

Sustainable Development and English Studies in Nigerian Universities: An Investigative Discourse

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Abstract

Purpose: This study investigates English studies in Nigerian universities and the implications of such studies on nation-building. **Method:** Fifty (50) research instruments (questionnaires) were administered to three categories of respondents: Nigerian undergraduates (15 questionnaires); academic staff of Nigerian universities (15 questionnaires); employers of labour in Nigeria (10 questionnaires); employees in Nigeria (10 questionnaires). The theoretical underpinning of this study is the Sociology of Language Approach. **Results:** The analysis reveals that: the importance of English studies in Nigeria is widely acknowledged; different factors bedevil English studies in Nigerian universities; and formal education fails to accomplish the goals of English studies in Nigeria. **Conclusion:** In this study, literacy in English is “the ability to use the English language with significant proficiency in spoken and written communications, such that graduates of Nigerian universities can perform satisfactorily at work-places, irrespective of their disciplines.” In Nigeria, literacy level in English is not satisfactory, and this situation hinders nation-building. Given the significance of English studies all over the world and in Nigeria in particular, all stakeholders should foster the teaching and learning of the English language.

Keywords: Sustainable development, nation-building, English studies, Nigerian universities, Sociological Approach, working-class Nigerians.

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BACKGROUND

It has been observed that many Nigerian graduates of English – and those of other disciplines – do not perform up to expectation in spoken and written communications at work-places. Presently, school authorities are increasingly in dire need of Nigerians with certificates in English studies, and they partly rely on the National Youth Service Corp (NYSC) scheme to get graduates in English each academic session. Unfortunately, and as a recurring decimal, many of these so-called graduates of English language have not been performing satisfactorily in terms of mastery of the discrete skills of the subject. If the Nigerian labour market can no longer depend on formal education for competent graduates of English – or graduates who can demonstrate satisfactory competence in the nation’s lingua franca, then the future is precarious for the Certification System.

INTRODUCTION

British rule in Nigeria marked the beginning of the teaching and learning of the English language not only in primary and secondary schools, but also in

tertiary institutions. According to Christine Iyetunde Ofulue [1] “on the African content the implantation and localization of English was one of the major sociolinguistic outcomes of contact with Europe occasioned by trading expeditions, missionary activities, and East Africa are major sites where English has thrived as a direct consequence of British colonization. Its postcolonial history is now more than half a century in countries such as Nigeria, Ghana, Gambia, Tanzania ...” Given the fact that satisfactory performance in Nigeria’s lingua franca – which is English – is crucial to nation-building, this examines the implications of teaching and learning English in Nigerian universities.

The Problem

International intelligibility is crucial to English studies in Nigeria, so long as the country has not evolved an indigenous lingua franca. Unfortunately, attitudinal factors and lack of proper monitoring continue to hinder educational institutions from achieving the goals of English studies, part of which is to ensure that: the spoken English of Nigerian graduates are internationally intelligible; Nigerian graduates can

use English effectively in written communications; and they can contribute meaningfully to society using their mastery of discrete skills in the English language as taught in Nigerian universities – the places where the subject is taught at the highest level.

Postulations of the Study

The postulations of this study are as follows:

- Language is instrumental in the development of a country, and the English language is a credible candidate for that function in multilingual Nigeria;
- In Nigeria, the role of English in nation-building is evident in its domain functions which are essentially the use of speech acts to transform man in particular and society in general;
- Given the nation-building potentials of the English language, it has to be taught and learnt towards proficiency, and this stance is not negotiable;
- If literacy level in the English language is not satisfactory in Nigeria, it implies that: the subject is poorly taught in educational institutions; language-driven poor performances abound at work-places; and nation-building is hindered by workers who are in their productive age.

English Studies in Nigeria

Babatunde [2] notes that the ascendancy of the English language in Nigeria was gradual. In 1882, the propagation of the language was enhanced when it became the medium for training manpower to sustain the colonial administration in the country. Ayodabo and Acheoah [3] submit that in ESL (English as a Second Language) context, English is the dominant language in official situations. This is what obtains in contemporary Nigeria where English is used as a National Language. Commenting on the position of English in Nigeria, Dada [4] submits:

- English is compulsory for every Nigerian, being the de Facto official language in the bureaucracy and all tiers of formal education in Nigeria and as an international language for that matter.
- The utilitarian value (socially, economically and academically) of the English language vis-à-vis any of our indigenous languages is high.
- The over bearing status of the English language over the indigenous languages in Nigeria today makes even mother tongue learning a perfunctory exercise.

The Education Ordinance of 1882 made English a language of instruction in schools. Thus, in 1896, the Certification System was introduced, and Credit Pass in English became a compulsion in schools. The Article 114(1) of the Littleton Constitution legislated English as an Official Language. These

antecedents explain why English studies abound in the curriculum of Nigerian universities.

In teaching English in Nigerian universities, the basic skills to be learned are reflected in the Curriculum of the B. A. English Programme:

- to train students to acquire adequate communicative competence in spoken and written English;
- to equip students with the knowledge of the forms and features of the varieties of English used in different professions: business communication, advertising, book publishing, media, sports commentary, English for Academic Purposes, etc.;
- to adequately prepare the students to pursue post-graduate studies in English language and linguistics from acquired knowledge (e.g. knowledge of theories and methods of learning and teaching English as a Second Language);
- to orient students towards self-employment after the acquisition of discrete skills in English language;
- to equip students with skills for critical thinking so that such skills can be articulated in written and spoken discourses;
- to make students acquire content samples of different forms and genres of literature-in-English in their cultural contexts (native-speaker varieties) as well as Nigerian and other African-Caribbean varieties;
- to ensure that students linguistic knowledge of English (i.e. knowledge of phonology, morphology and syntax);
- To enable students achieve mastery of the basic language skills (skills in listening, speaking and writing);
- To make students acquire sociolinguistic knowledge of English (knowledge of pragmatics, stylistics, discourse analysis and varieties of English).

The instrumentality of proficiency in English can be inferred from the various facets of human endeavor where such skills can be articulated for societal progress. Consider the facets as captured in the career opportunities stipulated in the B. A. English curriculum:

- a. Education institutes;
- b. Mass media;
- c. Language centres;
- d. Research institutions;
- e. Book publishing companies;
- f. Film industries.

Development and Sustainable Development

Development can be understood from different points of view. For example, indices such as Gross National Product (GNP), Gross Domestic Product (GDP) and per capital Income help to explain the

economic connotations of the term “development”. The Human Development Index (HDI) also implies that development captures a wide range of phenomena: human empowerment, popular participation in governance, climate change, democracy, grass-root governance, etc. Omar Ogar Walter and Bashar Hamisu [5] submit that “since economic growth through industrialization had been faulted as the legitimate development goal, the new paradigm that emerged in the 1960s and 1970s had shifted emphasis of development goals towards:

- Equality of the distribution of socio-economic benefits, information, resources, wealth among others;
- Participation in self-development planning and execution ...
- Self-reliance and independence in development with an emphasis upon the potential of local resources; and
- Integration of traditional with modern systems, so that modernization of old and new ideas, with exact mixture somewhat different in each locale (Rogers, 1976:45).”

Suld and Tyson 1978, cited in Walter Omang Ogar and Bashar Hamisu [5] submit that “development can be viewed and categorized in the purpose planning as:

- Physical and mental health, which also involves proper nutrition, shelter and housing, work safety, recreation, and leisure and community participation.
- Security, dignity and freedom which entail equal protection under law, equal respect and dignity, freedom of expression, communication and peaceful assembly, security against crime among others.
- Education and training; and
- Culture and leisure.”

Hauwa Haliru Bunza and Pureheart Okeoghene Ariferavwa [6] submit that “Development

means improvement in a country’s economic and social conditions. More specially it refers to improvement in way of managing an area’s natural and human resource in order to create wealth and improve lives ...” There is a fascinating definition of the term “sustainable development” as presented by the International Institute for Sustainable Development which defines sustainable development as “development that meets the needs of the present without compromising the ability of the future generations to meet their own needs.”

Theoretical Anchorage

This study is anchored by the Sociology of Language Theory. According to Fishman [7], the theory hinges on the concept of “Domain Analysis” – which explicates how language operates in physical (situational) context. According to Fishman, domain is “a ‘socio-cultural’ construct abstracted from topics of communicators and locales of communication, in accord with the institutions of the society and the spheres of activity of a speech community ...” In the context of this study, work-places are the domains where proficiency in English is used to foster the development of the Nigerian state.

METHODOLOGY

The fifty questionnaires used in this study are structured for only four categories of respondents, using “relevance” as a parameter, and are analyzed in terms of four scales: A (Agree); SA (Strongly Agree); D (Disagree); and SD (Strongly Disagree). These four scales are fused into two (Affirmative and Non-Affirmative) for easy interpretation of the research phenomena. Via percentages, the respondents’ stance on different issues regarding English studies are captured and discussed to show the role of English studies in sustainable development.

ANALYSIS, RESULTS AND DISCUSSION

In this section, the analysis, results and discussion are presented.

Table-1: Analysis of Questionnaire

Item	Scale and Frequency	Total Percentage of Affirmative Response(A & SA)	Total Percentage of Non-Affirmative Response (D & SD)
1. The teaching of English in Nigerian universities is not satisfactory.	A =12 SA =2 D =28 SD = 8	72%	28%
2. Many undergraduates will be proficient in English when they graduate.	A =12 SA =1 D =27 SD =10	26%	74%
3. Most students' attitude to English lessons is satisfactory.	A =2 SA =5 D =20 SD = 3	28%	72%
There are adequate facilities for teaching English in my university.	A =14 SA =1 D =22 SD =13	30%	70%
4. Undergraduates from other departments/disciplines should not be taught Use of English in the General Studies Unit.	A =8 SA =7 D =26 SD =9	30%	70%
5. In Nigeria, proficiency in English is not necessary at work-places.	A =22 SA =16 D =10 SD =2	24%	76%
6. Poor teaching and learning of English in Nigeria cannot be attributed to the inadequacies of primary and secondary school education in the country.	A =12 SA =10 D =26 SD = 2	44%	56%
7. English does not foster national integration.	A = 8 SA =2 D = 37 SD = 3	20%	80%
8. Proficiency in English can foster nation-building.	A =26 SA =8 D =10 SD = 6	68%	32%
9. In Nigeria, literacy level in English is satisfactory.	A =12 SA =2 D =22 SD = 14	28%	72%

In Item One, the two components of the affirmative (A and SA) reveal that 72% of respondents do not agree that “the teaching of English in Nigerian universities is not satisfactory”. If the English language is not taught satisfactorily in Nigerian universities, undergraduates cannot acquire the required competence in the language irrespective of their disciplines. Poor teaching of English has to be curbed because “proficiency” is the goal when English is taught in English Departments or in the General Studies Units of Nigerian universities. Table 1 shows that the different categories of respondents have different reasons for their stance on Item One; for example, students who claim that English is not taught satisfactorily may be making their claims from their own performances in

English Continuous Assessment (C. A.) tests and semester examinations. Indeed, if they are not taught with the necessary facilities (e.g. the use of language laboratory for teaching English Phonetics), they can also claim that the subject is not taught satisfactorily.

In Item Two, 37 respondents (74%) are on the non-affirmative stance. By implication, a chunk of graduates produced in Nigerian tertiary institutions in general and Nigerian universities in particular will not be very useful to the labour market in terms of using the nation's lingua franca to impinge on nation-building. Workers have to use language to communicate with other human beings, and in most cases, it is not what these workers say, but how they say it, that determines

human relations and organizational cohesion. The employers who do not think that many undergraduates will be proficient in English when they graduate can be understood as making inferences from the performances of their previous employees. Many Proprietors of schools in Nigeria are not impressed with the performances of teachers who claim to be graduates in different disciplines. Many of those who are graduates of English are not proficient in teaching the subject. Those who are graduates of other disciplines cannot explore effective communication in teaching subjects in which they have obtained certificates. In this way, nation-building is hindered, because education is the bedrock of nation-building; no country can develop beyond its repository of knowledge.

In Item 3, only 14 out of 50 respondents agree that students' attitude to English lessons is satisfactory. This situation does not facilitate the teaching of any subject, not to talk of English – the learners' Second Language/Target Language. Responses to this item is incomplete because it concerns mainly two categories of respondents (students and Lecturers). However, a few respondents who are either employers or non-academic staff responded to it, probably by using their background experiences, that is, when they were undergraduates. In this study, we anticipated that even respondents who are neither students nor Lectures could explore background experiences in responding to Item 3. This is why the study excluded a fifth scale (NR – No Response). However, it should be noted that the exclusion of a fifth scale does not distort the results of the study.

It is necessary for school authorities to find out why students do not demonstrate positive or satisfactory attitude towards English lessons. Positive attitudes facilitate language teaching and learning in an ESL context like Nigeria.

Only 15 respondents (30%) agree that undergraduates from other Departments/disciplines should not be taught Use of English in the General Studies Units of Nigerian universities. This implies that many Nigerians believe that English studies is crucial in their individual careers.

The 76% of respondents who do not agree "that in Nigeria, proficiency in English is not necessary at work-places", have conveyed a thought-provoking message: the Nigerian work-force can only use language to foster national cohesion and sustainable development if satisfactory performance in the use of the English language is achieved. Considering the fact that students are in their productive age (an advantage to the Nigerian work-force), poor performance in English in educational institutions is unacceptable. Only 12 respondents do not acknowledge the instrumentality of the English language in effective performance at work-places, and because this number is insignificant,

we cannot dislodge the idea that proficiency in English is necessary at work-places.

The affirmative is 44% in Item 6, meaning that a reasonable number of the respondents believe that poor teaching of the English language as well as the comprehension of what is taught is partly due to the poor academic foundation that university Lecturers and their students had during their primary and secondary school education. In this paper, we do not take a strong position on this claim because many scholars even believe that the standard of education in Nigeria was higher decades ago than it is today. However, we cannot doubt the fact that the curriculums of the English language in Nigerian primary, secondary and tertiary institutions have undergone series of reviews such that the present ones are more comprehensive than the previous ones. It is logical to submit that given the availability of modern teaching aids/resources (textbooks, language laboratories, etc.), Lecturers who teach English should be able to improve not only on their knowledge of the subject, but also on teaching methods. The difference between the non-affirmative (56%) and the affirmative (44%) is not so much, and this implies that one cannot be so sure that "poor teaching and learning of the English language is attributable to weak primary and secondary school education."

In Item 7, only 10 respondents hold the view that "English does not foster national integration". The 80% of respondents who hold a contrary view have logical reasons for their claim. By extension and implication, Nigerians acknowledge and accept the cohesive role that the English language plays in the country – a country that could be torn apart by the divisive potentials of her indigenous languages.

Since 68% of respondents believe that proficiency in English can foster nation-building, the goals of the education system in Nigeria should be to teach English towards proficiency; a proficiency level that can make graduates be able to contribute significantly to nation-building, as they perform their duties in private and public sectors of the economy. The educational system that is worthy of huge financial investment from the government is that which translates acquired knowledge to development in society. Indeed, knowledge is power, and applied knowledge is wealth. Unfortunately, the 32% of respondents who do not believe that proficiency in English can foster nation-building are bereaved of the understanding of how communication develops society. They probably think that only science and technology produce the physical components of development that we see in a country. Although English is not the only language that can develop a country in this contemporary world, in a country like Nigeria where (unlike China, Japan, etc.) there is no indigenous lingua franca, English can facilitate sustainable development and nation-building.

Only 14 out of 50 respondents hold the view that in Nigeria, literacy level in English is satisfactory. Therefore, the education system has failed at different levels to equip students with the required skills in the English language. Obviously, attitudinal factors are part of the reasons for low literacy level in English in Nigeria where the language is assigned significant functions via legislation. Universities are the citadels of teaching and learning the English language at the highest level before it is used at work-places to foster nation-building. Therefore, undergraduates should be motivated and equipped to learn the subject effectively. Literacy in English does not mean having certificates in English. It means that Nigerians who speak or write in English should be able to demonstrate acceptable competence in doing so.

If graduates (e.g. Secretaries who have to use English in written communications) are produced yearly by private and public universities in Nigeria, and get into the work-force with poor performances or productivity, nation-building will be hindered.

Table-1 shows that the English language is very useful in Nigeria, a country without a lexicon-broad indigenous, integrative means of communication. The language is so versatile that it is expressive across domains. In this era of research in peace and conflict resolution, English is used to communicate message of national cohesion because society has acknowledged the inability to use weapons to fight global terrorism and insecurity.

Like other nations of the world, Nigeria is in dire need of peace and stability. Through dialogue and national orientation, this can be achieved. However, the English language is the means of communicating the insights that generate societal peace and progress. Conflict is typical of African nations, and it prevents sustainable development. West Africa is among the world's most unstable regions. Nigeria and other African nations have been so ravished by insecurity that nation-building seems to be elusive. Language has to be used to sensitize, educate and unite war-torn nations. The crisis in the Niger Delta continued until 2009 when Presidential amnesty was granted to the militants in the Niger Delta. If any nation is to develop and sustain such development, language has to be used pragmatically and competently. A means of communication, language is a precious gift to man at creation. What the builders of the Tower of Babel did with language, accentuates the developmental potency of language. Dada [4] submits that "language is a unique property that belongs to the human race. It is a means of communication between two or more people and to a very large extent, the development of man politically, socially, economically, etc., depends on the use of language. Indeed, language permeates all aspects of human endeavor. Language is an integral part of culture, a reflection of many features of a given culture thus, like

culture itself, it is a leader of behavior, which can be enhanced through direct or indirect contact. The formal and functional complexity of language is such a distinctive human trait that many scholars think the designation "homo loquat" (man the speaking animal) to be a better way of identifying the species than any other simple criterion (Such as tool using) that has been suggested." The use of language in all spheres of society means it can be viewed as a major source of nation-building.

Although many are not pleased with the dominance of English over Nigerian languages, they acknowledge the fact that the entrenchment of the English language in Nigeria is somewhat a blessing, because apart from playing integrating role, the language continues to help Nigeria to cope with international relations, (wider communication), modern technology and the challenges of globalization.

The implications of poor teaching learning of the English language in Nigerian universities – on students, teachers and nation-building – are worrisome. Some of the implications are as follows:

- Graduates of English will lack the required competence in the use of the language;
- Standard Nigerian English will not be good enough to be a match to Standard British English;
- There will be lack of competent teachers to teach English in future;
- There will be performances at work-places where proficiency in English is crucial to productivity;
- Little or no regard will be accorded to certificates in English;
- Graduates of English will not be different from those of other disciplines;
- The quality of English produced from formal education will not adequately cope with international intelligibility;
- Nation-building via the instrumentality of Nigeria's lingua franca (English) will be a mirage.

Poor teaching of English in primary, secondary and tertiary institutions in Nigeria makes literacy in English language elusive. Emenajo [8] asserts that a near universal correlation exists between literacy, progress and development. According to him, all nations that have 80% – 90% literacy are technologically advanced and developed. He contends that Nigeria cannot be said to have 40% literacy in the English language.

English performs three broad functions in Nigeria: accommodation, participation and social mobility. English possesses the credentials of an efficient, unifying National Language in Nigeria. It is the significance of English in this globalized age that

has informed the continuous use of the language as Nigeria's National Language. It remains in operation in sensitive and significant spheres of nation-building: education, administration, politics and international diplomacy. Language policy in Nigeria was partly aimed at assigning roles to the major languages (Hausa, Igbo and Yoruba) so as to curb the excess dominance of English over them. Till date no significant step has been taken by language planners and their governments to dethrone English. Given the fact that sincere policies and actions have not been taken to develop indigenous languages to cope with the pace of modern science, technology and research, Nigeria does not have what it takes to dethrone English. So long as English is still comfortably left to determine Nigeria's destiny, adequate proficiency in it should be the goal of teaching and learning the language in Nigeria's universities, and as a matter of fact, sound teaching of the subject should begin from primary schools so that teacher-incompetence in the language will not continue to bedevil the pedagogy of English in universities. Scholars acknowledge the position of English in Nigeria's contemporary reality.

Poor teaching and learning of the English language in Nigeria is partly informed by negative attitudes towards the language. Undergraduates from non-language disciplines do not think it is necessary to have adequate competence in English. Negative attitudes hinder learning regardless of teachers' competence or availability of teaching aids. When working-class Nigerians from any discipline do not have adequate skills in the use of English, and do not see the need to improve on their written and spoken English, they cannot contribute meaningfully to sustainable development. Commenting on language attitudes, Adegbija [9] submits that "Attitudes towards languages are motivated by several factors including their socio-economic value, their status-raising potentials, their perceived instrumental value, their perceived esteem, their perceived functions or roles in the nation, their numerical strength, the perceived political and economic power of its speakers, their use in the official domains, their educational value, etc. Generally, positive attitudes, covert or overt, are developed towards a language that is perceived to have value in all these different areas ... Conversely, negative attitudes, overt or covert, develop towards a language in proportion to its lack of function or narrowing of its distribution in registers."

Those who claim that English can only integrate Nigeria rather than fostering development should remember that no developmental stride can be sustained without national cohesion (integration). The Holy Bible makes it clear that man (generic) was building the Tower of Babel successfully because only one language was in the world then – their only means of communication. But when God realized that nothing could hinder their progress, he made them speak

different languages, and that hindered their collective goal of completing the Tower.

The English language performs different functions in Nigeria. Therefore, English studies in Nigerian universities should be given the attention it deserves. The functions of the English language in Nigeria are as follows:

- Nationalism (language for smooth running of a nation);
- Nationalism (language in national mobilization);
- Education (language for teaching, training and documentation);
- Lingua franca (language for interaction amidst many languages);
- International diplomacy/relations (sports, journalism);
- Communication (expressive, declarative, commissive, directive speech acts);
- Transaction;
- Policy-making;
- Administration;
- Legal;
- Religion.

The above functions imply that English functions as a means of integration, identity, solidarity, instrumentality (instrument of thought e.g. philosophers and teachers; instrument of socialization e.g. women gossip, men boast of their imaginary exploits, people discuss politics or other issues to strengthen bonds or social cohesion).

Bosede Sotiloye [10] presents an elaborate discussion of types of language attitudes:

- Home Attitudes: This is the attitude of parents towards language learning. They often tend to prevent their children from mixing with children who speak a language they (the parents) do not understand. This type of attitude is also called *acculturation*.
- ii. Ethnocentric Attitude: This is the kind of feeling or attitude that makes one assume an air of superiority about his language and culture over that of the learner. This often has a discouraging effect on the learner and may lead to a psychological condition known as *anomie*.
- Anomie: Anomie is the feeling of a learner whose language teacher suffers from ethnocentric attitude. He has a sense of inferiority because his language is not being promoted. There is a sort of personality conflict within the learner and this gives him doubt as to whether to prefer L2 culture or his own culture.
- Bilingual Setting Attitude: There is always a difference in the attitude of a child who learns

his L2 in his MT setting and that of one who learns it in the L2 native setting. The latter tends to learn faster than the former. For example, if there are two Nigerian children wanting to learn English and one learns his in Nigeria and the other in the United States or Britain, there is bound to be differences in their utterances especially in their accents. Hence, language learning is often adversely affected in bilingual setting.

The use of English in different facets of life captures how speech acts operate in nation-building;

certain types of linguistic structures are used in some domains whereas other types of speech acts are used in other domains. Bach and Harnish's [11] speech act taxonomy reveals how speech act verbs (also called performatives) are used to achieve communicative intentions. The English language lexicon is so broad (vast) that in different domains of nation-hood, Nigerian workers in public and private sectors use speech act verbs to communicate effectively as they contribute to sustainable development. Consider the table below which illustrates the illocutionary potentials of English performatives:

Table-2: Domain-use of Speech Acts

SPEECH ACT	DOMAIN	VERB
Assertives	Administration	announce, inform, report, notify, etc.
Informatives	Education	affirm, inform, assert, counsel, describe, categorize, classify, evaluate, recommend, etc.
Descriptives	Health	advise, report, reveal, diagnose, suggest,
Advisories	Media	urge, declare, caution, assert, announce, warn, inform, assert, etc.

Commenting on poor English studies in Nigeria, Ayansola Abayomi [12] ponders on the performance of students and reports that "because we can't get inside their heads to find out what they truly know and what they don't we can look at samples of their behavior. What they write, produce, say and perform, and from these samples estimate or infer what they truly know [13]."

CONCLUSION

English studies is necessary in all Nigerian educational institutions. The nation-building potentials of a country's lingua franca cannot be disputed. This is why the English language has to be taught towards proficiency. Directly or indirectly, Nigerian workers use the English language to impinge on nation-building in different ways. Although the English language is not properly taught and learnt in Nigerian universities, there is the possibility of reversing the unacceptable situation through sincere, goal-driven efforts of all stake-holders.

Appendices

Appendix 1

Letter to Respondents

Dear Respondent,

We are conducting a research, and the title is: "Sustainable Development and English Studies in Nigeria: An Integrative Discourse". Your sincere and objective responses to the Questionnaire will be appreciated and treated confidentially.

Appendix 2

Section A

Please tick (/) in the brackets as applicable.

- i. Sex: Male (); Female ()
- ii. Age: 15-25 years (); 26-40 years (); Above 40 years ()

- iii. Status (Lecturer, student, employer, employee):
- iv. Discipline:

Section B

Each statement is provided with a four-point scale: Agree (A); Strongly Agree (SA); Disagree (D); Strongly Disagree (SD). Tick as applicable.

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