LITERATURE - IN - ENGLISH AND THE GENERAL STUDIES CURRICULUM FOR NIGERIAN POLYTECHNICS: THE NEED FOR CHANGE

BY

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DECLARATION

I declare that this thesis is my personal research work. To the best of my knowledge, this topic has never been presented anywhere, either wholly or partially, for the purpose of the award of a higher degree. All the quotations and sources of information are, however, duly acknowledged by means of references in the work.

_____ _____

Kure, Alexander Date

CERTIFICATION

This thesis "Literature-in-English and the General Studies Curriculum for Nigerian Polytechnics: The Need For Change" by Kure, Alexander meets the regulation governing the award of the degree of Doctor of Philosophy, English (Literature) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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Dean, Post Graduate School	Date

DEDICATION

To those that pray

and

To Almighty God who answers.

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ABSTRACT

Although the Polytechnics were established to produce middle-level technical manpower, the 1981 (revised in 1998) *National Policy on Education* (NPE) still provides pedagogical policies aimed at instilling in the Polytechnic graduates a sense of the social and human context in which they will operate. In compliance with the policies, the National Board for Technical Education (NBTE) and the Polytechnics evolved General Studies Courses which provide instructions in a variety of subjects in the liberal arts and humanities. In the last twenty (20) years, this practice has been in force and has become entrenched in the Curricula of the Polytechnics. However, over the years, there has been a growing concern over the efficacy of these policies. This study examines the appropriateness of the Literature-in-English (Literature) component of the 'General Studies Course Specifications or Curriculum' currently in use in Nigerian Polytechnics. Specifically, the study investigates the extent of the curriculum's conformity with the provisions of the *National Policy on Education.* In the context of deficiencies discovered in the existing Curriculum, the study proposes an appropriate curriculum for Literature. The study is thus divided into five chapters.

Chapter one provides an over – view of the area of study as well as the conceptual background of the study. It also relates the provisions in the *National Policy on Education* for the teaching of General Studies with the existing shortcoming of the General Studies Course Specifications for National Diploma and Higher National Diploma in Nigerian Polytechnics. In addition, it discusses the research problem, assumptions, objectives, hypotheses, significance, theoretical framework, and the scope and limitations of the study.

Chapter two provides a general review of existing literature. It discusses the concept of Literature and the relationship between Literature, Science and Technology. It

also discusses issues in the *National Policy on Education* and the concept, the components, the patterns, and the process of curriculum development. Chapter three discusses the research methodology. Five research questions and three assumptions were formulated for the conduct of the study. In addition, three separate questionnaire instruments were used to collect data. Chapter four analyses the data collected in chapter three and presents the data collected in tabular frequencies and percentiles. These findings are used to validate the research assumptions.

Chapter five is the conclusion on the study. It demonstrates that although the *National Policy on Education* is focused in its objectives, the application of these objectives to the General Studies Course Specifications for National Diploma and Higher National Diploma in Nigerian Polytechnics and their implementation have remained unsatisfactory, and even counter-productive. Therefore, the study proposes a review of the General Studies Curriculum and its pedagogy for Literature.

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CHAPTER ONE

INTRODUCTION

1.0 CONCEPTUAL BACKGROUND

Education throughout the world has for many centuries revolved around a selective function. In this context, much of the energy of teachers and administrators has invariably been devoted to determining the students who should pass and those to be dropped at each major stage of the education program. However, in contrast to this selective function, the view has also developed that education has as its primary function the development of the individual. The central task of the schools is therefore to develop those characteristics in students which will enable them to live effectively in a complex society. The underlying assumptions here are that talents can be developed by educational means and that the major resources of the schools should be devoted to increasing the effectiveness of every individual pupil rather than to predicting and selecting talents. Education should thus be increasingly concerned with the fullest development of all and the responsibility of the schools to create the requisite learning conditions which will enable each individual to reach the highest level of learning possible.

There was a time when "education" was used only in a generalised way to refer to any process or occurrence which influenced a persons development, but over the last Century particularly, a far more specific

application of the term has emerged. In 1867, John Stuart Mill, quoted in Cavenaugh (1931:133) drew a distinction between a wide meaning of "education" –whatever helps to make the individual what he is or hinders him from being what he is not"- and a narrow meaning which referred to the 'culture" *purposely* transmitted to new generations, " in order to qualify them for at least keeping up, and if possible, for raising the level of improvement which has been attained".

Subsequent educational theorists produced many variations on the theme of the 'narrower' meaning. Nunn (1945:12), for instance, declared that "the primary aim of all educational effort should be to help boys and girls to achieve the highest degree of individual development of which they are capable". Whitehead (1929:1) looked to produce people "who possess both culture and expert knowledge in some special direction". This expert knowledge will give them the platform to start from while culture will lead them as deep as philosophy and as high as art. Lawrence (1923:67) asserts that education means leading out the individual nature in each person to its true fullness and Hutchins (1953:70) insists that in contrast to the family and the church, "Education deals with the development of the intellectual powers." Many years after Mill, Peters (1969:9) draws much the same distinction between an "undifferentiated "sense of "education" referring to socialisation processes in general and its "differentiated" normative sense associated with the training of the educated person who could be identified as:

a. An educated man is one whose form of life - as exhibited in his conduct , the activities to which he is committed, his judgments, and feelings - is thought to be desirable.

b. Whatever he is trained to do he must have knowledge , not just knack and an understanding of principles. His form of life must also exhibit some mastery of forms of thought and awareness which are not harnessed purely to utilitarian or vocational purposes or completely confined to one mode.

c. Ones knowledge and understanding must not be inert either in the sense that they invoke no concern for the standards immanent in forms of thought and awareness, as well as the ability to attain them.

Regardless of the excesses and extravagances that tend to creep into such discourse, it is obvious that there are two different meanings of 'education ' in common usage today. On the one hand, there is that sense which is largely synonymous with socialisation while on the other hand there is a sense which points specifically *beyond* socialisation, usually in the direction of full personal development.

In general terms, education is a process which changes the learners. This is why the *National Policy on Education* (NPE) (1998: 1) describes it as "a dynamic instrument of change". Given its capacity to transform its object, therefore, each program, course, and unit in the education process is moulded to bring about some significant change or development in students. Students who have completed a unit of education should thus be different from those who have not had it. Although some of the differences in a learner, from the beginning to the end of tertiary education, for instance, are to be attributed to maturation, growth and the influences of varied experiences, it is equally important that the changes produced by education are in the last analysis, determined by the school, the curriculum, the instructional or delivery structure and method.

However, learning is restricted to vocational competencies only. On the contrary, learning prepares one to be an effective parent, citizen, and consumer or producer of goods and services and to understand and accommodate changes in the world. Faure, (1972:80) feels that education, whether by the school or other means, must be regarded as a process

that inculcates knowledge to the learner in not only a particular vocation, but in all other vocations in order to produce a fully developed individual.

The concern here is with means and ends. An individual student can be markedly affected by specific teachers, by interaction among and between students, the teachers and the subject of study and by particular combinations of experiences. For research and other evaluative purposes, it is important to disentangle this great variety of processes and experiences to determine what has influenced each student the most. Consequently, concern with evaluation transcends an attempt to describe, appraise, and in part influence the changes which take place. It is more fundamentally analysing all the processes which make it impossible to bring about direct changes. This study therefore explores the variables regarded as significant in producing change in learners in the context of Polytechnic education in Nigeria.

In proposing this view of the educational process, it is expected that education can produce significant changes in learners if their interests are sustained. This is not to say that all learners will change if their interests are sustained in exactly the same way and the same degree. Nor is it that all teachers, curricula, and schools will be equally effective in changing their students or will do so in the same way and to the same degree. Despite these limitations, however, eventual change is possible given a positive response from the student or a projection of his desire to learn.

1.1 THE DEVELOPMENT AND GROWTH OF POLYTECHNIC EDUCATION IN NIGERIA

At the beginning of the 20th Century in colonial Nigeria, the shortage of British trained technical staff / personnel, created the need to train the indigenous manpower to take over some of the available skilled jobs. This

brought about the establishment of department schools like the Nigerian Railway Training School, Lagos (1908), which later moved to Ibadan in 1928 and to Oyo in 1934, Marine Training School (1928), Schools of Agriculture at Samaru - Zaria and Ibadan (1930), Public Works Department Training School, Lagos (1931) the Posts and Telegraphs School (1930), Veterinary School, Vom (1935), and School of Forestry, Ibadan (1938). After several years, technical education of the Polytechnic type was taught in Technical Institutes. These institutes include Yaba Technical Institute (1948) and those in Kaduna (1958), Enugu (1958) and Ibadan (1960). In the early 1960s there was high demand for intermediate level manpower. Hence the status of the premier Federal and Regional Technical Institutes in Yaba, Kaduna, Enugu and Ibadan were elevated to Polytechnics.

1.1.1 Pre-independence Period

It took more than fifty (50) years after Western type of education came to Nigeria for some form of technical and vocational education to be taught. This was first by the Christian Missions. One of the early post-primary institutions of renown in West Africa was the Hope Waddell Institute, Calabar, established by the Presbyterian Church of Southern Missions in 1895. It was the first to have meaningful programmes in technical and vocational education in its curriculum. The three sections were secondary, teacher training and industrial. The industrial section was concerned with training students in various trades such as tailoring, carpentry, printing, baking, agriculture among others as well as other general education

subjects. Other missions which had some programmes of technical and vocational education were the Church Missionary Society (CMS) and the Roman Catholic Mission (RCM).

1.1.2 Department Schools

The curriculum of a few government primary schools contained one to two technical subjects but the government in its regular schools gave no technical education.

The government later set up Department Training Schools to produce technical staff for the respective departments of Government service. Each school was managed by its own department and duration of programmes varied from one year to six years, depending on the programme. Admissions were tied to the existing vacancies in the department and annual intake was therefore limited.

Due attention was not paid to these schools until the period after the Great Depression of the 1930s. The recruitment of expatriate technical staff during the depression period was limited by circumstances and the indigenous staff had to be trained to make up for, or at least fill part of, the gaps created by the expatriates. The training schools thus established include the Nigerian Railway Training School, Lagos (1908), which later moved to Ibadan in 1928 and to Oyo in 1934, Marine Training School (1928), Schools of Agriculture at Samaru - Zaria and Ibadan (1930), Public Works Department Training School, Lagos (1931) the Posts and Telegraphs School

(1930), Veterinary School, Vom (1935), and School of Forestry, Ibadan (1938).

One common feature in the training pattern of the department schools was the incorporation of practical experience either in between the theoretical periods or at the end. The existence of many of these schools ceased with the establishment of Yaba Technical Institute in 1948.

1.1.3 Establishment of Technical Institutes and Trade Centres Up To 1960

At about the time when some of the department schools were being set up, the colonial authorities decided that an institution of higher learning be established in Nigeria, hence the establishment of the Yaba Higher College in 1932. The school ran diploma courses in Engineering, Medicine, Pharmacy, Teacher education, Agriculture, Surveying and Forestry. The Yaba Higher College contributed immensely to the production of technical manpower.

The first attempt to set up a formal technical and vocational education institute was made in 1945 when the colonial government set up a Commission on Higher Education in West Africa under the Chairmanship of Sir Walter Elliot. The Elliot's Commission proposed that the premises of the defunct Yaba Higher College be converted to a Technical Institute, and that other technical institutes be established at Enugu and Kaduna. The Commission also recommended that in order to utilise the facilities of the defunct Yaba Higher College (which was moved to Ibadan), the

department schools should be brought together to form a Technical Institute at Yaba. The Commission further recommended that:

> *The Higher College at Yaba can provide not only the building but also much of the necessary equipment, and we recommend that it should become the technical institute of Nigeria. It would provide (we believe more especially) for much of the institute at present being given in several government department.*

The Yaba Technical Institute was therefore established in 1948 with courses in Civil, Mechanical and Electrical Engineering and Building and Architecture. Other courses were introduced with time. Each of the then regional governments also established their Technical Institutes as recommended by the Elliot Commission. These were located at Enugu (1958), Kaduna (1958) and Ibadan (1960). Furthermore, the Yaba Trade Centre was established and located within the higher college premises to train craftsmen. Other government Trade Centres were set up before independence at Enugu (1953), Sapele (1955), Ijebu Ode (1959), and Oshogbo (1959) respectively. The trades taught included carpentry, joinery, bricklaying, fitter machining, motor vehicle mechanic, welding, among others. The training was regarded as an apprenticeship scheme comprising training at the centre for 2 – 3 years and two years industrial training.

1.1.4 Craft Schools and Handcraft Centres

Craft Schools were post-primary institutions developed mostly in Northern Nigeria and in which the different crafts as well as general education subjects were taught. This qualified the graduates for semi-

skilled jobs in industry or government departments or further training in Trade Centres. These Craft Schools have since been upgraded to Technical Colleges. Handcraft Centres were also established to provide some form of technical training in manual arts (woodwork and metal work) for upper-class primary school pupils. These were located mainly in the East, West and in Lagos.

1.1.5 Nigerian Colleges of Arts, Science and Technology

As a follow up to the Elliot Commission's report, a recommendation was made that a territorial college – an institution of higher technical education – be established in Nigeria. The government accepted this recommendation and appointed a two-man team to carry out an assessment for the need of this college and advised on its organisation and location. The Nigerian College of Arts, Science and Technology was then established in 1952 with its first branch in Zaria. Two others were established in Ibadan (1953) and Enugu (1955). These schools existed until 1962 when they were integrated into the University system as recommended by the Ashby Commission. The Zaria branch became the nucleus of Ahmadu Bello University, the Enugu branch became a campus of University of Nigeria, and the Ibadan branch was absorbed by the University of Ife (now Obafemi Awolowo University) as Ibadan campus.

1.1.6 Post Ashby Commission Period

In 1958 the Federal Government set up a Commission to conduct an investigation into Nigeria's needs in the field of post-school certificate and higher education over the next twenty years. This nine-man commission headed by Sir Eric Ashby of the Cambridge University submitted its report titled, "Investment in Education', in 1960. The Ashby report provided a comprehensive manpower analysis in Nigeria, which stressed the need for massive expansion of intermediate education if the country was to attain its requirements for high-level manpower.

In keeping with the Ashby recommendations, the technical institutes were expanded and new ones built with assistance from foreign companies and British Government grant. Hence Yaba Technical Institute was developed and renamed Yaba College of Technology. A new institution – the Midwest Technical College (later renamed Auchi Polytechnic) was established in 1964. The Enugu Technical Institute was also expanded and renamed College of Technology and subsequently Institute of Management and Technology. The Kaduna Technical Institute also benefited from the British Government grant. It was extensively expanded and upgraded to Kaduna Polytechnic in 1968 by merging three institutions namely, the former Staff Development Centre (now College of Administrative and Business Studies), the Survey unit (now College of Environmental Studies) and the College of Science and Technology. The Trade Centres and Technical Training Schools were also expanded and new ones opened between 1960 and 1970. As recommended by the

Ashby Commission, the students of these Centres were prepared for the City and Guilds of London Institute. In respect of commercial subjects, the examination of the Royal Society of Arts (RSA) was used.

1.1.7 The Oil Boom Period

The decade 1970 – 1980 witnessed the acquisition of huge revenue from the sale of crude oil and coincidentally a great deal of educational expansion at all levels including vocational education. Many Polytechnics were set up during this period. The National Board for Technical Education (NBTE) was established and the policy of one-tier diploma in Polytechnic with free technical education was introduced. This was the period of crash programmes when Nigerians were sent abroad for training as technicians and craftsmen. The Industrial Training Fund (ITF) was also established during this period.

1.1.8 Expansion of Polytechnics

In its review of the Second National Development Plan, 1970 – 1975, the Federal Government realized that there was a shortage of intermediate level manpower which constituted a major constraint in the execution of the country's development plans. In order to eliminate this shortage or at least to reduce it, the third National Development Plan made provisions for expansion and upgrading of the existing institutions. Consequently, they were granted autonomy and put under the authority of Boards of Governors or Governing Councils as opposed to the previous practice of their being under the Ministries of Education. In addition, many

other institutions were set up in this period which was popularly called "the Polytechnic era" (see Table 1 below). The Federal Government also encouraged state governments to establish their own Colleges of Technology through a policy of providing matching grants for recurrent and capital expenditure. Other incentives, which affected staff salaries, students' enrolment and curriculum options were introduced. These incentives include:

(i) a review of staff salaries of Polytechnic staff along the lines of their University counterparts;

(ii) the adoption of policy of free technical education for technical students; and

(iii) placing Higher National Diploma (HND) graduates of Engineering, Technology and Accountancy in the public service on Salary Grade Level 08 as University graduates.

TABLE 1: LIST OF POLYTECHNICS IN NIGERIA

S/No.	Institution	Location	Ownership
1.	Abia State Polytechnic	Aba	Abia State
2.	Akanu Ibiam Federal Polytechnic	Unwana	FGN
3.	Benue State Polytechnic	Ugbokolo	Benue State
4.	Osun State College of Technology	Esa-Oke	Osun State
5.	Institute of Management and Technology	Enugu	Enugu State
6.	Kaduna Polytechnic	Kaduna	FGN
7.	Nuhu Bamali Polytechnic	Zaria	Kaduna State
8.	Mohammed Abdullahi Wase	Kano	Kano State

	Polytechnic		
9.	Hassan Usman Polytechnic	Katsina	Katsina State
10.	Kwara State Polytechnic	Ilorin	Kwara State
11.	Lagos State Polytechnic	Ikorodu-Lagos	Lagos State
12.	Niger State Polytechnic	Zungeru	Niger State
13.	Moshood Abiola Polytechnic	Abeokuta	Ogun State
14.	Ondo State Polytechnic	Owo	Ondo State
15.	Our Saviour Institute of Science, Agriculture and Technology	Enugu	Private
16.	Plateau State Polytechnic	B/Ladi	Plateau State
17.	Ramat Polytechnic	Maiduguri	Borno State
18.	Rivers State Polytechnic	Bori	Rivers State
19.	The Federal Polytechnic Ado-Ekiti	Ado-Ekiti	FGN
20.	Federal Polytechnic, Auchi	Auchi	FGN
21.	The Federal Polytechnic, Bauchi	Bauchi	FGN
22.	The Federal Polytechnic, Bida	Bida	FGN
23.	The Federal Polytechnic, Ede	Ede	FGN
24.	The Federal Polytechnic, Idah	Idah	FGN
25.	The Federal Polytechnic K/Namoda	K/Namoda	FGN
26.	The Federal Polytechnic, Mubi	Mubi	FGN
27.	The Federal Polytechnic, Ilaro	Ilaro	FGN
28.	The Federal Polytechnic, Nasarawa	Nasarawa	FGN
29.	The Federal Polytechnic,	Nekede	FGN

	Nekede		
30.	The Federal Polytechnic, Offa	Offa	FGN
31.	The Federal Polytechnic, Oko	Oko	FGN
32.	The Polytechnic, Calabar	Calabar	C/Rivers State
33.	Waziri Umaru Polytechnic, B/Kebbi	B/Kebbi	Kebbi State
34.	The Polytechnic Ibadan	Ibadan	Oyo State
35.	Osun State Polytechnic, Iree	Iree	Osun State
36.	Yaba College of Technology	Yaba	FGN
37.	Abubakar Tatari Ali Polytechnic	Bauchi	Bauchi State
38.	Adamawa State Polytechnic	Yola	Adamawa State
39.	Hussaini Adamu State Polytechnic	Kazaure	Jigawa State
40.	The Federal Polytechnic	Damaturu	FGN
41.	Kogi State Polytechnic	Lokoja	Kogi State
42.	Akwa Ibom State Polytechnic	Ikot Osurua	A/Ibom State
43.	Ekwenugo Okeke Polytechnic	Uli	Anambra State
44.	Lagos City Polytechnic	Ikeja	Private
45.	Abdu Gusau Polytechnic	T/Mafara	Zamfara State
46.	Taraba State Polytechnic	Wukari	Taraba State
47.	Universal College of Technology	Ile-Ife	Private
48.	Grace Polytechnic	Surulere-Lagos	Private
49.	Abuja School of Accountancy	Garki-Abuja	Private
50.	Wolex Polytechnic	Ikeja-Lagos	Private

51.	Waverest College of Catering	Surulere-Lagos	Private

Source: NBTE Digest of Statistics on Polytechnics in Nigeria 2000-2001

1.2 The Context of Technical and Technological Education in Nigeria

In present day Nigeria, formal education is divided into pre-primary education, secondary education and higher education, including professional education (NPE 1998:1). Nigeria's educational system has therefore been designed to cater for the diverse developments of Nigerians at whatever level and in whatever chosen profession. The Nigerian Polytechnic system is a component of higher education that leads to the acquisition of practical and applied skills as well as basic Scientific knowledge (NPE, 1998). The state of technical and technological education today was shaped by the recommendations of various Commissions, Reports, Conferences, Decrees, Acts and Policies and or Ordinances from the colonial period to date. For instance, Decree No.33 of 1985 which amended Decree No. 16 of 1979, describes the function of the Polytechnic as:

a. To provide full time or part time course of instruction and training
  i. in technology, applied science, commerce, and management and
  ii. in such other fields of applied learning, relevant to the needs of the development of Nigeria in the areas of industrial and agricultural production and distribution and for research in the development and adaptation of techniques as the council may from time to time determine;
b. to arrange conferences, seminars and study groups relative to the fields of learning specified in Par.1 above;
c. to perform such other functions as in the opinion of the council may serve to promote the objectives of the polytechnics.

Decree No. 16 of 1985 on the other hand defines technical and technological education

as:

> *the education given in institutions other than the universities, that is, polytechnics, technical institutions providing both scientific knowledge and practical skills required for a specific trade, employment, or profession as craftsman, technician, technologist, engineer, scientist or similar levels in business, in the fields of engineering applied science, agriculture or business.*

In the context of these definitions, the National Board for Technical Education (NBTE) (NBTE 2002:iv) attributes epistemological value to the concept of the Polytechnic and thus ascribes an umbrella function to the institution. For the NBTE, therefore,

> *Polytechnic… refers to any Polytechnic, College of Science and Technology or any other non-university tertiary institution in Nigeria offering a variety of technician, technological/business diploma programmes at the National Diploma (ND) and Higher National Diploma (HND) levels.*

The ultimate goal of these definitions is to align Polytechnic education with Nigeria's philosophy of education which requires transforming the individual into a sound and effective citizen with equal educational opportunities at the primary, secondary and tertiary levels (NPE, 1998:7). This is in line with the five main objectives stated in Nigeria's Second National Development Plan and endorsed as the necessary foundation for the NPE. These objectives as outlined in the NPE *(NPE, 1998:7)* seek to build:

1. *a free and democratic society;*
2. *a just and egalitarian society;*
3. *a united, strong and self-reliant nation;*
4. *a great and dynamic economy; and*
5. *a land of bright and full opportunities for all citizens.*

Nigeria's philosophy of education is based on moulding individuals into sound and effective citizens and their integration into a sound, cohesive and effective nation. Consequently, the NPE (1998:7) states that the pedagogies developed at various levels must geared towards inculcating the following values:

1. *respect for the worth and dignity of the individuals;*
2. *faith in man's ability to make rational decisions;*
3. *moral and spiritual values in interpersonal and human relations;*
4. *shared responsibility for the common good of society;*
5. *respect for the dignity of labour; and*
6. *promotion of emotional, physical and psychological health of children.*

The *National Policy on Education* and the Philosophy behind it are utilitarian in nature. They strive to build a good and educated citizenry as well as lay the foundation for the perpetual molding of a series of corresponding national ethos which include the:

1. *inculcation of national consciousness and national unity;*
2. *inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;*
3. *training of the mind in the understanding of the world around; and*
4. *acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of his society.*

It is inevitable from these policies, procedures and views that education will continue to play a central role in national development. Due to its being an important instrument of development and change, the NPE makes additional provisions for expanding the scope of Polytechnic education as 'part of the general programme of all-round improvement' in which students will be made to take a course in history of ideas and the philosophy of knowledge or some other such suitable course as may be determined (NPE, 1998:23).

In its application of this provision and in order to upgrade the teaching of General Studies in Polytechnics, the National Board for Technical Education (1999:3) included 'a general education component' in the curriculum of each of its programmes in order to:

1. *provide a broad based education designed to sharpen students' communication skills, their realisation of the needs for the cross fertilization of ideals and the interrelatedness of the various disciplines as well as bridging the gap between what would have been otherwise two separate cultures i.e. the literary and the scientific;*
2. *inculcate the idea of national loyalty and understanding based on an awareness of the nation's roots and cultural antecedents, thus enabling students to come to grips with our societal national aspirations, values and problems; and*
3. *produce a citizenry conscious of its wider world, proud of its antecedents and prepared for effective leadership role in diversified fields in the society, thereby ensuring a positive contribution to national integration and greatness.*

Thus in creating a set of objectives which 'empowers' the Polytechnics to function in tandem with the NPE, the NBTE provides the basis for transcending the limits of technical or technological education and in order to encode the following pertinent issues:

1. *a belief that there is value in general education;*
2. *that general education helps students to acquire an understanding of society and the place of the individual within it:*
3. *a conviction that the hallmark of an educated person is a critical mind in the sense of the capacity to test and challenge previous assumptions and new ideas, and equip him with the skills and ability to survive in the environment in which he finds himself;*
4. *a strong commitment to the principle that, in a complex and technological society; an educational institution cannot be insensitive to the need of its students for professional training that will best benefit them and the nation;*
5. *that a higher education must provide students with a breath of knowledge and sensitivity to weigh ethical and moral issues and form values and life goals (NBTE 1999:2)*

The goals cited above are in accord with the mood of the nation as encapsulated in the *National Policy on Education*. In order to put into practice this fusion, it becomes mandatory to incorporate a strong General Studies component into technical education.

The objectives of The Federal Polytechnic, Kaura Namoda, for example, its amplification of the philosophies and objectives of education in general are thus hinged on the desire to

produce graduates that are as worthy in using their brains as adeptly as they can apply their hands. Furthermore, these ideals must be reflected in the type of training and knowledge graduates are exposed to in order to build a dynamic and prosperous nation. Inevitably, Polytechnics came to regard themselves as important building blocks in the national project where their objectives are inclusive of the following:

a. *serve as an agent of importing the best moral values and the useful/positive traditional norms of the society;*
b. *encourage the preservation and development of human values and respect for fellow human beings;*
c. *foster the spirit of hard work and consequently high productivity with a view to increasing the nation's wealth and improving the quality of life of Nigeria;*
d. *create the right political awareness among its graduates; and*
e. *serve for excellence in education through acceptable curriculums that are designed to produce well-groomed graduates. (The Federal Polytechnic, Kaura Namoda Staff Manual, 1983).*

On the basis of the foregoing therefore, this study proceeds on the assumption that the context of Polytechnic education is defined by the provisions of various Decrees, the *National Policy on Education* (NPE), the guidelines of the National Board for Technical Education (NBTE) as well as and in fact in conformity with the status of education in general in Nigeria. This context can therefore be more comprehensively examined through a critical review of its various components.

1.3 An Overview of Some Provisions in the *National Policy on Education* (NPE)

Despite its elaborate claim for enhancing national development through education, a critical reading and an objective interpretation of the *National Policy on Education,* reveals some contradictions, ambiguities, and vagueness. Although the *National Policy on Education* strives to fulfill the wish of various governments – federal, state, and local - that

any contradiction, ambiguity and lack of uniformity in the education process be removed to ensure an even and orderly development of the country, the policy itself has some contradictions.

Much of the change in Nigerian education has been a result of unplanned and adaptive drift. The *National Policy on Education* is an innovation which is revolutionary rather than evolutionary in nature because it involves deliberate planning and contains its own logistics for implementation. However, the educational practice in Nigeria is relatively removed from its rosy theories and ideas. Despite its claims for universality and general applicability, the NPE is elitist and selective. It also lays pre – conditions that limit access to education. In the first place, in general terms, the NPE presents a very positive picture of education at all levels. Education is represented as a good thing and since schooling is usually represented not merely as the place where one gets this education but the only place where it can be obtained, it follows that schooling is necessarily a good thing, and the more of it the better. So strong is this constantly reinforced ideological representation in the NPE that the notion of education as essentially good for people has rarely been challenged. Along with this, education is represented as an instrument or extension of state (which it is): but just as the state is represented as the neutral guardian of common national interests, so too has education for all seen as the common interest of all. Within the overall canvas of this rather glowing picture of education, certain specific aspects have tended to be especially highlighted. It is particularly imperative that those are considered more closely. Through them, it becomes clear that in each instance, the classic ideological maneuver of mingling things which are not the case, has been employed to represent an overall distorted picture of education. Three examples explain the argument further.

The NPE dwells much on equality of opportunity for all its citizens. Education in Nigeria is often commonly represented as a clear (often the clearest) manifestation of equal opportunity for all in Nigeria. On the face of it, this does appear to be so. All children regardless of creed, religion, tribe, social background etc. are now offered a place in school; and once placed, they are offered equal curricula, and equal access to school courses (including teachers). In order to progress or graduate they all sit for the same examination, and their performance on standardised examinations then becomes a measure of how well they have grasped their opportunity. Nothing, it would appear, could be more fair or more equal.

However, available evidence in respect of the implementation of the policy makes the above not to be so. Somewhere along the line there is still evidence that education discriminates against females, certain groups often considered "educationally advanced'', and children of the lower socio – economic classes. Indeed, education in Nigeria tends to reinforce rather than ameliorate social inequality, and preserve and deepen differences. One explanation is that education, being structured by capital, offers the same differential opportunity as that generally provided within capitalist social relations.

Even if it were accepted that education is the bastion of equal opportunity for all, it does not follow automatically from this that education ought to be turning out all people as equals. Equality of opportunity, it can easily and reasonably be argued, implies chances but not equal outcomes; and just as it is incumbent on education to offer all Nigerians equal opportunity, so too is it incumbent on education to produce unequal outcomes – to develop and reward children differently but fairly on the basis of their individual capabilities and intellectual merit.

The third example is the ideological representation that the education offered in schools is worthwhile; and concomitant with this, that only schools pass on the only worthwhile knowledge. It is true that schools pass on knowledge. It is not, however, the case that only schools could pass on this knowledge. But within the overall structure of contemporary social relations under capitalism, two things are virtually ensured: first, compulsory schooling keeps children at school, and thus away from other sources of knowledge; and second, resources for transmission of knowledge are overwhelmingly concentrated in schools. Thus the idea in the NPE that education is to be acquired in school and that schools pass on (worthwhile) knowledge is structurally secured. Schooling itself thus becomes structurally secured, and consequently valued because of its place in the structure.

But whether schools pass on the only worthwhile knowledge is largely a matter of definition. Schools certainly pass on the ideas generally legitimised as "the only rational, universally valid ones'', but even more important than this, schools pass on the knowledge necessary to pass examinations and gain school certificates. Meanwhile, since passing examinations allows one to continue with schooling and gain higher certificates, and since years of schooling and certificates are highly instrumental in achieving future life success (as commonly defined), it is easy to see how "school knowledge" comes to be regarded as worthwhile and as far more worthwhile than other knowledge which does not lead to passing examinations etc. Thus, it is clear that the motive of schools passing on the only worthwhile knowledge retains credibility only within the confines of a pre – set structure which ensures and secures the worth of school knowledge. In the NPE, therefore, from a sociological standpoint, according to Young, (1976), the curriculum is concerned with who teaches what, to whom, by what means, for what reasons and with what results. This

implies a preponderant focus on the teacher, the curriculum - content, the student, the methods, the organisation and objectives of teaching and finally, the evaluation. This also encapsulates such issues as the nature of knowledge, who determines what is knowledge, and who controls knowledge. More importantly, the sociology of the curriculum deals with the stratification of knowledge into prestige components (core and electives), into academic and non-academic activities, elitist and populist knowledge, elaborated and restricted knowledge, sponsored and contest mobility. It also categorises people according to the type of knowledge to give them.

The sociology of knowledge looks into how and why individuals gain access to one particular type of knowledge and the unequal distribution of educational opportunities. Berger and Luckman (1971) argue that the "social definitions of what education ought to be today are enshrined in the academic subject of education". They further state that knowledge is determined by society – the powers that be - and that society prescribes the curricula for the training of such professionals as accountants, architects, quantity surveyors, etc. Kurt Lewin (in Berger and Luckman 1971) supports this idea when he remarks that "…what exists as reality for the individual is … determined by what is socially accepted as reality".

Sharing Lewin's viewpoint, Keddie (in Young, 1976:50) suggests that not only is reality socially constructed but that schools provide a curriculum which fits them for elite status, and an education which relegates the majority to their inferior status. Hence, Berstein (in Young, 1976:47), succinctly describes how a society selects, classifies, distributes, transmits, and evaluates the educational knowledge it considers to be public and reflects on both the distribution of power and the principles of social control. Berstein's further detailed analysis of formal knowledge suggests it can be realised through

three messages: *curriculum* which defines what counts as valid knowledge; *pedagogy* which defines what counts as a valid transmission of knowledge, and *evaluation* which defines what counts as a valid realisation of this knowledge on the part of the one being taught. However, the *National Policy on Education* other than stating the objectives of technical education as outlined earlier, only observes that the course structure and content in the technical institutions rely mainly on a model based on a foreign technical environment. In addition, although the first paragraph in the NPE (1998:1) brochure states that "education is no more a private enterprise…", it is common knowledge that education at whatever level in Nigeria is a private enterprise. The NPE states unequivocally that State government should legislate on and supervise pre-primary education while individuals; private voluntary organisations, employers of labour etc. can own schools. This shows that education at all levels can be privately owned while government is left to be involved only in such mattes as legislation, supervision and inspection. This is the foundation of the much talked about inequality of education opportunities hence "a just and egalitarian society" is just a smokescreen designed to delude people.

If the NPE is considered in the perspective above, it reveals that despite its patriotism, there is a deficiency in its inability to offer a detailed discussion on the curriculum for technical education, indeed for tertiary education. Therefore, a close overview of the curriculum content and the mechanics of implementing same at certain levels will reveal many shortcomings and thus provide the basis for the need to reconsider the curriculum and the content of the curriculum for General Studies, especially that of Literature in Nigerian Polytechnics.

1.4 Shortcomings of the General Studies (GNS) Curriculum in Nigerian Polytechnics

The foregoing discussion on the NPE's curriculum makes it obvious that knowledge is socially determined or constructed. Society gives its citizens the type of education which reflects national ideology or political learning; the type of education which may eventually produce only "hewers of wood and drawers of water". For example, as at the time the NPE was being written, the Federal Government's Green Revolution Programme was in place hence Agriculture enjoys a primacy in the primary school timetable. In this vein, this research has also confirmed from records in the NBTE that at the time of revising the General Studies Curriculum for 1999, no graduate of Literature was made a participant of the Workshop Review Committee. In addition, the list of the group referred to as Critique Participants in the 1999 General Studies curriculum is a reproduction of the first list in the 1990 General Studies curriculum. This observation is made because the question of what should be taught and how it should be taught has both philosophical and sociological implications. Changes in society and social needs, persons involved in designing a curriculum, etc. imply changes in education by implication, in school curricula. Looking at the Curriculum from this perspective, Morrish (1972:257) says the man education should realise in us is not the man such as 'nature has made him

but as the society wishes him to be and it wishes him such as its internal economy calls for…' He states further that the pressures, demands and changes – political, social and economic – in a nation are reflected in the school curricula.

From a Marxian perspective, Marx and Engel's (1972:136-8) see the function of the state, with regard to ideology in the well expressed and now classic statement:

> The ideas of the ruling class are in every epoch the ruling ideas, i.e, the class which is the ruling material force of society, is at the same time its ruling intellectual force. The class which has the means of material production at its disposal, has control at the same time over the means of mental production, so that thereby, generally speaking, the ideas of those who lack the means of mental production are subject to it ….In so far, therefore, as they rule as a class and determine the extent and compass of an epoch, it is self evident that they do this in its whole range, hence among other things rule also as thinkers, as producers of ideas, and regulate the production and distributions of the ideas of their age: thus their ideas are the ruling ideas of the epoch….. each new class which puts itself in the place of one ruling before it, is compelled, merely in order to carry through its aim, to represent its interests as the common interest of all the members of society……it has to give its ideas the form of universality and represent them as the only rational, universally valid ones.

Or in other words, the state which represents the narrow interests of the ruling class, has the function of disseminating ruling class ideas, and of legitimating them by ensuring that they are accepted as being in the interest of all, and as representing the only rational, universally valid ideas. The ideological function of the state, then, is the establishment of hegemony – which in its broadest terms, means ensuring that the relation between capital and labour remains unthreatened by obtaining voluntary submission on the part of labour to the forms and processes of capitalist production. The state's direct intervention in the establishment of hegemony comes by way of its provision of and support for both informal (e.g family) and formal (e.g. legal system, religion, and school) institutions. Formal institutions perform an extremely important social function: one far

wider than their particular overt operation tends to display. They are largely instrumental in disguising what interests are being served and how these interests are being served; such that the interests of capital becomes represented as the interests of all and the service of capital becomes undertaken by ostensibly impartial bodies for ostensibly common ends.

Re - inforcing the central thesis of the point above, Harris (1982:103) submits that the major function of schooling, (education) is constituting individual ideological subjects who will voluntarily submit to the existing social relations under capitalism. He adds that schooling could not undertake or succeed in such a function unless the schooling process was legitimated – unless schooling was displayed as being the interest of all, and unless the ideas or knowledge and skills that schooling purveys were displayed and accepted as the only universally valid knowledge and as the most worthwhile knowledge available.

One way in which schooling legitimises and performs its ideological function is through the school curricula. Thus, school curricula are not only fairly tightly structured but are equally tightly controlled. This means that what is contained in them reinforces the general ideological representations underpinning state existence. The ideological nature of school curricula is not immediately obvious simply because these curricula are part of the general framework of thought dominant within a society, and that too is similarly ideological. As Althusser (1971:155) puts it, although the school is dominant in the overall ideological concert, "hardly any one lends an ear to its music: *it is so silent*!" The problem of identifying the ideological nature of school curricula is very similar to the problem of recognising that the earth is moving. The motion by human beings as part of the moving earth is itself instrumental in producing perceptions of a stationary earth. In order to recognise that the earth is moving one must recognise how that movement is observed or disguised by the fact that one is part of the very movement in question. Similarly, in order

to recognise the ideological nature of school curricula, one must recognise how that ideological nature is obscured or disguised by the fact that one is moving within the very same ideological context. Althusser's (1971:175) conclusion summarises this point succinctly: "...those who are in ideology believe themselves by definition outside ideology: one of the effects of ideology is the practical denigration of the ideological character of ideology by ideology. Ideology never says, "I am ideological."

Based on the foregoing, an analysis of the curriculum content on subjects offered at the National Diploma and Higher National Diploma in Nigeria Polytechnics reveal that accounting has subtle emphasis on things like profit, discounting and capital accumulation. In science, acceptable scientific material is generally defined in such a way as to support positivist and empiricist approaches, and consequently devalue the products of the Marxist and Freudian research programmes. Neo- Classical Economics, and not political economy, is taught. History still bears strong influences of a focus on the " great men" who shaped events, and it is rarely, if ever, presented coherently as a record of class struggle. As a participant observer, a majority of the works chosen for study in Literature have as their central theme the struggle of an individual with a complex and / or unintelligible society in an apolitical context where the only intermediary group(s) between the individual and society is the family or gods. Clearly, there is real danger in developing a consciousness critical of capitalism, bourgeois individualism or misapplied democracy.

Therefore, the school curriculum as delineated in the NPE and the General Studies Course Specification booklet, a realisation of the objectives of the NPE in relation to Polytechnic education, is meant to fulfill certain conditions and meet society's beliefs and moral values. Unfortunately, today, General Studies Courses made up of subjects in the Liberal Arts and Humanities are seen in the country as inessential. The preference is for

Science, Technology and Engineering. This feeling is expressed even in the NPE where Science and Technology are seen as the panacea for Nigeria's development. The very rigid compartmentalisation of Secondary School subjects into Science, Arts and Commercial in the NPE even buttresses this point further. It is important to note that it was not so in Nigeria's system of education in the not too distant past. Meanwhile, if the country's present efforts for democracy, egalitarianism, and quality of educational opportunities are anything to go by, the Liberal Arts and Humanities should continue to play a central role in Nigeria's educational pursuits. This being the case, reflecting in the GNS curricula of Nigerian Polytechnics certain courses, in this case Literature, becomes crucial.

Although there are thirty-six (36) subjects listed in the General Studies Course Specifications as prepared by the NBTE for National and Higher National Diploma programmes (1999) Literature is not included as a course offering in the list. The subjects listed include:

1. *GNS 101 - USE OF ENGLISH 1*
2. *GNS 102 - COMMUNICATION IN ENGLISH I*
3. *GNS 201 - USE OF ENGLISH II*
4. *GNS 202 - COMMUNICATION IN ENGLISH II*
5. *GNS 301 - USE OF ENGLISH III*
6. *GNS 302 - COMMUNICATION IN ENGLISH III*
7. *GNS 401 - COMMUNICATION IN ENGLISH IV*
8. *GNS 402 - LITERARY APPRECIATION AND ORAL COMPOSITION*
9. *GNS 111 - CITIZENSHIP EDUCTION 1*
10. *GNS 121 - CITIZENSHIP EDUCATION II*
11. *GNS 211 - INTRODUCTION TO SOCIOLOGY*
12. *GNS 212 - SOCIOLOGY OF THE FAMILY*
13. *GNS 213 - INTRODUCTION TO MEDICAL SOCIOLOGY*
14. *GNS 214 - GENERAL PHYSICS I*
15. *GNS 221 - INTRODUCTION TO PHYSICAL AND HEALTH EDUCATION*
16. *GNS 222 - ECONOMICS*

17.	*GNS 223*	-	*OULINE HISTORY OF AFRICA*
18.	*GNS 224*	-	*PHYSICAL GEOGRAPHY*
19.	*GNS 225*	-	*GEOGRAPHY OF NIGERIA*
20.	*GNS 226*	-	*GEOGRAPHY OF AFRICA*
21.	*GNS 227*	-	*WORLD GEOGRAPHY*
22.	*GNS 228*	-	*RESEARCH METHODS*
23.	*GNS 229*	-	*GENERAL CHEMISTRY*
24.	*GNS 230*	-	*GENERAL BIOLOGY I*
25.	*GNS 311*	-	*INTERNATIONAL RELATIONS*
26.	*GNS 312*	-	*MORAL PHILOSOPHY*
27.	*GNS 313*	-	*ENGINEER IN SOCIETY*
28.	*GNS 314*	-	*GNERAL PHYSICS II*
29.	*GNS 321*	-	*SOCIAL PHILOSOPHY*
30.	*GNS 322*	-	*POPULATION, RESOURCES AND ENVIRONMENT*
31.	*GNS 323*	-	*NIGERIAN LEGAL SYSTEM*
32.	*GNS 324*	-	*GENERAL CHEMISTRY II*
33.	*GNS 325*	-	*GENERAL BIOLOGY II*
34.	*GNS 411*	-	*INTRODUCTION TO PSYCHOLOGY*
35.	*GNS 412*	-	*DEVELOPMENT AND UNDER-DEVELOPMENT*
36	*GNS 413*	-	*INDUSTRIAL MANAGEMENT*

Source: NBTE (1999:II and III)

Out of the thirty six (36) subjects listed in the entire General Studies Course Specifications, Literature features as an "insignificant" module tugged in GNS 101 (Use of English I for first Semester ND 1); GNS 201 (Use of English II for first Semester ND II); and GNS 301 (Use of English III for first Semester HND1). The only time it enjoys prime of place is in GNS 402 (Literary Appreciation and Oral Composition for Second Semester HND II). Meanwhile, of the three modules in the GNS 402 syllabus, Literature has two. However, the two modules put together are not of the length or breadth of the third module which is principally on oral presentation.

It is imperative to also note that all along, Literature as a module, keeps featuring in Use of English I, II and III. Although it appears in GNS 402,

instead of Use of English IV, this is likely due to the realisation by planners of the General Studies Curriculum for Nigerian Polytechnics of the failure to feature Literature as a separate subject in the whole Curricula. Some questions that require answers in relation to the list of GNS subjects from the NBTE above are: Why has Literature been merged with Use of English in spite of the Federal Government directive to separate and teach the two as individual subjects? Is Literature still part and parcel of Use of English? Why is Literature not listed as a separate subject like other General Studies courses? Why is Literature being conceived as less important towards achieving the objectives of including General Studies in the curricula of Polytechnics?

Answers to the questions above are not to be found in the NPE. The NPE contains beautiful and laudable national objectives and philosophy. This vision is amplified in the preface to the NBTE's General Studies Course Specifications. The problem lies in the failure to appropriately practicalise the objectives raised or "lack of policy sustainability". The result is the lopsided treatment of Literature. Therefore, there is the need to review the curriculum of the General Studies courses for National Diploma (ND) and Higher National Diploma (HND) programmes with a view to repositioning Literature. Therefore, this will detach it from Use of English I, II and III and what is called Literary and Oral Composition (GNS 402) courses. This argument takes cognisance of the importance of Literature in the Nigerian Polytechnics.

Another reason is the status of Literature, in the schools today. It is taught principally for examination purposes. Thus, many students approach the subject as a means to an end, that is the passing of examinations and the benefits derived from such a success. Indeed, that seems to be the focus in the General Studies Course Specifications for Polytechnics. Therefore Awuhe (2001:225) is right to argue that a consideration of Literature for mere examination purposes is to limit its scope and impact on the human experience. This is because minds that produce works of Literature (whether good or bad) might have had a far greater vision than just having such works read for just academic purposes. In fact, such works are not only designed to provide materials for the examiners of posterity. Hence, even if they are used for the purpose, it is just incidental. Definitely, the works of Williams Shakespeare are not for the purposes of examinations. Neither can it be said that celebrated African writers such as Wole Soyinka, Chinua Achebe, Ngugi wa Thiongo, Mongo Beti, Leopold Sedar Senghor, J.P. Clark, and a host of others, published their works merely for the purposes of public examinations. The teleology is to be sought elsewhere. It may be very crucial, therefore, to explore an approach of teaching Literature in Nigerian Polytechnics that could combine enhanced possibilities of examination success with something more profoundly and permanently valuable.

Perhaps the inability to realise a balanced curriculum for Literature in the General Studies Course Specifications for Nigerian Polytechnics is the

result of the failure of Curriculum developers to emphasise on the affective goals of the NPE. A functional educational system should be responsive to the social needs and problems of a nation. It should be geared towards meeting the overall aspirations of a people in areas such as manpower needs, economic goals, political priorities, health needs and other aspects of national development. The needs, problems and aspirations should in turn determine the orientation of other broader educational goals as well as the narrower curriculum objectives and school learning experiences.

The NPE (1998:7) lays so much emphasis on affective education that one readily appreciates its importance in the nations overall educational system. It states, for example, that the quality of instruction at all levels has to be oriented towards inculcating the following values:

1. *respect for the worth and dignity of the individuals;*
2. *faith in man's ability to make national decisions;*
3. *moral and spiritual values in inter personal and human relations;*
4. *shared responsibility for the common good of society;*
5. *respect for the dignity of labour; and*
6. *promotion of the emotional, physical and psychological health of all children.*

All these are intensely affective in nature. The sections on pre-primary, primary, secondary, and higher education also emphasise a number of affective objectives. For example, Pre-primary education aims at inculcating in the child the spirit of inquiry and creativity, co-operation, team spirit and good habits etc. For the primary level, the affective education emphasises citizenship education, character and moral

training and the development of sound attitudes. For the secondary education, emphasis is on views and feelings of others, respect for the dignity of labour, appreciation of national values and good citizenship education. Secondary education should also inspire students with a desire for achievement and self-improvement both at school and in later life. For higher education, the very first aim is "the acquisition, development and inculcation of the proper value – orientation for the survival of the individual and the society…" (NPE 1998:22). In addition to the emphasis on the affective objectives, the NPE further prescribes, in some cases, the means of attaining the said objectives. For example, the NPE (1998:20-21) states that:

1. *Moral and religious instruction are to be taught through:*
    - *(a) the biographies of great Nigerian and non-Nigerian;*
    - *(b) studies of religious practices;*
    - *(c) disciplines of games and other activities involving team work;*
    - *(d) activities that foster personal disciplines and character training; and*
    - *(e) role playing.*
2. *Training in citizenship not only through civic lessons but also practical exercises that instill disciplines in learners;*
3. *School clubs and organizations that teach character training;*
4. *More executives power to school-heads for the purpose of enforcing discipline;*
5. *Greater vigilance and strengthening and enforcement of the laws against drug abuse as well as propaganda and education against drug abuse; and*
6. *Intensification of co-curricula or out of class activities.*

It would however appear that the Nigerian educational system has recorded relatively greater success in the attainment of other national development than the affective. The nation can boast of producing

engineers, medical doctors, architects, technicians, technologists, pharmacists, pilots, and many other professionals who can, though with additional effort, compare fairly favourably with their counterparts in other third and developed countries. These professionals from Nigerian schools reflect more of cognitive intellectual than affective dimensions of school experiences. In addition, near excellent manifestations of psychomotor or physical skill oriented learning outcomes are apparently discernible in the performance of students in sports and games. It should be expected that a functional educational system should present an equally commendable portrait of affective educational output. But the nature of affective learning in Nigerian schools is a reflection of the poor development of the curricula in respect of affective learning.

The affective learning outcomes are the areas of learning outcomes that emphasise the processes and products concerning the learner's feelings, emotions, degrees of acceptance, and behaviour taking place within the learner. They are interests, attitudes and values. More specifically, they refer to the emotions, passions dispositions, aesthetic sensibilities, the capacity for feeling, concern, attachment or detachment, sympathy, empathy and appreciation. One of the most important elements in the study of affective learning outcomes is value. The question of value is the question of the intrinsic factor which determines a whole lot of human conduct. Valuing is an inevitable consequence of man's fundamental option to choose. It is a function of man's rationality. Thus, one's value

system determines the nature of choices that are made. The need to inculcate desirable values to Nigerian students cannot be overemphasised. The nation's efforts towards scientific and technological development can hardly yield the desired dividends in the absence of a conducive socio-psychological environment within the school and society. This type of environment is possible only within the framework of a disciplined citizenry.

In recognition of the importance of values in the Nigerian educational system, the NPE (1998:4) stipulates the need to inculcate the right type of values and attitudes for the survival of the individual need and the Nigerian Society. Mkpa (1987:531-533) attempts a classification of desirable Nigerian values into at least seven categories: spiritual values, family life values, economic values, moral values, political values, and personal virtues. The highest level of the affective domain of learning outcomes according to Karthwohl (1964) is characterised by a value complex. At this level, a learner is concerned with the synthesis and internalisation of a value system in a sufficiently harmonious and pervasive way to act consistently in accordance with the values, beliefs, or ideals that comprise his total philosophy or world-view. At the category of characterisation, the value is consolidated. The individual value system is fixed and can be predicted with accuracy. One's philosophy-idea, belief, attitude, etc, can now be described as unique and peculiar to the individual. The attainment of this highest level of characterisation should be the teacher's ultimate goal of all instructional efforts in the affective domain. Thus, teachers should strive to

ensure that learners attain this highest level to the effect that it can be predicted with a high degree of accuracy. When a learner has positively attained the level of the affective domain, both the teacher and the larger society are in a position to predict the learner's behaviour at any given time with certainty.

Unfortunately, the General Studies curricula in existence in Nigerian Polytechnics have not recognised the above need as they lean more towards the cognitive domain aspect of study. In two separate but related studies, Mkpa (1984) and Obemeata (1983) determine the extend to which cognitive domain and affective domain related subjects, respectively, influence the general values of students in selected institutions in the Western and Eastern parts of Nigeria respectively. They discovered that affective domain related subjects, especially Literature and History, had a greater percentage of influence on the general value system of the target respondents. If these discoveries are generalised, it could be concluded in the present study that the General Studies Course Specifications for Nigerian Polytechnics needs a review to achieve the objectives of the NPE. Mkpa (1984) concludes by stating that Literature and History, as school subjects, are very rich in affective learning. By their very nature, they focus on achievements of personalities and groups which may be positive, neutral, or negative. They also examine the socio-political, economic, and diplomatic trends among defined groups or geographical areas. Lives and achievements of people studied in Literature and History can become

important sources of affective learning. The desirable aspects of the lives of historical personnel may be stressed to highlight such values as courage, selfless service to one's community, honesty, fortitude, responsibility, etc. In a later study, Mkpa (1985) shows how the works of selected Nigerian literary authors could be used to inculcate a variety of values such as courage and fortitude, respect for law and order, justice and fairplay, and a host of other virtues that will combat the social ills of the Nigerian society.

1.5 STATEMENT OF RESEARCH PROBLEM

The National Conference on Curriculum Development sponsored by the Nigerian Educational Research Council in 1969 was the forum for the discussion of a wide range of issues and problems underlying the determination of an appropriate curriculum for the nation's schools. The NPE (1998:5) says the success of the effort culminated in the seminar convened by the Federal Government in 1973 "to deliberate on all aspects of a National Policy on Education".

The two seminal efforts above whose recommendations have been improved, reviewed and updated took cognisance of the facts of the twentieth-century world, per chance, the twenty-first century world, of a rapidly changing Nigerian social life, the ever-exploring store of knowledge, the need for better understanding among different ethnic groups and other peoples of the world in particular, and faith in education for individual development as well as for national reconstruction. The above pointed to the need for a national curriculum reform as different from the

one inherited from the colonialists. Briggs in Adaralegbe (1985:xvii) says that it is crucial to note that before 1969 and after, there were criticisms by educators, parents, government functionaries, the laymen, scholars and the press of the ills of the educational system and particularly the inadequacy of the school curriculum to develop an individual Nigerian and the nation at the rate and tempo to put Nigeria on the world map. The curriculum in existence then was considered as deficient as it did not take into consideration Nigeria's cultural and social backgrounds. It tended to produce an educated class of "pen-pushers", etc. The maturity of the statements in the final copy of the *National Policy on Education* is an eloquent testimony of the intense desires of Nigerians to shift education to a better pedestal. However, this eloquent testimony is lost in its application in the curriculum of General Studies Courses in Nigerian Polytechnics. The subject of this study is therefore defined by a problem that has emanated due to poor application within a very vibrant and well-written policy.

In light of the above, this study poses and attempts to answer, among others, the following specific research questions:

i. Why are tertiary institutions, generally, and Polytechnics, in particular, mandated to study General Studies subjects?

ii. Can the course contents of the General Studies courses in existence in Nigerian Polytechnics help achieve the NPE's objectives and philosophy of teaching General Studies in Nigerian Polytechnics?

iii. Are the Literature modules in the General Studies Course Specifications in existence enough to meet the objectives and the philosophy of General Studies courses by the NPE?

iv. Who designed the Literature modules in the General Studies Course Specifications?

v. How can the Literature modules in the General Studies curriculum be reviewed to develop the individual and collective potentialities of Nigerian students in the Polytechnic?

vi. What constitutes a balanced Literature curriculum programme in Nigerian Polytechnics for the individual in his social, political and economic context in line with the provisions of the NPE?

1.6 AIMS AND OBJECTIVES OF THE STUDY

The research objectives are derived from issues discussed in the research problem. The primary objective of this study is to examine how much of Literature exist in the General Studies Course Specifications (Curriculum) of the Nigerian Polytechnics in line with the objectives and philosophy of the *National Policy on Education*. In addition to this, the study shall develop a two model curricula for Literature and integrate same appropriately in the General Studies Course Specifications to enhance the teaching and learning of Literature in Nigerian Polytechnics.

To achieve this general objective, the study undertakes the following:

a. examine in details the objectives and philosophy of Nigeria's education in the *National Policy on Education;*

b. examine the relevance of teaching General Studies subjects generally, and Literature, specifically, in Nigerian Polytechnics.

c. examine the General Studies Course Specifications (curriculum) for Nigerian Polytechnics as developed by the NBTE to see the extent it has met the expectation in 'a' above;

d. examine the General Studies Course Specifications for Nigerian Polytechnics to see how Literature features in it;

e. to administer separate questionnaires to the developers, executors and beneficiaries of the curriculum to confirm its appropriateness in Nigerian Polytechnics;

f. to develop two model curricula for Literature to enhance its teaching and learning in Nigerian Polytechnics.

1.7 RESEARCH ASSUMPTIONS

This study is underscored by the following research assumptions:

a. that the *National Policy on Education* has a clear focus on why General Studies subjects, in general, and Literature, in particular, should be taught in tertiary institutions in Nigeria;

b. that in spite of the above, the General Studies curriculum put together by the NBTE as a final document for use in Nigerian Polytechnics has limited the teaching and learning of an important General Studies subject, Literature, a course aspect that more than any General Studies subject could be used to actualise the requirement in 'a' above; and

c. that the reason for the deficiency lies in the non-conformity of the General Studies curriculum for Nigerian Polytechnics with the provisions of the NPE.

1.8 SIGNIFICANCE OF THE STUDY

In terms of methodological significance, the study does not presume to have introduced new techniques in developing the curriculum. However, its significance and contribution to knowledge is best understood in the role of Literature in the society generally and to Science and Technology students, specifically. The study posits that, in line with the objectives of the NPE, it is Literature more than many other subjects in the General Studies Curriculum that can best be used in teaching and learning

to achieve the affective values in the General Studies Curriculum in Nigerian Polytechnics. The study is the first to undertake a careful analysis of the *National Policy on Education* to bring out the objectives and philosophy of teaching General Studies Courses in Nigerian Polytechnics. The analysis of the General Studies Course Specifications for Nigerian Polytechnics has exposed its deficiency and failure to fulfill the objectives and philosophy outlined in the NPE. Therefore, the study is the first to attempt to fill up the existing vacuum by proposing and developing a two model curricula for Literature in Nigerian Polytechnics. The development of these two models, in objective terms, is the first detailed contribution to the proposed review of Literature in the General Studies Course Specifications in Nigerian Polytechnics to enhance General Studies in Polytechnic education in Nigeria.

1.9 THEORETICAL FRAMEWORK

This work is about curriculum evaluation, as such it entails the examination of all the components of the curriculum such as the objectives, the learning experience, the content and its pattern of organisation and the evaluation. More specifically, evaluation seeks to determine the adequacy of the objectives being pursued, the adequacy of the content, the relevance and functionality of the learning activities, the appropriateness of the organisational structure of the content, the suitability of the structure, the pedagogy, and the utility of the assessment procedures. Curriculum evaluation would also examine whether each

component is planned along lines of appropriate principles and criteria. The task of curriculum evaluation is a very elaborate one. It can be planned and implemented at the federal, state and school levels. At the school level, a teacher or team of teachers may decide to evaluate the curricula of a subject to ensure that the curriculum is consistent with the overall national objectives.

There are two main types of evaluation. Borg and Gall (1979:599) mention formative and summative. Formative evaluation provides data on educational programmes while they are still being developed. Such data are used by curriculum developers to restructure the curriculum. Formative evaluation surveys many purposes. The main purpose is that the research findings may lead to a decision to abort further development so that resources are not wasted on a programme that has little chance of being effective. Summative evaluation, on the other hand, takes place after any programme has been fully developed. It is conducted to determine the effectiveness of the final programme. The findings of summative evaluation are useful in planning, and possible review of the curriculum. Above all, because it is conducted to determine the effectiveness of the final programme after that programme has been fully developed, it fits the effort of this present study.

The above will show how a further revision of the National Board for Technical Education General Studies Course Specifications for National Diploma and Higher National Diploma Programmes especially for Literature

could be undertaken. The above document, produced first in 1990, was the first General Studies curricula to be uniformly developed for use by Polytechnics in Nigeria since 1960. Abdullahi (2000:2) says it was developed after a supervisory body for Polytechnic Education had been established via decree No. 9 of 1977. It was subsequently revised in 1999 after an evaluation. However, the contention in this study is that in spite of the quest to place Literature appropriately in the revised curricula, it has only further been attached to Use of English as before except with the addition of a few more modules. For example, in the 1990 edition, Literature featured in GNS 101, featured only briefly in GNS 301, and also appears in GNS 402. In the 1999 edition, Literature features as a module in GNS 101, GNS 201, GNS 301 and GNS 402. The increased slots for Literature in the 1999 GNS curricula is likely due to the call for Literature to be featured much more than before especially by the Academic Staff Union of Polytechnics (ASUP) at the National Conference on "The Curricula in Nigerian Polytechnics and National Development" held at Kaduna Polytechnic, Kaduna, November 16-20, 1995.

Therefore, the proposed theoretical framework designed for this study shall be a further review of the 1999 GNS curricula in line with the expectations after evaluating the 1990 curricula. This is because a worthwhile curriculum is never static. It is dynamic. A Curriculum should be reviewed to take account of changes in the social order that sustains it. The purpose of the curriculum is, in fact, to transmit the society's belief,

values, aspirations and ideals. That being the case, the need to modify an existing curriculum with the hope of providing a better program becomes official.

1.10 SCOPE AND LIMITATIONS OF THE STUDY

This study is limited to the General Studies Curriculum in Nigerian Polytechnics (State, Federal, Private) but it takes root from the *National Policy on Education* and the different legislations in respect of the establishment, and the development of Nigerian Polytechnic education. The above, therefore, will constitute the samples of the documents from which analyses are undertaken. The General Studies Curriculum in Nigerian Polytechnics has been chosen deliberately to specially highlight the deficiency inherent in it as it applies to the application of the *National Policy on Education* in respect of Polytechnic education. Focus on the above alone does not negate the existence of similar deficiencies in the curricula of other tertiary institutions. The present effort therefore will also help create a forum for other similar critical studies. Apart from the above and other limitations normally inherent in a research based on content analysis and curriculum structure, the study is further limited to the period until when this study is completed.

1.11 CONCLUSION

The chapter formulated the tenor and mode of discourse of the study. It specifically stated the research problem, raised the research questions /

assumptions, stated the objectives and the significance of the study. The chapter that follows will consider literatures related to the present study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

1.0 INTRODUCTION

The review of related literature in this chapter proceeds from the exploration of the concept of Literature, the role of Literature in Nigerian Polytechnics, the relationship between Literature, Science, and Technology and Literature in teaching English generally. In addition, the chapter also critically examines the Nigerian philosophy for education as found in the NPE and relates this to the General Studies Course Specifications used in Nigerian Polytechnics. Finally, an overview of the term curriculum with emphasis on its meaning, components, patterns of organisation, etc is also undertaken in this chapter.

2.1 THE CONCEPT OF LITERATURE

2.1.1 The Problematic

So much Literature has been produced world – wide over a long period of time, and so much has been written about it that knowing where to start in an attempt to discuss its concept becomes a deep problem. This is why the present study does not engage in the "what is Literature debate''. Instead, the study gives due prominence to the contemporary nature, place and function of Literature. However, the modern, Western sense of Literature as "imaginative writing'' can be traced to the German Romantic theorist of the late 18th Century. Despite this, the categorisation of Literature remains slippery, especially because of the emergency of non – European cultures.

By the late 20th Century, Literature as a concept had become so problematical either through ideological contestations or conversely, through demystification and the deconstruction instituted by Poststructuralist critical theory. What has, and will continue to go on in its sullied name and its being such a crucial component of human activity and experience, Literature, needs to be rescued from itself and be subsumed within the general concepts of 'writing', 'rhetoric', 'discourse', or 'cultural production'. Hence Eagleton (1978:166) says that

> *Literature must indeed be re-situated within the field of general cultural production; but each mode of such general cultural production demands a semiology of its own, which is not compliable with some universal "cultural discourse".*

In another context, Widdowson (1999:3) observes that looked at from the contemporary perspective, it may be possible to offer, however awkwardly, what may be called "some (non) definitions'' of the heavily naturalised term as it appears in current usage and common parlance. In an attempt to expose the problematic, Widdowson (1999:3) offers the following statement devoid of any explanation as an example: "At the moment, I am reading some interesting literature on this very subject". This study reflects thus:

- Would it be fair to assume that one is speaking as a student who is currently reading novels, poems, and plays as part of the literature course?
- Would one be reading some 'secondary' critical literature on those literary texts?
- As an author, would one be speaking about the divers and gripping theoretical literature on the question, precisely, of what is literature?

- Might one be a budding writer, who is attempting to enter the profession of literature by reading novels for example, which focus on hour a young person becomes a novelist?

- Might one be a commuter (employed in say the tourist catering industry) talking about the sort of literature which they buy at the booksellers on the station to wile away delays on the rail network and which through preferences, tends always to be about the Caribbean?

- Might the same commuter be perusing the promotional or technical literature on refrigeration?

- Could the speaker be talking about the literature of either physics, chemistry etc?

Indeed, one could be speaking about any of these things. It becomes apparent that the word literature in itself can be used in a number of ways. However, in normal usage, a distinction tend to be drawn between critical, theoretical or promotional literature, (where for example, one tends to put the definite article in front of the word as in "I'm reading the literature or Biology") and literary writings (where the definite article is kept out, hence denoting that some generic distinction has already been made). The following examples suffice these points: "I love reading Literature in my spare time'' or I'm studying Literature at the university.'' Other than the above differences, a further generic distinction has been made in using a lower – case 'I' in the first instance and an upper – case "L' in the second.

As his contribution to the quest for a definition of the concept of Literature, Mayhead (1974:10) defines it as "anything written out of imagination about the real world in poems, plays, short stories and novels". By this definition, three observations can be made. The first sees Literature as "anything written''. In this sense, Physics, Biology etc textbooks can be called literature. Secondly, if, for example, "imaginative literature'' as expressed in the definition is made up of poems, plays, short stories and, novels, how to qualify biographies and autobiographies, works of history, travel, and adventure,

philosophical treatises say on social, religions, political or even literary topics, many books by famous scientists etc becomes a problem. They can and often do deserve to be called Literature by reason of a certain status and permanence given to them usually by a combination of the intrinsic importance or interest of their subject – matter and the mastery with which it is handled by the author. These characteristics or qualities must have influenced Murphy's (1972:128 – 129) inclusion of these type of writing as Literature. The third observation concerns what is meant by the "real world''. The argument here points at fact and fiction, between a work of biography and novels. It is very obvious that the biography concerns the "real world'' in a very ordinary sense. It is about a person who really lived, about things they actually did or said, about the whole period and society in which the person moved – this is built up with as strict a regard for historical fact as the conscientious biographer can muster. A novel, on the other hand, concerns invented characters, with invented sayings and doings. Thus, a novel, again in a very ordinary sense, is not about the "real world''. And it is for this reason that one can still come across persons who condemn especially novels as a waste of time since they do not talk about the "real world''.

The 10th edition of *The Oxford English Dictionary* (1998) also offers the following definitions of Literature:

1. *Acquaintance with letters or books; polite or humane learning; literary cultures. Now rare and obsolescent;*
2. *Literary work or production; the activity or profession of a man of letter; the realm of letters;*

3a. *Literary productions as a whole; the body of writings produced in a particular country or period, or in the world in general. Now also in a more restricted sense, applied to writing which has claim to consideration on the ground of beauty of form or emotional effect…*
and Fr…This sense is of very recent emergence both in Eng.;

3b. *the body of books and writing that treat of a particular subject; and*
3c. *college. Printed matters of any kind.*

Although the above definitions, particularly 3b, are in wide current usage, it is the OED's sense 3a. *without* the direct article – which is arguably the primary and priotised sense in existing cultures. This implies that Literatures, like "English Literature", "French Literature", "Contemporary Literature", "World Literature", etc, are all classified as Literature. "Literature" then becomes the great generic category of written creativity which every one can recognise. It is pertinent to observe that this definition becomes problematical as soon as it ceases to be merely descriptive and shifts to being evaluative as expressed. in its second sentence. In a more restricted sense, it is ambiguous since it is intended to mean here that the scope of the word Literature is restricted if it only applies to the kind described by the dictionary entry's following clauses. Whereas one might think that Literature is described in the least restricted sense of the word and the one with the greatest currency. But the problems really emerge in the designation of the qualities such Literature is supposed to have: 'on the ground of beauty of form or emotional effect'. One wonders if this ability is the same to all people, or if the sense is innate or learnt. In addition, what constitutes form? Given the range of possible meanings any dictionary will give for the word form, it may even be difficult to be remotely precise. But mode of being, mode of arrangement, structural unity in music, literature etc., that in which the essence of a thing consists, may, *inter alia*, be apposite while still leaving the imponderable problems. Further, it may be beneficial to ask if form is separable from content. If it is, then, if a piece of writing lacks 'unity' can it not be Literature? If a work of Literature cannot exist without form, how are some forms discerned as beauty and some as not? Is the creation of emotional effect special only to the 'restricted sense' of literature or does the OED mean 'beauty of… emotional' effect? In which case, how can one discriminate between those effects that are and those that are not? What are seen therefore are only attributions to the

notion of Literature' (with the capital letter) which are subliminally assumptive, partial and imprecise, but so heavily naturalised that they are, indeed, an inescapable aspect of its definition – at least its relatively contemporary definition.

The other point to note in the dictionary entry is the subscript note appended: "This sense is of very recent emergence…". It belongs roughly to the nineteenth and twentieth centuries. It is, therefore, a historically constructed – rather than an essential' or 'natural' – category. So while a notion of the literary' (i.e. writings which in some way distinguish themselves from common communicative discourses) has been around since ancient times, the concept of 'Literature' in that 'restricted sense' has not. In other words, while its attributes are recognisable in all cultural periods, the concept and term has not been: Shakespeare, perhaps, had a sense of what one means by the 'literary' (although, like other contemporaries, he might have thought of it as poesies/ poetries,) but not of 'Literature'. However, Terry (1997:84) argues that it is a mistake to conflate 'the history of the word (with) a history of the concept that has come to be associated with that word'. This presupposes that not only was there a recognisable notion of Literature in existence by the end of the Sixteenth Century, but also a clear process of constructing an English canon of literary works.

To reinforce the problematic at the heart of this naturalised word, consider briefly the entry in *The New Encyclopedia Britannica*: *Micropaedia* (1985:17 – 18) *(NEBM)* that says "a body of written works. The name is often applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the excellence of their execution". This seems to imply that drama is not Literature (*pace Shakespeare*). This also introduces the notion of 'imagination' as the defining characteristic of *literary* writing and discriminates in favour of those writings distinguished by the intentions of their author.

Apart from its apparent dismissal of the unresolved 'Intentional Fallacy' debate which has been going on for the last fifty years, it is unclear here how an author's intention 'distinguishes' a work as Literature. Does having a clearly perceptible one automatically qualify a work as Literature or is it the quality of the intention which makes the work 'distinguished' and hence its being qualified as Literature? Finally, the definition falls back on 'excellence of their execution' [the works themselves or the authors 'intentions'?]. This is an evaluative judgment which has all the definitional problems of the OED's 'beauty of form'.

As its title suggests, the essay on 'The Art of Literature', in Vol. 7 of The *New Encyclopaedia Britannica: Macropaedia (1985: 86 – 88)* is an even more partial and partisan affair. While fumbling for definitions of 'Literature' which it fails to deliver, the essay notes that individual examples of 'certain forms of writing [unspecified] are said to succeed if they possess something called artistic merit and to fail if they do not. The nature of artistic merit is less easy to define than to recognise. 'Artistic merit' is passed off as 'something' which unequivocally exists and happens to be 'called artistic merit', and which the essay-writer cannot 'define' but can 'recognise' intuitively. Such a deeply exclusive, and hence elitist, literary-critical stance lies at the heart of the assumptive evaluative judgments, that is, structured into the conventional definition of 'Literature'. 'Literary' works are then perceived to contain their own innate 'artistic merit' which they secrete or emit and which the person of taste 'recognises.' The argument revolves

around a definitional vacuum where 'artistic merit' itself is evident to those who recognise it in the first place. Eagleton (1978:164) observes further that:

> *Valuable texts and valuable readers are reversible…. The valuable is constituted as valuable by the texts which he continues as such; ideological value is projected into the Tradition or re-enter the present as metaphysical confirmation or critique. The name of this tautology is Literature…*

Ironically, the only assistance one can get from the whole *Macropaedia* essay is the author's touching admission that 'it becomes more and more difficult to categorise literature, for in modern civilization, words are every where' and that 'a further complication' in classifying the concept is that 'literature as a whole and in its parts means varying things to various writers, critics, and historians'.

No one by now, not even the traditional literary critic, can easily accept either a notion of a unitary 'Literature' or that there can be a meaningful essentialist definition of the concept: that there is an innate, self - identifying 'essence' of Literature. The *Macropaedia's* oddly insecure phrase, 'Literature as a whole and in its parts', points to the heterodox nature of Literature and to the fact that there are indeed many literatures rather than one 'Literature'. However, the admission that literature means different things to different people signals the contemporary recognition that the theoretical position, informing the positions of 'various writers, critics, and historians' in respect of the concept of literature in effect both defines and constitutes the 'literariness' of the literature they then 'objectively study. Modern critical theories propose that literary texts are, in a sense, 're-written' in every act of reading by every reader- not just by the processes of professional analysis: that Literature is reconstituted in the endlessly unstable dialectics of the author / text / reader nexus in history. Just as the author's control and authority over their text is relinquished as the text is written and published, so also the reading positions from which readers read it are different both throughout history and through their cultural

location at any given moment. Therefore, the texts become the products of those differences.

The Oxford Companion to the English Language (1992:619 – 20) on the other hand, identifies the two main current meanings of the word that have already been encountered: '(1) Artistic creation through language and its products: French Literature, Literature - in - English… (2) The texts of a group or subject: scientific and technical literature, the latest literature on computers'. It also notes that while the latter 'is currently the minor sense, it is the historically prior meaning of the term'. In the definition of the first sense, 'artistic' is a term of some force; equally so with 'creation' – which here has the active sense of creating', rather than being the substantive noun – hence the subsequent phrase 'and its products' (i.e. the 'creations'). But the fulcrum phrase 'through language' is an important addition to the definitions that have been seen so far. Under the heading 'Literature', *The Oxford Companion* (1992:620) interestingly confirms the assertions in the preceding paragraph: 'It is impossible to define the now primary sense of literature precisely or to set rigid limits on its use.' However, it immediately slips into the problematical but potentially fruitful definition. It says literary treatment of a subject requires creative use of the imagination. Something is constructed which is related to 'real' experience, but is not of the same order. What has

> been created in language is known only through language, and the text does not give access to a reality other than itself. Here again 'creative' and 'the imagination' appear, but they appear as the notions of a problematic relation to reality occasioned by Literature's construction in language. Literature somehow alludes to the "real" while being of a different order of reality precisely because it is constituted by language. From the foregoing exposition, the concept of Literature remains too pervasive, too consuming and too open a space in all cultures requiring proper definition.

2.1.2 What is Literature?

It has been shown that there is a diametrical distinction between "Literature'' with the upper – case "L" and literature with the lower case "l''. This generic distinction has often been lost in most books. The two have often been seen as one hence often used interchangeably. However, Literature with the upper – case 'L' signifies the conception of that global body of literary writing which Arnold (1869) has credited with being pointedly "the best that has been known and said in the world". It has been ascribed the highest achievement of aesthetic and moral merit, and has acquired the status of a kind of universal resource of formal and ethical models for human kind. Ben Johnson said of the writings of Shakespeare that it is "not of an age, but for all time'', and Ezra Pound defined it, as "news that STAYS news''. Ahuwe (2001:223) says while Samuel Johnson sees Literature "as a form of writing that expresses ideas that are of universal interest'', William Wordsworth says" Literature is writing that mirrors life in order to teach some salient moral lessons which we see every day but refuse to recognise, accept and practice''. Ahuwe also adds that Babs Fafunwa sees Literature after all as life, for it deals with man in every conceivable relation with others, his joys and woes, his tragedies and comedies, his fears and hopes. In line with this conception, therefore, Literature as a mirror of life seeks to bring to man's focus the hard realities and complexities of life within his environment. Fafunwa's perception ties with that of Hoggart who feels 'Literature is that which explores, recreates, and seeks for meaning in human experience". Culler (1997:27) offers his definition in comparative and contrasting terms when he says, "Literature… is a speech act or textual event that elicits certain kinds of attention. It contrasts with other sorts of speech acts, such as imparting information asking question, or making promises'.

Literature, therefore would refer to written works whose originating form and final point of reference is their existence as written textuality-however much individual texts may be performed, produced or reproduced in non – written form (hence plays but not film scripts performance poetry and poetry set to music but not song lyrics). The assumption is that there is an area of human activity and production in which people choose deliberately to use written language in ways distinguishable from other forms of written communication: most obviously the genres of poetry, prose-fiction and drama. Their readers, therefore, are sensible of being in the presence of something that is self consciously 'literary' – be it eighteenth century elegy or performance poetry, Victorian novel or contemporary romance, Renaissance tragedy or street theatre. In addition, it may be pamphlets, histories, journalism, diaries, car manuals, menus, promotional literature on fridge-freezers, biographies or beer-mats, recongnising that some or all of these may display literary characteristics (for example, in style or in their use of rhetorical devices), and that they may be indistinguishable from literary texts in terms of their linguistic composition. In this regard, it may be safe to accept and retain the last two centuries "aesthetisation" of the concept which regards Literature as operating within the domain of artifice (and hence "artificial"): i.e. as "fictive" in the broadest sense.

The difficulties which various inflexions of linguistics (theory and critical) succinctly outlined by Fowler (1990), pose for the definition of a discrete "fictive" literary realm, of distinguishing between "fictional" and "non-fictional, "literary" and "non-literary" texts is noted here. Linguistically, they all share similar textual characteristics and deploy similar stylistic tropes, so that a factual text, in terms of its textual semantics, is just as much a construction of discourse as is a literary one. Nevertheless, the discrimination of the term and concept is cultural (or "functional") rather than linguistic (or"ontological").

So, while accepting Fowler's admonition that it is "futile" to seek a "single linguistic criteria" for distinguishing "literary" from "non-literary" genres and texts, one would argue that "Literature" as a concept retains a meaningful cultural sense, and that is the function used here. In this regard, while agreeing with Fowler that the pursuit of literary-theoretical and aesthetic definition of "Literature" into innumerable dead ends is a waste of intellectual energy", one differs with him when he says "progress in understanding these matters [i.e. establishing that texts not normally…included in Literature" have similar characteristics to those that are] would be facilitated if the complication of "literary" status is removed.

On the other hand, Murphy (1993:3-8) has written of poetry (but it holds good for the notion of the "literary" in general) that if one of its distinguishing characteristics is that it is something that people choose to write in contradistinction to other forms of writing, then a way must be found to talk about what makes poetry different from other forms of writing. This is not a wish to proceed too readily, however, down the track of the kind of recycled humanistic formalism that Murphy seems to be proposing. Equally, if this sounds like the so-called "new aesthetics" or "new formalism", then it is imperative to note that the present study does not favour a return to *belles-lettrism*, and that it is firmly cultural-materialist in grounding-insofar as it abjures any notion of an essential literariness, and is predicated on the assumption that Literature, its uses and definitions are invariably historically specific. Indeed, even Bennett, (1990:10) one of the most indomitable contemporary critics of the aesthetic conception of "Literature"(be it idealist or Marxist), should be able to find it cognate with his own project to get "Outside Literature " – a project which "imbues Literature with a far more concrete existence" than can aesthetic theorisations, by more appropriately regard[ing it] as a historically specific, institutionally

organised field of textual uses and effects'. Nevertheless, one can still understand Murphy (1993:2) when he says there is a high critical value for encountering the need for distinctions between writers and the call for evaluative judgment to be made because otherwise the advantages of deploying and perceiving difference will be lost and function only with the ungainly monolith of an undifferentiated writing.

It is pertinent to conclude by appropriating some of the terms registered in passing from the entry in *The Oxford Companion* as potentially still necessary for defining Literature. *The Oxford Companion* says these productions are creative and "imaginative" in that they are made-up, concocted, invented, fabricated and are therefore original. Their specificity, in other words, constitutes their originality. Further, they are to be constructions of written language whose reality is comprised by that linguistic construction. Similarly, they are imaginary (product of the imagination) whose relationship to experiential reality in the material world exists only by way of their formal contrivance. This implies that Literature is always an original process of making 'realities', and that its formal articulation is precisely what enables readers to perceive those newly fabricated "poetic realities" at each point in time.

2.1.3 Why Study Literature in Nigerian Polytechnics?

This work is about understanding Literature. The emphasis is on why it should feature in greater detail in the General Studies Curriculum of Nigerian Polytechnics. It would therefore be pertinent to ask why Literature should be considered worth learning at all in Nigerian Polytechnics. Why should Literature, in any case, be regarded as important to be taught in Nigerian Polytechnics by the NPE and by examining bodies? What will Literature particularly contribute in an environment where technical professionals are being trained and produced? It may be crucial to commence answering the above questions

by accepting that Literature is a "subject''. That is to say, it is taught in schools. This also implies that it is taught in schools and prescribed for examinations. There is therefore little doubt that for a depressingly large number of students and their teachers, this is sufficient reason for teaching Literature in Nigerian Polytechnics. Based on this perception, Literature is remembered or approached purely as a means to an end – the passing of examinations and the benefits thereof. It is not possible to escape the existence of one fact that there are examinations. However, as the existence of examinations is accepted, it is also true that students can be made to benefit immensely from learning Literature.

But from a functional perspective, Literature has been found over the centuries to have certain important kinds of value to human beings generally. One of these has to do with the medium which Literature employs: the medium of language. Another important value of Literature is that it helps to preserve the precision and therefore the vitality of language. Notice the "use of language", rather than 'the language it uses'. When one is bilingual, sloppy habits acquired in the use of one of the languages spoken will probably lead to similar offences in handling the other. For a nation which has adopted English for public and official matters, proper care for English should also mean proper care for its indigenous tongue or tongues. This study shall expose the value of Literature by showing how Literature uses language and why it is possible to apply the words 'precision' and 'vitality' to the effect it has upon its medium.

This, however, is only one of the kinds of value Literature has for human beings. Equally important is the fact that Literature is meant to be

enjoyed. The word 'enjoyment' is commonly misused; or perhaps not so much misused as employed in an unduly limited sense. Many readers may think of 'enjoyment' in terms of its more obvious forms: sport, dancing, the cinema or argue that such kinds of enjoyment are desirable because they make for relaxation, distracting one from the monotony or strain of day – to day concerns. Nothing may be said to contradict this view provided that there is willingness to admit the possibility of additional kinds of enjoyment. Enjoyment here connotes a sense of the joy of living; and this does not necessarily involve shutting down or restricting the activity of the mind. Indeed, that sense of the fullness and abundance of living that constitutes the most intense kind of enjoyment cannot be attained unless the mind is as much exercised as the other faculties.

That statement may seem a pious platitude. It is nonetheless deliberate. In nation states pursuing full or true autonomy, there is always the danger that exercise of the mind may tend to be popularly associated mainly with the educational routine followed in pursuit of a 'European post', and that it will not be thought of as having anything even remotely to do with 'enjoying oneself' once the education goal and its consequent monetary benefits have been reached. It is partly to combat this tendency that the governments of many such countries have established arts councils, academies, and similar bodies to promote the knowledge of artistic and intellectual matters of both local and international importance. No praise can be too high for these ventures; but they will be disastrously handicapped if most people who have attended School think of the enjoyment of leisure as something in which the mind plays little or no part.

Literature is to be enjoyed. It offers some form of relaxation. It also brings distraction from the monotony or strain of day - to - day concerns. But it does these things in ways from which mental laziness is quite remote. It relaxes by exercising, bringing into play faculties of the mind that would otherwise lie dormant. It distracts, not by offering an escape from the business of living, but by making living fuller and more meaningful. Literature can take one out of the track of eary routine, by leading one to understand something of that whole vast body of human living in which day-to-day concerns have their place.

In countries with gregarious societies, societies that think of leisure-time activity as something pursued in a group rather than in private, there is often a certain contempt for the man who would rather sit at home and read than join, when summoned for some such diversion, in the merrymaking of his fellows. For example, it is not uncommon in Nigeria to hear a preference for solitary activity described as “selfishness”. A gregarious society is necessarily anti-literary. Indeed, it tends to favour the development of a particular literary form - drama. There is no doubt, however, that in such a society, the idea of sustained reading for any purpose other than the passing of examinations needs defense. It cannot be too emphatically stated that reading is only in a most limited and unimportant sense a “private” activity. Someone reading silently is, in one way, “alone,” even though the room may be full of people. Such a person would be engaged in something in which other persons present are taking no part. But it would be absurd to maintain that for this reason, that activity must be despised as a sign of someone wishing to shut oneself away from the “real world,” or as a waste of the time that person ought to be spending talking and laughing with other fellows. On the contrary, the reading of good Literature can bring one more closely into contact with the “real world” than could ever have been brought without

a degree of personal experience for which the span of most lives is insufficient. And because of this, Literature, far from making a man anti-social, can equip one to lead a life among fellows with an adequacy, satisfaction, and understanding that would not otherwise have been known.

For example, take the case of the novelist. The invented characters move, speak, and think, in a world which often seems very real indeed. Readers believe in the Casterbridge of Thomas Hardy and the London of Charles Dickens, even though they are remote from the period in which readers live and may be exceedingly remote from personal experience. Why then does Hardy not write a strictly historical account of some aspect of Casterbrige life? Why does Dickens not do the same for London, instead of filling his books with such a fantastic collection of fictitious characters? Both Hardy and Dickens have more to say, more to say about life in general as they see it, than they could possibly have said had they restricted themselves to the painstaking documentation of fact. They are writers who have taken a long and hard look at the life they know and as a consequence, they have arrived at an interpretation of it. This interpretation is a simple affair. It cannot be expressed in a sentence such as “All human beings are governed by destiny,” or “I think that a lot of men thrive by sucking the life-blood out of other human beings”. Only through the unfolding of their stories, and the actions and interactions of their characters, can the interpretation be adequately conveyed. The invented stories and invented characters, products of the imaginations of Hardy and Dickens, bring forth, in the richest and most delicate form they can find, what those writers have to say about life as they see it. The novelist, then, has seen something he believes to be true about human life, something he believes to be real. His imagination gets to work on the reality he has seen, and finally his sense of it issues in the form of a novel. Do readers in some cases reject this

interpretation, feeling that human life cannot be “like that”? Perhaps it is possible; but not to totally dismiss it as negligible. The world is bewildering enough, in all conscience, yet it must be remembered that human life has never been a mainly easy, simple, and straightforward business. It has been the lot of the great imaginative writer, since what is known of the beginning of Literature, to see and face different aspects of this whole vast complexity called human life, and to convey the interpretation of them as faithfully as possible to the readers. And this is precisely why the reading of good Literature can bring one more closely into contact with the “real world” than could ever have been brought without a degree of personal experience for which the span of most lives is insufficient. Whether a reader agrees or disagrees with the writer, the important thing is that such reading has made one aware of new ways of looking at life, whether one likes them or not. The book will have enlarged the readers experience, enlarged the sense of what life, for better or for worse, can be. The reader who shuts the book at the last page will very likely be a different person from the one who opened it, though one may be quite unconscious of the change. When it is said that the imaginative writer is concerned with human life, the reader will probably feel that this is altogether too frightening a proposition, too high-mighty a concern, for him. Perhaps it makes Literature seem too sublime, too august, too cold and lofty. If so, a direct thrust at the reader is immediately called for.

Literature is not about some abstract thing called “life”, it is about “your life”. This may at first strike the reader as absurd. What can *A Tale of Two Cities,* for example, tell about the life of a schoolboy in Ceylon? What connection can be imagined to exist between Elizabeth Bennet and a Nigerian schoolgirl? To a reader who knows either Ceylon or Nigeria at all well, those questions are not necessarily as stupid as they look. The important thing is not whether or not the reader can feel that the situation of a particular

character in a novel or some striking reflection in a poem has a special significance because of some personal idiosyncrasy or circumstance. Whether or not one can feel that what is being read has any significance for a human being at all. If the reader cannot feel this about any Literature, or really cannot think of it as anything other than a "subject", utterly removed from the readers own personal experience of living in the world, then one had better abandon its study as an entire waste of time.

At this juncture, the question of "background" arises. Only two observations need be made at this point:

a. undue stress on differences of background though doubtless well intentioned, can be exceedingly dangerous, as it often imposes unnecessary obstacles to understanding; and

b. a person of average intelligence and tolerable literacy, whatever the background, will generally be aware that human beings have a remarkable way of resembling one another, however they come from, and that what is thought or felt vividly by any individual, real or fictitious, is unlikely to be quite without relevance for them.

The imaginative writer, in one way or another, is interested in people, in their variety, in their speech and behaviour, in their thoughts, feelings, and sensations. This is true even when the writer is interested mainly in himself. A lyric poet that is preoccupied with an experience in which no person other than himself plays a part, will certainly be preoccupied with a human being. Readers may often, in some of the very greatest poetry, be not much aware of this human element. Yet it is there all the same. It took a human being to think that the poem was worth writing at all. It is the utterance of a human being, meant to be read and understood by other human beings. A poet or any other kind of writer who claims that because he talks about animals or machines or the countryside therefore they are not interested in human considerations is merely being hypocritical.

Because of this concern with the human, and because the languages human beings use are inextricably bound up with the lives they lead, the imaginative writer has a greater than ordinary interest in the possibilities of language. One of the kinds of value possessed by Literature, as already mentioned, is the precision and therefore the vitality of language. This can partly be achieved through the writer's style. Consider the following passage:

> *Cities given, the problem was to light them. How to conduct individual citizens about the burgess-warren, when once heaven had withdrawn its leading luminary? Or –since we live in a scientific age-when once our spinning planet has turned its back upon the sun? The moon, from time to time, was doubtless very helpful; the stars had a cheery look among the chimney-pots; and a cresset here and there, on church and citadel, produced a fine pictorial effect, and, in places where the ground lay unevenly, held out the right hand of conduct to the benighted. But sun, moon, and stars abstracted or concealed, the night- faring inhabitant had to fall back – we speak on the authority of old prints –upon stable lonthorns two stories in height (ROBERT LOUIS STEVENSON, Virgin: bus Puerisque).*

The extract above is concerned with the problem of street lighting, though the reader with poor understanding of English prose could be excused for not immediately realising this. Why say, for example, "when once heaven had withdrawn its leading luminary" instead of 'when the sun had set', and 'when once our spinning planet has turned its back upon the sun' rather than 'when night has fallen' or the even plainer 'when it is dark'? It cannot be too emphatically stated that a greater than ordinary interest in the possibilities of language does not mean that kind of thing and especially for Polytechnic students. Such a way of playing about with words is mere bloated affectation, debilitating language rather than nourishing it. One hopes that the selection of and teaching of books prescribed for Polytechnic students will aid in eliminating such tendencies. However, if such books are selected, the pedagogy should be carefully selected to ensure the achievement of the purpose of selecting them. From the above, Literature has, broadly speaking, three important kinds of value: it vitalises language; it makes for enjoyment; it also tells of things that would not otherwise have been known about the humanity of which

readers form a part. It was also noted that the reader must feel that what they are reading has something to do with their life.

Literature, it has been said, is not about some abstract thing called 'life'. It is about ones life. This point is buttressed with a very simple example. Here is a passage from the novel *Things Fall Apart* by Chinua Achebe:

> *Some days later, when two or three heavy rains had moistened the land, Okonkwo and his family went to the farm with baskets of seed-yams, their hoes and matchets, and the planting began. They made single mounds of earth in straight lines all over the field and sowed the yams in them.*
> *Yam, the king of crops, was a very exacting king. For three or four moons it demanded hard work and constant attention from cockcrow till the chickens went back to roost. The young tendrils were protected from earth-heat with rings of sisal leaves. As the rains became heavier the women planted maize, melons and beans between the yam mounds. The yams were then staked, first with little sticks and later with tall and big tree branches. The women weeded the farm three times at definite periods in the life of the yams, neither early nor late.*
> *And now the rains had really come, so heavy and persistent that even the village rainmaker no longer claimed to be able to intervene. He could not stop the rain now, just as he would not attempt to start it in the heart of the dry season, without serious danger to his own health. The personal dynamism required to counter the forces of these extremes of weather would be far too great for the human frame.*
> *And so nature was not interfered with in the middle of the rainy season. Sometimes it poured down in such thick sheets of water that earth and sky seemed merged in one grey wetness. It was then uncertain whether the low rumbling of Amandiora's thunder came from above or below. At such times, in each of the countless thatched huts of Umoufia, children sat round their mother's cooking fire telling stories, or with their father in his obi warming themselves from a log fire, roasting and eating maize. It was a brief resting period between the exacting and arduous planting season and the equally exacting but light-hearted month of harvests.*

It is obvious that such a passage will have an immediate impact upon a large number of readers from the Nigerian Polytechnics.Those who have actually lived in rural areas will, in particular, experience 'the shock of recognition'- the sense of seeing something being vividly described that belongs to their own lives, with a feeling of pleased surprise at realising that the whole thing can be done as perfectly and as succinctly as that. For such readers, the immediate reaction will be that of identification.

There is no doubt that a reader who can say this will be at a certain advantage over one who cannot. They will enjoy an intimacy of contact with the passage denied to those whose lives have not encompassed the sort of experience described. They will, in fact, experience the simplest kind of relation that can exist between Literature and life.

Meanwhile, imagine the same Nigerian Polytechnics readers' response to something a little different. This time the setting is the island of Ceylon, and the source is *The Village in the Jungle* by Leonard Woolf:

> *So she was left alone with Punchirala. He was an old man now, weak and diseased. After a while he became too feeble even to get enough food to keep himself alive. She took him into her hut. She had to find food now for him, as well as for herself, by searching the jungle for roots and fruit, and by sowing a few handfuls of grain at the time of the rains in the ground about the hut. He gave her no thanks; as his strength decayed, his malignancy and the bitterness of his tongue increased; but he did not live long after he came to her hut; hunger and age and parangi at last freed her from his sneers and his gibes.*
>
> *The jungle surged over and blotted out the village up to the very walls of her hut. She no longer cleared the compound or mended the fence, the jungle closed over them as it had closed over the other huts and compounds, over the paths and tracts. Its breath was hot and heavy in the hut itself which it imprisoned in its wall, stretching away unbroken for miles. Everything except the little hut with its rotting walls and broken tattered roof gone down before it. It closed with its shrubs and bushes and trees, with the impenetrable disorder of its thorns and its creepers, over the rice-fields and the tanks. Only a little hollowing of the ground where the trees stood in water when rain fell, and a long little mound which the rains washed out and the elephants trampled down, marked the place where before had lain the tank and its land.*
>
> *The village was forgotten, it disappeared into the jungle from which it had sprung, and with it she was cut off, forgotten. It was as if she was the last person left in the world, a world of unending trees above which the wind roared always and the sun blazed. She became one of the beasts of the jungle, struggling perpetually for life against hunger and thirst; the ruined hut, through which the sun beat and the rains washed, was only the lair to which she returned at night for shelter. Her memories of the evils, which had, happen to her, even of Babun and her life with him became dim and faded. And as they faded, her childhood and Silindu and his tales returned to her. She had returned to the jungle; it had taken her back; she lived as he had done, understanding it, loving it, and fearing it. As he had said, one has to live many years before one understands what the beasts say in the jungle. She understood her, and was not afraid of her. They became accustomed to the little tattered hut, and to the woman who lived in it. The herd of wild pigs would go grunting and rooting up to the very door, and the old sows would look up unafraid and untroubled at the woman sitting within. Even the does became accustomed to*

her soft step as she came and went through the jungle, muttering greeting to them; they would look up for a moment, and their great eyes would follow her for a moment as she glided by, and then the heads would go down to graze without alarm.

The readers from the Nigerian Polytechnics will hardly feel altogether at a loss when reading that passage. It is true that they will be accustomed to speaking of 'bush' rather than 'jungle'; true also that the words 'parangi' and 'tank' will puzzle them unless they see them in the context of the whole novel. But they are, nevertheless, unlikely to feel that this 'world of unending trees above which the wind roared always and the sun blazed' is unimaginably remote from the world they know. A sense of congeniality based upon mere similarities of climate and vegetation is in itself neither valuable nor very interesting. The readers who recognise or identify with the place being described will not have gone far in the direction of full response to the passage. For the jungle itself, though of immense importance to the passage, accounts for only part of the total effect built up. The second paragraph, in which the onrush of what has often been called the 'jungle tide', is so tellingly described, only reveals its proper significance in the context of the two paragraphs which enclose it. In other words, the full import of the jungle for this passage cannot be grasped unless the readers link the onrush of vegetation and the obliteration of the village with the situation of the woman whose life becomes so intimately bound up with the whole process. Thus the jungle is important here only in so far as it is connected with a human experience.

What will the Nigerian Polytechnics readers make of this human experience? Will the readers readily identify with the passage? Much of course depends upon differences between individual readers. Some are always more skeptical, less willing to be 'taken in', than others. It is probable, however, that the reader spoken of here will have in mind, in a manner of speaking, be 'taken in' by the passage. They may not believe that what has

happened to the woman will ever happen to them; they will certainly hope that it never does. But because of a degree of familiarity in the setting, possibly also because of odds and ends of tales of the bush that may have come their way, they can temporarily project themselves into the woman's situation. They will, without too much difficulty, succeed in imagining what it could be like to have the kind of experience described. It is clear that for such readers, the passage by Leonard Woolf must involve a more complex response than the one by Achebe. It will also be, for them, a more valuable kind of response, as it will have enlarged their experience. The next example is a famous poem by William Wordsworth:

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and blinds the grain,
And sings a melancholy strain;
O listen! For the Vale profound
Is overflowing with the sound.

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travelers in some shady haunts,
Among Arabian sands:
voice so thrilling ne'er was heard
In spring- time from the Cuckoo –bird
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of today?
Some natural sorrows, loss, or pain,
That has been, and may be again?

What're the theme, the Maiden sang
As if her song could have no ending;

I saw her singing at her work,
And o'er the sickle bending;-
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more

The factors which may make the poem less accessible for almost any other kind of reader than either of the prose passages are that first is the difficulty over the matter of time. The present tense used in the first and third stanzas seems to indicate that readers should imagine themselves, together with the poet, listening to the maiden's song now at this present time. It intended to think of her actually singing as the poem is read. But the last stanza unexpectedly complicates things. Here is a switch to the past tense. It now appears that the poet has been cheating the reader. The whole experience of listening to the maiden's song now seems very obviously over and done with long before the writing of the poem, let alone the reading of it. However, the clue to the problem is contained in the last two lines: "The music in my heart I bore / Long after it was heard no more." The maiden's song has most certainly ceased actually to be heard by the time Wordsworth writes the poem. But it has made so deep an impression that it remains with him, it still seems present to him. This sense is no longer physically audible. It is what Wordsworth wishes the reader to share with him. It is for this reason that he puts most of his poem in the present tense. And when, in the last stanza, the whole action is suddenly revealed as having happened well away in the past, readers are made to realise just how intense an experience it has been for him. If he can write about it like this, if he can arouse in the readership so vivid a sense that it is all actually going on although it has in fact taken place a long time ago – then, the readers feel he is really telling the truth when he says: "The music in my heart I bore, / Long after it was heard no more."

Next is confronting a further difficulty. The second stanza offers the second difficulty. It says:

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travelers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the cuckoo-bird

Breaking the silence of the seas
Among the farthest Hebrides.

The first reaction may be that Wordsworth is merely using needlessly flowery language to tell the simple fact that he was pleasantly struck by the girl's singing. The reader might even go on to accuse him of positive incompetence. If he really is concerned to make the reader see just how intense the experience has been for him, why should he distract attention from the thing itself by bringing in thoughts of Arabia and the Hebrides? A geographically-minded reader might admit that mention of the Hebrides is not altogether irrelevant, since those islands, even the "farthest" of them, are not so very distant from the Scottish Highlands. He might, on the other hand, still be at a loss to understand what the Arabian Desert is doing in the poem. One part of the answer is connected with the word "solitary" in the first stanza. The "solitary Highland Lass" is found "single in the field", "Reaping and singing by herself," cutting and blinding the grain "Alone". The reader is further told that the field in which she is working is situated in a deep valley, a "Vale profound" which is filled to overflowing with her song. There is evidently complete silence. The reader who is imagined to be

sharing the poet's experience is admonished to "stop here, or gently pass". Whatever he does, he most not break the sense of enchantment born of the stillness of the valley and the girl's unawareness that any one else is there. Solitude and a vast surrounding silence (these seem to be essential ingredients of the situation). One can now understand why "the farthest Hebrides" have been brought in. This is not a question of geographical proximity. They are there in the poem because of their loneliness, and because of "the silence of the seas" around them – a silence broken in spring-time by the voice of the cuckoo, just as the silence of "the Vale profound" is broken only by the maiden's song. And from the solitude and silence of the sea to their equivalent on land, the solitude and silence of the desert is not a difficult step for the mind to take. (The sea and desert, indeed, seem curiously similar to one another, precisely because they are at opposite extremes). In each case, there is the impression of deep loneliness and silence, broken and relieved by a single "thrilling" voice, be it that of a nightingale in some desert oasis, the cuckoo away in the Hebrides, or the girl reaping in the field. A chain of association, which starts with the words "solitary" and "single", holds all these things together.

This would give one part of the answer to Wordsworth's focus in the second stanza. The third stanza offers the final part of the answer when it says:

Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of today?

Some natural sorrow, loss, or pain
That has been, and may be again?

The stanza is not in itself at all hard to grasp. Wordsworth does not know what the girl is singing about, and he speculates on the possible subject of her "melancholy strain." But there is something very interesting in the directions his speculation takes. It will be observed that he considers two distinct sets of possibilities, with a third almost imperceptibly growing out of the second: (1) "Perhaps the plaintive numbers flow / For old, unhappy, far-off things, /And battles long ago:" (i.e. perhaps her song concerns tragic historical events.) (2) "Or is it some more humble lay, /Familiar matter of today?"
(i.e. perhaps her song has no such grand associations with the past, but concerns ordinary people and affairs of the present.) (3) "Some natural sorrow, loss, or pain, / That has been, and may be again?" The distinction between (1) and (2) is perfectly clear. It is the distinction between the past and the present. But (3) is not such a simple matter. It is of course quite easy to read it as though it were part and parcel of (2). If this is done then we must take the "natural sorrow, loss or pain" to be the "Familiar matter of today" about which the girl may or may not be singing. There is no harm in doing this, since it makes excellent sense. However, one wonders why Wordsworth, if that was really his entire meaning, bothered to put a question mark after "today" instead of a comma:

Or it is some more humble lay,
Familiar matter of today,
Some natural sorrow, loss, or pain,
That has been, and may be again?

He might even have used a semi-colon. As it stands, one cannot escape the odd feeling that Wordsworth is rather artfully opening up a third set of possibilities which are certainly related to the " Familiar matter of today," but which also takes the reader a good deal further than the present as the reader would usually think of it. Indeed, the last line of the

stanza makes one think of the past and the possible future rather than "today" in any ordinary sense: "That has been, and may be again?"

The poem expresses the feeling that the usual simple distinctions between the past, the present, and the future, have been broken down. Wordsworth starts by thinking of the "old unhappy, far-of things" of the past. He moves from them to the "Familiar matter of today." But what he ends up with is what we may best call the continuity of life itself, a sense that what "has been" and what "may be again" are part of an eternally unfolding pattern which it is idle to attempt to divide up into past, present, and future. Life, with its "natural sorrow, loss or pain," goes on, like the maiden's song, as if it "could have no ending"; and, as Wordsworth listens to the singing, he seems to stand outside time altogether: "I listened, motionless and still". And just as he stands outside the bound of time, so he stands outside the bound of space as well. His imagination is free to range from the field in the Scottish Highlands to the sand of Arabia, the desolate Hebrides, and back again. This sense of being, perhaps only briefly, beyond the confines of time and space, is the central experience recounted by the poem.

What has been carried out is a piece of fairly close analysis. It may seem that the analysis has been too difficult. It may have even gone further in the direction of detail and subtlety than this particular stage of the section can warrant. The poem conveys, with pain and precision, subtle experience. No endeavour, therefore, to say what the poem is about, can help having its own difficulty and complexity. But what will the reader especially from the Nigerian Polytechnics make of the subtle experience recounted by the poem? It is just possible that something not unlike it may have happened to them. More probably it will bring them something completely new, an experience they would not normally imagine themselves having, but which may seem perfectly feasible, as a lot depends upon the

individual readers willingness to accept the unfamiliar. Plainly, for the Nigerian Polytechnic readers alone, understanding the poem involves a great deal more than response of the extract from *The Village in the Jungle*. Placing oneself in the position of a woman reduced by circumstance to the level of a beast of the jungle may seem, on the face of things, quite as hard as imagining oneself standing outside the bounds of time and space. Indeed, whatever the improbabilities in either case, the first of those two efforts of the imagination, for the Nigerian Polytechnic readers, will undoubtedly be the easier partly because accidents of environment make the prose passage more immediately understandable to them and partly because, like any other reader, he will find the experience recounted in *The Solitary Reaper* far more complex.

To state that the experience recounted in the poem is complex, however, does not mean or imply that it is irrelevant to other people who are not poets or who are taking certificates in technical courses. It is the intense experience of a human being, translated into language of point and precision. As such, it has relevance for all human beings, whether they have themselves had anything like the experience or not. They will certainly have had the experience after reading the poem. To others who may object that the business of sharing Wordsworth's experience is so much wasted effort, one can only say that the sense he evokes of standing outside the bounds of time and space is a part of the business of being human. To reject it as valueless, whoever one is and whatever profession one is pursuing, is to reject the possibility of enlarging ones experience of being human. Time and space are inextricably mixed up with our lives as humans. We tend to look upon both these things, especially time, in rather fixed and conventional ways. Wordsworth's poem evokes in us old ideas expressed as new, vivid, and refreshing.

The discussion of *The Solitary Reaper* has been founded on the assumption that although few readers are likely to have had the same kind of experience as Wordsworth, the majority will not dismiss as inconceivable the possibility that something of the sort might happen to them. The next example is of an entirely different order:

CORDELIA. How does my royal lord? How fares your majesty?
LEAR. You do me wrong to take me out o' the grave:
Thou art a soul in bliss; but I am bound
Upon a wheel of fire, that mine own tears
Do scald like molten lead.
CORDELIA. Sir, do you know me?
LEAR. You are a spirit, I know: when you die?
CORDELIA. Still, far wide!
DOCTOR. He's scarce awake: let him alone a while.
LEAR. Where have I been? Where am I? Fair daylight?
I am mightily abused. I should e'en die with pity,
To see another thus. I know not what to say.
I feel this pin prick. Would I were assured of my condition!
CORDELIA. O, look upon me, sir,.
And hold your hands in benediction o'er me.
No, sir, you must not kneel.
LEAR. Pray, do not mock me:
I am a very foolish fond old man,
Fourscore and upward, not an hour more or less;
And, to deal plainly,
I fear I am doubtful; for I am mainly ignorant
What place this is, and all the skill I have
Remembers not these garments, nor I know not
Where I did lodge last night. Do not laugh at me;
To be my child Cordelia.
CORDELIA. And so I am, I am.
LEAR. Be your tears wet? Yes, faith. I pray, weep not:
If you have poison for me, I will drink it.
I know do not love me; for your sisters
Have, as I do remember, done me wrong:
You have some cause, they have not.
CORDELIA. No cause, no cause.

The above is likely the greatest moment in the whole of Literature – the moment in Act iv, Scene vii of Shakespeare's *King Lear* when Cordelia speaks to her father King Lear for the first time since their tragic separation in the first act. Cordelia has been rejected for her honesty. Her falsely flattering, sugary – tongued sisters, Regan and Goneril, in turn

have rejected their father King Lear. For the first time in his long life, he is exposed to the terrors of darkness and tempest he has never known. He comes to painful grips with what it means to suffer. He has had an overwhelming vision of the foulness and degradation to which humanity can descend. Finally, he has known madness. Yet it is no ordinary madness. It is one of the many paradoxes of this great and terrifying but also consoling play that King Lear lays his reason only in order to find it. He feels at last what the very poor feel.

In this scene, King Lear lies asleep in the camp of the forces of the French King, Cordelia's husband. Before him stands the daughter so bitterly cast off, the daughter to whom he has once said: "Better thou / Hadst not born than not to have pleased me better." But this daughter harbours no rancour. Of her it is said, in Act iv, Scene iii, when the news has reached her of King Lear's brutal treatment at the hands of her sister:

Youn have seen

Shunsine and rain at once: her smiles and tears

Were like, a better way: those happy smilets
That pla'd on her ripe seem'd not to know
What guest were in her eyes; which parted thence
As pearls from diamonds dropp'd. In brief,
Sorrow would be a rarity most beloved,
If all could so become it.

Cordelia's expresses the sorrow and horror at what has befallen her father mingled with a radiant joy at the thought of being reunited with him. The crucial moment has come. For a time King Lear does not recognise Cordelia. Before he can know her, he must first know himself – know himself as he never did in the days of his headstrong, domineering, yet essentially childish pride:

I am a very foolish fond old man,
Fourscore and upward, not an hour more or less;

And, to deal plainly,
I fear I am not in my perfect mind.

Only then can the revelation come:

Do not laugh at me;
For, as I am a man, I think this lady
To be my child Cordelia.

All that has happened before in the play lies behind this moment of truth. With these words the scales lift from the eyes of King Lear; and to the anguish and darkness of madness and storm succeeds the scarcely believable dawn of reconciliation and forgiveness:

I know you do not love me; for your sisters

Have, as I do remember, done me wrong:
You have some cause, they have not.
CORDELIA. *No cause, no cause.*

It is not likely that many people will have lived through anything at all closely resembling the experience of King Lear or Cordelia, though life holds many surprises in the way of happiness and suffering. Most readers can say with Albany at the very end of the drama that we "Shall never see so much, nor live so long." But can readers for that reason dismiss the experience which King Lear lives, as irrelevant to us, as having nothing to do with our lives? Of course not. This drama of wrong – headed obstinacy, suffering, bestiality, and redemption, has a meaning for all readers. To deny its importance for oneself, merely because the accidents of one's personal life afford no parallels to the events of the drama, is to deny one's own humanity. The tale of King Lear's suffering concentrates into dramatic form the suffering of humanity as a whole. To experience this drama is to learn more than one could ever have known otherwise about the humanity of which one is a tiny part. The greatest works of Literature tend, like *King Lear*, to give one experience that one would not think of oneself as conceivably undergoing in the course of actual life, but which yet have so profound an application to human life as a whole that

they deeply affect one as an individual human creature. For the Nigerian Polytechnics readers, *King Lear* will, in obvious ways, be at the opposite extreme of familiarity from *Things Fall Apart*; but it will not for that reason have any less to say to him as a human being.

It is true, however, that the most familiar kind of relation between Literature and personal experiences the reader may have had is a more general one. It involves neither extremely close approximation to actual personal experience, as in the case of the Nigerian Polytechnics readers of *Things Fall Apart*, nor extreme remoteness from actual personal experience, as would be the case with almost any reader of *King Lear*. For an illustration of this type of connection between personal lives and the books read, consider this passage from the novel *Aaron's Rod*, by D.H. Lawrence:

> *Oh! exclaimed Millicent feverishly, instantly seized with desire for what she had not got, indifferent to what she had. Her eye ran quickly over the packages. She took one.*
>
> *'Now!' she exclaimed loudly, to attract attention. 'Now! What's this? - What's this? - What will this beauty be?'*
> *With finicky fingers she removed the newspaper. Majory watched her wide-eyed. Millicent was self –important.*
> *'The blue ball!' she cried in a climax of rapture. 'i've got the blue ball'.*
> *She held it gloating in the cup of her hands. It was a little globe of hardened glass, of a magnificent full dark blue colour. She rose and went to her father?,*
> *'It was your blue ball, wasn't it, father?'*
> *'Yes'*
> *'And you had it when you were a little boy, and now I have it when I'm a little girl'.*
> *'Ay', he replied drily.*
> *'And it's never been broken all those years.'*
> *'No, not yet'.*
> *'And perhaps it never will be broken?'*
> *To this she received no answer.*
> *'Won't it break?' she persisted. 'Can't you break it?'*
> *'Yes, if you hit it with a hammer'; he said.*
> *'Aw!' She cried. 'I don't mean that. I mean if you just drop it. It won't break if you drop it, will it?,*
> *'I daresay it won't.'*
> *'But will it?'*
> *'I sh'd think not.'*
> *'Should I try?'*

She proceeded gingerly to let the blue ball drop. It bounced dully on the floor – covering.
'Oh –h-h!' she cried, catching it up. 'I love it'. 'Let me drop it', cried Marjory, and there was a performance of admonition and demonstration from the elder sister.
But Millicent must go further. She became excited.
'It won't break,' she said, 'even if you toss it up in the air.'
She flung it up, it fell safely. But her father's brow knitted slightly. She tossed it widly: it fell with a little splashing explosion: it had smashed.It had fallen on the sharp edge of the tiles that protruded under the fender.
'Now what have you done!' cried the mother.
The child stood with her lip between her teeth, a look, half of pure misery and dismay, half of satisfaction, on her pretty, sharp face.
'She wanted to break it,' said her father.
'No she didn't ! what do you say that for!' said the mother. And Millicent burst into a flood of tears.
He rose to look at the fragments that lay splashed on the floor.
'You must mind the bits,' he said, 'and pick 'em all up. He took one of the pieces to examine it. It was fine and thin and hard, lined with pure silver, brilliant. He looked at it closely. So – this was what it was. And this was the end of it. He felt the curious soft explosion of its breaking still in his ears. He threw his piece in the fire 'Pick all the bits up,' he said. 'Give over! give over! Don't cry any more'.

For many English or American readers, this passage will have a particularly authentic ring: Christmas Eve, the ornaments for decorating the Christmas tree, all the excitement of the Christmas season for childhood. Yet it would be too much to claim that the advantage they draw from personal associations (probably memories of their own childhood) is a very special or important one. The reader who has been brought up in a tropical climate, on the other hand, will not be accustomed to thinking of "the sharp edge of the tiles that protruded under the fender", or anything like them, as part of the domestic scene he knows and remembers. He may or may not associate Christmas trees with his own experience of the season. But it would be absurd to declare that the absence of certain personal association enjoyed by the English reader amounts to a serious disadvantage to the Nigerian Polytechnics readers when it comes to understanding what the passage is really *about*. No intelligent reader is going to be alarmed because he has never seen a fender, or because there was never a Christmas tree in the house when he was young. Nor

will an intelligent reader think that he is admitted to some very special understanding of the passage simply because he knows all about fenders and Christmas trees.

It is impossible to look for long at any passage in a good novel without reference to the whole. This passage from *Aaron's Rod* is no exception. In this context, it is enough to say that the episode described occurs in the first chapter, and that most of the action of the book takes place after the man, Aaron Sisson, has decided to go away and leave his family. This gives a clue to the meaning of the episode. It can be regarded simply as describing the behaviour of a willful and impulsive little girl, over-excited as children can so often be on Christmas Eve. But there is more to it than that. The break between Aaron and his family is foreshadowed in this apparently domestic scene. The shattering of the blue ball points forward to the shattering of the family.

The analysis can still go further. If the family breaks up, it is because relations between its members are not what they should be. Tiny and perhaps apparently trivial things in the passage indicate the presence of tension:

> *'Now what have you done! cried the mother'.*
> *The child stood with her lip between her teeth, a look, half of pure misery and dismay, half of satisfaction, on her pretty, sharp face.*
> *'She wanted to break it', said the father.*
> *'No she didn't! What do you say that for!'. Said the mother.*
> *And Millicent burst into a flood of tears.*

The tension does not come out only in the exchange between husband and wife. It is there also in the "look, *half* of pure misery and dismay, *half* of satisfaction", on the child's face. Aaron is right. Millicent did want to break the blue ball, though she probably only half knew this. But however obscure her feelings may be to herself, she cannot help revealing a glint of satisfaction as the ball lies shattered.

The reason for Millicent's satisfaction is because in her childish way, she feels a certain sense of triumph. She has somehow scored over her father. She has asserted herself

against him, and won. Dimly, she has all the time known that this blue ball, though a mere ornament of no value in itself, has significance for Aaron. It is a link with his youth, yet Millicent wants to possess it and then, possessing it completely, to destroy it. All the destructive power of possessiveness in personal relationships, even when exerted by a mere child, is implied in this simple piece of dialogue:

> *'It was your blue ball, wasn't it, father?'*
> *'Yes'.*
> *'And you had it when you were a little boy, and now I have it when I'm a little girl'.*
> *'Ay,' he replied drily*
> *'And it's never been broken all those years.'*
> *'No, not yet.' 'And perhaps it never will be broken?'*
> *To this she received no answer.*

And it is clear that the mother, despite her exclamation "Now what have you done!", is with her daughter and against her husband. More could be said about this masterly piece of writing in the light of *Aaron's Rod* as a whole. But to the reader, it does not matter whether or not you can refer the episode and its setting back to things you have yourself actually seen or done. It also does not greatly matter whether or not there is something about the society in which you have grown up that makes it hard for you to imagine the incident occurring exactly as Lawrence has described it, even when due allowance has been made for small pieces of unfamiliarity in the setting. What does matter is the fact that everybody, at some time or other, and very often in childhood, knows what family tensions are like. This is the universal significance of the message. You may come from the happiest and most harmonious home, but it is practically inconceivable that you will have grown up without seeing, if only in some other family, something that in a general way is like the episode from *Aaron's Rod*. The probability that it had no connection with decorations for a Christmas tree is beside the point. It only matters that you should be aware of the episode, not merely as 'an incident in a book', but as something typical of life itself, wherever it is

lived. This passage illustrates the most usual kind of relation between Literature and life. It involves neither extreme closeness to personal experience (though it is always possible that for some readers the approximation to what they have actually lived through may be a very near one), nor unimaginable remoteness.

Examples of both closeness and remoteness from prose, poetry and drama have been expatiated. Despite the differences between these extracts, they share a common feature, and this can also be said about Literature: an art which concerns itself with people, as Literature does, must, in one way or the another, have a bearing upon the business of living one's own life. At the beginning of this section, a passage from the work of the Nigerian novelist was considered. The point was that it afforded an example, to the Nigerian Polytechnics readers, of a close relationship between Literature and life that they know. What of the Nigerian Polytechnics readers who do not share that experience? Do environmental differences debar them from understanding not only that passage but also the whole of *Things Fall Apart*? While there is no doubt that part of what interests such a reader of Achebe will be the account of an alien and vanishing society, it is equally true that the permanent value of *Things Fall Apart* is far from parochial, and what must fundamentally interest such readers is the relationship of that story, the account of the breakdown of the way of life, a way of life that has existed for centuries. It may never exactly be the way of life people knew, even long ago, but the people involved in the story are human beings. The story in its totality, recounts the eternal story of change.

Therefore readers are likely to be impressed by specific similarities between the processes described by Achebe and the consequences of any type of change that was the result of the arrival of a new culture. African de-tribalisation and urbanisation began as a

result of colonialism. And this suggests one reason why newly emergent countries have a positive gain to expect from reading Literature.

Much has been said about the effect of Literature upon the individual reader. What follows is a brief discussion on the 'moral' effect of Literature. However, a simple distinction has to be made between works of Literature which demonstrate a moral truth, such as 'pride goes before a fall' and more elaborate pieces of writing which may have the same general kind of intention. Samuel Johnson's poem The *Vanity of Human Wishes* is an instance. Johnson begins by proposing an overall view of the vain folly of humanity:

> *Let observation with extensive view,*
> *Survey mankind from China to Peru;*
> *Remark each anxious toil, each eager strife,*
> *And watch the busy scenes of crowded life;*
> *Then say how hope and fear, desire and hate,*
> *O'erspread with snares the clouded maze of fate.*
> *Where wav'ring man, betrayed by vent'rous pride,*
> *To tread the dreary paths without a guide;*
> *As trech'rous phantoms in the mist delude,*
> *Shuns fancied ills, or chases airy good.*
> *How rarely reason guides the sturborn choice,*
> *Rules the bold hand, or prompt the suppliant voice.*

After giving a series of illustrations of mankind's vanity, Johnson opens the last section of the poem as follows:

> *Where then shall hope and fear their objects find?*
> *Must dull suspense corrupt the stagnant mind?*
> *Must hopeless man, in ignorant sedate,*
> *Roll darkling down the torrent of his fate?*
> *Must no dislike alarm, no wishes rise,*
> *No cries invoke the mercies of the skies;*
> *Inquirer, cease, petitions yet remain,*
> *Which heaven may hear, nor deem religion vain.*
> *Still raise for good the supplicating voice,*
> *But leave to heaven the measure and the choice.*

It may or may not actually profit from the lesson Johnson presents. It is probable that most readers will be aware of the superb vitality of the poet's language ('Must dull suspense

corrupt the stagnant mind?'), and that what exists in the poem is a tough and uncompromising mind focusing upon the eternal strangeness of humanity, even though readers do not agree with its conclusions. But, whether readers agree with them or not, the poem will, if it has impressed readers at all, have had a certain 'moral' effect. It may have done this by actual teaching. On the other hand, it may have done this simply by bringing readers into contact with things people do, and particular ways of looking at these things.

Literature need not deliberately set out to teach in order to have a moral effect upon the reader, but it is certain that no intelligent reader will for long be impressed by or satisfied with a work which has no moral impact. Such a reader will want what he reads to be about something, and will reasonably demand that he should gain some kind of profit from it, even though he may be able to describe such profit in terms of lessons or errors avoided. One reason why works of Literature are great is their moral structure. They offer the reader wisdom – presented usually in more subtle forms than overt preaching: wisdom embodied in the author's presentation of life as he has experienced it; wisdom embodied, in a great novel for instance, in the handling of character and incident, things in which the reader is made, by the writer's art, to feel actively involved, involved as he is when contemplating character and incident in his own life. Anything that modifies a writer's ideas and feelings about his own and other people's lives has a moral effect upon him. Most good Literature have this kind of moral effect. But it is a dangerous mistake to try and find a cut-and-dried 'moral' in works which decidedly do set out to preach. William Shakespeare's *Macbeth* has a high degree of moral interest, in that it tells us a great deal about some aspect of human life. But it will be wrong to tie it down to one particular moral intention and say that Shakespear wrote it to demonstrate the evils of ambition. The evils of ambition are abundantly evident in the play. They do not, however, account for even

half its impact. In any case, even quite a definite and straightforward moral lesson may be covert to the reader without overt preaching.

In the context of the foregoing discussion in this section, Obafemi (1999:4) summarises the functions of Literature as follows:

> *Literature reflects, represents, and refracts the reality of the world across age and time. It is not just a work of imagination aimed solely to give pleasure – pleasure and entertainment are crucial to human existence – but Literature contributes more concretely and more materially to the creation and appreciation of the human condition. Even through, what qualifies Literature as Literature (be it drama, poetry, prose, painting, music, and dance) is its functionality and its imaginative derivation. By leading us into the inner recesses of man through symbols, images, concepts, intricate rhythms, emotions and mysteries, Literature informs us of the potential energies of the human mind and his resourceful potentials for love, ambition, fulfillment, complex ranges of existent patterns – all of which supply the corporate cultures of man in his various communities and sphere of existence. Yes, Literature offers pleasure, and entertainment.*

The above long quotation only reinforces the importance or function of Literature. Obafemi adds that Literature has been found and used as an important revolutionary weapon the world over, in National Liberation Movements in Southern Africa, Latin America etc. For example, the Chisano Movement and the Sandinisto Government of Nicaragua made cultural politics an important aspect of their programme. In addition the Nicaraguan Minister of Culture and poet, Ernesto Cardenold quoted in Hicks (1972:5 –7) examined the relationship between art and politics and concludes affirmatively that "Literature should fulfill a purpose. It should be at the service of mankind. For that very reason, poetry should also be political." In Nicaragua, therefore, the Pre – Chemorro and Post – Somoza poets offered services to consolidate the revolution. Back home here in

Africa Aghostino Neto and Nnamdi Azikiwe were poet – politicians. However, Obafemi (1999:5) advises when he states.

> *But for Literature to play this combative role, it must have an authentic and genuine sense of history – history of society and cultures and history of the totality of human and natural contributions to civilisation, and from there it can assert an\d etch a pathway to the future. Hence, Literature must cross borders into other disciplines, in order to meaningfully apprehend the totality of human culture.*

The statement above captures the conception of this study: Literature to cross borders as a subject, just as the NPE has envisaged, to enable it contribute to the development of the total man in Nigerian Polytechnics.

2.1.4 The Relationship Between Literature, Science, and Technology

The arts, Literature inclusive, are emerging at the forefront of the scientific investigation of the minds. An increasingly modular view of the mind is beginning to appreciate the arts' peculiar action of integrating an unusually large number of cognitive and affective dimensions. Science produces information about the world or perhaps better, about the relationship between certain modes of action and their results. This information gives rise to technology which exploits these relations. Literature, then, is a technology, a set of techniques for exploiting certain relations between embodied minds, rather than a body of knowledge. This is because Literature works. It does not transmit information; it acts in the psyche; it moves and proverbially plays on one. The idea that art in general is separate from Science and Technology is both novel and mistaken. On the contrary, art is a primary technology of culture. However, it is an

intuitive technology – like walking, or digesting; one that people have no explicit knowledge of. What is faced is rather a kind of task of reversed engineering of disassembling the functional whole into component parts to discover the information that lies at the basis of the technology.

In this context, Literature has been influenced by Science and Technology through the ages. This influence is on all the genres. Gbenedio (1994) observes that with the advent and proliferation of Sciences and scientific spirit, the new awareness known as *avant garde* in the writing and studying of Literature led to the trying out of new methods and writing on different subjects. This was a deviation from earlier authorities in the field. This effort was the expression of realities as against the imitation of authorities. The delimitation of the use of Latin language then the language of the Church as that of literary works was because of scientific study of language. This ensured that different languages could be used. This has also led to a shift from talking of Greek mythologies and legends to present day prose and short stories that depict reality (Gbenedio, 1994). The influences of Science and Technology on Literature up to the present 21st century have also been in the scientific inventions in the media like cinema, television, radio, digital information technology etc which were hitherto not available to the literary artist. They have provided the intellectual distance necessary for students of information technology, for example, to perceive the effects of a still dominant information technology upon Literature that is produced in the printed book.

Therefore, what is today called western science and technology are the products of old generations of scientists and artists. Certainly, any meaningful scientific and technological advancement will require a closer look at the Literature of the past of any nation. Nigerian scientists and technologists will do well to go back and study what existed in those fields in the past as recorded literary works. Meanwhile, the coming of computer based information technologies with their emphasis upon process, system, and code has enabled students of Literature to perceive that they, too, function as forms or subsets of information technology. Soon after people began to write computer programmes, teachers of expository writing noticed that programming shared methods used in argumentative writing. Considering Literature in terms of process, system, and codes (or semiotics) reveal that on several levels it clearly functions as an information technology. Complex forms of argument and patterns of rhetorics thus appear to be a branch of information technology, as do literary kinds or genres, such as epic, novel, tragedy and so on.

One of the most obvious and interesting forms of convergence between students of Literature and Computer Science has come in the areas of computer – generated narratives: Computer Scientists working on Artificial Intelligence (AI) and Folklorists, Narratologists, and Structuralist theoreticians of story telling all break down stories into component parts or structures and attempt to show how meaningful narratives can be generated from these parts. Related to this, despite general lack of interest in the relation of science and technology to Literature, Landow (http://ww.Victorianweb.org/technology/literstech.htm/5

Aug.2005) says many artists and writes have sought to embody theories of western science in their writings. Many critics of early twentieth century modernisms now explain the narration and representational experimentation of Picasso, Braque, Joyce, Woolf, and Faulkner as attempts to come to terms with the theories of Albert Einstein and Heisenberg. Landow adds that historians of science have shown how pioneering researches inevitably draw *Plots* from Science. For example, the author Gillian Beer shows quite convincingly the way reading Victorian novels, particularly *Charlse Dickens*, efforts to use drama / theatre to put across information on science exposes that link. Other examples include the plays *Oxygen* by chemists Carl Djerassi and Roald Hoffman, *Copenhagen* (the 2002 Tony Award winning play) by Michael Frayn, and *The Van Deemter Equation: a three act play* by Christa Colyer. *Oxygen* struggles to uncover the discoverer of oxygen: Joseph Priestly Antoine Lavoisier or Carl Wilheims Scheele, so that the first – ever retro – Nobel prize can appropriately be awarded. *Copenhagen* speculates on the events that transpired during a hypothetical meeting in 1941 between the two long time friends and brilliant Physicists, Niels Bohr and Werner Heisenberg, who suddenly found themselves on opposite sides of WW II. *The van Deemter Equation*, on the other hand, attempts to dramatise the important and yet often times under appreciated *The van Deemter Equation* which plays a pivoted role in understanding chromatographic separations in Chemistry.

As a corollary to the above, Obafemi (1999:5) contributes more specifically to the discussion when he quotes Matthew Arnold thus:

> *We should conceive of poetry worthily. We should conceive of it as capable of higher uses, and called to higher destinies than those which in general men have assigned to it hither to. More and more mankind will discover that there we have to run to poetry to interpret life for us, to console us, to sustain us***.** Without poetry our science will appear in complete: and most of what now passes with us for religion and philosophy will be replaced by poetr*y. (Emphasis mine)*

The quotation above also shows the inseparability of Literature from natural science. For Literature to interpret the world, it must have working knowledge of the various sectors of the human condition. In this context, Obafemi (1999:6) again quotes Matthew Arnold in Mark Helprik as saying:

> *Though the light of science and the light of art are inseparable and the same, their bearers speak different languages and only the best among them understand that they are engaged in the same enterprise.*

Mark Helprik (Matthew Arnold's) quotation brings to mind the link with Mathematics. Mathematics is based on abstraction. The best Mathematical Scientist, Obafemi (1999:6) says, is basically a philosopher, "with an acute sense of literary thinking''. Therefore, a literary mind interested in the development of human science, must be abreast of discourses on abstractions from natural science. Fore example, Rene Descartes (1596 – 1650) the French Mathematician and Philosopher had blazed the trail many years ago. Descartes devised new systems of algebraic notation. He is the originator of Analytic Geometry and the modern scientific method. His philosophical theories supplied the basis of 17th century Rationalism in which he accepted certain *a priori* truths and sought to device a system of philosophic thought based on methods of deconstruction – the methodical doubt. The core of this is that some ideas could derive from experience while others could be innate. His axiom (I think therefore I am: *Corgito Ergo sum*) gives irrefutable evidence of the existence of the mind. From this standpoint, he postulates the existence of *God and matter* as *Innate ideas.* Descartes divided the universe philosophically into mutually exclusive but interacting spirit (mind) and matter in which the spirit is subject to reason, while matter is subject to mechanical laws.

The works of Mikhail Bakhtin are another example of the location of Literature in the reality of scientific inquiry. Obafemi (1999:6) calls him "the most notable Russian

thinker in the human sciences'' while Hicke (1984:14) sees him as the "greatest theoretician of Literature in the twentieth century" from whom it was deduced that

> *a genuine literature theoretician must bring within the scope of his considerations areas other than Literature: his specialty is not to be a specialist, conversely, an interest in Literature is perhaps a requirement for specialisation in the human sciences*.

Bakhtin as a textual theoretician makes extensive foray into psychology and sociology to "store up his theories,'' bringing from their method, text, material, interpretations or responsive understanding of a unitary view of the human science. Besides focusing on the science of language via stylistic criticism, he takes terms from natural sciences and adapts them to Literature across fields of discourse. For instance, his epistemology of the human science derives *from chronotope* – a term derived from mathematical biology (Einstein's theory of Relativity) but introduced into literary studies. The basic principle is that fields of knowledge are homogeneous, therefore, discourses – must burst the barrier of linguistic borders, in an exponential fashion. Simply put, language must grow as the scientific world extends its own boundary.

Bakhtin discusses extensively on the distinctiveness and mutual dependence of Human Science (art and the social sciences) and natural sciences. He stresses the need for human science to understand and actively relate to empirical science in order to cognise and interpret it for the benefit of man. This is because the object of the human science is Man and his self – expression and text production. For example, the lesson of Galileo has been dramatised by the popular dramatist Bertolt Brecht in the play *Galileo*, where the scientist protagonist scared of prosecution, discards his experimental findings that the earth revolved around the sun. Therefore, Obafemi (1999:7) also sees writers like Osundare, Soyinka, Okigbo, Awoonor, Osofisan etc as those who draw their creative metaphors from scientific registers. In a more specific way, Obafemi (1999:7) uses the African Literature

scenario to advocate for Literature as a human science to acquire a working knowledge of the natural sciences and vice – versa. He says in its exercise of race retrievals, as an important aspect of cultural nationalism, African Literature has always depended on imaginative suggestiveness and scanty historical material to debunk the euro centric Darwinist theory which colonial Literature scholars utilised to justify the inferiority stigma cast around the Black personality. Yet, a thorough knowledge of recent findings in science makes total nonsense of Darwinism and its evolutionist theory which puts the white man at the apex of the mammalian hierarchy.

Therefore, because Literature plays an important role generally in education, whatever the professional field one is pursuing much can be gained from studying it. Because Literature incorporates the cultural, scientific, and technological expressions of a people, its study by scientists and technologists will give them a broader view of the culture of other people especially how they live their lives and interact in their environment. It enables them evaluate their culture in relation to their society. The understanding of the cultural values of their society and other societies will enhance their scientific and technological productivity. Hence Mohammed (1994) says:

> *The study of Literature keeps us in touch with the ideas of great minds in our age and in previous ages. We are acquainted with what is going on beyond our limited scope of experience, and so can make reference to a universal background of culture and become more sophisticated in our outlook. In a technological age, it is necessary to be able to see the total picture in the midst of rapid changes, which are taking place, not only in the highly advanced countries but also in the developing world.*

Indeed, the scientific and technological advancement of any given society requires individuals that are endowed intellectually. Though science improves the intellect, Literature does much more in the promotion of mental growth which could go a long way to help the students' scientific and technological quests. Moody (1981:3-6) adds that the study of Literature helps in the development of certain fundamental skills. These include the ability to discriminate, judge and decide. No wonder the goal for GNS 401 (Literary Appreciation and Oral composition), as stated by the NBTE (1990:22), is 'to impact analytical, evaluative and interpretative writing and speaking techniques to the student. This is to encourage creativity'

While these skills are generally important to all educated persons, they are of particular importance to the scientist and technologist. Therefore, teaching Literature to scientifically and technologically oriented students will develop those skills which they need most in their scientific quests. In addition, Kwasau (1996:7), in line with the objective of the NPE (1998:20–22) feels that because patriotism and national commitment, good infrastructure, improved quality of life and gainful employment are indispensable for the survival of the Nigerian society, these can best be achieved through the teaching and learning of Literature. The scientists and technologists will be more committed to serving the nation if such patriotic and nationalistic struggles as portrayed in the play *The Trials of Dedan Kimathi* by Ngugi wa Thiong'o and Micere Githae Mugo, the novels *Mine Boy* by Peter Abrahams, and *The Interpreters* by Wole Soyinka etc. are read, evaluated, and internalised. In addition to what is said in respect of the issue of pedagogy in especially the concluding chapter of this study, it is worthy to note that against perceived

conceptions, these texts and many more can be taught Polytechnic Students successfully. Often times, the teaching of Literature even in the Universities has been based on the leavisian or quasi – leavisian methods where the text is considered via diction, plot structure, symbolism, imagery etc and where works by African writers are considered from Euro – centric perspectives without recourse to ideology and politics. But as Abubakar (2001:13 – 19) has elucidated, the teaching of Literature can be made to be profound and have greater meaning if the significance of history, politics, and ideology "are principally considered in relation to the texts, content and literary themes and techniques". This way, the students are made to see the text as an "embodiment of their experiences, immediate and remote". It will also reinforce the political satire students read even from essays in Magazines and Newspapers and much more. The pedagogy of Literature from these perspectives will certainly "affirm the validity of studying Literature" in Nigerian Polytechnics.

2.1.5 Language Skills Through Literature

The basic thesis of this study is that Literature is being advocated to be taught in Nigerian Polytechnics in line with the objectives of the NPE as a traditional Literature based syllabus that is still used in many places around the world today and which is "dominated by teacher – oriented instruction''. This position is opposed to, though recognises, that Literature can be used to teach English. The emphasis in the latter is for the curriculum content to be designed with emphasis on using Literature to teach language. This section, therefore, shows how in the course of learning Literature, language studies can effectively take place.

Linguistically, Literature has much to offer all language learners. Povey (1979:5) has spoken of the usefulness of Literature in reinforcing language points, exhibiting a wide

range of vocabulary, and developing all four-language skills. For Widdowson (1979: 60), "Literature contributes significantly to both the process and the purpose of language learning". It contributes to the process in that it sets up a situation in which it is essential for the reader to negotiate meaning. In Literature, meaning is not obvious as it is in many textbooks and language- teaching materials. This negotiation of meaning is necessary for development. Literature contributes to text purpose of language learning in that it represents language in use, that is, language in a social setting, in a meaningful context, and being used for a purpose. In addition, Literature opens up to the learners the culture of the people whose language is being studied hence Stern (1987:4) says, "Literature can help students understand, empathise with, and vicariously participate in the target culture''. Along with these attributes to the language aims and the process of language learning, Literature has great importance for classroom atmosphere and original oral and written composition. It provides a chance for the learner to deal with the authentic in quite a natural way.

If the literary piece is well chosen and its exposition is well planned, if it involves characters or events that the students can relate to, teaching Literature can break down the psychological barriers that stand between the learners themselves and also between the learners and the teacher. Thus, the student will be involved in learning not only on an intellectual plane but also on an emotional and personal level. This method counter – poises the teaching of Literature *per se* in which the aim is to carefully reconstruct the meaning of the writer. In the discussion of a work with themes such as love, hate, greed, and so on, students are inspired to speak with little concern about making mistakes, because Literature sets up a desire to communicate that is natural, unrehearsed, and strong. Thus, learning Literature becomes an excellent way of practicing language naturally

without recourse to the influence of tailoring the teaching of Literature for purely communicative/ linguistic purposes. This, certainly, is the main justification for proposing the model curricula in this study especially the inclusion of the original composition and literary appreciation of selected literary materials for Science and Technology students of Nigerian Polytechnics.

2.2 A PHILOSOPHY FOR NIGERIAN EDUCATION, THE *NATIONAL POLICY ON EDUCATION* AND THE NATIONAL BOARD FOR TECHNICAL EDUCATION GENERAL STUDIES COURSE SPECIFICATIONS FOR NATIONAL DIPLOMA (ND) AND HIGHER NATIONAL DIPLOMA (HND) PROGRAMES IN NIGERIAN POLYTECHNICS

In the late 1950's to the mid 1960's, there were calls by educators, parents, government functionaries, laymen, scholars, the press etc on the need to reassess the roles of Nigeria's educational system. Particularly, the inadequacy of the school curriculum to develop individual Nigerians and the nation at the rate and tempo to put Nigerians and Nigeria on the world map was also discussed. Irrespective of the levels of education at which criticisms have been directed, a number of trends were discernible from the discussion concerning the school curriculum then. These can be summarised to mean there was paucity in the school curriculum. In the search for a National Philosophy of Education, the job fell squarely on the shoulders of the Nigerian Educational Research Council (NERC). It sponsored the National Conference on Curriculum Development from 8 to 12 September, 1969. The conference, organised in three inter-related stages, brought together Nigerians from different works of life who reviewed

the curricula of each level of the national education system with a view to making it more meaningful to the society.

What emerged from that conference is the well-known document entitled *A Philosophy for Nigerian Education* (1972). The Council was eventually established as an autonomous body by decree no. 31 in August, 1972 (initially a unit in the Federal Ministry of Education) to facilitate the implementation of the major recommendations of the Curriculum Conference. Consequent upon that Conference, series of Workshops and Seminars were also organised by the NERC (now NERDC) to develop appropriate curricula for the various levels of education. These workshops centred on primary education (April, 1971), teacher education (April, 1972), and secondary education (April, 1973). However, no conference of the nature above was organised for tertiary education. Towards the end of 1973, the Federal Government constituted a National Educational Policy Implementation Task Force which translated the recommendations of those Workshops, Seminars and Conferences into a workable blue print. In 1977, the Federal Government of Nigeria published a white paper on the National Policy on Education which was actually the first of its kind in Nigeria's educational system. The interpretation or simplifications of the recommendations of the 1969 Curriculum Conference by the NERC (now NERDC), subsequent Workshops and Seminars organised by it, contributed ultimately to the formulation of the *National Policy on Education* (1981, revised in 1998).

The *National Policy on Education* (NPE) discussed in great details earlier, has become the most important curriculum document that provides a general focus for education in Nigeria today. The NPE gives the general framework for a new curriculum including significant structures in the Nigerian educational system. This also has important implications for providing a uniform education system for Nigeria. Perhaps, most important of all, the NPE contains a philosophical anchorage for education in Nigeria. It has been noted that while primary, teacher and secondary levels of education organised Workshops to brainstorm to ensure appropriateness of what would be developed for them in their curricula, tertiary level of education did not enjoy that facility. Therefore, while those three levels have their curricula and curricula content (subjects) well spelt out, the NPE is very silent on tertiary education. In that respect, the job of working out details from the guide supplied in the NPE for Nigerian Polytechnics is left to the National Board for Technical Education (NBTE), the supervisory body for Polytechnic education in Nigeria. *The National Board for Technical Education General Studies Course Specifications for National Diploma and Higher National Diploma Courses* (1990 revised in 1999) is the attempt to implement details of that guide from the NPE.

In order to achieve the goals spelt out for the General Studies programme for the National Diploma and Higher National Diploma levels, the course aspects provided for in English Language and Communication are compulsory. Hence the curriculum (NBTE 1999:iv) stipulates that:

1. *GNS 101 and 102 (Use of English I and Communication in English I) are for the first and second semesters of ND I respectively.*
2. *GNS 201 and 202 (Use of English II and Communication in English II) are for the first and second semesters of ND II respectively.*

3. *GNS 301 and 302 (Use of English III and Communication in English III) are for the first and second semesters of HND I respectively.*
4. *GNS 401 and 402 (Use of English IV and Literary Appreciation and Oral Composition) are for the first and second semesters of HND II respectively.*

Furthermore, the Social Science and History courses provided in the syllabus are for the Technology and Science based students. The Science courses are to be offered by the Social Sciences and Management students after ND I. GNS III (Citizenship Education I) and GNS 121 (Citizenship Education II) are however mandatory for all ND students (Science, Technology and Engineering inclusive) and should be taken in the first and second semesters of ND I. GNS 228 (Research Methods) is for all students, while GNS 313 (Engineer and Society), GNS 323 (Nigerian Legal System) and GNS 413 (Industrial Management) are for Engineering students.

The choice of General Studies courses to be offered by the students are expected to be guided by the need to broaden the students' knowledge and skill. The General Studies course taken should enhance the student's understanding of their environment as well as the practice of their skill. While the curriculum content of each of the aforementioned General Studies courses are, to say the very least, very rich as they are developmental based, the only aspect that comes out not too so are the

aspects on Literature tugged in the Use of English and Communication courses. The many times the Literature course aspects are mentioned kept repeating the topics to be studied. This has robbed Literature of its vital position in the curriculum. It has also made Literature to revolve around the same objectives. Galadima (1998: 71) says the topics are like "monotonous routines". Definitely, very little will be achieved by teaching Polytechnic students Literature the way it has been outlined in the course contents. This therefore defeats the objectives in the NPE.

In the likely seminal study so far on this aspect, Galadima's (1998: 67-77) basic theses are that the curriculum content of Literature as it were in the Polytechnics is rudimentary; it is presented in such a way that Literature ends up being taught as Literature devoid of its value to Science and Technology; it is meant to be taught as English Language but the manner Literature is presented to the students makes them to see it as irrelevant in the pursuit of their main professions hence their refusal to buy literary texts meant for their studies. Galadima *(1998:76)* concludes very pointedly that

> *Polytechnic students should not and must not, be taught Literature like their University counterparts. But since Literature is not a workshop or laboratory manual it should be applied to the disciplining of the mind in professional practices, by imbibing the mind with discretion and judgement. In the light of this, the study of Literature in our Polytechnics should not only be limited to improving entry qualification and introducing the subject of Literature to students, but it should also be seen and exploited as a complement to the enhancement of technological realisation.*

In another study on "The Relevance of Humanities (sic) Studies in Technological Institutions in Nigeria", Obasi (1985:3) opines that

> *Many students of technological institutions in this country often wonder why they should be "bothered" with courses other than those professional ones they are admitted to read. Even among the academic staff of the institutions, there are some intellectuals who also question the reason d'etre' of humanist studies in the institutions which, in their opinion, should devote every bit of their time and attention to professional or technological courses only. The skepticism of such intellectuals can be explained either in terms of acquired parochial intellectual orientation or in terms of sheer intellectual apathy.*

The opinion above which dwells on students' perception and interest, is re-echoed in Kwasau (1996). Talking specifically on the teaching of Literature in technological institutions, she states:

> *The teaching of Literature in tertiary vocational institutions is bedeviled by a number of factors. One of such is that of poor attitude of students coupled with a very low motivation in the subject. This is brought about by the rigid compartmentalization of the secondary school subjects into Science, Arts and Commercial.*

In line with Galadima (1998), she concludes that there is the need to maintain the link between Literature and technological studies since it has always been in existence from time immemorial and to exploit the potential advantage of teaching Literature appropriately to bring out that link.

Galadima (1998) raises the idea being canvassed by a school of thought when he mentions using Literature to teach English. This trend is reflected in publications like those by Povey (1986), Dunning (1989), Gajdusek (1988) Sage (1987) Spack (1985) Widdowson (1983) McConochie (1982) Smith (1983 Alabi (1996) Kure (1993), etc on the teaching of Literature. Two main approaches seem to be represented by Collie and Slatter (1987) and Carter and Long (1987). Collie and Slatter (1987) discuss a communicative approach where tasks and activities are intended to engage the students in discussions, and there are exercises to promote the active use of language. Carter and Long (1987) on the other hand

dwell on a more linguistic approach, opening up Literature through stylistics. Collier and Slatter (1987) consider the role of Literature in language learning while Carter and Long (1987) explore the role of language in Literature teaching.

The different authors above share, amongst many others, the view that Literature represents valuable authentic material. Authentic texts have been used in communicative learning situations for years, but the texts have often been very short, mostly timetables, recipes, cartoons etc. Literary texts, on the other hand, represent a valuable source of civilising knowledge, and the very nature of Literature with its ambiguity can easily provide a stimulus for expressing different opinions. Open –ended, multilevel Literature texts will trigger the readers' responses and function as disagreement exercises''. In Literature, there is no "correct'' solution to how one experiences a text, and a class discussion will be genuine communication.

Reading Literature, as well as talking and writing about it, is both an affective and a cognitive process. Meeting a literary text in the right way gives the reader an emotional and personal experience and gives room for reflection; the reader can discover important things even about oneself via the text. This emotional appeal will involve the students in a learning process. The cognitive stimulus is catered for through an analysis of words, structures, discourse patterns, content, and interpretation. The more "linguistic approach" Kure (1993) states, will "however require a higher level of proficiency in the target language''. Meanwhile, by entering a work of fiction, the learner will discover how literary effects are created through language, and learners will see the author's conscious handling of words to convey a message. A piece of literary discourse can indeed provide a

valuable analytical experience of generative value. This is because it provides an effective way of understanding the complex and subtle elements that go into the production of what is called "good writing''.

From the above, three principal positions in respect of why literature should be taught are postulated and defended. These include teaching Literature specially tailored for Science and Technology students; using Literature to teach English; and teaching Literature as the traditional Literature based syllabus that is still used in many places around the world today and as Stern (1987:47) puts it, "is dominated by academic, teacher – oriented instruction''. The position of this study is captured clearly in the statement by Stern (1987:47) and the position of the NPE (1998) that Literature should be taught as a general studies subject in tertiary institutions as Literature. That is the reason why it is reflected as such in the existing GNS Curriculum in Nigerian Polytechnics. Whatever use it can be put to, therefore, though clearly understood and appreciated, should not take precedence over the main purpose as encapsulated in the NPE. In the quest for revision, as the case is in this study, efforts should be to further improve on the existing Curriculum and not to direct attention to change the focus of especially the policy that gives backing to the GNS Curriculum in existence in Nigerian Polytechnics.

Much as the points being made by Galadima (1998), Kwasau (1996) etc are understood, it will certainly be out of place to limit the teaching of Literature because the Polytechnic students are not University students or just to link it to technological studies. Whether in the University or the Polytechnic, Literature should be taught as Literature, the only difference would be in the depth of such. In addition, ways should be considered to

improve on the perception of the subject by the students and also how to sustain their interests.

2.4 A REVIEW OF THE CONCEPT OF CURRICULUM

Bobbit (1969:155) says the word "Curriculum" comes from the Latin word 'Curre' meaning among others, "to run"; "runways" or more correctly "to run a course". As an educational term, in the absence of a precise definition, there exist varying definitions. Although it had been used throughout the nineteenth century, Owen (1973:37) observes that it does not amount to more than a collection of syllabuses or a collection of subjects. This view has however been seen to be too narrow as it did not reject or fail to appreciate the all-embracing connotation of its original Latin usage. Indeed, the Latin usage covers all life activities. Therefore such a view presents curriculum as "a vehicle on which we move from the cradle to the grave" (Gray, 1968: 197). As such, curriculum is a process of learning which takes all human sensitivities – political, economic, and professional – into account. Therefore, some educators like Owen (1973:3) would say that the concept, curriculum, is too nebulous in that it is "too slippery and altogether too indefinable.

Even though the concept has not been defined precisely, it is imperative to have a working definition as a means of providing direction and meaningful discourse about it. The need for definition to ensure educators do not wander at large and dissipate their energies without having a yardstick to measure their effort is re-emphasised by Martin

(1970:1) when he observes that philosophers have scarcely began to explore the concepts and advises that teachers and administrators ought to pay sufficient attention to thinking about the curriculum.

Curriculum has been defined by Brubacher (1969:358) as 'the ground which pupils and teachers cover in order to reach the goal or objectives of education'. Earlier, a similar definition has been given by Bobbit (1988:42) when he says a curriculum

> *is that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the adult life, and to be in all respects what adults should be.*

The last statement does not mean that curriculum concerns only the thing children and youth do. Nor is it primarily concerned with preparing the youth for adult life. Though this is important, and that quality of adult life matters as well, it is, nevertheless, pertinent that they must live through their various stages as worthy, capable and concerned members of society. The "living through" constitutes necessary life experience which is part of curriculum. The curriculum cannot be limited to the children's immediate interest in school. Their interests must be organised in terms of social values. The school merely serves as an agency of social control. At the same time, it must cater for the long-range behaviour changes of society. Therefore, Brown (1989:358) says the curriculum, becomes "the total situation which the school makes behavioural changes in those who pass through it". It cannot be limited to the child's immediate interests. It must be concerned

not only with the child but also with the adult. It must encompass the immediate locality and go beyond the national and international horizon.

The curriculum of any school consists of all the situations that the school may select and consistently organise for the purpose of bringing about changes in the behaviour of students as a means of developing the personality of the individuals. Gwynn (1989: 225) says it is "made up of all the experiences, both curricular and extra curricular which children have under the administration of the school". Successful school administration leads to intelligent participation in general life activities. This involves disciplining the youth in ways of thinking and acting. Disciplining, here, implies controlling and directing or guiding the young and inexperienced along socially acceptable lines of thought and actions. Thus, the curriculum is the total experience with which the school deals in educating young people. It is a deliberate, systematic and planned attempt made by the school to change the behaviour of members of the society in which it is situated. The curriculum is the "stream of dynamic activities that constitute the life of young people and their elders". Clearly, this distinction implies continuity between school, studies and real life. It emphasises that what the school designs and carries out ends neither within the school nor during school life. But Tanner and Tanner (1975: 60) criticise this definition for failing to distinguish the functions of the school from those of other social institutions. They argue that the family could also be regarded as an "enterprise in guided living", yet they recognise that although the school

with its curriculum is contiguous with life the school plays a significant role of its own in life. Trump and Miller (1973:130) say it provides a systematic learning environment as well as the conscious insight into society which makes societal improvement impossible. Tanner and Tanner's (1975) further criticism of the definition above is that it is too broad. However, some curriculum writers favour even broader definitions. For example, Trump and Miller (1973: 24) see it as "a vital moving, complex interaction of people and things in a free-wheeling setting". The interaction here would certainly include questions and debates as well as "goals to illuminate".

Adaralegbe (1985: xxvii), Nduaya (1986: 7), Nacino-Brown (1982), and Okobiah (1986:11) all of them Nigerian educational practitioners, tend to favour the use of the term "experience" in the definition of curriculum. The definition of curriculum as "all the learning experiences a learner has under the guidance of the school" was also widely used at the first National Curriculum Conference held in Lagos from the 8th to the 12th of September, 1969. However, this definition is now being challenged. Lawton (2000: 50) argues against this definition. For his purpose, he prefers the term as "a selection" from the culture of a society. He argues further that in the interest of social justice, all learners should be exposed to a selection from a "common culture". He says certain aspects of our way of life, attitudes and values are regarded as so important that their transmission to the next generation is not left to chance in the society, but is entrusted to specifically trained professionals (teachers) in elaborate and expensive

institutions (schools). However, Lawton's (2000) conception of curriculum as "a selection from the culture of a society" cannot serve as a complete or adequate definition of curriculum. Selection from a people's culture alone is only an aspect of the tasks that make up curriculum. Selection from a people's culture serves only an important purpose as it reminds educators that the education of a people must be based on their culture. Tyler (1963:16) sees curriculum as a continuous process of a conscious insight into the life of the society by the school with a view to bringing about improvement. This process comprises four broad and interrelated activities. One is the formulation of objectives (or setting of goals). The second is selecting appropriate content and learning experiences which will lead to the achievement of the objectives. The third activity is the adoption of suitable methods of presenting the content or organising the subject matter and learning experience for the learners to deal with. At each stage, it is necessary to determine whether or not, and to what extent, the objectives are being achieved (evaluation). Tyler's (1963) definition is also accepted by Smith and Stanley (1957). Within the total concept of a curriculum, there have, in recent times, been distinctions that may be worth noting. Three of these distinctions, as defined by Page and Thomas (1979:138, 174, and 247) are as follows:

(a) *Formal curriculum – which consists of all organized activities in schools which are time-tabled;*
(b) *Informal curriculum – which refers to any learning process developed spontaneously among a group of students; and*

(c) *Non-curriculum – which comprises the aspect of school life in which learning takes place outside the specific learning outcome which are planned in the formal curriculum, e.g. school, clubs and societies.*

Furthermore, Onwuka (1985: 16) sees the curriculum as a series of intended learning experiences. It is the means by which educational institutions endeavour to realise the hopes of the society. It is the process adopted by schools to determine and pursue set objectives or goals of the society in which the schools are and serve. Thus, the curriculum embraces purposeful experiences provided and directed by educational institutions to achieve predetermined goals. Lewis and Mid (1972:27) say it could also be defined as "the offering of socially valued knowledge, skills and attitudes made available to students through a variety of arrangements during the time they are at school". The curriculum is therefore seen as a framework or guide consisting essentially of topics, concepts, ideas etc which students are expected to be taught, using specific methods, materials and activities at specific class levels.

Some salient features can be discerned from the above definitions. Firstly, the curriculum consists of topics, themes, etc developed, usually, in recognition of the level of mental maturity of the leaner especially as such topics affect the learner's abilities, interests, needs and aspirations. The second feature is that all the topics listed in it must be taught over a period of instruction. The third feature is the expectation that students, who have been taught the contents of the curriculum using related activities, would

demonstrate the attainment of the objectives of instruction. This is usually ascertained through testing, measurement and, more recently, evaluation. Therefore, the fundamental job of the curriculum planner is to identify the purpose or objectives. These objectives are usually drawn from what is to be done and these are stated in practical, realistic and achievable language. Curriculum objectives usually reflect the educational aspirations of a people or country and in doing so states how to attain those aspirations.

From the foregoing, it has been seen why it is not easy to formulate a single yet comprehensive definition of the term curriculum. This difficulty arises because the concept has changed from time to time and from writer to writer. The various definitions only reflect the changing ideas and values of educators and the societies. The inability to draw a single acceptable definition might have advised on the comment by Owen (1973:3) "that curriculum is too slippery and altogether too indefinable to merit serious work".

2.5THE MAJOR COMPONENTS OF A CURRICULUM

Two major points of emphasis in the definitions of curriculum could be recalled: "planned" and "under the guidance of the school". How the school goes about to provide, plan for and guide the educational experiences is exemplified in the very popular perspective on the study of curriculum by Tyler (1963 and 1979). Tyler's method which has remained

the most comprehensive and of commonsensical appeal to educationists in Nigeria is used below:

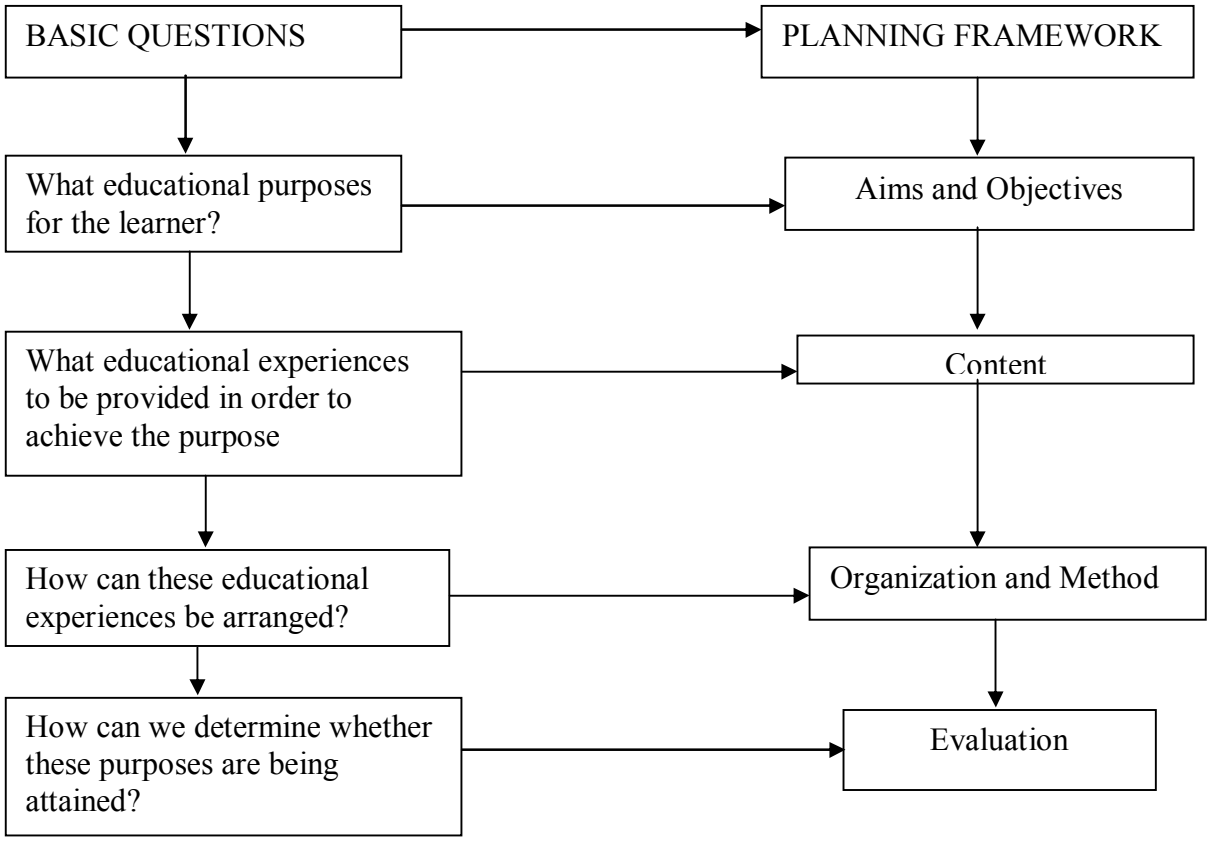
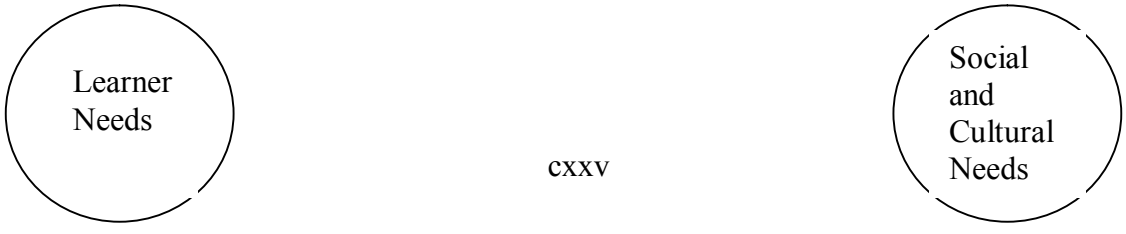


FIG: 1 Source: Tyler, 1963

Fig. 1 above depicts the major components and the inclusive elements of the curriculum development in an attempt to plan the educational experience offered to the learners under the guidance of the school; none of these major components is mutually exclusive. They are all interdependent and cyclically interrelated as diagrammatically illustrated by Okobiah (1986:13).



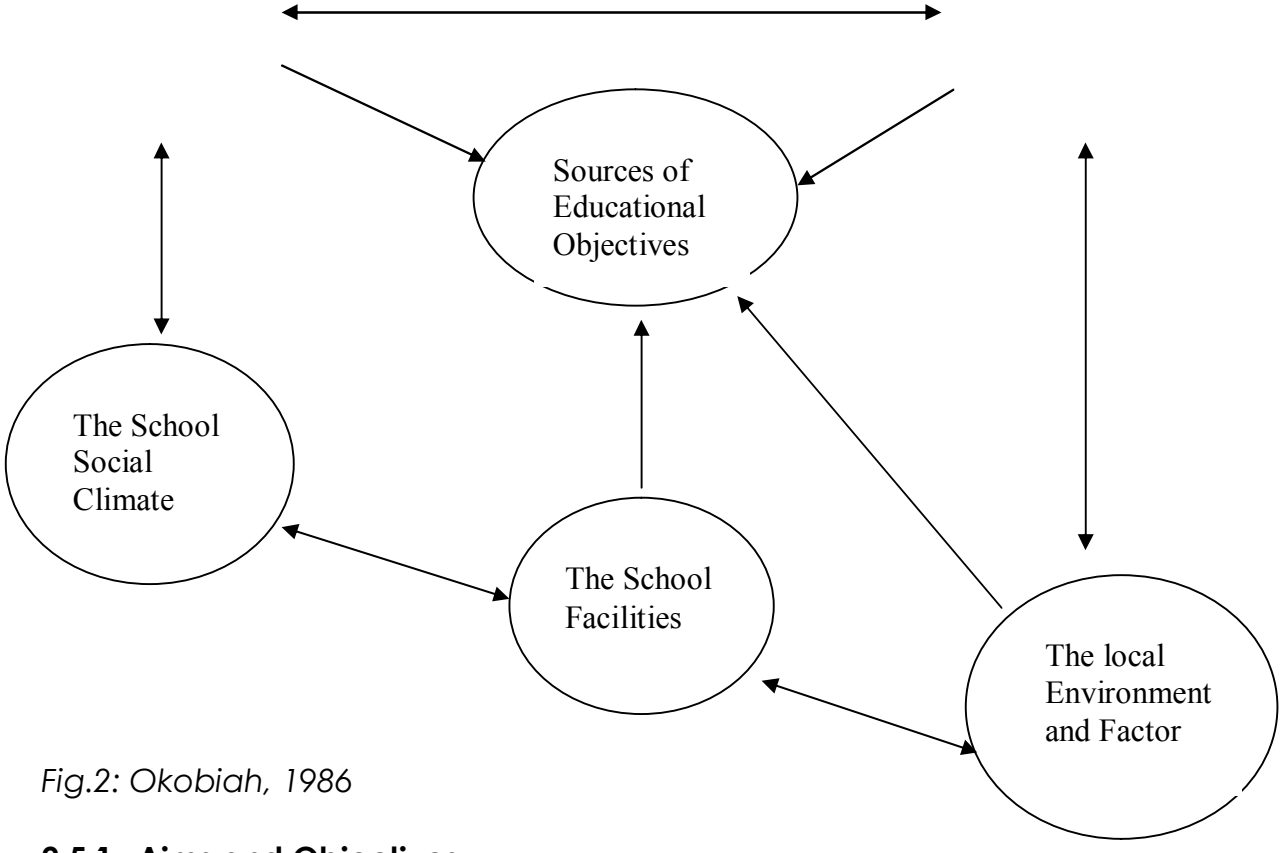


Fig.2: Okobiah, 1986

2.5.1 Aims and Objectives

Fig. 2 is an elaboration and explication of the four steps in Fig. I. The most crucial step in the model is obviously the first since all others proceed and work upon the statement of objectives. Tyler (1983: 151) says, "if we are to study an educational programme systematically and intelligently, we must first be sure as to the educational objectives aimed at". Tyler's elaboration on educational objectives is a description of the three sources of objectives: the learners contemporary life outside the school, and suggestions from subject matter specialist, as well as an account of how data derives from these sources are to be filtered through philosophical and psychological screens. However, the relationship between the objectives and other steps can be more complex. No educational

objectives can be appropriately selected without consideration of the possible learning experience, opportunities and available facilities or the manner in which they would be evaluated. Thus, to a great extent, the learning experiences, content and evaluation processes determine, among other things, the selection of appropriate educational objectives. Similarly, it is not only the educational objectives that are evaluated. The failure to achieve a set of educational objectives may arise according to Okobiah (1986:13) due to:

i) inappropriate educational objectives which may not be realisable instructionally;
ii) inappropriate and inadequate learning experiences, opportunities, and content;
iii) inappropriate and poor organisation of instructional method; or
iv) inappropriate and faulty evaluation procedures and techniques.

Okobiah (1985): 13) also says the process becomes cyclical and interrelated as in fig. 2 because each component is subject to evaluation including evaluation itself. The sum total of which would determine the selection of other educational objectives, learning experiences and content, organisation of method and again new sets of evaluation.

Mager (1975:60) is of the opinion that any instruction is effective only to the extent that it succeds in

i) changing students behaviours;
ii) in desired directions;
iii) from undesired directions

The immediate concern of the curriculum, generally, and the teacher, specifically, would be to determine the kinds of changes expected in the behaviour of the learner in the desired direction or directions (educational objectives). Graunlund (1978: 125) feels that since educational objectives are performances which the teacher wants the learner to exhibit before being considered as competent, their selection and formulation are the first necessary step in the process of curriculum development. The success of a given curriculum may depend not solely, but to a very large extent, upon the kinds of objectives selected. Educational objectives are the kind of changes expected in the learners' behaviour in a desired direction as a result of the training provided to them. What the learners would achieve can only be spelt out by carefully analysing their educational needs. Need could be such as the difference between what a thing is now and what it ought to be. It is necessary to establish the degree of needs and the objectives of education by examining the entire fabric of the society and the environment in which and through which the education and training would take place.

Ndubisi (1981:47) lists five questions that are criteria for the selection of educational objectives that are sound for effective teaching and learning. They include:

a) are the objectives culturally (and socially) oriented?
b) are the objectives learner oriented?
c) are the objectives relevant?
d) are the objectives behaviourally expressed? (Stated in behavioural

terms)

It is only by critically examining and analysing the various relevant facets of the society and the environment that the demands of the above criteria can be met successfully. For this purpose, Ndubisi (1981:50) says the needs and related demands for appropriate educational objectives should be established by examining the possible sources.

a) The social and cultural needs of the society.
b) The learners" needs in terms of physical and psychological development, strengths and weaknesses, abilities, interests and learning characteristics.
c) The local environment, the homes and related social factors which may hinder or promote learning
d) The schools' internal factors including teachers, space, institutional materials and equipment for appropriate learning opportunities.
e) The schools' social climate, including teachers' attitude and teachers' student relationship

Each of these interrelated sources should be examined along the lines of the set criteria listed above.

During the movement for curriculum reform in Nigeria after the attainment of independence which culminated in the preparation of the National Policy, it was necessary to examine and analyse societal needs in order to formulate appropriate educational aims and objectives. For example, while the Colonial educational objectives was to produce interpreters and junior or clerical manpower, the post-independence era was concerned with the training of scientists, engineers, doctors, technicians and allied vocational and professional manpower in an age of science and technology. Besides, there was the concern for the

development of national consciousness, national unity and moral and inter-personal relations. These were reflected in the *National Policy on Education*, with stated aims and objectives, "geared towards self-realisation, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress" (NPE, 1998: 8). Thus, educationally, the objectives include:

1. *the inculcation of national consciousness and national unity;*
2. *the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;*
3. *the training of the mind in the understanding of the world; and*
4. *the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society (NPE, 1998: 8).*

In preparing the curricula for the schools, these generally stated aims and broad objectives have to be streamlined into educational levels and pedagogical structures. For the Polytechnics, for example, the National Diploma and Higher National Diploma General Studies Course Specifications has the following general objectives:

1. *to provide a broad-based education designed to sharpen students' communication skills, their realisation of the need for cross-fertilisation of ideas and the inter-relatedness of the various disciplines as well as bridging the gap between what would have been otherwise two separate cultures, i.e. the literary and the scientific;*
2. *to inculcate the idea of national loyalty and understanding based on an awareness of the societal morals, national aspirations, values and problems;*
3. *to provide a citizenry conscious of its role in a wider world, proud of its antecedents and prepared for effective leadership role in diversified fields in the society, thereby ensuring a*

positive contribution on national integration and greatness (NBTE, 1999).

At the Polytechnic level, the NBTE (1999:3) states that these objectives are further translated into separate subject area objectives. For example, the goal(s) of the Polytechnic GNS 101 (Use of English I) where a module for Literature features, is to help the students at National Diploma level with the necessary language skills which will enable them to cope effectively "with the challenges of their course, to use English Language effectively in the practice of their chosen profession as well as interact with others in the society". Meanwhile the subject area objectives are further broken down to themes, topics, and concepts as follows:

1.0 Develop appropriate study skill
2.0 Know the nature of language
3.0 Understand the basic rules of grammar
4.0 Know the essential qualities of paragraphs
5.0 Appreciate literary works in English (NBTE, 1999:4)

2.5.2 Content

The selection and organisation of learning experiences and content comes after the aims and objectives. Learning experiences are the exclusive activities and related opportunities that create and prepare the learner for the purpose of achieving the desired changes embodied in the educational objectives. It is not enough to prescribe or specify educational objectives without thinking of the learning opportunities through which the desired learning outcomes would be achieved. Contents, on the other hand according to Okobiah (1986: 17) may be

described as consisting of the subject matter (facts and information) and also the related activities in which the learner would be engaged in the process of learning. Thus, to a great extent, learning experiences and content are interrelated, hence treated together in this section.

It will be pertinent to recall that during the colonial era and until the time of independence, the contents and related activities of our curriculum were based on the colonial educational objectives of producing Catechists and interpreters at first, and later, middle level clerical officers. Thus, the entire curriculums of the schools were predominantly subject matters of religion, arts and humanities. There was little emphasis on Science, Technology and Vocational subjects. However, since independence, efforts have been made to select and re-orient the content of the school curriculum in order to reflect the goals, aspirations and educational objectives of the nation. This has culminated in the launching of the 6-3-3-4 system of education where emphasis is now being placed on Science and Technology.

A number of the subject matter areas and emphasis in the new national curriculum were totally absent from the colonial era. The new educational objectives require more varied content and subject matter areas in order to reflect the contemporary social needs and demands which place emphasis on science and technology, agriculture, vocational, technical and creative arts.

In order to determine and select the appropriate learning experiences and content for General Studies courses in the Polytechnic, according to the NBTE (1999:3), professional educators and experts are said to have come together to prepare curricular materials in their various subject areas. These were organised into major concepts and sub-concepts in hierarchical order of complexity from the simplest to the most complex, detailing appropriate learning activities and opportunities. These exercises were done with careful consideration using various criteria:

a. *Validity – the extent to which the content materials are related to the stated educational objectives and coverage as to the types of desired skills, knowledge and attitude.*
b. *Variety – the provision of a wide-range of activities and experiences which provide for the different individual talents and ideals of society.*
c. *Suitability and Learnability - meeting the needs, interests and capabilities of the learners.*
d. *Relevance and Significance – relation to immediate life demands and to the practice and integrated experience that builds self-reliance and independence while recognising inter-dependence in national unity*.

The above shows that the major thrust of content is on whether the learning experience and the content are organised to achieve the set educational objectives.

2.5.3 Organisation and Method

There are several definitions of the concept method. In specific terms, Okobiah (1986: 20) describes it as the "mode of inquiry which spells

out the procedures and process for communicating and organising facts and information for the learner". Some of these modes of inquiry include:

a. *Lecture method: formal class lectures, informal lectures, special guest lectures;*
b. *Project method: Individual project, group project, supervised study; Library research;*
c. *Discussion method: Debate panel, group discussion, round table discussion.*
d. *etc etc.*

For example, considering the array of varying teaching methods and their relative effectiveness, the NPE (1981: 18) stresses that the:

> *Federal Government will ensure that the teaching methods employed in the primary school de-emphasises the memorisation and regurgitation of facts, encourage practical, exploration and experimental methods.*

It is possible to review literature on the nature of those various method but what is most important, and needs emphasis, is the relationship of method to other instructional variables and the need for an indication of suggested methods of approach as an important curriculum component.

2.5.4 Evaluation

The last major component of the curriculum is evaluation. Tyler (1975: 105) says it is a process of finding out how far the learning experiences, as developed and organised (in the curriculum) are actually producing desired results. Wheeler (1967: 267), emphasising the instructional aspects, defines it as the "process of determining what the educational outcomes are, and of comparing them with expected outcomes". Thus the process according to Wheeler (1967), involves judgement about the nature and

desirability of the demonstrated changes as against the expected. The four types of curriculum evaluation identified by Okobiah (1986:28–30) and Ndubisi; (1985:125–127) include Initial, Informative, Summative, and Longitudinal. Whatever the form of evaluation, adopted or combined, it is intended to determine the degree to which set goals and objectives are being achieved. It is to also find out, if any, the problem militating against the effective implementation of a curriculum or an instruction plan. These will assist one to decide on what line of action or what alternative direction to take for further improvement.

2.6 PATTERNS OF CURRICULUM ORGANISATION

Because there has been information and population explosion, the question about what type and what volume of knowledge to present to what grade of learners and in what way has often arisen. Curriculum workers have often tried to rationalise on the relationship between the amount of content presented to learners in what sequence and the content actually acquired by them in what major areas of educational goals (otherwise called domains). The overall intention of these considerations has always been the improvement of methods or patterns of organising curriculum materials to be presented to students by way of learning experiences to suit them and fit into the national needs and patterns of human growth and development.

Even though opinions may differ in matters of details, it seems that, most curriculum planners are agreed on the three major domains of educational

goals and objectives which all curriculum content should reflect, and to which curriculum organisation in their design pattern should address themselves. In the main, there are three 'pure' or basic types of curriculum organisation. Eze (1986: 68) and Smith and Stanley (1957: 252) have identified the subject matter, the activity or experience and the core

a. The subject matter curriculum is the oldest and most common pattern of curriculum organisation and its origin is in the seven Liberal Arts of Ancient Greece and Rome. It features the organisation of the entire content of education into compartments of discrete subjects of study. Each subject is treated in isolation, divorced from other subjects including those that are naturally related. This feature is glaring and governs most operations in the quest for knowledge since individuals usually identify themselves with subject areas of study and specialisation.

b. Partly in response to criticism and partly in conscious effort to come by what ought to be, the subject matter curriculum has been subjected to some three modifications – the correlated curriculum, the fused curriculum and the broad-fields curriculum.

    i. The correlated curriculum is an organisation of content in such a way that gap of compartmentalisation is bridged by teaching a subject against the background of the contributions which another subject or subjects may make towards its fuller understanding e.g. History and Geography.

    ii. The fused curriculum is very different from the correlated except that it could feature more subjects being taught together with greater exploration of the factors that bind them together.

    iii. The broad-fields curriculum is the organisation and study of subjects that have common orientation and are broadly related e.g. Science, Arts and Mathematics, or Natural Sciences made up of Chemistry, Biology, Physics, Botany, Zoology and Agriculture.

c. Contrary to the methods of the subject-matter curriculum, the activity or experience or project curriculum is an approach with very

flexible ideas and adaptation of curriculum to the needs of the students in the natural setting of human growth and development. It is designed to relate to the entire life of the learner both at home and in school. Taba, (1962: 369) sees in it an organisation

> *around the activities of mankind that will not only bring about a needed unification of knowledge but will also permit such curriculum to be of maximum value to students' day-by-day life, as to prepare them for participation in a culture…an attempt to provide a patterned relationship between the content of curriculum and life*

(d) The last but not the least type is the core curriculum. It is used variously to designate basic studies, general education, and indeed all subjects and courses which educational authorities consider necessary for all students.

Such subjects are of interest to all in a social group no matter how typical or atypical such individuals may be within the group. Core curriculum could be a distinctive type of curriculum. Onwuka (1981:236) says they are broad problems, units of work, or unifying themes which are chosen because they afford the means of teaching effectively the basic content of certain other subjects of fields of knowledge of world-wide applications or implications. Taba (1962:408) provides a series of related definitions of core-curriculum, all amounting to broad, pre-planned problem areas, from which are selected learning experiences in terms of physiological and societal needs, and the problems, and interests of students. This definition may be the best clue to the understanding of the above cause and concern of core programmes. Its emphasis is on the social relevance of utility of knowledge. It holds that knowledge is dormant or useless until it meets the criteria of societal orientation and functionality

since its three main principles of existence are tried up with satisfaction of social functions of man, with curriculum being organised around aspects of problems of community life, and with curriculum being an instrument of social reconstruction and improvement.

2.7THE PROCESS OF CURRICULUM PLANNING

Curriculum has been defined as all the learning opportunities and experiences planned for the learner under the guidance of the schools. The dawn of political independence in this country witnessed, among other developments, the beginning of conscious efforts to re-examine the country's educational system with a view to making it meet more adequately the development needs of the country. Beginning with the Ashby Commission (1959-60) that reviewed the performance of and projected demands of higher education in the country, several review committees examined the educational system at national and regional levels. Eastern Nigeria, for example, had the Dike Committee (1962) and the Ikoku Committee (1962). Similarly, there was appointed Banjo Commission in Western Nigeria (1961). The reports of those committees and commissions invariably contained suggestions concerning changes that ought to be effected in curriculum *content* in order to orient the system to Nigerian culture and Nigerian needs. One of the steps usually taken by government to implement such recommendations regarding curriculum content was to instruct educational authorities from ministries as well as

voluntary agency schools syllabuses. The type of 'revision' done by such ad hoc committees has been aptly described by Bloom 91971:1) as follows:

> *These ad hoc groups made only minor revisions, which were of a patchwork character – a new section was added to a syllabus and a little might be taken out. The changes introduced were usually very small and most frequently reduced whatever organic unity the course or curriculum originally possessed. While ad hoc committee was urged to modify the course, they were constrained not to make changes so drastic that the present teachers would find it difficult to teach. There was little consideration of evaluation evidence on the shortcomings of the present curriculum with appropriate try-outs under selected conditions. In ad hoc approach, there was littler or no provision for the in-service training teacher to prepare them to teach the new curriculum*.

Current experience in the NBTE is that at intervals of ten years, an ad hoc committee, this time of lecturers, from randomly selected Polytechnics, Universities, members of professional bodies, and from the Programmes Division of NBTE are summoned to plan and or revise the curricula of studies (NBTE 1999:149-154) and (NBTE 1990:1). While the above is not entirely true, the other unfortunate aspect of this exercise is that nobody seems to bother anymore about, or even remember, those noble objectives so thoughtfully enshrined in the *National Policy on Education*. For example, how do the general objectives of GNS 101 help to achieve the set objectives of General Studies courses as envisaged in the NPE? What is however painstakingly good in the NBTE designed curriculum is that there are clearly stated goals, general objectives and performance objectives on each curriculum content, thereby making teaching much easier. However, what Bloom (1972) has said largely goes for the system of

planning the NBTE curriculum especially the one for General Studies courses.

2.8 CONCLUSION

The chapter discussed related literatures to the study. Aside the problematic related to the concept of Literature, it established the symbiotic relationship which is mutually beneficial to each, between Literature and the aspects of Science and Technology. An analysis of the GNS Curriculum for Nigerian Polytechnics showed its non – conformity with the provisions in the NPE. In addition, the discussion on the patterns of the development of the curriculum prepares the research to analyse how the GNS curriculum was developed. The overall emphasis of the chapter was to establish the efficacy of Literature to Science and Technology students of Nigerian Polytechnics.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This study focuses on the need to develop an appropriate General Studies Curriculum for Literature in Nigerian Polytechnics. In this context, this chapter describes the overall strategies used in the study. It examines the

research design, the procedure used for the analysis of data, the selection of population samples, the sampling techniques, and the instrumentation to achieve the designed framework of the study.

3.1 RESEARCH DESIGN

The selection of a primary method of investigation of a given problem is a key consideration for the investigator. There must be a thorough knowledge of the basic methods of research to guide the researcher in the choice of a primary research method to be used in solving a problem. All factual knowledge which is ascertained by research, may be classified in terms of three areas of time:

a. The Past: What has been? Historical Research Method;

b. The Present: What is occurring? Normative – Survey Research Method, Experimental Research Method;

c. The Future: What probably will be? Prognostic or Predictive Research Method.

The researcher must decide in which area of time the research is mainly centred. On the basis of that decision, the basic research method(s) is selected; the distinctive criteria of which must be carefully observed in the investigation of the problem.

This study dwells principally on whether the NBTE, in line with the requirements and provisions of the NPE, has developed an appropriate curriculum that enhances the teaching and learning of Literature in Nigerian Polytechnics. This implies that this study is descriptive in nature and calls for a descriptive design. This is because a descriptive design deals with relationships and opinions of variables in a natural rather than artificial setting.

A good descriptive design clearly specifies who and what are to be involved and measured. The descriptive design involves a study of a target population by gathering data from a sample using an instrument such as a questionnaire. The importance of descriptive research clearly implies the complexities of phenomena. Since, phenomena are complex, it means that the situation is no longer simple and thus can no longer be understood directly without study and synthesis. Thus, the descriptive design permits the study of both the parent and the target population, the respective sample from the parent population; the data collection; the data analysis; the findings and the subsequent making of inference from the parent population and the generalisation to the target population. To evaluate the curriculum in use, therefore, not one but two research methodologies have been used. To this end, the historical and survey research methods are used concurrently.

3.1.1 Historical Research Method

Historical research deals with determination, evaluation, and explanation of past events essentially for the purpose of gaining a better and clearer understanding of the present, and making a more reliable prediction of the future. According to Whitney (1968:88), "historical research interprets past trends of attitude, event, and fact". History is any integrated narration or description of past events or facts written in a spirit of critical inquiry for the whole truth. Hence Osuala (1993: 137-138) states that

> *More emphatically; historical research may be considered as embracing the whole field of human past as broad as life itself although the data must be viewed with historical perspective as part of the process of social development rather than as isolated attitudes, event or facts.*

3.1.1.1 The Purpose of Historical Research

The purposes for which historical research is undertaken are as varied as the many individuals who engage in the activity. They can however, be outlined under two major categories:

a. The first purpose of doing historical research is to gain a clearer perspective of the present. Present problems such as the present problem of poor representation of Literature in the General Studies Course Specifications of ND and HND programmes in Nigerian Polytechnics are understandable only on the basis of past history. Most things have a history, and it is generally profitable to become acquainted with this history to appreciate their nature. Whitney (1968: 89) says historical research can provide not only hypotheses for the solution of current problems but also with greater appreciation of the culture and of the role which new knowledge can play in the progress of society.

b. A common motive underlying historical research is the simple scholarly desire of the researcher to arrive at an accurate account of the past. This may involve nothing more than a scholarly interest in truth, that is, the desire to know what happened in the past, and how, and why it was allowed to happen. There is also room for the researcher to be interested in giving an accurate account of the past without particular concern for its meaning for the present. However, the researcher generally would not be satisfied with the mere discovery of truth, but would conceive the primary responsibility as a scientist to be the interpretation of the data in order to link the past to both the present and the future.

The purpose of using the historical research in this study is to assist trace the genesis of the poor development of Literature in the General Studies Curriculum of Nigerian Polytechnics. This will equally give a clearer perspective of the Curriculum in use in Nigerian Polytechnics. Above all, it will assist in the development of an appropriate Curriculum for Literature. In light of this, the historical data to be used issues from various documentary

sources which include executive and other administrative proceedings, reports, legislative acts, institutional records, and so on.

3.1.2 The Survey Research Method

The survey research method, on the other hand, studies both large and small population by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interrelations of sociological and psychological variables. Surveys covered by this definition, according to Osuala (1993:180), are often called "sample surveys." While historical research deals with the past, survey research deals with the present. Surveys are oriented towards the determination of the status of a given phenomenon. Surveys are generally based on large cross-sectional samples.

3.1.2.1 The Purpose of Survey Research

The following are some of the purposes of survey research:

a. The survey researcher is interested in the accurate assessment of the characteristics of whole populations. Only rarely do survey researchers study whole populations; they normally study samples drawn from populations or universe. The study of samples from which inferences about populations can be drawn is needed because of the difficulties of attempting to study whole populations. Random samples often furnish the same information as a consensus at a much less cost with greater efficiency and sometimes greater accuracy.

b. Sample surveys attempt to determine the incidence, distribution, and interrelationships among sociological and psychological variables.

c. Surveys are particularly versatile and practical, in that they identify present conditions and point to present needs. Survey research focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behaviour.

d. Surveys do more than merely uncover data. They interpret, synthesise, and integrate these data and point to implications and interrelationships. They create the opportunity for the researcher to identify present conditions, their apparent antecedents and their implications and point to present needs.

e. The survey may not generally be capable of testing specific hypotheses. As a method of research, it represents a step of intermediate scientific sophistication by which semi-crude relationship among phenomena are explored. The survey constitutes a primitive type of research in that the investigation of any problem must begin with a survey of its nature before it can move into the more structured and rigorous phases.

f. The survey is more realistic than the experiment in that it investigates phenomena in their natural setting. This is a great strength since it affords flexibility and versatility.

3.1.2.3 The Questionnaire

Based on the above, information / data for analysis will be obtained through the questionnaire. The questionnaire really constitutes the first attempt at true scaling. It is particularly advantageous, like in this study, whenever, the sample size is large enough to make it uneconomical for reasons of time or funds to observe or interview every subject. The choice of the questionnaire as the main survey technique is generally a matter of weighing its advantages and disadvantages against those of the interview with which it is most nearly interchangeable.

3.1.3.1 The Purpose of the Questionnaire

The major purposes of the questionnaire include;

a. It permits wide coverage for a minimum expense both of money and of effort. It affords not only wider geographical coverage than any other technique, but it also reaches individuals who are normally difficult to contact.

b. Particularly when it does not call for a signature or other means of identification, the questionnaire may, because of its greater impersonality, elicit more candid and more objective replies.
c. The questionnaire also permits more considered answers. In an interview if the respondent does not have the information, they may still give an answer rather than admit ignorance.

d. The questionnaire is more adequate in situations in which the respondent has to check their information.

3.2 POPULATION OF THE STUDY

Asika (1991:39) says a population "is made up of all conceivable elements, subjects or observations relating to a particular phenomenon of interest to the researcher." This means the characteristics which members of the group share in common and which will identify each unit as being a member of a particular group. The population for this study is made up of three categories: academic staff and students of all the fifty-one (51) Private, State and Federal Polytechnics in Nigeria, and staff of the Programmes Division of NBTE, Kaduna, at the time this research was conducted. The above number of Polytechnics share a common General Studies Curriculum which is administered by the National Board for Technical Education, Kaduna. The fifty-one (51) Polytechnics owned either by the State, Federal or Privately are located across the geo-political areas of Nigeria: North, North-East, North-West, South, South-East, South-West and Central.

3.3 SAMPLES AND SAMPLING TECHNIQUE

Except when a complete census is taken, research is almost invariably conducted by means of a sample on the basis of which

generalisations applicable to the population from which the sample was obtained are reached. In addition, when the population is too large to be easily accessible or to reduce the cost of covering a large population, the need for sampling becomes pertinent. The main sampling techniques employed to determine the sample to be used for this study, considering the nature of the population, is the random sampling technique. The random sampling technique is the method of drawing a portion (or sample) of a population or universe so that each member of the population has equal chance of being selected.

The choice of the samples is based on the participant's status and role as planners, executors or beneficiaries of the curriculum under study. The samples were selected using what Borg and Gall (1979:20) called the "Judgement or Purposive" sampling technique to ensure that a broad opinion of all the respondents, actively involved in the aspect of study, are obtained and analysed. The samples selected, one from each geo-political zone, forms approximately 20% of the total number of Polytechnics. Additional samples from the North-West and Central zones were taken to increase the overall percentage of the samples. According to the *Digest of Statistics on Polytechnics in Nigeria* (NBTE 2002), those institutions have "even spread": diversity of students and proliferation of programmes. The recognition of these assisted in their inclusion over and above others from other geo-political regions of the country. With these advantages, they

could be relied upon to supply a further mixture of students with diverse opinions. The samples are:

i. Kaduna Polytechnic, Kaduna

ii. Waziri Umaru Polytechnic, Birnin-Kebbi

iii. Ramat Polytechnic, Maiduguri

iv. Rivers State Polytechnic, Bori

v. The Polytechnic, Ibadan

vi. Institute of Management and Technology, Enugu

vii. The Federal Polytechnic, Kaura Namoda

viii. Abdu Gusau Polytechnic, Talata-Mafara

ix. Nuhu Bamali Polytechnic, Zaria

x. Yaba College of Technology, Lagos

From the above Polytechnics, ten (10) Lecturers who teach Use of English and Communication in English to National Diploma and Higher National Diploma students were randomly selected and served with a separate questionnaire. In addition, fifty (50) students randomly selected from the above Polytechnics from Higher National Diploma of Science and Technology based courses were also served a different questionnaire. This is because Social Science and History courses are to be studied by only ND and HND students of Science and Technology. In addition, they never had the opportunity to study those courses at the O'level. This will, therefore, afford them the opportunity to appropriately come in contact with Literature. The students of Social Sciences and Management studies are

expected to have had continuous contacts with Literature right from the Secondary School. This is because the NPE provides that Arts and Commercial Students should study Literature at the SSSI – SSS3 levels. This is continued at the Polytechnics where they are made to study Literature at the Pre-ND level. Finally, five (5) staff members of the Programmes Division of the National Board for Technical Education were also served a different set of questionnaire. In each case, therefore, the proportion of respondents' chosen is more than 10%. This is in line with what Roscoe (1969) in Aderounmu (1991:85) says. He suggests that 10% of the total population can be an acceptable sample size in a descriptive study.

3.4 INSTRUMENTATION

The study is a descriptive survey study. Thus, the most appropriate instrument chosen for data collection is the questionnaire. According to Gay (1976:116), that is the most suitable instrument for data collection in a survey study. Therefore, a fourteen (14) item questionnaire was designed for the lecturers of Use of English, Communication in English, Literary Appreciation and Oral Composition. Another fourteen (14) item questionnaire was also designed for HND students of Science and Technology. In addition, a fourteen (14) item questionnaire was also designed for the Programmes Division of the NBTE. The questionnaires were all structured to enable the researcher find out the views of the respondents in respect of the General Studies curriculum being used in the Polytechnics. It will also help in the proposed review to put in place an

appropriate curriculum for Literature for the General Studies Course Specifications for Nigerian Polytechnics. These three different categories were developed along a Likert scale to, as Asika (1991: 62) states, "measure the intensity or degree of agreement by the respondents to a statement that describes a situation, an item, a phenomenon, or a treatment".

In this study, the Likert Scale ranges between five possible options: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. This method requires less labour and the researcher is able to discriminate between those subjects that are only mildly in agreement with the statement and those who are firmer in their position. It has both the properties of plenty and order. In addition, subjective influence of the researcher is reduced to the barest minimum. It may be added that both the frequency mode and the Likert Scale assists respondents to accept to respond to the instrument since it is mainly ticking. Likert (1961:62) says this enables for higher rate of return of the questionnaires.

The questionnaire, is a device for gathering answers to written question, as against the oral interview. Since either of the two devices above have their merits, and demerits, it may be wise to combine the two where necessary to facilitate comprehensive data collection. However, in this study, the questionnaire was principally used because of the size of the sample. It was also used to ensure collection of factual information about the past, present and future or anticipated and as Osuala (1982: 65) states

events as well as opinions about prevailing conditions and practice. Further, the questionnaire has an inter-personal nature which ensures uniformity and frank answers. Similarly, Van Dalen (1966) and Seltzir (1974) in Ayanniyi (1992) also agree that questionnaires have administrative and psychological advantages of assessing a large number of individuals at minimum cost and have the possibility of confidentiality which makes the respondents' responses objective.

3.4.1 Description of Assessment Scale

In chapter one, specifically in sections 1.5 and 1.7, the study proposed six research questions and three research assumptions whose answers are provided at the end of the study. The major aspects of the research assumptions include the focus of the *National Policy on Education*, problems in the General Studies curriculum used in Nigerian Polytechnics, and the inability of the General Studies curriculum to achieve the objectives of the NPE in respect of General Studies course offerings. Therefore, the three instruments used for this study were designed by the researcher to elicit relevant data from the respondents to answer the research questions and to also validate or invalidate the research assumptions.

Furthermore, the three instruments are each divided into two sections. Section 'A' requests the respondents to supply general data like age, sex, status, institution, etc. This is to confirm that the respondents are the correct individuals knowledgeable and able to supply unbiased

response on the questions in the questionnaire. Section 'B' on the other hand is made up of questions designed to elicit information on the main thrust of the research.

In developing the questionnaire, the researcher made use of both the closed questionnaire and oral interview as a follow-up to questions in the former. The last aspect was used to enable respondents' open up and give possibly other factors or reasons that the researcher could use. These methods will assist the researcher to conclude and make recommendations in the study.

3.4.2 Reliability of the Instrument

Using a sample population of ten Lecturers (10) and fifty (50) students from two (2) Polytechnics viz: The Federal Polytechnic, Kaura Namoda and Abdu Gusau Polytechnic, Talata Mafara, a pilot study was conducted. A test re-test procedure was carried out with an interval of four weeks between the first and second administration. In test re-test reliability Asika (1991:73) says that "the same measuring instrument is used to take two separate measurements on the same population at different times.The higher the correlation between the two measurements the higher the reliability of the measuring instrument". In each test, a different set of five-item questionnaire was administered on ten (10) academic staff that teach Use of English and Communication and fifty (50) HND students offering Science or Technology courses. The items focused on the appropriateness or otherwise of the General Studies Course Specifications in relation to

Literature. The respondents' responses on each of the five-item questionnaire indicated high reliability hence this study.

3.4.3 Validity of the Instrument

The researcher exposed the initial three categories of instruments each to the researcher's supervisors, colleagues, students and to test and measurement experts in order to obtain their independent opinions and judgement on the three instruments before they were served on the respondents. The independent opinions of the reviewers were accepted because it was the near unanimous agreement of the test and measurement experts that the three test items contained content validity. The procedure of validation is prescribed by Kerlinger (1979) and approved by Gray (1986). According to them, experts in the aspect of the discipline in which research is being conducted can help to validate a research instrument through careful analysis and making of desired amendments. The process is necessary to ascertain content and face - validity of the instrument. Fox (1969) in Thakur (1981) also favours strongly content validity provided that there was a "rational and ideally an empirical content".

3.5 ADMINISTRATION OF THE INSTRUMENT

The administration of the three sets of instrument was done with the help of research assistants considering the locations of the respondents. These assistants came from the selected Polytechnics but supervised by the researcher. Before administering the questionnaires, the researcher met with the research assistants at each of the centres. During the meetings,

the structure and content of the questionnaires as well as the selection of the respondents to form the sample was discussed. After the meeting, the appropriate number of questionnaires proportionate to each set of respondents for each centre were put in large envelopes, coded and fully addressed and handed over to the research assistants.

The researcher personally travelled round the research centres to supervise the selected assistants and stayed back to collect the responses. Where it was difficult to collect all, the assistants mailed such to the researcher. While the researcher used two research assistants in each Polytechnic visited, the researcher personally administered the questionnaires at the NBTE. This was because of the status of the respondents at the NBTE.

3.6 SCORING OF THE INSTRUMENT

In attitudinal studies of this nature, respondents are usually asked to rate their attitude, opinions or judgments towards a phenomenon, a treatment or a situation as the case may be. In this respect, a scale is normally developed to measure the respondent's intensity of expressed feelings or reactions. This study, therefore, uses the Likert scale technique in scoring the questionnaire items.

Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1

The rating scale is generally designed to assess attainment of certain characteristics such as attitude, opinion, behaviour, traits and outcome. Rating scales provide a list of characteristics which are to be judged on a scale that reflects the degree to which the rate agrees with the characteristics. Each characteristic is followed by a scale which allows the ratter to identify how much of a characteristic was evident. The most common pattern of rating, rater procedure, presents the ratter with a set of numbers (usually 1-5), adjectives of descriptions that are to represent levels of degrees of possession of such traits. The advantage of a rating scale is that it provides a common set of evaluation points for every respondent. The same yardstick assesses each respondent.

3.7 DATA ANALYSIS PROCEDURE

To analyse the data collected for the study, percentage (%) mean score is employed. The frequency counts of the respondents for each response option is therefore computed for every item on the questionnaire according to the categories of the respondents in terms of their official responsibility either as planners, executors or beneficiaries. The survey calls for the use of frequencies and percentages because of the usual large number of cases involved. According to Osuala, (1993), the percentage conversion is necessary in order to reduce raw data to easy-to-understand dimensions.

3.8. CONTENT ANALYSIS OF THE QUESTIONNAIRE OPTIONS

Three separate fourteen (14) item questionnaires have been designed for three different groups of respondents: Staff of the Programmes Division of the NBTE, Lecturers that teach Use of English and Communication in Nigerian Polytechnics, and ND and HND students of Science and Technology in Nigerian Polytechnics (the developers, users, and beneficiaries). The general focus of the different sets of questionnaire is to elicit information to confirm or refute the research assumptions and to answer the specific questions asked in this study. What follows, therefore, is a brief analysis of the questionnaire options as used in the next chapter.

3.8.1 Questionnaire Options for Staff of the Programmes Division of the National Board for Technical Education (NBTE), Kaduna.

The following are the fourteen item descriptors administered to the above class of respondents:

- *There are thirty-six (36) General Studies courses approved by the NBTE.*

The item seeks to confirm whether there has been some addition of courses after the approved curricula. This will assist confirm the total number of general studies courses taught in Nigerian Polytechnics.

- *The General Studies courses approved for use in the Polytechnics are not exhaustive of the General Studies courses in existence.*

The item will assist confirm the number of general studies subjects taught in schools generally. This will also assist the research explore the possibility of asking for a review if need be.

- *There was no fast rule that was used to select the thirty-six General Studies courses in use today in Nigerian Polytechnics.*

There is the need to know if there was any yardstick, other than the ones outlined in the NPE, used to select the subjects approved in the curriculum as against others.

- *General Studies courses are taught to "inculcate the idea of national loyalty and understanding based on the awareness of the nation's roots and cultural antecedents".*

The above is a part quotation from the NPE of the objectives of teaching general studies in tertiary institutions. It will assist confirm if it is being viewed in that light by the developers of the curriculum.

- *Some of the General Studies courses taught do not inculcate the ideas expressed above.*

This item will assist the research to consider suggesting the need to change "irrelevant subjects with "more relevant" ones in line with the Objectives in the NPE.

- *While the 1999 General Studies course aspects for the Use of English and Communication were developed by graduates in those fields of study, the attached Literature aspects in those courses were not.*

The order in Nigerian Polytechnics today is that a "specialist" or "graduate" in a course is the one that earned a degree in that course. Therefore, holders of the B.Ed (English) are kindly not disposed to seek for employment with holders of either B.A (Hons) (English) or B.A (Hons) Literature. The former is seen as the "proverbial Jack of all trade and master of none". Any Polytechnic that employs otherwise breaches the rule. In line with the above, this option seeks to confirm whether the rule used in employment was also used when inviting stakeholders to develop the curriculum.

- *Though Literature is taught within the Use of English and Communication in English courses, it is taught as a separate subject.*

This statement seeks to confirm if the aspect of Literature is meant to teach English Language or to enable learners have knowledge of Literature.

- *At the time of developing the General Studies curriculum of study, Use of English was known to be different from Literature.*

The above statement is a follow-up to the option before it. It is asked to re-confirm if the respondents strongly agree that Use of English and Communication is different from Literature.

- *Due to the desire to meet national aspirations as expressed in the National Policy on Education (NPE), some General Studies courses are better replaced by others.*

This option is a more direct statement that seeks to validate the item above.

- *There are some elements of politicking when it comes to developing a curriculum.*

The assumption in this item is that politics is always involved when developing a curriculum. This is more so as it requires purchase and use of books and equipment. It is often said (unofficially) that authors, publishers, booksellers and the professions always lobby hard to decide what is taught or read in the institutions. This assists them achieve and consolidate either financially or professionally. In addition, there is also the assumption that what is taught is decided by the inclination(s) of the person(s) in office.

- *The National Policy on Education (NPE) is a well-known document in the Programmes Division of the NBTE.*

This seeks to confirm whether other than being a supervisory body for Nigerian Polytechnics, the division is also saddled with the taxing duty of developing a General Studies curriculum for Nigerian Polytechnics based on its knowledge of the National Policy that gives directive to Nigeria's education drive. It will also confirm if the division knows the material (s) to be used as guide in this regard.

- *The provision in the NPE shows that General Studies courses are not general knowledge courses and staff in your division know it is so.*

This will confirm whether other than being a supervisory body for Nigerian Polytechnics, the division is also saddled with the taxing duty of developing a General Studies curriculum for Nigerian Polytechnics based on its knowledge of the National Policy that gives directive to Nigeria's education drive. It will also confirm if the division knows the material (s) to be used as guide in this regard.

- *The Use of English/ Communication in English and Literary Appreciation and Oral Composition courses in the 1999 General Studies curriculum were not developed by the "resource persons" mentioned in the booklet.*

The option seeks to confirm the truth, veracity and authenticity of the list of the "resource persons" that developed the 1999 edition of the General studies Curriculum. This item is crucial because it will help to confirm if the development of the curriculum was truly by "stake – holders "or just an "in-house exercise".

- *There is no Literature graduate in the Programmes Division out of the twenty-five staff members.*

The item above seeks to confirm data earlier gathered when the researcher went through the staff list of staff of the Programmes Division. The desire to know if a graduate of Literature was truly present will assist determine why the final curriculum still limited the presence of Literature.

3.8.2 Questionnaire options for Lecturers that Teach Use of English and Communication in Nigerian Polytechnics.

The following are the fourteen item descriptors administered to the above class of respondents:

- *You use the 1999 General Studies Course Specifications for ND and HND courses developed by the NBTE holistically.*

The item seeks to confirm if the curriculum is used holistically or with some modification.

- *You are very conversant with the National Policy on Education (NPE).*

There is the need to know whether lecturers of General Studies courses, are aware of the document that gives backing to the subjects they teach.

- *Members of the academic staff of Nigerian Polytechnics were involved in developing the 1999 General Studies Curriculum.*

The item seeks to confirm the truth of the statement in the preface the ND and HND General Studies Course Specifications Booklet published by the NBTE which states that "stake-holders" developed the curriculum.

- *Using your knowledge of General Studies courses generally, you will agree that some of the General Studies courses taught in Nigerian Polytechnics cannot achieve the objectives expressed in the NPE.*

The item also seeks to confirm whether some of the General Studies courses in use in the Polytechnics cannot achieve the objectives of including them as General Studies courses in the Curriculum as specified in the NPE.

- *You are aware that Literature is a totally different academic discipline from Use of English and Communication.*

The option will confirm if the Lecturers are aware of the difference between the two courses in an age where there are constant calls for the two to be taught as one.

- *Your students come alive in the class when aspects of Literature are taught.*

The statement seeks to confirm the ability of the respondents to critically observe their students especially their emotional and psychological states of being in the class when aspects of Literature are taught.

- *Aspects of Literature teach your students to 'develop the ability to evaluate, criticise, comment, etc, on aspects of life generally..'*

The item will confirm if Literature achieves the above objective of teaching General Studies courses in tertiary institutions as specified by the NPE.

- *You would agree that because Literature teaches man in totality in his society, it should be given ample breath in the General Studies Course Specifications.*

This response will show whether there is need to develop an appropriate/ detailed curriculum for Literature in the General Studies Course Specifications.

- *The complains to NBTE from Polytechnics on the coverage given to Literature in the General Studies course outline of 1989 gave birth to the improved version in 1999.*

The option seeks to confirm whether the improved status given Literature in the 1999 General Studies Course Specifications was the result of complains on the 1989 edition.

- *It would seem that in spite of the poor general reading habit among students the literary texts offer, among others, some relaxation, entertainment, education, and information.*

The item will confirm aspects of the function of Literature to the students as confirmed to by the lectures.

- *You teach students aspects of Literature as if you want to produce literary art graduates*.

This item will confirm if teachers are ever conscious that the aim of teaching aspects of Literature in Nigerian Polytechnics is not like it is in the university, but as stated in the NPE, "to inculcate the idea of national loyalty

and understanding based on the awareness of the nation's roots and antecedents." The issue of methodology / pedagogy is tested here.

- *You would suggest that the revised aspects of Literature to be taught students should include among other things, the general introduction to Literature, development, types, explication of the content and style of selected specific literary texts, poems, and also those written by students.*

The input of what the proposed ideal curriculum for Literature in Nigerian Polytechnics should be is requested from the lecturers.

- *You will recommend that the texts or poems to be selected for explication should be for specific purposes*

The item also concerns the curriculum content of the proposed curriculum for Literature in Nigerian Polytechnics.

- *You will wish th*at *Literature be taught to ND and HND students once in every four semesters.*

The answer(s) to the above will also be an input from the lecturers on when Literature should be taught bearing in mind their knowledge of the credit system prevailing in Nigerian Polytechnics.

3.8.3 Questionnaire Options for H.N.D. Students of Science and Technology in Nigerian Polytechnics.

The following are the fourteen item descriptors administered to the above class of respondents:

- *You are conversant with the National Policy on Education (NPE)*

It is crucial to know whether students know the NPE too. It will assist in the formulation of the proposed curriculum.

- *You have read the preface to the General Studies Course Specifications for ND and HND courses.*

The reading versatility of the students is also tested here. It will help the researcher to know if the students could comfortably participate as 'stakeholders' in any curriculum review activity.

- *The World Geography or Physical Geography, or Geography of Africa, or General Chemistry, or General Biology you study teach you 'a lot about your roots, culture, social values, national aspirations', etc.*

The item is a pointed test of the assessment of the curriculum the General Studies courses the students' study in Nigerian Polytechnics vis-à-vis the provisions in the NPE.

- *You would wish that some other General Studies courses, other than the course above, be taught you.*

The item is a follow-up on the item on curriculum objectives except that in addition it seeks to find out if the students will recommend changes.

- *The few Literature aspects in your Use of English and Literary Appreciation teach you a lot about 'national loyalty and understanding based on an awareness of the nations' roots and cultural antecedents'.*

The item is a part-quotation from the provisions of the NPE on the objectives of teaching General Studies in tertiary institutions. The students are expected to re-act to it.

- *The few Literature aspects in our Use of English and Communication courses sharpen your power of creativity, evaluation and help students to comprehend more difficult reading materials.*

This item seeks to confirm the importance of Literature to the students and whether, because of same, a review of existing curriculum is pertinent.

- *The advent of popular art in the society has made students to develop very keen attitude to the learning of aspects of Literature to assist them evaluate that art form.*

Popular art is becoming very predominant in the society today. Therefore, the item seeks to know if knowledge from learning Literature can be used to understand what students consume as popular art today.

- *It is other courses not aspects of Literature learned that have helped built your vocabulary.*

The item borders on the importance of Literature especially in developing students' vocabulary.

- *You would agree that there is need to build a unified course outline for Literature because of its importance to you as a student.*

Students are expected to say whether the importance of Literature calls for a review of the existing curriculum. The item, therefore, still focuses on curriculum development for Literature.

- *All through your studies, you have realised that Use of English/ Communication in English and Literature are different subjects and should not be taught together.*

The students' knowledge of the 'traditional' difference that exists between the subjects is tested. It will help the research in suggesting what type of Literature should be taught to the students.

- *The teaching of Literature using literary texts and video films has created in you a desire to look at the arts from a more positive perspective.*

The students' comparative perception of Literature before encountering it as a subject of study and after is elicited.

- *It would seem that in spite of the poor general reading habits among students, especially while in school, literary texts offer a means of relaxation, education, entertainment, and information during periods of intense pressure.*

It is the students' assessment of the uses of Literature to them that is tested here.

- *Your core courses do not teach you much about human predicaments as aspects of Literature you have been exposed to do.*

The item seeks information on the function of Literature to the students.

- *Science and Technology students would wish more of Literature was taught them because of the inter-relationship that exists between the three.*

The item is on content/methodology. The students are expected to confirm the relationship that exists between Literature, Science, and Technology.

3.9 CONCLUSION

The chapter has described the research design, the procedure, the selection of population samples, the sampling technique, the instrumentation and the analysis of the questionnaire options used in chapter four. The focus is to see how relevant, valid and reliable information can be gathered to answer the research questions and to either validate or invalidate the research assumptions to enable the researcher conclude on the study.

CHAPTER FOUR

ANALYSIS OF DATA

4.0 INTRODUCTION

This chapter provides the interpretation of the findings of the study. In a survey, one of the commonest and most useful tools for data collection is the questionnaire. One of its disadvantages which emanates from its advantage of reaching many respondents at a time is the mortality rate of the questionnaire instrument. It is not common to have 100% of the questionnaires filled and returned to the researcher. Nevertheless it is expected that the rate of return of the instrument should be high enough. Denga and Ali (1982:60) say that the rate of return of questionnaires of up to 55 – 60% is usually regarded as representative enough for data analysis. Based on this, for this study, because of the researcher's presence which ensured that the research assistants conducted the distribution of the questionnaire in a single room or hall, the overall rate of return was high

enough to guarantee the study of this nature. The overall rate of return by all categories of respondents put together was 90.9%. This is because a total of 605 questionnaires were served and 550 were filled and returned. The rate of the return was Five (5), representing 100% of the questionnaires served staff of the Programmes Division of the National Board for Technical Education, and one hundred (100) representing 100% percent of the questionnaires served Academic Staff that teach Use of English and Communication in the ten selected Polytechnics. Out of the five hundred (500) questionnaires served HND students of Science and Technology in the ten selected Polytechnics, four hundred and forty-five (445), representing 89% were returned.

The high rate of return of completed questionnaire by staff of the Programme Division of the NBTE and the Academic Staff teaching English and Communication in selected Polytechnics may be due to the general interest in the aspect of study. Osuala (1993) states that the rate of return of questionnaires of up to 55-60% is usually regarded as good and representative enough for the analysis of any data. The above confirms that the rate of return is strong and representative for any analysis. Therefore, the chapter is sub-divided into two viz: general overview of the findings and the detailed interpretations.

4.1 GENERAL OVERVIEW OF THE FINDINGS

The research options and responses from the respondents were analysed one after the other for each of the groups. In this respect, a total

of forty-two tables were used to depict the responses of the three categories of respondents in the study, that is, Staff of the Programmes Division of the National Board for Technical Education, Academic Staff that teach Use of English and Communication and to the H.N.D. students of Science and Technology in the selected Polytechnics.

4.2 ANALYSIS OF THE DATA RECEIVEWED FROM THE RESPONDENTS

4.2.1 Data Received From Staff of the Programmes Division of the National Board for Technical Education (NBTE), Kaduna.

TABLE 1

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
1	There are thirty-six (36) General Studies courses approved by the NBTE	5 100%	Nil 0%	Nil 0%	Nil 0%	Nil 0%	5 100%

In Table 1 above, respondents were unanimous. Five (5), representing 100% of the respondents strongly agree with the statement. This further confirms that NBTE has not added any General Studies course to the existing courses as listed in chapter I.

TABLE 2

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
2	The General Studies courses approved for use in Polytechnics are not exhaustive of the General Studies courses in existence	5 Nil 100%	 0%	Nil 0%	Nil 0%	Nil 0%	5 100%

Table 2 above confirms that the respondents unanimously agree and are also aware that the approved General Studies courses in use in Nigerian Polytechnics are not exhaustive of the plethora of General Studies courses in existence in the schools.

TABLE 3

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
3	There was no fast rule that was used to select the thirty-six (36) General Studies courses in Nigerian Polytechnics	3 60%	1 20%	1 2 0%	Nil 0%	Nil 0%	5 100%

In table 3 above, 3 respondents representing 60% strongly agree, I respondent representing 20% is undecided on the statement that as at the time General Studies courses were being selected for Polytechnics, there were generally no other reasons for such selection other than those already discussed.

TABLE 4

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
4	General Studies courses are taught to "inculcate the idea of	5 100%	Nil 0%	Nil 0%	Nil 0%	Nil 0%	5 100%

	national loyalty and understanding based on the awareness of the nation's roots and cultural antecedents"					

Table 4 above indicates that all the five respondents representing 100% strongly agree with the provision in the NPE that General Studies courses are taught to "inculcate the idea of national loyalty and understanding based on the awareness of the nations roots and cultural antecedents". Indeed, the above is the basis for teaching General Studies courses in tertiary institutions in Nigeria. The need for careful selection of those courses that can achieve the objectives in the NPE is highlighted by the above rating. This careful selection will also assist in producing an objective and balanced curriculum.

TABLE 5

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
5	Some General Studies courses taught do not inculcate the ideas expressed above	3 60%	1 20%	1 2 0%	Nil 0%	Nil 0%	5 100%

Table 5 above shows that 3 respondents, representing 60% strongly agree, I respondent, representing 20% agree and I respondent, representing 20% is undecided on the statement. In a follow-up oral interview with the respondents, some of them said that if critically assessed, some of the General Studies courses would not qualify for inclusion as

General Studies courses. This last response also shows that the method used to select the courses in the General Studies curriculum could be anything but faulty. This also confirms the response in table 3 above.

TABLE 6

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
6	While the 1999 General Studies course aspects for Use of English and Communication were developed by graduates in those fields of study, the attached Literature aspects in those courses were not.	1 20%	Nil 0%	Nil 0%	Nil 0%	4 80%	5 100%

In table 6 above, 1 respondent (20%), strongly agree while 4 respondents (80%) strongly disagree that the 1999 General Studies course aspects for Use of English and Communication were developed by graduates in those fields of study. In addition, the attached Literature aspects in those courses were not developed by resource graduates in the aspect of study. The researcher's investigation has proved that of all the members of the Preview Workshop Participants for English that are said "to have carried out the development or drafting of the 1999 General Studies Course Specification for ND and HND classes" (NBTE 1999:iv) non is a Literature graduate as per NBTE definition. The following are names and addresses of the members.

1. *Mrs. S.I. Ekpe* *Department of Languages*
The Polytechnic, Calabar

2.	*Mrs. R.A. Mahe*	*Department of Liberal Studies* *The Polytechnic , Birnin Kebbi*
3.	*Mrs. Enalto*	*Department of General Studies* *Plateau State Polytechnic, Barkin Ladi*
4.	*Mr. J.O. Abibu*	*Department of General Studies* *Federal Polytechnic, Ilaro*
5.	*Mr. B.I.C. Utuagha*	*Department of General Studies* *Federal Polytechnic, Ilaro*
6.	*Dr. A.A. Joshua*	*Department of English* *Ahmadu Bello University, Zaria*
7.	*Dr. A.A. Ezugu*	*Department of Language Studies* *Institute of Management and Technology, Enugu*
8.	*Dr. O. Nwosu*	*The Polytechnic Librarian* *Federal Polytechnic, Oko*
9.	*Mr. I.B. Anwanane*	*NBTE, Kaduna*
10.	*Mr. J.S. Aboi*	*NBTE, Kaduna*

It is important to note the following observations in respect of the above.

a. The list is made up of participants from mostly the Polytechnics. This, therefore, contradicts the assertion by the NBTE (1999: 1) that the committee was made up of "representatives of the academic community, professional bodies, employers and practitioners".

b. A member of the committee Mr. J.S. Aboi is a Social Studies graduate.

c. None of the members is a Literature graduate.

Secondly, the list of Critique Workshop Participants for English is made up of the following:

1.	*Dr. D. Eka*	*Department of General Studies,* *The Polytechnic, Calabar*
2.	*Mr. I.D. Akau*	*Department of Languages* *College of Education, Kafanchan*
3.	*Mr. J.O. Irukera*	*Department of General Studies* *The Federal Polytechnic, Bida*
4.	*Dr. O. Nwosu*	*Department of General Studies* *The Federal Polytechnic, Bida*
5.	*Mr. S.D. Yahaya*	*Department of General Studies*

Katsina Polytechnic, Katsina

6. *Mr. I.A. Enatto* *Department of General Studies*
Plateau State Polytechnic, Barkin-Ladi

7. *Mr. J.O. Enuesike* *Division of General Studies*
University of Nigeria, Nsukka

8. *Mr. D. Ade-Joshua* *Department of General Studies*
The Federal Polytechnic, Kaura Namoda

9. *Mrs. M.Y. Ogunkoya* *Department of Liberal Studies*
Kaduna Polytechnic, Kaduna

10. *Mr. I.B. Anwanane* *National Board for Technical Education, Kaduna*

(NBTE 1999:149)

The following observations are also made concerning the list above:

a. None of the members above is a Literature graduate. The point that Mr. I.B. Anwanane might have studied aspects of Literature in the university does not qualify him based on the NBTE requirement.

b. Mr. Ishaya Dare Akau, (I.S. Akau in the list) purported to be in the College of Education, Kafanchan, left the college a long time before this purported exercise.

c. Mr. D. Ade-Joshua left the services of the Federal Polytechnic, Kaura Namoda in 1994 and equally travelled out of the country in the same year. He could therefore not have been available for this noble assignment just as for "b" above.

d. In addition, that Mr. S.D. Yahaya comes from Katsina State Polytechnic, Katsina shows that NBTE just duplicated an earlier list. As at 1999, NBTE was aware that the name of the school had been changed to Hassan Katsina Polytechnic, Katsina.

It is clear from the above that Literature could not have been represented appropriately in the General Studies Course Specifications for Nigerian Polytechnics.

TABLE 7

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
7.	Though Literature is taught within the Use of English and	5 100%	Nil 0%	Nil 0%	Nil 0%	Nil 0%	5 100%

	Communication in English courses, it is taught as a separate subject						

In table 7 above, 5 respondents, representing 100% strongly agree with the statement that although Literature is taught within the Use of English and Communication in English courses, it is taught as a separate subject.

TABLE 8

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
8.	At the time of developing the General Studies Curriculum of study, Use of English and Communication was known to be a different subject from Literature	5 100%	Nil 0%	Nil 0%	Nil 0%	Nil 0%	5 100%

Table 8 above shows that 5 respondents, representing 100% strongly agree with the statement that although as at the time of developing the General Studies Curriculum by the resource persons brought together and supervised by the NBTE, Use of English and Communication as a course was considered as different from Literature.

TABLE 9

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
9.	Due to the desire to meet national aspirations as expressed in the *National Policy on Education* (NPE), some General Studies courses are better replaced by others	Nil 0%	Nil 0%	1 2%	1 2%	3 60%	5 100%

Table 9 above shows that 1 respondent, representing 20% is undecided, 1 respondent, representing 20% disagrees, while 3 respondents, representing 60% strongly disagree with the statement. In a follow-up oral interview, a respondent wondered how the course contents of courses like GNS 224 (General Physics); GNS 227 (World Geography); GNS 229 (General Chemistry 1) GNS 230 (General Biology 1) etc could achieve the objectives for teaching General Studies course in Nigerian Polytechnics in the NPE.

TABLE 10

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
10.	There are some elements of politicking when it comes to developing a curriculum	Nil 0%	Nil 0%	3 60%	1 20%	1 20%	5 100%

Table 10 above seeks to confirm whether there are elements of politicking when it comes to developing a curriculum. 3 respondents, representing 60% are undecided, while 1 respondent representing 20% and 1 respondent, representing 20% disagree and strongly disagree respectively with the statement. That 60% of respondents on this item are undecided indicates that there are elements of truth in this option hence their inability to really take a position. However, that 20% of respondents either disagree or strongly disagree respectively indicates some element of ignorance of the forces / pressures that are often at play when developing a curriculum of this magnitude.

TABLE II

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
11.	The *National Policy on Education* (NPE) is a well-known document in the Programmes Division of the NBTE	5 100%	Nil 0%	Nil 0%	Nil 0%	Nil 0%	5 100%

Table 11 above shows that 5 respondents, representing 100% of the respondents strongly agree that the NPE is a very popular and well-known document in the Programmes Division of the NBTE.

TABLE 12

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
12.	The provisions in the NPE shows that General Studies courses are not general knowledge courses and staff in your Division know it is so.	5 100%	Nil 0%	Nil 0%	Nil 0%	Nil 0%	5 100%

Table 12 above shows that 5 respondents, representing 100% of the respondents, strongly agree with that statement. This implies that there should be sound reason(s) to recommend any General Studies course. This means the course(s) chosen should assist the student(s) understand themselves and their course(s) of study.

TABLE 13

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
13.	The Use of English Communication in English and	Nil 0%	Nil 0%	Nil 0%	Nil 0%	5 100%	5 100%

	Literary Appreciation and Oral Composition courses in the 1999 General Studies curriculum were not developed by the "resource persons" mentioned in the booklet						

Table 13 above indicates that 5 respondents, representing 100% of the responses strongly disagree that the Use of English, Communication in English and Literary Appreciation and Oral Composition course titles in the 1999 General Studies curriculum were not developed by the 'resource persons' mentioned in the booklet. Because of the above response, the researcher studied the curriculum vita of the resource persons to ascertain if the group comprised Language, Communication and Literary graduates. The study confirmed the contrary. Only English Language graduates or 'resource persons' were used. The study further confirmed that the list contained names of persons who had either resigned from service or not resident in the country. These discoveries render the list purported to be of 'resource persons', at least, suspect. It will be recalled that the Executive Secretary made a presentation at the National Education Summit on Higher Education which held at the ECOWAS Secretariat in Abuja, in the year 2002. In a paper on "The State of Polytechnic Education in Nigeria", the Executive Secretary observed that the Curriculum in use was long over-due for revision. In light of that, the board had engaged the services of foreign experts (!) to do a review and that in no distant future the revised curriculum would be in use. Meanwhile, three Curriculum Development

Workshops had been organised by the National Board for Technical Education (NBTE) earlier than this date.

The first two held in Lagos between 26 June – 4th July 2001 and the third held at Kaduna between 6 – 10 August, 2001 in which about 189 national and 7 international 'experts' took part in the review of about 24 number curricula. However, very shortly after the 2002 Summit, the 1999 Revised General Studies Curriculum was circulated. The questions that beg for answers, among many others, are:

(a) When was the revision undertaken?

(b) Who undertook that revision?

(c) Did the NBTE have to engage the services of foreign experts who do not
know Nigeria's educational situation well to undertake this revision?

(d) Did the NBTE use the outcome of these three reviews that held at Lagos and Kaduna at all?

It can be safety concluded that the unanimous response in the above table is not only questionable but also covers up a lapse. It could also be added that the revision was definitely likely an in-house exercise.

TABLE 14

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
14.	There is no Literature graduate in the Programmes Division out of the twenty-five staff members	Nil 0%	4 80%	Nil 0%	1 20%	Nil 0%	5 100%

The table above shows that 4 respondents (80%) agree while only 1 (20%) disagrees with the option.. The researcher conjectures that one (1) respondent disagrees because the only one English graduate present offered some Literature courses in parts one and two in the university. But in line with the NBTE standards, a staff did not graduate in Literature. Therefore, this removes the right to draw up a Curriculum in that subject. The fact that there is no Literature graduate in the entire division only means that Literature will not be well represented in the General Studies Curriculum. This conclusion is drawn bearing in mind the politics that is always involved when developing academic curriculums.

4.2.2 Data Received from Lecturers that Teach Use of English and Communication in Nigerian Polytechnics

TABLE 15

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
1	You use the 1999 General Studies Course Specifications for ND and HND courses developed by the NBTE holistically.	Nil 0%	Nil 0%	Nil 0%	Nil 0%	100 100%	100 100%

Table 15 above shows that 100 respondents, representing 100%, strongly disagree with the option. Indeed, the NBTE has signified that the ND and HND Course Specifications is the minimum standard and that any user Polytechnic could modify it to suit its purpose (NBTE 1999). This may account for the different additions. This addition is normally effected to

slightly enrich and correct the deficiencies inherent in the course specification. The researcher confirmed through oral interview that the areas slightly enriched in respect of Use of English and Communication were on aspects of Literature and Oral Presentation.

TABLE 16

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
2	You are very conversant with the *National Policy on Education* (NPE)	80 80%	Nil 0%	Nil 0%	10 10%	10 10%	100 100%

In table 16 above, 80 respondents representing 80%, 10 respondents, representing 10% and 10 respondents, representing 10% strongly agree, disagree and strongly disagree respectively, that they are conversant with the *National Policy on Education* (NPE).

TABLE 17

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
3	Members of Academic Staff from Nigerian Polytechnics were involved in developing the 1999 General Studies Curriculum	50 50%	Nil 0%	Nil 0%	Nil 0%	50 50%	100 100%

Table 17 above shows that 50 respondents, representing 50% strongly agree. On the other hand, 50 respondents, representing 50% strongly disagree that members of academic staff from Nigerian Polytechnics were involved in developing the 1999 General Studies Curriculum.

TABLE 18

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
4	Using your knowledge of General Studies courses generally, you will agree that some of the General Studies courses taught in Nigerian Polytechnics cannot achieve the objectives expressed in the NPE.	80 80%	Nil 0%	20 20%	Nil 0%	Nil 0%	100 100%

In the table above, 80 respondents, representing 80%, strongly agree while 20 respondents, representing 20% are undecided. These answer patterns like in table 17 above reflect the respondents' in-depth knowledge, or the lack of it, of the NPE. When some of the respondents were asked to point at examples of some of the courses that could not be taught to achieve the objectives in the NPE, they mentioned, in addition to many others, subjects in the core sciences. The selection, according to them, is based on the course content of the courses. To some of them, the course content of those subjects will not give learners the desired general studies education they require. Others observed that courses like the Geographies are not even taught in the Polytechnics. They feel therefore that they should be replaced.

TABLE 19

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
5	You are aware that Literature is a totally different academic discipline from Use of English	100 100%	Nil 0%	Nil 0%	Nil 0%	Nil 0%	100 100%

	and Communication						

Table 19 above shows that 100 respondents, representing 100 strongly agree that Literature is a totally different academic discipline from Use of English and Communication. This means that the two may necessarily not be taught as the same subject though the teaching of Literature can compliment that of Use of English. They should be taught as different courses. They are normally taught to achieve different purposes. While Use of English and Communication teaches students English Language and the art of communication, Literature is generally known to be the application of Language. It is also known to embody the totality of the worldview of people - social and political formations, cultures, fears, anxieties, aspirations etc.

TABLE 20

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
6	Your students come alive in the class when aspects of Literature are taught	60 60%	10 10%	10 10%	10 10%	10 10%	100 100%

While 60 respondents, representing 60% strongly agree, 10 respondents, representing 10% for each, agree, are undecided, disagree, and strongly disagree, respectively. The researcher has noted that the additions made to the Literature aspect included reading of texts, poems and plays that have either direct or indirect bearing on the lives of the

students. The students were not only allowed to experiment with writing original composition on these literary aspects, but the materials were often read in class. All these add to the fun of teaching and learning Literature.

TABLE 21

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
7.	Aspects of Literature teach students to develop the ability to evaluate, criticise, comment, etc. on aspects of life generally	60 60%	10 10%	10 10%	10 10%	10 10%	100 100%

Table 21 above shows that 60 respondents, representing 60% strongly agree and 10 respondents each, representing 10% each of the other response options feel that aspects of Literature teach their students the ability to evaluate, criticise, comment etc on aspects of life generally. Indeed, while the course contents of the other General Studies courses require that the aspects are taught for the acquisition of cognitive elements, aspects of Literature teach students to acquire affective elements. These will assist the students to develop the ability to evaluate, criticise, comment etc on aspects of life. This is fundamentally part of the objective of teaching General Studies courses in tertiary institutions.

TABLE 22

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
8.	You would agree that because Literature teaches man in totality in his society, it should be given ample breath in the General Studies course Specification	60 60%	10 10%	10 10%	10 10%	10 10%	100 100%

Table 22 above shows that while 60 respondents, representing 60% of the total respondents, strongly agree that Literature teaches man in totality in his society, 10 respondents, representing 10% for each of the other response options, feel otherwise. The above confirms that consistently up to 60% of the total percentage of the respondents have continuously shown that they understand what Literature is all about. The other respondents that add up to 40% are either not knowledgeable or simply cannot make up their minds.

TABLE 23

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
9.	The complains to NBTE from Polytechnics on the coverage given to Literature in the General Studies course outline of 1989 gave birth to the improved version in 1999.	60 60%	10 10%	10 10%	10 10%	10 10%	100 100%

From the above, 60 respondents, representing 60% of the total respondents, strongly agree, while 10 respondents, representing 10% for each, agree, disagree, strongly disagree or are undecided, respectively. As a participant observer, the researcher is aware that the 1989 General Studies Curriculum was not field-tested before it was adopted for general use. There was a directive via a circular from the NBTE, Kaduna in August 1994 to all user Polytechnics to submit observations, complains, call for amendments, etc to NBTE on areas that needed review as the need be.

This landmark directive occasioned the First Academic Staff of Polytechnics' (ASUP) National Conference on "Curriculum in Nigeria Polytechnics and National Development" which held at Kaduna Polytechnic, Kaduna between 16-20 November, 1995. Among the suggestions unanimously agreed to at the conference were:

a. *That the curricula of the Polytechnics should take cognizance of the provisions of the NPE.*
b. *That more affective and not only cognitive domain related courses be developed for use in the General Studies courses to be offered in Nigerian Polytechnics.*
c. *That conscious effort should be made to ensure that participation at review workshops for the curricula should be by the Polytechnic academic community, professional bodies, employers, and practitioners.*

The improved version in the 1999 edition is the result of those efforts. In addition, the further directive by the NBTE to user institutions to see the Curriculum as the minimum standard has ensured further enhancement. However, the last point has affected Polytechnics negatively. Institutions have ended up having ununified standards / curricula.

TABLE 24

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
10.	It would seem that in spite of the poor general reading habit among students, the literary texts offer among others, some relaxation entertainment, education, and information	80 80%	Nil 0%	20 20%	Nil 0%	Nil 0%	100 100%

In spite of the poor general reading habit among students, lecturers could vouch that the literary texts offer, among others, some information,

relaxation, entertainment, and education to students. In the absence of other ways and means by which students get some form of relaxation, entertainment, education, and information, the literary text has become a saving grace on campus. Therefore, while 80 respondents, representing 80%, strongly agree, 20 respondents, representing 20% are undecided on the item.

TABLE 25

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
11.	You teach students aspects of Literature as if you want to produce Literary art graduates	Nil 0%	Nil 0%	40 40%	Nil 0%	60 60%	100 100%

Table 25 above shows that except for the 40 respondents, representing 40% who are undecided, 60 respondents, representing 60% strongly disagree that they teach students aspects of Literature as if they want to produce literary graduates out of them.

TABLE 26

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
12.	You would suggest that the revised aspects of Literature to be taught students should include among other things, the general introduction to Literature, development, types, explication of the content and style of selected specific literary texts, poems etc and also those written by students.	60 60%	10 10%	10 10%	10 10%	10 10%	100 100%

Table 26 above shows that 60 respondents, representing 60% are strongly agreed, while 10 respondents, representing 10% for each of the response options are either agreed, undecided, disagree or strongly disagree on what the proposed revision to be done to the 1999 General Studies Course Specifications in respect of Literature should include.

TABLE 27

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
13.	You will recommend that the texts or poems to be selected for explication should be for specific purposes.	60 60%	Nil 0%	40 40%	Nil 0%	Nil 0%	100 100%

Table 27 above shown that 60 respondents, representing 60% strongly agree while 40 respondents, representing 40% are undecided on the response option. The data above shows that the respondents conceive Literature to be taught not in general terms but that the materials to be used should be carefully selected to meet the pedagogical and specific expectations of each profession. This means that literary materials to be used for Science Laboratory Technology students may not be the same as those for Mechanical Engineering students and so on and so forth.

TABLE 28

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
14.	You will wish that Literature be taught to ND and HND students	60 60%	Nil 0%	40 40%	Nil 0%	Nil 0%	100 100%

	once in every four semesters.						

Table 28 above confirms that 60 respondents, representing 60% strongly agree while 40 respondents, representing 40% are undecided that Literature to be taught National Diploma (ND) and Higher National Diploma (HND) students should be at least in one of four semesters of the respective programmes. This means that out of the four semesters each for ND and HND respectively, students should be made to offer Literature as a course in one of the semesters. This precludes that students would have had two full semesters of Literature in the eight semesters of stay from ND to HND.

4.2.3 Data Received from H.N.D. Students of Science and Technology in Nigerian Polytechnics

TABLE 29

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
1.	You are conversant with the *National Policy on Education* (NPE)	Nil 0%	Nil 0%	Nil 0%	Nil 0%	445 100%	445 100%

Table 29 above shows that 445 respondents, representing 100% strongly disagree that they know the contents of the *National Policy on Education*, (NPE). Two reasons may account for this: students poor extra-reading habit (poor selection of reading materials) and the non-existence of a provision to teach or expose students to that important document in any of their curricula from pre-primary to tertiary levels of education.

TABLE 30

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
2.	You have read the preface to the General Studies Course Specifications for ND and HND courses	Nil 0%	Nil 0%	Nil 0%	Nil 0%	445 100%	445 100%

The table shows that 445 respondents, representing 100% strongly disagree with the statement. As a participant observer, it has been noted that the document in question may not easily be picked on the shelves in the Library. In most schools visited, only a copy existed in either the department or the Polytechnic Librarian's office. Since the behaviour in the schools is for students 'not' to visit these officers to borrow books, they do not get in contact with such documents.

TABLE 31

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
3.	The World Geography or Physical Geography, or Geography of Africa, or General Chemistry or General Biology you study teach you a lot about your roots, culture, social values, national aspirations, etc.	10 2.2%	7 1.6%	8 1.8%	Nil 0%	420 94.4%	445 100%

Table 31 above shows that 10 respondents, representing 2.2% strongly agree, 7 respondents, representing 1.6%, 8 respondents, representing 1.8% and 420 respondents, representing 94.4% agree, are undecided, and

strongly disagree, respectively. From the above, though the respondents are either Science or Technology students, they exhibit knowledge of what General Studies courses are meant to inculcate generally. In addition they are also aware that those objectives cannot be achieved using the course contents of those subjects mentioned in the item descriptor.

TABLE 32

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
4.	You would wish that some other General Studies courses, other than the courses above that can address the issues outlined above be taught you.	420 94.4%	Nil 0%	8 1.8%	7 1.6%	10 2.2%	445 100%

Table 32 above, a follow-up to table 31, indicates that 420 respondents, representing 94.4% strongly agree, 8 respondents, representing 1.8% are undecided, 7 respondents, representing 1.6% disagree, and 10 respondents, representing 2.2% strongly disagree with the option. Indeed, the course contents of those subjects are repetitions of what these students were taught at the O'level. Since they are no longer in remedial classes, more developmental aspects should be brought into their curriculum. This will help achieve the aim of teaching General Studies courses.

TABLE 33

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
5.	The few Literature aspects in your Use of English and Literary Appreciation teach you a lot about 'national loyalty and understanding based on an awareness of the nation's roots and cultural antecedents'.	430 96.6%	15 3.4%	Nil 0%	Nil 0%	Nil 0%	445 100%

Table 33 above shows that while 430 respondents, representing 96.6% strongly agree, only 15 respondents, representing 3.4% agree with the option. The researcher, in the pilot study conducted before this research, had, variously, taught *The Interpreters* by Wole Soyinka. *So Long a Letter* by Mariama Ba, *Things Fall Apart* by Chinua Achebe, and a host of other prose and drama texts to ND and HND Science and Technology students. The response was that the students gained a better understanding of their past and present and were able to discuss, by projecting, their future.

TABLE 34

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
6.	The few Literature aspects in your Use of English and Communication courses sharpen your power of creativity, evaluation, and help students to comprehend more difficult reading materials.	430 96.6%	10 2.3%	5 1.1%	Nil 0%	Nil 0%	445 100%

Table 34 above shows that 430 respondents, representing 96.6% strongly agree, 10 respondents, representing 2.3% agree, while 5

respondents, representing 1.1% are undecided in their responses to the statement. It was noted earlier that all Polytechnics have had to slightly revise the Literature aspects to take in more materials. It would suggest, therefore, that there would only be need for a more unified curriculum for all Polytechnics.

TABLE 35

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
7.	The advent of popular art in our society has encouraged students to develop very keen attitude to the learning of aspects of Literature to assist them evaluate that art form.	435 97.8%	10 2.2%	Nil 0%	Nil 0%	Nil 0%	445 100%

Table 35 above shows that 435 respondents, representing 97.8% strongly agree, while only 10 respondents, representing 2.2% agree with the statement. Popular art, like home videos, have become so popular and are more available that teachers use them to teach play criticism in place of the prescribed radio drama in module 2.0 item 2.5 of GNS 402 [Literary Appreciation and Oral Composition] for HND II students. Learning relevant aspects of Literature will assist the students understand the course aspects above.

TABLE 36

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
8.	It is other courses not aspects of Literature learned that	225 50.6%	Nil 0%	Nil 0%	Nil 0%	220 49.4%	445 100%

	have helped built your vocabulary.						

Table 36 above shows that 225 respondents, representing 50.6% agree, while 220 respondents, representing 49.4% strongly disagree that it is other courses and not aspects of Literature learned that have helped built their vocabulary. This is accounted for principally because the students encounter more of their other courses than Literature. Therefore, much of their vocabulary would definitely be made up more of specialised registers.

TABLE 37

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
9.	You would agree that there is need to build a unified course outline for Literature because of its importance to you as a student	430 96.6%	8 1.8%	7 1.6%	Nil 0%	Nil 0%	445 100%

Table 37 above shows that 430 respondents representing 96.6% strongly agree, 8 respondents, representing 1.8% agree, while 7 respondents, representing 1.6% are undecided that there is need to build a unified course outline for Literature because of its importance to them

TABLE 38

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	

10.	All through your studies, you have realised that Use of English/Communication in English and Literature are different subjects and should not be taught together.	440 98.9%	5 1.1%	Nil 0%	Nil 0%	Nil 0%	445 100%

Table 38 above confirms that 440 respondents, representing 98.9% strongly agree, while 5 respondents, representing 1.1% agree that from ND to HND, they have realised that Use of English/Communication in English and Literature are different subjects hence the need for the subjects to be taught separately.

TABLE 39

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
9.	The teaching of Literature using Literary texts and video films has created in you a desire to look at the arts from a more positive perspective.	440 98.9%	5 1.1%	Nil 0%	Nil 0%	Nil 0%	445 100%

Table 39 above confirms that 440 respondents, representing 98.9% strongly agree while 5 respondents, representing 1.1% only agree to the statement. Indeed, it is common knowledge that the arts, especially the literary and performing, have been seen by many Science and Technology students as mere entertainment. But having gone through some learning process, such attitudes seem to be changing. Teaching students to apply techniques of drama to appreciate home video and films has assisted

them to unravel the different layers of meaning that could exist in such art forms.

TABLE 40

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
12.	It would seem that in spite of the poor general reading habit among students, especially while in school, literary texts offer a means of relaxation, education, entertainment, and information during periods of intense pressure.	443 99.6%	2 0.4%	Nil 0%	Nil 0%	Nil 0%	445 100%

Table 40 above shows that 443 respondents, representing 99.6% strongly agree while only 2 respondents, representing 0.4% agree with the research option. Indeed the number of novels and magazines that students read today in school can only be equalled by the number of home videos and films watched by them at home.

TABLE 41

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
13.	Your core courses teach you much about human predicaments as aspects of Literature you have been exposed to.	10 2.2%	7 1.6%	8 1.8%	Nil 0%	420 94.4%	445 100%

Table 41 above confirms that 420 respondents, representing 94.4% strongly disagree, while 10 respondents, representing 2.2% strongly agree, 7 respondents, representing 1.6% agree and 8 respondents, representing 1.8% are undecided. Indeed, the course contents of core courses in Science and Technology are not tailored to achieve the objectives for teaching General Studies courses in Polytechnics.

TABLE 42

ITEM NUMBER	ITEM DESCRIPTOR	NO. OF % RESPONSE OPTION					TOTAL RESPONSE
		SA	A	U	D	SD	
14.	Science and Technology students would wish more of Literature was taught them because of the inter-relationship that exists between the three.	400 89.9%	Nil 0%	40 8.9%	5 1.1%	Nil 0%	445 100%

Table 42 above shows that 400 respondents representing 89.9% strongly agree, while 40 respondents representing 8.9%, and 5 respondents, representing 1.1% are undecided and disagree respectively on the inter-relationship that exists between the three course aspects. It will be remembered that in chapters 1 and 2, there was a discussion on the relationship between the different courses. The NBTE (1999:2) also believes in this interrelationship.

4.3 CONCLUSION

The above provides the discussions and findings of the questionnaires analysed at the end of chapter three. In chapter one, it will be recalled that the following research assumptions were proposed:

a. that the *National Policy on Education* has a clear focus on why General Studies subjects, in general, and Literature, in particular, should be taught in tertiary institutions in Nigeria;

b. that in spite of the above, the General Studies curriculum put together by the NBTE as a final document for use in Nigerian Polytechnics has limited the teaching and learning of an important General Studies subject, Literature, a course aspect that more than any General Studies subject could be used to actualise the requirement in 'a' above; and

c. that the reason for the deficiency lies in the non-conformity of the General Studies curriculum for Nigerian Polytechnics with the provisions of the NPE.

Based on the foregoing discussions and findings, it is clear that the research assumptions have been validated. In specific terms, tables 4, 5, 6, 9, 12, 18, 31, and 32 validate assumption 'a'. Item descriptors in tables 2, 3, 6, 10, 13, 14, 22, 23, 26, 28, 32, 33, 34, 41, and 42 validate assumption 'b.' Finally, item descriptors in tables 1, 2, 3, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 18, 22, 23, 31, 32, 37, 38, and 41 validate assumption 'c'. This, therefore, confirms the validity of the research design and hence the validity of the findings. The foregoing therefore also confirms the need for a review of the existing General Studies curriculum for Nigerian Polytechnics to enhance the teaching and learning of Literature.

CHAPTER FIVE

CONCLUSION

The study examines the appropriateness of the Literature component of the General Studies Curriculum for Nigerian Polytechnics. The premise of the study is that although the General Studies Course Specifications is designed to achieve certain objectives outlined in the *National Policy on*

Education, its Literature Curriculum for National Diploma and Higher National Diploma Students in Nigerian Polytechnics is inadequate in its current form. This is because the general design of the General Studies Course Specifications by the NBTE does not conform with the objectives outlined in the *National Policy on Education* (NPE). For instance, while the NPE advocates the teaching of General Studies courses to transform the affective domain, the General Studies Courses in use lean more towards the cognitive domain. The selectiveness and exclusivity that this skewedness entails raises the need to develop an appropriate curriculum which ensures a balance in the General Studies Course Specification. The analysis of the data collected demonstrate that Literature, a course that transforms the affective domain, should, therefore, be enhanced in both content and application. This is the best way to ensure the achievement of the objectives of the General Studies Courses taught in Nigerian Polytechnics.

The subject of this study was investigated using the historical and the survey research methods. Consequently, an analysis of the data collected from each source including executive and other official administrative proceedings, reports, legislative acts, institutional records etc, was made. In addition, three different sets of fourteen item structured questionnaires in the Likert style were administered to the three different sets of respondent made up of planners implementers and beneficiaries of the GNS

Curriculum. On the basis of all these, the study arrived at the following conclusions:

1. The *National Policy on Education*, the document that outlines Nigeria's educational policy, is very focused on what direction the different tiers of Nigerian education should follow. The *National Policy on Education* has outlined in appropriate terms the type of curricula that should be drawn to achieve the teaching of subjects in the cognitive and affective domains at the different levels of education in Nigeria. However, the Curriculum in existence in respect of the establishment and running of the Polytechnic system of education in Nigeria, are more focused on cognitive aspects of study.

2. Consequently, they are grossly deficient in their representation of General Studies Courses especially as it relates to Literature. This is exacerbated by the lack of popularity of the *National Policy on Education* in the Polytechnics. These have sustained the continuous form of misrepresentation of Literature.

3. Further to this, and contrary to what the practice should be, the existing General Studies Curricula in the Polytechnics were imposed on them. The inputs of stakeholders were not sought and even when they are said to have been given, it is apparent that they were not utilised appropriately. Although it has been claimed that the curricula materials were face – validated through critique sessions, the more rigorous method of field validation was not done. Moreover, it was discovered that there is growing interest among students of Science and Technology towards learning more aspects of Literature.

4. Generally, Polytechnic students have come to appreciate Literature for the affective aspect of life it exposes and offers. These growing interests have made them to realise the distinction between Literature and Use of English, or Communication in English. Since these subjects produce different effects, it is important that they are taught as separate subjects.

Based on these findings, it is recommended that:

a. There is the need to include the teaching and learning of the *National Policy on Education* in school curriculum. By this, the primary, secondary, and tertiary levels of education could be made to teach the sections of the NPE relevant to each in the subjects that deal with civics. This will enlighten students on the policy that shapes and will continue to shape Nigeria's education. In the same vein, curricula

developers could be made to acquaint themselves with the NPE before embarking on their tasks.

b. When developing a curriculum, all stakeholders should be engaged. The tendency to eventually force a curriculum developed by a very few persons on users should be avoided.

c. Any curriculum that is developed should not only be face – validated but also field – validated. The last may cost much but the eventual results would place a curriculum on the right operational level.

d. The General Studies Course Specifications for Nigerian Polytechnics is deficient in especially its shallow treatment of Literature. Two model curricula are thus proposed.

   i. The first model is titled Literature I (GNS 112/215 for ND and GNS 315/422 for HND). This course is designed to provide the students with background knowledge and appreciation of the three literary genres (prose, poetry, drama). Attention shall be paid on the nature and functions of Literature in society and a general appreciation of aspects of Literature (see full details in appendix E).

   ii. The second model, Literature II (GNS 112/215 for ND and GNS 315/422 for HND), is a prerequisite course to Literature I. This course is designed to stimulate and sustain students' interests in Literature. This will create an awareness of the general principles and functions of Literature and appreciate the beauty in the creative use of Language (see full details in appendix F).

Based on these two models, it is proposed that:

   i. Literature be offered especially by ND and HND students of Science and Technology respectively. This is because by the provision of the NPE, students of the Social Sciences and Business and Management Studies should have had the opportunity to study Literature extensively at the Senior School level.

   ii. The objective content should be rich enough to expose Literature to ND and HND students of Science and Technology to assist them appreciate the subject better. They could be made to offer the subject in the first and third semesters of each programme.

   iii. The courses shall be styled Literature 1 and 11, GNS 112/215 for ND and GNS 315/422 for HND respectively. These courses shall be two (2) unit courses each.

   iv. The two courses shall replace any of the General Studies courses not offered by ND and HND Science and Technology students

respectively. This is possible because the students take far below the maximum credit load up to their graduation.

v. The texts to be selected should reflect the objectives of General Studies Courses in the NPE and the performance objectives of each module.

The crucial aspect at this juncture is the description of a creative methodology or pedagogy for teaching Literature to Science and Technology students. It was seen earlier that they are not measuring in Literature but are to offer it only as General Studies. Based on this, Galadima (1998:76) proposes that Literature should be taught as a "compliment to the enhancement of technology". Therefore, the model curriculum proposed in this study are designed in such a way that students are given background knowledge on Literature before an encounter with textual materials. This is important because the students will need to know in simple terms the different aspects of Literature, its concept, genres, principles etc. They will also appreciate textual materials on prose fiction, drama, poetry and write some original composition.

There has long been a critical analytical way of dealing with Literature. A reader reads to find the meaning in a text. Close reading activities are devised to find out what is meant by a piece of Literature. The teacher, in this method, has the right solution and in class, spends considerable time explaining to the students how they ought to experience the text. The ideas of this teacher, though an asset, should be shared with those of the students in the right way. This is because it has been noted that the metalanguage of literary studies has scared many students of even literary studies causing a general dislike for Literature in

general and poetry in particular. Because the learners' experience of literary work has too often been disregarded, such a message analysis can destroy the active role of the reader.

The new approach to literary analysis being proposed here stresses the importance of the participating reader while the teacher is more of the "moderator''. This approach bears in mind that a piece of Literature does not exist until it is being read. The interaction between the reader and text is what matters. Reading is a two – way process, a kind of dialogue between the text and reader. When one reads a text, ones experiences and expectations will determine what one looks for and finds important. To read is to select bits and pieces and put some together to form a meaningful whole. The meaning and message of a text, then, will be determined by the personality of the reader. While the teacher plays the important role of moderator, facilitator and teacher, each student will meet the text in their own way, their understanding of the texts based possibly on past experiences and knowledge gathered from introductory lectures, will help them find the superstructure of the text, to discover features determining the genre and to also see how linguistic features convey a personal style. Post experience determines the process of interpretation. Inner images already established would influence the way new images are created when experiencing Literature. The way the parts are filled into a whole is determined by the reader's personality and intellectual capacity, strongly influenced by emotions and attitudes.

This mental interactive reading is important, but it can still be supplemented by more open confrontations with opinions of fellow students, the teacher, and the text. In class, activities should be structured to start off the students' creativity in relation to a text. The active role of the learners should be encouraged. Literature, when published, is the "property'' of the reader. Readers should become involved as co-writers of the text in

imagination, speech, and or paper. The many ways of interpreting multi – levelled Literature will create a meeting place in class for views and opinions to be exchanged. The reader, it should be emphasised, will have their own "teacher – text", that is, their interpretation – determined by the same individual factors that determine the students' reading. The teacher's task is to plan a methodological approach that can create an encounter in class so that the many "student - texts'' and the "teacher - text,'' can become a "class - text'', a common and richer experience for all, including the teacher. When students and teacher share a common cultural expectations through a well - planned lesson, all participants will emerge with a broader repertoire for appreciating Literature and also with a more personal and autonomous "voice''. The teacher, should, however, be careful in choosing their strategies for text manipulation so that the "teacher - text'' will not get in the way of the piece in its own right. The text must also be well chosen and be of the kind that uses teacher help for a fuller understanding.

Choosing a piece of Literature to use in the classroom can particularly be problematic for the teacher teaching Science and Technology students. The difficulty lies in finding something "simple'', and "relevant'' enough. All too often, syntax used by the writer may be unusual. Additionally or alternatively, the piece may contain too many cultural references with which the learners are unfamiliar. However, the greatest problem is usually that the work contains a staggeringly large number of unknown words. The problem of having enough vocabulary by the students could have solved most of the problems. However, this is not the case. Therefore, bearing such difficulties in mind, the following practical guidelines for selection are proposed.

- Works in which the topics and themes are universal in nature. This will help the students to relate to them.

- Contemporary or recently written works. The syntax is more likely to be similar to that encountered in language textbooks or in nonfiction.

- The works of writers who employ a simple style. However, should the text be very relevant but uses a difficult style, the teacher may have to simplify it as best they can bearing in mind the retention of at least the main focus of the themes and subject – matters.

- Texts should be selected systematically to reflect inquisitiveness, hardwork and inventedness (Galadima 1998:72).

- The teacher should select the work by seeing it through the eyes of the students knowing that if the complexities of the language obscure the meaning, it may lead to frustration rather than enjoyment and education.

From the foregoing, this study illustrates that in order to sustain the interest of the Nigerian public in education several reforms and innovations are needed, especially with regards to Curriculum and delivery method. In addition, living in a changing society requires that new and appropriate knowledge is constantly created. The fact that a wider range of objectives is sought in schools also emphasises the need for careful planning. In this context, the curriculum provides, or is at the very minimum expected to provide, the basic framework upon which teaching is derived. Its development, therefore, should be an on-going exercise reflecting the needs, interests and the changing contexts of the learners. Furthermore, the Curriculum should be relevant, efficient and useful. This is why routine evaluation of the curriculum is necessary in order to focus on the attainment of the goals of its implementation.

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APPENDIXES

APPENDIX "A"

DEPARTMENT OF ENGLISH AND DRAMA
AHMADU BELLO UNIVERSITY, ZARIA

APPRAISAL SCALE ON LITERATURE AND THE GENERAL STUDIES CURRICULUM FOR NIGERIAN POLYTECHNICS: THE NEED FOR CHANGE

The research instrument attached has been designed to specifically elicit relevant information from you to enable for the completion of the aspect of study titled "**Literature and the General Studies Curriculum for Nigerian Polytechnics: The Need for Change."**

You are therefore expected to candidly respond to the statements in the research instrument.

Kindly respond to all statements as best you can and be assured that your responses will be treated with absolute confidentiality.

Thank you

Alexander Kure

APPENDIX "B"
INVENTORY CHECKLIST QUESTIONNAIRE FOR STAFF OF THE PROGRAMMES DIVISION, NBTE, KADUNA

SECTION A:

1. Age _____
2. Sex _____
3. Name of Institution _____
3. Status _____

KEY TO THE SCALES

SA - *Strongly Agree*
A - *Agree*
U - *Undecided*
D - *Disagree*
SD - *Strongly Disagree*

Please indicate by an appropriate tick the correct option to the statement below:

S/No.	Item Descriptor	SA 5	A 4	U 3	D 2	SD 1
1.	There are thirty-six (36) General Studies courses approved by the NBTE					
2.	The General Studies courses approved for use in the Polytechnics are not exhaustive of the General Studies courses in existence					
3.	There was no fast rule that was used to select the thirty-six General Studies courses in use today in Nigerian Polytechnics					
4.	General Studies courses are taught to "inculcate the idea					

	of national loyalty and understanding based on the awareness of the nation's roots and cultural antecedents"					
5.	Some of the General Studies courses taught do not inculcate the ideas expressed above.					
6.	While the 1999 General Studies course aspects for the Use of English and Communication were developed by graduates in those fields of study, the attached Literature aspects in those courses were not.					
7.	Though Literature is taught within the Use of English and Communication in English courses, it is taught as a separate subject.					
8.	At the time of developing the General Studies curriculum of study, Use of English was known to be different from Literature.					
9.	Due to the desire to meet national aspirations as expressed in the *National Policy on Education* (NPE), some General Studies courses are better replaced by others.					
10.	There are some elements of politicking when it comes to developing a curriculum.					
11.	The *National Policy on Education* (NPE) is a well-known document in the Programmes Division of the NBTE					
12.	The provision in the NPE shows that General Studies courses are not general knowledge					

	courses and staff in your division know it is so.					
13.	The Use of English/ Communication in English and Literary Appreciation and Oral Composition courses in the 1999 General Studies curriculum were not developed by the "resource persons" mentioned in the booklet.					
14.	There is no Literature graduate in the Programmes Division out of the twenty-five staff members.					

APPENDIX "C"
INVENTORY CHECKLIST QUESTIONNAIRE FOR LECTURERS THAT TEACH USE OF ENGLISH AND COMMUNICATION IN NIGERIAN POLYTECHNICS

SECTION A:

1. Age _____
2. Sex _____
3. Name of Institution _____
4. Status _____

KEY TO THE SCALES

SA - *Strongly Agree*
A - *Agree*
U - *Undecided*
D - *Disagree*
SD - *Strongly Disagree*

Please indicate by an appropriate tick the correct option to the statement below:

S/No.	Item Descriptor	SA 5	A 4	U 3	D 2	SD 1
1.	You use the 1999 General Studies Course Specifications for ND and HND courses developed by the NBTE holistically.					
2.	You are very conversant with the *National Policy on Education* (NPE).					
3.	Members of the academic staff of Nigeria Polytechnics were involved in developing the 1999 General Studies Curriculum.					
4.	Using your knowledge of General Studies courses generally, you will agree					

	that some of the General Studies courses taught in Nigerian Polytechnics cannot achieve the objectives expressed in the NPE.					
5.	You are aware that Literature is a totally different academic discipline from Use of English and Communication.					
6.	Your students come alive in the class when aspects of Literature are taught.					
7.	Aspects of Literature teach your students to develop the ability to evaluate, criticise, comment, etc, on aspects of life generally.					
8.	You would agree that because Literature teaches man in totality in his society, it should be given ample breath in the General Studies course Specification.					
9.	The complains to NBTE from Polytechnics on the coverage given to Literature in the General Studies course outline of 1989 gave birth to the improved version in 1999.					
10.	It would seem that in spite of the poor general reading habit among students the literary texts offer among others, some relaxation, entertainment, education, and information.					
11.	You teach students aspects of Literature as if you want to produce literary art graduates.					
12.	You would suggest that the					

	revised aspects of Literature to be taught students should include among other things, the general introduction to Literature, development, types, explication of the content and style of selected specific literary texts, poems, and also those written by students.					
13.	You will recommend that the texts or poems to be selected for explication should be for specific purposes.					
14.	You will wish that Literature be taught to ND and HND students for once in every four semesters.					

APPENDIX "D"
INVENTORY CHECKLIST QUESTIONNAIRE FOR H.N.D. STUDENTS OF SCIENCE AND TECHNOLOGY IN NIGERIAN POLYTECHNICS

SECTION A:

1. Age _____
2. Sex _____
3. Name of Institution _____
4. Status _____

KEY TO THE SCALES

SA - *Strongly Agree*
A - *Agree*
U - *Undecided*
D - *Disagree*
SD - *Strongly Disagree*

Please indicate by an appropriate tick the correct option to the statement below:

S/No.	Item Descriptor	SA 5	A 4	U 3	D 2	SD 1
1.	You are conversant with the *National Policy on Education* (NPE).					
2.	You have read the preface to the General Studies Course Specifications for ND and HND courses.					
3.	The World Geography or Physical Geography, or Geography of Africa, or General Chemistry, or General Biology you study "teach you a lot about your roots, culture, social values, national aspirations", etc.					

4.	You would wish that some other General Studies courses, other than the courses above be taught you.					
5.	The few Literature aspects in your Use of English and Literary Appreciation teach you a lot about 'national loyalty and understanding based on an awareness of the nations' roots and cultural antecedents'.					
6.	The few Literature aspects in our Use of English and Communication courses sharpen your power of creativity, evaluation and help students to comprehend more difficult reading materials.					
7.	The advent of popular art in the society has made students to develop very keen attitude to the learning of aspects of Literature to assist them evaluate that art form.					
8.	It is other courses not aspects of Literature learned that have helped built your vocabulary.					
9.	You would agree that there is need to build a unified course outline for Literature because of its importance to you as a student.					
10.	All through your studies, you have realised that Use of English/ Communication in English and Literature are different subjects and should not be taught together.					
11.	The teaching of Literature					

	using literary texts and video films has created in you a desire to look at the arts from a more positive perspective.					
12.	It would seem that in spite of the poor general reading habits among students especially while in school, literary texts offer a means of relaxation, education, entertainment, and information during periods of intense pressure.					
13.	Your core courses do not teach you much about human predicaments as aspects of Literature you have been exposed to do.					
14.	Science and Technology students would wish more of Literature was taught them because of the inter-relationship that exists between the three.					

APPENDIX "E"

MODEL I

PROGRAMME:	GENERAL STUDIES
COURSE TITLE:	LITERATURE I
CODE:	GNS 112/215 for ND and GNS 315/422 for HND
DURATION:	2 HOURS PER WEEK (30 HOURS PER SEMESTER)
CREDIT UNITS:	2.0
SCHEDULE:	
GOAL (S)	This course is designed to provide the students with background knowledge, and appreciation of the three literary genres (prose, poetry, drama). Attention shall be paid on the nature and functions of Literature in society and a general appreciation of aspects of Literature.

GENERAL OBJECTIVES

1.0 Understand the concept of Literature
2.0 Appreciate the literary genres
3.0 Demonstrate adequate knowledge of literary terms and principles in prose, drama, and poetry.
4.0 Literary appreciation.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0 Understand the concept of Literature	1.1 Give the meaning of Literature 1.2 Distinguish between Literature and English Literature 1.3 Trace the development of Literature in Nigeria and the rest of the world. 1.4 List and differentiate between the literary genres. 1.5 List functions of Literature..
2.0 Appreciate the Literary genres	2.1 Explain the terminology of prose fiction, e.g. plot, setting, characterisation etc. 2.2 Explain the terminology of drama e.g. act, resolution, conflict, denouement, dialogue etc. 2.3 Explain the terminology of poetry, e.g. rhyme, rhythm, enjambment, etc
3.0 Demonstrate adequate knowledge of literary terms and principles in prose, drama and poetry	3.1 Explain general terms like point of view, myth, archetype, protagonist, symbolism, style, legend, folktale, proverb, foreshadowing, suspense, theatre, monologue, dialogue, soliloquy, symbolism, antagonist, figures of speech, satire, stream of consciousness, etc in addition to those listed above under the different genres.
4.0 Literary appreciation	4.1 Appreciate passages or extracts from prose, drama and poetry 4.2 Determine literary devices used in a given passage or extract. 4.3 Provide a meaningful interpretation of the given passage or extract. 4.4 Appreciate literary pieces written by students.

APPENDIX "F"

MODEL II

PROGRAMME:	GENERAL STUDIES
COURSE TITLE:	**LITERATURE II**
CODE:	GNS 112/215 for ND and GNS 315/422 for HND
DURATION:	2 HOURS PER WEEK (30 HOURS PER SEMESTER)
CREDIT UNITS:	2.0
SCHEDULE:	
GOAL (S)	This course is designed to stimulate and sustain students' interests in Literature. This will create an awareness of the general principles and functions of Literature and appreciate the beauty in the creative use of Language.

GENERAL OBJECTIVES

1.0 Appreciate prose fiction

2.0 Appreciate drama

3.0 Appreciate poetry

4.0 Appreciate the literary genres

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0 Appreciate prose fiction	1.1 Differentiate between types of prose and identify the category to which selected texts belong. E.g. fiction: novel, novella, short story, biography, autobiography, memoir etc. 1.2 Identify narrative techniques/devices used in each prescribed text. E.g. point of view (omniscient/third person, first person; setting (temporal, spatial/ geographical); characterisation (round characters, flat characters) and diction. 1.3 Undertake textual analysis to relate the prescribed text (s) to real life experience. E.g. theme, plot, socio-political context etc.
2.0 Appreciate drama	2.1 Identify and analyse various types of drama e.g. tragedy, comedy, tragicomedy, melodrama, farce etc. 2.2 Identify dramatic techniques as used in selected text (s) to demonstrate adequate knowledge. E.g. characterisation, diction, flashback, mime, costume, music/dance, décor, acts/scenes etc. 2.3 Interpret the prescribed text (s) to apply the lesson of the play to everyday living. E.g. theme, plot, socio-political context.
3.0 Appreciate poetry	3.1 Identify different types of poetry. E.g. Sonnet, Ode, Lyric, Elegy, Ballad, Panegyric, Epic, etc 3.2 Show how poetic devices like the following are used for aesthetic effect in each selected poem. E.g. structure, imagery, rhyme/rhythm, diction etc. 3.3 Demonstrate an understanding of poetry as an art with values like moral (didactic), entertainment (hedonistic), and socio-political.
4.0 Appreciate the literary genres	4.1 Determine literary devices used in a given passage / extract and provide a meaningful interpretation. 4.2 Appreciate literary works by students.

APPENDIX "G "

PROGRAMME: GENERAL STUDIES

COURSE TITLE: USE OF ENGLISH 1

CODE: GNS 101

DURATION: 2 HOURS PER WEEK (30 HOURS PER SEMESTER)

CREDIT UNITS: 2.0

SCHEDULE: 1ST SEMESTER

GOALS(S) This course is designed to provide the student with the necessary language skills which will enable him to cope effectively with the challenges of his course, to use English Language effectively in the practice of his chosen profession as well as interact with others in the society.

GENERAL OBJECTIVES

On completion of the course the student should:

1.0 Develop appropriate study skills

2.0 Know the nature of language

3.0 Understand the basic rules of grammar

4.0 Know the essential qualities of paragraphs

5.0 Appreciate literary works in English

	GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0	Develop appropriate study skills	On completion of the course the student should; **Study Skills** 1.1 Explain the necessity for acquiring good note-taking / making techniques 1.2 List the methods of note-taking / making. 1.3 Use the dictionary correctly. 1.4 List information sources in the Library. 1.5 Locate information in the sources listed in 1.4 above. 1.6 Identify good reading habits. 1.7 Explain the different methods of reading viz-scan, skim, normal and study. 1.8 Use the different methods of reading explained in 1.7 above.
2.0	Know the nature of language	**Language** 2.1 Explain the concept of Language. 2.2 List the characteristics of language 2.3 Explain the four language skills, viz, speaking listening, writing, reading. 2.4 Explain the functions of language 2.5 List the uses of English Language in

		Nigeria, e.g. as the language of research, government, commerce, etc.
3.0	Understand the basic rules of grammar	**Grammatical Conventions** 3.1 Explain grammar 3.2 Explain parts of speech 3.3 Analyse the use of parts of speech in sentences. 3.4 Correct common errors in the use of parts of speech in sentences. 3.5 Construct sentences with correct syntactic arrangement. 3.6 List punctuation marks. 3.7 Enumerate the uses of punctuation marks. 3.8 Punctuate a given passage 3.9 Explain idioms 3.10 Explain figures of speech 3.11 Explain affixation 3.12 Construct sentences to illustrate idioms, figures of speech and affixes.
4.0	Know the essential qualities of paragraphs	**Paragraphing** 4.1 Define a paragraph 4.2 Name the parts of a paragraph, viz, topic sentence, development, and conclusion/transition

		4.3 Explain the thematic qualities of a paragraph, viz unity, coherence and emphasis 4.4 Explain methods of paragraph development, viz, example, definition, comparison and contrast etc. 4.5 Explain methods of ordering details in a paragraph, viz less complex to more complex and vice versa, less important to more important and vice versa, spatial, chronological, etc. 4.6 Write specific paragraphs to illustrate 4.2 to 4.5 above
5.0	Appropriate Literary works in English	**Literature** 5.1 Give the meaning of Literature 5.2 Trace the development of Literature 5.3 Differentiate between the literary genres 5.4 Explain the functions of Literature 5.5 Explain the terminology of prose fiction, e.g. plot setting, characterization etc. 5.6 Answer an essay question on a given novel

APPENDIX "H "

PROGRAMME: GENERAL STUDIES

COURSE TITLE: USE OF ENGLISH II

CODE: GNS 201

PREREQUISITE: GNS 102

DURATION: 2 HOURS PER WEEK (30 HOURS PER SEMESTER)

CREDIT UNITS: 2.0

SCHEDULE: 1ST SEMESTER

GOALS(S) This course is designed to consolidate the student's competence in the use of English. At the end of this course the student should understand the rules and techniques of English grammar and perform well in the use of the language.

GENERAL OBJECTIVES

On completion of the course the student should:

1.0 Understand the rules of grammar

2.0 Know how to write good essays

3.0 Comprehend the difference between denotative and connotative uses of words

4.0 Understand the techniques of comprehension and summary writing

5.0 Appreciate Literature in English

	GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0	Understand the rules of grammar	On completion of the course the student should; **Grammatical Rules** 1.1 Define the phrase 1.2 Identify the difference types of phrases, i.e., structural and functional 1.3 Define the clause. 1.4 Identify the different types of clauses, i.e., structural and functional. 1.5 Define the sentence. 1.6 Identify different types of sentences, i.e. structural and functional. 1.7 Construct different types of sentence.
2.0	Know how to write good essays	**Essays** 2.1 List the different types of essays 2.2 Identify the features of each type of essay listed in 2.1 above. 2.3 Generate/gather relevant information on a given topic 2.4 Draw up a good outline 2.5 Write a good essay on a given topic

3.0	Comprehend the difference between denotative and connotative uses of words	**Denotations and Connotations** 3.1 Explain the term denotation. 3.2 Identify words used denotatively 3.3 Explain the term connotation 3.4 Identify words used connotatively 3.5 Use words, connotatively 3.6 Compare denotative and connotative usage in groups of synonyms, e.g., woman, lady, female; client, customer, patient, fear, terror, dread, etc.
4.0	Understand the techniques of comprehension and summary writing	**Comprehension and Summary** 4.1 Answer questions on comprehension passages at a higher level of difficulty. 4.2 Give contextual explanations to statements from the texts used. 4.3 Identify colloquialisms, slangs and jargons. 4.4 Explain summary writing. 4.5 Distinguishing between types of summary writing. 4.6 Explain the steps in summary writing 4.7 Write, within a specified length, a good summary of a given passage.

5.0	Appreciate Literature	**Literature** 5.1 Describe drama 5.2 Explain the types of drama 5.3 Explain the terminology of drama, e.g., act, resolution, conflict, denouncement, etc 5.4 Distinguish between radio drama and television drama 5.5 Answer an essay question on a given drama text.

APPENDIX "I "

PROGRAMME: GENERAL STUDIES

COURSE TITLE: USE OF ENGLISH III

CODE: GNS 301

PREREQUISITE: GNS 202

DURATION: 2 HOURS PER WEEK (30 HOURS PER SEMESTER)

CREDIT UNITS: 2.0

SCHEDULE: 1ST SEMESTER

GOALS(S) This course is intended to further improve the student's level of proficiency and competence in language use. It is designed to increase the student's ability to master and manipulate the various language skills at a higher level.

GENERAL OBJECTIVES

On completion of the course the student should:

1.0 Know how to construct good sentences

2.0 Know how to reason applying the basic principles of logic

3.0 Know how to write different types of essays

4.0 Know the essential qualities of paragraphs

5.0 Appreciate Literature

	GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0	Know how to construct good sentences	On completion of this course the student should; **Sentences** 1.1 Explain the different types of sentence 1.2 Explain the parts of a sentence 1.3 Explain tenses. 1.4 List the various tenses. 1.5 Construct sentences to depict correct use of tenses. 1.6 Explain concord. 1.7 Analyse types of concord 1.8 Apply the rules of concord in sentence construction.
2.0	Know how to reason applying the basic principles of logic	**Logic** 2.1 Explain the concept of logical thinking 2.2 Explain the basic principles of logic, viz,, form validity and argument 2.3 Apply the principles of logic to distinguish fact from opinion. 2.4 Differentiate between deductive and inductive reasoning 2.5 Apply the principles of logic in

		deductive and inductive reasoning 2.6 Explain the premise as a step towards the conclusion
3.0	Know how to write different types of essays	**Essays** 3.1 Explain the different types of essay 3.2 Explain the different types of essay 3.3 Explain the logical orders of presentation, e.g. chronological, spatial, general-to-specific, specific-to-general, alternation, inductive, deductive, etc. 3.4 Write an expository essay 3.5 Write an argumentative essay.
4.0	Appreciate Literature	**Literature** 4.1 Explain the term Literature 4.2 List the genres of Literature 4.3 Explain the terminology of poetry, e.g., rhyme, rhythm, enjambment, etc. 4.4 Analyse a given poem 4.5 Answer an essay question on poetry

APPENDIX "J "

PROGRAMME: GENERAL STUDIES

COURSE TITLE: LITERARY APPRECIATION AND ORAL COMPOSITION

CODE: GNS 402

PREREQUISITE: GNS 401

DURATION: 2 HOURS PER WEEK (30 HOURS PER SEMESTER)

CREDIT UNITS: 2.0

SCHEDULE: 1ST SEMESTER

GOALS(S) This course is designed to impact analytical, evaluative and interpretative writing and speaking techniques to the student. The aim is to encourage creativity.

GENERAL OBJECTIVES

On completion of this course the student should:

1.0 Appreciate the literary genres as sustained composition

2.0 Understand the development of the literary essay.

3.0 Know how to make oral presentations

	GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0	Appreciate the literary genres as sustained composition	On completion of this course the student should; **Literary Genres** 1.1 Explain the salient features of the literary genres. 1.2 Define literary terms, e.g., point of view, myth, archetype, denouncement, protagonists, catharsis, symbolism, style, legend, folk tale, proverb, etc.
2.0	Understand the development of the literary essay	**Literary Essay** 2.1 Explicate one novel. 2.2 Explicate one short story. 2.3 Explicate one short poem 2.4 Write a review of a play or novel 2.5 Criticise a television or radio drama
3.0	Know how to make oral presentations	**Oral Presentations** 3.1 Explain different types of formal oral composition 3.2 State the steps in developing an oral composition (a) define the purpose (b) select a topic (c) frame the subject sentence, (d) define materials for developing 'c' above (e) draw up the outline (f) select the mode of delivery (g) rehearse

		3.3 Explain the influence of purpose on developing the subject 3.4 Explain delivery techniques 3.5 Explain the language of radio 3.6 Prepare a radio broadcast for classroom presentation 3.7 Explain the techniques of debating 3.8 Present a one-hour debate 3.9 Read to the class a play, a poem, a short story written by the student.