



## ABSTRACT

This paper shall succinctly explore the latent potential inherent and effective in Yoruba language as a tool for peace, well cultured society, safety and national development. It focuses on the latent potential of indigenous language (Yoruba) as a means of transmitting ethical and moral values that engender the right attitudinal order in view to tackle the problem of peace, security and development in Nigeria. This paper also assert the position of Yoruba language as a medium

# L

## ANGUAGE EDUCATION FOR PEACE, SECURITY AND DEVELOPMENT: THE ROLE OF YORUBA TEACHER

**AJANI FOLAKE ADEWUMI**

*School of Secondary Education, (Language Programmes),  
Emmanuel Alayande College of Education, Oyo*

## INTRODUCTION

### Background to the Study

L

anguage plays a vital role in ensuring national peace, unity and general development of any nation. Considering the issue of banditry, kidnapping, cultism, arm robbery, terrorism, Book-haram insurgency and other social-political problems still facing this nation, the only solution to these problems is peaceful, amicable resolution mainly by the use of language, which is a strong and only tool for communication. Language is an essential tool for learning and a weapon that foster unity in a social group. Through the use of language (Yoruba), by the language teacher, peace will be maintained, by imparting moral values across to the students to make them to be good citizen in future and they will contribute their quota to nation development as well. One adage says charity begins at home (ile lati n keso rode). As language gives expression to the culture of any speech society or community, the ethnics, norms and values of a place that ensure mutual co-operation, secured environment and peace all around to bring about development are expressed through the medium of language especially through indigenous language (Yoruba) as an agent of value orientation therefore makes students and citizen become useful and effective member of the society. The acceptable norms and values in a given society can only be captured and transmitted through the native tongue, Yoruba language as this paper is concern. Through the teaching of local songs, (Orin Ibile) games (Ere idaraya), Folktales (Alo pipa), Proverbs, (Owe) rhetoric and other figure of speech which are rich in moral lesson will pass across these norms and valves to the



of instruction for perfecting peace and security which form the basis for any national development. Three research questions were formulated to guide the study. A 20 item instrument was used for the study. The data generated was analysed using frequency count and simple percentage. One hundred and fifty (150) people were randomly selected for the study. The selection of respondents based on gender balance. This paper brings out recommendations for maintain peace and security and well cultured society that will bring development in the country, which based on the outcome of the findings.

**Keywords:** Language Education, Peace, Security, Development, Yoruba teacher

learners to become better citizen in future and bring about national development.

According to Gamble and Gamble (1996:103) Language may be define as a unified system of symbols conventionally agreed upon among a particular group of people to permit a sharing meaning. Also, Akande (2010:126) in Falola (2012:45) posit that language is a vibrant instrument that ensures co-operative effort and point action in any society. Ogunsiji (2001:97) acknowledges that “human language is essentially functional” because of its “various purposes in the society”. It means that being able to speak good language promote better relationship and good understanding among human families.

Gurba (2009:46) Stated thus:

“Language is seen as an instrument of social power, it influences beliefs, and changes attitude and behaviour. It can be used to manipulate thought”.

From the above language serves as the vehicle of social interaction and one needs effective use of it to function properly in the work place, social interaction and indeed, to be functionally literate.

Yoruba Language can be divided into two broad part (1) Yoruba Language (2) Yoruba Literature. Through the teaching of Yoruba Literature which has three parts i.e. Prose, Drama and Poetry. By the teaching of these oral genre like poetry (ewi), folktale (Alo) Eewo, local songs the morals gained from them will produce a better learners and better citizen to bring about national development.

The building of peace in a nation cannot be over emphasized. Oyesola(2005) posit that peace is like health that covers a vast form. In contemporary time, the concern of any nation is peace for development.



Bamgbose (1979:62) describes folktales as a fairy world in which fact and fiction are blurred and supernatural is as common as natural. He went further to say that this world is in turn partly a reflection of the Yoruba world view with their belief in spirit, magic and communication with dead.

Makinde (2012:46) define folktales as the moonlight stories because the stories used to be told in the evening particularly during moonlight. Folktales refers to those popular prose stories, traditional in content, transmitted orally from one person to another and from one generation to the next generation.

Peace and security are interdependent, security is not sure or certain where there is no peace or in a place of crisis and conflict. And at the same time there cannot be sustainable peace if security is not assured. Therefore, the world “peace” is a term used in the sense of guilty, reflecting calm, serene and meditative approaches to family or group relationship that avoid quarreling and seek tranquility – an absence of disturbance or agitation (en,Wikipedia.org/wk/peace).

Also, peace is an occurrence of harmony characterized by lack of violence, conflict, behaviours and the freedom from fear or violence. It is commonly understood as the absence of hostility and retribution. Peace also suggest attempt at reconciliation, the existence of healthy or newly headed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality and working political order that serves the true interest of all ([www.men-lam.webster.com//peace](http://www.men-lam.webster.com//peace)).

Considering the definition above it is obvious that word “peace” could be seen as a state in which there is no war or disagreement, where there is clarity of communication, where there is mutual understanding and cordiality. May be thus was that prompted Ibeanu (2006:10) to content that “peace” could be describe as a process involving activities that are directly or indirectly linked to increasing development and reducing conflict, both within specified societies and in the wider international community.

Conclusively, if Yoruba language teachers teach Yoróba as a gained from topics like folktales, proverbs, taboos (eewo) etc will prepare the youth, the students to be a good citizen in future and this will help us as a nation to have all round peace a secured society development as well.

### **Statement of the problem**

In this contemporary time, there is no doubt that the goals of development set as targets of various policies in Nigeria has not be achieved, when considering the myriads of socio-political problem still facing her like kidnapping, ritual killing, Boko-Haram issue etc. the way out is amicable resolution through the use of language education. This study aimed at recommending the role of Yoróba Language teacher in our schools as a measure to bring



about all round peace, violent free society, cultured student, that will bring about nation development in future.

### **Research Questions:**

The following research questions were formulated to guide the conduct of this study:-

1. Does the teaching of Yoruba moral values has any impact in the life of the students at all?
2. Can Yoruba language education have impact in the building of society?
3. Is development a necessity to any nation?

### **Significance of the study**

This paper is crucial due to some benefits that await individual, family, society and our nation Nigeria at large. It will proffer solutions to banditry for peace to reign in this country, it will be eye-opener for schools, society and the government that by the teaching of Yoruba Language by Yoruba language teacher in our schools, it can bring peaceful environment, well cultured youth in future and this will enhance great development of our nation. This work will at the same time expose the hard work of our Yoruba language teachers in our school by teaching of some topics like Yoruba traditional songs, games, proverbs, folktale, moral education etc that can enhance good citizenry in the society. It will also establish the importance of Yoruba language as a subject in our schools. The research work will help our government to overcome the challenge of development in Nigeria.

### **Scope of the study**

This study was limited to Emmanuel Alayande College of Education, Oyo.

### **Methodology**

In this study questionnaire was used to collect relevant information from the respondents. The researcher adopted frequency count and simple percentage in analyzing data to this study.

### **Population and Sampling technique**

The population used in this study comprised of respondents from student of Emmanuel Alayande College of Education, Oyo. In all the sample consists of one hundred and fifty (150) respondents comprises fifty (50) students from each level, (50) fifty students from 100 level, (50) fifty students from 200 level, (50) fifty students from 300 level, as the researcher considers gender balance. Respondents were randomly selected, irrespective of their social economic background.

The selected students for the study are as follow:



1. 100 level students
2. 200 level students
3. 300 level students

### **Research Instrument and its Administration**

The instrument for this study was a 20 item questionnaire. The questionnaire was in two sections. A and B section, section A consist of biographical data of respondents while section B contain twenty (20) items designed so as to elicit response from the respondents as regards this view and opinion on the role of Yoruba Language teacher toward national development. The response of each respondent to question is true or false, if respondent agrees with what is being posed to him /her, and false if the respondent disagrees. The questionnaire were distributed individually to the respondent by the researcher.

### **Validity and Reliability of the Instruments**

The researcher submitted the research work to the Head of the Yoruba Department who made amendment and necessary correction to mistake which render the instrument valid and reliable for this study.

### **Data Collection**

The researcher personally administered the questionnaire to each of the respondents. The questionnaire forms were collected after proper filing by each respondent to avoid loss or interference.

### **Data Analysis**

The data collected were analysed using frequency count and simple percentage.

**Table I**

<b>S/N</b>	<b>STATEMENT</b>	<b>TRUE</b>	<b>%</b>	<b>FALSE</b>	<b>%</b>
1.	How many Language lecturer are in your school	64	43	86	57
2.	Do you teach Yoruba Language in your school at all	60	40	90	60
3.	The school time table favour the teching of Yoruba Language in your school well	48	33	102	67
4.	Is there any Instructional Aids for the teaching of Yoruba Language in your School	68	45	82	55



5.	There is enough period per week for the teaching of Yoruba Language in your school	65	43	85	57
----	--	----	----	----	----

From the table 1 above, result revealed that 64 respondents out of 150 representing 43% of the population sampled respond positively to the instrument in item 1, while 86 respondents representing 57% negate the item posed to them. Then in 2 from the above table, it shows that 60 respondents out of 150 representing 40% of the population sample agreed with the item but 90 respondents representing 60% disagreed with the item. Also, in item 3, from the table above it was revealed that 48 respondents out of 150 representing 33% claimed positive whereas 102 respondents representing 67% negate the item which means that majority of the respondents reacted negative to the item. In item 4 from the table above, the result above shows that 68 respondents out of 150 representing 45% of the population sampled claimed positive to the item while 82 respondents representing 55% of the population sampled reacted negatively to the item. Then, in item 5 from the table above, it shows that only 65 respondents out of 150 representing 43% of the population sample agreed, but the remaining 85 respondents representing 57% disagreed with the item.

**Table II**

S/N	STATEMENT	TRUE	%	FALSE	%
1.	The teaching of Yoruba language in school pass moral values to students	90	60	60	40
2.	There is enough textbooks on Yoruba literature in my school	84	57	66	43
3.	The educational policy favour the teaching of Yoruba Language in our school	72	48	78	52
4.	There is enough Yoruba language teacher for effective teaching of Yoruba language in my school	74	49	76	51
5.	The teaching of Yoruba literature bring a cultured student in my school	68	45	82	55

The result from table II above shows that 90 respondents out of 150 representing 60% of the population sample agreed with the item 1, but 60 respondents representing 40% also disagreed with the item. Then, in item II, the result revealed that 84 respondents representing 57% reacted positively while 66 respondents representing 43% negate the item, which means



little above average of the population sampled agreed with the item. Also from the table above, in item 3, only 72 respondents out of 150 population sampled representing 48% agreed with the item whereas the remaining 78 respondents representing 52% disagreed with the item, which indicated that above average of the total population sampled disagreed with the item. Also, from the above table, the result there revealed that in item 4, 74 respondents out of 150 population sampled representing 49% claimed to be positive while 76 respondents representing 51% of the population negate the item. In item 5, only 68 respondents out of 150 population sampled were in the support of the item but the remaining 82 respondents representing 55% of the population fail to support the item, therefore majority of the population sample moved against the item.

**Table III**

S/N	STATEMENT	TRUE	%	FALSE	%
1.	The government sees to the welfare of teachers in our school nowadays Yoruba literature will inculcate moral values to students	82	55	68	45
2.	Yoruba language teachers do upgrade their knowledge through workshop, seminars, conferences etc	102	67	48	33
3.	The knowledge gained from Yoruba language make a student good citizen in future	86	57	64	43
4.	Yoruba language teachers are models in which students emulate good moral from	84	57	66	43
5.	The Yoruba language teacher association is recognized by the government	65	43	85	57

The result from table III above revealed that, in item 1, 82 respondents out of 150 representing 55% out of the population sampled reacted positively to the item, while 68 respondents representing 45% negate the item. This result shows that above average of the population sampled agreed that government ensures the welfare of teachers in this contemporary time. Then in item 2, from the table as well, 102 respondents out of 150 representing 67% agreed with the item but only 48 respondents representing 33% of the population sample disagreed, which implies that majority of the population sampled agreed with the item, which says that language teacher do upgrade their knowledge through workshops, conferences, and seminars. Also in item 3 from the table above, the result revealed that 64 respondents out of



150 representing 43% claimed positive to the item while 86 respondents representing 57% of the population sampled claimed to be negative to the item, which means that little above average of the population sampled negate the item which read that there is incentive measure from the government to the language teachers. Also from the table, in item 4, the result shows that 84 respondents out of 150 representing 57% out of the populations sampled agreed with the item but the remaining 66 respondents representing 43% of the population sampled disagreed with the item. This result implies that above average of the total population sampled agreed that the Yoruba Language Teacher Association is well recognized by the government. Then in item 5, from the table, the result shows that 90 respondents out of 150 representing 60% reacted positively to the item, and 60 respondents representing 40% of the population sampled reacted negatively to the item.

**Table IV**

S/N	STATEMENT	TRUE	%	FALSE	%
1.	The teaching of Yoruba literature will inculcate moral values to students	83	55	67	45
2.	Teaching of culture and traditional education will improve the character of students positively	112	75	38	25
3.	Teaching of Yoruba cultural heritage with school modifies student lifestyle	79	53	71	47
4.	Teaching of Yoruba cultural taboo (eewo) in Yoruba calss will caution students behavior both in schoo and outside the school	104	69	46	31
5.	Government employed enough Yoruba language teacher to teach Yoruba in my school	48	33	102	67

From table above, the result revealed that on item 1, 83 respondents out of 150 representing 55% of the population sampled agreed with the item, but 67 respondents representing 45% disagreed with the item. Then, in item 2, the result shows that 112 respondents out of 150 representing 75% of the population sample claimed positive, while 38 respondents representing 25% negate the item. This result indicate that majority of the respondents from the population sampled agreed totally with the item. Also, in item 3 from the above table, the result shows that 79 respondent out of 150 representing 53% of the populations sample were in support of the item posed to them, whereas 71 respondents representing 47% opposed the



item, which means that little above average of the total population sampled agreed with item 3, while the rest respondents disagreed with the item. In item 4, it was revealed from the above table that 104 respondents out of 150 representing 69% of the population sampled claimed positively to the item, while the remaining 46 respondents representing 31% claimed negative to the item, this result shows that majority of the population sampled reacted positive to the item, while only few respondents negate the item. Also, the result from table II above shows that in item 4, only 48 respondents representing 33% agreed with the item, but the remaining 102 respondents representing 67% of the population sample totally disagreed with the item, which shows that majority of the respondents out of population sample strongly disagreed with the item.

### **Conclusion**

As we know that security is a prerequisite to development of any nation, therefore, is imperative to note that the issue of peace and development is of paramount importance to any nation, therefore the position of this paper is that since Yoruba language serve as potent tool for preserving the people's custom, norms, ideas and values, the Yoruba Language teachers are therefore indispensable in achieving this much desired peace and development. The role of Yoruba language education in promoting peace, security and development cannot be underestimated as Yoruba language education is a subject of study that is aimed at the education of the people to become useful and acceptable member of their community in all their actions, to make them socially and morally reconstructed, culturally changed for the better and socially and morally integrated economically and politically efficient for ensuring peace and development in Nigeria.

### **Recommendations**

The following are the recommendations of the researcher:

- The Yoruba language should incorporated and diligently taught as a general studies in all tertiary institution nationwide.
- Government should give incentives to Yoruba language teachers by funding their workshops, seminar, conferences as to upgrade their knowledge.
- Government should compel the teaching of Yoruba language and literature in all pre-primary and primary schools whether private or public.
- The government should make the teaching of Yoruba language and literature as a pre-condition for granting license to operate private schools in Nigeria.



- The government should make the school environment conducive enough for teaching and learning of Yoruba language in our schools i.e providing infrastructure to facilitate easy teaching and learning in schools.
- Yoruba should be integrated into ministries where national planning and budgeting is done, so that they can offer useful suggestion that can promote peace and development in Nigeria.
- Yoruba expert should be among curriculum review committee as to offer useful and meaningful topics in Yoruba Language that can guarantee peace and development in Nigeria.
- Government should provide all schools with equipped language laboratory to facilitate teaching of Yoruba effectively in our schools.
- Further research work could be carried out on this paper.

### **References**

- Akande, G.B. (2010:126). A Socio-Linguistic Analysis of Language of Politics in Nigeria: The College Review. Vol. 17, No. 10
- Bamisaye, O. (ed) (1997). "Language, Culture and Society in Studies in language and linguistics. Akure: Montem Paperbacks.
- Falola, V.O. (2012). Language and Communication and Peace Building in Modern Democratic Society in Journal of School of Languages, Federal College of Education (Special), Oyo Vol. 2, No. 2
- Gamble, Teri Kwal and Michael Gamb (1996). 5<sup>th</sup> Edition Communication works. New York: MC Grawhills.
- Garba, M. (2009). The Role of the Teacher in Child Learning and Development: A National Perspective in Zaria Educator. A Journal of the Association of Nigeria Educator. Vol. 4, No. 1. Debright Nigeria Printer.
- Ibeanu, O. (2006:10). Conceptualizing peace. In S.G. Best (Ed), Introduction to peace and conflict studies in west Africa (pp.3-14). Ibadan: Spectrum Books.
- Idea (2004). Wikipedia the Free Encyclopedia (Retrieved on 21-2-2-21-4:00pm)
- Makinde, A. (2013:70). Custom in changing Yoruba society. Ibadan: Mostmak Enterprises.
- Ogunsiji, Y. (2001:79). A Sociolinguistic study of the language attitude in market transaction" In Igbanusi (ed). Language attitude and Language conflict in West Africa Enicrownfit Publishers.
- Oyesola, D. (2005:40). "Environmental Degradation and PeaceStudies" in Albert 1.O (ed) perspectives on peace and conflicts in Africa. Ibadan: John Archers.