
**THE GAP BETWEEN TEACHING AND RESEARCH IN YOUTH
EMPOWERMENT IN NIGERIA**

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Abstract

There is a large body of research available in the education sector that could be usefully applied for the improvement of teaching practice in our educational sector in Nigeria. Unfortunately, for a great variety of reasons, such applications are relatively limited in our discipline. The gap between research and practice, as in most areas of education and organization is widespread in Nigeria. This paper reviews the factors that contribute to the gap and proposes investigating teachers' beliefs and practices as a way to address the problem. This study has discovered that the heart of research in Nigeria youths will be the working experiences, and both teaching and research has the advantage of preparing youth for workforce which will lead to rapid development of the country; research develops confidence, personality and increased awareness of one's responsibility as youth in the community by involving in actual work situations. Future studies should more systematically explore the teaching designs of research

skills and their actual implementation in the educational fields. We propose that the joint development of concrete tools for use in this our study will act to bridge the gap between teaching and research inquiry.

Keyword: research, teaching, empowerment, youth, education...

Much of the discussion in educational reform hinges on the question of whether schools matter. Over the past two decades, policymakers have called for improvements in the academic performance of Nigeria students. Many educational reformers, particularly those associated with the standards movement, hold that the key to improving student performance lies in improving schools. Academicians have been arguing for decades about whether research supports teaching. Those who say it does, a group that includes, most administrators and faculty members cite many ways in which research can enrich teaching, while those on the other side cite numerous studies that have consistently failed to show a measurable linkage between the two activities. This study will show that the two sides are debating different propositions: whether research can support teaching in principle and whether it has been shown to do so in practice, bringing research into the classroom, involving teaching in research projects, and broadening the definition of scholarship beyond frontier disciplinary research. Finally, ways are suggested to better realize the potential synergies between faculty research and teaching. Okorie, (2006), observed that most Nigerian educational institutions of learning do not provide their students with adequate training skills that will help them fit for productive work. He further explained that those who lack sufficient skills live on the subsistence level, and often out of desperation and frustration, constitute a nuisance to the society. It therefore, stands to reason that, education should be meaningful, functional and relevant to the demands of the present-day encounter. Researchers like Swain (2005) argue on the need to represent a process-oriented participation in educational actions. The idea is to allow accommodation for the diversifying forces in the pedagogical enterprise especially as related to individual differences. Through the several forms of activities in which teachers and learners engage, workable processes emerge and are mastered by choices and needs. Nnabuife (2009) points out that education has a multidisciplinary anchor in nature.

Education

Education as seen by Fafunwa (1982) in Gomos (2014) is defined as the aggregate of the process by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he/she lives, Olubadewa (2012) in Gomos (2014), defined education as a cure for all societal ailments, such as: ignorance, unemployment, improvement in agricultural practices, science and technological development, poverty, inventions and

discovery, among others must be in place. Onwuka (2012) stressed that education is a corner stone of building understanding among peoples, cultures and civilization and helping to achieve peace and development at the global level.

Education can be defined by the researcher as the tool which induces development and sustainability, which can be in the process of knowledge acquisition, information management, moral upkeep cultural transmission human development resources management, value orientation, disciplining of self and total man (woman) modification. Any education without morality and discipline is worse than useless. That is to say, that one may attain the highest qualification in the field of education still not able to help himself or herself and the society around him. Or not being reasonable or thoughtful and his/her impact are not felt in the society and immediate environment he belongs.

Teacher

A teacher is one certified to engage in interactions with students for the purpose of effecting a change in their behaviours. On the other hand, a teacher assumes different capacities such as educator, instructor, tutor, lecturer and professor. Teachers at all levels of the educational system are very important in the overall development of any nation. According to Anoh (2011), teachers' education is the process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development. Teachers' education revolves around the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills required in the performance of effective duties in the classrooms, and in other social gatherings including churches. Teachers' education is often divided into three stages namely:

- (a) Initial teacher training;
- (b) The induction process involving the training and supports of the trainees during the first few years of teaching or the first year in a particular school; and
- (c) Teacher development or continuing performing development and intensive process for practicing teachers.

According to Anoh (2011), the above processes and stages of professional development of teachers constitute the concept of "teacher education". The Nigerian educational system is in a state of confusion and disarray as a result of inconsistencies, non-implementation of education policies, corruption perpetrated by the stakeholders. There is now a serious outcry by all and sundry to re-examine and appraise the Nigerian educational system in line with current trend. The Federal Ministry of Education is currently at the forefront of efforts at reforming the education system.

Researcher

A researcher is someone or somebody certified to engage in finding information, data, history, event, document, for the purpose of affecting or causing a

positive change in behaviour, just like a teacher, a researcher can assume different offices, such as educator, finder, commentator, lecturer, teachers, and professor. Researcher at all level of life are more important and essential, cause they are the real finder of new investors, invention, information, great history, and are skilful at developing any society or any sectors.

Research

Research implies careful examination of an object or situation for the purpose of effecting development and improvement. It is a way of acquiring dependable and useful information and data about the particular object of research as well as the analysis of the data collected in order to arrive at a valid conclusion. The prime function of research therefore is to discover answers to meaningful questions aimed at remedying societal challenges.

Oyesola, (2010), views research as the application of the scientific method to attain or prove new and exciting theories. It is search, invention, discovery and establishment of new knowledge, facts, principles, theories and methods. It is also acknowledged as a systematic and objective search for knowledge, to establish theories and prove the truth of ideas, hypotheses and assumptions. It is a search which requires care and diligence for new facts. It is experimentation to find knowledge, to take existing knowledge and explore ways of applying it to the many problems of life Oyesola, (2010) .

“Research word is quite familiar to all students, teachers, lecturer, and professionals. Yes, it is what students are trained to do or asked to do in our various degree levels program or while writing our dissertation in the final semester or even for a small class project/assignment. From school level till date we have been familiar with the word “Research”.

- i. What is Research?
- ii. What does a Research really signify?
- iii. How would it be?
- iv. Why do we give so much of emphasis to such an exercise?

Research means the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. In other words, it is the collection of evidence or information for ascertaining an assumption or verifying some hypothesis. In simple words we can say Research is the combination of Re + Search which means, the repetition of search. It means a search for facts, answers to questions and solution to problems.

Research is considered as the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct, or verify knowledge, whether the knowledge aids in construction of theory or in the practice of an art. It is a systematized effort to gain knowledge. Our knowledge is limited, and there are ‘n’ numbers of problems waiting to be solved in every subject. Be it science, mathematics, social

science or law. We identify the vacuum in our knowledge and try to address it by asking relevant questions and seeking answers to it. Role of research is to provide a method for obtaining those answers by inquiringly studying the evidence within the parameters of the scientific method.

Research is considered to be more objective, methodical, well-determined scientific process of investigation. Through research, a decision maker can quickly get a summary of current scenario, which improves his information base for making sound decisions affecting future operations of organization. It is useful to accelerate the decision making power and it alone can make possible the identification of the determinants.

The aim of research is to seek answers to problems through the application of scientific methodology. Every research will have one aim. Its aim may be to push back the bonds of comprehension and seek beyond the horizons of our knowledge, some truth or some reality. Or it may be to find out the truth which is hidden and which is not been discovered so far.

It is a media to find out the difference between two variables and to reach on certain specific conclusion. Importance of research varies according to its kind, especially whether it is basic or applied research. Basic research aims to study or analyze advance knowledge with no application to existing problems in view. Whereas, applied research is designed to solve a particular existing issue so that there are larger audience eager to support that research which is likely to solve problems of immediate concern. We do lot of things in our day to day life, and most of them are based on our common sense, or based on what we have learnt through personal experience or from others. Sometimes it is not the best approach and there are contrary theories about what works out best in a given situation. Hence, research is much needed.

However, there are various reasons by which a research can happen; like, passion to know new things, due to job requirement etc. Most of the organizations hire some of their employees to conduct either Operational research which focus on on-going programs and business operations.

Strategic researches which concentrates on the issues of a long-term goals and marketing strategies. Curiosity is a crucial part of the human condition. Many professionals, including scientists, want to know more about something that interests them. However, carefully organized and controlled research enables researchers to test and compare different theories and approaches, explore different methods and learn from other people's experience. It also enables them to rule out or at least consider external factors which might influence their results.

Another major significance of carrying out a research is that, for lots of studies, the findings can be recorded numerically and then statistically analyzed in order to determine whether the findings are significant, i.e. the extent to which it can be claimed with a specified degree of certainty that they are not just due to chance.

Teaching

Teaching is a versatile field that requires at all times the correct identification of indices of developments in the society. This responsibility makes it imperative that teachers be an embodiment of a constant search for updated knowledge in various fields of life, that is, latest information, skills and breakthroughs. A concern for teacher quality brought about an argument over what should constitute the significant portion of a teacher training programme - the knowledge of what to teach or how to teach it? While there is yet to be a conclusive end to the debate,

Obanya (2004) noted that gone is the past where all that was required of a teacher was subject matter knowledge. This platitude is becoming more apparent for the 21st century where rapid technological development implies that knowledge is no longer a 'once in a lifetime' experience for the individual. It is rather an asset, which constantly has to be updated. Despite the above arrangements, the efficacy of the teacher training programmes in Nigeria to prepare teachers for the 21st century has been questioned by a number of studies (Obanya, 2004, Ololube, 2006). Teacher-training institutions have been critiqued for their inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in a working environment. Educationists observed that the transition from academic theories in institutions to classroom practice has often been very sharp suggesting that student teachers are not often properly groomed to put into practice current pedagogy and interactive skills that have been theoretically learnt.

Research and Teaching development (R&T) play an important role in innovation, which, in recent years, has taken centre stage as one of the main drivers of economic growth and poverty alleviation, policy-makers in turn, can help spread the benefits of innovation through policies that encourage growth in the areas of science, technology and innovation (UNESCO 2010). Nigerian political leaders, policy makers/implementers, sectors/institutional administrators unfortunately are yet to fully key into this global trend that revolutionizes crude production, poor yield, insufficiency, poverty, stagnation, underdevelopment and the likes into high proficiency/productivity, poverty eradication, fulfilment and development as observed in some other parts of the world through research and development. A better description of Nigeria's experience is to say that its functionaries adopted the framework of establishing institutions (research institutions and universities) and failing to adapt the true tenets upon which such institutes evolved in their source of origin. These tenets include establishment, proper/courteous management led by sound/seasoned administrators appointed in unbiased manner, proper funding, desired research outcomes, appreciation and acceptance/utilization of end products by its people

The Contrasting Perspectives

The relationship between research and teaching has been examined at length in the context of higher education. The studies supporting each position are described as follows:

Relationship between Research and Teaching

Behind the classroom door the key factor in the success of a lesson, in determining whether the students actually learn something that matters, is the creative ability of the teachers their ability to combine research work and teaching in classroom experience. Research alone will not result in effective learning. Nor will teaching alone result in truly excellent teachers engaged in the learning process. Critical to this process is the lecturer knowledge of the subject content, and his/her ability to implement new strategies, to develop effective performance tasks, to design appropriate assessment tools, and to address the different student learning styles. Little of this can be accomplished if the lecturer is not knowledgeable of new research, and determined to implement it. Effective teaching therefore involves the practical application of new research/theory in a classroom environment.

Advantages of Research to Teaching

Research helps in expert and contemporary knowledge being passed unto the student. In certain institutions and disciplines, it is important for students to experience being at the cutting edge of their subject. This is a relationship where the excitement of engaging with the development of the knowledge base of the discipline itself contributes to student learning.

Textbooks may not be current in many rapidly developing areas. Lectures by active researchers are of the newest perspectives in their fields, may be the first point of contact for students, with the latest developments. Additionally, results from one's research can be used to clarify, update, and amend the teaching of a topic.

Every higher education student can potentially benefit from exposure to the methods and attitudes associated with well-developed forms of scholarly activity by developing the attitude of inquiry, the use of data to test theories and ideas, and the transferable skills of critical analysis and presentation of findings based on evidence. Active researchers are more effective at instilling an actively critical approach rather than a passive acceptance of facts.

Students appreciate teachers who present research that the teachers have actually conducted. This provides an authenticity to the presented material that differs from presentations by teachers who are only discussing the work of others in which they have no active involvement.

Research leads to credibility enhancement. Students have the desire to learn from people respected in their fields. There is an important role for research in helping institutions to attract, reward and retain high calibre staff, who might otherwise not be

available for undergraduate teaching, and successful research can increase lecturer confidence, leading to better classroom performance.

Advantages of Teaching to Research

Teaching is also thought to be good for staff development, institutional image and reputation, and student recruitment. These factors could assist the setting up of an environment most conducive for learning.

An active teaching interest is important for good research because there are common abilities underlying both research and teaching. There is a correlation between the two because the attitudes, values and competencies that lead to excellence in research (dedication, hard work, imagination, originality and critical analysis) are also likely to lead to excellence in other spheres of academic activity.

Exposing students to teaching make them more likely to consider doing research themselves, which could be important in areas where there is a shortage of researchers (as in medicine). This also will help to develop the three domains involved in teaching and learning in and out of school.

The personal learning of researchers can make them more able to identify with their students' learning. Staff and students can learn together about research rather than the beginning researchers feeling inhibited by their inexperience.

Challenges Facing Researching and Teachings in Nigeria

Attitudinal problems: Despite the activities embarked upon by the Local, State and Federal Government of Nigeria to expose teachers to frequent training and retraining (who don't developed themselves through research and finding), there are sizeable number of teachers who are resistant to change due to their negative attitudes to introduce new innovations and techniques to teach their students, which could lead to students failure.

The weak correlation between school enrolments and the number of teachers employed in each school is the most obvious indicator of poor deployment. Variations in pupil – teaching ratio between schools are typically very large in Nigeria; they range from 50 to 70 pupils to one teacher Fakoya, (2009).

Teachers' inability to teach with Information and Communications Technology (ICT): Nigerian teachers are yet to be developed professionally of ICT skills, competencies and capabilities which are required for the effective implementation of ICT education. With this problem, Nigeria as a country cannot join the global competition of the information super highway, and base on this fact, it is very difficult of the teacher to conduct a simple research because the greatest tools for research in this current generation is computer.

Teachers rarely enjoy the same work environment as other professions. The government schools are with poor furniture for students and teachers, dilapidated staff rooms and classrooms; and these could inhibit teaching and researching process.

(unconducive environment) in some states in Nigeria, schools are situated under big mango trees and 'Dogo yaro' trees, without a single mud house, not to talk about a house or building for the ICT unit, where teachers can better have a view of things to teach on the system

Nigerian teachers do not receive good salaries as other professionals do. As a result, commitment to the growth of the profession is affected. Some years back in Anambra state during Mbadinuju regime, almost all the primary school teachers engaged themselves in one petty trading and the in other to make ends meet. This is as a result of non payment of salary as at when due, and base on this factor no teachers want to work effectively.

Mentoring, quality funding, functional leadership capacity, people's attitudes towards innovative ideals, and competences researcher's development initiatives, Nations peopled with progressive thoughts and development initiatives find ways in identifying possible hindrances to attaining desired development in order to proffer possible solutions to the observed constrains which is the true essence of research.

The challenges besetting the research industry in Nigeria will be incomplete if the leadership and administrative funding pattern are not mentioned considering how these factors have also constrained its quest to accomplishing sets goals as well as meeting national development needs.

Stakeholders are of the view that one of the major problems militating against research in particular is the complete absence of a clear cut philosophy of national development, a philosophy which should spell out the direction in which Nigeria wants to channel its development efforts, a philosophy that should not change no matter how frequently political power changes hands. With the frequent changes of political power in Nigeria and the attendant instability, inconsistency and incoherence in governmental policies and programmes, the practitioner in the education industry, including the researcher, is left confused. Before the researcher concludes an evaluative study of a particular programme or policy, it is either discarded or replaced with a different, sometimes completely divergent policy or programme.

Political instability has also taken its toll on the research institutes in Nigeria. The academic calendar is frequently disrupted: there are strikes, lockouts, closures and general social upheavals and all these can influence the orientation, timing, process and quality of any research activity in the field of education. And yet, the politician or policy maker out there is waiting, with his/her characteristic suspicion of, and impatience with the education researcher. A consistent, coherent and comprehensive philosophy of national development is essential for concerted research effort Odia, L.O. and Omofonmwan, S.I (2013) quoted Jimoh.

Expected outcomes of a functional research and development initiatives includes equipping the people with the needed capacity with which they need to carry out their economic activities with appreciable degree of proficiency leading to the attainment of maximum output. These capacities encompass enhancing the people with

the skills and competences needed to effectively harness and utilize the potentials found in ones environment. Nigeria's case today is evidence of the fact that it is a nation highly populated with whole lot of potentials but with inadequate competences needed to translate these potentials into socio-economic transformations of the nation.

One factor in the exceptional growth rate in this industry of research and development in recent years is Israel's percentage of engineers; the world's highest, with 135 engineers per 10,000 persons, as compared to 85 per 10,000 persons in the United States. Another factor has been the many thousands of skilled engineers and technicians who have emigrated from the former Soviet Union since 1989. Moreover, advanced technologies that were originally developed and utilized for military purposes are now being used for developing commercial products for civilian use. With the downsizing of Israel defence industry as a "peace dividend" thousands of skilled personnel have left the defence industry since 1988. Many of them were absorbed into the civilian market place, while others formed start-up companies which later became successful high-tech firms Cohen (2002). They sought for more professionals in addition to the available skilled manpower deployed to harnessing their potentials and making their produce compete favourably in the international market with increase in the GDP level.

The proper environment for research is not yet available in Nigeria. A conducive environment is needed for growth and utilization of research. For this to happen, many things have to be considered. These include adequate infrastructure, trained manpower, institutional capacity, and adequate financial support. It also involves motivating the entire population to adopt a science culture as a pattern of life. These and other matters call for the urgent attention of practitioners and policy makers in Nigeria Odia, L.O. and Omofonmwan, S.I (2013). Jimoh, (1998). Another critical factor hindering the desired breakthrough in science and technology beside the issue of improper placement of persons in headship positions is the non utilization of the services of well trained personnel as majority of Nigerian scientist are either out of the country in search of greener pasture, roaming the street/idle or work in organizations where their scientific competences are not useful.

Educational research, and indeed research of all kinds, is almost as old as man on earth. All that has changed over the years is the approach or method(s) employed in particular research activities. The need to carry out investigations and evolve new theories is one of the most fundamental functions of the corps of the intelligentsia of a particular society.

Similarly, the place of such research activities in the developmental efforts of any society has also been recognized. This is why special attention has been paid to research and documentation by countries that have been eager to develop technologically. For instance, according to Nkwi, (1992), following the Meiji Restoration in 1968, the Emperor of Japan was required to take five oaths, one of which stated that "knowledge will be sought and acquired from any source with all the means

at our disposal, for the greatness and security of Japan". Today, Japan is a great and powerful industrial nation (Jimoh 1998).

A review of Nigeria's economic development between 2000 to date revealed that overall macroeconomic policies and development strategies have failed to provide an enabling environment that could alter the structure of production and consumption activities in order to diversify the economic base. The country has continued to be a mono-cultural economy, depending on oil, indicating that the export base is yet to be diversified. Widening saving - investment gap, high rates of inflation, chronic balance of payment problems and underutilization of resources have continued to be the order of the day. Poverty and inequality is wide spread with about 71 million Nigerians living below \$1 a day and the gini coefficient of 0.49. Socio statistics such as infant, (under 5) and maternal mortality rate as well as unemployment rate are higher than the averages for developing countries. In the light of Nigeria's current economic problems, and particularly its poverty situation and unimpressive rates of economic growth, Dauda (2010); Odia (2007) and Omofonmwan (2010). takes the position that educational/ research development should be given utmost attention in a bid to enhance sustainable economic growth and development. Since a healthy, well-educated, innovative people make an economy more productive, it is apparent that capacity building through investment in human capital, particularly education can enhance economic growth, alleviate poverty and protect the Nigerian economy from further distortions.

Accordingly, there is however, a need to critically examine the relationship between investment in education and economic growth in Nigeria, with a view to deriving implications for policy direction Dauda (2010). Lawal and Oluwatoyin (2011) noted that development is critical and essential to the sustenance and growth of any nation. They added that a country is classified as developed when it is able to provide qualitative life for her citizen. And conclude that Nigeria in the last fifty years has been battling with the problem of development in spite of huge human, material and national resources in her possession. Human resource has been identified as one of the most important catalyst in the nation's development. In fact it is the major propeller for development. In Nigeria, this important and critical resource has not been fully developed, managed and utilized in such a manner that would engender development. The authors identified factors responsible for human resource development to include; political instability, political corruption, poor investment in education, lack of infrastructural facilities, poverty and low technology. They recommended; improved investment in education, implementable policies on human resource development, involvement of the private organization on human resource development, ensuring political stability and credibility as ways of tackling the problem of human development in Nigeria.

Towards a Reflective Society

Youth

A youth is a young person, who has grown out of an adult. The period of a youth is that between that of a childhood and the adulthood respectively. According to Oizimende (2014), the youths are particular segment of the national population. They are known to be sensitive, energetic, active, and most volatile and yet the most productive phase of life as citizens. The youths are among the greatest treasure of any nation; this is because their numbers are so numerous Anasi, (2010) and Onyekpe, (2007), affirm that they are situated. The youth are the adolescent in any society. Ajufo (2013) opined that the youths occupy a prominent place in any society and are one of the greatest assets any nation can have. The youths are the bedrock of every society.

One cannot talk of a reflective society without the youth since they are the foundation of every nation. Faulty foundation yields, to a disastrous result. The gap between teaching and research with special reference needs to be closed, for reasonable society to be achieved. Such as, the teachers or lecturers who will be given a privileged to lectures the youth must be very skilful at the two face of education called research and teaching. Infant not only skilful but must be an expert in both the two field in order to be able to deposit a better knowledge into the mind and subconscious of the upcoming youth and the current youth. There are factors that are responsible for ineffectiveness of our society as: unemployment, insecurity, corruption and other social ills more importantly among the youths. The youths need to be adequately empowered and majority of the problem that cause these things was the inability to give a light into the theories work taught majority of the youth in their studying field.

According to Anisiudo (2013), empowerment means to authorize, license, give power to or make one able to undertake certain tasks-page. Zuba (1990), define empowerment as a 'multi-dimensional social process that helps people to gain control over their own lives. Empowerment sustains power in people. It supports self-will of engaging in activities that are encouraged in people and their society. It fosters the power of development and sustainability in people and their environment in which they found themselves. When we talk of empowerment the next thing that comes to mind is development or gainful effect generally. But for the purpose of this paper we are talking of youth empowerment and not even more of the problem of the federal government agencies. All because they have been lectured in the same way other, all the orders of program in their mind is how to save and gain more money to their different pocket, neglecting the aspect of bringing up the youth on a standard bases on how the country and future of the education sector will grow in order to have absolutely development in the society.

Youth Empowerment

This is a structural, cultural and attitudinal process which enables the young people especially the adolescents to get the authority, ability capability to involve in activities that will enable them take decisions and implement changes in their own lives, and that of others in the society, thereby bringing in comfort-ability in the society at large. Going by this explanation, it means that, youths need to be furnished with the required skills, knowledge, attitudes and aptitudes needed for self-actualization and purposeful employment to earn a living, but nevertheless the main agenda of empowering youth is to built the youth in the best ways at which the youth will be able to relate between research work and teaching aspect. Because the formation of the wrong knowledge imparted in most of the youth is the major problem to our current environment and of us to be able to conquer this, more profession at the area of research and teaching most surface of the better building of the student of the youth.

Anisiudo(2013), observed that youth empowerment is often addressed as a gateway to intergenerational equity, civic engagement and democracy building. There are so many government agencies and non-profit community-based establishments which provide youth empowerment programmes. Such programmes contain activities involving youth partaking in community decision-making, youth activism among others. Youth empowerment can occur in homes, schools, through youth establishment, government policy-making and community organizing campaigns. Youth empowerment in the society happen in these three areas: educational reform, community decision making and organizational restructuring but to our current reason will have discovered that majority of the world country hardly development expert at this side, it was observed they have not make a major benefits to increase the field of joining research with teaching as an experiences for the youths.

Conclusions

Through an investigation of teachers' beliefs and practices, this study has illustrated the gap that can exist between research and practice. It is certainly true that teachers must increase their uptake of research and it findings to build their technical knowledge because it has been proven in this study that there is a place for such knowledge in their practice; however, researchers must equally strive to make their research more relevant to teachers by taking into account the latter's practical knowledge and refine their findings from this perspective. Realising that there is much to learn from each other is a step in the right direction to close the gap

In the Information Age, students must be able to purposefully access information from a variety of sources, analyze and evaluate the information, and then integrate it to construct a personal knowledge base from which to make intelligent decisions. To foster these capabilities, educators must re-examine their assignments and teaching strategies. We must recognize and accept the fact that knowledge is changing so fast that no traditional curriculum can sufficiently supply students with the fact-

based learning needed for the challenges they will face. Instead, we must teach them the skills to continue learning, (Research) independently long after they are out of school. Developing a 21st century teacher requires the development of the spirit of creativity and enquiry, Lawal, Maduekwe, Ikonta & Adeosun, (2010) summed up the idea that “the educational system will not be modernized until the whole system is drastically overhauled, stimulated by pedagogical research, made intellectually richer, more challenging and extended beyond pre-service training into a system of continuous professional renewal and career development for all teachers”. It is therefore recommended that there should also be clearly identified and unified modalities of assessments where students will be assessed based on how they are able to plan and deliver instruction, manage classrooms effectively, promote equity in the classroom as well as meet professional standards/requirements.

Recommendations

Continuous professional development of teachers would definitely bring a positive change into Nigerian educational system that would produce good, well seasoned and great leaders of tomorrow.

Teacher training institutions should be strengthened to adequately respond to teachers’ needs and demands. Formally recognize and reward faculty members who successfully integrate their teaching and research: Most faculty members adhere to the natural human tendency to pursue activities that are recognized and rewarded. As Colbeck suggests, one way to promote integration of teaching and research is to ask faculty members to explicitly list integrative activities in their annual activity reports as opposed to forcing them to sort all activities into one or the other domain Boc, (2006). Flexible criteria for assessing integrative activities should be adopted, perhaps using NSF guidelines for integration strategies NSF, (2005) as a model. If linkages of teaching and research are assessed in this manner and the outcomes are used to inform decisions regarding tenure, promotion, and merit raises, a growing number of such linkages would be the inevitable outcome.

Establish faculty development programs in both teaching and research at the school or college level, including ways to integrate the two domains: Most faculty members begin their academic careers with little or no training in either teaching or managing a research program, let alone in how to integrate the two. Giving new faculty some early guidance via workshops and/or mentorships could significantly strengthen the research-teaching nexus, and it would also go a long way toward enhancing both the institution’s research productivity and the effectiveness of its teaching programs Brent & Felder (2006).

Promote involvement in research for a broad spectrum of undergraduates, and make sure there is meaningful contact between the researchers and their advisors: If involvement in undergraduate research is restricted to a small elite percentage of the student body, as our analysis shows is generally the case, the impact of the research on

teaching is similarly limited and the faculty time and department resources that support the research may come at the expense of the mainstream undergraduate teaching program. On the other hand, research that is part of the undergraduate experience for most students has the potential to make a positive contribution to the department or school instructional program.

Information and Communications Technology (ICT) should be effectively utilized by teachers to facilitate learning and teaching. The development of ICT literacy is so important that the European Commission (2003) affirmed that “it was the first step in professional development”. Teachers should be well grounded in the use of ICT so that they would be able to effectively, confidently and competently use ICT to achieve instructional goals.

The state and federal government should give upward observation of teachers’ remuneration package that would motivate them to give their best to students. Adequate incentives and promotions should be given to teachers when due.

Work environment should be suitable and convenient for teachers and this could be done by providing beautiful offices, good and comfortable chairs and tables, and also equip with adequate facilities by the agencies of education, stakeholders of education and the school authority.

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