



YORUBA LANGUAGE AS A TOOL FOR PEACE, SECURITY AND NATIONAL DEVELOPMENT: A CASE STUDY OF EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO

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Abstract

This paper succinctly explore the role of Yoruba language as a medium of communication in fostering peace, security and national development. It focuses on the talent potential of indigenouse (Yoruba) language 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 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 items 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 teachers was based on gender balance. This paper brings out recommendations for maintenance of peace and security as well as a well-cultured society that will bring development in the country based on the outcome of the findings.

Keywords: Yoruba Language, Peace, Security, National Development, Emmanuel Alayande College of Education.

Introduction and Background to the Study

Language plays a vital role in ensuring national peace, unity and general development of any nation. Considering the issue of bandtry, kidnapping, cultism, arm-robbery, terrorism, Boko-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 tools for learning and a strong

weapon that fosters 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 (ilé lati n keso ròde). 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 unity and development are also expressed through the medium of language, especially through indigenous language (Yoruba) as an agent of value orientation therefore makes student and citizens 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 i.e Yoruba language as far as this paper is concerned.

Through the teaching of local songs, (Orin Ìbílẹ) games (Eré ìdàrayá), Folktales (Àlò pípa), Proverbs, (Òwe) rhetoric, oral genres and other figures of speech which are rich in moral Education (Eko ilé) will pass across these norms and values to the 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 a group. 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 promotes good and 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 definition, language serves as the vehicle of social interaction and one needs effective use of it to function properly in the work place, social engagements indeed, to be functionally literate.

Yoruba language, can be divided into two broad parts (i) Yoruba Language (ii) Yoruba literature. Through the technique of Yoruba literature which has three parts i.e prose, drama and poetry. By the teaching of these oral genre like poetry

(ewi) folktale (Àlo), Èèwo, 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 can not be over emphasized. Oyesola (2005:40) posits that peace is like wealth 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 a 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 sprit, magic and communication with deed.

Makinde (2012:46) define folktales as the moonlight stories because the stories used to be told in the evening particularly during moonlight. Folklores 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 crises and conflict. And at the same time there can not be sustainable peace if security is not assured.

Therefore, the word 'peace' is a term used in the sense of guilt 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 healed interpersonal or international relationships prosperity in matters of social or economic welfare, the establishment of equality and working political order that serves the true interests of all (www.men-law.webster.com//peace).

Considering the definition above it is obvious that the 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 contend that "peace" could be describe as a process involving activities that are directly or indirectly linked to increasing development and reducing conflict, both with specified societies and in the wider international community.

Conclusively, if Yoruba language teachers teach Yoruba as a subject very well in our schools, the norms, moral lesson will prepare the youth, the students to be good citizens in future and this will help us as individual society and a nation to have peace round about, a secured society and development as well.

Statement of the problem

The goals of development is set as targets of every nation. In Nigeria putting up various policies, it have not be achieved, when considering the myriad of socio-political problem still facing her, kidnapping, ritual killing, boko-Haram issue, etc the way out is amicable resolution through the teaching of Yoruba language very well in our schools. This study aimed at highlighting the importance of Yor6bq moral lesson, norms and values, proverbs etc as a measure to bring about better and cultured students, better youth, good citizens to bring about national development in future.

Research Questions:

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

1. Does the teaching of Yor6bq moral values has any impact in the life of the students at all?
2. Is development necessary in any nation?
3. Can Yoruba language teaching have impact in the building of society?

Significance of the study

This study is crucial due to some benefits that await individual, family, society and our nation, Nigeria at large. It will proffer solutions to banditry eye-opener for schools, society, and the government that with the teaching of Yoruba language in our schools, a peaceful environment, well-cultured youths by the teaching of some relevant topics like Yoruba traditional songs (orin ibile) , games proverbs, folktale (Alo), moral education etc that can enhance good citizenry in the society. It will establish the great importance of Yoruba language as a subject in our schools. The research work will help 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 analysing data to this study.

Population and Sampling Technique

The population used in this study comprised of respondents from students of Emmanuel Alayande College of Education, Oyo. In all, the sample consist of one

hundred and fifty (150) respondents comprises fifty (50) students from each level, (50) fifty students from 100 level, fifty (5) students from 200 level and (50) fifty students from 300 level, as the researcher consider 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 contains twenty (20) items designed so as to elicit response from the respondents as regards their views and opinions on the role of Yoruba Language teaching toward national development. The response of each respondent to question is either True or false, if respondent agrees with what is being posed to him /her, and false if the respondent disagrees. The questionnaires were distributed by the individually to the respondent by the researcher.

Validity and Reliability of the Instruments

The researcher submitted the questionnaire to Head of Yoruba department who made amendment and necessary correction to mistakes 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

S/N	STATEMENT	TRUE	%	FALSE	%
1.	How many Language lecturer in your school	64	43	86	57
2.	Did you teach Yoruba Language in your school at all				

		60	40	90	60
3.	The school time table favour the teaching of Yoruba Language in your school	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 population sample agreed with the item but 90 respondents representing 60% disagreed with the item. Also, in item 3, it was revealed 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 passes moral values to students	90	60	60	40
2.	There is enough text on Yoruba literature in my schools	84	57	66	43
3.	The Educational policy favour the teaching of Yoruba language in my schools	72	48	78	52
4.	There is enough Yoruba language teacher for effective teaching of Yoruba language in schools	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 schools nowadays	82	55	68	45
2.	Yoruba language teachers do upgrade their knowledge through workshop, seminar, conference 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 form	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 I, 82 respondents out of 150 representing 55% of the population sampled reacted positively to the item, while 68 respondents representing 45% negated 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 tables

well, 102 respondents out of 150 representing 67% agreed with the item, but only 48 respondents representing 33% of the population sampled agreed with the item, which says that Yoruba Language teachers do upgrade their knowledge through workshops, conferences and seminars. Also, in item 3 from the table above, the result revealed that 86 respondent representing 57% out of 150 populations sampled claimed positive to the item, while 64 respondents out of 150 population representing 43% claimed to be negative to the item. 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. Then, in item 5, from the table, the result shows that 65 respondents out of 150 representing 43% reacted positively to the item posed to them and 85 respondents representing 57% 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 in the school modifies student lifestyle	79	53	71	47
4.	Teaching of the Yoruba Taboos (eewo) in Yoruba class will caution students behavior both in school 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 the table above, the result revealed that on item 1, 83 respondents out of 150 representing 55% out of the population sampled agreed with the item, but 67 respondents representing 45% disagreed with item. Then, in item 2, the result shows that 112 respondents out of 150 representing 75% of the population sampled 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 table above, the

result shows that 79 respondents out of 150 representing 53% of the population 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 the item 3, while the rest respondents disagreed with the item. In item 4, it was revealed from the table above that 104 respondents out of 150 representing 69% of the population sample 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 negated the item. Also, the result from table IV 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 sampled strongly disagreed with the item.

Conclusion

As we know that security is prerequisite to the development of any nation, therefore, it is imperative to note that the issue of peace and development is of paramount importance to any nation, therefore the position is that since Yoruba Language teaching serves as potent tool for preserving the people's custom, norms, ideas and values, by teaching Yoruba language thoroughly in our schools, peace and development will be achieved. The role of Yoruba language teaching in promoting peace, security and development cannot be underestimated as Yoruba language education is a subject of study that is aimed at the enlighten people to become useful and acceptable members of their community in all their actions, to make them socially and morally reconstructed, culturally changed for the better, socially and morally integrated, economically and politically efficient for ensuring peace and development in Nigeria.

Recommendations

The following are the recommendation of the researcher:

- Yoruba language should be incorporated and diligently taught as a general studies in all tertiary institution nation wide
- .Government should give incentives to Yoruba language teachers by funding their workshops, seminars, conferences as to upgrade their knowledge.
- Yoruba language education should be accorded a core status at all levels of educational institutions in Nigeria.

- Government should compel the teaching of Yoruba Language and literature in all pre-primary and primary schools whether private or public.
- 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.
- Government should make the teaching of Yoruba Language and Literature as a pre-condition for granting license to operate private school in Nigeria.
- 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 suitable instructional materials for teaching of Yoruba language in our schools.
- The 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.

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