

Challenges of Teaching Igbo Language in Nigerian Universities in the 21st Century

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Abstract: This study examined the challenges of teaching Igbo language in Nigerian Universities in the 21st Century. Two research questions guided the study. A survey research design was used for the purpose of the study. Social learning theory was adopted for the study. The sample of the study was 60 Igbo language lecturers in federal universities in South East geopolitical zone of Nigeria, selected using purposive stratified random sampling technique. A 22-item statements/questionnaire was used to collect data from the respondents. The instrument was validated by two experts in Igbo language and one from Measurement and Evaluation, all from the University of Nigeria, Nsukka. The instrument yielded reliability co-efficient of 0.90 using Cronbach Alpha method. The results were analyzed using mean scores. The result shows that the challenges of teaching Igbo language in Nigerian Universities include the use of English language as a medium of instruction in teaching Igbo, Lack of use of ICT in teaching Igbo language, poor method of instruction and inadequate Igbo language text books among others. The prospects of teaching Igbo language in Nigerian Universities were discussed in view of the identified problems. It was recommended among others: the use of Igbo in teaching Igbo language, collaboration of Igbo language departments in Nigeria tertiary institutions with centre for Igbo studies for practical Igbo lectures and field trips, use of ICT in teaching Igbo language, establishing Igbo culture room and language laboratory among others to ensure higher academic achievement of students in Igbo language and for global recognition.

Key words: Igbo language • Culture • Teaching • 21st Century • Nigerian Universities

INTRODUCTION

The goals of education are not achievable without a language. The process of imparting knowledge has to be carried out through a language. According to [1], language is the surest way through which people can retain, safeguard knowledge and wisdom authenticated by their culture inherited from their ancestor, transmitted from one generation to another. Language is the unique property of human beings and all the developments of men, be it intellectual ethical, political, social or economic revolves entirely on the instrumentally of language. It stimulates all forms of mobility among human-kind. According to [2], language is fundamental, it is a means of preserving the people's culture since language and culture are inseparable. Language regulates all human activities, embodies culture and to understand culture, one must understand and appreciate the language. Language therefore is an essential medium of cultural transmission. According to [3], language is the nerve

centre of human existence. This indicates that language plays invaluable role in different facets of human existence.

The federal government in the application of the role of language asserts that it is a means of promoting social interaction and national cohesion or integration as well as the preservation of the people's culture [4]. In appreciation of the role of language in one's life, the federal government made it compulsory that one out of the three major languages in Nigeria (Igbo, Hausa and Yoruba) should be studied in secondary school. The contribution of these indigenous languages in the development of the community concerned and the country in general, also led to its introduction in Nigeria Universities as a course of study and in some universities but the result is not impressive and has hindered its teaching in many universities. This position prompts this study by examining the challenges of teaching Igbo language in Nigeria Universities.

Statement of Problem: Igbo language is one of the Nigerian languages recognized by the National Policy on Education [4] as a medium of instruction in Nigeria primary and secondary schools. It has been observed that elites and some members of Igbo speaking areas embrace English language and treat Igbo language with levity or contempt. In schools, one who speaks Igbo language is looked down upon. The situation is worsened by the use of English language as a medium of instruction in most Igbo speaking areas. This ugly trend could be adverse to Igbo race and Igbo language study in Nigerian universities.

The problem of the study therefore, posed as research question below:

- What are the challenges of teaching of Igbo language in Nigerian Universities in the 21st century?
- What are the prospects for the improvement of the teaching of Igbo language in Nigerian Universities in the 21st century?

Igbo Language – (Ndi Igbo and Their Language): Igbo is one of the indigenous Nigeria languages spoken by over 17 million people in the South East Nigeria [5]. Igbo language is the supreme expression of the cultural heritage of the people of the South East Nigeria. Without the language, it would be difficult to talk about cultural revival, research, teaching and learning of Igbo in schools or in the world. It is the language of tradition and cultural communication in the markets, farms, village meetings and day-to-day transactions outside the offices, in the churches, public gathering and in Igbo social and political arena. It is learned at home, schools and colleges and in tertiary institutions, but today it is being feared of extinction due to the inversion of Western culture and the attitudes of Ndi Igbo towards the language. The teaching and learning of Igbo language is formerly done in a school.

In Nigerian Universities, Igbo language is now learned as a course of study. The Igbo language is a veritable tool to ensure the overall development of the Igbo child especially their intellectual skills [3]. It is important to note that it is one's course of study in the university that shapes the person's life carrier and the future hope thus the need to recognize that effectiveness of any educational system relies upon the attainment of her educational objectives. This implies that the system of education in a given society is aimed at making her entire citizens to be functional and responsible member of the society. Therefore, studying Igbo language in the University, entails imparting to the students the basic

knowledge, skills, right values and attitude in Igbo language and culture to ensure permanent change in their behaviour. [5], observed that the teaching of Igbo language must be rooted from the culture since culture refers to the universal human capacity which controls the activities of an individual to be a functional member of the society. Precisely, a people's culture includes their belief, rules of behaviour, language, art and technology, craft, indigenous knowledge, religion, political and economic systems and the like. All these are expected to be impacted to students of Igbo in Nigerian Universities as it does not only make the individual competent in Igbo language as course of study but plays no small role in strengthening self-determination and enhancing the potentialities of the youths into productive venture for self-sufficiency. This local capacity-building is a crucial aspect of sustainable development in Nigeria. However, for the teaching of Igbo language to be rooted in or drawn from culture depends on teacher's mastery of the subject matter, therefore teaching of Igbo language fraught with a lot of challenges.

Teaching in the 21st Century: an Overview: Teaching is a process whereby worthwhile values are transmitted to the learners by a more knowledgeable person. According to [6], teaching refers to the process of impacting the values, knowledge and understanding of a given society from generation to another to enable them be useful member of the society. The teacher is therefore fundamental in the improvement of the literacy level of the students in Igbo language based on the skills, method of instruction, techniques and mastery of the subject matter. Thus, lecturer's factor is necessary to be considered in the teaching of Igbo language in the universities as it is very vital. The attainment of proficiency among the students in learning of Igbo language in Nigerian universities is dependent on the lecturers knowledge of content, teaching methods and skills/ techniques used for imparting this knowledge to student. [7], asserts that the basic objective of teaching Igbo language at the University level is to:

Ensure permanent literacy and ability of the students in the four Igbo language skills, providing them an authentic information about the Igbo language, culture, politics, religion, education, philosophy, architecture, agriculture, business, arts, music, craft, literature, grammar among others and for perpetuating the Igbo life style and world view in general. (P. 32).

Considering teaching/instructional method, [8] asserts that instructional method refers to series of things that are done in order to achieve a particular result. Instructional method therefore involves a particular way of teaching aimed at improving students knowledge on what is taught. Some of the methods include lecture method, peer teaching method, content based, computer assisted language learning (CALL) and the like. [9], further observed that most of the methods used in teaching Igbo language in Nigerian universities is the lecture method. This method of teaching is likened to self-discovery method of teaching. The students under this dispersion imbibe high skills in fluency in their daily school subjects especially as it affects Igbo language. In support of the above, [10] observed that lecturing is a process of teaching or given spoken explanation on subject matter to be learned. By this, lecture method is accompanied by visual and to help students visualize an object or problem. In the lecture method, lessons are declared to students from notes with little discussion and no serious effort is made to engage the students actively in the classroom activities. Consequently, students complete their lessons without a coherent body of knowledge and this has negative impact on student's achievement. Based on this, instructional methods have to be considered as it may enhance or hinder learning.

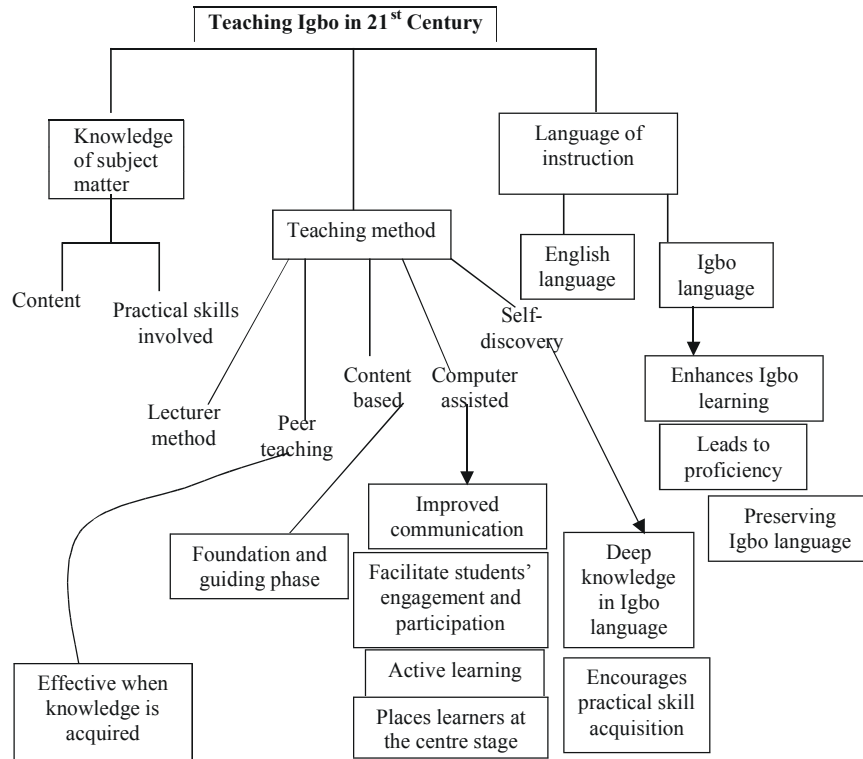
In this 21st century, the world has become a globalized world due to electronic era. The use of computer has the potential to encourage teacher – student's interactions, students-students interactions, enhance individual learning and peer group discussion and increases the time and speed with which students are involved in instructional activities, among others. New technologies have caused the walls of learning space to shrink, making learners free to explore sources of information from outside their own institutions and thereby replaced the pervasive face- to- face instruction and places the learner at the center stage during teaching learning episode. Technologies have a dual relationship with language. First, it is driven by language and second it is a catalyst for language propagation, therefore teaching languages involve the use of computer device which Igbo language cannot be an exceptional. In this computer era, electronic learning is applied in teaching. Here electronic Igbo learning is an instructional content or learning experiences enabled by information communication technology which may include web-based Igbo learning, computer-based Igbo learning, virtual Igbo

classrooms and Igbo digital collaborations. It will facilitate; greater Igbo students' engagement and participation than the traditional one way teacher talk and students listen method; thus providing greater opportunities for active learning; greater access to globalization of learning with the possibility of online lectures or joint classes with students in remote locations; enhancement of face-to- face sessions and improved communication with students and peer groups. The age of globalization requires that the teaching of Igbo be taken to another level. However [11] observed that many Igbo teachers make use of 'cutting edge' technologies in their bid to achieve the desired Igbo language instructional objectives, while many others are battling with teething problems associated with the new technologies. [12], further stressed that if teachers neglect or ignore technological developments they will continue and perhaps will never be able to catch up, irrespective of the discipline or branch. For this reason, many Igbo teachers especially in the higher institutions make effort to infuse new technologies into their jobs not just to become relevant to the new age but also to post Igbo on the global village map.

Many facilities like culture room, language laboratory and Igbo text books are needed for effective teaching of Igbo language in the university. These facilities compounded the problem of teaching and learning of Igbo language especially where it is not available or are not well equipped or outdated [13]. In case of textbooks, some face the problem of not only being outdated but written in dialects. Thus most students depend on lecture notes. [13] asserts that Igbo students result in the university is not impressive. This public outcry on the challenges of teaching Igbo language in the 21st century in Nigerian universities is of interest to researchers.

Language of instruction in school is very important as it may make or mar the progress of learning. The Igbo language being a veritable tool to ensure the overall development of the Igbo child especially their intellectual skills and this demands that the Igbo courses in the university level will be more effective with use of Igbo as language of instruction. In support of the above [8] observed that the use of Igbo as language of instruction in teaching of Igbo courses in university level is of paramount importance. Lewis also added that this will enable the students to be proficient in speaking, reading and writing Igbo, as well as enhancing Igbo learning and interactions in all aspects of life.

Schematic Diagram Illustrating the Teaching of Igbo Language in the 21st Century
(Depicted from Lewis' 2015)



Theoretical Framework: Social learning theory is propounded by [14]. As one of the learning theories, it basically observes behavior and is followed with modeling. It believes that cognitive, emotional and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained. This entails that the ability of a teacher determines how knowledge is absorbed, processed and retained during learning. By implication, the teachers' knowledge of the subject matter and required skill in teaching is very essential as it facilitate retention of knowledge and the acquisition of necessary skills needed for sustainable development in the 21st century.

In the light of the above discussion, the present researchers investigate the challenges of teaching Igbo language in Nigerian universities as it affects South-East Nigeria.

Empirical Studies: [10] and [8] assert that concerted efforts should be made by the government to curb all the problems plaguing the smooth teaching and learning of Igbo language in Nigerian universities. [8] further

observes that the creation of centre for Igbo studies in universities is to ensure that Igbo language students in the universities partake in practical Igbo lectures. [14], also affirms that centre for Igbo studies will help students to embrace all Igbo cultural life to avoid Igbo from going into extinction due to its vital role in Nigerians' educational system and in global development [4].

[15], carried out a study on the challenges of teaching Yoruba language in Nigeria Universities in view of the 21st century. The researcher found out that lecturers lack the necessary skills required for the use of ICT in teaching Yoruba language. The researcher recommended among others, in- service training and the establishment of websites for Yoruba students in Universities to enable them to grasp the rudiments of the language for better academic achievement of the students in examinations. Also, [16] under took a study on the challenges of teaching and learning Hausa language in North East Nigeria. The study showed that the students are not exposed to field trips nor was there integration of ICT practices in their teachings. The resultant effect is the poor achievement level of the students. The researcher recommended among others the integration of ICT and

the exposition of the students to field trips to enhance their academic achievement. The present study examines the challenges of teaching Igbo language in Nigerian Universities in the 21st century.

MATERIALS AND METHODS

The research design employed for the study is a descriptive survey which involves obtaining information from respondents based on the responses from a section of respondents which represent the entire population used for the study. According to [17], when a survey centers on describing some variables in relation of a given population, the descriptive survey research design is the most appropriate. The area of the study was all the Federal Universities in South-East geopolitical Zone of Nigeria. The population of the study was all the Igbo language lecturers in Federal University in South-east geopolitical Zone of Nigeria. The sample of the study consisted of 66 Igbo language senior lecturers, drawn through purposive proportionate stratified random sampling technique. A 22-item questionnaire was used to collect data from the respondents. Eleven of them were on the challenges of teaching Igbo language in Nigerian Universities in the 21st century while eleven were on the prospects or strategies for improving the teaching of Igbo language in Nigerian Universities in the 21st century.

MEANS TABLES = challenges of teaching Igbo language /CELLS MEAN COUNT STDDEV.

Descriptives

[DataSet1] SPSS DATA & RESULTS\ challenges of teaching Igbo language in Nigerian universities in the 21st century.

Group Statistics

| | | N | Mean | Std. Deviation | Std. Error Mean |
|----------------------------------|---------|----|--------|----------------|-----------------|
| S | Item 1 | 66 | 3.3830 | 0.51051 | .20460 |
| | Item 2 | 66 | 3.4022 | 1.02321 | .11295 |
| | Item 3 | 66 | 3.1724 | 1.00321 | .19287 |
| Igbo language lecturers response | Item 4 | 66 | 2.8530 | 0.64151 | .21453 |
| | Item 5 | 66 | 3.0014 | 0.53000 | .10994 |
| | Item 6 | 66 | 3.2527 | 0.54321 | .22290 |
| | Item 7 | 66 | 3.4127 | 0.52321 | .21267 |
| Igbo language lecturers response | Item 8 | 66 | 3.4132 | 0.66151 | .18461 |
| | Item 9 | 66 | 3.0016 | 0.75237 | .24353 |
| Igbo teachers response | Item 10 | 66 | 2.5434 | 0.51151 | .18462 |
| | Item 11 | 66 | 3.7710 | 0.42237 | .19350 |
| Grand Mean & St.D | | | 3.06 | 0.38 | |

The instrument was structured on a 4-points likert type scale on which the respondents reacted to. The items in the questionnaire were weighted as follows: Strongly Agree (SA)-4 points, Agree (A)- 3 points, Disagree (D) -2 points and Strongly Disagree (SD) -1point.

The criterion mean of acceptance is 2.50. The instrument was face validated by two senior lectures in Igbo language and one in measurement and evaluation, all from the University of Nigeria, Nsukka. The Cronbach Alpha, Co-efficient method was used to determine the reliability of the instrument. It yielded a co-efficient of 0.90. A total of 66 copies of the instrument were administered and retrieved. The data was analyzed using mean scores. Any item statement with mean rating of 2.50 and above was accepted value while item statement with a mean rating less than 2.50 was rejected.

RESULTS

The results of the data collected from the study are presented in Table 1 and 2 according to the research questions.

Research Question One:

- What are the challenges of teaching Igbo language in Nigerian universities in the 21st century?

Independent Samples Test

| | | Equality of Variances | | |
|----------------------------------|----------------|-----------------------|------|---------------|
| | | F | Sig. | Sum of square |
| Igbo language lecturers response | Between groups | 94.342 | .000 | 85.46 |
| | Within groups | | | 751.63 |

Independent Samples Test

| | | Equality of Means | | |
|----------------------------------|----------------|-----------------------|---|--------|
| | | | 95% Confidence Interval of the Difference | |
| | | Std. Error Difference | Lower | Upper |
| Igbo language lecturers response | Between groups | .74062 | -.81465 | .68137 |
| | Within groups | .73290 | -1.12016 | .73169 |

Table 1: Mean responses of lecturers on the challenges of teaching Igbo language in Nigerian universities in the 21st century.

| S/N | Statement | Mean | St.D | Decision |
|-----|---|------|------|----------|
| 1 | The use of English language as a medium of instruction while teaching Igbo language. | 3.38 | .51 | Accepted |
| 2 | Most of the lecturers are not qualified. | 3.40 | 1.02 | Accepted |
| 3 | Lecturers are incompetent in the use of electronic device/ICT in teaching Igbo language. | 3.17 | 1.00 | Accepted |
| 4 | Lack of field trips for practical experience. | 2.85 | .64 | Accepted |
| 5 | Lukewarm attitude of parents, society, lecturers and students towards the study of Igbo language in universities. | 3.00 | .53 | Accepted |
| 6 | Lack of support from the government towards the teaching of Igbo in Nigerian universities. | 3.25 | .54 | Accepted |
| 7 | Inadequate Igbo language instructional materials. | 3.41 | .52 | Accepted |
| 8 | Derogatory remarks on Igbo language lecturers and students. | 3.41 | .66 | Accepted |
| 9 | Lack of language laboratory and culture room for practical demonstrations. | 3.00 | .75 | Accepted |
| 10 | Mixture of dialects and central Igbo in writing of vital Igbo language textbooks. | 2.54 | .51 | Accepted |
| 11 | The writing of vital Igbo language textbooks in English language. | 3.77 | .42 | Accepted |

Grand Mean = 3.06

Research question 1 identified the major challenges of teaching Igbo language in the Nigerian universities in the 21st century. Table 1 indicates that items 1-11 were all above the criterion level of 2.50 which shows that they are the major challenges of teaching Igbo language in Nigerian Universities in the 21st century. Items 1-11 had mean scores of 3.38, 3.40, 3.17, 2.85, 3.00, 3.25, 3.4, 3.41, 3.00, 2.54, 3.77 with respective standard deviation of .42, .51, 1.22, 1.20, .64, .53, .54, .52, .66, .75, .51 and a grand mean of 3.06 which is above 2.50 criterion mean, it shows that the above items identified the challenges of teaching Igbo language in Nigerian universities in the 21st century.

Research Question Two:

- What are the prospects for the improvement of teaching Igbo language in Nigerian Universities in the 21st century?

MEANS TABLES = prospects for the improvement of teaching Igbo language

/CELLS MEAN COUNT STDDEV.

Descriptive

[DataSet1] SPSS DATA & RESULTS\prospects for the improvement of teaching Igbo language in Nigerian Universities in the 21st century.

Group Statistics

| | | N | Mean | Std. Deviation | Std. Error Mean |
|-----------------------------------|---------|----|--------|----------------|-----------------|
| Igbo language lecturers response | Item 12 | 66 | 3.5141 | 0.49351 | .20460 |
| | Item 13 | 66 | 2.5922 | 0.39325 | .11295 |
| | Item 14 | 66 | 3.5620 | 0.42324 | .19287 |
| Igbo language lecturers response | Item 15 | 66 | 3.0040 | 0.28156 | .21453 |
| | Item 16 | 66 | 3.1018 | 0.31207 | .10994 |
| | Item 17 | 66 | 3.2552 | 0.27321 | .22290 |
| | Item 18 | 66 | 3.1125 | 1.05321 | .21267 |
| Igbo language lecturers' response | Item 19 | 66 | 2.5032 | 1.00151 | .18461 |
| | Item 20 | 66 | 2.6115 | 0.25237 | .24353 |
| Igbo language lecturers' response | Item 21 | 66 | 3.0035 | 0.29115 | .18462 |
| | Item 22 | 66 | 2.8211 | 0.30234 | .19350 |
| Grand Mean & St.D | | | 3.01 | 0.31 | |

Independent Samples Test

| | | Equality of Variances | | |
|-----------------------------------|----------------|-----------------------|------|---------------|
| | | F | Sig. | Sum of square |
| Igbo language lecturers' response | Between groups | 81.269 | .000 | 73.99 |
| | Within groups | | | 829.46 |

Independent Samples Test

| | | Equality of Means | | |
|-----------------------------------|----------------|-----------------------|---|--------|
| | | | 95% Confidence Interval of the Difference | |
| | | Std. Error Difference | Lower | Upper |
| Igbo language lecturers' response | Between groups | .83056 | -.79116 | .92141 |
| | Within groups | .81074 | -1.33417 | .88257 |

Table 2: Prospects to improve the teaching of Igbo language in Nigerian universities in the 21st century

| S/N | Statement | Mean | St.D | Decision |
|-----|---|------|------|----------|
| 12 | Centre for Igbo studies should map out a general course for Igbo language students in the universities to partake in practical Igbo lectures. | 3.51 | .49 | Accepted |
| 13 | The government should make it compulsory for the use of Igbo language as a medium of instruction for Igbo students in university in South-east, Nigeria. | 2.59 | .39 | Accepted |
| 14 | Qualified Igbo language lecturers should be recruited | 3.56 | .42 | Accepted |
| 15 | Igbo language department should have well equipped cultural room and language laboratory. | 3.00 | .28 | Accepted |
| 16 | The government should provide instructional materials for the teaching of Igbo language in schools. | 3.10 | .31 | Accepted |
| 17 | The society for the teaching of Igbo language should streamline the dialectical differences among the Igbo language lecturers and students. | 3.25 | .27 | Accepted |
| 18 | Igbo language textbooks should be written with Igbo language. | 3.11 | 1.05 | Accepted |
| 19 | Igbo language lecturers should be encouraged to write Igbo language textbooks rooted from Igbo culture and values. | 2.50 | 1.00 | Accepted |
| 20 | The derogatory remarks on Igbo language lecturers and students should be discouraged by all the stakeholders in Nigeria's education sectors. | 2.61 | .25 | Accepted |
| 21 | The child should be taught Igbo language at the earliest stage in life. | 3.00 | .29 | Accepted |
| 22 | Fieldtrips and discovery method of teaching should be encouraged to enable the students have a practical experience in Igbo culture to make them be a functional member in the society. | 2.82 | .30 | Accepted |

Grand Mean = 3.01

Table 2 revealed that the lecturers agreed that all the above prospects will enhance the teaching of Igbo language in Nigerian universities in the 21st century. This is so as Table 2 indicates that items 12-22 were all above the criterion level of 2.50. Items 12-22 had mean scores of 3.51, 2.59, 3.56, 3.00, 3.10, 3.25, 3.11, 2.50, 2.61, 3.00, 2.82 with respective standard deviation of .49, .39, .42, .28, .31, .27, 1.05, 1.00, .25, .29, .30 and a grand mean of 3.01 which is above .50 criterion mean. This shows that the above items identified prospects to improve the teaching of Igbo language in Nigerian universities in the 21st century.

Discussion / Findings: The findings of this study reveals that the challenges of teaching Igbo language in Nigerian universities in the 21st century are as follows: the use of English language as a medium of instruction while teaching Igbo language, most of the lecturers are not qualified, lecturers are incompetent in the use of electronic

device/ICT in teaching Igbo language, lack of field trips for practical experience, lukewarm attitude of parents, society, lecturers and students towards the study of Igbo language in universities, lack of support from the government towards the teaching of Igbo in universities in Nigeria, inadequate Igbo language instructional materials, derogatory remarks on Igbo language lecturers and students, lack of language laboratory and culture room for practical demonstrations, mixture of dialects and central Igbo in writing of vital Igbo language textbooks and the writing of vital Igbo language textbooks in English language.

Based on the findings of this study, the prospects to improve the teaching of Igbo language in Nigerian universities in the 21st century is that Centre for Igbo studies should map out a general course for Igbo language students in the universities to partake in practical Igbo lectures, the government should make it compulsory for the use of Igbo language as a medium of

instruction for Igbo students in university in South-east, Nigeria, recruiting qualified Igbo language lecturers, Igbo language department should have well equipped cultural room and language laboratory, the government should provide instructional materials for the teaching of Igbo language in schools, the society for the teaching of Igbo language should streamline the dialectical differences among the Igbo language lecturers and students, Igbo language textbooks should be written with Igbo language, Igbo language lecturers should be encouraged to write Igbo language textbooks rooted from Igbo culture and values, the derogatory remarks on Igbo language lecturers and students should be discouraged by all the stakeholders in Nigeria's education sectors, the child should be taught Igbo language at the earliest stage in life, fieldtrips and discovery method of teaching should be encouraged to enable the students have a practical experience in Igbo culture to make them be a functional member in the society.

CONCLUSION

Igbo language teaching in Nigerian universities has been conceived as a mainstream plan whose curricular is programmed to promote Igbo language and generally Nigeria cultural values and attitude when grasped by the students in schools. Efforts should be made by all the stakeholders in Nigerian education sector to prevent the Igbo language from extinction based on its enviable role in Nigerians' educational system and in global development. The prospect for its survival is based on the recognition of all the impediment for its improvement by all the stakeholders in education sector in Nigeria. This recognition will give it a right footing in line with the National Policy on Education (2004).

Recommendation: Based on the forgoing, the researchers recommend as follows:

- That all Igbo language departments in Nigerian tertiary institutions should collaborate with centre for Igbo studies for practical Igbo lectures and field trips as this will help students to imbibe the knowledge on all aspects of Igbo culture and tradition, view cultural and historical aspects of Igbo people as they are displayed and acquire the necessary skills in Igbo arts, crafts and indigenous knowledge for sustainable development and for global recognition.

- The government should make it compulsory that Igbo language should be used as a medium of instruction in teaching all Igbo courses in tertiary institution.
- The government should recruit qualified Igbo language lecturers in Nigerian universities.
- The use of ICT facilities by lecturers in teaching Igbo language in the Nigerian universities is very imperative in this 21st century.
- Igbo language lecturers in Nigerian tertiary institutions should be exposed to sensitization programmes like seminars, workshops and conferences to update their knowledge of the new trends in the teaching of Igbo language in Nigerian universities.
- The government should motivate lecturers of Igbo language in Nigerian universities to encourage them and elevate their status as it will reduce the derogatory remarks given to them by the society.
- The government should make the teaching of Igbo language in Nigerian universities compulsory to enhance National Unity and integration.
- Recognition of Igbo languages as a means of communication starting from home, extending to Igbo gatherings and in school.
- Igbo textbooks should be written in Standard Igbo, not dialect or English language.
- That Igbo culture rooms and language laboratories should be well equipped in all tertiary institution studying Igbo language.

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