

Language, Education and Manpower Development in the Present-Day Nigeria

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Abstract

Students of secondary and tertiary institutions are, by the nature of their education and training, potential socio-economic manpower and political force for personal/individual development as well as national manpower development. In Nigeria, as in all nations of the world, this tends to be the primary goal of establishing secondary and tertiary institutions such as grammar and high schools, the polytechnic, colleges of education and universities. The knowledge and skills acquired in these institutions are therefore expected to translate into concrete personal and national advancement socially, economically and politically. Language naturally provides a ready means for communicating skills and expertise that are impacted on these students and in which they too express their competence, skills and expertise in pursuit of personal and national goals. Thus there is the need for competence in the use of the language of education as well as in language of general communication. By the accident of history, Nigeria, a multilingual country, has become officially bilingual. This fact has precipitated a precarious linguistic situation for most present-day students of tertiary institutions in Nigeria. Close observations have shown that many of them are neither competent in English, which is their official language, nor in their indigenous languages. Research has shown however that competence in both or either the official language or indigenous languages is not only desirable but is also required for individual's personal advancement as well as national development. Based on personal observations, surveys and observations of others such as my students and colleagues at the University of Lagos and other universities, polytechnics and colleges of education as well as grammar and high schools, I present, in this paper, my own perspective about the state of language, education and manpower development in the present-day Nigeria.

Keywords: language, competence, education, manpower development

1. Introduction

The present-day Nigerian students can hardly be said to be proficient in English or even in any of our indigenous languages if we go by the cries and lamentations over the quality of education in our national newspapers. A picture of my perspective may be found in a few lines from William Butler Yeats' poem which serves as an epigram in Chinua Achebe's famous novel, *Things Fall Apart*:

Things fall apart
centre cannot hold
Mere anarchy is loosed
upon the world.

These lines may be said to illustrate the pathetic situation of the Nigerian students of secondary and tertiary institutions and the bilingual/multilingual environment in which they presently have found themselves. My thesis is that lack of competence in either or both English and any of the indigenous languages is precipitated by their precarious linguistic situation. The issue can be examined from the following five factors or subheadings:

1. The state of English language in Nigeria
2. The state of Nigerian languages
3. The state of education
4. Bilingualism / Multilingualism and Secondary and Tertiary Students
5. Linguistic competence and career development
6. Panacea for improvement and contribution to national manpower development.

2. The State of English in Nigeria.

The fact that the Nigerian students in tertiary institutions are hardly proficient or fluent in English, as the older generations with their standard six certificates, is obvious. At home, at school and in the office, the English that the Nigerian youths speak and write can scarcely be said to be good because of its mispronunciation, misplacement of stress, wrong spelling, mechanics and grammatical infelicities. Merely listening to a few university undergraduates provides enough evidence to justify the claim that the present-day Nigerian students scarcely speak or write good English. Although it is natural for some linguists (see Yoloye, 1964; Banjo, 1969;

Bamgbose, 1971, 1977 and 1993; Adekunle, 1974; Oluikpe, 1976; Adetugbo, 1977, 1979, and 1984; Jowitt, 1991 Awonusi, 1993;) to claim that we now speak a domesticated form of English in Nigeria that is aptly called Nigerian English, there are other Nigerian linguists (see Adesanoye, 1973, 1980, and 2005 ; Olagoke, 1975, 1980; Ochereome, 2004) who deplore the level of standard of English among secondary and tertiary students. But this has its implications since English, which is our official second language, is an international language. Thus from a global perspective, the Nigerian students as youths would need to communicate with the rest of the world in the English that is not only internationally acceptable but also internationally intelligible. The question then is, if the youths speak and write a form of English that is considered by the older generation of Nigerians as poor or deplorable, how would they be able to communicate effectively with the rest of the world? This then is a problem!

3. The State of Nigerian Languages

If it seems worrisome that Nigerian students are hardly competent in spoken and written English today, it is likely to be more worrisome that they are even less competent in spoken and written Nigerian languages. As far as I know, only very few Nigerian youths of today may be said to be competent in their mother tongues – if they speak or write them at all. It is sad that many of the Nigerian youths of today who could speak and write their mother tongues can only use the urban forms/varieties of such languages. The state of our indigenous languages is so deplorable that people with insights now think that they are becoming endangered.

This situation was precipitated by a number of factors including external influences and lack of interest in their use and development. To make this point clear, Professor Wande Abimbola, a former Vice-Chancellor of the Obafemi Awolowo University, Ile-Ife, at the 3rd *Oodu'a Distinguished Lecture*, in November 2010 lamented that
the language of Yoruba and all enviable Yoruba cultural endowment could go into extinction.... In most homes, some educated people now find it difficult to communicate with their children in their mother tongue.

In fact, evidence suggests that the Yoruba indigenes have lost or are losing much of their cultural endowment like drumming, songs, folktales and dressing because of the recognition they have given to the English language at the expense of their mother tongue.

In a similar vein, the Chairman, Governing Board, National Institute for Cultural Orientation, Ambassador Abubakar Ibrahim Ganyama expressed the fear, in August 2010, that “some Nigerian languages may suffer total extinction in a few years due to neglect by organisations and other bodies responsible for language and cultural preservation in Nigeria.” A more pathetic picture was painted in the *Vanguard* of 23 September 2011 in an opinion column entitled “Nigeria: Saving Igbo Language from Extinction”. The relevant extract is presented below:

- (a) ... some decades ago, stories were told about school children being slammed with all manners of punishment for speaking Igbo in the classroom!
- (b) any student that offered Igbo language in school certificate examination was laughed to scorn.
- (c) Back in individual Igbo homes, parents no longer told scintillating, entertaining and educative folktales to their children. Several families no longer find it fashionable to talk to their children in Igbo language or teach them Igbo idioms and proverbs.
- (d) Everyman, irrespective of his relationship to an Igbo child of this day and age, has since transformed into an “uncle”. For the women, they turned “aunties”.

The points raised in this opinion column can be said to be true of all or most Nigerian languages today. But the question is, “Are the Nigerian youths aware of their precarious situation and the poor state of their spoken and written English and indigenous languages?” The purpose of this paper is to draw attention to the deplorable state of the present language situation in Nigeria. This brings us to the next issue. That question tends to require our review of different perspectives on the state of education in Nigeria which is done in the next subsection.

4. The State of Education

Most people who talk about education in Nigeria give the impression that they know it all... The thing you will hear most of the time is that the standard of education is falling. That people go to school today and come out knowing nothing. But I'm sure that you have heard people also who talk about how well Nigerian abroad are doing in various spheres of education, in

science and in technology. And, you wonder whether those are very special Nigerians. I'm telling you they are not. The truth of the matter is that Nigeria has a lot of talents at home and abroad. It is true that our educational system has had a lot of problems in the past two decades or so. But we are not faring badly... We can renew the faith of our people in education (Prof. Fabian Osuji, erstwhile Minister of Education in an interview with *Vanguard's* reporter, Ochereome Nnanna, on the quality of education in Nigeria, on the 18th of March 2004).

The statement was made about a decade ago yet it seems a true or an objective perspective on the state or quality of education in Nigeria today. The quality of education in Nigeria today may be seen as resting on the three planks noted by Prof. Fabian Osuji. Plank number one is the content of education: curriculum. What are we teaching in the schools? The second has to do with the teacher. Who is teaching what and how is he teaching it? The third is the environment of teaching and learning: the classrooms, libraries, laboratories and workshops. At all levels of our educational system, how are these equipped to meet the challenges of improved education?

It is important to consider each of those planks more closely for us to be clear about the quality of educational system in Nigeria. Now consider a summary of the brief history of education in Nigeria, before and after independence, by Prof. Peter Okebubola, former VC, LASU, in the *Guardian* of April 23, 1998.

In the 50s and 60s, the schools were able to effectively discharge their duties to learners on account of the high level of commitment of teachers. In the early to late 70s, the oil boom period was at its peak, teacher's pay was attractive and there was a car to go with it. Teachers were well-motivated by the good welfare scheme and the availability of materials with which to teach. In fact, in the 50s, 60s and late 70s, teachers were regarded as little gods.

By mid 80s, the economy started taking a dip and the amount of funds into the school system tapered. Inflation ate up the salary gains of the teachers earned in the oil boom days and the N2,400 brand-new' Japanese car that the teacher could buy with his/her car loan in 1971 could just buy one or two tyres in 1980 and hardly could buy one fairly used tyre in 1997. Consequently, teachers' morale fell, even students' motivation dropped, and by 1986, the Senior School Certificate Examination results was reported to be the worst in decades.

The rapid fall in the standard of education and also the alarming rate of failure in the Junior School Certificate Examination drew everybody's attention when Prof. Dibu Ojerinde, the then Registrar, of National Board for Educational Measurement, in December 1997, gave the following performance trend in selected subjects over a three-year period (1995-1997). In 1995, the average score of students in Mathematics was 28.5 percent. Integrated Science was 30.6; Agric. Science, 36.5. In 1996, the average score in Mathematics was 28.8; Integrated Science 29.9 and Agric. Science 31.2 In 1997, the average score in Mathematics was 29; Integrated Science, 28.5 and Agric. Science 28.2.

The *Tribune* editorial of Tuesday, 7 October 2003 pathetically relates teachers' experience thus:

Teachers knew stark sorrow in the 80's. Their salaries were not paid for months. Landlords ejected them from their rooms. There was even a story that boards advertising rooms to let told teachers that they were not wanted. The story was probably apocryphal, but there was no doubt about the rude reversal of the apotheosis of teachers: in the 1950s, say, they were regarded as little gods; in the 1980s, they were seen as sacrifice unworthy of even false gods.

From the short historical perspective, it is clear that the problems that we currently encounter in our educational system crept in from the late 80s as a result of the socio-economic crises that befell teachers during that period. Since that time till now, government at Federal, State and local levels as well as private individuals and organizations have made several attempts to rescue our educational systems through the provision of more funds, training and retraining of teachers and establishment of private educational institutions with competitive salaries. Let us now consider the three planks which determine the quality of education.

The first is our educational curriculum. This relate to the question of what is taught in our schools. *The National Policy on Education* (NPE) (1977, 1981) and its 6-3-3-4 system determine to a large extent the content of our current educational system. Going through the NPE one may not see any fault in the philosophy and objectives of education as enshrined in the document. This point is well-articulated and explicated by Dr. Magaji Aliyu Darisarai of the Federal College of Education Bichi, Kano State. To him, as well as to many Nigerians, the problem is not such much with the content of Nigerian education system but with difference between policy and implementation. This contradiction arises because government's definition of the aims of education and the average Nigerian's purpose of going to school or investing in the education of his children is at variance.

Government wants people to acquire education for its inherent good, but Nigerians send their children to school for the purpose of seeking government jobs after graduation. Thus education acquired fails to meet the need of the people as only a few people are employed after graduation.

Worst still, the overall teaching in the schools has very little relationship to the realities of their host communities. For instance, the language of instruction is alien or foreign in origin; most of the books used are foreign and unavailable; the knowledge disbursed or imparted to the youngsters is abstract, far-sounding and of little practical value. Even the vocational schools are not left out as they teach children industrial skills which require large capital base for take-off purposes, thus hindering self-employment and small scale industrialization in poor rural communities.

The solution is to integrate the teaching of local crafts, practical agriculture, social studies project, and community service into the school curriculum. The inclusion of Home Economics and Civics is a welcome development. The point here is that the curriculum should be tailored to meet the immediate need of the local communities including language needs. Prof. Babs Fafunwa's experiment at OAU, Ife with Yoruba as language of teaching of subjects may have its teething problems. But the use of indigenous language to teach in early education should be considered a welcome development. The necessary books and instructional materials in the mother tongues of the pupils' environment should be developed and made available to schools.

The second plank relates to the teacher. The question we may ask is, who is teaching what and how is he teaching it? The main problem here is that the country does not have enough teachers to run the so many schools established with diverse areas of specialization. It is important to note that without adequate teachers at the primary, secondary and tertiary levels, the nation's educational goals cannot be achieved. This is because without a sound foundation in education all other sectors of the nation's life would suffer. As already noted, teachers are still not well-paid and their payment is not still regular. How do we then expect people to go into the profession? People who are in the teaching profession now use it as a second job. They have something else doing unlike in those days when teachers in the village were after the success of their students. In those days, after the village head, it is the teacher in terms of recognition. But these days, it is the opposite since the teachers are not even interested in what they are doing. This is the insight given by Mr. Adeniran, a former JAMB's Director of Computer Service in a dialogue with *The Comet* of Monday, December 15, 2003.

We are all aware of the consequences of low morale of the few available teachers. More students are failing terminal and public examinations because dedicated teachers have been frustrated out of the system, leaving only the "Jacks of all trades and masters of none who took to teaching only as a means of survival." Moreover, as noted by John Omo-Ikiredah in the *New Nigerian* of 12 July 1978, no right thinking person should expect a person in this state of economic, social and psychological imbalance to deliver the goods.

It is also important to consider the open nature of teaching as a profession. The indiscriminate recruitment, especially in the 80s, of half-baked (non-professional) school leavers as teacher must have done more harm than good to the uplift of standards. Similarly, as a result of lack of prestige, no one seriously wants to take to teaching as a lifelong vocation and thus the lack of commitment or devotion to the profession.

The inconsistencies and bias inherent in our educational system and National Policy on Education also accounted for the problem of inadequate and unqualified teaching personnel. In fact, the preference for 'superior' institutions such as universities and polytechnics, brought about mistreatment and less regard for the teachers who went through colleges of education considered as the "inferior institutions". Moreover, the several changes that have occurred in our educational system may be seen as one of the root causes of the problem of teachers that we now face. From the 60s to the late 80s, we operated the 6-5-2-3 system meaning six years in primary school, five years in the secondary, two years in a higher school and three years in the university. Later, the system changed to 6-5-4 meaning six years in the primary, five years in the secondary and four years in the university, all without a provision for the college of education. Now we operate the 6-3-3-4 system where a child spends six years in the primary school, three in junior secondary, three in the senior secondary and finally four years in the university, leaving out the college of education. Since the duration of any course in the college of education is three years, they may be said to operate a 6-3-3-3 system. Thus there is the conflict between the 6-3-3-4 system operated by the universities and the 6-3-3-3 system operated by the colleges of education.

This disparity may have caused the disrespect or disdain for graduates of colleges of education who are seen as 'inferior' to the graduates of universities. But the colleges were primarily established to produce teachers at both the primary and secondary school levels. This is why the colleges of education and their products are often seen as second class institutions and citizens respectively. This point is well-explicated in the *Punch* education column of Tuesday, November 14, 1995.

The third plank in this regard is the environment of teaching and learning. There must be a conducive teaching and learning environment in order for us to achieve, maintain, or sustain high standard in our educational system. This environment may be said to be lacking presently. The reasons are not far-fetched

- (1) School buildings and teaching materials are alien or foreign to the host communities and not maintained or available.
- (2) There is a lack of a sense of belonging as well as lack of teaching of survival skills in the school localities.

Thus the schools today fail to reflect the nature or realities of their communities since they are mostly conventional even in their structure or construction.

Having looked at the past and present situations of our educational system, it is also important to consider those factors that could help improve the quality of education in Nigeria.

1. Government's commitment at all levels to the education sector, in terms of adequate funds, equipment, solid and relevant structures, laboratories, libraries, including e-libraries, is urgently required.
2. Experienced and efficient management in all schools must be put in place by governments, institutions and private owners of schools.
3. The society and the poor attitude of government to education in terms of neglect or inadequate or lack of proper monitoring as well as inconsistencies in educational system and policy must be urgently addressed.
4. Problems of job opportunities where more emphasis is placed on science, professional and commercial courses to the detriment of humanities and social sciences should be tackled or redressed once and for all.
5. The disparity, discrimination and bias in the treatment and recognition of graduates of polytechnics, colleges of education and university should be addressed through a sort of harmonization of their different curricular.
6. Moreover, the objectives of education as enshrined in the NPE should be redefined to achieve the desired harmony between expectations of Nigerians and government programmes and thus making education respond to the socio-economic dynamics of our society.
7. Genuine grassroots development through self-assessment must be enhanced by government and communities.
8. Promotion of mediocrity and sycophancy at the expense of merit should be discouraged immediately.
9. Students should be encouraged to develop a positive mental attitude to life so as not to underestimate their own potential to achieve greatness in life.
10. Students should be properly monitored, mentored and encouraged to develop communication skills in English that would enhance their success in their future careers while being discouraged from immoral behaviour.
11. Teachers should be given their due and adequate respect and recognition. Teaching profession should be well-remunerated and dignified so as discourage teachers from seeing it as a stopgap for other lucrative jobs. Incentives like scholarships and in-service training should be provided for young teachers and those in training.
12. The private sector should be encouraged further to do much more for education than they are presently doing, in terms of awards, scholarships, prizes donations, employment, etc.
13. Finally accountability, probity, openness and due process should continue to be encouraged and promoted at all levels of education.
14. Students should be encouraged to study original local and foreign books that are relevant to their courses or subjects.
15. Teacher's council at both the state and national levels should be encouraged to take charge of registration, recommendation for promotion, recruitment and discipline of teachers.

I shall now highlight instances of spoken and written English in Nigeria that are evident of the poor state at the phonetic phonological, syntactic, lexical and idiomatic levels.

Phonetic/Phonological Evidence

- a) Non-differentiation of long and short vowels as found in the standard British or American English in pairs of words like:

pot (pɒt)	for	port (pɔːt)
ship (ʃɪp)	for	sheep (ʃi:p)
sit (sɪt)	for	seat (si:t)
will (wɪl)	for	wheel (wi:l)

- chick (sIk) for cheek (tsi:k)
- b. Non-articulation of central vowels, semi-vowels, sibilants, dentals such as (j, ʒ, ʌ ; +s ʒ, ʒ, θ, δ, v) and glottal fricative (h) that are absent in most Nigerian languages. Consider the following:
1. Church is pronounced by many as (sɔ :s)
instead of (tʃɜ:ts)
 2. Chicken as (si:kin) instead of (tsi:kn)
- c. arbitrary h-dropping or -insertion in into words as in the following:
- | | | |
|----------|---------|------------|
| husand | ushand | |
| holy | | oly |
| help | | elp |
| hardsome | andsome | |
| eye | | high (hai) |
| instead | | of (ai) |
- d. wrong placement of stress as in the following
- | | | |
|-----------|------------|----------|
| maDAM | instead of | MADam |
| chALLENGE | instead of | CHALenge |
| reSEARCH | instead of | REsearch |

Lexical Evidence

At the lexical and morphological level, instances abound but the following suffice:

- a. `matured` instead of `mature` as in
Mary is a matured woman!
- b. `opportuned` instead of `opportune` as in
John was opportuned to become the chairman.
- c. `invitees` instead of (invited) `guests` as in
Mariam was one of our invitees.
Other examples may include the use of `supervisees` instead to `persons being supervised`.

Syntactic Evidence

At the level of syntax, we find more instances of poor English as in the following.

- a. Pluralisation of non-count nouns such as stationeries, jargons, kiths and kins, junks slangs, jewelleries, equipments, informations etc. which do not normally take the plural form/morpheme in the standard British or American English.
- b. omission of articles in count-nouns and descriptive nouns/noun phrases as in the following examples.
 - 1a* Tade has stroke.
instead of
 - 1b Tade has a stroke.
 - 2a* Please get me cup.
instead of
 - 2b Please get me a cup.
 - 3a* Did you read Punch today?
instead of
 - 3b Did you read The Punch today?
 - 4a* University of Lagos is to celebrate its 50th anniversary in June.
instead of
 - 4b The University of Lagos is to celebrate its 50th anniversary in June.
- c. The use of the preposition in where on and at should be as in the following.
 - 5a* Kunle was in the bus when you called.
instead of
 - 5b Kunle was on the bus when you called
 - 6a* The Baby was in her back when John arrived.
instead of
 - 6b The baby was at her back when John arrived.

Other expressions include the use of words and phrases such as “sorry”, “well-done” inappropriately.

Idiomatic/ Metaphorical Evidence

There are several instances of inappropriateness and misuse of English at the idiomatic/metaphorical level. Consider the following expressions which are peculiar to the Nigerian usage. There is the use of `disvirgin` instead of `deflowered` as in “Kate was disvirgined by the armed robber.” Others include the use of `mannerless` for `ill-mannered`; `put to bed` instead of `to give birth to` or `be delivered of a child`; `letter-headed` instead of `letter-head`; `toast`/`chase` instead of `woo`; `drop` instead of `alight`; `a little bit` instead of either `a little` or `a bit`. Expressions such as “birds of the same feather”; “you can’t eat your cake and have it” are the Nigerian versions of the Standard English expression “Birds of a feather flock together” and “You can’t have your cake and eat it”. These are some of the instances of bad English that most Nigerians speak and write (see Banjo, 1969; Bamgbose, 1971; 1993; Jowitt, 1991; Osuafor, 1992; Awonusi, 1993). We shall now explicate the linguistic pluralism that seems to precipitate the undesirable scenario above.

5. Bilingualism / Multilingualism and Secondary and Tertiary Students

Bilingualism, a state of being able to speak two languages, and multilingualism, a state of being able to speak more than two languages, tend to be a vehicle for rapid expansion of cultures, knowledge, skills and general economic and political development in terms of scope. Thus, the fact that Nigeria is officially bilingual and socio-culturally multilingual should be seen as an added advantage. If properly explored, the multilingual and bilingual milieu of the Nigerian nation could lead to rapid globalization and development, especially manpower development. The Nigerian youths could then take the advantages of multiple and global ideas, concepts, principles, cultures and so on and transform into strong socio-cultural, economic, technical and scientific manpower that would serve as the engine room for national development in all its ramifications such as in health, education, economy, energy, labour and so on (see Linden, 1991; Shaeffer, 1997).

There is a problem associated with the bilingual or multilingual Nigerian tertiary students however. The problem is that they are neither competent in their mother tongues nor in their second language, English. They do not speak or write their mother tongues well enough or speak or write their English well-enough. The attempt by the Nigerian students to acquire skills, knowledge and expertise in various fields of human endeavour is therefore diminished by lack of proficiency in their spoken/written English as well as in their spoken/written indigenous languages. The assumption that by being bilingual or multilingual is enough to make one succeed in a globalised world may be a delusion. It may also be a delusion to assume that by being bilingual or multilingual, one is bound to be on the threshold of socio-economic development.

Research has shown that bilingualism and multilingualism have their own demerits or disadvantages (see Emenajo, 1990; Thomason, 2001; Thomason and Kaufman, 2002; Bradley and Bradley, 2002). Their major demerit is said to be that they tend to engender cultural pressure on the minority or sub-ordinate population which may lead to language endangerment, loss or extinction. Thus American linguists, Sarah Grey Thomason and Terrence Kaufman, note that institutions such as the educational system, as well as (often global) forms of media such as the internet, television and print media play a significant role in the process of language loss. Similarly, Wade Davis, a cultural anthropologist, points to the dangers of “modernization and globalization as threats to indigenous cultures and languages throughout the world. His argument is that just as the biosphere is being eroded by these forces so too is the “ethno sphere” – the cultural well-being of life. So the thinking by students of tertiary institutions in Nigeria that they are bilingual / multilingual may be seen as a delusion since they are competent neither in one nor in the other of the languages they speak or write.

6. Linguistic Competence and Career Development

The students of secondary and tertiary institutions of any nation form or transform into its present or future workforce or manpower. The importance of language, which is the most efficient tool of professional communication in every human society, is obvious. Competence in a language provides the best facility for an individual to express/share/communicate his ideas, views, knowledge, skills and expertise to others who speak his language. Moreover, competence in one’s language helps to build and enhance self-confidence and good image for the speaker/writer. It creates an impressive and pleasant impression of efficiency, tenacity, productivity, dexterity, diligence and expertise for the speaker/writer. In fact, it advertises the best image or face of the speaker’s social and professional attributes.

7. Panacea for Improvement and National Manpower Development

Competence in mother tongues and national languages is assumed to be germane to personal career improvement and ultimately overall national manpower development. In order to improve their competence in the use of English and in our indigenous languages, students of secondary and tertiary institutions in Nigeria must consider the following:

1. Re-training in and exposure to native English through listening to BBC special English service, or VOA, and other foreign stations, from native English communities.
2. Reading more of books published by native speakers of English.
3. Re-training in and showing more interest in our indigenous languages.
4. As technical persons, familiarity and constant use of technical English is necessary.
5. Making a deliberate attempt to understand the indigenous technical terms of our indigenous languages is necessary to improve our technical skills and knowledge.
6. The use of technical reference books and materials such as technical dictionaries, encyclopedia, atlases, compasses etc. is crucial to language development and competence.

Governments at the federal, state and local levels as well as their agencies, ministries and parastatals must enforce and implement regulations in the *National Policy on Education* to achieve the goal and objectives of national manpower development.

7. Conclusion

From the foregoing, it becomes clear that there is the need for all secondary and tertiary students to improve their proficiency in both the English and indigenous languages. To attain this, government as well as individual must make conscious efforts at implementing the panacea for improvement and national manpower development as highlighted above.

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