMY IN NIGERIA: IMPLICATIONS ON INTERNALLY GENERATED REVENUE (IGR) IN SAGBAMA LOCAL GOVERNMENT COUNCIL, BAYELSA STATE

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Abstract
Nigeria's local government administration is now dealing with a number of issues. One issue is finding sufficient funding from both the federal and state governments. Additionally, there are issues with obtaining funding from internally generated revenue. These nagging issues are the gears that keep Nigeria's local government administration operating smoothly. The issues include the theft of council funds for personal gain by dishonest tax officials, as well as the infiltration of other tiers of government through the misappropriation of local government monies. Thus, it is imperative that the revenue production of local governments be reviewed. The current study's goals are to assess critically how internally produced money affects local government operations in Sagbama local government area of Bayelsa state, and to establish a nexus between internally generated revenue, and level of development of the case study area. To analyze the machinery of internally generated revenue as well as to review the various sources of internally generated revenue, data were collected from Sagbama Local Government council. The analysis is through descriptive and inferential statistical tools. The descriptive analysis involved the use of simple percentages, tabulation and counts, while inferential statistical method employed, chi-square analytical instrument. It is concluded and recommended that keeping of appropriate accounting records and books, supply of social and economic service, establishment of people oriented projects, staff motivation; training and retraining of revenue officers can set the local government system in the right direction to improving internally generated revenue.

Keywords: Local Government Administration, Internally Generated Revenue, Development, Socio-Economic Development, Corruption, Federalism, and Bureaucracy.

Introduction

The main issue that most local government councils in developing nations like Nigeria face is finding a stable source of funding that will allow them to cover the costs of their many development and administrative initiatives. Experience has revealed that, given the limited internal revenue sources to supplement the federally provided source, local government councils' predicted financial bases have a tendency to become quite unauthentic. The majority of local government councils in Nigeria frequently struggle to raise enough money from inside for their ongoing development needs. The main issue has often been that they haven't done a good enough job of figuring out and implementing the right plans for growing their internal income sources.

The narrow revenue base within Nigeria's local government system is a significant concern for policymakers and implementers, as it hinders the performance of local councils in promoting rural development and transformation. Infrastructure, including necessities like water, power, roads, and social facilities, is fundamental to economic growth and development, acting as a facilitator in facilitating this process.

According to Akpan & Nnanseh (2013), infrastructure development—including marketplaces, roads, bridges, hospitals, schools, energy, and water supplies—is essential for a country's economic development. In today's globalized world, revenue creation is seen as the cornerstone of infrastructure growth. This study focuses on the impact of internally generated revenue on socio-economic development in Sagbama LGA, Bayelsa States, Nigeria, highlighting the need for government review and planning due to high infrastructure costs and the need for adequate revenue to finance infrastructure development.

This study examines revenue generation and socio-economic development in local government areas like Sagbama, Nigeria. It identifies revenue sources and their impact on development. The research contributes to existing knowledge on revenue and socio-economic development in local government and helps researchers improve IGR. It also highlights the importance of efficient service delivery and the impact of improved revenue generation on overall development.

1.1. Statement of the Problem

Local councils in Nigeria generally lack the capacity to raise corollary fund to address the different challenges facing the people at the grassroots. They are financially dependent on allocation from the Federal government. Though the Nigerian federal system clearly identifies the relationship between the three tiers of government and highlights each responsibility and certain areas of revenue control, Local Governments still rely on revenue distributed from the national government. The local government system is created to help bring development to the grassroots people. It has very critical role to play in this regards. However, it should be stated that the extent to which the local government system achieves its purpose largely dependent on available funds. That is funds not only from external sources which are usually not sufficient to meet their numerous obligations but also requires other internal revenue sources to raise additional finances. Internally generated revenue is defined as the various sources of revenue available to local councils within their jurisdictional domain to generate additional funds for their use. The goal for internally generated revenue (IGR) at the local government level is to, enable them generate additional revenue to argument funds received from the federal government. Due to the nature of responsibilities of the local councils finance remains a key factor in undertaking a successful and effective delivery of services, programmes and projects at this level of political administration. When properly and effectively administered, IGR of LGs will guarantee financial independence of this lower level of government. However, achieving this desirable objective has remained a mirage and has been a herculean task for local governments in Nigeria.

The practice in Nigeria is that Local governments are financially dependent on both central and state governments for their operations and sustenance. This is in spite of their varied revenue sources; they rely solely on federal funds for worker emoluments and other responsibilities. Internally generated revenue (IGR) plays a crucial role in contributing to public finance at the local government level, as it is the only source they have control over. The creation of a local government council is crucial for its ability to meet grassroots needs and essential for rapid socioeconomic and political development at the grassroots level, complementing state and federal efforts in this regards. However, to be able to satisfy this developmental goal LGs need to be autonomous in political, administrative and financial aspects of their operations. Again, achieving this goal has been challenging for local government councils. Most political officeholders embezzle or misappropriate revenue, contributing to corruption and funding shortages in local government councils. State/local joint accounts often deduct, divert, and misapply allocations, further reducing funds for local governments. This study examines the political, economic and administrative impediments on local government financial autonomy and the extent to which autonomy enhances the capacity of LGs to increase their internally generated revenue for better service delivery at the grassroots in Nigeria in general and Sagbama LGA in Bayelsa state.

1.3. Objectives of the Study

The study is guided by the following two objectives.

i. To determine the factors affecting sources of internal revenue generation of Local Government Councils in general, and Sagbama LGA in particular.

ii. To examine the extent to which financial autonomy enhances the internally generated revenue status of Sagbama LGA.

1.2. Research Questions

i. What are the factors affecting internal sources of revenue generation in Sagbama LGA?

ii. To what extent will financial autonomy improve the internally generated revenue status of Sagbama LGA?

2.0. Theoretical Framework and Literature Review:

2.1. Theoretical framework: The General Systems theory

The general systems theory, based on Easton's (1965) work, posits that all systems, including political systems, are interconnected and have subsystems that make up the entire system. This theory is crucial for understanding local government autonomy and socioeconomic growth in rural communities (Okorie, Obasi, Nwosu, Chukwu, 2023). Comprehending the inputs and outputs of a political system is essential, as subsystems rely on the environment for inputs such as resources, supports, and requests to carry out their functions. According to the idea of systems analysis, the local government structure of a country should have adequate independence to sustain the socioeconomic advancement of rural regions, guaranteeing the best possible operation of the political system as a whole and encouraging the advancement of rural areas(Okorie, et al, 2023; Agwuyai, Ebirim,. & Odeyemi, 2013). Reducing the federal government's size can help advance growth in the economy and release national leaders from onerous details. This entails promoting national awareness, enacting socioeconomic policies locally, and reducing control at the epicenter. Increased quality of life, better livelihoods, advancements in society and the economy, and a larger share of the national riches should all be encouraged by the independence of local government.

2.2. Literature Review

2.2.1. Local Government Administration in Nigeria

The local government system remains a significant level of political administration in Nigeria. Its present unified structure and the role it has come to play in grassroots development emerged in Nigeria from the 1976 local government reforms. Prior to the 1976 reforms, the local government system was under the control or jurisdiction of the different regional governments. Thus, each regional government implemented different levels or degrees of control over local governments under its jurisdiction (Okorie, Obasi, Nwosu, Chukwu, Otu & Nwuta, etc.). During this era of existence, local governments were allocated greater responsibilities in such areas as education, health, police, and judicial functions to perform (Otive, 1999).

In the immediate post-colonial era, local governments experienced a transformation in status due to reforms that reduced their autonomy, removed certain responsibilities from them, and usurped their sources of revenue generation by either the central or state governments (Adeyemo, 2005; Asaju, 2010;

Davey, 1991). Local governments were granted a certain degree of financial autonomy, as well as greater freedom and non-interference from other levels of government.

This change in status, especially in 1976, gave the state government authority over the local government system. For instance, the Nigerian federal system's legal recognition of local governments as the third tier, with clearly defined duties aimed at grassroots progress and local governance, was made possible by the 1976 changes. The changes, however, significantly limited local councils' ability to raise money within their purview by limiting their administrative and judicial authority. This shift in status led Otive (1999) to conclude that the changes totally undermined the autonomy of local governments and gave states permission to meddle in their political and administrative operations.

In the same vein, the 1976 reforms were infused into subsequent constitutions of the country. In particular, sections 7 and 8 of the 1999 Constitution of the Federal Republic of Nigeria, as amended, provided that "the system of local government by democratically elected councils (which) is guaranteed by this Constitution, and accordingly, the government of every state shall, subject to Section 8 of this Constitution, ensure their existence under a law that provides for the establishment, structure, composition, finance, and functions of such councils" (FGN, 1999). Thus, the 1999 constitution, as amended, further empowered the states with respect to the establishment, structure, composition, functions, and capacity of any council area to generate revenue in their respective states. According to this clause in the constitution, unless the State House of Assembly approves a bill to that effect, a local government council is not permitted to carry out the duties given to it under Section 1 of the Fourth Schedule of the 1999 Constitution as amended (Asaju, 2010). Because of this regrettable incident, local government in Nigeria is now only an extension of the state governments' political administrative divisions.

Ugwu (2001) supports the earlier argument by stating that local government areas are simply state agencies or products of the state government, and it would be incorrect to view them as independent third tiers of government. As a result, the issue of autonomy is merely a myth rather than a reality. Similarly, Davey (1991) stated that based on the provisions of the constitution of the Nigerian State, local governments are nothing but mere stooges of the state governments. He went further to argue that state governments in the present democratic dispensation have adopted every trick aimed at obstructing local councils from having democratically elected officials as their leaders to lead the grassroots. All responsible individuals should undoubtedly be worried about the extent that state administrations in the Fourth Republic have denigrated the local government system. Careful observation reveals a growing popular need for local councils to be free from the arbitrary decrees and vagaries of overbearing state administrations.

2.2.2. The Need for Local Government Autonomy in Nigeria:

Local government autonomy is the freedom or independence granted to local councils to exercise administrative and financial authority within their sphere of competence as provided by the constitution of a given country. The rationale is to enable LGs to discharge their statutory responsibilities satisfactorily without undue interference by other levels of government (Okorie, et al., etc.). Nwabueze (1983) averred that local government autonomy in a federal system of government does not fall short of allowing each level of government to enjoy a separate existence and independence from the control of the other governments. Thus, local government autonomy implies allowing LGs to make important decisions that affect their politics, administrative, legal, economic, and social systems without the influence or control of external powers. It is more or less granting the LGs the power to govern themselves with the authority to make, implement, and enforce their own laws for the good governance of their respective areas. Nwabueze (1983) asserts that autonomy would only be meaningful in a situation whereby each level of government is not constitutionally bound to accept dictatorship or directives from another. It implies the discretion that a local council enjoys in regulating its own affairs, taking decisions independently of external authority, and possessing a separate legal identity from other tiers of government.

There will always be two major problems when local governments are not given adequate authority. First, meaningful grassroots involvement in decision-making will be prevented at that level of government. The act of state governors in Nigeria designating "care-taker" committees in place of elected local government representatives is blatant evidence of the denial of the local populace's right to choose their own representatives. Second, denying local governments their authority means denying the people effective governance. Without good governance, there will be no development, peace and stability, economic investment, etc. Thus, local government autonomy is a prerequisite for the advancement of local areas.

The need for local government independence from the interference of higher levels of government rests on the fundamental role the local government structure is positioned to play and the key developmental goals the Nigerian federal system intends to achieve at the grassroots level. The local council areas are constitutionally empowered to perform specific roles in the nation’s developmental process. Against this backdrop, this level of government has been assigned key functions and has been empowered to formulate and implement its own programs and projects for the economic, political, and social transformation of local areas. Accordingly, the local government structure required a level of freedom to take decisions independently on policy areas, including fiscal policies that would help enhance its performance. In this regard, local government autonomy becomes imperative due to its closeness to the grassroots people, who see the local councils as the structure of government that brings the most needed rural transformation and advancement to various communities. Therefore, local councils should have direct access to finances with which to carry out development policies directed towards improving the lot of people (Okorie, et:al, 2023).

2.2.3. Areas of Local Government Autonomy:

Local government autonomy, defined as the relative independence a local government enjoys in performing its statutory role in society, should be all-encompassing. Local councils should be independent in their fiscal policies and financial dealings, in their administrative or bureaucratic activities, and in terms of having total control over their political activities. In this regard, local government autonomy should include fiscal, financial, administrative, and political autonomy. These are briefly explained below.

Fiscal or Financial Autonomy: Finance presented a significant threat to LGs, particularly in developing countries such as Nigeria, where there is a general lack of trust that the ability of the LGs to carry out their statutory responsibilities depends on the resources available to them. The financial independence of LGs is derived from the way federalism functions within the Nigerian federation, where fiscal federalism refers to the distribution of tax powers, revenue retention, and strategies used to share centrally collected revenue in line with the constitutional duties of the various levels of government (Osakwe, 1999). Under a federal form of government, each of the governments maintains financial independence and is distinct from one another. This is known as financial autonomy. It's the kind of autonomy that necessitates more than just the mere presence of a government infrastructure in law and in practice. For example, it includes the financial independence that legislatures, governors, judges, and other governmental bodies possess (Adeyemo, 2005). Consequently, fiscal autonomy refers to the freedom LGs have to manage their finances or other financial resources without external influence.

Administrative or bureaucratic autonomy: The reign of officials is the common conception of bureaucracy (Albow, 1970; Awotokun & Adeyemo, 1999). According to Weber, bureaucracy is a logical organization that is managed rationally, with the goal of optimizing organizational efficiency, using technical expertise, hierarchical authority, and rational management (Muozelis, 1967). When an organization has the ability to hire, engage, and fire personnel, it is considered self-governing. Accordingly, Okoh (2015) said that LG should be independent, free to hire and oversee its own employees, generate and oversee its own funds, enact laws and rules, and offer services within the confines of its capabilities and capabilities without intervention. Yet, there are still several limitations on the Nigerian local government system that have prevented it from becoming more autonomous. This suggests a situation where the regional administration has full bureaucratic autonomy in hiring, managing, and serving its human resources without the interference of the state government

Political autonomy: The Federal Republic of Nigeria's 1999 constitution, as amended, grants the LGs with authority and states that the "system of local government by democratically elected local government councils is under the constitution is guaranteed; consequently, the government of every state shall, subject to Section 8 of the constitution, ensure their existence under a law that provides for the establishment, structure, composition, finance, and functions of such councils." LG, which is led by elected members and is also defined as grassroots local participation of people, is encouraged by political autonomy. Participation in activities related to the LG's functions is fundamentally important for its members. This indicates grassroots justice. Accountability is a problem that local residents and politicians chosen by the electorate should address. As a result, performance will prove effective and efficient. Political autonomy gave the elected officials the chance to be committed to and interested in issues pertaining to the aspirations and goals of the community.

2.2.4. Limitations to Local Government Autonomy in Nigeria’s Federalism:

The Constitution of the Federal Republic of Nigeria, 1999, as Amended:

The 1999 Nigerian constitution poses a significant challenge to local government autonomy, as it allows states to determine the establishment, structure, composition, finance, and functions of local councils. This leaves the third tier of government under the control of state governors. In contrast, local governments in India have separate responsibilities defined in the residual legislative list, granting some degree of independence (Goel, 2012; Dode, 2008). This dependence on the state and interference in its political, administrative, and financial aspects further complicates the situation. State governors in Nigeria have used the constitution to control local government areas (LGAs) through various techniques. They determine who become chairman, councilor, political secretary, and supervisory councilor of their respective LGs through the State Independent Electoral Commission (SIEC). This has led to the dissolution and appointment of "caretaker committees" in place of elected officials. This has been observed in almost all 36 states of the federation in the current democratic era. Governors have used unlawful techniques to delay or refuse elections in their states.

State governments also exercise similar control over local government through administrative instrumentalities. An obvious one is the establishment of the Local Government Service

Commission (LGSC), charged with the recruitment, promotion, and discipline of local government staff (Agunyai, Ebinm, & Odeyemi, 2013). Here again, the state governor appoints the commissioners to the commission, and as such, they are likely to be more loyal to the state government than to those they are meant to serve. Obviously, then, issues of staff recruitment are likely to be determined by the state government rather than the local government itself. Apparently, the local governments are bound to face challenges in the area of personnel recruitment since such policies as employment, selection, placement, training and development, promotion, etc. are not determined by them and thus may be politicized by the government. Consequently, they are either understaffed or overstaffed and usually lack the requisite skilled manpower to perform their responsibilities effectively and efficiently in most local governments in Nigeria. Agunyai et al. (2013) affirmed that LGs in Nigeria are challenged by the number of personnel hitches, which hinders the operative and effective performance of their roles, and further argued that the establishment of the Local Government Service Commission by the state government is not in tandem with the bureaucratic autonomy of the local government in a federal state.

Lastly and probably most importantly, is the usurpation of the financial authority of the local government by the state and federal governments in the Nigerian federal system. First, the Nigerian Constitution of 1999, as amended, clearly states that any natural resources found within the confines of the Nigerian territory belong to the federal government (FGN, 1999). By this provision of the nation’s constitution, the local governments where these resources are allocated do not have the power to extract or harness such resources and are equally denied benefits or royalty from companies operating in their domains. Not until recently, when the Petroleum Act of 2020 seceded one percent to oil host communities in the Niger Delta region. However, this money is retained by the state government. Thus, the federal government has absolute control over every natural resource found anywhere in the country, denying local communities the ability to derive revenue from such resources. On the other hand, state governments, through the instrumentality of the Joint Account Law, exercise financial control over the local governments in their states. The 1999 Constitution, as amended, states the legislative power over public funds in Section 162(18). However, Section 58 states that

> The amount standing to the credit of local government councils in the federation account shall also be allocated to the states for the benefits of their local government councils on such terms and in such manner as may be prescribed by the National Assembly. Each state shall maintain a specific account to be called ‘the state joint local government account’ to which shall be paid all allocations to the local government councils of the state from the Federation account and from the government of the state. Each state shall pay to the local government councils in its area of jurisdiction such proportion of its total revenue on such terms and in such manner as may be prescribed by

> the national assembly. The amount standing to the credit of local government councils of a state shall be distributed among the local councils of the state on such terms and in such manner as may be prescribed by the House of Assembly of the state (FGN, 1999)

This provision gives the state government sufficient powers to control the financial autonomy of local councils in the state. Against this background, Alao (2016) posits that in Nigeria, the idea of autonomy for local government councils is lacking owing to the fact that LGs are incorporated into the control of the state government. He pointed out that the joint account as provided by the constitution is one of the biggest evils, as it gives the authority to the state-established Ministry of Local Government to hijack and misappropriate funds allocated to the councils.

The body of research on the restrictions placed on local government autonomy makes it abundantly evident that the nation's constitution's different sections give the state the ability to create and regulate the makeup, operations, funding, and structure of LGs within the various state governments. This, in turn, undoubtedly reduces the LGs' ability to make independent decisions about their own affairs. It's a sign of how the LGs have been reduced to becoming little more than state government entities. Without a doubt, the primary issue undermining local government council autonomy in Nigeria is the Federal Republic of Nigeria's constitution. Despite its well-meaning intentions, the Nigerian constitution's drafters clearly intended to restrict state administrations' ability to use the local government system for their own advantage.

The fundamental idea of the separation of governmental powers in a federal system has been completely destroyed, as evidenced by the states' financial, administrative, and political sway over local government councils (Agunyai et al., 2013). Federalism, on the other hand, foresees interdependence between the various levels of government while also suggesting a coordinated relationship with some degree of autonomy in certain areas of authority. Sadly, this is not the situation in Nigeria, where the LGs are expressly subject to the whole authority and control of the state by the country's constitution. Nweke et al. (2020) claim that adherence to local government autonomy has become extremely difficult and unrealistic due to the state's exercise of dominance and control over the local councils through action-enabled constitutional provisions, and that this situation is likely to persist for a considerable amount of time in Nigeria. Still, the majority of Nigerians feel that their local governments should have more authority, and the country's population is calling for an independent local government system. This is desired because, in the absence of a discernible degree of independence, LGs will continue to serve as the political class's stooges and agents of corruption, primarily to gratify their excessive and avaricious self-interests.

2.2.5.. Issues of Revenue Generation in Local Government Administration in Nigeria

Nigerian reforms to local governments were established by the 1976 Act, which allows elected people to support the national government in rural regions. This makes it possible to provide publically funded social amenities like stadiums, hospitals, electricity, museums, roads, and high-quality education.

One of the main problems impacting local government finances in Nigeria is insufficient financing. Government clearance is needed for self-sufficient revenue streams, and local governments are not allowed to increase tax rates. Legislative steps have to be taken separately to fund local expenditures. Economic planning, health services, land use, regulation of advertising, regulation of pets, small business markets, public conveniences, social welfare, sewage disposal, birth, death, and marriage registration, primary, adult, and vocational education, development of natural resources, and agriculture are among the challenges that local governments face. A large number of people need the necessary skills for managing finances and budgets, as well as the personnel required to create plans and carry them out.

It is disturbing that local government planning board members lack formal education. State governors use the economy to keep influence over local governments by obtaining funds from outside sources such as grants and VAT. In Nigeria, this leads to the dependence syndrome. External setbacks negatively impact administration operations and program implementation, hindering internal income mobilization. State authority over local government budgets and post-budget control further limit these authorities. One major problem that local governments face is the delay in passing their yearly budgets, which results in difficulties in tasks like paying employees and installing facilities. Even after being criticized in 1996, the method of horizontal sharing system keeps producing results in a large number of local governments, especially when additional ones are formed.

Furthermore, their lack of integrity is made worse by the simple fact that the majority of council personnel on outside jobs stolen council funds for their personal benefit, denying councils of much-needed operating financing. Most city council chairmen put their subventions into savings, while other local governments had no account. A few in the local government see this as an opportunity to use public funds for personal benefit.

The Nigerian government has seen a significant improvement in local governments' revenue profile due to various factors including the introduction of statutory allocations, increased federal revenue distribution, removal of political and administrative barriers. local governments across the country have progressed from administrative responsibilities to proactive participation in development of the economy, employment, governance, and quality of life programs. They currently have established functions, constitutional authority, and reliable financing sources. To encourage rural growth, the allocation should be raised from 15% in 2006 to around 52%.

3.0. Research Methodology

The research examines the need for local government autonomy and revenue generation in Nigeria, using a survey design to assess income generation issues in rural districts and the degree of autonomy within the local government. This study defines population as the total number of people within a geographical location, including the 249,700 people in 38 communities of the LGA and Council staff, based on common attributes and shared attributes. The study utilized Taro Yamane's formula to determine the sample size, considering the larger population of 249,700, which would be challenging for the researcher to visit all communities and generate information. This appropriate sampling technique ensures a just representation of the population.

Taro Yamane’s formula is given as:

$$n = \frac{N}{1 + N(e)^2}$$

Where N = Population of the study

n = sample size (?)

e = level of significance at 5% (0.05)

1= constant value

$$n = \frac{249{,}700}{1 + 249{,}700(0.05)^2}$$

$$n = \frac{249{,}700}{625.25}$$

$$n = 400$$

Therefore, the sample size for the study is 400.

Primary and secondary data were collected to achieve the objectives of the study. The primary data were collected from questionnaire items on the subject matter. The secondary data were collected from documented evidence on the subject matter and content analysis was used as a tool to analyze the data. The research instrument used a structured questionnaire to collect data on demographic characteristics and internal revenue generated by the local government council, with respondents rating their opinions using "A" (Agree), "SA" (Strongly Agree), and "D" (Disagree), and "SD" (Strongly Disagree).

The researcher used sixteen (16) questionnaire items and administered 400 copies of the questionnaire to nineteen (19) communities of the local government namely, Sagbama town, Abuku, Adagbabiri, Agbere, Agorogbene, Angalabiri, Asamabiri, Bolou-orua, Daganama, Ebedebiri, Ekperiware, Agoro, Ogobiri, Tungbo, Trofani, Toru-ebeni, Odoni, Ofoni, Elemebiri. A total of three hundred and sixty (360) copies of the questionnaire were retrieved successfully without error and used for the study. The questionnaire was divided into 3 sections. Section 1 contains the questionnaire distribution figure, and sections 2 and 3 have 16 items on local government internally generated revenue and socio-economic development of the rural communities in Sagbama LGA. Data gathered through the administered questionnaires were interpreted through the use of descriptive statistical techniques. The Mean Score was determined by computing the observations and dividing by the number of observations. The research adopted a four point Likert Scale and numerical values were assigned to the four points as indicated below:

Strongly Agree 4
Agree 3
Disagree......................... 2
Strongly Disagree........... 1

Cutting Point:

$$\text{Mean } \overline{X} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

The Mean Score of 2.5 was used for the level of significance to accept (Agreed) or Reject (Disagree) when the mean score is less than 2.5 on the submissions of respondents. The data gathered through the administration of questionnaire was tabulated and analyzed according to the research questions. On the other hand, Chi-square was used for the analysis of the hypotheses at $\partial = 0.05$.

Chi-square formula is given as:

$$X^2 = \frac{\sum(0-E)^2}{E}$$

Where X^2 = (observed frequency – expected frequency

O = Observed frequency

E= Expected frequency.

3.1. Data Presentation and Discussion of Findings

The data gathered are presented according to the order in which they were arranged in the research questions and simple percentages were used to analyze the demographics information of the respondents and responses from them. The table shows the distribution of the questionnaire to the selected communities and staff of the local government council.

Table 1. Showing the sampled population for the research.

S/N	Sampled Category	No. Distributed	No. Retrieved	Percentage %
1	Sagbama town	45	42	18.0
2	Abuku,	20	18	2.25
3	Adagbabiri,	20	18	3.60
4	Agbere,	20	17	3.20
5	Agorogbene,	25	22	2.10
6	Angalabiri,	20	17	4.00

7	Toru-ebeni	30	29	1.00
8	Bolou-orua,	20	18	3.60
9	Ofoni	27	25	1.20
10	Ebedebiri,	25	22	1.95
11	Trofani	35	31	2.25
12	Agoro,	20	17	4.00
13	Ogobiri,	28	24	3.24
14	Tungbo,	25	24	1.50
15	Council Staff	40	36	3.00
	Total	400	360	81%

Source: Field Survey, 2023

Table 3.2 above shows the selection and distribution of the questionnaire to the sampled population of the study. It indicates that a total of four hundred (400) questionnaires were distributed and three hundred and sixty (360) were retrieved from respondents, representing 81% which is adequate for analysis of the research questions.

3.2. Analysis of Research Questions

3.2.1. Research objective one: To determine the factors affecting Sagbama local government council's sources of internally generated revenue.

Table 3.2.1. Research Question 1: What are the factors affecting internally generated revenue in Sagbama LGA?.

Statement	SA	A	D	SD	Total	Mean (X)	Remarks
1. Most of the sources of revenue in the government have been taken over by the state government.	82	198	52	28	360	2.9	Accept
2. Society attitude is one of the major problems confronting internally generated revenue in Sagbama local government area.	95	195	51	19	360	3.0	Accept
3. The council areas have inadequate trained staff for collection of revenue.	62	174	68	56	360	2.8	Accept
4.The cases of tax evasion, avoidance and concession are rampant in the LGAs	97	184	63	16	360	3.0	Accept
5. Most of the councils' revenue collectors are not honest, reliable and trustworthy.	45	63	48	204	360	1.9	Reject
6. Task force put in place by the councils on internally revenue generation are ineffective.	71	192	55	42	360	2.8	Accept
7. The dependence syndrome on monthly allocation from the federation account by the LGAs Has weakened its internal revenue mobilization drive.	92	211	37	20	360	3.0	Accept
8.The enabling laws (Bye-laws) guiding revenue generation are obsolete and outdated	97	215	30	18	360	3.1	Accept
9. There are many other viable sources of revenue which had not been discovered by the LGAs.	88	186	76	10	360	3.0	Accept
Grand Mean						2.9	Accept

Field survey, 2023

Table 3.2.1 shows the responses and the mean scores from respondents on the factors affecting councils' internal revenue generation sources. The grand mean 2.9 indicates that all the items identified are factors affecting internal revenue generation in the local government council in Bayelsa state.

Research objective 2: To examine the extent to which autonomy enhances or improves internally generated revenue status of Sagbama LGA.

Table 3.2.2. Research question 2: To what extent autonomy enhances or improves the internally generated revenue status of Sagbama LGA?

Statement	SA	A	D	SD	Total	Mean (X)	Remarks
Scrapping of the joint account and allocation committee with the State government and direct funding of the LGA from the Federation account.	93	218	38	11	360	3.1	Accept
Returning of internal sources of revenue hitherto usurped by state government back to the local government	96	210	34	20	360	3.1	Accept
Total elimination of illegal deductions and diversion of local government funds to other agencies of state government.	118	196	28	18	360	3.2	Accept
Joint projects involving local government and other tiers of government should be clearly defined in terms of funding.	98	235	25	2	360	3.2	Accept
Local governments should be represented in FAAC of the Federal Government.	76	182	67	35	360	3.2	Accept
Financial operations of LGAs should be determined by local government bye-laws in line with the constitution of the country.	92	210	32	26	360	3.0	Accept

Source: field survey, 2023

Table 3.3.3 shows the grand mean 3.1 indicating the correlation between financial autonomy of council's socio-economic development. The responses show that autonomy of local governments can enhance and improve internally generated revenue.

3.4. Discussion of Findings

The study's conclusions revealed the following factors that affect the local government's ability to generate revenue: the public's attitude toward taxes and levies; the state government's usurpation of viable sources; a lack of trained staff; tax evasion; avoidance and concession; dependency syndrome; Local Government officials' misappropriation and embezzlement of council funds; dishonest and unreliable revenue collectors; out-of-date bye-laws; and undiscovered viable sources of revenue in Sagbama Local Government.

The results of the study also show a relationship between the enhancement of domestically produced revenue and socioeconomic growth in the case study area and political and administrative autonomy. For example, the establishment of a reformed local government commission controlled by a Council of LGAs, non-interference of other tiers of government on administrative activities of the LGA, and local government workers to enjoy the same service conditions as their counterparts at the state and federal level. Local councils' political and administrative autonomy is directly related to the administrative framework and authority granted to them by the federation's constitution, among other things.

A further crucial factor is local governments' financial independence. The study finds that significant steps include eliminating the joint account and allocation committee with the State government, funding local government directly from the Federation Account, giving back internal revenue sources that the State government had usurped, completely eliminating illegal deductions, and redirecting local government funds to other state government agencies. Additionally, joint projects involving the local government and other tiers of government should be clearly defined in terms of funding, local governments should be represented in the Federal Government's FAAC, and local government bye-laws should govern the financial operations of LGAs in accordance with the nation's constitution. These are very vital steps towards financial autonomy of local governments.

Ultimately, the research findings revealed that the local government has more alternatives and approaches to consider in enhancing its IGR status. For example, in order to effectively collect and mobilize all collectible penalties and taxes, the right means and processes must be identified. Apart from managing and controlling their money, Sagbama LGA should be able to invest in areas where it has a competitive advantage. All statutorily assigned revenue should be transferred to their account straight from the federation account, without any deductions by the State government. In a same spirit, all income streams that have been shelved should be revived and revenue generation officers should be hired on the basis of merit, properly educated, and overseen.

4.0. Conclusion

This research project analyzed Sagbama LGA's IGR and socioeconomic growth, focusing on two primary goals and two research questions. Data was collected from primary and secondary sources, and descriptive and inferential statistical procedures were used. Findings revealed several issues hindering IGR generation. Issues like undertrained staff, tax evasion, dependency syndrome, and misappropriation of council funds were identified, highlighting the connection between socioeconomic growth and domestic revenue enhancement. Local government regions in Nigeria struggle with poor IGR management due to inadequate resource mobilization. This instability leads to unstable financial situations and hinders equitable development. The root causes of this issue are multiple. The report highlights the severe financial strain on local government units, including Sagbama, due to reduced revenue opportunities and corruption, stifling development initiatives. Effective rural development in Nigeria relies on local government autonomy for financial, political, and administrative tasks. However, challenges such as inadequate human resource management, inefficient program management, and insufficient authority have led to a quest for autonomy, requiring higher levels of government. Local government in Nigeria should collaborate with other levels for proper rural development, emphasizing the importance of autonomy for effective governance.

5.0. Recommendations

To enhance public services, local governments should explore new revenue sources, including commercial transportation, to strengthen their financial base and increase their services. Commercial vehicles should be used for business purposes, with a management consultant overseeing them, rather than local government officials, to maximize profits and increase earnings.

The local authority under investigation needs to diversify its income sources, including agriculture, through sound policies and subsidized plots for commercial farming and food processing. For ten years, factories should be granted tax leave for their operations.

Public awareness campaigns should be organized to ensure timely tax payment, emphasizing the importance of revenue generation and service delivery. Local governments should focus on creating domestic revenue to meet the needs and desires of the public.

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ICT UTILIZATION IN TEACHING AND LEARNING OF SOCIAL STUDIES IN NIGERIAN JUNIOR SECONDARY SCHOOLS: PROBLEMS AND SOLUTIONS

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ABSTRACT
Considering innovations in various fields of endeavor, there is need for social studies teachers to be part of the innovation in the 21St century. Hence, the paper critically presents ICT utilization in the teaching and learning of social studies in junior secondary schools: The study finds that introducing ICT to our educational system has both positive and negative effects, but its positive effects cannot be overemphasized. The paper conceptualized ICT and social studies. It revealed various suggestions and the importance of ICT to social studies. The paper itemized the problems of ICT utilization in .the teaching and learning of social studies to including epileptic network, poor or unsteady electricity problem, high cost of ICT tools, teacher's inefficiency and insecurity problems. Given the above problems, the study identified measures to tackle these problems which include; regular power supply, teacher's professional development, making available internet accessibility and many more. The study conclude by stating that all hands must be on deck to ensure that the measures identified are improved on as it will enable social studies teachers to utilize ICT tools for teaching and learning. Solution.

Keywords: ICT, Junior Secondary School, Problems, Social Studies, Solutions, Utilization.

Introduction

Quality education involves awareness on the opportunities and limitations in the method of education. Rapid growth in information and communication technology (1CT) in recent years has led to vital transformation and added value to the improvements in education. Despite the progress made in the invention of ICT, it still has serious effect on teaching and learning (Cloete, 2007). This must have compelled Mezieobi, Fubara and Mezieobi (2015) to lament that ICT robbed the teaching and learning process of the affective, emotional characteristics associated with such interaction". They added that "face to face interaction between the teacher and students create an affectionate and emotional bonding between the teacher and the students". However, when ICT becomes the middle man, the bonding between the teacher and learners are erased. Be it as it may, ICT tools constitute one of the various modern methods used in the teaching and learning of social studies. On the other hand, Ogbono (2011) revealed the thought of many policy makers in education. The view is that many nations feel that to simply provide the educational institutions with ICT tools such as the computers and equally train the teachers on their use could help learners/students to measure up to modern demands. This implies that measures in proving access to information and communication technology cannot miraculously transform educational system for good. Hence, the best that could be done by policy makers in education is to seek the need for effective utilization of ICT to its complete potential in the educational industry.

In social studies educational system, the usefulness of information and communication technology is felt in the use for demonstration and presentation, distance learning, collaborative and interactive learning, drill and practice, research and video aid. The potential of each ICT tools varies: hence the ICT tools used in social studies education include radio, television. Audio/video cassettes, computers and internet. Perration& Creed, (2002) pointed that since by 1920s and 1950s, television and radio have been used by majorly as educational tools. Currently, the computer internet have been used by social studies educationist as a teaching method to ensure effective teaching and learning. It is important to note that as social studies is undertaken at junior secondary level; most students utilize its integrative idea or approach at senior secondary level.

Therefore, for social studies education to utilize ICT tools effectively there is need for policy planners of education to make provisions that can ease those frustrating problems that negates the utilization of ICT tools in social studies teaching and learning. These problems as given by many studies includes: poor/unsteady electricity supply, Paucity of ICT infrastructure, lack of access to ICT, financial cost, teachers professional development issue (Mac-Dougall & Squres, 1997).Cisler, 2002, Sam, 2011 & Ogbono, 2011). These problems constitute highlight of the study as the paper will also present measures for ICT utilization in the teaching and learning of social studies education in Nigerian junior secondary schools.

Literature Review

Concept of Information and Communication Technology (ICT)

The acronym ICT means Information and Communication Technology. ICT as a concept suffers definitional deficiency. This implies that there is no acceptable definition. It also implies that many authors have given their perspective as it suits them, but all concepts given share a similar and acceptable understanding. This paper simply defines ICT as an aid or telecom technology designed to store, retrieve and communicate information. Odedele and Egotanwa (2010) defined ICT as knowledge gained through communication, or knowledge communicated or retrieved concerning a particular fact In a clearer version, Adesina and Obadiora (2012) saw ICT as a term that consists of computer and telecommunication technology, which is used to store, create, transmit, interpret and manipulate information in various ways. Heathcote (2000) averred that means "a term which is currently used to denote a wide range of services, application, and technologies, using various type of equipment and software often running over telecom networks". Ogunsola (2005) referred to Information and Communication Technology (1CT) as "an electronic-based system of information transmission, reception, and retrieval". Senn (1997) also notes that, the concept of ICT can be used to explain the ability to create, save and forwarding of data and information, while the most important components of such technology are mechanical and software equipment, networks as well as knowledge on how to use lCT tools. In his opinion Heathcote (2000) agues that, one of major features of ICT should be its user-friendliness. Emeodu (2015), also identified some ICT tools as Computer, Radio, Television and Internet as well as other social media Platform like Facebook, Whatsapp, etc.

Concept of Social Studies

Social studies being a dynamic subject enjoy a type of vibrancy (liveliness) and an unlimited scope of definitions based on the multidimensional operations of the subject provided it is firmly anchored on human beings as its pivot. Social Studies in the view of Ogundare (2000) cited in Ogundare (2010) conceptualized social studies as a study of problems of survival in an environment and how to find solutions to them. Also, Mezieobi, Fubara and Mezieobi (2008) defined social studies as an interactive field of study which probes man's symbiotic relationships with his environments, endows man with the effective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society. In a separate study. Mezieobi (2017) revealed that social studies is a discipline that exposes a learner to the extent of interaction between individuals and their environment, and can' go a long way in influencing their standard of living and whether or not they become comfortable in their environment through their strategies of solving their various societal needs (problems). In another dimension.

Adaralegbe (1980) cited in Irikana and Ibeh (2014). view social Studies as a discipline or study of how man influences and in turn is influenced by his physical, social, political, religious, economic, psychological, cultural, scientific and technological environment. Nwoji (2016) defined Social Studies as a field of study that majorly deals with human beings interacting with one another and with their environment".

In conceptualizing social studies, Ekwe, Enaohwo. Amaechi and Amadi (2016) presented what Social Studies seek to achieve, and this includes: assisting young people make better and normal decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Secondly, social studies promote civic competence and the knowledge; intellectual processes, and democratic characters required of students to be active and engaged participants in public life. Thirdly, social studies help students acquire knowledge, master the process of learning and be active citizens. Finally, they pointed that through social studies, opportunities are provided for young people (students) to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens in their country or area of residence.

Importance of Utilizing ICT Tools for Social Studies Teaching and Learning

There are numerous benefits if social studies teachers can utilize ICT tools in teaching and learning. The paper presents the follow importance:

- First. ICT utilization in social studies education will aid the social studies teacher to assist many students within a given time. It can be helpful to teach large classroom size without segmenting the students. For example, the use of megaphone in teaching can help to reach many students
- An extrapolation from the view of the World Bank cited in Ekpo (2015), ICT holds out the opportunity to revolutionize teaching methods, as well expand access to quality education and advance the administration of educational systems. Hence, through the utilization of ICT tools, both teachers, learners, librarians, school administrators, and curriculum developers, can hold meaningful interaction with one another and share information to enhance understanding, access and view documents in richly formulated texts and pictures, connect colleagues, schools, friends and resource persons in almost all parts of the world. This method provides insight to social studies teachers to easily access and communicates ideas to the learners.
- Ekpo (2015) stated that through ICT, individual learners can seek explanations, compare and relates experiences, investigate problems, reflect, reason and learn many concepts in the school curriculum.
- Additionally, through ICT, social studies students or learners would learn how to study and to think about what they learnt so as develop the spirit of self-reliance, hard work and confidence in his/her social interactions.
- Again, Social studies learners who study through social media platform,

teleconferencing, and high speed internet connection can exchange knowledge, views and opinion with other qualified teachers in the world and could share as well as retrieve information they could hardly afford. Hence, it directly entails the attainment of these skills that could enable the social studies learners seek ideas within and outside the school environment and ensure an effective utilization of such knowledge or idea.

- Also, in ensuring effective teaching and learning of social studies, it involves the effort of carrying out research for adequate and reliable information. Thus, ICT can fasten and solve this urge with ease.

Problems of ICT Utilization in The Teaching and Learning of Social Studies

- **Teachers Inefficiency:** some teachers in our education system are not versatile in ICT usability and its facilities due to lack of skills. It is on this note that the paper advised for social studies teachers' professionalism in ICT. However, study by Mezieobi (2017) revealed why most teachers cannot handle ICT and its facilities. They heaped the blame to the schools authorities for not giving the teachers the necessary privileged or resource to be trained in the usability of ICT in social studies teaching.
- **Problem of Cost**: In Nigeria, cost of ICT facilities are indeed high. The reason for this is because Nigeria is not a producer of these facilities. The ICT facilities are bought from other countries and shipped to Nigeria at high import duties. Mezieobi (2017) opined that the high impartcharge of duties inflate the prices ofICT facilities and its installation. Therefore, this cost can be seen in area of expensive nature of ICT tools such as ICT accessories and facilities like computers, laptops, etc. Based on the cost most secondary schools, learners and teachers in ICT cannot purchase the ICT facilities, hence a challenge to the learning and teaching of social studies.
- **Problem of power supply**: Insufficient power supply is also a major challenge. This is because in cases where the schools and teachers have access to ICT facilities, affordability of generating set at regular bases become a problem. In some cases, even the level of current from electricity cannot power available ICT and ICT facilities.
- **Problem of Insecurity:** Emeodu (2019) posited that insecurity is not healthy for eftectsc societal growth due to its numerous effects. Thus, Sandra (2020) pointed how some community made away with some school properties (which IQT tools like Computer is included In this case, they made away with ICT tools affect and create non availability of ICT equipment in schools.
- **Immorality crisis:** Emeodu (2015) revealed that ICT brings about retrogression and progression. Immorality has become the cause of worry in the use of ICT in teaching of social studies. Students instead of using ICT for reading, information search and other positive ventures, rather indulge in immoral activities online e.g. visiting dating sites, watching pornographic movies, getting involved in terrorists' activities and so on
- **Poor management and Funding challenge**: funding of the school is crucial in maintenance of the school properties. Observably, in most secondary schools in Nigeria where government and other concerned individuals or NGOs provides ICT tools, the tools most times are not sustained, due to poor funding to secure, repair, replace and maintain those tools. Where this occurs, social studies teachers and learners cannot utilize these tools for a longer time. For example, a computer system donated to a school by parents association, government and individuals in the community later developed a problem and where they are not repaired or changed due to lack of fund for it maintenance will no longer be used by the teachers and students in their learning.

- **Epileptic Network**: According to Sandra (2020), the network problem in Nigeria has affected various institutions in Nigeria. Also, where available, internet connectivity has been very costly and the network is not too sturdy (strong) to be used. Thus, as most secondary schools have experienced epileptic network supply it makes the utilization of ICT more complex and discouraging. This explains why most social studies teachers are

Measures for Effective Ultization of ICT in the Teaching and Learning of Social Studies in Junior Secondary School in Nigeria

The paper presents measures that can improve the utilization of ICT in the teaching and learning of social studies in secondary schools. Hence, the measures include the following:

- **Training and professional Development of Teachers:** professional training is ideal for socials studies teachers to measure up the challenges of 21stcentury inventions. Regrettably, many social studies teachers cannot handle ICT tools effectively, it affects utilization, hence are advised to engage in any professional training and development opportunities that are provided which may be an in-service and pre-service training to enable him/her to Utilize ICT tools in the teaching of social studies.
- **Ensuring Sustainability of ICT Tools:** To enable the utilization of ICT in social studies, there is need to sustain the available ICT tools, and this can be sustained through appropriate funding as well as ensuring effective maintenance culture of the gadgets. Failure to sustain it through maintenance, may lead to lose of ICT tools. Funding has been one of the statutory function of government, therefore, should allocate funds to sustain the maintenance, usage and sustainability of ICT tools to enable social studies teachers and learners to access them at any giving time.
- **Provision of Efficient and Steady Power Supply:** The imperative for the need of power

  supply to run ICT devices cannot be overemphasized. This is because regular power supply through any available means can improve the efficacy and efficiency of the ICT tools, because it can take energy through electrical or power supply. However, regular and steady supply of electricity tin Nigerian schools will promote technological amalgamation and improvement in the teaching and learning of social studies education in Nigeria.
- **Internet accessibility/connectivity:** For social studies teachers and learners to utilize ICT tools effectively, the schools should be located in places where internet network or connectivity would not be a major problem. Improvement in internet accessibility or connectivity will boost social studies learners to improve in their efforts to access information or data despite their location. Poor access to internet has been a challenge to social studies teachers and learners to enable them access information through video app and any platform that requires internet connection. When this problem is resolved through government, NGOs, community and schools effort, students of Social studies in the junior secondary school will begin to appreciate the role of role ICT towards their enhancement.

Conclusion

Information and communication technology have modified teaching and learning processes. The fact remains that these ICT tools have not been well utilized by social studies teachers as well as learners. To achieve effective utilization of ICT tools in social studies teaching and learning, teachers as well as learners, individual's education policy makers, government and concerned stakeholders should do the needful to support ICT by providing funding, maintenance and training of staffs to meet up with current realities. Again, all the measures given should be given serious attention especially in the professional development of teachers, steady or regular power supply, and internet accessibility amongst others. With this, ICT tools such as computer, laptop, internet, projector and other ICT facilities can now be utilized in the teaching and learning of social Studies.

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FUNDING PUBLIC HIGHER INSTITUTIONS FOR GOAL ATTAINMENT IN BAYELSA STATE: CHALLENGES AND PROSPECTS

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Abstract

This study examined the challenges and prospects of funding public higher institutions and goal attainment in Bayelsa State, Nigeria**.** Results obtained revealed that there are numerous challenges facing funding of higher education institutions in the State ranging from the high number of state-owned higher institutions to budgetary allocation, implementation of subvention policy, other competing government programmes as well as the extent to which funding sources, mode of fund allocation and utilization of funding; affects goal attainment in tertiary institutions in Bayelsa State. However, measures already taken by the State government indicates improved funding of tertiary institutions in the State. The work adopted descriptive and analytical research techniques and thus relied on secondary data for analysis of the issues raised in the study. It was recommended that tertiary institution managers or institutional leadership should establish viable sources of funding in order to boost their financial base other than over depending on government, this would lift them relatively out of poor budgetary allocation or subventions from government as well work against misappropriation, embrace proper utilization of funds through an internal control mechanism; this would enable them attain their stipulated goals.
Keywords: Funding, Goal Attainment, Subvention, Tertiary Institution, Research, Innovation.

Introduction

Education is the supreme vehicle for national development, socio-economic, scientific and technological advancement. Education in general and university education in particular in every society is obviously known to be an indispensable tool for nations' economic growth and development. It has been empirically proven and universally acknowledged that unless the citizens of a given country are well educated and appropriately trained, the achievements of rapid economic and social development cannot be guaranteed (Ahmed, 2013). Similarly, tertiary education empowers an individual to realize his/her potentials. This empowerment however comes with the quality of education received. Quality education confers members of the society with the ability to make positive changes (Dienye, 2011). When positive changes are entrenched, vices such as inter-ethnic conflicts, anti-social behaviors, oppression, dishonesty, corruption and other unpatriotic acts cannot find space in the lives of Nigerians. Thus, sustainable development evolves when people perform efficiently with everyone perceiving it has a sense of duty and responsibility to contribute towards the well-being of others.

Tertiary education in Nigeria faces numerous challenges, including inadequate funding, misappropriation, and mismanagement ((Ololube, 2016; Yusuf, 2020). Despite its importance for human capital and national development, the sector faces policy challenges in balancing quality enhancement with societal demand (World Bank, 2017). The Nigerian government has not met the United Nations Education Scientific and Cultural Organization's 26% budgetary provision for education funding. The country's capital-intensive nature makes funding tertiary education increasingly complex due to population growth and the need for diversification in financing approaches (Ibara, 2011; Iyabo, 2017). The government must diversify financing approaches to improve service delivery and meet the United Nations Education Scientific and Cultural Organization standard. The federal government agencies like Tertiary Education Trust Fund and Central Bank of Nigeria have launched intervention funds for infrastructural development in tertiary institutions, but the lack of adequate funding persists. The sector's decay is characterized by paucity of funds, wrong allocation, and mismanagement (Nidinechi, 2014). Most studies have focused on the need for adequate funding and misappropriation, but no empirical evidence exists on how available sources, allocation, and utilization can enhance goal attainment in tertiary institutions in Bayelsa State.

2.0. Conceptual Clarification

2.1. The Nigeria Tertiary Education System

The tertiary education system in Nigeria is composed of Universities, Polytechnics, Institutions of technology, Colleges of Education, that form part of or affiliated to, universities and polytechnic colleges and professional, specialized institution. They can further be categorized as state or federal universities and as first, second or third generation universities (Hartnett 2011). Three levels of university education exist in Nigeria University. First level stage offers a Bachelors' degree after a minimum of three years and a minimum of six years (e.g., in medicine). The university second level stage offers a Master's degree following one year of post Bachelor's study. The university third level offers a Doctorate degree two to three years after the Master's. To gain admission into the first level of university education, one has to pass the competitive University Matriculation Examination (UME) (IAU, 2000). Higher education in Nigeria can be further divided into the public or private, and the university sectors. Public universities owned by the federal and state Government dominate the education system. In recognition of the need to encourage private participation in the provision of tertiary education, the Federal Government issued a degree in 1993 allowing private investors to establish universities following guidelines established by the Government. The non-university sector is composed of Polytechnics, institutions of technology, colleges of education and professional institutions operating under parent ministries (Akintoye, 2008). The universities, polytechnics and colleges have a governing board or council appointed by the government and have some internal representatives of the institution as elected member or members. These councils generally govern the affairs of the institution on behalf of the government. The management of each institution is headed by a chief executive officer, that is, the vice-chancellor in the case of universities, the rector in the case of the polytechnics and the provost in the case of college of education. The federal government has established supervisory and coordinating agencies for each group of institutions: the National Universities Commission for the universities, the National Board of Technical Education for the Polytechnics and National Commission for College of Education for the colleges. Funding is channeled through these agencies, as are government policy directives.

2.2. Trends of Higher Education in Nigeria: The Past and the Present

Public funding of education in Nigeria aims to equip people with knowledge, skills, and capacity to enhance quality of life, productivity, and participation in development. The funding is based on the idea that society continues in perpetuity, and new generations should have access to knowledge from previous generations. Initially, Ibadan was the only university adequately funded, but first-generation universities have established internationally acclaimed standards, though few remain recognized internationally. The federal budgetary allocation to education has been declining since 1970, with a decline from N6.2 million in 1970 to N1,051.2 in 1976 (Okebukola, 2002; Hinchiliffe, 2002). The government funded polytechnics, colleges of education, and universities at $251 per student, $394 per student, and $300 per student respectively. However, in 2000, funding for tertiary institutions improved significantly, with unit costs rising from $370 to $932, a 252% increase. This has led to poor remuneration for academic staff and a decrease in funding levels for tertiary institutions (Okebukola, 2002). Between 1990 and 1999, Nigeria experienced a decline in recurrent allocation per university student due to enrollment growth and currency devaluation (Ekundayo, 2007). This impact on educational quality led to a significant increase in government recurrent grants to federal universities. However, in reality, these grants were only one-third of their 1990 level. This was due to reduced budgetary allocation, lack of political will, poor managerial skills, and misappropriation. Nigeria is currently facing a manpower development handicap, with over 1.2 million prospective students seeking admission into tertiary institutions, but only 20% secure admission (JAMB 2012). The Nigerian higher educational system faces challenges due to insufficient funding, particularly in universities. Parents and students are apprehensive about new initiatives like tuition fees (Abdu 2003). According to Akinsanya (2007) enrolments increased faster than the government's capacity to maintain financial support, leading to funding shortfalls as such universities struggle to meet their 10% internal fund generation capacity despite normal government subventions. Adequate financing is needed to resolve these issues.

2.3. Funding

Funding refers to a form of financial support that is given for the achievement of a project (Ololube, 2016). Adequate funding of education guarantees staff welfare and retention through regular payment of staff salaries and allowances assured as well as staff development through academic programs like workshops, seminars, conferences, and scholarships. Expenditure on education is seen as one of the major responsibilities of government. Poor funding and misappropriation of funds in Nigeria's educational system have led to dysfunctional practices, particularly in tertiary education. This has resulted in backlogs of results, late preparations, insufficient staffing, and non-availability of essential instructional materials. The Nigerian government's inadequate funding has contributed to the sector's decay, as the country struggles to meet UNESCO's benchmark of 26% of annual budget for education funding (Okebukola, 2002;

Ekankumo and Kemebaradikumo (2014). Despite budgetary provisions, the standard of education in Nigeria has decreased due to insincere tertiary education leaders using funds for other purposes. A study by Asiyai (2015) identified strategies for effective management of education to build a culture of peace and progressive higher education in Nigeria.

The optimal use of educational resources requires a thorough understanding of the financing system, resources, and objectives in both educational and economic fields. Official budget resources must be utilized to achieve national or regional objectives. Adherence to educational priorities is crucial in resource allocation. While there is debate about an ideal distribution of capital and current expenditure, most authors agree that it should be based on strict national criteria (Ibara, 2011). All educational expenditures should aim towards similar objectives, with the distinction only applicable at provincial or local levels. Performance budgeting can help ensure resources are used effectively and in line with priority objectives, presented in terms of programs, activities, and projects.

2.4. The Concept of Goal Attainment.

Goal attainment is the process through which human and other resources are mobilized for the attainment of collective goals and purposes. In a social system, the goal attainment functions are met through political activities and mobilization occurs through the generation and exercise of power. Goal attainment is a systematic and quantitative approach to evaluating the success of an intervention or program. It involves setting clear, measurable goals, planning, executing, monitoring, adjusting strategies, establishing a scale to rate each goal's achievement, gathering data, and analyzing results to determine the overall level of goal attainment. This approach is commonly used in fields like healthcare, social services, education, and program evaluation to measure the outcomes and effectiveness of interventions.

Goal Attainment is in line with the National Policy on Education (FGN, 2014) which focuses on the ultimate goals of tertiary institution in the country. The Nigeria National Policy on Education (2014) defined tertiary education as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres. The document identified the broad goals of tertiary education to include the following:

a. Contribute to national development through high level manpower training;
b. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians;
c. Provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
d. Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market;
e. Promote and encourage scholarship, entrepreneurship and community service;
f. Forge and cement national unity; and
g. Promote national and international understanding and interaction (FGN/NPE, 2014).

The document equally stated the various criteria for the achievement of these goals in Nigeria. Some of these criteria include, quality student intake; quality teaching and learning; research and development; high standards in the quality of facilities, services and resources; staff welfare and development programmes; provision of a more practical based curriculum relevant to the needs of the labour market; and generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy, etc,. Kerr (2013) identifies three universally accepted goals in universities: transmit, extend, and apply knowledge. The teaching-learning goal is influenced by the student body, academia, and curriculum. Kartz (2016) agrees that primary teaching goals are to transmit organized knowledge and develop critical judgment, enabling students to pursue further learning independently.

In the face of mass higher education, student-centeredness must be the primary orientation of educators. This requires a partnership between students and academic staff to avoid confusion between teaching and learning (Frankel, 2016). Tertiary institutions can effectively criticize society by acting upon their own criticism. Building teaching and learning models to help students become self-directed learners is the starting point. This self-renewal mechanism is central to the identity of institutions, which re-indicate themselves based on their corporate identities. Teaching remains the core goal of the education system worldwide, and the National University Commission's accreditation program is primarily based on Nigerian universities' teaching and learning programmes (Akpan and Umo, 2019). Universities' primary roles include preserving culture, values, wisdom, and knowledge, as well as broadening and creating knowledge from generation to generation.

2.5. The Relationship between Tertiary Education and Goal Attainment in Nigeria

The nexus between tertiary institutions and goal attainment is multifaceted, impacting both individual students and the broader society. Globally, tertiary education plays the following critical roles in society.

1. Tertiary institutions play a crucial role in providing high education that aligns with industry needs. This ensures that graduates possess the skills necessary to meet job market demands, thereby supporting economic growth and workforce development.

2. These institutions are often at the forefront of research and innovation, contributing to advancements in technology, health, and various fields. By fostering an environment for inquiry and experimentation, they help attain societal goals such as sustainability and public health improvements.

3. Tertiary education enhances critical thinking, problem-solving, and specialized skills among students. This not only prepares them for their careers but also encourages lifelong learning, which is essential for personal growth and adaptation in a rapidly changing job market.

4. Education is a powerful tool for social mobility. By providing access to higher learning, tertiary institutions help individuals from diverse backgrounds improve their socio-economic status, contributing to a more equitable society.

5. Many tertiary institutions engage with local communities through outreach programs, partnerships, and service learning. This engagement fosters civic responsibility and helps address community-specific challenges, driving progress toward collective goals.

6. Tertiary institutions often influence educational and labor policies through research and advocacy, shaping the frameworks within which educational and workforce goal attainment occurs.

7. By producing skilled graduates and engaging in research, higher education institutions contribute to a nation's global competitiveness. This is increasingly important in an interconnected world where countries vie for talent, investment, and innovation.

8. Fostering a supportive campus environment can promote mental and emotional well-being, which is crucial for students' success. Institutions that prioritize student welfare create a conducive learning atmosphere that enhances academic performance and personal growth.

Overall, tertiary institutions serve as vital engines for achieving educational, economic, and social goals. Their impact extends beyond the individual to the community and society at large, making them essential partners in sustainable development and progress.

2.6. Impact of Funding on Tertiary Education Goal Attainment in Less Developed Areas

The nexus between funding tertiary institutions and goal attainment is a multifaceted relationship that significantly influences educational outcomes, economic development, and social progress (Olaniyan, 2008; Ajayi and Afolabi, 2016). The interplay between funding and the attainment of goals in tertiary education is critical. Institutions that are well-funded are better positioned to provide high-quality education, foster research and innovation, support diverse student populations, and engage meaningfully with their communities. Thus, investing in tertiary institutions is not just an educational commitment but also a strategic approach to achieving broader economic and social objectives(Halidu, 2015; Famurewa, 2014). Funding plays a crucial role in the attainment of educational goals in tertiary institutions, especially in less developed areas (Akanbi and Ishola, 2020; Okolojie, 2015). Some authors and international organizations have identified several key areas of influence of funding on achieving tertiary education goals (Iweala, 2011; Ajayi and Afolabi, 2016; World Bank, 2020). These areas include:

1. Quality of Education: the quality of education provided, enabling students support services, such as counseling, mentoring, and career services, enhances the overall student experience. For personal development and can lead to improved graduation rates and job placements.

2. Access and Inclusivity: Sufficient funding enables institutions to offer scholarships, financial aid groups. This inclusivity contributes to diverse perspectives and, and service-learning initiatives, aligning their goals with international tuition fees and cultural exchange.

3. Infrastructure Development: Adequate funding is essential for building and maintaining physical infrastructure, such as classrooms laboratories, libraries, and technology facilities. Poor infrastructure can hinder the quality of education and limit access to resources.

4. Access to Resources: Funding enables institutions to provide essential educational resources, including textbooks, online materials, and technological tools. This is particularly important in less developed areas where resources may be scarce.

5. Quality of Instruction: Sufficient financial resources allow institutions to attract and retain qualified faculty members. Well-trained educators are vital for delivering high-quality education and can significantly impact student learning outcomes.

6. Student Support Services: Funding supports various student services, including counseling, mentorship, and academic advising. These services are critical for helping diverse student populations navigate their educational journeys and achieve success.

7. Research and Innovation: Additional funding can facilitate research opportunities and innovation initiatives within tertiary institutions. This not only enhances the institution's reputation but also contributes to local and regional development through applied research that addresses community needs.

8. Economic and Community Engagement: With adequate funding, institutions can develop programs that engage with local communities, providing training and support that align with regional economic needs. This helps create a skilled workforce that can contribute to local economies.

9. Scholarships and Financial Aid: Funding allows for the creation of scholarship programmes and financial aid that can help lower-income student's access higher education. Reducing financial barriers is essential for increasing enrollment and retention rates in less developed areas.

10. Sustainability and Growth: Consistent funding enables institutions to plan for long-term growth and sustainability. This includes developing new programs, expanding existing ones, and continuously improving the quality of education offered.

11. Equity and Inclusion: Proper funding can promote equity by addressing disparities in access and support for marginalized groups. This ensures that diverse populations have opportunities to succeed in higher education. Therefore, funding is a pivotal factor in enabling tertiary institutions in less developed areas to meet educational goals from infrastructure and resource availability to student support and community engagement, ultimately influencing the broader socio-economic development of the region.

3.0 Theoretical Framework

This study's theoretical framework is based on the Resource Mobilization theory, developed by McCarthy and Zald in 1979. It suggests that group action is successful through effective resource mobilization and equal opportunity for all members. The theory assumes individuals weigh the costs and benefits of participation before acting, and suggests that progress in achieving organizational goals is influenced by long-term resource changes. Resource mobilization theory emphasizes that decision-making in an organization is rational, based on individual costs and benefits, rather than psychological predispositions (Klandermans, 2014). It explains how organizations mobilize resources from within and outside the organization to achieve goals. The theory argues that organizations succeed through effective resource mobilization and the development of political opportunities for members. It also suggests that organizations with powerless or resource-poor resources require external support and funding. This theory is relevant to the study as it explains the need for rationality in resource mobilization and emphasizes equality among competitive uses. In schools, administrators should seek resources from external entities to ensure effective resource mobilization (Fuchs, 2006; Ojo, 2016). The theory emphasizes the importance of cooperation between school administrators and teachers in mobilizing financial resources, as limited resources necessitate prudent use. This cooperation can help achieve goal attainment by minimizing resource wastage and achieving prudent financial resource mobilization.

4.0 Higher Education Institutions in Bayelsa State

Bayelsa State have eight (8) tertiary institutions all funded by the State government. There are two conventional universities (The Niger Delta University, Wilberforce Island, and University of Africa, Toru-orua), a Specialized university (Bayelsa Medical University, Yenagoa), one Polytechnics (Bayelsa State Polytechnic, Alaibiri), one College of Education (Issac Jasper Boro College of Education, Sagbama), others include the International Institute of Tourism and Hospitality, Elebele, College of Health Technology, Otuogidi, and the Bayelsa State Maritime Academy, Okpoma, Brass. Though, established by different governments, but in line with the goals and objectives of the National Policy on Education and the cardinal values of higher education institutions in Nigeria, the various institutions are structured to attain the following objectives which are in line with the objectives of National Policy on Education:

- the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies;
- the development of the intellectual capacities of individuals to understand and appreciate environment;
- the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;
- The acquisition of an overview of the local and external environments.
- Enculturation and progressively equipping the individual, the socio-cultural skills that should enable one to fit neatly into ones immediate society.
- Acculturation, progressive exposure to outside influence from which one can intelligently borrow from to expand the horizon provided by ones immediate society.
- Intellectual skill acquisition, for the pursuit of self-development through the acquisition of knowledge in a variety of forms and by a variety of means.
- According to Ojo (2016), the primary aim of the tertiary institution is to awaken or quicken the human potentials. These potentials are developed through:
- Affective traits development, progressively improving on the imbibe attitudes, values, and other behavioral traits that facilitate ones relationships with fellow human beings as well as ones capacity for continuous self-employment.
- Manipulative and psychomotor skills development, progressively awaking the physical powers of the
- individual, and progressively working towards a perfect coordination of activities of the body with those of the mind.
- Inculcation of lifelong learning skills (also called learning-to-learn skills), a constellation of activities, habits, mind-set, etc. that predispose one to develop the spirit of inquiry and a perpetual thirst for knowledge.

4.1. The Need for Continuous Funding of Higher Education Institutions for Goal Attainment in Bayelsa State

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The continuous funding of higher education institutions in Bayelsa State is essential for following reasons:

1. Provision of Quality Education: Adequate funding ensures that institutions can provide quality education, including up-to-date facilities, resources, and qualified personnel to meet the demands of the job market.

2. Research and Innovation: Higher education institutions play a vital role in research and innovation. Continuous funding supports research initiatives that can lead to technological advancements and solutions to local and global challenges, needs to leverage innovation for growth.

3. Access and Inclusivity: Increased funding can help improve access to higher education for underrepresented groups, including women and rural populations. Scholarships, grants, and infrastructure development can make higher education more inclusive for such groups.

4. Economic Growth: A well-funded higher education system contributes to the economy by creating a skilled workforce that can drive productivity and competitiveness. Graduates from these institutions are essential for various sectors, including healthcare, engineering, technology, and education.

5. Addressing Educational Inequalities: Continued investment can help mitigate disparities in educational quality between urban and rural institutions, thus promoting a more equitable education system.

6. Global Competitiveness: As globalization intensifies, countries with strong higher education systems tend to perform better in the global economy. Continuous funding helps Nigeria enhance its higher education sector to compete internationally.

7. Sustainability: Institutions require stable funding sources to plan for the long term. This includes maintaining infrastructure, hiring staff, and implementing programs that align with national development goals.

8. Curriculum Development: Ongoing funding allows for the regular updating of curricula to reflect current trends and technologies, ensuring that graduates are well-prepared for the evolving job market. Therefore, continuous funding for higher education is critical for goal attainment in Bayelsa State, as it supports quality education, research, economic development, and social equity. It is an investment in the State's future and long-term sustainability.

4.2. Bayelsa State Government Funding of Higher Education Institutions: Key Areas of Intervention

i. Salaries and Allowances of Personnel: Government funding of salaries and allowances for tertiary education staff is a critical aspect of maintaining the quality and stability of the education sector in Nigeria in general and Bayelsa State in particular. Adequate compensation is necessary to attract and retain qualified educators and researchers, which directly impacts the overall effectiveness of institutions. Inadequate funding can lead to delayed salary payments, reduced morale among staff, and ultimately affect the quality of education provided to students (Olaniyan, 2008). Therefore, ensuring sustainable funding models for salaries and allowances is crucial for the long-term viability of tertiary education in the State. On the other hand, when salaries and allowances are delayed or insufficient, it affects staff morale and productivity, which in turn impacts the quality of education and services provided to students (World Bank, 2020). Nigeria in general frequent industrial actions by university and other tertiary institutions staff unions, often due to unpaid salaries or poor working conditions, and this disrupts academic calendars and hinders students' educational progress. Therefore, consistent and transparent funding models are essential to ensure that institutions in the State can meet their operational costs and invest in infrastructure and resources. In conclusion, addressing the funding of salaries and allowances for tertiary education staff is essential for nurturing a robust higher education ecosystem that can support national development and foster socio-economic growth in Bayelsa State in particular and Nigeria in general.

ii. Staff welfare programmes

The second key area of government funding intervention in the tertiary education in Bayelsa state is staff welfare and development. Staff welfare and development programmes are essential for fostering a positive work environment, enhancing staff satisfaction, and improving overall institutional performance. Implementing welfare and development programmes can enhance staff morale, retention, and overall effectiveness, ultimately leading to improved educational outcomes for students (Uche, 2022; World Bank, 2018). These programmes include regular workshops, seminars, courses, conferences, certifications, mentorship, and access to resources, flexible working hours, achievements, incentives, open communication, surveys, promotions, and sponsorship for advanced degrees or specialized training.

iii. Provision of High Standard in the Teaching and Learning Facilities

To maintain a high standard in the quality of teaching and learning high quality facilities are required. In most cases individual institutions do not have the financial capacity to provide these facilities and thus rely on the government to provide them (Adeleke and Ojo, 2021). Several key factors are considered for need to make available high quality school facility for teaching and learning. For example, to enhance the learning experience, educational institutions should maintain modern facilities, incorporate advanced technologies, ensure accessibility for all students, and offer robust support services. Faculty should receive ongoing training and feedback to improve teaching methods

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iv. Research and Development:

An essential component of innovation is research and development (R&D), which focuses on both creating new goods and services and refining already-existing ones. Research activity remains a cardinal component of higher education institutions. Its importance to the development of society cannot be underestimated. Cutting edge research breakthroughs are results of rigorous research. However, research activities often implies large amount of money. Government intervention is usually required in this area of institution management. Innovation is fueled by R&D, which helps businesses remain competitive in their market (Akanbi and Ishola, 2020). It enables businesses and society generally to resolve challenging problems, which may result in innovations. Through the development of new sectors and the creation of jobs, R&D advances a given economy.

4.3. Challenges of Funding Tertiary Education for Goal Attainment in Bayelsa State

Funding tertiary education in Bayelsa State faces several challenges that impact on goal attainment. Here are some key issues:

1. Economic Constraints: Nigeria's economic challenges, including fluctuating oil prices and inflation, limit the government’s ability to invest

adequately in education. This puts pressure on universities to raise funds through tuition fees, further limiting access for students from low-income backgrounds.

2. Tuition Fees and Financial increased tuition fees. This can deter potential students, particularly those from economically disadvantaged backgrounds, thereby limiting access and equity in higher education.
3. Inequitable Distribution of Funds: There are disparities in funding across different regions and institutions in Bayelsa state, often favoring established and urban universities over remote and emerging ones. This inequity can hinder overall educational development in less favored areas.
4. Corruption and Mismanagement: Issues of corruption and misallocation of funds further exacerbate funding problems. Limited oversight can lead to funds not being utilized effectively for their intended purposes.
5. Lack of Financial Accountability: Universities may lack the financial management systems needed to ensure transparency and accountability in the use of funds, which can erode trust among stakeholders and potential investors.
6. Limited Research Funding: There is a significant gap in funding for research initiatives, which can inhibit academic growth and innovation within Nigerian universities, affecting their global competitiveness.
7. High Operational Costs: Rising operational costs, including maintenance of facilities and payment of staff salaries, strain the financial capabilities of institutions. When these costs are not met, it affects the quality of education provided.
8. Impact of Global Trends: Global shifts, such as online education and technological advancements, require financial investments that many institutions are unable to afford, putting them at a disadvantage in the evolving educational landscape.
9. High number of Tertiary Education Institutions in the State: The high number of tertiary institutions in Balyelsa state presents a significant challenge to adequate funding with over 8 tertiary institutions, the allocation of resources becomes spread thin. The distribution of the government's education budget among numerous institutions is one of the major funding challenges all tertiary institutions face in Bayelsa State. With a population of about two million people only, the state government takes responsibility for funding eight higher institutions with a large number of academic and non-academic staff on the payroll of the state government. This has resulted in inadequate funding for each institution in the State. Many of these institutions require substantial investment in infrastructure, such as classrooms, laboratories, and libraries. With limited funds, prioritizing these needs becomes easier. However, insufficient funding affects the quality of education, making it challenging for institutions to hire qualified staff, maintain facilities, and provide necessary materials for students. Due to the several institutions vying for the same few funds, tertiary schools frequently require assistance in securing financing for research projects that are essential for innovation and development.

10. The Subvention Policy: The subvention policy in Nigeria's tertiary education sector plays a crucial role in funding and supporting universities, polytechnics, and colleges of education. This policy aims to provide financial assistance to these institutions to ensure they can maintain quality education and achieve their stated goals. The Bayelsa State government through its subvention policy allocates funds to tertiary institutions to cover operational costs, salaries, and infrastructure development. This funding is essential for maintaining academic standards and providing necessary resources for students and staff. One major challenge of the subvention policy is the inconsistency in government funding. It sometimes leads to delays or reductions in budget allocations to institutions thus disrupt operations and have negatively impacted the attainment of institutional goals in Bayelsa State. In the same vein, institutions in the State often become overly reliant on government subventions, limiting their ability to diversify funding sources or engage in entrepreneurial activities.

4.4. Prospects of Funding Higher Education Institutions in Bayelsa State

The subvention policy and its impact on goal attainment are significant, as they enable institutions to provide quality education, facilitate research, and contribute to socio-economic development. However, for the policy to be more effective there needs to be consistent funding, transparency in allocation, and a focus on diversifying revenue sources for educational institutions. In the same vein, it is crucial for the Bayelsa State government to enhance transparency, efficiency, and accountability in the education budget process. The government is also engaging stakeholders, such as civil society organizations and international partners, for effective allocation of funds to meet educational goals. Despite the subvention policy, the government is poised to increase funding to allow more students to access higher education by the introduction of the student's loan facility, also improves staff hiring, facility maintenance, and technology investment through funding of research proposals.

The creation of the Educational Developing Trust Fund (EDTF) by the Bayelsa State government is a bold move meant to solve various issues and enhance the state's owned educational institutions and infrastructure in these institutions.

Recommendation

The following recommendations were made:

1. The management of higher institutions should continue to search for alternate means of funding in order to remain less dependent on Government allocations.
2. Stakeholders in the higher education should engage financial experts in order to ensure effective allocation of the available fund to optimize tertiary education goal attainment.
3. Policies and stringent measures should be taken to ensure that allocated funds are utilization appropriately.

Conclusion

Tertiary institutions serve as vital engines for achieving educational, economic, and social goals. Their impact extends beyond the individual to the community and society at large, making them essential partners in sustainable development and progress. However, funding is a pivotal factor in enabling tertiary institutions in less developed areas to meet educational goals from infrastructure and resource availability to student support and community engagement, ultimately influencing the broader socio-economic development of an area. Thus, there is a relationship between funding and tertiary institutions' attainment of goals. The interplay between funding and the attainment of goals in tertiary education is critical. Institutions that are well-funded are better positioned to provide high-quality education, foster research and innovation, support diverse student populations, and engage meaningfully with their communities. Thus, investing in tertiary institutions is not just an educational commitment but also a strategic approach to achieving broader economic and social objectives. However, findings of the study indicate that there are several challenges facing the funding of tertiary education in Bayelsa state. Addressing these challenges requires a concerted effort from the government, private sector, and international community to create a sustainable funding model that ensures equitable access to quality higher education for all Bayelsans.

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THE PERFORMER AS HEALER IN ORAL LITERATURE

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ABSTRACT

This study is an examination of the Performer as Healer in Oral Select masquerade Songs in Ijaw. It is a literature of performance through word of mouth and enhanced by its utilitarian values. It isposited in the words of Okpewho (2003) that, "a performance-centred conception of verbal art" (6). The care giver of every oral art is the performer. The concept of Performer as Healer in Oral Literature has received tremendous attention but not enough has been done from a scholarly point of view, and that is the focus of this study. The performer takes different strategies as the arouser, and interpreter of emotions, situations to transport the audience to different spheres. Both physical, psychological and so on, by healing individuals of stress and boredom. This endues the performer as healer in oral literature. The study uses Victor Turner's strand of "Performance theoretical" approach and psycho-analysis as a concept in the analysis of selected Ijaw masquerade songs as sample,showing therapeutic effects in oral literature. The methodology is analytical since the data will be subject to critical evaluation. The study concludes that the performer as healer in oral literature helps in treating psycho-pathetic and emotional situations, just as the Physician, Nurse, Councilor,alike. The performer is a healer of society of social ills through oral literature (performance).

KEYWORDS: Performer, Performance, Therapeutics, Healer and Oral literature.

INTRODUCTION

The paper explores the Performer as Healer in Oral Literature. Despite the controversies over the affective congruence of oral literature; not enough scholarly research has been carried out in this area and which underpins this study. Literature is a product of culture like every other activity, informed by certain innate sensibilities that arouse and attract the emotions or the psychology of the audience during performance. Oral literature "is not just a product of culture but also absorbs so many aspects of its culture for its self- validation" (Ojaide, 2018p.xiv). The commitment of the performer for entertainment, preservation of the art through performance are dictates of the artist that are passed from one generation to the other. The performer is an artist who impersonate a character to actualize the purpose of a particular performance. He is "conceived as an artist who is fed and or propelled by egoism or self-assertion. There is the pride and desire to be acknowledged as the best – the talented and creative actor.

The honour challenges the performer into inventive and artistic creativity that can be identified as his own style of characterization or self-assertion" (Anigala, 2005 p.32). In African festival performances, this self-assertion is aided by spirit possession. This noble idea is corroborated in Clark J.P (2006) as he attests that, "this is the attainment by actors in the heat of performance of actual freedom of spirit from this world, a state of transformation…" (123). The transformed performer loses grip of his original self and envelopes a new role until the end of the performance in the African world view. In this circumstance, the performer's concern is to promote the therapeutic and affective nuances of the human condition in the society. Significantly, the performer of oral art becomes the healer just as the para-medics, and others alike. The study encapsulates the psychological affection and the aesthetic values through performer: using oral artas examplein the form of Masquerade songs (Owu Duma), chants and rituals in Ijaw. Since there is no fixed authorship, this literature turns out to be collective and communal, which goes a long way to impact on the literature. According to (Nkem, 2008 p.87) "Oral literature is sustained fundamentally by performance". The performer and performance as healing to the traditional society is found in the selected songs. The imagery, idiophones and meaning it evokes at the deep structure level of the vernacular and the impact resulting from the texts are all mode of communication. Therefore, this results from the quality of affective impulse created by the song performer in the lives of the audience in society as a product of oral literature.

STATEMENT OF THE PROBLEM

The care impulse of every oral art is dependent on the performer. This concept of performer as healer in Oral literature has received scholarly attention but not enough has been done and that is the focus of this study. The performer takes different strategies as the arouser, and interpreter of emotions, situations to transport the audience to different sphere.

METHODOLOGY

In terms of the method employed in the collection of data, the study is a conglomerate of primary and secondary data. It is qualitative in nature, being that, it is analytical. The primary data was collected from Orubiri, Burudani, and Olobiri Communities in Kolokuma/Opokuma Local Government Area of Bayelsa State between June to August, 2023. This study is meant to clarify and project the cultural heritage and arts of the localities among the Ijaw people. As a result, custodians in the Owu masquerade song tradition were interviewed. The questions asked were such as:

(i) What are the affective impulses of the Owu song performer on the audience?

(ii) Do the performer's songs have healing effects?

(iii) If it is affirmative, how?

The ideas were deliberated upon before arriving at a logical conclusion. This enabled the researcher to broaden the scope of his experience on the subject matter under study.

THEORETICAL FRAMEWORK

There are several theoretical approaches to oral literature. Thus, for purposes of this discourse as African oral art, the researcher employed Victor Turner's brand of performance theory to analyze the sample songs. Performance takes the centre stage in the understanding of human from ethnographical view point of Richard and Turner. The significance of performance was revealed through ritualized routine in the courtrooms and courtship among College Students in America. Richard (1985)and Turner (1982), all embraced the significance of performance.However, Turners brand emphasizes on the African supernatural of spirit possession; which is seen as a must adopt approach in dealing with African oral literature. Richard Schechner's (1985)view of performance as a core of the universality of cultural affirmation of races and traditions of the World is a germane example for other scholars to follow.On the other hand, Victor Turner believes on the "ordered set of actions across cultures, but culturally conservative, which means that two cultures must not display the same performance or activities" (Friday and Ayebanoa, 2021 p.2). Turner (1982), considers such "activities liminal anti-structure, opposing the structure of normal cultural operations and liminoid devoid of imitation as opposed to liminal activities" (22-23). The liminoid activities are such that a performer is possessed or performs unexpected actions. The pre-planned activities that are not under any influence such as dancing, singing and so on, are the liminal activities, according to Turner. This liminal and liminoid strand of the performance theory suits the discourse; performer as healer in African oral literature; being that in the analysis of the songs and chants, it issuch that it is culture-bound, liminal, liminoid and conservative.

The affective or healing aspect hinges on, Sigmund Freud's psychological theory. Freud's idea of man is sick rather than villainous, which offers a scientific terminology for interpreting man's motives and actions. Ojogan (2015,p.228), avers that "the psychological approach to his descriptive kind of criticism in which the critic tries to interpret a work of art based on the unconsciousnessof the artist …" has three dependence. Based on this unconsciousness, three basic ways the unconscious controls the conscious as identified by Freud; "Id, Ego and the super Ego. According to Emeka (2022), "the Id, Ego and super Ego, through its structural concept but only one becomes more useful than the others which is Id as the reservoir of the biological urge to operate on the pleasure" (56). Therefore, in the harmonization of the psychological or the affective of the performer as healer serve as anti-dote, drug in oral literature for those affected or infested with worries of the mind and other physical-cum- emotional situations in the society.

THE ANALYSIS OF ORAL TEXTS

The performer as healer in oral literature borders on the role of the artist during performance. "The affective state which is a reference to the emotional reactions …"

(Segun,2017. p.28). Through performance, he heals the disease infested minds of individuals in a society. This becomes the crux of the study.The performer in oral literature, performs through word of mouth and demonstrates his utilitarian function which cannot be over emphasized. The performer as healer in his aesthetic function could be illustrated through the Owu song as follows:

Sei buo gba Dance step revelation.
Mie miemagha ‘Worth doing, worth doing.’
Owubii muni ndenabuo sei. ‘The masquerade should dance its step.’
Owubiideinmomodeinmomo ‘The masquerade has won, and its steps dominated.’
Owubii muni ndenabuo sei. ‘The masquerade should dance its step.’

This song in Owu tradition of the Orubiri people, depicts the dance step as an integral part of the performance activity by the performer. The non-verbal communications together with the costumes of the artist, are all the prevailing modes at the moment of performance. All these, add to the psyche of the Owu song poetry. Therefore, the performance is more than mere verbal creations. These verbal creations are therapeutic as it affects the emotions of the audience. It is this affection that Nwahunanya (2012), refers to as “the literary medication which the creative artist (performer) provides after a careful analysis and accurate diagnosis of the society’s ailments. The artist is thus a healer” (354). The performer as healer in oral literature creates laughter which is truly the best medicine that makes us feel good and release happy chemicals in our brains. When an individual is praised with humour, the person seems to act positively as a result of happiness. “Speech itself is considered to contain this energy as it denotes the expression: nyamabekumala which means, the energy of action is in speech. When a praise song is sung for someone, his energy to act is augmented thus, forewing him to act” (Bird,197 p.98). In the same vein, Anigala (200) quite agreed with Birds affirmation as he avers that: “…songs play on words- powerful, influencing and fearful words that can turn the most powerless man into a warrior or makecowards to recoil in fear. These words are composed and sung in such a way that they spur the listener into a spontaneous action” (100). The sample Owu (masquerade) song below, illustrates the characteristics and therapeutic effects which are also considered germane:

Owuebiyeama‘Splendid is the masquerade’
Beni perekpoebi‘King of the river is handsome.’
Kimi kpo ebi ‘Handsome is the man too.’
Iselebibibein‘A mouth full of red.’
AhanOwuebiyeama‘Splendid is the masquerade.’
Uh! Uh! Uh! Uh! Uh! Uh!

Praise singing is part of owu song tradition. They have their own laudatory epithets which refer to the characteristics of the masquerades. Therefore, the performer entertains the audience through the masks to create laughter as medicine for us to feel good and momentarily ease our stress. Thus, the performer serves as healer in oral literature.

The performer as healer through drumming generates rhythm and rhythmic sensations that touch the heart, brain, imagination and soul of the audience. The drumming portrays social criticism, “the plots are quite simple and assume the audience’s familiarity with the situations portrayed. Although highly entertaining, they can convey social criticism or instruct people on proper behaviour” (Alagoa, 1995 p.155). However, song, dance and drumming are the purest and commonest forms of emotional, “psychological and social entertainment in performance and in the African World, and indeed in all culture” (Akporobaro,2012 p.310). It is a mode of healing through the performer in oral literature.

The Performers engages in educational performances that stimulate the minds and 1Q of the audience by learning something new which can both be entertaining and interesting. For example, in the song titled; “Bou duo bo” (Come from the forest).

> Ogoriboubou duo bo.‘Buffalo comes from the forest.’
> Ogoriboubou duo bo.‘Buffalo comes from the forest.’
> Mani ileimodeinsinghankpobunugha.‘It does not allow me to sleep in the night.’
> Oputoru duo bo you kponumugha. ‘The big eye did not come from the physical realm’
> Bou bou duo bo.
> ‘It comes from the mythical realm.’

The triumph and excitement of a successful kill and its aftermaths, family feelings especially the emotions of pride and grief, the thrill of pursuit are made manifest through the Owu songs and macabre or frenetic dance steps. The hardship and danger of hunting are not forgotten, and they are the lessons learnt from this kind of educational performance. It is a means of healing our psychic and physical pains by massaging the Egos of the audience; teaching and learning the skills and lessons in hunting.

The performer exercises the affective mode of healing in oral literature by telling stories, which makes audience feel as though they are in an adventure or fantasy. It takes the audience to the imaginative world which is a source of escape from the real-life stress without making theindividual too anxious. At this juncture, the performer is “but a building being with an architectonic sense, a being who takes pleasure, delight, and psychological satisfaction in inventing, creating, arranging, organizing ideas, thoughts and experiences into impressive and marvelous formations for others to see, hear, and wonder at” (Akporobaro,2012 p .263). Therefore, a very good conception of this is *The Ozidi Saga*, an oral Epic of the Izon People which takes seven (7) days narration. The heroic story of a warlord killed by his kins men for being too powerful. It is also a story of revenged tragedy perpetrated by his son Ozidi junior. This story takes the audience through an adventure of the minds eye and the imaginative world, escape from real life stress by healing our daily pains, to the delight, psychological satisfactions and boredom.

CONCLUSION

Performer is an actor in oral literature, who promotes and circumvents the activities of the performance. It is the performer that is conceived as the prime-mover, who is propelled by egoism or self-assertion. In this circumstance, he entertains and performs psycho-therapeutic functions. Therefore, it helps as healer to ease "emotional tensions and express, dissolve and resolve repressed anti-social passions of anger, hatred, jealousy, etc, telling stories about these negative passions the mind of the individual is as it were cured of its neurosis" (Akporobaro, 2012 p. 70). Therefore, oral literature is a production of culture through words of mouth that sustains its utilitarian value. It is a literature that optimally upholds African traditional way of life, which tends to be collective and communal in nature. The study has succinctly examined the performer as healer in oral literature.

FINDINGS

There are some findings realized from the study. They are as follows;

(a) The artist as healer, helps to ease emotions, anti-social passions, maladjustments, by curing every five-minutes neurotic imbalance of humans in the society.

(b)The study also reveals that the performer tells the socio-cultural background and history of a given society.

RECOMMENDATIONS

Based on the findings, the researcher recommends that: the performative arts should be encouraged either by Government or Non-Governmental Organisations (NGOs) at all levels. The encouragement of this art form will go a long way in averting our stress-induced illness. This will help in ameliorating and moderating anti-social behaviours in our societies. The rich and philanthropes should come to the aid of the performers of African oral literature to create festivals of arts exhibitions; since they serve as sources of escapism and entertainment. Thereby, healing our emotional tensions and anti-social passions etc.

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POLITICS AND COMMITMENTS IN THE DRAMATIC WORKS OF WOLE SOYINKA

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Abstract

This paper is set forth to explore the nexus between politics and the artist in society. It further highlights the place of Wole Soyinka as an artist with political intent, the place of artist in general politics. It also shed light in the concept of politics and the overall understanding of the "politics of Wole Soyinka" via his creative acumen.

Introduction

In as much as man still struggles for survival and total freedom, all of man's activities must take the political shape of that period. It is now so pronounced or very emphatic, that everything in life, as far as it concerns human, has direct affiliation to the politics of that period. That is to say, as humans, we eat, sleep, dance and act with politics in every of our endeavours.

It is so obvious, thatpeople who would want to gain freedom of all sorts, delve into politics. So many do it unconsciously, while others do it consciously and at the long run, everybody becomes a politician of a sort. It is a fact that we cannot separate ourselves from politics, becauseeverything is becoming political. It is also true that, politics, today is the only human activity that involves everybody. The world we live has turned political, our environment, family, church as well as individuals have all become political.

The essence of politics in our everyday engagement cannot be overemphasized. It is on this very knowledge of political state that has provoked scholarly thoughts in politics. Scholars of different disciplines have opined or postulated their various ideas of what politics is all about. You will undoubtedly agree that once a subject becomes a public issue or discus, it breaks the bans of restricting itself to one particular area of discipline. Politics is one of such that owes no ban or dwells only in one particular discipline. It is in view of this, that scholars like; Olu Obafemi, Femi Osofisan, Ngugi Wa-Thiogo, Wole Soyinka and many others whose professions are never limited only to the humanities, have given meaningful interpretation of the politics from the angle of the humanities via their various works.

They are able to see politics beyond what the social scientists conceive of it. Matter such as this would always arouse thought provoking questions like; how relevant are artists in politics. What is the nexus between Theatre and politics? Etc. however, the truth remains that, politics as a human activity has gone beyond the level it was; limiting to the social sciences alone.

Scholars have attempted answering those thought provoking questions with their works. Some have been able to depose that politics is part of human activities, thus, there is no cause for separating some disciplines from the treatment of politics. Many have also opined that, since politics is all about our social life, our interaction with society, and our place and contribution to the well-being of the populace, there is no doubt that, those in the liberal arts, have a place in human development. The works they produce are clear exhibition of the human function in society, environment as well as solving the social problem of the society. It is on record however that some critics still argue against the relevance of artist involvement in politics either by writing or active participation.

Having provided a background knowledge of what this paper intends to show, it will be very paramount to succinctly draw our attention to the main thrust of this discourse. At the end of this paper, one would undoubtedly come to a reasonable conclusion thatthere is a nexus between artist and politics and also agreethatartists are political activists who use their works as weapons of social change and political liberation.

It is in the light of the above and the attempt justifying our position that the study would focus on a very prominent scholar, artist, theorist, playwright, poet, novelist, and non-conformist called Wole Soyinka, with the aim of showing how much he has addressed social change and political issues via his works.

What is politics?

There are as many definitions of Politics as there are many scholars and students. However, we would examine a few ones that best capture the essence of politics from the standpoint of our discourse.

In the words of David Easton (1965), politics means "authoritative allocation of values". In a more simplified manner, he is saying politics is the struggle for power. Also, Michael Curtis (1981) defines politics as "organized dispute about power and its use, involving choice among competing values, ideas, persons, interests and demands".

Geoffrey and Peter conceive of politics as involving everything, like activity of individuals and their groups, for the reconciliation of conflicting interests without undermining or destroying a sense of security and participation among members of the community. Within this context, a working definition of politics suggests the way in which a group, organization or society understands and orders its social affairs, especially as regards the allocation of scarce resources, the principles underlying this task and the means by which some people or group acquire and maintain a greater control over the situation than others.

Vernon V. Dyke insists that an activity is political when it relates to public issue, and it relates to public issue when two conditions are met. First, it must concern group policy, group organization or group leadership, or it must concern the regulation of group interrelationships. Second, it must come within the realm of the controversial.

From the above views of politics, one can opine that scholars such as Soyinka and others are not far from the truth of what politics entails. We can aver from the above, that politicsviewed by different scholars, pays more attention to human activities and the contribution to the well-being of the populace. Thus, the artist whose function, also, is to address social problems, as well as conflicts arising from the various facet of life, cannot be separated from politics. In fact, politicians work side by side in achieving their goals. It is at this point we say, artists are politicians.

THE PROFILE OF WOLE SOYINKA

Akinwande Oluwole Soyinka was born in Abeokuta, Nigeria on July 13, 1934. The son of a canon in the Anglican Church, Soyinka grew up in an Anglican mission compound in Ake. However, his Parents were careful to balance this colonial, English-speaking environment with regular visits to his father's ancestral home in Isara. He attended the parsonage's primary school where his father was the headmaster, and then attended the grammar school in Abeokuta where his uncle was principal. When he was twelve, he left Ake for Ibadan to attend the Government College there.

Soyinka attended the University College Ibadan, now University of Ibadan (1952-54) before earning a BA in English from the University of Leeds. From 1957 to 1959, he served as a script-reader, actor and director at the Royal Court Theatre, London, and while there, developed three experimental pieces with a company of actors he had brought together. Although African writers have traditionally viewed English, French, and other European languages as the tongue of the colonial power, the tool of stigma and imperialism, Soyinka made the decision to write in English in order to gain access to an international audience.

In 1960, Soyinka returned to Nigeria and founded the 1960 Masks, a theatre company that would present his first major play, A Dance of the Forests, in which the spirit world and the living world clash over the future of a half-born child. Although *A Dance of the Forests* exhibits a fairly serious tone, much of Soyinka's early work satirized the absurdities of his society with a gently humorous and affectionate spirit. As the struggle for independence in his country turned sour, however, Soyinka's work began to take on a darker tone.

In October 1965, Soyinka was arrested for allegedly seizing the Western Region radio studios and making a political broadcast disputing the published results of the elections. In December of that same year, he was acquitted. He then served as director of the Drama School of Ibadan University College in Nigeria until 1967, when he was arrested for writings sympathetic to secessionist Biafra. This time, he was imprisoned for twenty-two months.

In Madmen and Specialists (1970), written shortly after his release from prison, Soyinka's protest grows much more powerful, perhaps as much a tribute to the playwright's suffering as to his growth as an artist. Madmen and Specialists dramatizes what the NEW YORK TIMES calls, "a police state in which only madmen and spies can survive, in which the losers are mad and the winners are paranoid about the possibility of another rebellion." In another powerful piece, Death and the King's Horseman (1975), the Elesin-chief minister to the dead King—fails to properly exercise his act of ritual suicide, thus jeopardizing the delicate and mystical balance between the dead, the living, and the unborn.

Soyinka served as head of the Department of Theatre Arts at the University of Ibadan (1969-72) and head of the Department of Dramatic Arts at the University of Ife (1975-85). In 1978, Soyinka founded another theatre company, the Unife Guerilla Theatre. Based out of the University of Ife, this company presented plays and sketches in parks, markets, and on street corners, attacking corruption and political oppression.

As dramatist, Soyinka has been influenced by, among others, the Irish writer, J.M. Synge, but links up with the traditional popular African theatre with its combination of dance, music, and action. He bases his writing on the mythology of his own tribe-the Yoruba-with Ogun, the god of iron and war, at the centre.

He wrote his first plays during his time in London, The Swamp Dwellers and The Lion and the Jewel (a light comedy), which were performed at Ibadan in 1958 and 1959 and were published in 1963. Later, satirical comedies are The Trial of Brother Jero (performed in 1960, publ. 1963) with its sequel, Jero's Metamorphosis (performed 1974, publ. 1973), A Dance of the Forests (performed 1960, publ.1963), Kongi's Harvest (performed 1965, publ. 1967) and Madmen and Specialists (performed 1970, publ. 1971). Among Soyinka's serious philosophic plays are (apart from "The Swamp Dwellers") The Strong Breed (performed 1966, publ. 1963), The Road (1965) and Death and the King's Horseman (performed 1976, publ. 1975). In The Bacchae of Euripides (1973), he has rewritten the Bacchae for the African stage and in Opera Wonyosi (performed 1977, publ. 1981), bases himself on John Gay's Beggar's Opera and Brecht's The Threepenny Opera.

Soyinka's latest dramatic works are A Play of Giants (1984), Requiem for a Futurologist (1985) and Beautification of Area Boy (1994). He is also known for his novels, autobiographical works, poetry, and criticism, and in 1986, he became the first African writer ever to be awarded the Nobel Prize for Literature.

Soyinka has written two novels, The Interpreters (1965) and Season of Anomy (1973). Soyinka's poems, which show a close connection to his plays, are collected in Idanre, and Other Poems (1967), Poems from Prison (1969), A Shuttle in the Crypt (1972) the long poem Ogun Abibiman (1976) and Mandela's Earth and Other Poems (1988).

Artist in the Paradigm of politics

It is an established fact that, this universe is itself both a product and reflection of the material process of living. Drama and politics are about living men, men in his history, of which they are its product and maker. Artists in society are directly or indirectly affected by the way power is organized. The Artist is himself a product of historyof time and place. As a member of society, he/she belongs to a certain class and is inevitably a participant in the class struggle of his/her time.

The relationship between the artist and politician is particularly important in our situation where our cultures: our literature, music, songs, dances are developing under the strangulating embrace of the western industrial and finance monopoly capital and the fierce struggles of our people to break even. In our society, the relationship has taken various shapes. Most often artists and politicians have been the same person.

In a situation where the artist has not ordinarily been actively immersed in politics, i.e where the artist does not consciously see himself in terms of political activism either as an individual citizen or in the subject matter of his literary concern, he may well find himself suddenly involved in the hot political power struggles of the day.

At this point, the words of Chinue Achebe would be relevant. He remarks thus;

> *"it is clear to me that an African creative writer who tries to avoid the big social and political issues of the contemporary Africa will end up being completely irrelevant like that absurd man in the proverb who leaves his burning house to pursue a rat fleeing from the flame. "*

No doubt, one will agree with this submission, considering the glaring fact that, politics is an important issue in life that one needs not avoid. What is important is not just the artist's honesty and faithfulness in capturing and reflecting the struggles around him, but also his attitude to those big social and political issues.

It is in lieu of the above thatWole Soyinka and others have embrace such a vision. A vision anchored in the struggles of the people; thus making the populace not to succumb to self-despair or become mesmerized by superficial bourgeois progress, which in the words of Karl Marx, it has never been possible without dragging an individual and people through blood and dirt, through misery and degradation.

Wole Soyinka, as an artist in politics, has via his works cleared or made an in-depth understanding of the struggle of man for survival and his political intensions are very clear.

Soyinka: His Political Commitment & Intensions

The central focus for any arbitration between the different critical views of Soyinka falls on his expressed attitude towards commitment. Commitment has always been a theme in his work, whether on the level of religious self-sacrifice as in the case of Eman in The Strong Breed (1963), or of dedicated political violence as in the case of the dentist in Season ofAnomy (1973). James Booth in his book; Writers in politics in Nigeria (1981) quoted Soyinka saying:

> *"There are no binding laws of commitment... each individual discovers sooner or later his own level and areas of commitment. If I had a choice in the matter I'd rather be a writer with no*

> *social commitment. That is by far the most comfortable form of creativity. For many years now I have lived with the knowledge that I could lose my liberty at any time"*

Genuine commitment is forced upon the individual by the pressures of giving itself. It is not, as is often assumed a simple matter of enlisting under a pre-existent banner. Commitment to specific social and political causes is a natural process, the consequence of a prior dedication on the individual's part to something more basic than political movements, ideologies and morality.

To what organization, political party or definable 'movement' is the artist to commit himself? Where is it to be found? The element of personal histrionics in Soyinka's public actions is undeniable. But what other, more constructive, course can his critics suggest he should have taken during the first republic and the civil war? The status he has created for himself since then, as a crusader on social and political issues, whose views are frequently quoted in the press as the voice of a nascent Nigerian 'public opinion, is surely by no means a negative one.

In view of these considerations, there must be a certain naivety in any straight-forward condemnation of Soyinka for a failure of commitment. He may indeed be criticized for sharing the vices of his society and class. He does show an elitist arrogance at times, a desire to flaunt his cultural credentials. But on the other hand, he is constantly examining his experience, attempting to understand himself and his society in order to find a constructive role.

Artist as politician

In whatever form a creative art is, it is a product of the artist who operates at a position superior to the ordinary mind. So many scholars have opined that, creative process encompasses different stages, beginning from observation or analysis of a need, to the formation or preparation, incubation, illumination, innovation, experimentation and verification. The truth is, artist's pre-occupation does not involve all the stages that the creative process of a scientist would take, but it sure follows the general theory. The theory involves suddenness of intuition or insight, ego, and energy for self-expression and growth.The nature of politics that artists engage in could be visible in three different levels: activism, observation and neglect.

Activism

Artist gets involved in politics from a perspective informed by the creative process. He sees his work as an instrument, not only as a word in itself but for creating the society, he considers ideal. The artist could go ahead to create in real life that ideal society that has been portrayed in the work of art through direct participation in the governmental process. This means the organization of political activities and parties, contest in elections and get involved in governance.

It could mean instigating others, through the propelling force of the work of art, to take up the challenge and face the task of shaping the society. Well, in this, the artist is not involved directly, but through the instrumentality of his art.

Observation

The artists in this category are those whose art are regarded as art for art's sake andaestheticism. The artist observes some political phenomena and records them without any intention of either changing the people's attitude towards them or proposing alternative course of action through the instrumentality of his art.

The artist uses his unusual capacity to impart unto the consciousness of people his world-view.

Neglect

In this category, artists transmute what they see from a perspective informed by regression. The artist at this level becomes not a demonstrator, using his art to portray events and developments, but as a promoter of a philosophy of life and society that tends to suggest a direction dictated by strong conservative instincts.

Irrespective of the category an artist finds himself, the capacity to impart upon general consciousness is limitless, depending upon his control over images, symbolism and emotions. The artist succeeds in carrying the people to believe certain norms and world-views and to accept certain philosophies, at the same time, rejecting or neglecting others.

It isobvious, and without doubt, that the creative ingenuity demonstrated in the categories above, the artist plays the politician, and politics ultimately becomes one of the phenomena under the artist's influence.

Art as a political tool is used to purge society, redeem and remake the world through existing painters, musicians and writers. Political emotions run through many of the works. What has become glaring about the artist and politics over the years is that events play significant role in motivating creativity. The artist feels the need to represent his experience (conflict, frustration, satisfaction etc) and wishes in arts work or artistic creation.

The political activity that commands his attention determines and stimulates specific experienceand objective that is conditions by his upbringing and social environment.

The artist as politician, has provoked questions in different sectors of life. But the truth remains that, in as much as politics still remains the general activity in which everyone engages in, the artist can never be separated from politics, and he will ever be regarded as a politician. Artists have in diverse manners played the role of politicians via their various art works. However, some scholars and critics have raised eyebrow against artists playing the role of politicians.

Soyinka as a polygon

Society can only stand on a sound footing by the efforts of all and sundry. Everyone has to contribute his or her quota in ways that reflect the utmost use of their abilities and capabilities. It is no small disservice if one folds his or her arm while others summon their energies into concrete developmental actions. It therefore means that societal growth is anchored on hard-work and commitment at individual and group levels.

Scholars in different fields of human endeavour, have variously expressed their wits, fantasies and strengths in formal and informal settings. Soyinka is no small figure in this regard, and naturally deserves mention in any serious scholarly discourse. His achievements speak volumes especially on the Nigerian and African creative scene, wherein he has displayed high intellectual.

Soyinka: A Non-conformist

In The Politics of Wole Soyinka by Tunde Adeniran (1994), he quoted OjetimjiAboyade, a renowned Nigerian professor who described Soyinka as "a free spirit". He agrees totally with Aboyade by saying; "for an artist, this is not unusual".

He stressed further that, "Wole did not suddenly become 'a free spirit'. That, it is an outgrowth rooted in the circumstances leading to his revolt against formal traditions, against convention and practices that inhibit or impose any limitations on the scope of reason, initiative and action, especially creative action".

In view of the above, Tunde (1994) justifies his statement by further clarification of why Soyinka revolts against conventional practices. This is his comments:

> *"Wole's exposure to anything in print, coupled with "the nature of man" he exhibited at childhood, prepared him for a revolt against established traditions, against the prevailing systems, and against the common run of things- leading to non-conformism as a philosophy of life".*

From his position, he deposed that, Wole Soyinka has started questioning the existence and power attributed to God; from his childhood. Tunde (1994) presented an excerpt of Soyinka's statement thus:

> *"I do not claim to know what has been the experience of others, but as a child, I found myself frequently indulging in a rather exotic mental exercise. It was an exercise which originated from my attempt to come to concrete terms with the Christian myth of the creation of the world".*

From the above statement deposed by Soyinka himself, it's obvious, his attitude and character towards questioning the existence and power of God was formed by his experience of some of those escapades in his early days.

The overwhelming thing is that, against his well-known Christian background, Soyinka revolted (spiritually) and became an atheist! It all happened following his newly found freedom at Apataganga. It was a build-up upon the spirit of inquiring, nurtured at Ake and watered by the airy spread of the woods of Government College.

Soyinka's background, discipline and orientation provided at childhood was designed to propel him into some solemn relationship with God. The revolt took him out of the fears of any force on earth, oceans, sky etcthat began to make him see religion as mere propitiatory worship of these forces through sacrifices, offerings, prayers and incantations. His parents had anticipated that he will be a good Christian, that will be highly disciplined, but his restless and inquisitive nature, coupled with his exposure to many views through the printed word and the unfolding historical drama of the conflict between church and state all combined to make him skeptical and expansive in his mental survey of the universe.

Soyinka certainly could not do much about the orthodox of his time. But the issue of "ties, gowns, and so on" could not but prompt the other revolt which Soyinka carried out against the system. He led the revolt against the traditions, "unwelcomed measure", imported from Oxford and Cambridge.

The second revolt was the consolidation of non-conformism, which had to come not necessarily because of the timid conservatism of the University College Ibadan, but because of what would appear a self-imposed obligation of Wole Soyinka who viewed the unconscious repression of some social ideals and unmitigated adherence to foreign and other questionable conventions as reprehensible. His revolt freed many others from being continually bathed in sentiments on any issue. Soyinka left behind a record of creative initiatives and unconventional accomplishments for which he is always remembered for at the University College Ibadan, now University of Ibadan.

Soyinka's political intentions in his literary works

It is an established fact that the idea of art serves as solution to human problem. And this has remained one of the most contentious issues in the debates concerning the arts in all forms.

Soyinka with his massive creative imagination demonstrated quite clearly not only his awareness but an enduring understanding of the implications of these which sum up to constitute the African condition, for his society and the human race. He has contributed immensely throughs his creative sustention to the liberation of Africa and the empowerment of the dispossessed and deprived people of the continent, via his literary power.

Some of the writings on him have in fact clearly shown that his life is inseparable from his works, much of which arise from a passionate, almost desperate, concern for his society. Indeed, because of his peculiar fascination with myth and rituals, scholars and critics have considered much of his works as lacking adequate political content.

In justification of the above observations of scholars and critics, Tunde Adeniran (1994) says;

> *"We haven't begun actually using words to punch holes inside people. But let 's do our own best to use words and style when we have the opportunity to arrest the ears of normally complacent people, we must make sure we explode something inside them which is parallel of the sordidness which they ignore outside" 51.*

Politics as central themes in his dramatic works

Soyinka has written many plays that have direct and meaningful imitation of humanity, or of human life and action. Among his many plays, just a few will be mention in the course of this study. His first play that caught the attention of the public was **The SwampDwellers**, written in the late fifties. The truth is, one cannot depose what prompted his writing this play in the first place, a period just when oil was discovered in the swampy Oloibiri (then Rivers State, now Bayelsa State), at a time when Nigeria is struggling for independence. Among the many themes of the play, rebellion, the concern for change and the resistance against it are manifest. No doubt, it is a great fact that, Soyinka has treated politics in **The Swamp Dwellers**.

Soyinka's second play, **The Lion and the Jewel** with an African setting, is faced with the challenge of change. It posits that change should be resisted, except that which could be manipulated. The play's major concern was both for life and for preservation of values that do not create social and political distortion.

Unlike in **The Swamp Dwellers** and **The Lion and the Jewel**, the political content of A Dance of the Forests is neither imperceptible nor illusory. The political history of that time, the late fifties and decades to follow, are carefully mirrored to the society through the play. One is tempted to opine that, Soyinka was motivated to write this play based on the fact that, prior to independence, many Nigerians in Diaspora were all coming over to take political position just after independence. He was motivated to write this play by the rush of these individuals. It is well deposed in the play that the future remains uncertain as African leaders are not prepared to face their history and experience and confront truthfully their future with a sense of soberness.

In **The Strong Breed**, the play represents some development on the early consciousness of Soyinka regarding the concept of the scape goat in societies. In the play, the tension andforebodingapparently show that in any society, feelings are mixed for those who choose to stand in for others in matters of supremesacrifice.

The play admonishes that sacrifice for a cause or personal leadership is costly but necessary for societies to move forward, and that the challenges or burden foisted on men, particularly leaders, are not to be avoided, in that their resolution paves the way for solutions to other problems, which confront societies from time to time.

In **The Trials of Brother Jero**, Soyinka lightens our hearts with a satirical comedy that drums into our consciousness the danger posed not necessarily by the proliferation of churches and sects in Nigeria, but by the shear crudity and falsehood of the religious leaders, coupled with their hold on the minds, thoughts, and actions of the country's political leadership.

The various communities in Nigeria have become Theatres of religious activism, and the activists have penetrated the political terrain at different levels. Some critics have argued that Soyinka's sensitivity to Africa's political problems were sharpened only after his solitary confinement during the Nigeria civil war, such critics may not have watched nor read Kongi 's Harvest.

Kongi's Harvest is a more direct comment on the emerging vortex of African politics of the midsixties. A broader view of the play suggests thatit is a commentary on a class of leaders generally and a class between modern dictatorship and a collapsing traditional system. He used this play to show the Leaders of Africa who were becoming increasingly tyrannical and were denying their citizens political liberties as well as human rights.

Madmen and Specialists was written as a fresh reaction to the events of the Nigerian civil war. It portrays" a betrayal of vocation for the attraction of power in one form or the other. Among the many subjects treated in this play are; moral depravity, the bankruptcy of leaders and bare-faced corruption that choke humanity. The play creates the awareness and consciousness that; it is terror once evil forces resolve to resist the challenge of humanity, especially when the one who decides to seize and abuse power is armed and partially demented.

In **Death and the King's Horseman**, we are taken down the memory lane. This passionate and rather extravagant play is linked to the local environment of the mid-forties in Yoruba land. It is precisely about an event which occurred long ago in the ancient town of Oyo.

So much is contained in the play. The bride elements point out how material things, attachment to pleasures of the flesh, etc; block the realization of social and political goals, as self indulgence and indiscipline set in to block vision, dampen the will or entrap and lead to the path of defeatism.

Opera Wonyosi, is indeed largely a parody of Nigeria of the seventies. It is very clear that, the episodes in the play are structured to comment on social, economic and political decadence and abuses of the seventies: The arrogant misuse of power, corruption in government, varieties of injustice. By attacking on too many fronts, Soyinka fails to penetrate deep enough into the political implications of each issuebut the messages are clear.

A Play of Giants was written a few years after **Opera Wonyosi**. Soyinka moved beyond Nigeria, the "immediate humanity" for whom he speaks the entity to which he immediately identifies. The play was inspired by the atrocities of African leaders in the seventies. The play is entirely political. It focuses on the dark and bloody exploits of African tyrants. The play has provoked scholarly comments, one of which is a quotation of Gibbs, cited by Tunde (1994), he noted:

> *"A play of Giants represents an attack on African leaders of unprecedented ferocity and is a -work of considerable courage... Soyinka seems to stride among African tyrants past and present pointing to their excesses, recalling their ill-deeds, and drawing attention to the forces which manipulate them"74.*

Tradition, to Soyinka, should always serve as a guide and an inspiration, whilechange that must remain a constant factor within the vortex of humanity's propellers should advance man's journey to the ideal rather than abduct it. He no longer mocks the "glories of the past" nor shows pessimism about the future; he now stings political absurdities with poisonous sarcasm and presents the world, especially Africa, with the image of itself.

And **From Zia with Love** Soyinka says in an introductory note that, "the play is based on". an actual event which took place in

Nigeria, in 1984, under the military rule of Generals Buhari and Idiagbon. It is an entire product of the imagination, and makes no claim whatever to any correlation with actuality. It is all about military dictatorship in Nigeria and other parts of Africa.

Soyinka pounds home his political messages in a rather canny way- with the poet and literature in him surfacing. Soyinka has through these plays demonstrated his love for political freedom, social and good leadership.

No doubt, he has stood very tall via his plays as a mouth piece of the populace in the advocacy of good leadership and social change in our society; giving room for justice, equity and good governance. Politics as a subject of public interest and of discourse permeates all his plays.

Soyinka's Poems as political tools

In the words of Tunde, (1994)"it is indeed, with poetic tones that he 'fashions the drama of existence" and he further observed that Wole Soyinka's poetry as a symbolic action stretches the Aristotelian notion of imitation and action to the time of awareness.

Soyinka uses poetry to promote popular causes and project true democratic spirit. The poems are not of the same mood, as there are political poems that are tied by tissue of relevance, and the messages are in the tradition of poetry, aimed at the good of the people and based on some universalpolitical vision that also recognizes self and communal identities. His poetry comes out as a product of conscious thought. He uses poetry as a viable vehicle for delivering political messages. His poetry has been used politically, usually when provoked by terrible events, and in so far as the issues of concern have immediacy that requires poetic transmission.

Soyinka's Politics through Novels

According to Tunde, (1994)"Soyinka started the first sentence of his novel with The Interpreters, which takes us through a fascinating, symbolic and mystical piece full of social and political messages that shows esoteric style of his prose".

The Interpreters: Written in the early sixties, exhibits a strong desire to explore political and sociological issues of the day. It is an established fact that every aspect of the Novel carries either social or political messages. But it is apparent, on points of circumspection, that the personality of each Interpreter is embedded in an extra-ordinarily complex vision of social life, polities and society. Within each stratum are to be found sub categories whose dispositions point at the distribution of values in the society.

The Interpreters is ambitious in an attempt to expose the ill of Nigerians, especially in elite circles and the frightening extent to which the oligarchy goes in frustrating social change and initiative. If, in Soyinka's first novel, men of intellect fail to speak with determination and authority in a versatile era, if they turned out to be a negligible force and could not use their professions, broad cultivation and unique opportunity to solve the exigent problems of the day and liberate Nigeria from all shackles. His second novel, Season of Anomy, is an overwhelming testimonial to the fact that the sordidness, myopia and betrayal of yesterday are largely responsible for the troubles of today.

In Season of Anomy, we are taken through a society in a state of greater decadence. The plight of the individual, his alienation by forces that, shield fulfillment against the human will and the challenges that a society faces through the disposition of individuals are projected.

Soyinka showcases a disguised representation of a political situation, a symbolic story with characters embodying specific moral qualities and political implications. Its global perspective reveals an appeal to international morality and decisive action on the strength of the intolerable burden of justice, human greed, corruption and violence.

The society Soyinka portrays in these two Novels is a dismal one, sometimes from a perspective of detached sympathy and very frequently from an angle that exposes his personal concern. His novels suggest a peculiar concern for the creation of a just socio- political order, based on morals and laws that evolve out of a collective traditionreinforced by freedom and facilities for the origination, fruition and expression of ideas .

We see from the two novels, the confluence of reaction of political fruits connected with unstable polities, the worth of the individual determined by dynamics within ethical or unethical systems, with the tensions and conflicts expected or encountered that could be ruinous or fulfilling.

Associations as Political Vehicles

Tunde Adeniran (1994) quoted Bola Ige, a close friend of Soyinka saying; "Wole is passionately patriotic but does his things his own way. He would take on a cause that he considered just and pursue it to any extent without caring whether you are with him or not".

Associations initiate political orientation and action targeted at stages of the life cycle or status in society. People are inducted into the political system to adopt a world-view, develop feelings and participate in activities which reflect interest and concern for politics and in some cases, identification with political parties. Within an association, individuals learn much in the way of political information through which they are expected to develop coherent attitudes on particular political issues.

Soyinka sought to use associations for political ends at the various stages of his development, ranging from informal to formal outfits that lacked anxious and desirous rise of a mass society, the cult of the common man and a mass culture. By periodically opting out of the use of art as instrument of social, economic and political change, Soyinka picks on the use of Associations. Through this, he engages in objective manipulation of symbols, the control of the mind through the passing of information towards prompting action to change society.

Soyinka joined many associations which took him to the frontiers of politics. All these associations were established with the sole aim of promoting the political interest of Africa and the continent's economic well-being and nurture it. It was borne out of the conviction that Africa was in the trouble of being suffocated within the choking confines of capitalist framework. The association sought to promote awareness at all levels, so as to put an end to individual and national alienation, external control of African policies and production process.

Soyinka's political ambitions, while limited, may not have been entirely realized through associations, but he has certainly optimized their potentials through daring and by subsuming his iconoclastic tendencies into the loom of his creative ingenuity, and by placing them in the service of political change.

Soyinka in public service politics

Soyinka's background, orientation and disposition did not, however, hook him on to a channel through which he could take advantage of the opportunity to be a minister, chairman or member of some statutory corporation.

He was aware that government controls the agencies which influence the minds of the people or determine policies which directly affect the day to day lives of the masses. As an Artist, Soyinka was conscious that politics is the human Theatre of conflict which brings out all the vanity and venom, the narcissism and aggression and, indeed, the irrational impetus or bases of the contending parties and related forces. To him, the political order, with all its irrational non-rational sanctions, could not be accepted without a challenge.

Soyinka was appointed chairman of the Federal Road Safety Commission (FRSC) on 18 February, 1988. He brought into the service of the FRSC a high degree of administrative efficiency, discipline and accountability. In view of his status as a social critic and a political activist in a different class by himself, it was logical to anticipate that Soyinka's tenure in public office would have been placed under permanent searchlight by inquisitive public, critical political spectators and sundry fault-seekers while his political appointment lasted.

Soyinka's acceptance to serve and his record of service attest to his visionary capacity and true leadership. He sets a goal for himself and put in place a structure he considered appropriate for effectiveness.

Soyinka has worked or served meritoriously in the public service which has portrayed him as a great icon of leadership.

Conclusion

Politics as an issue of general talks is a human phenomena that man in general cannot isolate himself from. It is so obvious that so many critics have in their own opinions, condemned artists who have in one way or the other addressed political issues of their time. It is an established fact, thatevery artist is influenced by the political situation of his period, though, and some at the initial time may not be relevant. Some actually write with no political intention, but unconsciously, address political issues in their works.

So, the general impression or observation is thatall artists in as much as they would want to relate or create this social relationship with the society, must also be political. Many writers believe that the role of art is political, others say, it should be apolitical. Scholars like Stendhal are of the view that literature generally should not have political interest. That literature should not be politically aligned, that any attempt at it, would be detrimental. I think his view is strictly that writers are sensitive beings, thus, politics does not in any way suit into that state. In his view, as a writer who is sensitive, should attend or commit only to a sensitive audience and that should be their primary objective.

The truth remains, that we cannot isolate ourselves from politics for the singular reason that, art itself cannot escape in an essentially political era from the political world. Bamidele (2000) in his argument posits that, Artists who are hard core political writers, who are devoted to a political persuasion, who are devoted to changing in way the political views and convictions of the society are sometimes not taken seriously as Artists but rather as siren that is always making loud noise to catch attention, I will in no doubt agree totally with Bamidele, (2000) because they are seen as those who only write to get fame or seen as those who are passive in action but active in words.

Wole Soyinka has in many ways related socially with the society via his works. It's obvious, he is not involved in active politics like other writers, buthis writings have been influenced severally by the political situation of Nigeria, and at the same time, influenced many Nigerians. His works have both political and social relevance.

In a nutshell, politics is a human phenomenon, thus, we cannot shy away from it because, we in a time may directly or indirectly get involved in it without being conscious of it. We are political animals. Artists and politics are intertwined, so, whatever criticism that may come in relation to art and politics, should be welcome, becauseeither way, they go side by side in the effort of changing or making the society a better place.

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ETHNO-SCIENCE AND ETHNO-METHODOLOGY AS QUALITY RESEARCH METHODS IN THE LIBERAL ARTS

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ABSTRACT

This paper is set forth to explore two broad concepts of research methodology which are; Ethno-science and Ethno-methodology. The application of these methods will enhance quality and good research results. This paper highlights the relationship between the two concepts in research and draw a distinction between them and show why each is very essential in research method. The paper further identifies the usefulness of these methods in the Liberal arts with the view of exploring the culture and environment of the people differently. The paper concludes by identifying the various strengths of these methods and emphasizing the people perception and knowledge as well as the people's methods.

INTRODUCTION

In as much as man is still in the process of learning and getting to know what he has not known, research becomes an essential instrument to humanity; It should be understood that the eagerness to ascertain an unknown subject in whatever area and whatever medium is one step towards research.

Research is a game or an activity that is so paramount to man and, man will continue to play that game because it does not have an end. It only ends to individuals, perhaps if the researcher dies but even at that, his works do not exit with him or her. They become valuable materials to other researchers. The very essence of research is to solve either a general or a particular problem affecting life or society. The question of research is one that needs critical attention. There are theorists of various research methods who are up till date, in the business of updating their knowledge in order to affect generations. Research is not meant for all and sundry but, it's exclusively for those fellows who are not yet satisfied with their state of knowledge. They are engaged in conducting research because generational and global challenges emerging and the only way to get them solved, is when his/her knowledge has been updated in the years ahead.

This paper seeks to solve both general and particular problems.

What is Ethno-science and Ethnomethodology in Research?

A topic of this nature to some extent will demand a comparative measure to give a distinction of the two concepts.

What is Ethno-science?

Understanding the native culture and how it is related to the surrounding environment forms the basis of Ethno-science. That it is necessary to view the natives as they view themselves and their environment. Only in this manner can the outside observer comprehend how the perception of native concerning their environment affects their cultural and social habits. Ethno-science approach goes beyond mere observation and recording. It is an attempt towards understanding the actual indigenous culture. The belief of the Ethno-science is that, only the people that constitute their environment can best describe it in such a way that an observer can understand.

Ethno-science is the sum of all the ways a culture makes its own sense of its milieu. It is not the general study of some aspect of an "ethnic group", but a study done from that group's point of view. How the natives think, can be deduced from the way people perceive relationships among different aspect of their environment. A balanced study of culture approaches its subject from both angles, explaining native categories in terms that non-natives can comprehend, yet retaining the essence of the principles that led the natives to form their categories in the first place.

Ethno-science specifically looks at the way natives view their environment in ways that determine or alter their behavior towards utilizing their environment. It therefore means that, the only way to enter a culture intimately enough is to observe the mental processes of its people through an understanding of their ***myths*** (folklore) and their practices (ethnography). With both an internal and external understanding (via ethno-science), a true picture of the culture can be developed. Ethno-science according to Marlene Albert-Liorca (1972) is:

> *"The notion of ethno-science, like that of nature of Knowledge, is all neutral. It presupposes that there is no divide between indigenous knowledge and science of nature or rather western natural history ". (241)*

From the above quotation, it means that Ethno-science has some indispensable relationship with knowledge of nature, thus, there would be no reason whatsoever for separating the two from forming a body of knowledge. He further justifies that, Ethno-science serves two different purposes to human knowledge; utilitarian and speculative on one hand, and the universality of knowledge of nature. One cannot divide or separate indigenous knowledge from science of nature.

Ethno-science focuses on the discovering and description of folk system. Its analysis has thus far concentrated on system of classification with such cultural and linguistic domain as colors, plants and medicine. According to Oswald Werner (1966);

> *"Ethno-science is solely concerned with classificatory principles as they are expressed by native speakers of the language, not as they are determined through anthropological observation"*

It therefore means that, Ethno-scientists are interested in the speaker's knowledge of the various domains within his culture, not his actual behavior in those domains. The point is that, Ethno-science is essentially on linguistic utterances, which reveals the speaker's knowledge of his culture rather than his ability to perform in that culture. These two domains of cultural knowledge and cultural know-how are not independent. At least for analytical purposes, know-how presupposes cultural knowledge. Bentley (2001) says; Ethno-science is the study of perceptions, knowledge, and classification of the world as reflected in their use of language" (2)

From the above, one can categorically say, Bentley and Marlene are almost in the same track. They both emphasized the knowledge and perception one has about his culture and environment as it is clearly shown in their various languages. But in Bentley's opinion, he stresses the classification of the world as reflected in the people's language. It therefore means that, to some extent, Ethno-science has to do with how one perceives and develops knowledge of his environment and makes a classification of the environment within, via the use of language.

ETHNOSCIENCE AS A DIAGNOSTIC TOOL

In analyzing Ethno-science as a Diagnostic tool, Rodriquez (2001) opined thus: "Ethno-science is an organized examination of thought across cultures, modeled after principles of linguistics, specifically phonemic analysis" (2)

One can infer from the above definition that, Rodriquez is not far from the ideas of the other theorists of Ethno-science. It is a fact that thoughts and perceptions of people about their cultures are crossed examined, as well as the principles of linguistics, that is, the revelation of the speaker's knowledge of his cultures. You will agree with me that, the other theorists to some extent established this same idea.

Importance of Ethno-science

1. It enables the researcher to uncover very vital information of his environment
2. It broadens his knowledge of his culture and language

Challenges

Cultural constraints include language, beliefs and custom of the people. As a searcher using the ethno-science method, you are left with the challenge of devoting more time to learn the language of the people or consulting an interpreter for free flow communication, (b) You will need to observe every aspect of the people's culture and tradition. The truth is, some of their beliefs and customs will somehow be against your belief, but as a researcher who wants to get good information from the natives of that community, one will undoubtedly have to compromise.

Ethno-science as a research method is as important as every other research method because:

i. It enriches you with information and fact about that culture.

ii. It exposes you to the knowledge of nature and science of nature

iii. It cross-examines the thoughts and perceptions of various people about their culture and environment.

iv. It also exposes you into the speculative and universality of knowledge.

The Question now comes, what is Ethnomethodology?

The term's ethnomethodology can be broken down into its three constituent parts:

Ethno- Method - (O) Logy, for the purpose of explanation.

Ethno means a particular socio-cultural group.

Method means the methods and practices this group employs in its everyday activities.

Logy means the systematic description of these methods and practices.

Ethno-methodology literarily means the study of people's method, which focuses on the way people make sense of their world and display understanding of it. As humans, the society is entirely dependent on those methods of achieving and displaying understanding. Ethno-methodology simply means the study of the ways in which people make sense of their social world.

Harold Garfinkel in (1967), first coined the term Ethno-methodology to roughly mean a study of the methods used by people (or members) to construct, account for and give meaning to their social world.

DEFINITION OF ETHNO-METHODOLOGY

Ethno-methodology is an exciting approach to problem solving based on describing the routine, everyday activities of ordinary members or folk. Rather than treating folks as dummies and telling them what to do, what to know, and how to do what they do as most social scientists and organization researchers do, Ethno-methodology reveals the method ordinary folks use to approach, to understand and to be in their world.(Russell. Kelly, 1983).

John Heritage defines Ethno methodology as:

> *"the study of particular subject matter: the body of common use knowledge and the range of procedures and consideration by means of which ordinary members of society make sense of, find their way about in, and act on the circumstance in which they find themselves " (4).*

The above definition justifies Garfinkel's definition of ethno-methodology which stresses the aspect of ordinary members of society making sense of the very world they live. Garfinkel (1967) says, the people display the understanding of their own world, while, Heritage justifies it by saying that, the people only act on the circumstance in which they see themselves. This is the only area of divergence in their theories. But to a large extent, Heritage gives a more concrete definition of the term "Ethno methodology". He opines that Ethno methodology has to do with a particular subject matter, which is the body of common use of knowledge, through which folks make sense of their society or the world they live in.

HISTORICAL BACKGROUND OF ETHNOMETHODOLOGY

Ethno methodology as a theory was developed by Harold Garfinkel (1967), based on his artful analysis of traditional sociological theory. This theory emerged as a distinctive perspective with sociology during the 1960s. It is associated with a variety of perspectives (existential sociology, creative sociology, interactionism and most recently constructionism). Ethno-methodology is a part of the phenomenological sociology established through the work of Alfred Schutz (1962).

Main Ideas

Ethno-methodology has its peculiar ideas that are different from the main sociological ideas. While sociology seeks to provide account of society which compete with those offered by other members, Ethno-methodology focuses on how the accounts are organized in the ongoing moment to moment maintenance of social order. Ethno-methodologists have used research method in the past that "breach or break" the everyday way of interaction in order to reveal the work that goes on to maintaining the normal flow of life e.g, pretending to be a stranger in one's own home. These interactions have demonstrated the creativity with which ordinary members of society are able to interpret and maintain their social order. It stresses the idea that humans, as members of society, use and depend on corpus of practical knowledge which they assume is shared in part with others.

For Ethnomethodology, common sense practices are the topic of study, but those practices are also, unavoidably, used as a resource for any study one tries to make. Without the use of common sense, its object of study would be unavailable, because, it is established by the application of common sense method. It therefore means that, commonsense practices are the topics we study, but that, those topics we study also serve as materials or resources for anyone who wants to make a further study.

Main Contributors to Ethno-methodology

Richard Hilbert (1992) sees Ethnomethodology as a fundamentally descriptive discipline which does not engage in the explanation or evaluation of the particular social order undertaken as a subject of study. He propounded a very essential idea about Ethnomethodology.

1. Ethnomethodological ideas have no option for Ethnomethodologists but to be compelling in the same way that other ideas are compelling. This means that Ethnomethodological fact is a motivated fact and not detached as it seems to claim it must be.

George Psathas sees ethnomethodology as a social order that is produced through social interaction that generally seeks to provide an alternative mainstream sociological approach. It posses a challenge to the social science as a whole

Types of Ethnomethodological studies identified by George Psathas are; According to Gorge Psathas, five types of

ethnomethodology can be identified (Psathas: 139-155)

- The organization of practical action and practical reasoning
- The organization of talk-in-interaction, known as conversation analysis.
- Talk-in-interaction within institutional or organizational settings,
  (usually using tape recording of telephone conversation)
- The study of work: that is any social activity. The interest is how that work is accomplished within the setting in which the work is performed.
- The haecceity of work. That is, what makes an activity what it is.

Technique of Ethnomethodology

A favored technique among Ethnomethodologists is to disrupt temporarily the world which people take for granted and see how they react. It could be said that the human capacity to produce order out of chaos is the only worthwhile capacity in the eyes of the Ethnomethodologists. For them, other human capacities, such as moral judgment, would be seen as subjective only, and therefore perhaps containing no real truth. In Smart's observation (1977), he says:

> *"Garfinkel's Ethnomethodology is potentially a method of destroying the taken- for- granted aspect of social reality, a way of stripping the shared cultural base of its cloak of invisibility"*

What Smart is trying to say here is that, Garfinkel actually used his theory of Ethnomethodology to destroy the taken-for-granted aspect of human life, away of removing the shared cultural base. That there are aspects of our social life that we sometimes take for granted, but Garfinkel has been able to destroy that aspect with his theory: Ethnomethodology. Garfinkel suggested. In his method of Ethnomethodology that, we are constantly making use of a documentary method in our daily lives to create a taken-for-granted world which we feel we "know" and can be "at home". We perceive our world through series of pattern. We are built up for making sense of and coping with the variety of situations that we encounter every day. Sometimes we know (or think we know) something so well that we do notice when it changes. Then taken-for-granted what we all inhabit is to some extent necessary, in order to avoid confusion which would be experienced if we saw everything as if it were the first time.

Strength of Ethnomethodology

Ethnomethodology is a move from the mainstream sociology. It has influenced the sociology of scientific knowledge by providing a research strategy that precisely describe the methods its research subjects without the necessity of evaluating their validity. It has had an impact on linguistic and particularly on pragmatics, producing or creating a new discipline of conversation analysis. Ethnomethodology's studies of work have played a significant role in the field of human computer interaction.

Conclusion

The study of Ethno-science and Ethnomethodology help in approaching our society and social order differently. Though, they are not too far from each other, the combination of these concepts of research will advance the researcher's conceptualization of the people's culture and the environment in which they live. Ethno-science is the study of people's perception, knowledge and the classification of the world as reflected in their use of language, and Ethnomethodology is the study of people's method. The combination of these two will make a valid research work. Social order appears orderly to members of the society only because members actively engage in making sense of social life.

These two methods of research are not in any way limited to the sociologists, but even we in the humanities can as well use it to arrive at a validating answer in problem solving exercise.

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COVID-19 PANDEMIC AND E-LEARNING AS INNOVATION TO SUSTAIN PUBLIC UNIVERSITY EDUCATION IN RIVERS STATE

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Abstract

With the plethora of challenges presented by covid-19 pandemic brought about approaches to contend the menace. It was due to this the paper examined covid-19 pandemic and e-learning as innovation to sustain public university education in Rivers State. The paper was anchored to achieve two objectives such as: to find out the imperative for the use of E-learning among universities in the Era of Covid-19 Pandemic in Rivers State; to identify the challenges of E-learning among universities in the Era of Covid-19 Pandemic in Rivers State. The theory of Anthony Giddens on Time-space distanciation was used to link Covid-19 and E-learning. Two universities in Rivers State were selected for the study using qualitative approach. The findings showed that there was progress in the use of e-learning technology and that it led to advancement of teaching and learning systems in the educational system among public universities in Rivers State. Also, it showed some challenges that affected e-learning such as network problem, epileptic power supply and ICT gadgets among others. There is need for universities to ensure the adoption of E-learning to assist and serve as an alternative to the unconventional classroom teaching and learning in case of an emergency period such as COVID-19 pandemic.

Keywords: Coid-19 Pandemic, E-learning, Education, Innovation.

Introduction

Generally, the existences of various pandemic has in one way or the other brought lots of challenges to universities as well as disruption of academic calendar. This assertion implies that earlier, higher education has suffered tremendously from the outbreak of some viral diseases. Prevalent among these viral diseases are measles, influenza, cholera, smallpox, falciparum, malaria, dengue, and HIV. In recent times another viral disease called (COVID-19) has invaded the world with its impact felt by all facets of the economy, especially, the educational sector. This pandemic has not only altered universities academic calendar but has imposed serious health threat to the entire human race.

In the view of United Nations International Children's Emergency Fund (UNICEF) (2020), conceptualized COVID-19 as a disease caused by a new strain of coronavirus. 'CO' stands for Corona, 'VI' stands for Virus, and 'D' stands for Disease. Formally, this disease was referred to as '2019 novel coronavirus' or '2019 nCoV'. The covid-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some type of common cold. Viruses are therefore non-living self-contained generic programs capable of redirecting a cell's machinery to reproduce more of them. Cases of COVID-19 have occurred over the years in other countries and particularly China (David, Daszako, Markel & Taubenberger, 2020). This viral disease infects human respiratory epithelial cells in vitro, suggesting their pandemic potentials. COVID-19 is a global disease and spreads easily where there is much crowd of people. Due to its hit to various sectors, it was found that they had some challenges because it emerges suddenly without adequate preparations (Elem, 202 1, Emeodu & Obuzor, 2021).

Universities are places were higher and advanced knowledge is derived. In Rivers State, there existed three public Universities such as the University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education. In this study only RSU and IAUE were used this is due to the fact the University of Port Harcourt was on strike during the outbreak of Covid-19. The emergence of this virus affected all economic sectors, this was confirmed by the Studies of Elem (2021), Emeodu and Obuzor (2021) & Wilfred, et al., (2021) which showed that almost all sectors were affected, and as such leading to the establishment of various measures by the government. These measures later affected the functionality of the numerous sectors. With the outbreak of the pandemic, more than 1 billion and 575 million students in approximately 188 countries around the world are reported to have been affected by the closure of schools and universities due to preventive measures taken by countries against the spread of COVID-19 United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020). Given the policy on isolation, the use of technology has been considered the most appropriate (if not the only) alternative to keep educational systems functional in many parts of the world during this period. Despite the challenges in implementation, several advantages have been acknowledged in the need to shift to remote or online learning, among which stands out the opportunity for rapid progress in the field of digital education, which, in other circumstances, would take years (UNESCO, 2020). Hence, given the imperative for the use of the technology led UNESCO (2020) to posit that the shift to the remote learning format presents itself as a good opportunity for teachers and students to become more creative in pedagogical interaction.

Statement of the Problem

The spread of COVID-19 was characterized by fear, anxiety and other concerns to citizens in different parts of the world. These also involved groups engaged in the educational process, such as children, teachers and parents (NCIRD, 2020). There was great concern on parents about the education of their children. The concern of some parents' apart from circumstances created due to physical distancing and other personal factors, were view to have been influenced by various factors as identified by UNESCO (2020): an unwillingness to support their children in distance/online learning or home learning; the lack of access to technology and the Internet or the inadequacy of the technological formats used for children with special educational needs; economic hardship.

Again, it was noted that the concerns of teachers engaged in the learning process were related to opportunities to conduct remote/online learning due to their level of knowledge and skills in the use of technology, access to technology and isolation at home (UNESCO, 2020). Such concerns have been reported in particular by countries in which, prior to the circumstances created by the preventive measures against the spread of COVID-19, the level of use of technology by teachers in the classroom has been declared extremely low (UNESCO, 2020). In addition, the demands to shift teaching to the online format have also been reported to have increased the level of stress and anxiety of teachers in different parts of the world (UNESCO, 2020). Accordingly, with the era of COVID-1 9 and in the midst of the lockdown, three challenges were noticed such as: a lack of access to technology, an unsuitable home learning environment and a lack of access to learning material. On the part of the teachers, their main challenge was the of lack appropriate training to design and manage distance learning programs or poor professional development that would have made them utilize some lCT skills. This as well was given more validity by some scholarly studies that suggested improved professional development of academic staff (Adiele, 2022, Emeodu & Obuzor, 2021). Another challenge was compounded by lack of infrastructural facilities like computer, electricity, connectivity, devices, and lack of appropriate learning materials: books, television and internet-enabled devises. To this end, Atayero (2020) suggested that, n Universities in Nigeria should utilize the combination of traditional and online teaching methodologies like their counterparts indeveloped countries post COVID-19. This implies that alternative techniques should be applied to sustain higher education activities and programs even if or not pandemic exists. To achieve this, it will include organizing online classes or distant learning.

The aforementioned factors coupled with the universities union incessant strikes play a key role for the setback of public universities academic activities during the COViD-19 pandemic in Nigeria (Lei, 2020). In spite of the challenges posed by this Covid-19 pandemic in various universities environment in Rivers State, it becomes imperative to sustain higher educational activities through the online teaching by the teachers to contend the challenges that may erupt now or later pandemic. However, the researchers realized that of all the studies carried so far, none addressed covid-19 pandemic and e-learning as innovative approach to contend this menace among universities in Rivers State. This becomes the gap to fill in this study. The paper aimed at the following:

i. To find out the imperative for the use of E-learning among universities in the Era ofCovid-19 Pandemic in Rivers State.
ii. To identify the challenges of E-learning among universities in the Era of Covid-19 Pandemic in Rivers State

Theoretical Framework

The theory adopted in this paper is Anthony Giddens framework titled **Time-space distanciation theory** in 2009. In given some assumptions of the theory, Giddens showed how social life consists of interactions that are face-to-face or distant. Time-space distanciation describes the process whereby distant interaction has become an increasingly significant feature of human life, and through which social systems that were previously distinctive have become connected and interdependent. Giddens was making reference to globalization which in 2009 defined globalization as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa. Because society has become, what affect one nation affect the others. Justifying the use of this theory to the work, it explains why all countries around the world were affected with the plague of covid-19 despite the distance from it source, which emanated from China. Given that globalization comes with modernization which brought about innovations have led people interact easily despite the distance. Distance is no longer a barrier to communication and teaching, *as covid-19 also spread without barrier*. Schools through e-learning advanced their teachings and ensure that their academic calendar were in tandem.

Literature Review/Empirical Review on Covid-19

Studies on covid-19 exist, and most have linked covid-19 pandemic and educational sectors innovative approaches or measures to improve the educational system. It goes without saying that on January 30, 2020, the World Health Organization (WHO) announced that this outbreak had constituted a public health emergency of international concern (Mahase 2020). Therefore, the new corona virus was initially named 2019-nCoV and officially as severe acute respiratory syndrome corona virus 2 (SARSCoV-2). As of February 26, COVID19 has been recognized in 34 countries, with a total of 80,239 laboratory-confirmed cases and 2,700 deaths (World Health Organization, 2020).

The materialization of COVID-19 Symptoms slot in fever, hack and brevity of breath. In increasingly serious cases, contamination can cause breathing challenges. As per the World Health Organization, 167,515 worldwide cases were accounted for, including 6,606 passing's, as of March 16, 2020. All the more once in a while, the virus can be lethal. These signs are like this season's cold virus or the regular cold, which are significantly more typical than COVID-19. This is the reason testing is required to affirm in the vent that somebody has COVID-19,

Children and those with ceaseless clinical conditions, such as diabetes and heart disease, are more vulnerable to danger of creating serious signs. The Corona virus is clearing its way around the globe and its effect is just starting to be observable (Nwuke & Ebenezer 2020). The spread of Covid-19 brought series of challenges, although not to the educational sectors only, but other economic systems. It led to series of measures to ensure its containment, and as this manifest, it had a negative implications on Nigeria Education. In a report of the African Union (2020) which declared a pandemic by the World Health Organization (WHO) on 1lth March 2020, the new deadly disease; given its influence on the entire world population and economy, corona virus (COVID-19) became a worldwide emergency. Also, the International Monetary Fund (IMF) used a scenario simulation to show that global growth could decline by 0.5 percent by 2020. The report also highlighted that various additional sources predicting a dropin global growth as a result of the COVID-19 outbreak's direct effects.

According to Onyekwena and Amara (2020), in late February 2020, Nigeria recorded the subcontinent's first confirmed case, after which it began to spread throughout Lagos, Ogun State, and the Federal Capital Authority (FCT) area of Abuja. The pandemic's arrival triggered a series of policy responses, including public health and education campaigns, fiscal and monetary measures, restrictions on significant segments of the economy, and compensatory measures in the form of social support for the poor and vulnerable people in the society. The sudden onset of the pandemic and the scale of policy responses imposed significant educational costs on Nigeria's population, but the nature of the impacts on productivity and engagement of teachers and other employees remains unclear.

Studies exists on Covid-19 pandemic and its impact generally but the study specifically directs attention to education. For instance, Wilfred, Adiele, Odubo and Frank (2021) investigated on Covid-19 pandemic and tertiary educational development in Rivers State. It established that before the covid-19 plague, the Nigerian education structure has approved just physical contact to teaching tertiary students and interaction or teaching methods is always through face-to-face. With the issue of the lockdown situation and shutting down of schools, following the COVID-19 plague, both lecturers and students were helpless about how to carry on learning process in the face of the pandemic. It found that; covid-19 pandemic delayed students' graduation, it affected the various universities budget plan, academic calendar, poor school enrolments, poor school health and declined of universities revenue drive etc. Therefore, suggested that Government should make adequate provision for online learning platform in schools even after covid-19 pandemic. In this study it did not establish effective innovative approach to curtail the menace of Covid-19 by the universities.

Duraku (2020) in a study that investigated the impact of COvID-19 on education and the well-being of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of Education, cited in Emeodu and Obuzor (2021), revealed that the closure of educational institutions due to preventive measures against the spread of COVID-19 has affected the education, well-being and functioning of all parties involves and benefiting from educational systems in the world. While the process of shifting learning to a remote or online format has already become part of many educational institutions in different parts of the world, several factors related to the quality of educational institutions, teachers, parents and students, in conjunctions which changes to their emotional states are assumed to be contributing factors that may affect the quality of remote or online learning, teacher performance, student knowledge and skills. The findings of this confirm the readiness and motivation of teachers to advance their knowledge and skills, as well as to contribute with the aim of advancing the quality of education. Opportunities to advance the quality of online learning, the support of teachers, parents and families, coupled with practical suggestions for parties involved in the field of education, are also included. Therefore, the paper eventually considered innovation as a way of improving education.

Again, Survey of the Experience and Opinion of Educators and Technology Specialists in September 2020, highlighted the effect of Covid-19 on Education and its implications for the use of Techno logy in Africa. This report and the survey findings behind it provide a unique in g: into the perspectives of EdTech experts regarding the impact of the Covid-19 pandemic on education in Africa. It was based on the findings of a survey of the e-Learning Africa network, which attracted. Approximately 1650 responses from respondents in 52 countries in Africa. 15 countries (29%) provide 1217 (73%) of the 52% of the respondents are directly involved in the education sectors and 9% are in the ICT sector. 71% work for the government or not-for-profit organizations, and 21% for for-profit businesses. 40% are teachers/lecturers/professors, and 13% are ICT/Ed Tech specialists or entrepreneurs.

Also, Emmanuel and Bebaa (202 1) studied COVID -19 pandemic on productivity and how it affects the engagement of civil servants in Rivers State. Although, there study was not specified on educational impact, but emphasized on impact of covid-19 pandemic on productivity. They found that covid-19 has affected both the productivity and engagement of civil servants in Rivers State. Based or these, the study recommends that government should improve their knowledge of understanding, predicting and quickly switching to change when needs arises in order to enhance their survival during pandemic. Therefore, the universities affected as given by these scholars as teaching and learning process was not an easy one.

Emeodu and Obuzor (2021) also investigated on Covid-19 pandemic and educational development of tertiary institutions in the 21st century in Nigeria. It found that apart from the negative outcome, the outbreak of covid-19 in Rivers State brought about positive outcome in the tertiary institutions, as there were perceived improvement, innovations and development in the system, through the use of online or e-learning medium. They recommended that teacherswho are the pioneer of teaching or education, should even at this period of time when there is ease of the pandemic, utilize or subject the students with e-learning so as to avoid shock in case of future occurrence, and also to achieve this the teachers and students should do the needful to ensure they improve on ICT skills in preparation for further pandemic.

Methodology

The paper adopted a qualitative approach. Given this, the descriptive research design was used. The data collection method is only secondary sources, which includes both published and unpublished materials.

Discussion of Major Findings

The Imperative on the use of E-learning Among Universities in the Era of Covid-19 Pandemic in Rivers State

The imperative for the use of E-learning among RSU and IAUE in the Era of Covid-19 Pandemic in Rivers State cannot be overstated. This in simple terms can be attributed to the outbreak of covid-19 that attempted to disrupt their academic activities. To ensure clarity, it is ideal for one to ask what is e-learning? The term e-Learning has different connotation to different scholars. Almost all agree that e-leaning is of strategic importance and should be highly adopted for current learning style. Parks (2013) posits that the word e" should refer to everything, everyone, engaging and easy" in addition to electronic". E-Learning refers to the use of internet/ICTs i.e. Information and Communication Technology to enhance and support teaching and learning process, According to Eze, Chinedu-Eze and Bello (2018), e-learning is concerned with the holistic incorporation of modern telecommunication equipment and ICT resources into/ the education system.

As used in this paper, E-learning as a concept means an electronic technique of learning which is linked to computerized learning in an interactive interface at the a stipulated time, utilized by the learners and lecturers for pedagogical purposes. In a nutshell, the term e-learning is synonymous to educational technology that is ideal in teaching and learning purposes. In identifying the types of e-learning used in learning, Tamm (2019) listed different types of e-leaning as follows: Computer Managed Learning (CML), Computer Assisted Instruction (CAI), Synchronous Online Learning, Asynchronous Online Learning and Fixed E-learning.

The imperative for the e-learning gadgets ensures better content delivery, interactivity, quality content delivery and confidence of both learners and lecturers in the RSU and IAUE. It is a substitute when the lecturers cannot interface with the learners face-to-face. Despite the advantages of the e-learning, it is still at its infancy and early adoption stage in universities in Rivers State due to its dynamic structure. Reacting on its usefulness, Anaekwe & Anaekwe (2020) pointed that e-learning was seen as the better and available option to keep the educational system running in the event of the covid-19 pandemic outbreak. This may be due to poor utilizati0n of staffs and other quagmires. It was as a result of this that some studies suggested for 0e professional development of teachers to ensure more improvement that can enable them to improvise or acclimatize to any foreign situations (Emeodu & Obuzor, 2021, Adiele, 2021, Ajoku, 2013, Alete, 2021). E-learning is a great enabler, Vice Chancelors and her Senate members in the two universities in Rivers State recommended for their staffs to utilize its potentials in keeping the university system functional during the COVID-19 pandemic, and for any future unforeseen pandemic, security threat, natural disaster that may lead to close down of educational institutions in Rivers State and a Nigeria at large.

However, record of progress in the use of e-learning technology has led to advancement in teaching and learning systems in the educational system among universities in Rivers State. The introduction of computers was the basis of this revolution and, with the passage of time, as lecturers and students get hooked to android phones, iphones, Macbook, Apple phones and other electronic gadgets. These devices now have an important place in the classrooms for learning. In fact, with this effort, books were gradually getting replaced by electronic educational materials like optima discs or pen drives. This implies that knowledge can also be shared via the internet, which is accessible, anywhere, anytime, except in remote areas where network poise as challenge.

In the utilization of e-learning, there are usually scheduled test due dates and assignments that must be submitted on time. E-learning courses offer the flexibility to fit into a student's available time schedule that is working at your own pace. E-learning resources are related to online, delivery and interaction over the internet using Classroom Management System (CMS) such as Blackboard, Moodle, Vista of Angle. Using a CMS (and a web browser), students to access their class materials and interact with one another (www.e-learning.ng. gov). The imperative/ benefits of e-learning are countless; during this pandemic period, some universities lecturers used it to cover their course outline, go over it as often as they needed, all without attending physical classes. Another benefit was that, there are no securities and parking problems for car owners, no transportation fees, hostel and housing accommodation fees, plus you can take the class from any location with internet access. There have been many studies showing that e-learning students retain the material to a significantly greater degree than face-to-face instructor led classes (www.elearnirgng.gov).

It was found that universities in Rivers State that used this method of e-learning technologies were a step ahead of those which still only have the traditional approach (classroom face-to-face teaching) towards learning, during the COVID-19 pandemic. Adoption of e-learning in addition to face-to-face classroom lecturer led class, has one major advantage such as completing semester or sectional programmes on schedule, emergency period such as COVID-19, where movement is restricted and institutions of learning are on lockdown. The adoption of e-learning system for universities will enhance the efficiency of knowledge as both students and lecturers will have easy access to a large amount of information within the global village. This platform equally solve the problem of space unavailability as seen in most universities in Rivers State and Nigeria, class space for lectures is usually a problem as sometimes there is clash in overpopulated students. The e-learning system completely eliminated the issues of insufficient classrooms for lectures as student easily took the lectures online without any disruption at their convenience and to avoid other preventive measures like wearing of nose-masks, not shaking of hands and other covid-19 preventive measures. Also, e-learning afford students and lecturers the opportunity to participate in class in their comfort zone with basic amenities they need when compared to he traditional teaching method where sometimes these basic amenities are unavailable for conducive learning. These findings corroborated with Tingle (2011) which claimed that students had a higher acceptance level of comfort working with computers and other e-learning packages than the traditional face-to-face classroom.

Therefore, e-learning during the era of covid-l9 pandemic provides a platform for students to interact among themselves through the discussion forum which eliminates the barrier of participation. It also allows for effective communication and fosters relationship between students and lecturers. It also allows students to study at their open pace and convenience as the lecture material is readily available and the content delivery of the lecturer is quite accessible to them. Hence, it increases satisfaction and decreases stress. The knowledge of e-learning will exposed both lecturers and students to the reality of the world outside the classroom since the world is a global web, the e-learning exposure will ease the student's integration into organizations where such platforms are operational and ideal. Hence, the imperative on the use of this tool as innovation cannot be overstated.

Challenges of E-learning during the Covidl9 Era among Universities in Rivers State

During this pandemic, the use of e-learning was confronted with lot of challenges in the universities, as that was the only available medium for learning in most Nigeria Universities like Rivers State University and Ignatius Ajuru University that was not on strike during this period. These challenges include:

Poor Commitment of the Students: It was found among students the existences of low level of contribution of students; the student-teacher interaction through eLearning medium during covid-19 pandemic, seem not to be very effective due to student loss of interest in learning having been exposed to various alternatives to school activities which were said to be more beneficial than passing through the four walls of the classroom. In fact lately, a common saying arose among the school community or student going age in pigeon English (School na Scam) meaning that going to school is a scam, and that education is no longer the key to success in life. This claim was further established by Adelakun (2020) where he said education is no more influencing the national development, many nations are moving ahead of Nigeria simply because we have abuse the so called education. lie added that an educated man is an expensive machine for the development of f a nation, an average Nigerian student don't want to go to school because education graduates are been turn over failed in Nigeria especially when millions of Nigerian graduates o the labor market without available jobs, the so called research done every year are not been used by government to solve problems in the society.

Problem of High Cost of Data Subscription: Another major obstacle to E-learning in Nigeria is tied to the high cost of data subscription as MTN, GIo, Airtel charges are quite expensive to use by indigent students. The internet service required to connect to this e-learning platform sometimes is epileptic as some hitches experience are not impressive. The cost of purchasing the data bundle is so high which might be difficult for both students and lecturers. In cases where there is data, poor internet connectivity by network providers is of major concern especially when it comes to video conferences where both the students and lecturers have to interact. The cost of accessing the internet in Nigeria is still on the high side; hence, some students find it a challenge to afford. The cost of a personal computer (PC) and Laptop are still very high in Nigeria considering the income level of an average worker in the country. Few students that are privileged to have a personal computer or laptop are not connected to the internet as this does attract extra cost which they cannot afford. Also, this poor internet connectivity as well as high cost of data has resulted in low attendance of students during the online classes. This low online class attendance has also been linked to the poverty situation in the country as some families and students might not be able to afford basic needs such as food and clean water let alone the expensive gadgets resources to sustain them for online learning.

Other Challenges: this other includes Poor budgetary allocation, corruption and unpreparedness are contributing factors to the inability of many public university institutions to embrace e-learning during the global COVID 19 pandemic in Rivers State. With low budgetary allocations comes deficiencies that do not allow for growth of E-learning and creates challenges when institutions try to embrace e- learning during pandemics such as the COVID-19. This also will definitely not allow infrastructures such as ICT platforms, electricity, teacher-tutor training amongst others needed to allow e-learning grow in Nigeria. However, some universities in

Rivers State have embraced e-learning as a means to ensure that their academic calendars are not totally distorted. These universities have devised the use of information and communication technology tools to facilitate learning during this pandemic. In Nigeria, several E-leaning platforms have been adopted by these universities although these platforms are in-exhaustive. They include, Zoom, Microsoft teams, google hangout (meet), skype, bamboo learning, googleclassroom, Docebo, WIZIQ, Adobe captivate, Elucidat, Blackboard learn amongst others (Lei, 2020).These platform was also utilized by some universities in Rivers State as confirmed in numerous studies (Wilfred, et al. 2021, Emeodu & Obuzor, 2021).

Conclusion

Covid 19 pandemic was a deep mess to educational survival throughout the globe. The emergence required ideal management. The Management of university education comprises of its generic scope which includes: planning, organizing, controlling, etc, all the activities of the institution by utilizing resources effectively and efficiently to accomplish teaching, research and community service functions. It became imperative and instructive for the system managers to think out of the box by adopting e-leaning technology to make the university system functional at all times, including emergency periods when it will not be convenient to keep the students in the campus. This paper has shown that electronic or e-learning was confronted with a lot of challenges in Nigerian universities, especially during this pandemic crisis as this is the only medium available for learning, when movement is restricted and educational institutions of learning are on lockdown. From the ongoing discussion, one can say that online learning or e-learning faces many challenges ranging from learners' issues, educators' issues, and content issues. It was a challenge for institutions to engage students and make them participate in the teaching learning process. It is a challenge for teachers to move from offline/node to online mode as a result of fear of unknown, changing their teaching methodologies, and managing their time. It is challenging to develop content which not only covers the curriculum but also engage the students. The adoption of E-learning system in Nigerian universities during the heat of the pandemic reduced the issue of face-to-face contact learning that can aid in spreading the Corona virus.

Recommendations

The following suggestions were made by the researcher:

Need for Professional Development of all university staffs. This can be achieved through the training of all academic technical and administrative staff to become fully ICT complaint. Though this, the staffs will be able to manipulate E- learning gadgets.

There is need for universities to ensure the adoption of E-learning to assist and serve as a

alternative to the unconventional classroom teaching and learning in case of an emergency period such as COVID-19 pandemic.

Furthermore, it is imperative for the Rivers State educational managers to effectively forecast and employ experts in the area of ICT to further introduce programs that will enhance the productivity of the education sector. Through this effort, it will help to compete with the outside world even in the period of global pandemic lockdown as related to the covid-19 pandemic.

Again, there is need for appropriate fund being disbursed to the Universities in Rivers State and beyond. Such fund would help to procure ICT and E-learning gadgets. equipment, facilities, etc, for system functionality at all times to meet present and future challenges.

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THEORIE INTERPRETATIVE DE LA TRADUCTION ET L'ANALYSE DU DISCOURS

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Résumé

La théorie interprétative de la traduction et l'analyse du discours jouent un rôle majeur dans la traduction puisque elles facilitent, lors de la lecture et la compréhension, le dégagement du sens voulu par l'auteur, que recouvrent les unités linguistiques présentes dans le texte, mais aussi d'autres unités dites non linguistiques qui intervient dans la construction du sens et sans lesquelles, l'acte traduisant se réduirait à un simple transcodage. L'introduction de quelques bases de l'analyse du discours, s'avère, donc, indispensable dans les cours de traduction, afin que les traducteurs en apprennent les principes et s'exercent à les investir en interprétant le sens à traduire. Le but de ce travail est d'encourager l'application de théorie interprétative et l'analyse de discours dans la traduction textes. Le resultat montre que c'est seule la méthode interprétative qui peut conduire à la postulation d'équivalence contextuelle.

Mots clés : Théorie interprétative, Analyse du discours, Traduction.

Introduction

La Théorie Interprétative de la Traduction (TIT), appelée par certains « Théorie du sens » ou « Théorie de l'École de Paris » d'après Lederer (2016) est sortie non pas toute armée, mais presque, du cerveau de Danica Seleskovitch. On ne peut en effet parler de la Théorie Interprétative de la Traduction sans mettre en avant son fondateur. C'est Danica Seleskovitch, qui, dans les années 1960 a jeté les fondements de cette Théorie et qui, dans les années 1970, a attiré autour d'elle des disciples dont Marianne Lederer est la première, puis, Jean Delisle, Fortunato Israël, etc.

Danica Seleskovitch, ayant vécu dans sa jeunesse successivement dans plusieurs pays, connaissait et parlait le français, l'allemand, le serbe et l'anglais sans jamais avoir eu à apprendre véritablement ces langues. Passant sans difficulté d'une langue à l'autre, elle allait donc droit au sens véhiculé par les signes linguistiques. Cette connaissance intime de plusieurs langues lui a très vite fait prendre conscience que le sens n'était pas lié aux langues qui le transmettent. Dès le début de sa carrière d'interprète de conférence, elle réfléchit à son métier et à la façon dont le sens passe en interprétation. A partir des années soixante, elle couche ses réflexions sur le papier. Son premier livre, L'Interprète dans les conférences Internationales –problèmes de langage et de communication est publié en 1968.

La Théorie Interprétative de la Traduction qui apparait au milieu de XXe Siècle, débute par l'observation empirique de l'interprétation de conférence. Par sa pratique de l'interprétation consécutive puis simultanée, Danica Seleskovitch constatait qu'en l'absence de **compréhension**, il lui était tout simplement impossible de traduire. Lorsqu'on comprend ce qui se dit, les significations linguistiques livrent le vouloir-dire de l'auteur. C'est-à-dire, la **compréhension** des signes linguistiques de texte original grâce aux connaissances extralinguistiques (via le principe piagétien d'assimilation/accommodation). Même Lederer (2016) explique bien le processus cognitif de la compréhension chez l'interprète et le traducteur : pour comprendre, on assimile l'information neuve aux connaissances antérieures et on adapte l'ancien aux nouvelles situations. Cette étape est très important parce que le texte reste lettre morte tant qu'il n'est pas compris (donc interprété).C'est le sens compris qu'on transmet, et non le sens que la langue a apporté. Lederer (2016) atteste aussi que leurs recherches ont également démontré que la compréhension de l'interprète ne se construit pas linéairement mot après mot, mais par ce qu'elle a appelé « unités de sens », petits segments d'énoncés qui s'agglutinent les uns aux autres pour former un sens plus général. D'où la constations que, pour interpréter, il faut joindre à une bonne connaissance des langues, certes nécessaire mais non suffisantes, des connaissances extralinguistique, et la certitude renouvelée d'un sens délié des significations linguistiques, qui n'a trouvé chez elle son nom de **déverbalisation** qu'en 1976, mais dont l'idée figure déjà dans son premier ouvrage de 1968.

La **Déverbalisation** des unités de sens : c'est la prise de conscience par l'interprète de ce qu'un orateur vent dire. Le sens prend pour point d'appui les signes linguistiques mais une fois constitué, il s'en détaché et subsiste dans la mémoire un temps plus ou moins long à l'état non verbal. La déverbalisation est plus facile à démontrer à l'oral qu'à l'écrit, mais, elle est néanmoins présente aussi en traduction. Les traducteurs professionnels selon Seleskovich (2000), ont très vite confirme que, sans une large mesure déverbalisation, il ne saurait y avoir de traduction satisfaisante.

Compréhension et **Déverbalisation** sont les deux premières étapes développées par Théorie Interprétative de la Traduction. La raison est simple : la théorie est partie de l'interprétation. Les interprètes doivent comprendre les orateurs au fils de leur discours. La comprendre est donc essentielle ; et la déverbalisation est un phénomène naturel à l'oral.

La phase de **réexpression** a donc été développée plus tardivement par la Théorie Interprétative. Dès 1987 des thèses appuyées sur les principes théoriques enseignés à L'ESIT en démontraient l'applicabilité de la Théorie Interprétative à la traduction écrite, et la Théorie de l'interprétation devint Théorie de la traduction.

Théorie interprétative de la traduction et l'analyse du discours

Le Canadien, Jean Delisle, l'un des premiers étudiants/disciples de Danica Seleskovitch était poussé vers la Théorie Interprétative de la Traduction par son refus d'appliquer à l'enseignement de la traduction, « *la stylistique Comparée du français et de l'anglais* » de Vinay et Darbelnet parce que la prise de position comparatiste de ses auteurs laisse entièrement de côté les traducteurs et sa créativité.Schématiquement d'après Delisle, la postulation d'une équivalence de traduction se réalise en trois temps : compréhension, reformulation et justification. Delisle (2014) a démontré dans son ouvrage« *L'analyse du discours comme méthode de traduction* » que la compréhension du traducteur est une interprétation et que sa reformulation est une recherche d'équivalences contextuelles, qu' « une fois le sens saisi, sa restitution se fait en fonction des idées et non en fonction des mots ». Il ajoute, aux étapes dégagées par la Théorie Interprétative de la Traduction (TIT) pour l'oral, une étape supplémentaire spécifique à l'écrit, l'Analyse justificative « qui a pour but de vérifier l'exactitude de la solution (provisoire) retenue ». Il propose dans son ouvrage « *L'analyse du discours comme méthode de traduction* » trois étapes du processus cognitif de traduction :

A. **Compréhension**

Il s'agit de l'appréhension du sens. L'opération par laquelle le traducteur cherche à saisir le vouloir-dire de l'auteur.La perception purement physique s'accompagne d'une activité mentale qu'on appelle « exégèse ou interprétation ». L'interprétation se révèle indispensable à la compréhension car « dans la communication linguistiques, on signifie quelque chose qui n'est pas manifeste au moyen de quelque chose qui l'est ». L'interprétation n'est rien de moins qu'un dialogue herméneutique s'établissant entre le traducteur et le texte original. Delisle distingue deux paliers dans la compréhension : celui de la saisie des signifiés ou concept et celui de la saisie du sens. La phase de la compréhension d'après Delisle (2013) est la première interprétation. Il distingue deux paliers dans la Compréhension : celui de la saisie des signifies et celui de la saisie du sens.

B. **Reformulation**

La réexpression consiste à reverbaliser les concepts en les revêtant de signifiants pris à une autre langue. C'est une démarche de l'esprit, qui est la plus mal connue, la plus mystérieuse et la plus complexe à analyser. Les idées isolées par l'exégèse déclenchent trigger un processus analogique dans le cerveau du traducteur. La recherche d'une équivalence n'a rien d'un simple acte de mémoire qui consisterait à retrouver dans un répertoire les mots correspondants aux notions à restituer. La reformulation n'est pas un banal étiquetage de concepts. La reformulation est fondamentalement un acte d'intelligence, c'est-à-dire la mise en œuvre d'un ensemble « d'opérations vivantes et agissantes » même si l'on n'a pas conscience de chacune d'elles. Ce n'est pas une mince tâche d'essayer d'imaginer ce qui se passe durant l'étape où interviennent les mécanismes cérébraux non linguistiques une fois les signifiants disparus.

La pensée est une activité inconsciente de l'esprit. Elle s'appuie sur la parole de sorte qu'au moment de la reformulation d'idées, il y a un va-et-vient incessant entre le sens qui cherche à s'extérioriser, et les formes linguistiques disponibles propres à le manifester. Cette navette se poursuit jusqu'à la découverte d'une adéquation satisfaisante entre le sens et une forme linguistique donnée. Ce phénomène de choix des mots, simple et élémentaire en apparence, représente un processus complexe de **réflexion** (raisonnement analogique) et d'**expression** des rapports existants dans la réalité (reverbalisation des concepts).

C. **L'analyse justificative ou vérification**

L'analyse justificative est la troisième et dernière étape du processus cognitif de la traduction proposé par Jean Delisle. Elle a pour but de vérifier l'exactitude de la solution retenue. Cette vérification consiste à s'assurer que l'équivalence rend parfaitement tout le sens de l'énoncé initial. Elle met en évidence deux choses :

i. Justification est toujours fonction de l'interprétation antérieure à la réexpression.
ii. La justification suit elle-même le modelé interprétatif.

Alors, en procédant à la justification de sa traduction, le traducteur cherche à vérifier dans quelle mesure la formulation retenue, est conformé au sens du passage original ou, plus exactement, à son interprétation personnelle du vouloir-dire de l'auteur du texte. L'analyse justificative est une seconde interprétation. La première survient entre la saisie des concepts et leur réexpression et vise à dégager les idées du message. La deuxième s'intercale entre la réexpression et le choix d'une solution finale et a pour but de vérifier si les signifiants retenus rendent bien compte de ces idées. Une interprétation objectivement fausse peut donner lieu à une justification subjectivement logique.

Cette appréciation qualitative d'une traduction est aussi un raisonnement.

Analyse justificative assure que les deux formulations ont le même poids dénotatif et connotatif puisqu' elles doivent rendre compte du même vouloir-dire.

Dans l'ouvrage « Interpréter pour traduire », Seleskovitch a expliqué que la traduction au sens large du terme englobe aussi bien l'activité qui part d'un texte écrit pour aboutir à un autre texte écrit que celle qui va d'un discours improvise à une interprétation orale et d'un texte écrit à une traduction orale. Pour elle, la traduction est l'acte de comprendre le message d'un texte ou d'une parole et de réécrire ou redire le message dans une autre langue. Elle distingue alors, deux types de traduction :

1. **La traduction écrite** : La traduction écrite est la réécriture, dans une langue, d'un énonce écrit dans un autre. C'est-à-dire, le passage d'un texte écrit à un autre texte écrit. et

2. **La traduction orale** : la traduction orale, en revanche, désigne le passage d'un discours oral ou écrit à un discours oral dans une autre langue.

La traduction selon Seleskovitch et Lederer (2001), a longtemps été victime de conceptions héritées d'une linguistique tronquée des situations de parole et d'une psychologie privée du psychisme humaine. Dans l'ouvrage « Interpréter pour traduire », Danica Seleskovitch a présenté ce qu'elle a appelé « la théorie Interprétative de la traduction ou la Théorie du sens ».Danica Seleskovitch propose d'appeler un modèle théorique qui enlève à l'opération traduisant son caractère de transcodage pour lui attribuer une fonction réfléchie « Interprétative » (action de trouver un sens).Cette Théorie interprétative, ou Théorie du sens, que l'on appelle aussi parfois Théorie de l'École de Paris, repose sur un principe essentiel : la traduction n'est pas un travail sur la langue, sur les mots, c'est un travail sur le message, sur le sens. Cette théorie se décompose donc en trois étages :

1. **Compréhension** d'un sens de discours original.
2. **Déverbalisation** des unités de sens ou la saisie du sens hors langue de ce discours c'est la prise de conscience par le traducteur de ce qu'un auteur vent dire dans un passage donné.
3. **Réexpression** de ces unités par un nouveau discours. Cet étape sera donc la recherche d'une expression qui rende justice au sens de l'original et qui dans sa formulation, réussisse le divorce d'avec la langue de départ et respecte totalement les usages, les habitudes de parole de l'autre langue.

Depuis 1978, nombre d'autres thèses sur la traduction ont vérifié la validité de la Théorie interprétative de la traduction pour toutes sortes de paires de langue (en combinaison avec le français, des langues africaines, des langues asiatiques, des langues occidentales et même la combinaison français/langues des signes), et pour plusieurs genres de textes : pragmatiques, publicité, techniques, juridiques, etc. Certaines traductologues ont tiré de ces travaux la conclusion que si la Théorie interprétative était effectivement applicable aux textes d'information purement « notionnels » et ne faisant appel ni à l'émotion ni à l'esthétique, la littérature où la forme prime lui échappait.

Dès 1990, Fortunato Israël dans son ouvrage « *Traduire littéraire et théorie du sens, dans Etude traductologiques en hommage à Danica Seleskovitch* » leur répondit que le traducteur visant à ce que la fonction du texte se réalise aussi dans sa traduction ne cherche pas à transmettre la langue originale mais « repère dans l'idiome et la culture d'accueil les ressources propre à l'instauration d'un rapport sens-forme susceptible d'engendrer le même effet ». La publication d'Israël sur l'application de la théorie interprétative de la traduction à la traduction littéraire a été suivie par la rédaction de plusieurs thèses sur la traduction littéraire s'appuyant sur les acquis de la Théorie Interprétative de la Traduction. Cela a établis que les langues ne jouent en traduction que le rôle de vecteurs du sens, notionnel comme émotionnel.

Analyse du discours

L'analyse du discours selon Delisle (2014) est la méthode compétente pour dégager l'intention de l'auteur. L'analyse du discours va au-delà de l'étude des formes ou des structures pratiquées sur le plan de la langue-système. Pour lui, traduire est essentiellement une opération sur le discours et que celui-ci s'interpose entre la langue et la pensée. L'objectif général de traduction n'est pas la description ou comparative des langues, mais l'analyse de l'articulation des pensées d'un message et leur reformulation dans une autre langue. Il propose alors des étapes pour le maniement du langage.

Le maniement du langage d'après Delisle, exige une double compétence :

- **Une compétence de compréhension** : pour évaluer le vouloir dire de l'auteur du texte original (l'exégèse), et
- **Une compétence de réexpression** : pour recomposer ce texte dans une autre langue (les techniques de rédaction).

Il affirme qu'il est plus fructueux d'exploiter le fait que toutes les parties d'un discours ne reçoivent pas le même traitement au cours de la postulation d'une équivalence (c'est-à-dire, au cours de la traduction). Pour rendre compte de cette réalité, il distingue

Quatre paliers du maniement du langage :

1. les conventions de l'écriture
2. l' exégèse lexical
   a. Le report des vocables monosémiques
   b. La réactivation des formes consignées dans les systèmes linguistiques.
   c. La recréation contextuelle
3. l'interprétation de la charge stylistique et
4. l'organicité textuelle.

Quatre paliers du maniement du langage

1. **Les conventions** de **l'écriture**

Le premier palier est celui des usages établis de rédaction. Il s'agit du respect des conventions d'écriture. Il englobe toutes les exigences de présentation formelle différant d'une langue à l'autre: abréviations conventionnelles telles que titres de civilité et autres, unités de mesure et de temps, écriture des nombres, et signes usuels: emploi des majuscules dans les titres, noms propres, noms géographiques et historiques: division des mots: orthographe, ponctuation et signes divers.

Ce palier comprend aussi les protocoles de la correspondance administrative ou commerciale et les autres étiquettes, codes ou conventions d'écriture en usage dans les écrits pragmatiques.

L'application des règles de la grammaire relève aussi de ce niveau de maniement du langage. Néanmoins, le cours d'initiation n'est pas la place de l'enseignement systématique de la grammaire, car cela risqué de détourner le séminaire de son véritable objectif. Il revient à chaque étudiant de combler personnellement ses lacunes. Il est difficile de concevoir que l'on puisse entreprendre des études de traduction sans connaitre l'orthographe, la syntaxe et la ponctuation.

Exemples:

-l'orthographe : Mrs. en Mme

-les ponctuations: (virgule, façon de guillemeter les passages dans le style direct, les accents sur les majuscules et minuscules parce qu'ils sont une valeur sémantique)

-L'emploi des majuscules dans les titres

-Les accords grammaticaux, etc.

Ce palier est en fait celui de la « propreté du style ». Pour élémentaires qu'ils soient, il est très importants parce qu'ils peuvent avoir une valeur sémantique. Mais on ne doit pas trop insister sur ce palier car ce n'est pas là que résident les véritables difficultés de traduction. Les trios autres paliers présentement plus d'intérêt du point de vue théorique et pédagogique.

2. **L'exégèse lexicale**

Il s'agit de l'interprétation et la restitution du contenu sémantique des éléments lexicaux d'un message. L'interprétative est un « dialogue herméneutique »intérieurs, établissant entre le traducteur et le texte original. Ce dialogue exégétique conduit à la compréhension du sens des signes linguistiques. Ce dialogue exégétique porte sur tous les mots et tous les énoncés d'un texte. Toutefois, l'analyse exégétique nécessaire pour comprendre et réprimer une idée n'est pas la même pour toutes les parties du discours. Il y a des mots et des tournures grammaticales que le traducteur rend presque instantanément dans le texte d'arrivée sans faire un effort intellectuel particulier. En revanche, d'autres mots, d'autres phrases ou d'autres idiotismes exigent un surcroit de réflexion: parfois même le sens résiste à toute formulation en langue d'arrivée. Même les traducteurs chevronnés restent paralyses momentanément devant des groupements de mots.

Ce serait une erreur de croire que la difficulté d'expression est toujours liée à la technicité d'un terme ou à sa faible récurrence discursive. La difficulté réside dans leur acceptation contextuelle et non dans leur signification intrinsèque.

Pour bien expliquer ce phénomène selon Delisle, il est utile de distinguer **trois niveaux d'exégèse lexicale**:

a. **Le report des vocables monosémiques**

Dans tous les textes, il y a des éléments d'informations qu'échappent complément à l'analyse exégétique au raisonnement analogique. Leur appréhension et leur réexpression ne nécessitent aucune interprétation. Delisle appel ce niveau « le niveau zéro » parce qu'il demande aucune exégèse. Il s'agit des unités monosémiques que le traducteur transpose directement dans son texte d'arrivé sans avoir besoin de se reporter au contexte ou à la situation. Par exemple:-

-Les noms propres : Joan Dawson en Joan Dawson

- Les nombres : 2021 en 2021

- La plupart des termes appartenant aux terminologies scientifiques : cancer en cancer, psychiatrist en psychiatre, etc.

Ces mots procèdent plus ou moins machinalement à leur traduction d'un texte à l'autre. Quand ces mots sont isolés dans le discours, ils n'ont d'autres sens que celui de leur signification linguistique.

b. **La réactivation des formes consignées dans les systèmes linguistiques**

Les éléments lexicaux qui font l'objet d'une interprétation du premier niveau sont ceux dont l'effet de sens est déduit du contexte linguistique et dont la restitution en langue d'arrivée ne met en cause que la connaissance et la mémoire des langues. Quand un traducteur procède à une interprétation du premier niveau, le traducteur isole l'acception contextuelle pertinente d'un mot ou d'un syntagme et peut compter trouver dans la langue d'arrivée un vocable utilise habituellement et spontanément par les usagers de cette langue pour désigner la même réalité dans la même situation de communication.

Par exemple:

a. Not to be taken away
   À consulter sur place
b. One way
   Sens unique
c. A storm in a tea cup
   Une tempête dans une verse d'eau.

Les équivalences de cette nature sont pour ainsi dire <<consignées>> dans les deux systèmes linguistiques et bon nombre figurant dans les dictionnaires bilingues ou les ouvrages de stylistiques comparées. Ici, le traducteur tient compte du contexte global d'où un apparait (ex. texte médical) et le micro-contexte (son entourage lexical immédiat). Prenons par l'exemple, le mot « removal » dans un texte médical correspond à « ablation » en français. On ne doit pas dire que le « removal » donnera toujours « ablation » comme équivalence. C'est le contexte qui détermine ici l'exégèse de l'unité lexicale « removal ».

L'exégèse sert à découvrir le sens contextuel des mots, que ne se combinent pas toujours de la même façon. Postulat de la textologie pour Delisle (2014), affirme que «Deux énoncés formellement identiques seront considérés comme différents si leur cadre énonciatif n'est pas le même. ».

L'établissement de concordances sémantiques par réactivation des formes consignées dans les systèmes linguistiques n'est pas une opération de transcodage. Les équivalences transcodées sont établies hors de toute situation réelle de communication. C'est le contexte qui détermine l'exégèse lexical. L'équivalence hors de toute situation réelle de communication ou l'équivalence hors contexte est le problème cardinal de la traduction. La textologie bilingue pour sa part, ne cherche pas à savoir comment traduire une langue dans une autre, mais comment recomposer le sens d'un texte avec les moyens expressifs d'une autre langue.

C. La recréation contextuelle

La recréation contextuelle est le deuxième niveau de l'exégèse ou interprétation. Les équivalences recherchée ne sont pas toujours consignées dans la langue d'arrivée, par conséquent, le traducteur ne peut pas tout simplement mettre à profit son connaissance du système linguistique pour faire correspondre à l'idée du texte original une forme collectivement acceptée et consacrée par l'usage en langue d'arrivée. Les écrivains font des alliances des mots ou donnent à certains ternes des acceptions non répertoriées dans les dictionnaires. Le fait que ces éléments « ne perdent pas leur identité formelle » tout en pouvant recouvrir une infinité de sens rend parfois l'exégèse difficile.

Pour débusquer les sens des mots, il faut procéder à un raisonnement contextuel plus poussé que dans le cas d'une interprétation du premier niveau en appliquant la méthode d'explication de texte et de l'inférence. Cela veut dire qu'il n'y a pas, dans la langue d'arrivée, une expression toute faite, préexistante, consignée qui soit le pendant de ce syntagme. Cependant, quand on est en présence d'un cas d'intraduisibilité ou devant une combinaison de mots dont l'acception est inusitée, inédite, et qui exige un surcroit d'effort analytique de la part du traducteur, la « recréation contextuelle » est la seule façon de sortir d'une telle impasse.

En l'absence d'une équivalence consignée, la recherche d'une équivalence contextuelle, idéique s'impose. Ce niveau donne beaucoup de difficulté aux apprentis-traducteurs. Un passage exigeant une interprétation du second niveau donne lieu à une grande variété de solution en langue d'arrivée.

Pour résoudre, ce problème d'exégèse/reformulation, on applique la méthode comparative :

> **Phase1-** Analyse contextuelle : établir le sens de l'expression tel qu'il se dégage du contexte original et
>
> **Phase2**-Recoupements conceptuels : explorer les disponibilités de la langue d'arrivée pour recréer une expression de même poids sémantique et stylistique.

En somme, dans une interprétation du premier niveau, le sens de l'expression originale ne pose aucun problème particulier d'exégèse et la seule inconnue à trouver est l'équivalent préexistant dans le répertoire de la langue d'arrivée et désignent la même réalité dans les mêmes conditions dénonciation. Dans une interprétation du deuxième niveau, le traducteur doit attribuer une valeur à deux inconnues : d' une part, établir le sens de l'expression telle qu'il se dégage du contexte original et d' autre part, explorer les disponibilités de la langue d'arrivée pour recréer une expression de même poids sémantique et stylistique. La notion de difficultés de traduction est d'ordre purement statistique: elle est fonction autant des idiosyncrasies des textes que des aptitudes personnels des traducteurs.

Delisle atteste que les trois niveaux d'exégèse lexicale ne sont aucunement des « procédés » de traduction. Ce ne sont pas non plus des « recettes » de transfert sémantique. On peut très bien ignorer l'existence de cette hiérarchie interprétative des signes linguistiques et produire quand même une bonne traduction. Ces niveaux d'exégèse jettent une lumière neuve sur la dynamique interne d'un discours en démontrant que les unités lexicales qui le composent ne sont pas toutes soumises au même traitement exégétique au moment de l'analyse du sens. Ils trouvent en outre une utilité certaine en pédagogie en facilitant la compréhension du processus cognitif de la traduction et en permettant d'expliquer des constantes dans les erreurs commises par les traducteurs inexpérimentés.

3. L'interprétation de la charge stylistique

Le style est une manière d'écrire. En didactique de la traduction, le style convient d'une spécialisation fonctionnelle de la langue. Le style d'un texte pragmatique se ramène plus ou moins à sa forme et le respect de celle-ci par un traducteur peut consister à se soumettre à l'ensemble des règles régissant les langages codifiés ou à rendre des éléments affectifs dans certains types de textes, ou l'un et l'autre. Cela veut dire qu'on ne rédige pas les clauses d'une police d'assurance ou d'une convention collective de la même manière qu'une brochure touristique, une annonce publicitaire ou un rapport administratif.

Delisle, expose les quatre éléments qui interviennent toujours dans un texte:

-l' auteur,
-le style traité,
-le vecteur (genre de texte, ressources linguistiques utilisées) et
-les destinataires.

Au sens large, le style serait ni plus ni moins que le respect des contraintes imposées par la présence simultané de ces quatre éléments. Le traducteur de textes pragmatiques est donc tenu de respecter un certain nombre de conformités stylistiques afin d'assurer une communication efficace. Le traducteur doit respecter le style d'un texte. Tous les traducteurs n'ont pas la même sensibilité linguistique et il y a souvent divergence d'opinions sur la meilleure façon de transmettre « l'esprit » d'un message. L'aspect communicatif d'un texte n'est pas perçu de a la même façon par tous.

Quand il s'agit d'un texte pragmatique a écrit Delisle (2014), le choix du style dépend tout autant du style traité, de la fonction du message et des destinataires que du vecteur lui-même. Il atteste que le style est comparable à un vêtement imposé par les impératifs de la communication dans lequel le traducteur drape son texte pour le rendre conforme aux règles du genre ou pour atteindre la sensibilité du lecteur. Le traducteur doit tenir compte de l'importance de l'aspect fonctionnel des textes. Un message n'est pas une abstraction. Un message publicitaire par exemple ne doit pas contenir une connotation négative. Cela signifie que son traduction aurait ce qu'on appelle la « réécriture élégante ».Il est possible et important de donner des couleurs aux traductions. Le traducteur n'a pas toutes les libertés. S'il doit savoir « contenir » son interprétation lexicale, il lui faut aussi apprendre à « contenir » son interprétation stylistique pour ne pas défigurer l'original en l'affublant d'un déguisement ridicule ou inadéquat.

4. L'organicité textuelle

Tout texte se déroule selon une logique interne qui le rend cohérent. De même, l'agencement des énoncés, dans une version traduite, doit suivre le mouvement de la pensée génératrice du texte original. L'organicité textuelle correspond à l'armature de l'édifice textuel, tandis que le style en serait l'apparence externe. Organicité désigne une qualité inhérente aux textes distincte de l'idiomatique. Elle renvoie à l'interdépendance hiérarchisée de tous les éléments d'un texte. Le palier de l'organicité textuelle est celui de la dynamique générale d'un passage.

Ce palier est celui de l'enchaînement des énoncés, de la précision des rapports entretenus par les éléments d'information, de l'élan de la progression des idées ou des sentiments selon les divers types de discours écrits. Un traducteur habile donne de la cohésion à ses textes qu'il a le sens de la phrase, qu'il a un style fluide ou encore que ses traductions coulent bien. Cela signifie qu'un traducteur doit savoir lier les idées les unes aux autres. Il ne suffit pas de traduire correctement chaque mot, chaque énoncé, chaque effet isolé d'un texte, il faut encore que la totalité du message forme un ensemble cohérent et vivant. Il ne doit pas oublier de garder une vue d'ensemble.

L'erreur d'inattention est l'indice d'un manqué de rigueur dans l'enchainement des idées. L'organicité textuelle témoigne de la rigueur de pensée du traducteur et de son aptitude à communiqué intelligiblement un message. Ce qui mérite d'être traduit mérite de l'être clairement. La clarté est la politesse des traducteurs. Par clarté, il faut entendre essentiellement la précision des rapports entre les idées. La réorganisation des concepts selon les lignes de force de l'original exige du traducteur une grande maitrise du maniement du langage et une grande souplesse intellectuelle. L'ordre logique est dicte par le déroulement du texte.

Le quatrième palier du maniement du langage est donc celui des transformations structurales commandées par la dynamique d'un message. Les transformations liées à l'organicité textuelle relèvent du mouvement interne du texte et prennent diverses formes. Les exemples des transformations obligatoires ou facultatives commandées par le mouvement interne d'un message :

A. La redistribution d'éléments d'information

B. La concentration de plusieurs signifiés sur un plus petit nombre de signifiants

C. L'implication on l'explication d'éléments d'information.

D. Les chaînières articulant les énoncés

Une grande dextérité à manipuler les concepts en les unissant par des liens logiques sont sans conteste les qualités maîtresses des bons traducteurs. Pour un traducteur, apprendre penser consiste à développer son habileté à percevoir intuitivement l'organicité d'un texte afin de resserrer les liens qui unissant les idées et de subordonner l'enchaînement des phrases au mouvement général du discours. Les textes ne sont pas « lettres mortes ». Pour les reformuler fidèlement dans une autre langue, il est essentiel de déceler l'élan qui les emporte et de donner aux phrases le rythme appropríe.

Conclusion

La Théorie Interprétative de la Traduction s'agit de comprendre le discours en langue original ; saisie du sens hors langue de ce discours; et la réexpression de ce sens dans la langue d'arriver. Cette théorie postule que l'opération traduisant est de comprendre et de réexpression des idées, et non de conversion des signes linguistiques. Ce modèle interprétatif rend compte à la fois de la traduction écrite et de l'interprétation de conférence parce que les deux ont pour objet de transmettre le contenu de messages. La pratique enrichit la théorie, qui à son tour éclaire les traducteurs professionnels, à l'oral comme à l'écrit. Depuis sa création, la Théorie Interprétative de la Traduction est la base de l'enseignement à l'École Supérieure d'Interprètes et de Traducteurs (ESIT), qui a formé d'innombrables interprètes et traducteurs qui continuent d'appliquer ses principes dans leur travail quotidien. Les recherches des doctorants du monde entier démontrent la validité de la Théorie interprétative de la traduction pour toutes sortes de paires de langue (en combinaison avec le français, des langues africaines, des langues asiatiques, des langues occidentales et même la combinaison français/langues des signes), pour plusieurs genres de textes (pragmatiques, publicité, littérature, techniques, juridiques, etc.), pour le doublage, audio-visuels, le sous-titrage cinématographiques et l'adaptation pour le théâtre. Le grand mérite de Danica Seleskovitch et ses disciples qui ont établi et défendu ardemment cette théorie, est d'avoir démontré que ce processus de traduction est non seulement important mais également naturel.

L'analyse du discours de sa part permet de formuler les trois constations suivantes:

- Seule la méthode interprétative peut conduire à la postulation d'équivalence contextuelle,
- Traduire est une opération de jugement et de coordination qui consiste à concilier les impératifs sémantique et stylistiques d'un discours tout en respectant les contraintes imposées par les règles d'écritures et l'organicité textuelle.
- Le traducteur doit réunir toutes les qualités d'un bon rédacteur.

En résumé, la traduction d'après Onuko (2014) renvoie à l'operation de la restitution des faits dans un texte de départ par des équivalences des phrases dans la langue d'arrivée. Même Delisle (2013) explique l'activité traduisant consiste à déterminer la signification pertinente des signes linguistiques en fonction d'un vouloir-dire concrétisé dans un message, puis à restituer ce message intégralement au moyen des signes d'une autre langue. Cela veut dire que celui qui pratique cet « art de réexpression (traduction) » doit assimiler (interpréter/analyser le discours) un vouloir-dire qui n'est pas le sien et remodeler dans une autre langue cette pensée étrangère couchée sur papier.

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METHODOLOGIES DE L'ENSEIGNEMENT-APPRENTISAGE DU FRANÇAIS

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Résumé

Cet article étudie les différentes méthodologies de l'enseignement du français. Le but de ce travail est d'exposer les différentes méthodes d'enseignement-apprentissage du français et d'encourager les développeurs de cursus d'inclure les nouvelles approches d'enseignement du français dans le cursus. L'étude explique explicitement les différentes méthodologies de l'enseignement du français et la comparaison entre les nouvelles approches de l'enseignement du français. Cette étude a découvert que les enseigneurs du français au Nigéria utilisent les méthodes démodées pour enseigner le français. Les résultats montrent que les nouvelles approches peuvent être appliquées dans toutes les langues surtout dans l'enseignement du français. Ayant vu les différentes méthodologies de l'enseignement du français, cette étude recommande que le ministère de l'Éducation du Nigéria et les développeurs de cursus incluent les nouvelles approches d'enseignement du français dans le cursus.

Mots clés : Méthodologies, Enseignement, Apprentissage, Français

Introduction

La connaissance d'une langue étrangère est l'un des objectifs éducatifs les plus importants pour chaque société. Car, une langue comme la langue française qui crée des liens entre les cultures ayant une fonction de pont international, permet d'améliorer les compétences sociales et la communication globale d'un individu et d'augmenter le nombre de personnes avec lesquelles on est capable de communiquer. De nos jours, des langues étrangères surtout la langue française sont systématiquement apprises et enseignées dans les établissements scolaires ou dans les cours de langues privés.

L'apprentissage d'une langue étrangère ne relève pas du miracle! Apprendre le français avec succès exige un enseignant dévoué parce qu'un professeur français est un « professeur spécial» qui joue plusieurs rôles comme un guide, un animateur, un partenaire, etc. La pédagogie du français est une expression qui désigne la manière de transmettre la langue française. Elle décrit la façon dont on envisage l'enseignement-apprentissage du français selon les apprenants (enfants, adolescents, adultes français ou étrangers), le contexte d'enseignement (public, privé, centre pour adulte, association...) et la méthodologie déployée pour s'adapter à chacun de ces paramètres. Cela veut dire que l'apprentissage de la langue française dépend aussi de la méthodologie de l'enseignement adaptée. La méthodologie, quant à Landriault (2015), ne traite que de l'ensemble des principes et des hypothèses qui sous-tendent l'élaboration des méthodes. Cela signifie que, pour bien enseigner la langue française, l'enseignant doit suivre une excellente méthode d'enseignement. Le but des méthodes d'enseignement d'après Yaqthan (2008) est d'encourager l'enseignant ou l'enseignante à examiner sa propre pratique pédagogique. Il révèle aussi qu'évaluer de manière réfléchie ses stratégies, ses méthodes et ses techniques permet d'accroître et d'étoffer son répertoire d'approches pédagogiques. Et acquérir de nouvelles connaissances et des compétences en matière d'approches pédagogiques permet d'accroître l'efficacité de l'enseignement. Pour Billières (2015), l'objectif pédagogique de la méthodologie est d'acquérir les concepts de base nécessaires à la production d'un enseignement de langues étrangères, qui permettent à l'apprenant d'intégrer une nouvelle langue ainsi qu'une nouvelle culture au moyen d'une pédagogie adaptée.

Auparavant, les gens pensent qu'on étude la langue étrangère pour sa culture. De même que Puren (2017) affirme qu'au XIXème siècle on étudiait une langue étrangère par et pour sa littérature, ses proverbes et sa culture cela veut dire que "l'objectif culturel était prioritaire". Ensuite, on a préféré "l'objectif pratique" qui privilégiait un enseignement de la langue en tant qu'un outil de communication destiné à engager efficacement une conversation avec des personnes parlant une autre langue. Puisque l'acquisition d'une langue étrangère se présente comme étant un enrichissement personnel et culturel, car le sujet parlant sera capable d'élargir sa vision du monde, d'enrichir sa capacité d'agir et d'influencer, d'accroitre le cercle d'individus avec lesquels il est potentiellement prêt à communiquer, notre but est de vous faire progresser rapidement en Français en mettant à votre disposition les méthodologies adéquates pour y parvenir.

DIFFERENTS METHODOLOGIES D'ENSEIGNEMENT DU FRANÇAIS

A. Approche traditionnelle

La méthodologie traditionnelle, appelée également méthodologie grammaire-traduction, est la plus vieille des méthodologies d'enseignement / apprentissage des langues étrangères. Née à la fin du XVIème siècle et initialement utilisée dans l'enseignement des langues dites "mortes" tels le grec, le latin, elle a pris sa place dans l'enseignement des langues modernes jusqu'au milieu du XXème siècle. La méthode traditionnelle ou la méthode grammaire-traduction d'après Yaqthan (2008) est une méthode dont le but essentiel était la lecture et la traduction de textes littéraires en langue étrangère. L'objectif premier de cette méthodologie est la lecture, la compréhension et la traduction des textes littéraires (thèmes/versions) où l'apprenant applique les règles de grammaire qui lui a été enseigné de manière explicite en sa langue maternelle.

Dans cette approche, les manuels de grammaire sont destinés aux apprenants, qu'il s'agit de convaincre, et, pour ce faire, c'est sous forme dialoguée que l'on rédige ce qui ressemble à des manuels bilingues. Elle élabore dans l'esprit de l'apprenant un réseau d'équivalence entre la langue maternelle et la langue seconde ou étrangère. La langue source reste la langue d'enseignement et occupe une fonction primordiale. Avec la méthodologie traditionnelle, l'oral est relayé au second plan et la priorité est accordée à l'écriture. L'approche traditionnelle se concentre sur la mémorisation, la traduction et la grammaire. Cette méthode ne donne donc lieu à aucune réelle compétence tant pour l'écrit que pour l'oral. Par contre, elle est une méthodologie propice « à former de bons traducteurs de textes littéraires.

B. Approche directe

L'approche directe ou active vient à la fin du 19e siècle; en 1902. Elle est, selon Landriault (2015) la seule méthode à être officiellement approuvée pour l'enseignement des langues étrangères en France. L'approche directe pour Coianiz (2018), manifeste la volonté des pédagogues de l'époque de faire évoluer leurs pratiques. Face à la situation qu'avait peu à peu créée l'usage quasi exclusif des outils de connaissance (manuels de grammaire normatifs, analyse, traduction) et de référence (textes littéraires) ainsi que l'abus des objectifs cumulatifs (listes de mots par exemple), la méthode directe prône le retour à la langue étrangère, à sa pratique orale, précédant l'accès à l'écrit, et au « bain linguistique ». L'approche directe reproduit auprès de l'apprenant des conditions d'acquisition aussi naturelles que possible. C'est-à-dire que l'apprenant essaie de penser en langue étrangère le plus tôt possible. Il s'agit en fait de thèmes tirés de la vie quotidienne et de la culture du pays dont la langue est enseignée. Il s'agit aussi de dire le monde proche, d'atteindre à la généralisation et à l'abstraction, de le questionner, le mettre en ordre, l'expliquer ; toutes tâches que l'enfant effectue peu à peu, dans un contexte interactionnel où la médiation humaine et socialisée agit et le conduit.

Dans les années 1940, le l'approche directe « méthode active » se propose de mettre l'enfant au centre du processus d'apprentissage, à la construction duquel il participe, passant du concret à l'abstrait, travaillant de manière intuitive et personnelle pour structurer peu à peu ses connaissances. Cette méthode est fondée sur l'observation de l'apprentissage de la L1 par l'enfant. La méthode directe repose sur le postulat de la similarité d'apprentissage d'une L1 en milieu naturel, et d'une L2 en contexte scolaire. Le but général est d'apprendre à utiliser la langue pour communiquer. Dans cette approche, c'est le professeur qui constitue le pivot de l'action pédagogique.

C. Approche structurale

L'approche structurale fondée sur le structuralisme en linguistique et sur le behaviorisme en psychologie, tire ses origines de la Deuxième Guerre mondiale et connaît une popularité sans précédent dans les années cinquante et soixante. L'approche structurale, croyant être en possession d'une méthodologie «scientifique» de l'enseignement des langues à un moment où de nouveaux besoins de communication se faisaient sentir, les concepteurs ont, dans les années cinquante et soixante, envahi le marché de méthodes. Elle comprend deux méthodes : L'approche audio- orale et L'approche SGAV.

i. Approche audio-orale

L'approche audio-orale est une des approches structurales. Cette méthode est basée sur les théories behavioristes de B. F. Skinner qui mettent l'accent sur la répétition comme moyen d'apprentissage d'une deuxième langue. Elle crée chez l'apprenant des automatismes (stimulus- réponse- renforcement) à partir d'une exploitation des structures de la langue. On insiste sur la capacité des apprenants à parler en faisant beaucoup d'exercices structuraux, ou des "drills," dans lesquels il faut répéter des phrases plusieurs fois. Dans cette méthodologie, l'enseignant sert de modèle parfait et les apprenants doivent être capables d'imiter ce qu'il dit afin qu'ils soient compris par des locuteurs natifs. D'autre part, la méthode audio-orale nécessite des exercices de répétition ou des exercices d'imitation à partir desquels les apprenants doivent être capables de réemployer la structure en proposant de nouvelles variations paradigmatiques.

ii. **Approche SGAV ou l'approche structuro- globale audio-visuelle**

Dans les années 50, la méthode SGAV (Structuro-Global Audio-visuelle) apparue considérait la langue comme un instrument de communication et sa cohérence était construite autour de l'utilisation conjointe de l'image et du son. Même Coste, D. et Ferenczi, V. (2013), affirment que cette méthodologie était construite autour de l'utilisation conjointe de l'image et du son. Ils révèlent que le support sonore était constitué par des enregistrements magnétiques et le support visuel par des vues fixes. C'était la première fois que l'on commençait à utiliser le matériel sonore et visuel dans l'enseignement/l'apprentissage du français.

La méthode SGAV (structuro-globale audio-visuelle) est centrée sur l'apprentissage de la communication, surtout verbale. Cette méthode d'après Landriault (2015) présente la langue dans une situation que l'apprenant perçoit d'abord globalement par voie audio-visuelle pour ensuite exploiter les structures de la langue. La langue est vue avant tout comme un moyen d'expression et de communication orale. L'écriture n'est considérée que comme un dérivé de l'oral; le non-verbal (gestes, mimiques, etc.) est très important dans cette méthode. Dans la méthode SGAV, l'apprenant n'a aucun contrôle sur le développement ou sur le contenu du cours, mais il est actif puisqu'il doit continuellement écouter, répéter, comprendre, mémoriser, et parler librement.

D. Approche communicative

A partir des années 1970, en réaction contre la méthodologie SGAV, une nouvelle méthodologie s'était produite. C'était l'approche communicative. La méthodologie communicative, nommée le plus souvent approche communicative, s'est développée au début des années 70 en réaction aux méthodologies précédentes et principalement aux méthodologies audio-orales et SGAV. Comme l'expriment bien Baily et Cohen (2009), l'approche communicative correspond à une vision d'apprentissage basée sur le sens et le contexte de l'énoncé dans une situation de communication. Cette approche s'oppose aux visions précédentes s'attardant davantage sur la forme et la structure des langues que sur le contexte. Elle entreprend donc la langue dans son contexte au lieu de la concevoir structuralement.

L'approche communicative repose sur le principe selon lequel la langue est un instrument de communication (tout comme le concevaient les méthodologies audio-orales et SGAV) mais aussi d'interaction sociale. Selon Abah (2016), l'objectif principal de cette approche est l'acquisition d'une compétence de communication en langue étrangère. Quant à Germain (2018) les tenants de l'approche communicative considèrent qu' " une communication efficace implique une adaptation des formes linguistiques à la situation de communication (statut de l'interlocuteur, âge, rang social, lieu physique, etc.) et à l'intention de communication (ou fonction langagière : demander d'identifier un objet, demander une permission, donner des ordres, etc. L'approche communicative met en place des situations de communication réelles ou réalistes à partir des intérêts personnels des apprenants. Cette méthode croit que c'est en pratiquant la communication que l'on apprend à communiquer. C'est-à-dire, en analysant des besoins langagiers avant d'élaborer une leçon de français. Elle a pour but d'enseigner à l'aide des situations de communication en utilisant les codes du français. Saydı (2015) révèle que l'approche communicative ne réserve pas de place aux textes hors contexte, aux exercices hors contexte et surtout structuraux ancrés pourtant dans les livres de méthodes d'auparavant. Par contre, elle privilégie les activités et textes encadrés par un contexte donné, reflétant la vie quotidienne et possédant une cohérence sémantique. Elle vise alors à l'appropriation d'une compétence de communication où intervient la composante linguistique, sociologique, discursive et stratégique. Dans les salles de classe où règnent un enseignement à visé communicatif basé sur les besoins de l'apprenant, la production écrite a regagné de son importance et les recherches la concernant ont pris un nouvel essor. Il n'est plus question de mettre l'apprenant face à des textes bien formés et de lui demander d'en produire un. Ce qui est désormais question c'est d'expliciter les opérations cognitives qui entrent en jeu et d'amener les apprenants à s'y entraîner. L'apprenant est plus important que le manuel ou le syllabus. L'apprenant apprend le français pour communiquer en français et l'enseignant doit s'adapter à ses besoins.

En résumé, l'approche communicative est fondée sur quatre piliers:

En résumé, l'approche communicative est fondée sur quatre piliers:

i. Les actes de parole
ii. Les quatre compétences :
   -compréhension orale (CO),
   -compréhension écrite (CE)
   -expression orale (EO) et
   -expression écrite (EE).
iii. La centration sur l'apprenant et
iv. L'évaluation formative.

E. Approche actionnelle

L'approche actionnelle apparaît au début du XXIème siècle. Elle marque une évolution de l'approche communicative. De même que pour Puren (2014), l'approche actionnelle joue un rôle complémentaire à l'égard de l'approche communicative : la perspective actionnelle doit d'autant plus venir s'ajouter à l'approche communicative et non la remplacer (…). L'approche actionnelle est une continuation de l'approche communicative et met réellement en application les principes de la simulation de situations réelles.

Dans cette nouvelle conception, le Cadre européen commun de référence pour les langues (CECRL) propose une vision de la communication comme action où le locuteur est considéré comme un acteur social. La perspective privilégiée ici est de type actionnel en ce qu'elle considère avant tout l'usager et l'apprenant d'une langue comme des acteurs sociaux ayant à accomplir des tâches (qui ne sont pas seulement langagières) dans des circonstances et un environnement donnés, à l'intérieur d'un domaine d'action particulier. Si les actes de parole se réalisent dans des actions langagières, celles-ci s'inscrivent elles-mêmes à l'intérieur d'actions en contexte social qui seules leur donnent leur pleine signification. L'approche actionnelle découle de l'approche communicative et reprend les principes de l'approche communicative mais est plus rigoureuse, plus aboutie car c'est plus près de l'authentique.

L'approche actionnelle aide l'apprenant à sortir sa pratique de langue de la salle de classe et l'emmener au sein des milieux vivants et non simulés idéalement. Cette méthode voit la personne qui apprend une langue étrangère comme un individu social et pas uniquement comme un étudiant-apprenant. Et à l'aide d'approche actionnelle, cet acteur social devient utilisateur de langue. Même Delrue (2012) révèle que les apprenants mémorisent mieux s'ils sont capables d'associer une action à un mot. La même logique entraîne Puren (2009) à qualifier l'approche actionnelle comme une perspective de l'agir social et à expliquer que dans l'approche actionnelle pour la première fois, les apprenants sont considérés dans leurs activités d'apprenants dans l'espace et le temps même de leur apprentissage, comme des acteurs sociaux à part entière tandis que les approches traditionnelles et l'approche communicative veulent que les apprenants soient capables de réaliser eux-mêmes en société à la fin de leur apprentissage (…).

Dans l'approche actionnelle, l'utilisateur est orienté à faire un travail, résoudre un problème, réaliser un fait concrètement. L'apprenant est un utilisateur de langue susceptible d'agir dans un environnement socioculturel où la langue d'apprentissage s'utilise à l'écrit et à l'oral. L'approche actionnelle demande à l'apprenant non seulement d'évaluer ses capacités linguistiques mais aussi de se développer en personne sur le plan socio-affectif.

Comparaison entre l'approche communicative et l'approche actionnelle

L'approche communicative et l'approche actionnelle sont toutes deux partisantes du renforcement du travail de pratique de l'oral par rapport à l'écrit, mais il existe quelques divergences entre elles:

1. L'approche communicative est fondée sur quatre piliers :
   i. Les actes de parole
   ii. Les quatre compétences (compréhension orale (CO), compréhension écrite (CE),

expression orale (EO) et expression écrite (EE).

iii. La centration sur l'apprenant et

iv. L'évaluation formative

En revanche, l'approche actionnelle est basée sur des tâches. On travaille les paroles et les actions.

2. La centration dans l'approche communicative est sur les étudiants. On travaille souvent sur des situations de communication à deux. En revanche, dans l'approche actionnelle, la centration est faite sur le groupe classe. La communication s'effectue dans un espace social qui peut être plus ouvert.

3. Pour l'approche communicative, l'apprenant parle la langue française →acte de parole. L'apprenant se débrouille dans des situations de communication quotidiennes. Mais, l'approche actionnelle parle de tâche ou l'action que l'apprenant fait pour apprendre la langue.

4. Dans l'approche communicative, l'apprenant est un étranger de passage. Mais, l'approche actionnelle fait l'apprenant un citoyen. iv. Pour l'approche communicative, les décisions sont individuelles mais pour l'approche actionnelle, les décisions sont collectives.

5. L'approche actionnelle est pédagogiquement rigoureuse. Elle exige des matériels modernes comme le TBI (Tableau Blanc Interactif)/ TNI/TPI, DMI, Wifi, une tablette, ordinateur et les projecteurs pour la simulation d'action chez les apprenants. Mais, l'approche communicative demande requit seulement que l'apprenant communique en langue étrangère tout en parlant avec l'autre. vi. L'évaluation dans l'approche communicative est basée sur la compétence de communication. Cependant, les compétences langagières et des compétences générales individuelles et sociales constituent l'évaluation en perspective actionnelle.

Conclusion

Apprendre la langue française, comme nous avons déjà dit, c'est ouvrir la porte à de nouvelles expériences. Par ailleurs, l'apprentissage de la langue française ne se limite pas à maîtriser cette langue d'un point de vue purement linguistique, mais cette activité va au-delà de cette limité, elle englobe les phénomènes culturels et les situations langagières comme le pense Puren (2017) apprendre une langue, c'est apprendre à se comporter de manière adéquate dans des situations de communication où l'apprenant aura quelque chance de se trouver en utilisant les codes de la langue cible.

Pour qu'un apprenant puisse maitriser le français en englobant les phénomènes culturels et les situations langagières, un enseignant français doit adapter une méthodologie d'enseignement efficace. Cela veut dire que l'enseignant doit choisir une méthodologie qui répond au besoin des apprenants. Même Coianiz (2018) croit que tout acte d'enseignement suppose des choix ; l'on conçoit aisément qu'il s'agisse de choix concernant l'une des trois dimensions de la relation didactique : connaissance de l'objet d'enseignement du point de vue de l'élève, maîtrise des outils méthodologiques, capacité à identifier et à gérer (sinon à traiter) les difficultés éco-didactiques, relationnelles, qui ne manquent pas d'apparaître dans la classe. Pour Romary (2000), chacune de méthodologies répond à des besoins très spécifiques et ces besoins diffèrent suivant le public enseigné, les objectifs visés, les temps impartis, les programmes scolaires et les possibilités financières de chaque pays. Dans ce contexte, pour l'enseignement du français comme langue étrangère, les enseignants s'adressant aux méthodologies et méthodes (manuels) préparées d'après les besoins langagiers et les progrès technologiques des apprenants. C'est pourquoi nous avons exposé les différentes méthodologies de l'enseignement du français afin que les enseignants du française et les apprenants puissent adapter la méthode qui convient à leurs besoins.

A notre époque, nous trouvons que la méthodologie a déjà fait un nouvel élan dans le domaine de l'enseignement. L'enseignement/apprentissage du Français exige une pratique des méthodologies par l'enseignant, par lesquelles il va utiliser une des approches existantes en didactique de la langue française, selon les besoins et le niveau de ses apprenants, et surtout pour pouvoir s'exprimer entre eux. De même que Trương (2014), indique qu'on est arrivé à constater que chaque méthode devait répondre à un type de besoin défini, viser un objectif précis, servir un public déterminé. Le temps est bien venu où l'enseignant n'impose plus sa méthode à ses apprenants. Par contre, ce sont les apprenants qui choisissent la méthode qui convient à leur besoin. On voit naître de nouveaux moyens d'enseignement au XXI' siècle. L'apprenant a la capacité d'organiser, de concevoir et d'accompagner un projet d'enseignement utilisant les possibilités offertes par les nouvelles technologies, principalement dans le cadre de l'usage des réseaux.

Actuellement, on assiste à une croisée des méthodologies en didactique du Français Langue Etrangère, il n'y a pas de méthodologie unique, miracle, spéciale ou forte sur laquelle tous sera basée. C'est pour cela qu'il y'a eu une naissance d'un éclectisme méthodologique depuis une vingtaine d'années, en proposant une diversification théorique et méthodologique en classe du Français Langue Etrangère. C'est pourquoi on entend aujourd'hui l'approche ou méthode communicative/actionnelle. En effet, aucune méthodologie n'est parfaite et donc la meilleure pour les enseignants est la méthode éclectique ou la méthode mixte.

Recommandation

Après avoir vu les différentes méthodologies de l'enseignement du français, nous recommandons que le ministère de l'Éducation du Nigéria et les développeurs de cursus incluent les nouvelles approches d'enseignement du français dans le cursus.

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