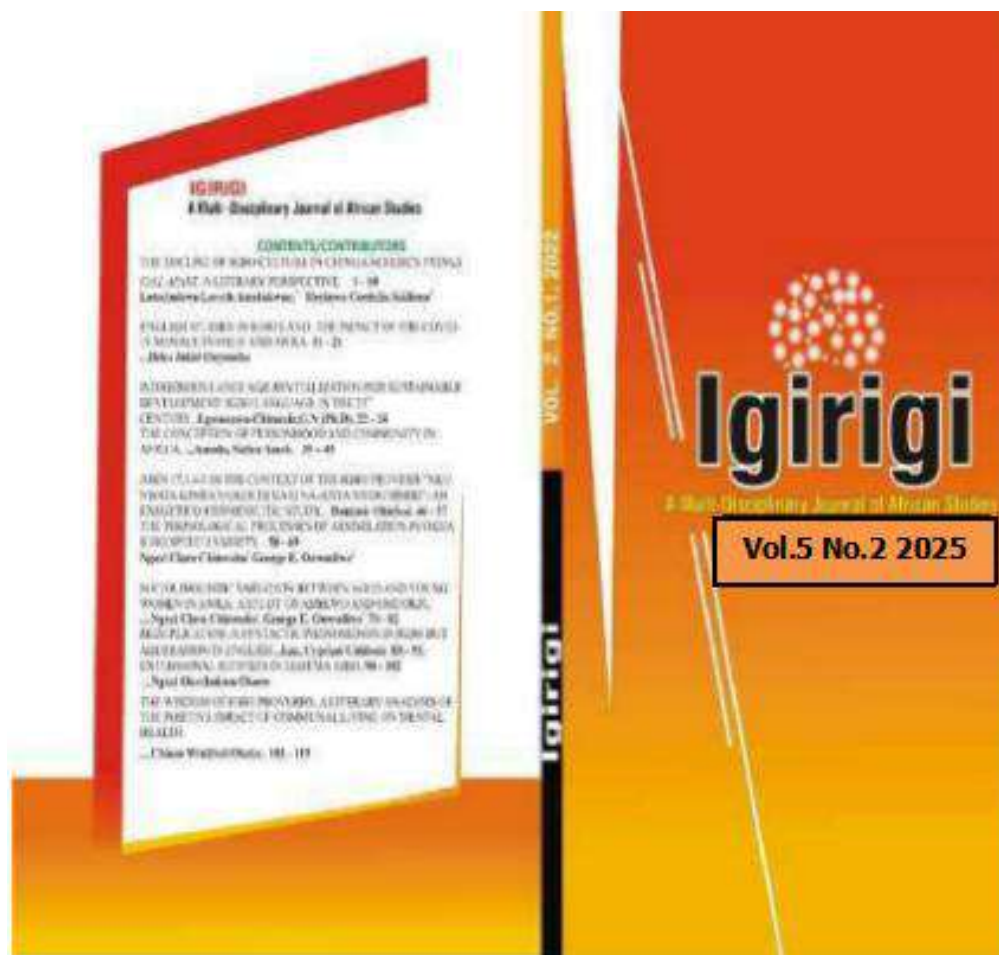


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MANAGEMENT OF COLLABORATIVE LEARNING AS AN INSTRUCTIONAL STRATEGY FOR ATTAINING IMPROVED LEARNING OUTCOME IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

Collaborative learning is a type of learning where students work in groups in schools. It is also a strategy that determines the active participation of students in a classroom as their direct encounter with one another equips them with skills and competencies. This study was conducted to see collaborative learning as an instructional strategy for attaining improved learning outcome in public schools in Rivers state. The learning outcome of students in a classroom is very important. Collaborative learning strategies have the potency to generate knowledge and learning outcome which is required for continuing development of students. In addition, collaborative learning is important not just because it is a better way to learn by doing a project in a group but because it penetrates every stages of students' lives within and outside the four walls of classroom. Thus, learning to collaborate is part of equipping students for effectiveness, problem solving, innovation and life-long learning in the global economy.

Keywords: Management, Collaborative strategy, Strategies, Classroom, outcome

Introduction

Learning continues to be a never-ending process. In the span of learning, the learner is exposed to various ways of learning directly or indirectly. Sometimes, learners learn by themselves and sometimes they learn from their friends and teachers by interacting. Collaborative learning is the educational approach of using groups to enhance learning through working together. The application of collaborative learning to classroom teaching finds its root in the 1970s when Israel and the United States began to design and study collaborative learning models for classroom context (Kessler, 1992). But the process of engaging in group with their friends is known as a collaborative learning. It is regarded as one of the best ways of learning in the 21st century. Collaborative learning is an educational approach to teaching and learning that involves groups of the students working together to solve a problem, complete a task or create product (Pang, 2018). Collaborative learning supports active students' involvement in the learning field. In collaborative learning, students are able to work together in a small group towards a shared learning goal. Collaborative learning emphasizes on collaborative efforts among students in their groups along with the teachers' guidance. Students are accountable for their own and also responsible for the group members' learning.

The aim of this paper is to examine collaborative learning as an instructional strategy in attaining improved learning outcome in public schools in Rivers state. Specifically, to promote the use of collaborative learning strategy by teachers in enhancing students' learning outcome.



Collaborative strategy

The practice of figuring out the best way to carry out an activity could be achieved through collaborative learning. It is a set of planned actions known as strategy (Al-Kaabi, 2016). Collaborative learning strategy therefore is a set of planned actions/activities, ways, methods or techniques by which students in their groups figure out the best way to help one another to achieve collaborative learning. Laal and Laal (2012) defines collaborative learning as an educational approach to teaching that involves groups of learners working together to solve a problem. Collaborative learning strategy is defined as different techniques students adopt during their private learning in small groups that enable them to study harder not only to learn but to help each other to succeed. It can be looked at as approaches through which academic relations and interactions are carried out. Collaborative learning strategy is based on the premise that knowledge can be created in groups through many techniques. In the groups, members actively interact, discuss and share experiences.

It is an interaction among learners that requires positive interdependence (members depending on each other for information), individual accountability (each accounting for his contribution or responsibilities) personal skills (team building, communication, problem solving) face to face promotive interaction (group growth interaction) and group process (evaluation and decisions)

Level of Collaborative Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. It is an instructional approach in which students work together in small groups to accomplish a common goal. Collaborative learning is solving a problem together in an asynchronous and interactive way. The difference between the two is that collaborative learning emphasizes the discussion in the process of participating in tasks and believes that cognition must be adjusted through communication between students. Collaborative learning is based on dialogue which involves active exchange of ideas within the group will not only increase students' interest but also promote critical thinking and productivity. Collaborative learning provides students the opportunity to discuss and have a higher level of thinking, and information can also be memorized for a longer time. According to the observation of Tuckman and Jensen (1977), the interpersonal relationship among groups in collaborative learning will generally go through the following four stages:

1. **Formation stage:** this is when students in the group are not familiar with each other;
2. **Conflict stage:** at this stage students begin to adapt to each other and run-in;
3. **Cohesion stage:** If the conflict is handled properly, a balance that is acceptable to the members of a group is sought, gradually forming a consensus, and the cohesion of the group will increase day by day; and
4. **Execution stage:** this is when students in the group focus on the completion of the task and the achievement of the goal. Students depend more on each other, and each person's role positioning will be more productive.

In the collaborative learning environment, regardless of the level of learning achievement, students generally perform better than their peers who study alone and in the process of collaborative learning, students' communication with each other is also considered helpful. According to the current research on collaborative learning, it is clearly pointed out that collaborative learning can improve learning more effectively and reinforce students' satisfaction with the entire learning process.

Why use collaborative learning?

Educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.



- Exposure and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations.

Considerations for using collaborative learning

1. Introduce group or peer work early in the semester to set clear students' expectations.
2. Establish ground rules for participation and contributions.
3. Plan for each stage of group work.
4. Carefully explain to your students how groups or peer discussion will operate and how students will be graded.
5. Help students develop the skills they need to succeed, such as using team-building exercises or introducing self-reflection techniques.
6. Consider using written contracts.
7. Incorporate self-assessment and peer assessment for group members to evaluate their own and others' contributions.

Collaborative learning procedures

Shorter in-class collaborative learning activities generally involve a three-step process. This process can be as short as five minutes, but can be longer, depending on the task at hand.

1. Introduce the task. This can be as simple as instructing students to turn to their neighbor to discuss or debate a topic.
2. Provide students with enough time to engage with the task. Walk around and address any questions as needed.
3. Debrief. Call on a few students to share a summary of their conclusions. Address any misconceptions or clarify any confusing points. Open the floor for questions.

For larger group work projects, here are some strategies to help ensure productive group dynamics:

1. Provide opportunities for students to develop rapport and group cohesion through icebreakers, team-building, and reflection exercises.
2. Give students time to create a group work plan allowing them to plan for deadlines and divide up their responsibilities.
3. Have students' established ground rules. Students can create a contract for each member to sign. This contract can include agreed-upon penalties for those who fail to fulfill their obligation.
4. Assign roles to members of each group and change the roles periodically. For example, one student can be the coordinator, another note-taker, another summarizer, and another the planner of next steps.
5. Allow students to rate each other's quality and quantity of contributions. Use these evaluations when giving individual grades, but do not let it weigh heavily on a student's final grade. Communicate clearly how peer assessment will influence grades.
6. Check in with groups intermittently but encourage students to handle their own issues before coming to you for assistance

Collaborative Learning and Students' Engagement

Engagement in the classroom is a key factor in determining students' productivity. Cheng et al (2021) found that students participating in collaborative learning tend to be more engaged in discussions, engage in critical thinking, and retain information better compared to individual learning. According to Ravinder Kumar (2017), cooperative learning has been shown to greatly improve productivity among students. Research suggests that a cooperative and engaging classroom setting can enhance students' metacognition, social skills, and cognitive performance (PRavinder Kumar, 2017). Collaborative activities in the classroom also help students develop their understanding by allowing them to articulate and refine their knowledge (Ravinder Kumar, 2017). In a study done by Backer, et al (2018) more than 70% of students showed a positive perception towards collaborative learning in the classroom as they could accept other students' comments in the class. The collaborative classroom activities helped in



information retention, clarified their understanding of a topic and provided them with a deeper understanding of the topic. This is also supported by Sulaiman and Shahrill (2015), from their research, when they discovered that collaborative learning demonstrated positive impacts on students' performance where students are more engaged in learning activities while being able to develop teamwork skills. Collaborative learning is an essential approach in the 21st century modern-day classroom and has the potential to prepare students for the challenges they may face in the future. Laal and Ghodsi (2012) hold the view that collaborative learning can have a positive impact on students' social, psychological, and academic development. By working in groups, students have the opportunity to learn about diversity and create a sense of community. Collaborative learning also provides students with a platform to develop their social interaction skills, work cooperatively instead of competing, and build self-esteem.

Factors Affecting the Implementation of collaborative Learning

The attitude of the students is important in the implementation of collaborative learning. The implementation of collaborative learning may be affected by many factors; and thus mainly deals with personal, situational and other factors.

Human Factors

Personal factors refer a tendency or predisposition to behave in a particular manner, factors like extremely low or high self-esteem, authoritarianism (domination), anxiety, language abilities, absence of tolerance, negative attitude towards cooperative learning, unwillingness to speak in cooperative learning activities may seriously affect cooperative learning. Human beings always resist something which contrasts previous beliefs and practice because it is not easy to refuse the familiar patterns of behavior implanted.

Teacher: Teachers' personal traits and beliefs can affect the implementation of collaborative learning strategy. According to Molalign (2011), factors like teachers' belief, attitude, professional experience, motivation, training, and teachers' understanding of innovation as the factors which affect the implementation of collaborative learning. In addition, Molalign (2011), states that the quality of teaching in any classroom is depending on the teacher's pedagogical perception, quite apart from ability and the teaching condition. According to Hennessey (2013), a key problem with teachers' learning about collaborative learning approach is that the learning theories and terms presented to them in teacher training rarely consider the context in which the teacher is situated. The finding showed significant implications for teachers as they need to situate collaborative learning in their specific context and negotiate the various factors affecting its implementation, such as the age and behavior of the students, the size of the class, and the time. Producing well-trained and competent teachers involves both equipping the prospective teachers with the necessary knowledge in their area of specialization and development of skills that enable them to effectively transfer their theoretical knowledge into practice. However, when we see the traditional training of teachers in Ethiopia, the theoretical and practical aspect of training have not been well integrated. Seid (2012) asserts that the practice of teacher education focused on the theoretical aspects of subject knowledge. Thus, if classroom learning is to be effective, teacher educator must be well trained and should be ready to take the responsibility. It was considered time-consuming to teach materials in a cooperative way, although more students might have learned and retained better of the material.

Students: On the other hand, students' knowledge of how collaborative learning is implemented and what is expected of them highly influence the application of collaborative learning in a classroom. Bethel (2011), state that the importance of student's experience is a transformative rather than passive accumulation of knowledge. They notice that unless learners considered the implication of the ideas in their own lives and decide to act know and believe in new ways, they are likely to adapt a passive acquaintance to the teachers' knowledge structure. Internal factors related with psycho-social aspects which influence students learning includes: attitude, motivation (afflation and achievement), age, and previous language learning experience are common. All of these will combine to form each student's standard and the combination of individual standard will of course form the class standard. Most of the limitations came from not being able to implement the cooperative structure carefully. If the teacher just put the students into groups to learn and did not structure the positive interdependence and



individual accountability, then it would not be unusual to find groups where one person did most (or all) of the work and the others signed off as if they had learned it or had done the work. Or it might be easy to have “bossy” student who do not allow the others to take part; or other group dynamic problems that might come from not setting the ground rules for behavior and carefully crafting the group dynamics.

Principal: To change teaching practice, management support is crucial (Shimeles, 2012). The school principal’s positive view of an innovation accomplished by practical support actions is a crucial factor in encouraging staff to experiment with new ideas (Shimeles, 2012). The principal’s support of the innovation can be realized through protection from intrusion recognition of success, allocation of resources including time to participate (Shimeles, 2012). The school as a whole should do everything possible to facilitate collaborative learning. This may involve allocating funds on traditional equipment, ordering books in sets to allow use by small group. Here simply understand that school principals can be considered a prominent figure in the school as far as the one who is assigned to lead all activities that go in the school environment. It is a common experience that the school principal is responsible for both the academic and administrative affairs of the school. Moreover, Bethel (2011) concludes that for any reform to succeed we need effective school managers. School managers are supposed to provide necessary indication and continuous professional support to teachers. Teachers can only whole heartedly support reforms if they understand the need for it and know that they will be supported.

Non-Human Factors

Situational factors like group size, group composition (heterogeneous groups are preferred), group cohesiveness (the extent to which the members like each other), friendship, gender, age time, discipline, staffroom atmosphere, educational materials etc. may affect the normal process of cooperative learning.

Class Size: It is not suitable to provide different experiments and group works having many students in an overcrowded classroom. Bethel (2011), states that schools in many parts of Rivers state are composed of large number of students. Thus, giving enough attention and meeting the need of every different student, so as to engage actively in the learning process is difficult. For this reason, teachers attempt to, retain control and teach all the students all the same times by lecturing them. What can be said here is that, for proper implementation of collaborative learning, the number of student in the class should be optimum.

The Physical Environment: A number of schools confirmed that the physical environment (class room arrangement, furniture arrangements, classroom appearance and lay out etc.) contribute a lot to promote collaborative learning. A clean and well-kept room with appropriate resource helps to establish a positive expectation towards a lesson. Adding to this, Bethel (2011) states that: Open classroom is characterized by more active learning method including frequent use of group work, movement of learners between areas, the use of resource centers, independent work, etc. The sitting arrangements will also be movable on which chairs will not be fixed with the ground.

Shortage of Instructional Materials: Instructional materials play a vital role by giving opportunity to the learner to learn by themselves and enhance learners’ participation through active engagement activities. The roles of instructional materials include ensure longer retention of the information gain, motivate the students to pay attention to the lesson, give opportunity to learn through engagement and immediate action use of all senses and muscles, and help students to integrate prior experience with the present varying from abstract to concrete. However, in most instructions, lack of instructional materials like shortage of learning modules, maps, etc. account for the low implementation of collaborative learning which can affect students’ productivity learning in classroom activities.

Problems teachers encounter when applying collaborative learning

There are several problems that teachers encounter when applying collaborative learning strategy in the classroom. This is explained from two dimensions: organization of collaborative activities, and assessment of learning.

In first dimension, teachers often face challenges while structuring collaborative activities such as monitoring



students' on-task behaviour, managing group-work time, providing relevant materials, assigning individual roles, and establishing teamwork beliefs and behaviours (Gillies & Boyle, 2010). Ruys, Van Keer, and Aelterman (2012) state that insufficient attention of teachers to organising collaborative work such as determining group norms and facilitating activities are the some of the challenges teachers in the organization of collaborative activities face. In addition, a large number of primary and secondary school teachers often place students in groups and let them work together without preparing students to perform collaborative activities productively.

Ferdous and Karim (2019) note that there are challenges associated with collaborative learning environments, specifically with creating and embracing a new environment and the methodology for learning/instruction. Collaborative learning has proven to encourage the improvement and maturation of a variety of skills necessary for future success in the workplace. Supporting this progress helps to ensure that today's students will be productive, effective and influential members of the future workforce. Certain individuals do not feel comfortable participating in a group setting, even at a distance. This awkwardness may keep some individuals from benefiting from the instruction. Since collaborative learning generally grants the students more control over the flow of information, there is the possibility that the focus of the instruction may veer from its intended course. Aitken (2019) laments that the challenges for teachers using a collaborative learning approach include lack of time to collaborate with colleagues; lack of access to technology; lack of resources; students lacking maturity to fully take part in collaborative learning; and, lack of time for proper implementation. This if addressed, will improve on the resource capacity of the individuals during class work.

Another challenge is assessment of learning which entails teachers frequently difficulty in assessing students' performance and achievements as they implement collaborative learning in classrooms at all levels of education (Strijbos, 2011). For instance, some teachers in some primary and secondary schools showed uncertainty and ambiguity about what and how to assess especially the criteria or rules for assessment which brings about lack of transparency and concreteness. And this lack of assessment tools to measure collaborative performance of every group member may cause students' disappointment about the transparency and evenness of the assessment

Management of collaborative learning as an instructional strategy

Managing collaborative learning as an instructional strategy includes careful planning, facilitation, and assessment to ensure effective team work and achievement of learning objectives. Here are steps and principles for effective management of collaborative learning:

Set clear learning aim and objectives

Effective collaborative class begins with clear and specific learning aim and objectives that define what students should know or be able to do as a result of the collaborative learning experience.

Group formation

Strategic formation of group is necessary in management of collaborative learning strategy. This entails using various grouping strategies, such as heterogeneous or homogeneous grouping, depending on the aims and objective of the activity. Rich collaboration considers skills, backgrounds, and perspectives for its promotion.

Assigning roles to every member of the group

Assign or allow students to choose specific roles within their groups. These roles may include a leader, timekeeper, note-taker, and presenter. Assigning roles to different groups formation help distribute responsibilities and keep the group on focus

Provide clear instruction

Detailed and clear instructions for the collaborative task. Teachers should explain the aims, prospects, and guidelines for the activity. Teacher should ensure that students understand their responsibilities and what they are supposed to do.



Monitoring and guidance

During the collaborative activity, teachers move around the groups to observe the progress of students. Their major task is to answer questions, offer guidance, and facilitate discussions. Encourage active participation and keep groups on task.

Time Management

Allocation of sufficient time for collaborative activity, and communicating time limits clearly is essential in management of collaborative learning. The application of timers or signals are used to help groups stay on schedule.

Encouragement of effective communication

Teacher should encourage open and effective communication within groups. Also encourage students to listen actively, share ideas, and provide constructive feedback to their peers.

Conflict resolution among groups

Teachers should be prepared to address conflicts that may arise within groups. Teach conflict resolution strategies and create a safe platform for students to express their concerns and grievances.

Group and individual accountability

Implement mechanisms for individual accountability, such as requiring each student to contribute to the group's work or providing individual assessments aligned with the learning objectives.

Assess collaborative skills:

Assess not only the final product but also the collaborative skills and processes demonstrated by each student. Use rubrics or assessment criteria that evaluate teamwork, communication, and problem-solving abilities.

Reflection and debriefing:

After the collaborative activity, teacher should facilitate a debriefing session where students are encouraged to reflect on their group experience, share what they learned, and discuss challenges they faced. Use this reflection to reinforce key concepts.

Improving learning outcome through collaboration strategy

Teachers play a crucial role in the realization of unity and sharing of idea and knowledge gearing towards achievement of a particular goal due to their direct involvement in pedagogical activities in the classroom. Learning outcome in the classroom is the most pivotal factor among students as a requirement for students to plan, execute and monitor each single collaborative activity for the sake of task goal attainment. Collaboration is believed to influence students' learning outcome during their task engagement in the classroom. Learning outcome is students' behavior that provides positive contribution to group goals. Collaboration is considered giving impact on students' learning outcome.

In the collaborative setting, learning outcome is the extent to which the students utilize the available resources in a group to achieve goals. Learning outcome also means the relationship/ratio between the results achieved (output) and the quantum of resources (input) used in production. It is therefore necessary for the teachers to improve learning outcome in terms of the quality of students' instructional tasks performance and learning outcome in the pursuit of educational goals.

Coordination and students' learning outcome

Coordination is the process of uniting and connecting the different elements or all activities to enable them to work together effectively for the purpose of achieving the set goals in a classroom. The teacher coordinates all the activities that are inter-related in the various group within the classroom for the purpose of achieving the set goals in a group. In ensuring collaboration, the teacher being the coordinator is expected to put in place effective



coordination by integrating the various groups, units in a unified operation towards ensuring best practices in students' instructional tasks performance. The process also involves the linking of objectives, activities and strategies of different work units (groups) in a systematic manner, ensuring that competent students are appointed as group leaders, the goals and responsibilities are clearly defined and communicated to all members of the group. This process reduces idea bottlenecks, promotes inter-personal cooperation, facilitates information processing, promotes innovation, and optimal utilization of resources which enable the group to consistently improve the quality of instructional resource inputs, process and output for the accomplishment of the educational goals. Teachers' collaborating strategies influence the students' productivity in terms of planning and delivery. The grouping of students into various groups based on scheme work enables the students to engage in interaction, cross-fertilize ideas, innovative in their discussion and classroom activities.

Communication and students' learning outcome

Effective communication is an important component of collaborative learning. This is the process of sharing and exchanging of ideas, feelings, information, and thoughts (Oboegbulem & Onwurah, 2011). The basic functions of collaborative learning rely almost on communication among students at the various groups. Teachers are expected to establish and encourage good interpersonal relationship among students to facilitate feedback that enables teachers to improve on the performance of their tasks and achieve the educational objectives. Effective communication has positive influence on students' productivity, while ineffective communication could lower students' learning outcome.

Teamwork and students' learning outcome

Teamwork is the process by which students collaborate to enrich their knowledge, skills and experience for quality subject tasks performance. The concept of teamwork is of central importance to quality collaborative learning in a classroom. Teachers are expected to encourage the students to work in team to promote effective collaboration and continuous improvement in topics delivery.

Capacity development and students' learning outcome

Learning outcome in education takes into consideration the input, process and output phases of students, which determine the overall achievement of the instructional objectives (Ayeni, 2018). Students' learning outcome in a classroom system depends to a large extent on their competence (quality of knowledge, skills and experience). However, one does not dispute the fact that there are still incompetent students in a group probably due to fear, inferiority complex and low self-esteem which make them to act below their inherent potential in most cases.

Conclusion

In conclusion, collaborative learning approaches are strategies which will develop students' learning outcome and improve their relationship with others in the class. Teachers should embrace collaborative learning and integrate it into their teaching in order to enhance teaching and learning processes. This may lead to a remarkable improvement in the teaching and learning in Rivers State. Thus, students will be empowered, and equipped to face the world of work.

Recommendations

From the conclusion of the paper, the following recommendations were made:

1. An appropriate support should be provided by teachers. They need to train students on how to share ideas and make contributions in a group.
2. Teachers should develop efficient and effective mechanisms to assess students' cooperation rather than competition.
3. Teachers should sustain the use of coordination, communication and teamwork strategies to enhance and improve students' learning outcome in a classroom.
4. The Ministry of Education should organize seminars and workshops for both principals and teachers to keep them abreast of best practices in collaborative strategy to improve learning outcomes in students



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STRATEGIES FOR REDUCING CYBERCRIME ACTIVITIES AMONG YOUNG ADOLESCENTS IN SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

The focus of this paper is on the strategies for reducing cybercrime activities among young adolescents in secondary schools in Rivers State. Cybercrimes are the criminal activities which are being committed using computers and or other digital devices. Crime which is as old as man with its concepts of cybercrime and the ranges were discussed as well as the causes of cybercrime in Rivers state secondary schools amongst the adolescents. The methods of the tricks used to operate cybercrime were also highlighted. The strategies that will be taken to curtail these activities among the adolescents were also discussed. The paper thus strongly recommends that the religious bodies should preach against the evil of cybercrime that is destabilizing the youth and societal growth and development. Again, it recommends that the government should provide employment opportunities for the youths thereby giving them the space for personal growth and to contribute to the development of the society at large.

Keywords: *crime, cybercrime, adolescents, secondary schools.*

Introduction

Crime has been known to be of a great concern and has been an issue of concern in the world at large since the fall of our first parents, Adam and Eve. Crime and criminality have been identified as challenges to the development of many countries of the world with peculiar reference to Nigeria. Nigeria just like other countries of the world has been fighting the criminality of the cybercrime through proper implementation of security and employment generation for the youths in secondary schools in the cyber. These efforts, notwithstanding, many lose their money and valuables on daily basis to the high rate of cybercrime and other forms of fraud which are attributed to unemployment of the adolescents. It is therefore necessary for all and sundry to properly checkmate the youths especially adolescents in secondary schools of Rivers state on the wrong use of internet. Cybercrime is retrogressive to overall development of the adolescents in many ways. Crime is seen as gravely injurious to their mental and spiritual development; it also brings about economic and social downfall of the adolescents in any given society.

The concept of cyber crime

Cybercrime is seen as criminal activity that targets through the use of a computer, network or networked device to deceive individuals of different kinds. This is committed by cybercriminals or hackers who want to make cash online by crooked and foul means. Cybercrime is carried out by criminal individuals or criminal organizations. Ebeleogu, Ojo, Adeh and Agu (2019) see cybercrime as a crime which involves the use of digital technologies in commission of offence, directed to computing and communication technologies. Cybercrime is mainly committed by our youths in order to make life earning easier thereby defrauding individuals or organization of all kinds. Ibikunle and Eweniyi (2013) in their own perspective describe cybercrime as the series of organized crime attacking both cyber space and cyber security. Cybercrime is now a trending issue in Nigeria and the world at



large; this is because many cyber criminals activities are being committed from remote sites which makes it difficult for Nigerians security agencies to trace those criminals.

The unavailability of recent laws on cybercrime make it more difficult to handle the situation. Bosser, Adam, Berenblum and Tamer (2019) see cybercrime as a computer -oriented crime that involves a computer \and a network. The computer may have been used in the commission of a crime, or it may be the target.

Aghatise (2006), also defines cybercrime as a crime committed on the internet using the computer as either a tool or a target victim. He identifies four levels of cybercrime victims. They are the gullible, the desperados, the inexperienced and the unlucky people.

Also, cybercrime is also seen as a type of criminal activity that either targets or uses a computer, a computer network or a networked device. These types of crime are mainly committed by cybercriminals or hackers who want to make money online the wrong way. Some cyber criminals are well organized, use advanced strategies and are highly technically skill. Their goal is to make money and is usually done by individuals or organizations.

Cybercrime or computer-oriented crime is a crime that involves the use of a computer and a network. Computer is being used in the commission of such a crime. This may be on target or otherwise. Cybercrime may threaten a person, company or a nation's security and financial institution. There are numerous privacy concerns bordering cybercrime when secret data are intercepted or disclosed unlawfully. Internationally, both government and non-state actors engage in cybercrime including espionage, financial theft, and other cross crime. Cybercrime crossing international and involving the actions of at least one nation-state is sometimes referred to as cyber-welfare.

A report on cybercrime (sponsored by McAfee) published in 2014 estimated that the annual damage to the global economy was \$445 billion. Approximately \$1.5 billion was lost in 2012 to online credit and debit cards fraud in the U.S.A, in 2018, a study by Center for Strategic and International Studies (Csis), in partnership with McAfee, concluded that close to \$600 billion, nearly one percent of global GDP, is lost to cybercrime annually. From these authors' review, one can conclude that cybercrime involves use of computer or computer-based devices to defraud individuals or groups of individuals thereby acquiring unlawful financial status. The main interest of these fraudsters is to make money online through lies.

Ranges of Cybercrime

Cybercrime can be classified into the following categories:

Financial criminals or fraudster: These types of cybercrime involves scams, and a level of social engineering as they require the criminals to pose as a reliable representative of an organization and commonly use it to defraud the victim's banks phishing as a way of cybercrime involves hackers sending malicious emails attachments or URLs to users to gain access to their account or computer. This may also contain links to fake online banking or other websites used to steal private account information. Scams are usually in the form of ads or spams emails that include promises or rewarding of money. Internet scams include enticing offers that are "too good to be true" and when clicked on can cause malwares to interfere and compromise information. Social engineering is a method used by cyber criminals which involves lies and manipulation to trick people into revealing their personal information. This trick usually involves very convincing fake stories to lure victims into trap. Common social engineering attacks in the internet according to Ebeleogu, Ojo, Adeh and Agu (2019) include:

- i. Sending victims an email that claims there is a problem with their account and he has a link to a fake website. Entering their account information into the site sends it straight to the cyber criminals (phishing)
- ii. Trying to convince victims to open emails attachment that contains malware by claiming it is something they might enjoy (like game) or need (like anti-malware software)
- iii. Pretending to be a network or account administrator and asking for the victims password to perform maintenance.
- iv. Claiming that the victims has won a prize but must give their credit card information in order to receive it.
- v. Asking for a victim's password for an internet service and then using the same passwords to access other accounts and services since many people re-use the same password.



- vi. Promising the victim they will receive millions of dollars, they, if they help out the sender by giving them money or their bank account information.
 2. Website cloning: The newest system of cybercrime is the emergence of fake "copy-cat" web site that takes merit of consumers. What are uncommon with the internet or who do not know the main web address of the legitimate company that they are entering credit details in order to purchase goods from the intended company, instead unwittingly entering details into a fraudster personal database. The fraudster is then able to make use of the data at long run, either for his own advantage or to sell to others that have interest in committing credit card fraud.
 3. Spamming: This refers to numerous amounts of emails being sent in order to promote and advertise products and websites.
 4. Identify theft, credit card theft (phishy): This involves fraudulent electronic mails. it is the act of sending an email to user falsely claiming to be an established legitimate enterprise in order to scam the user into giving out his/ her private information that will be used for identify theft. Here, the criminals assume to be the original person he/she stoles his or her identity.
 5. Cyber harassment: This refers to electronically and intentionally carrying out threatening acts against individual. It also directs obscenities and a derogatory statement at a specific individual focusing for instance on race, gender, religion, nationality, sexual orientation. There are instances where a computer can lead to an enhanced sentence. In United States for instance, in the case of United States vs Neil Scott Krammer, the defendant was given an enhanced sentence according the US sentencing guideline manual & 2gi, 3(b) (3) for his use of a cell phone to "persuade, induce, entice, coerce, or facilitate the travel of the minor to engage in prohibited sexual conduct". Krammer appealed the sentence on the grounds to convict him under this statute because his charge includes persuading through a computer device and his cellular phone technically is not a computer. Although Krammer tried to argue this point, the U.S sentence guidelines manual states that the term "computer means an electronic magnetic optical, electrochemical, or other high speed data processing device performing logical arithmetic's, or storage functions and includes any data storage facility or communication facility directly related to or operation in conjunction with such a device. In recent years, many countries of the world have enacted a law governing cybercrimes and the punishment that is attributable to the defaulters.
 6. Cyber laundering: This is seen as an electronic transfer of illegally obtained monies with the goal of hiding its source and its destination too.
 7. Hacking: in these categories of cybercrime, the hackers make use of the loop holes in operating system to destroy data and steal important information from victim's computer. This is usually done through the use of a backdoor program installed on one's machine. Hackers here, try to access to resource through the use of password hacking software, hackers may also install many programs on someone programs without the persons knowledge. Such programmes may also be used to gain personal data like credit cards and passwords information.
 8. Cyber theft: this kind of cybercrime is committed through the use of computers and communication system to steal data in electronic format or system. They crack into system of banks and transfer cash into their own personal bank accounts. This has been a major issue in the whole worlds because they transfer large amount of money to their personal account illegally. Organizations that are mostly defrauded usually keep quite because of fear of losing customers and shareholders.
- This type of cybercrime is the regular cybercrime that individuals or organization mostly report of as they gain this money through little effort and this has negatively affected our youths as they believe in quick money syndrome.
- Other classification of cybercrime includes worms and virus sending types, etc.

Methods of tricks employed by cyber criminals towards deceiving individual or organization in Rivers State

Rivers state as a state is so large to the extent that some individuals can go for a hide out for maximum period of a time which makes it difficult for security agencies to catch a cybercrime player. However, the following tricks are been used by the cyber criminals to manoeuvre peoples and collect their belongs;



Lottery Scam: This is a type of trick which the scammer demands an advance-fee fraud which begins with an unexpected email notification, mailing or phone call (sometimes including a large check) explaining that someone has won a large sum of money in a lottery. Here, the recipient of the message- the target of the scam- is usually told to keep the notice secret, "due to a mix up in some of the names and number", and to contact a "claims agent" after reaching the agent, the target of the scam will be directed to pay "process in fee" or "transfer charges" so that the winning can be distributed, but will never receive any lottery payment. Many of this email lottery scammers use the original names of companies running lottery organization or other legitimate cooperations/companies, but this does not mean the original companies are into scummy businesses. Scam lottery email usually come from free email account such as Outlook, Yahoo, Hotmail, Live, MSN, Gmail, etc.

Internet service time criminals, this has been developed by whiz kids in Nigeria. They do this by connecting cyber cafes to networks at some ISPS in a way that will not be detected the cafes to operate at no cost. Bogus cashier's checks; in this kind, the victim showcase items for sale on the internet and is been contacted.

Internet charity: this is an e-crime common in Nigeria where cyber criminals host a websites of a charity organizations soliciting for monitoring donations and materials to these companies that do not exist.

Next of kin scam: this kind of cybercriminals employ the means of collection of money from various banks and transfer fees by tempting the victim to claim an inheritance of millions of dollars in a Nigerian bank belonging to a lost relative etc.

Causes of cybercrime in Rivers State:

Rivers state as a multi-state has been with many challenges which have resulted to under development which affects the state as a whole negatively especially the adolescents as they are the people within the age range of labour force. The advent of computer has also contributed its own negative effect, which all these combined problems contribute to cybercrime.

Those causes are:

Poverty Alarming Rate: Nigeria is regarded globally as a third world country due to high poverty rate index which is alarming. This poverty rate is increasing day by day, especially in Rivers state which is heavily populated. The rich are getting richer while the poor are getting poorer. Inadequate provision of basic amenities and an epileptic supply of power have put the small and medium enterprise into a pause.

Peer Group Influence: This is usually showcased in certain environment where everyone wants to belong to a certain group or upper class without consideration of his/her background and this is grinding the moral upbringing of many adolescents in Rivers state. They try to emulate their mates on how to defraud individual and organization without consideration of its negative effect on them. All they want is that am driving life without the consideration that they say that "the ends justify the means"

Negative Role Models and Parental Influence: This is caused by some parents who compare their children with other children that all they need from them is to make money whether good or bad. Money is all they want, money speaks. This usually lures these children into committing crimes.

Security Men Collaborating with Fraudsters: Many security men and women instead of looking on how to arrest this cybercrime operator serves as body guards to them and covering them up in order to gain cash rewards. They go a long way to teach them the best way to invest this illegally acquired wealth without been arrested by government security agencies and this has encouraged this young men and women to remain in the crime.

Corruption: Rivers state being one of the most populated states with the existence of the multinationals in Nigeria was ranked the third among the most corrupt countries in the whole world. In 1999, when Nigerian created some financial crime monitoring agencies like EFCC (Economic and Financial Crime Commissions), some control measures were taken to curb its existence.



According to Ebeleogu, Ojo, Andeh and Agu (2019) the occurrence of a high economic condition and bad educational system also contribute immensely to the proliferation of cybercrime in Nigeria.

Other causes of cybercrime in Rivers State include high rate of urban migration, poor infrastructure, weak laws, and quick money syndrome.

Strategies for Reducing Cyber Crime among Adolescents in Rivers State Secondary Schools

As they say, a problem seen is a problem half-solved. As some problems identified in this paper include corrupt practices among citizens, quick money syndrome, high unemployment rate etc. The remedies to these can easily be suggested which include:

1. Proper enlightenment in the educational system in the secondary schools, the Rivers state government should try to be organizing regular seminars in schools on how to survive with or without a befitting job. Here, the government needs to teach their adolescents on proper use of internet security code to avoid cyber criminals cracking on their privacies.
2. Enacting cyber security laws with a steady follow up to assist in monitoring the criminals.
3. The government should improve on job creation, by creating more job opportunities for the youths and also encouraging small scale industries to operate by reducing their tax rate and giving them grants and loans.
4. Protection of the information and data base through the use of farewalls, which protecta computer system from unauthorized access. Network farewalls may be hardware devices, software programs, or a combination of the two.
5. The use of Address Verification System (AVS), which ensures that the address entered on your order for people who receives parcels from other countries matches the address where the cardholders billing statement are mailed from to avoid defrauding the individual.
6. Creation of more skill acquisition centres, Rivers state government needs to create at least one skill acquisition centre in every local government development centre across the state that will enable many to access the opportunity of learning a skill. This skill if learned by the youth will go a long way in reducing cybercrime in Nigeria
7. Proper implementation of cyber security laws, information technology security or cyber security is the protection of computer system and network from information disclosure, theft or damage to their hardware, software or electronic data. It could also be seen as the disruption or misdirection of the service they provided. In order for the government to properly implement all these, all security need to employ experts in the field of cyber security in the field of cyber security to avoid poor porous internet working.

Conclusion

In conclusion, Rivers state is being regarded as a ridicule due to high rate of corrupt practices whose one example is cybercrime activities. These criminal activities bring about the loss of reputation of the state and of the nation as a whole. This includes financial loss, low productivity, etc. And these consequences are glaring in Nigeria.

Based on these therefore, the paper thus recommends:

1. That there should be proper execution of cyber security laws in the country by various levels of government from federal, state down to local government for easy checkmating of these fraudsters and their agents.
2. Seminars and skill acquisition centres should be created by the government for the adolescents and the youths to reduce unemployment rate.
3. Individuals should also play their part by avoiding going into any suspected fraudster alert like fake bank alert and also by maintaining privacy of any of their password in the internet.
4. Grants and loans should be given by the government to the youths and small-scale industries to direct their interests into working to earn a better living than being engaged in cybercrimes.
5. Churches leaders, Muslims faithful and practitioners of African Traditional Religion should help in preaching against illegal ways of making money to the adherents of their respective religions.



6. The parents also should be sensitized on the dangers of their children making quick money through cybercrime which can affect their general and overall well-being in their later years.

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ERIMERI NDỊ IGBO N'OGE GBOO NA OGE UGBU A: MMETỤTA YA N'ASỤSỤ, AHỤIKE NA OBIBI NDU HA

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Ụmịedemede

Omenala ndị bụ etu ndị ahụ si ebi ndụ ha. Erimeri Igbo sokwa n'omenala e ji maara ndị Igbo mana ọ bụ ihe gbara anya mmiri na ọtụtụ ndị Igbo nọ n'ogbara ọhụrụ a amaghị ihe gbasara erimeri ndị nnanna ha n'oge gboo. Ọtụtụ n'ime ha, ọkachasi ndị a mụrụ na mba ofesi amaghị etu e si esi nri ahụ, naanị ihe ha maara bụ nri ọgbara ọhụrụ a nke ụfọdụ n'ime ha adighi mma n'ahụ ndị na-eri ya. Nke a mere na ọtụtụ ndị ntorobia anaghị ebite ndụ aka dị ka etu nnanna ha siri bi n'oge ochie. Ọ bụ nsogbu a kpalitere mmụọ nwanchocha ime nchocha a nke isiokwu ya bụ "Erimeri ndị Igbo n'Oge Gboo na Oge Ugbu a: Mmetụta ya n'Ahụike na Obibi Ndu ha". Ọtụtụ ihe ka ndị Igbo ọgbara ọhụrụ amaghị gbasara nri nnanna ha riri n'oge gboo. Ebumnobi nchocha bụ ichoputa nri ndị nnanna riri n'oge gboo na imata nri ndị ntorobia na-eri n'oge ugbu a. Ọzọ, ka a mata etu erimeri ndị Igbo n'oge gboo na oge ugbu a si metuta onodu ahụike na obibi ndụ ha, Usoro nchocha a gbasoro bụ nke sovee. Atụtụ e jiri mee nchocha a bụ atụtụ mmekọrịta keerimeri (*Theory of sociology of nutrition*) nke Jean Anthelme Brillat-Savarin (1755-1826). Atụtụ a na-enyocha odidi na adim mma erimeri, etu ndị si eri nri ha nakwa etu nri ndị a si emetụ ahụike mmadụ. Nwanchocha choputara na ụfọdụ ndị ntorobia a mụrụ n'oge ugbu a amaghị nri ụfọdụ ndị nnanna riri n'oge gboo dị ka ọna, anyụ, ero. Ha amaghikwa etu e si esi nri ndị a nke ha ji ama ihe nri ndị a na-enye n'ahụ. Nchocha a ga-abara onye ọ bụla uru n'ihu mkpa erimeri e ji maara ndị Igbo bukwazi otu n'ime omenala Igbo di. Ọ ga-abakwara ndị Igbo ọ bụla ọ kachasi ndị ntorobia choro ima ihe niile gbasara erimeri ndị Igbo n'oge gboo na n'oge ugbu a uru. Ọ ga-enye aka ka nri ndị Igbo ghara ila. Nwa nchocha na-atụ aro ka onye ọbụla tinye aka n'igba mbọ hụ na ndị Igbo laghachiri n'erimeri e ji mara ha n'oge gboo maka ahụike ndị Igbo niile.

Mkpolite

Omenala bụ ihe di okpu. Ọ bụ ụzọ ndị kwekọrịta ha ga-esi na-ebi ndụ ha. Agburu ọ bụla n'ala Naijiria nwere omenala e jiri mara ha. Ndị Igbo nwekwara omenala, nke erimeri ha so n'otu n'ime ha. A maara ndị Igbo di ka ndị na-arusi ọrụ ike nakwa ndị na-akotanwu ọrụ ugbo ike. Ndị Igbo nwere erimeri di iche iche ndi bu n'ubi ha ka ha si akoputa ha n'oge gboo. Ọ bụ nri ndi a ka ha na-eri wee ruo oge ndi ocha batara. A bja n'agburu niile e nwere n'ala Naijiria, a na-ahuta ndi Igbo di ka ndi nwere otutu erimeri n'oge gboo n'ihu oke mbọ ha na-agba mana oke nnabata omenala mba ndi ozọ eweterela omenala Igbo ezi mkpagbu na ndoghachi azu. Ọ bụ n'ihu oke nnabata a mere ndi Igbo jiri hapu nri e jiri mara ha ma makugide nri ndi ocha. Nri ndi Igbo so na mma ndi Igbo n'ihu na nri ha na-eme ka ahụ ha gbasie ike. Ọ bụ nke a mere e ji ahuta ndi Igbo di ka ndi gbasiri ike ma puo iche n'ebe agburu ndi ozọ. Obodo tufuru omenala ya etufula aha ya. Otu ndi Igbo si anabata erimeri ndi ocha taa na-egosi na ọ buru na e nweghi ihe e mere maka ya n'odinihu, omenala ndi Igbo tumadi erimeri ndi Igbo ga-abu ihe e chezo echezo.

Akwukwo nchocha a nwere ebe odee wuru ya ukwu iji mee ka ya bu nchocha buru oka ibe n'udi nke ya. N'ihu ya, a ga-asị na nchocha a bu nke gbadokariri ukwu n'iziputa ka erimeri ndi Igbo n'oge gboo na oge ugbu a si metuta ya n'onodu ahụike na obibi ndu ha. Ndị Igbo bu ndi a maara nke oma di ka ndi nwere otutu erimeri n'oge gboo mana ọ dizi ka a ga-asị na erimeri ndi a dara mmiri n'ihu na otutu amaghị maka nri ndi ahụ ma ya foduzie etu e si esi ha. Nke a bu ihe mwute diri ndi Igbo huru ihe gbasara omenala Igbo n'anya ma sorokwa n'ihe mere na otutu



ndị ntorobia na ndị igbo oge a anaghị ebite ndụ aka dị ka etu nnanna ha siri bi n'oge ochie ebe ọtụtụ na-arịa ọrịa n'ihie ihe ha ritere n'onyị. Ọ bụ nsogbu a kpalitere nwanchocha ime nchocha n'isiokwu a.

Ihe ọ bụla mmadụ na-eme kwesiri ka o nwee okere ọ na-emedebe ya n'ihie na ọ bụ naanị akidị bụ ihe amaghị oke mere ka ọ na-eko ebe ọ bụla masiri ya. Ọ bụ okere ahụ bụ nke ga-agbaziri onye ahụ ihe ndị ọ ga-emetụ aka na ndị ekwesighi ka o metụ aka. Ya mere, okere nchocha a gbadoro ụkwụ n'erimeri ndị Igbo n'oge gboo na n'oge ugbo a nakwazị etu o siri metụta ahụike na obibi ndụ ndị Igbo.

Ebumnobi nchocha a gụnyere:

- i) Imata ụfọdụ nri ndị Igbo riri n'oge gboo,
- ii) Imata nri ndị ntorobia na-eri n'oge ugbo a,
- iii) Imata etu erimeri ndị Igbo n'oge gboo na n'oge ugbo a si metụta ahụike na obibi ndụ ha,
- v) Ikọwapụta ụzọ a ga-esi laghachi azụ na nri ndị Igbo n'oge gboo.

Ọ dị ụfọdụ ajuju ndị nyeere nwanchocha aka iji zipụta ihe ndị ahụ o bu n'uche iji tūnye ụtụ na nchocha nakwa na mmụta.

Ajuju ndị ahụ gụnyere:

- i) Kedụ ụfọdụ nri ndị Igbo riri n'oge gboo?
- ii) Kedụ nri ndị ntorobia na-eri n'oge ugbo a?
- iii) Olee etu erimeri ndị Igbo n'oge gboo na n'oge ugbo a si metụta ahụike na obibi ndụ ndị Igbo?
- v) Kedụ ụzọ a ga-esi gbochie nsogbu ndị a?

Mmadụ ọbụla na-eme ihe niile ọ na-eme maka uru ọ ga-enweta n'ihie ahụ. E mere nchocha n'isiokwu a n'ihie uru a ga-erite na ya. Nchocha a ga-enye aka ka omenala Igbo tumadi nri ndị Igbo kwudosie ike. Nchocha a ga-abara onye ọ bụla uru n'ihie mkpa erimeri ndị Igbo bara. Ọ ga-abakwara ndị Igbo ọ bụla ọ kachasi ndị ntorobia choro jima ihe niile gbasara erimeri ndị Igbo n'oge gboo na n'oge ugbo a uru. Ọ ga-enye aka ka nri ndị Igbo ghara ịla. Nchocha a ga-enyere ndị nchocha ọzọ aka, ọ kachasi ndị na-eme nchocha n'isiokwu yitere nke a ihie ebe e deturu ihe n'isiokwu a edetu. Ọ ga-abụkwara ngwa nkuzi nye ndị nkuzi Igbo na ụmụakwụkwọ asụsụ Igbo na omenala Igbo na-amasi. Ọ ga-abara ndị Igbo niile uru ọ kacha ndị anaghị enwe mmasi n'iri nri ndị ahụ e ji mara ndị Igbo n'ihie na ọ ga-ekpughere ha na nri Igbo niile nwere ụzọ ha si akwalite ezi ahụike.

Ntulegharị ihe ndị e Deerela

N'ebe a ka e lebara anya n'ikọwa okwu ụfọdụ dị iche iche metụtara isiokwu a na-eme nchocha na ya. Ụfọdụ n'ime isiokwu ndị ahụ gụnyere: Omenala, ndị Igbo, asụsụ, ahụike na erimeri.

Omenala

Ọtụtụ nkọwa ka e nyegoro okwu a bụ omenala mana otu ihe gbara ọkpụrụkpụ nkọwa niile ahụ na-ekwu bụ na ọ bụ ụzọ ndụ otu agburu. Ndị ọkàmmuta dị iche iche enyela nkọwa dị iche iche gbasara omenala. Ụfọdụ n'ime ndị ọkàmmuta nyere nkọwa n'isiokwu a gụnyere:

Emenanjo (2004) mere ka o doo anya na omenala bụ naanị mmadụ nwee ya. Nke a pụtara na e nweghị ike isi na ụmụ anụmanụ nwe omenaala. Ọ dị mma ka a mata na ọ bụ asụsụ bụ isi sekpu ntị e ji ezipụta omenala. Asụsụ na



omenala bụ naanị mmadụ nwe ya. Linton (1945) kwuru na Omenala bụ etu ndị si eme ihe ha; etu ha si akpa agwa, nkwenye ha, njirimara ha nke ha nabatara ma na-ahafenyekwa ha site n' ọgbọ rue ọgbọ. Ebe a na-akọwa na omenala bụ etu agbụrụ ọ bụla si wee na-eme ihe n'agbụrụ ahụ. Ọ na-akọwakwa na ọ bụ njirimara ndị mere ha ji dị iche n'agbụrụ ndị ọzọ. N'aka nke ọzọ, Tylor (1972) na-akọwa omenala dị ka ihe mgbagwoju anya nke gụnyere ihe omuma, nkwenye, nkà, iwu, omume, omenala, na ikike na àgwà ndị ọzọ nke mmadụ nwetara dị ka onye òtù ọha.

Taylor (1970) n'echiche ya sịrị na Omenala bụ mgbakọta ọnụ nke ihe niile mmadụ mụtara dị ka, akaorụ, nka, nkwenye, na amamihe igwe mmadụ nwekorọ ọnụ nke ha na-ahafenyekwa n'aka ụmụ ha ka ọ wee si n'aka fere aka. Ọ na-akọwa na omenala bụ ihe ndị nnanna na-ahafenyekwa n'aka ụmụ ha, ụmụ ha ahafenyekwa n'aka ụmụ nke ha, ọ bụ otu a ka ọ si na-aga n'ihu. O nweghị ụzọ ọzọ a ga-esi mee nke a ma ọ bughị iji asụsụ were zi ya ụmụaka. Nke a ga-eme ka e lebanya anya n'ihe asụsụ putara.

Asụsụ

Ọtụtụ ndị mmadụ esila ụzọ dị iche iche kọwaa ihe bụ asụsụ, mana isi sekpu nti na nkọwa ndị a niile bụ na asụsụ bụ ụzọ mmadụ na ibe ya na-esi enwe mkparịtaụka n'etiti onwe ha. Ọ bụkwa ụda e mepụtara site na mmetụta njia kpo okwu dị iche iche nke nwere nghọta site na nkwekọrịta ọhanaeze nwere n' asụsụ ahụ.

Mmadụ dị ka Hannah Kilham n'afọ 1828 chọputara uru ọ bara iji asụsụ e ji mụọ nwata kuziere ya ihe. Strickland (1957), hụrụ asụsụ ka ukwu mkpọtụ na nghọta nke otu agbụrụ asụsụ nkwekọrịta. Dị ka ngwa mmekọrịta, o nweghị onye na-asị na asụsụ adighi ma ọ bụ na ọ baghi uru. Onye ọ bụla matara mkpa ọ dị.

Ngoesi (2004) dị ka a hụrụ ya n' Orji (2024) kọwara na asụsụ bụ, “iji mkpụrụokwu nwegasiri nghọta ndị e nwereike isụ asụ, dee edee maqbu guo aguo, mee ka a mata ebumnobi mmadụ”. Nke a gosiri na asụsụ ga-aburiri ihe nwere nghọta ma doo anya. Emenanjo (2004) kwuru na asụsụ bụ naanị mmadụ na-eji okwu ọnụ nwere mputara eziputa mbunuche ya. N'ihia nke a, ọ bụ naanị mmadụ nwee asụsụ. Ihe ode e na-akowa bụ na asụsụ na-emetukari osusu n'ihina a ga-esite n'ihe mmadụ kwuru, ghota onye ahụ, bụ ihe o bu n'uche nakwa onodu ya mana e dee asusu ede, a gaghị esicha na nke e dere ede matacha ihe ndi a n'ihina odee nwereike na-eche ihe ozo ebe o na-edede ihe ozo. Ozo bu na e nweghi ka a ga-esi kwuo maka asusu, mmadụ aghara ibata na ya n'ihina asusu bu mmadụ nwe ya. Ọ bụ nke a mere otutu jiri ekwu na asusu na mmadụ gbara akwukwo buruzia di na nwunye.

Ọ bụ nke a ka Ofoemata (2007:5) jiri si:

Ndị ọbụla nwere asụsụ e jiri mara ha. Ndị Igbo nwekwara asụsụ e jiri mara ha, ọ bụ asụsụ a ka onye ọbụla kporo onwe onye Igbo na-asụ. Asụsụ so n'omenala n'ihina ọ bụ site na asụsụ ka e si amata agbụrụ onye si. N'ihia nke a, asụsụ Igbo na-akowa agbụrụ Igbo. N'ala Igbo, e nwere otutu olundị mana ha niile ka a maara di ka asusu Igbo. Ọ bụ ya mere ndi Igbo ji ekwu si na, “Igbo na-asu n'olu n'olu mana ha kwaa ukwara, ọ bụrụ *ótù*”.

Na nkọwa Anozie (1999), ọ bụ asụsụ ka mmadụ ji eme otutu ihe ọ na-eme kwa ubochi. Ihe e ji asụsụ eme di otutu. Ọ bụ naanị mmadụ nwere asụsụ, ụmụ anumanu anaghi asu asusu n'ihia na ọ bughị ebumputa uwa.

Bamgbose (2003) hū tara asụsụ di ka ngwaorū e ji eweputa ndiiche n'obodo. N'uzo nkenke asusu bu ngwaorū e ji enwe mmekorita. Otutu n'ime anyi anaghi esonye n'ihe ndi a na-emegasi na gburugburu anyi n'ihe na anyi anaghi aghota asusu e ji eme ya.

Egbokare (2004) kwuru si na mmekorita asusu ọ bụla na ndi mgbasaozi na-adị ike nke ukwu n'ime ike asusu ahụ bawanye, mekwaa ka igwe mmadụ nwee ezigbo mmasi na ya, na-asu ya.



Obidiebube (2007) kwuru na e wepu asụsụ, ụwa anyị bi n'ime ya ga-abụ ihe efu. Ọ bụkwa asụsụ ka e ji enyefe omenala site n'aka fere aka. N'ihia ya, asụsụ fuo, omenala efuola kpamkpam. E wepu asụsụ, mmadụ agaghị na-ehekwa echiche n'ihia na ọ bụ asụsụ ka mmadụ ji eche echiche. Ndị ọ bụla nwere usoro ha si elegara ụwa anya, usoro nkwenye ha, usoro ha si akọwa ihe, tinyere ihe ndị ọzọ na-eziputa ihe ndị ahụ. Asụsụ fuo, ihe ndị ahụ aburula akukọ mgbe ochie. Tupu ndị ọcha ewere asụsụ Bekee bịa n'ala anyị, ndị Igbo bi n'ala ha na-asukwa asụsụ ha n'Igbo.

Nwadike (1992) kwadoro nke a site n'isi na asụsụ bụ njirimara onye, o du onye ije. O kwuru na onye asụsụ ya furu, na ya onwe ya efuola. Na nchikota, ọ bụ asụsụ ka a ga-eji akuziri ndị ntorobia oge ugbua omenala Igbo tumadụ n'ebe erimeri Igbo di. Ọ bụkwa site n' asụsụ ka omenala obodo si amụwanye site n'aka nne na nna banye n'aka umuaka.

Ndị Igbo

Ndị Igbo bụ ndị na-asụ otu n'ime asụsụ atọ kacha pụta ihe n'ala Naijiria ndị bụ Igbo, Awusa na Yoruba. Ha bụ ndị Chineke kesiri ike n'akpukpu ahụ ma burukwa ndị na-agba mbọ n'ihie niile. Umụ nwọke ha na-ada dimkpa ma na-agbasikwa ike ebe umu nwaanyi ha na-enwe ahụ ma na-amakwa mma ile anya. Ucha akpukpo ahụ ha na-abukari oji, e nwekwara ufodu ndi akpukpo ahụ ha na-acha ọcha. Ndị Igbo bụ otu n'ime agburu atọ putara ihe n'ala Naijiria. Ha bụ ndị e ji asụsụ Igbo wee mara. Okwu a bụ Igbo bụ okwu e nwere ike iziputa n'uzo atọ. Ha bụ:

- i) E ji ya akowaputa ebe obibi ha (*Igbo territory*)
- ii) E ji ya akowaputa ndi ahụ na-asu Igbo di ka asusu ha (*Igbo speakers*)
- iii) E jikwa ya eziputa asusu ahụ n'onwe ya (*Language itself*)

N'ihie gbasara mmalite ndi Igbo, o nweghi onye maara oge ma ọ bụ ebe ndi Igbo si malite. Otutu ndi okammuta n'Akioloji, Antropoloji na Histri emeela otutu nchocha di ichie ichie banyere ebe na etu ndi Igbo si malite mana o nweghi nke e kwekoritara na ya n'ihia na o nweghi onye kwenyere na nke ibe ya kwuru.

Ufodu n'ime ha bụ ndi gwuru ala n'ebe di ichie ichie di ka Igbo-ukwu na Okigwe ka ha wee choputa ihe ga-enyere ha aka ikowaputa mmalite ndi Igbo. Na nchoputa ha, a ghotara na ọ dilari anya ndi Igbo ji malite ndu n'elu uwa.

Otu okammuta bụ Michael Onwuejeogwu, okammuta na Soshiojiji na Antropoloji kowara na ndi Igbo malitere ndu ha mgbe otu nwoke a na-akpo Eri malitere ichikota otutu obodo didebere Osimiri Omabala. Ọ bụ n'oge ahụ ka ya na ndi otu ya choputara obodo ndi a: Aguleri, Umuleri, Igbariam, Amanuke, Nteje, Nando na Okuzu. Ọ buri site n'obodo ndi a ka ala Igbo si wee gbasaa.

Okammuta Adiele E. Afigbo (1981) kwuru na ndi Igbo malitere ndu ha n'ebe Osimiri Naija na Benue jikotara nke di na Lokoja. O mere ka a ghota na ọ bụ ebe ahụ ka ndi Igbo sikwa wee gbasaa.

Onye ọzọ kwuru ka ndi Igbo si malite bụ Olanda Equiano (1882), onye mere ka a ghota na ndi Igbo bụ otu n'ime agburu ndi Juu gahiere uto oge ha hapuru ala Ijpt na-eje ala nkwa. Ihe o jiri kwue nke a bụ na ọ sirị na uto ndu ndi Juu na nke ndi Igbo yitere onwe ha n'ebe di ichie ichie, o kwuru na ọ bụ etu ndi Igbo si eji ihe mere ha na ndu agu nwa ohuru aha ka ndi Juu si eme. Na ndi Igbo na-ebi nwa ugwu n'ubochi asato di ka ndi Juu si eme, Ndi Igbo nwere nkwenye n'otu Chineke nke kere ihe niile di ka ndi Juu kwenyere. Ha kwenyewara n'ichu aja di ichie ichie di ka ndi Juu. Mmemme alumaalu ha na nke ndi Juu yitekwara n'uto di ichie ichie.

Na nkowaputa nke a, ufodu ndi Igbo kwenyere na ya ebe ufodu ekwenyeghi n'ihia na ha sirị na omenala otu agburu na ibe ya nwere ike iyite onwe ha mana nke a agaghị eme ka a si na agburu ndi ahụ bụ otu. N'ihia nkowa



ndị a niile, e nwebeghi kpomkwem ebe ma ọ bụ etu a ga-asị na ọ bụ ka ndị Igbo si malite. Ka o sila dị, ndị Igbo bụ ndị e ji omenala na nkwenye dị iche iche mara. Ha bụkwa ndị ejighị omenala na nkwenye ha egwu egwu.

Ahụike

Ahụike nwere nkọwa dị iche iche, nke na ọtụtụ ndị ọkammụta ejirila maka ya kọwapụta ebumnuche dị iche iche.

Dị ka Obi (2012) siri kọwaa, ahụike bụ ụzọ mmadụ si elodo onwe ya, dị ka mmega ahụ mgbe niile na ụra zuru oke nakwa site n'ibelata ma ọ bụ zeere omume ma ọ bụ ọnọdụ adighị mma, dị ka ise igbo ma ọ bụ oke nrugide.

Onwuekwe (2017) nyere nkọwa na ahụike bụ ọnọdụ ihe zuru oke nke anụ ahụ, nke uche na nke ọha, ọ bughị naanị enweghị ọrịa ma ọ bụ adighị ike. Nke a pụtara na ọ bughị naanị mgbe mmadụ anọghị n'ọrịa ka a na-asị na mmadụ nwere ahụike. Mgbe akukụ ahụ mmadụ na-arụ ọrụ nke ọma, nke a bụkwa ahụike.

Dị ka Nnaegbo (2017) siri nyee nkọwa, ahụike nke mmadụ niile bụ ihe dị mkpa iji nweta udo na nchekwa ma dabere na nkwalite zuru oke nke ndị mmadụ n'otu n'otu na steeti. Mmezu steeti ọ bụla na nkwalite na nchekwa ahụike baara mmadụ niile uru. Mmepụ na ahaghị nhatanha na mba dị iche iche n'ikwalite ahụike na ịchịkwa ọrịa, karịsịa ọrịa na-eke efe, bụ ihe ize ndụ nkịtị.

Nzụlite ahụike nke nwatakiri bụ ihe dị mkpa; ike ibi n'otu n'otu na gburugburu ebe obibi na-agbanwe agbanwe dị mkpa maka mmepụ dị otú ahụ. Mgbakwunye na ndị mmadụ niile nke uru nke ahụike, nke uche na ihe omuma metụtara ya dị mkpa iji nweta ahụike zuru okè. Echiche omuma na imekọ ihe ọnụ n'akukụ ọha na eze bụ ihe kacha mkpa na nkwalite ahụike nke ndị mmadụ.

Gọmentị nwere ọrụ maka ahụike nke ndị mmadụ nke a ga-emezu naanị site n'inye usoro ahụike zuru oke na mmekọrịta mmadụ na ibe ya.

Otu mba ụwa okwu ahụike dị n'aka bụ otu "World Health Organisation (WHO)" kọwara ahụike dị ka ọnọdụ mmadụ jidị mma n'anụ ahụ. Talcott Parsons (1951) kọwara na ahụike bụ mgbe mmadụ gbasiri ike ma sonye n'ihe mmeghari ahụ na mmekọrịta mmadụ na ibe ya. Dahlgren and Whitehead (1991) kọwara na ihe na-eso akpalite ahụike bụ ụdị ndụ mmadụ na-ebi, ebe mmadụ huru onwe ya na ọnọdụ mmekọrịta mmadụ na ibe ya. Aaron Antonovsky (1979) kwuru na ahụike bụ ọnọdụ mgbe ọrịa anọghị n'ahụ, uche, ụbụrụ na gburugburu mmadụ.

Erimeri

Erimeri bụ ihe ọ bụla mmadụ na ụmụ anụmanụ na-eri iji dị ndụ. E nwere erimeri dị iche iche dị ka a ga-ahụ n'odinihu. Ndị Igbo bụ ndị na-agbasi mbọ ike n'ikọta ihe ha ga-eri. Ọ bụ nke a mere na a na-ahụta ndị Igbo dị ka ndị siri ezigbo ike.

Obibi Ndụ

Merriam-Webster (2017) kwuru na obibi ndụ bụ usoro nke ndụ nke mmadụ ma ọ bụ otu, gụnyere omume, àgwà, na ihe ndị ọzọ. Giddens, (2013) kwuru na obibi ndụ bụ usoro nke omume na omume ndị na-egosị otú mmadụ si emekọrịta na gburugburu ya. Ritzer (2015) dere na obibi ndụ bụ usoro nke ụdị ndụ nke na-emetụta omume, echiche, na omenala nke mmadụ. Bourdieu (1984) mere ka a amata na obibi ndụ bụ ihe na-egosipụta nhọrọ na omume nke otu nke na-enyere aka ikọwa njirimara nke otu ahụ. Nkọwa ndị a niile na-aruga aka n'otu ihe. Ya bụ na obibi ndụ bụ ụkpụrụ ndị si eme ihe ha na-eme.



Mgbanwe Oha

Mgbanwe oha bụ ihe e nwere ike ikpokwa nsogbu mmepe obodo. Mgbanwe oha a bụ nke malitali kemgbe afọ 1980 na 1990 site na mmepe otutu obodo okachasi na mba Afrika. Mgbanwe oha bụ nsogbu n'ihu na o bata, o na-ejide etu otu maobu obodo si eme ihe gbanwegharia ya n'udi ogbara ohuru nke na oge ufodu, udi mgbanwe a batara na ntala ahụ na-ejide ka ha si emebu ihe na mbu gbanwee ma mee ka ha tufuo ejirimara ha nakwa uzọ ndu ha di ka o di n'ala Igbo taa. Ya mere, otutu ndi kowara mgbanwe oha di ka Kingsly Davis kwuru na mgbanwe oha bu mgbanwe ndi ahụ na-abata n'otu nke na-emetuta ka ha si hiwe otu ahụ nakwa etu otu hụ si aru oru ya.

Ndi Soshooloji gakwara n'ihu na nkowa nke ha kwuo na ha na-ahuta mgbanwe oha di ka mmekorita mmadu na ibe ya nke nwere ike igbanwe omenala na gburugburu onye ahụ. Mgbanwe ndi ahụ nwere ike iweta nnukwu nsogbu na gburugburu onye ahụ maobu n'omenala onye ahụ n'ihu na o ga-eme ka onye di etu ahụ hapu uzọ ndu nke ya kpamkpam ma gbasoo usoro ohuru ahụ e webataara ya ma chefu na onye tufuru omenala ya etufuola ejirimara ya.

Atutu Nchocha

Atutu e jiri mee nchocha a bụ nke a kporo atutu mmekorita kerimeri (*THEORY OF SOCIOLOGY OF NUTRITION*) nke Jean Anthelme Brillat-Savarian choputara n'afọ 1755-1826. Atutu a na-akowa maka mmekorita di n'etiti erimeri nakwa ndi na-eri. Atutu a na-akowa na nri abughi naani iji dozie mmadu ahụ kama o bu otu ihe di oké mkpa n'iziputa omenaala ndi. Onye choputara atutu a na-akowa na ihe ndi na-eri nakwa etu ha si eri ya na-egosiputa obibi ndu ndi nakwa udi mmekorita ha na-enwe.

Mmetuta Atutu a n'Isiokwu Nchocha

Ebe a matarala na ihe atutu a na-ekwu maka ya bu imata mmekorita di n'etiti mmadu na ihe o na-eri, a matakwara na ihe mmadu na-eri na-eso eziputa etu onye ahụ si akpa agwa. N'ihu nke a, a ga-eji atutu a gosiputa erimeri ndi igbo di icha icha nakwa etu e si eri ha.

Ntuleghari Edemedede Nchoputa ga

E meela nchoputa ga banyere isiokwu yitere nke a mana o nweghi nke ruturu aka kpomkwem n'ihu isiokwu nchocha a na-ekwu. N'ihu nke a, nchoputa isiokwu nchocha a ga-enweta na nke ha agaghi abu otu. Nchocha ndi e merela metutara isiokwu a na-eke maka ya bu ndi rutugasiri aka n'ihu ndi di icha icha.

Obiako (2019) dere ihe n'omenala ndi Igbo n'ebe o metutara iha mmiri n'obodo Isuofia. Di ka nchocha ya siri di, o sitere na ya nwee ebumnobi ichoputa ka iha mmiri di n'obodo Isuofia n'oge gboo na n'oge ugbo a. Na nchoputa ya, o mere ka onye o bua mara na usoro iha mmiri n'obodo Isuofia abughi ka o di n'oge gboo ka o di ugbo a n'ihu na ufodu na-eji ya emegide ibe ha ugbo a. Isiokwu Obiako na-ekwu maka oge gboo na oge gboo, na-ekwukwa ihe metutara omenala ndi. Na nchikota, odee a niile nwere otu ihe jikoro akwukwo ndi a ha dere, ihe ahụ bu na odee ndi a ziputara omenala Igbo na ka o siri gbaa gburugburu. A bia na ndiche, o bughi otu echiche odee nke a na-eke n'akwukwo ya ka odee ndi ozo na-eke, ha niile gosiputara echiche nke aka ha. Etu a ka o di n'edemedede nchocha a, nwanchocha gosiputara nka ya n'ihu gbasara mmetuta erimeri ndi Igbo n'oge gboo na n'oge ugbo a. Orji (2023) dere na Ngwaa metutara osisi na oriri: Atutu Amumamu Ncheke. O kowara na e nwere uzọ di icha icha ndi Igbo si eri erimeri ha. Iji maa atutu ndi Igbo na-elo akpu elo, ha na-aracha ofe aracha. Ndi Igbo na-ahu mmanya ahụ wdg. Nchocha Orji bara uru na nchocha a n'ihu na ha abuo gbadochara ukwu n'erimeri n'agbanyeghi na o bughi otu ihe ka ha na-ekwu.

Nchikota Ntuleghari Agumagu

Edemedede nchocha a gbadoro ukwu n'erimeri ndi Igbo di ka o si wee metuta ahuike, asusu na obibi ndu ndi Igbo. Nchocha a gbara mgborogwu ya n'omenala Igbo nke asusu na erimeri so n'uzo nziputa ya. Nke a bu ezie n'ihu na ihe a kporo omenala bu ihe zuru agburu onu ma o bu ihe obodo kwetara na ha ga na-eme ma na-ekebe iwu ya.



N'ime nke a, a kowara etu ndi Igbo siri eri erimeri ha n'oge gboo, lebaa anya n'asusu na ahuike iji mejuputa ebumnobi isiokwu nchocha a. E lebakwara nchocha na ihe ederede ndi ozo derela di ka o si metuta isiokwu a. A kowara ufodu okpurukpu okwu mejuputara isiokwu nchocha a maka nghota isiokwu a n'uzo di mfe.

Ntucha Nchoputa

Nri ndi Nnanna anyi ha Riri n'Oge Gboo

Ufodu nri ndi Igbo riri n'oge ochie gunyere:

i) Akpu

Akpu bu nri ndi igbo huru n'anya nke ukwu. O na-enye ike. A na-eji ofe di iche iche di ka ofe onugbu, oha, egusi, ogbono eri ya. Otutu ndi igbo huru iri akpu n'anya nke ukwu. Nke a kpatara na ebe obula a na-eme mmemme, a na-esi akpu nakwa ofe di iche iche.

Usoro e si esi akpu:-

Nke mbu a na-agbaso n'isi akpu bu na a na-abuta akpu n'ugbo, bacha ya ma banye ya na mmiri. O ga-adị na mmiri abali ato. Nke a bu ka o wee ruo nke oma. Mgbe o ruru, a yoo ya ma tinye ya n'akpa ka mmiri gupuchaa na ya. Mgbe a choro isi ya, a gwoo ya n'ikwe ma tinye ya na mmiri oku e sinyere n'oku na-asu asu. A na-esi ya ugboro abuo tupu o di mma oriri. Nke a putara na a na-esi ya nke mbu, o dia nkeji ise, a guputa ya ma suo ya. A ga-akpukwa ya obere obere ma sinyeghari ya n'oku nke ugboro abuo. O dia ihe di ka nkeji iri, a guputa ya, suo ya ozo maka iri ya.

ii) Ji:

Nkwa ji na usoro e si esi ya : ji bu otu n'ime nri ndi Igbo ejighi egwuri egwu. O bu nri zuru Igbo onu. Ndi Igbo na-akpo ya mba ji. E nwere uzo di iche iche e si esi ji. Nke mbu, e nwere ike ihu ya n'oku ma were mmanu na ukppaka, nnu, ogiri na ose were rie ya. Nke abuo bu na e nwere ike iji akwukwo nri di ka ugu maobu "GRIIN" were gwoo ya agwo. E nwere ike isi ya ji awia, nke a putara ibecha ya, gbanye ya mmiri ma tinye nnu, ose, mmanu, magi na "KARAFISH" were sinyezie ya n'oku. Uzo ozo bu na e nwere ike iji ya suo nri ji ma were ofe loo ya di ka akpu.

iii) Ero

Oge gboo, ufodu na-eji ero emere anu, mana ugbua, otutu na-eji ya emere ihe e ji ataghari onu n'ime ofe n'agbanyeghi na anu ga-adikwa n'ofe ahụ. Ero na-atọ uto n'ofe mana o bughị ha niile di mma itinye n'onu, nke a mere na onye amaghị anya ero ekwesighi ikpata ero n'ohia.

iv) Ede

N'oge ochie, ufodu ndi mmadu ji akwukwo ede mere akwukwo nri ha ji agwo ji. N'aka nke ozo, mkpuru ede n'onwe ya bu ihe a na-eji eme uri nke na-eme ka ofe roo aro, ebe a na-eri ufodu n'ime ya eri. Ugbua, a na-esi ede esi rie ya etu e si eri ji. A na-esi ede agworo agwo, ufodu ndi na-eghe ya eghe na-ata ya ka ihe ntaghari onu a kpoto 'cocoyam chips' n'olu Bekee. A na-ejikwa ede asu utara akpu. E jikwa isi ede agwo ede opoto. E nwere udi di iche iche di ka ede ulii na ede koko, a na e ji ede ulii esi ofe. A na-esi ede koko rie ya di ka ji. N'oge gboo, a na-amachu ede amachu.

v) Akwukwo Nri : Ndi Igbo bu ndi a maara di ka ndi na-erite akwukwo nri nke oma n'oge gboo mana ugbu a, o dighizi etu ahụ. Akwukwo nri di iche iche ndi Igbo na-eri n'oge ahụ gunyere: ugu, griin, uziza, utazi, ora, uturukpa, onugbo, wdg.



vi) Osikapa : Nke a bụ otu n'ime nri ndị Igbo n'oge gboo, a na-eji karafish, okpeghe, mmanụ nri, azụ, nnu na akwukwọ nri esi ya n'oge gboo mana ugbua, ihe a na-akwakonye na ya na-eme na a maghị ebe ihe na-egbu ndị Igbo si.

vii) Anụ :

Anụ ndị Igbo na-erikarị n'oge gboo bụ anụ ọhịa dị ka, nchi, ewite, ọsa, usụ. Anụ ọkụkọ na ewu sokwa n'anụ a na-ata n'oge gboo mana ugbua, ọ bụzi anụ ndị Bekee kpọrọ "*Frozen meat*" ka onye ọbụla chiri aka wunye.

vii) Anyụ:

Ọ bụ akwukwọ ugbugurū na-amị anyụ. Isi ya na- ebutu ibu ma nwekwaa ndị pere mpe. Anyụ bụ otu n'ime ihe ndị Bekee kpọrọ "*VEGETABLE*". Ọ na-enye ihè n'ahụ. E nwere ike ịji ya sie ji, ya bụ a na-eji ya agwọ ji. A na-ejikwa anyụ ete ofe. Oge ugbua, ndị agbata ọhụrụ, ndị a mụrụ n'oge ugbua amaghizi ihe anyụ bụ.

viii) Ọna: Nke a bụ otu n'ime nri ndị nna nna anyị riri n'oge gboo. Ọna bụ nri na-atọ ụtọ. A na-esite ya aka tupu o ghee nke ọma. E nwere ọna na-acha uhie uhie ma nwee nke na-acha ọcha. A na-etinye ọna n'ite, gbanye ya mmiri ma sie ya. Mgbe o ghere, a ga-ejinwu mmanụ nri na nnu e tinyere ogiri na ụkpaka were rie ya. Ugbua, ndị na-etolite eto amaghị ihe ọna bụ ma ya fozie ima etu e si esi ya.

ix) Ụkpaka : Nke a bụ otu n'ime nri ndị Igbo na-eri. Ọ na-enye ọbara ma na-enyekwa aka ịgbasi ahụ mmadụ ike. E ji ụkpaka eme ihe dị iche iche dịka ịgwọ abacha. E ji ya eri ji. E nwere ike ịgwọ ya agwọ, mgbe a gworo ya agwọ a kpọọ ya ụgba.

X) Ụkwa :

Nke a bụ otu n'ime nri ndị Igbo. Igbo ejighi ya egwu egwu n'oge gboo. Ọ bụ mgbe ụkwa ruru oge ọ ji kaa aka ka ọ ji ada. Ọ daa, a na-ahapụ ya ka o[ree ere nke ọma. E buruzie ya machaa ya ma sachapụ ya ka ọ dị ọcha. E nwere ụzọ dị iche iche e nwere ike isi wee kwadoo ụkwa. E nwere ike ite ya ete. A na-eghekwa ya eghe. A na-esi ya etu e si esi agwa. Mgbe e tere ukwa ete, a na-etinye ma onugbu na ngwụ na ya.

xi) Akịdị:

Nke a bụ otu n'ime nri ndị Igbo na-eri n'oge gboo. A kọọ mkpuru akịdị n'ugbo a na- etinye ya osisi toro ogologo ịji gbazie uto ya. Mgbe akịdị kara aka, a na-aghota ya. A na-agwọ akịdị agwọ. Oge a na-agwọ akịdị a na-etinye nnu, mmanụ, ogiri, ụkpaka. Ụfọdụ na-eji ji maobu jioko agwọ ya.

xii) Ọkpa:

Nke a na-adị na mkpuru na mkpuru. A na-ebu ụzọ kwọ mkpuru ọkpa akwọ tupu e tinye ya ose, nnu na mmanụ. A na-eji akwukwọ jioko ekechi ọkpa tupu e sinya ya n'okụ.

Mgbanwe ndị ọzọ ndị Ọcha Wetara n'Ala Igbo

Ọtụtụ omenala na ụzọ e si eme ihe gbanwere kpam kpam ebe a hazighariri ụfọdụ ka ha si dị ndị ọcha mma n'oge ahụ. Igbo mụtakarwanu ọtụtụ ihe n'aka ndị ọcha, ụfọdụ di mma mana ụfọdụ mere ndị Igbo etufuo nke ha. Ihe ndị ọzọ gbanwere gunyere:

Etu ndị Igbo si esi nri mgbe ndị ọcha biara. Igbo nwere ihe ndị na-eme ka nri tọọ ụtọ ha ji esi nri ha di ka ogiri, okpeghe, mkpuru ụzịza, ehụ na efuru mana ka ndị ọcha biachara, onye ọbụla chiri aka tinye na nke ndị Bekee kpọrọ "*spices*" bụ nke na-eme ka nri tọọ oke riri. Ndị Igbo na-ejibu ite a kpuru akpu a na-akpo oku esi nri mana ugbua, ọtụtụ amaghị ihe oku maobu ite a kpuru akpu bụ. Ụfọdụ nri ndị ntorobia oge ugbo a na-eri gunyere: "*saladi, shawama, ndomi, piza nakwa ndị ọzọ*".



Etu Erimeri ndi Igbo n'Oge Gboo na n'Oge si Metuta Asusu, Ahuike na Obibi Ndu ha

Ndi Igbo bu ndi ejighi nri ha na-eri egwuri egwu n'oge gboo, ha na-agba mbọ hụ na ha riri ezigbo nri. A bịa n'etu erimeri ndi Igbo si metuta onodu ahuike ha, a choputara na uzọ ndi Igbo si esi nri n'oge gboo anaghi aria ha ahụ n'ihu na nri o bula ha siriri, ha ga-etinye ya otutu akwukwo nri. Akwukwo nri a na-enye aka idozi ahụ ha ma nye ha obara, na mgbe gboo, o riaria ahụ tupu a hụ onye Igbo o bula ka o na-aria ahụ n'ihu na okpukpu ha kpọrọ akpọ. Ha amaghi ihe ndi a ndi ogbara ohuru a na-etinye na nri ha, naani ihe ha maara bu ogiri, uziza, efuru, akwukwo nri, unele nakwa ihe ndi ozo di n'oge gboo na-eme ka nri na-atọ uto.

N'ihe gbasara asusu ha, a choputara na nri niile ndi Igbo riri n'oge gboo nwechara aha Igbo a na-akpo ha mana ndi ugbo a enweghi aha Igbo. Di ka “indomi”, “spageti”, “shawama”, “meatpile”, “hot dog”, wdg. N'oge gboo, e nwere ihe di iche iche ndi igbo na-akpo nri di iche iche nakwa usoro di iche iche ha si esi nri ha di ka Orji (2023) siri kowaa. Iji maa atụ, a na-ete ofe ete, a na-agwo abacha agwo, a na-asu akpu asu ma na-agba ncha agba mana ugbo a kedu usoro a ga-akpo e si eme shawama, hotu dog na ndi otu ya? Otutu nri ndi Igbo adaala mmiri.

N'oge gboo, ndi Igbo bu azu mkpo, okuko, ewu, anu ohia di ka nchi, osa, eyi, ejune ka ha ji esi ofe maobu nri obula ha na-esi. N'ihu na ndi Igbo bu ndi na-akpa anu ulo, ha na-azu ewu na okuko, nke a mere na onye choo iji nke obula sie nri, o gbuo ya ozugbo ma rie ya mgbe o ga-enye ya ihe n'ahu mana ugbo, tekunuzu wetara nke ndi Bekee kporo “Frozen food”. O nweghi ndi na-achoziri iri okuko e gburu ozugbo kama onye obula chiriri aka wunye n'anụ nke e chekwara echekwa.

N'oge gboo, onye Igbo si ugbo lota, ga-ewere ji waa ma sanye ya n'oku, mgbe o ghere, o ga-eji mmanu nri, ogiri, nnu na ukpaka rie ya mana ugbo, onye agu guru, o were indomi sanye n'oku ma gaa gote otu ololo mmara otobiribiri juru oyi ma che na o bu ezigbo ndu ka o na-ebi n'amaghi na nke a abughi ezigbo nri.

N'oge ugbo a, onye obula chiriri aka wunye n'ihe oghighe di ka: bonsu “buns”, keeki “cake”, kpofu kpofu “puff puff”, chin chin “chin chin”. Mgbe elu bu ala osa, ndi Igbo ga-eme akamu ma ghee akara, were ya n'uo akamu mana ugbo a, a na-ahuta akamu di ka nri umuaka. A naghi ahụ ka ndi nne ka na-eghe akara. Nke a mere na ndi na-etolite etolite amaghi etu e si eghe akara maobu sie moi moi. Kedu maka ofe nsala? Mmadu ole n'ime ndi agboghọ taa ga-esinwu ofe nsala? Nke a bu ihe igba anya mmiri na otutu umu nwaanyi n'oge a amaghi esi nri ufodu di ka ofe okwuru, ofe onugbu, ofe nsala, ofe ogbono, ofe egwusi wdg.

Uzo a ga-Esi Gbochie Nsogbu ndi a ndi Ocha Wetara

a) Uzọ mbu e nwere ike isi hụ na e gbochiri nsogbu ndi a bu na ndi nne na nna, ndi agbataobi, ndi ntorobia igba mbọ hụ na ha kuziri umu ha erimeri ndi Igbo site n'idi na-esiri ha nri Igbo oge ha ka bu nwata, nke a bu iji mee ka ha nwee mmasi idi na-eri erimeri ndi Igbo ha di ka agburu ndi ozo si nwee mmasi ime nke ha.

b) Ndi nkuzi Igbo ga-enyekwa aka ikowatu ufodu uru di n'iri erimeri Igbo, iji nyere umuakwukwo aka ihu ya di ka ezigbo nri na-edozi ahụ mmadu.

ch) Goomenti n'akuku ala Igbo ga-eweputa ebe a na-amu uzọ di iiche iche e si esi nri ndi ilgbo di iche iche.

d) Ozo, ndi nne kwesikwara ikuziri umu ha, o kachasi ndi nwaanyi ihe niile gbasara isi nri ndi Igbo. Mpaghara ala Igbo o bula nwere udi nri e ji mara ha na etu ha si akwado erimeri ha. Onye o bula kwesiri imuta nke ha.

e) Ndi ntorobia kwesikwara ima ihe di iche iche ihe o bula ha riri na-enye na-ahu. Nke a ga-enye aka ka ha mara ihe ndi ha kwesiri iri ma o bu ha kwesighi iri.

Na nchikota, ndi ntorobia kwesiri idi na-alaru n'obodo nna ha iji mata omenala ndi be ha. Ozo di ka ibe ya bu na ndi nne na nna kwesiri ihu na umu ha lara ulo, o kachasi oge ekeresimesi ma o bu iri ji ohuru.



Nchịkọta na Mmechi

Nchọcha a gbaliri lebaa anya n'erimeri ndi Igbo n'oge gboo na n'oge ugbua. Nchọcha a nyere aka detuo nri di iche iche e jiri mara ndi Igbo n'oge gboo nakwazi etu e si esi ha. Nke a bu iji mee ka ndi ogbara oheru a mata ha n'otu n'otu. O di mkpa ka ndi na-eto eto mata mkpa o di ilaghachi n'usoro ndi Igbo si eri erimeri ha n'oge gboo maka ahuike na ogologo ndu ndi Igbo.

Nke a mere nwa nchọcha ji atụ aro ka ndi nne nna nyere umu ha aka n'ikuziri ha nri na usoro ndi Igbo si esi nri ndi a.

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ANALYSIS OF GRAMMATICALISED COMPOUND MARKERS IN IGBO

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Abstract

The study of grammaticalisation has received attention of scholars across languages but few works have been done in this area of study in the Igbo language. To assist in bridging this gap among other things, this paper examines grammaticalisation of selected compound markers in the Igbo language. Specifically, the paper analysed grammaticalisation processes by which some Igbo lexical verbs grammaticalise as compound markers in v1-v2 structure. Data for the study were sourced from both primary and secondary sources. The theoretical principles of Hopper and Traugott together with Heine and Narrog were adopted as framework for analysis of data. The findings from data analysed show that some Igbo lexical verbs actually grammaticalise as compound markers in v1-v2 structures.

Introduction

Language change is a historical linguistic concept which has come to receive acceptance in the contemporary linguistic studies. The changing nature of language accounts for new forms which over time come to become part of an existing lexicon and other grammatical units of a given language. The changes which occur in different languages are by-products of language use in relation to time and events. This can be achieved through expansion or reduction processes also known as inclusion or exclusion processes of language change. Changes in ideas, world views and philosophies can lead to a shift or modification of lexical or grammatical units which results in either lexicalisation or grammaticalisation.

Grammaticalisation is one of the linguistic concepts which studies processes by which new forms are generated in languages. Having received the attention of many scholars cross linguistically in contemporary times, grammaticalisation has been defined in different ways by different scholars. Prominent among the earliest definitions of grammaticalisation is Kurylowicz (1965:69:) who defines grammaticalisation “as consisting in the increase of range of morpheme advancing from a lexical to a grammatical, or from a less grammatical to a more grammatical status”. He cites an example of grammaticalisation changes from derivative forms to inflectional forms. Givon (1971) sees grammaticalisation in its broadest sense as ‘a process by which grammar is created’. It is a process which seeks to unravel how grammatical units and constructions are generated from existing lexical items or grammatical units. Despite diverging views and approaches to the study of grammaticalisation, both the diachronic and synchronic approaches believe that grammaticalisation is a linguistic process of language change. In the process of grammaticalisation, already existing lexical items or other linguistic constructions which played certain grammatical functions in a given context may have to assume new grammatical roles. These roles may or may not be similar to the initial role which they played before the commencement of grammaticalisation. When grammaticalisation occurs, lexical or content words with referential meanings assume function roles, that is, forms which are defined by their roles; forms whose meanings are predicated on them by their grammatical contexts.



The word grammaticalisation was first used by Antoine Meillet in (1912). Meillet approached the study of grammaticalisation basically from the perspective of identifying language processes which result in creation of new categories and system changes. Grammaticalisation has been identified as a framework that is, a tool for linguistic analysis and also, a linguistic concept, that is, a concept which grammaticalisation principles, (framework) seeks to address. The principles of grammaticalisation include: layering, specialisation, divergence, persistence, host class expansion, phonetic erosion or attrition, semantic bleaching also known as desemanticisation and decategorisation. The study of grammaticalisation and what should constitute its processes has generated a lot of arguments in linguistic studies and this, has led to increased research in this area of study. However, only few aspect of grammaticalisation has been investigated by some Igbo scholars hence, the need for this present work.

The study of grammaticalisation in the Igbo language has received attention of very few scholars when compared to other languages hence, the need for this study. The works of Emenanjo (1978), Uchechukwu, (2008), Mbah (2020), Afuecheta and Ajoku, (2023), among others attest to the existence of grammaticalisation in the Igbo language. Igbo is a multidialectal, tone language spoken in the eastern part of Nigeria. The variations in different dialects of Igbo sometimes impede mutual intelligibility. However, such differences are checked by making use of the standard variety. The Igbo speaking states are: Abia, Anambra, Enugu, Imo, Ebonyi and part of Delta. Igbo refers to both the speakers of the language and the language itself. It belongs to Benue-Congo group of dialects. The work therefore attempts to bridge the existing gap in the existing literature by examining grammaticalisation of compound markers in Igbo. This study aims at analysing grammaticalisation processes by which lexical verbs grammaticalise as compound markers in v1-v2 structure in the Igbo language. The study adopts a qualitative bibliographic research design. Data for the study were sourced from both primary and secondary through critical reading and review of related literature on the subject. Information was also generated through researcher's introspection as a native speaker of the language. The study adopts the theoretical principles of Hopper and Traugott 2003 in conjunction with that of Heine and Narrog (2010) as framework for analysis of data. The two principles combined would to a large extent capture other principles by other scholars.

Literature Review

Conceptual Clarifications

For purpose of clarity, some of the grammaticalisation concepts that are analysed in this article are explained in this section of the study.

Grammaticalisation

Hopper (1991) posits that grammaticalisation is a process by which lexical items and other linguistic constructions come into certain linguistic contexts to serve particular grammatical functions and once grammaticalised, continue to develop more grammatical functions. Hopper identifies five principles of grammaticalisation as layering, divergence, specialisation, persistence, and decategorisation.

(a)Layering

Layering involves generating new meanings of grammatical elements from already existing meanings. The new meanings may be more abstract than the existing ones and may with time completely replace the existing ones. When this happens, both meanings may have to exist simultaneously for a period of time. Hopper (1991) notes that the principle of layering refers to the fact



that very often, more than one procedure is available in a language to serve similar or even identical functions. Layering results in overlapping in words, which allows a gradual development of increasingly generic meaning. The new layers added to the existing words may or may not be discarded; rather, it expands the functional domain of the existing ones. This suggests that different changes in the syntactic behaviour have a way of affecting semantic modifications.

(b) Divergence

Divergence, also known as split, deals with the extent to which a given sign deviates from other members of the group. Hopper and Traugott (2003) posit that when a lexical form undergoes grammaticalisation to either a clitic or an affix, for instance, the initial lexical form may still maintain its status as an autonomous unit and still undergo the same changes as an ordinary lexical item. Divergence results in pairs or multiples of forms which have common origin but different functions.

(c) Persistence

Persistence refers to the grammaticalisation principle, which stipulates that grammaticalised elements may not completely lose their original meaning after undergoing the process of grammaticalisation. In this case, traces/shadow of the original lexical meanings of the grammaticalising elements will still be present after undergoing grammaticalisation. An example of persistence grammaticalisation of English future marker from movement verb, 'to go' by Bybee (2003), the progressive form, 'to go', which formerly exhibited only spatial (body) directional use, after a period of time, grammaticalised to what Bybee refers to "unambiguous future with no meaning of intention of movement implied.

Sent 1

(a) Let us go (release).

(b) Let's go to the circus tonight (involving urging or encouraging). This involves a case of layering and boundedness.

(c) Let's eat our liver now, Betty.

In the 'let's construction' above, there is a case of divergence because the pronominal element 'us' shifted to become part of a verbal category 'Let'. The initial form of 'us', which is first person plural is retained till date as an autonomous form alongside the grammaticalised form which is a clitic, 'let's'.

Hopper (1991) observes that the principle of persistence relates to both the meaning and function of grammatical form to its history as a lexical morpheme. However, such relationship may not be evident as the level of morphology but usually results in polysemous words, that is, words with same morphological and phonetic component with different semantic interpretations seen in the examples above. Usually, one or more of the polysemous words will still reflect a dominant earlier meaning. He identifies the development of object markers 'accusative cases' out of former serialised verbs like 'take' as a good example of persistence in the West African languages. He cites an example from Lord's (1982:286-288) study on the grammaticalisation of object markers (accusative case marker) out of serialised verbs in Ga, a Benue Congo language. See examples below:

Sent 2.

(a) E kɛ wolo^mme- si.

She objbook lay-down

She laid the book down.

In example above, kɛ, which was originally a verb, meaning 'take' functions as an accusative marker. Hopper argues that this case of dual function of 'kɛ' as a full verb and a case marker is an instance of full verbs grammaticalising as case marker.



(d) Specialisation

This refers to the process of reducing features which determine the grammaticalisation of a linguistic construction to only the necessary ones, that is, the obligatory features. This is closely related to Lehmann's paradigmatic variability. According to Hopper (1991), specialisation refers "to the narrowing of choices that characterise an emergent grammatical construction". He observes that the principle of specialisation corresponds to Lehmann's obligatorification, the loss of choice, which occurs when a form is fully grammaticalised. Hopper cites the following example of specialisation of negation in modern French.

Sent 3

(a) Il ne boit pas de vin

He doesn't drink wine'

He observes that in the ordinary negative clause, the verb is straddled by two negators 'ne', which precedes the verb, and 'pas' following it. He identifies 'pas' as the general negative participle as in 'pas beaucoup' meaning 'not much' and 'ne' as the original negator. Nouns like 'pas' which means, 'step pace' could enforce the negation. Such reinforcing nouns were formerly tailored to the nature of the verb; hence, motion verbs could be reinforced with 'pas'. Other examples cited are verb of giving and eating 'mie' 'crumb' as in sentences below:

(b) He didn't eat crumb;

(c) He didn't give me crumb.

He observes that by 16th century, only 'pas', step/pace, 'mie', crumb, goutte drop, 'point'- drop or point were still used with negative force with 'pas' and 'point' as most prominent. In modern French, only two, 'pas' and 'point' retain the function of negator.

(e) Decategorisation

Decategorisation refers to a shift in the membership of a given category of parts of speech. Heine and Narrog (2010) observe that decategorisation leads to loss of morphosyntactic properties of lexical or other less grammaticalised forms, which result in a number of possible changes. These changes include: loss of inflectional ability, loss of the ability to take on derivational morphology, loss of ability to take modifiers, loss of autonomy, which leads to increased dependence on other constituents. Decategorisation also leads to loss of syntactic freedom such as constrained movements; loss of anaphoric reference and loss of paradigmatic relationship. When degrammaticalisation occurs, the grammaticalised elements change from open class, also referred to as lexical items, to closed or grammatical form.

Norde (2020) states that grammaticalisation is a gradual process by which a lexical item changes to become a grammatical item; a composite change that affects every aspect of language. Himmelmann (2004) identifies host-class expansion, syntactic context expansion, semantic-pragmatic context expansion as major principles of grammaticalisation. **Syntactic context expansion** refers to a process, which allows structural expansion of grammaticalising elements. For instance, the use of articles in the English language expands from core argument position to peripheral argument position. **Semantic-pragmatic context expansion** permits articles to expand during grammaticalisation from deictic reference to associative anaphoric use. Cuyckens (2018) notes that in Himmelmann's expansion criterion, the expansion is not a product of the individual linguistic element associated with a given expansion but the entire structure. Cousse (2016) observes that the grammaticalisation shift proposed by Himmelmann (2004) is in line with Lehmann's paradigmatic parameter of grammaticalisation. The strength of Himmelmann's approach is that it can be used to account for the paradigmatic features of Lehman while its major weakness is that, it is limited in its scope of operation because it cannot account for other parameters of Lehmann. Moreover, loss of paradigmatic variability cannot be captured either as a



paradigm or discourse marker.

Uchechukwu (2008) studied the grammaticalisation of prepositional markers in Igbo: the example of the verb root “nye” (give). The study aimed at showing that the Igbo language uses different structures to express prepositional meanings. The researcher argued that the structures designated as prepositional markers in the study arise from grammaticalisation and category change of the second verb in a compound verb structure from a verb₁+ verb₂ to a verb + suffix construction. He analysed the semantic and tonal changes involved in the Igbo verb₂+ verb₂ .verb + suffix grammaticalisation path using the verb “nye” (give). He cites examples with the combination of the simple verb ‘-kụ’ hit, with ‘-da’ fall kụda (hit, fall----- hit/knock down) and búr carry with -bà enter, (buba) See examples below:

Sent, 4

(a) Óbì kúr-dàrà òròma.

Obi hit- fall-rv (PAST) Orange.

Obi knocked down an orange.

Using Lehmann’s parameters of grammaticalisation, Uchechukwu analyses the spatial aspects of prepositional markers, that is, structures formed with “nye” The verb ‘nye’ was identified to involve the spatio-temporal domain, the control domain, the force dynamic domain and the domain of human interest. Findings from the study shows that at both syntagmatic and paradigmatic levels, there is a loss in the weight and variability of the structure ‘nye’ but a gain in cohesion. In the second component of a compound verb formation, “nye” loses in paradigmatic integrity and structural scope and can no longer function as a full verb in this context rather it becomes obligatory in the identified v₂ context. Its structural scope narrows to a VP instead of its clausal structural scope as a main verb. There was formal and semantic integration of ‘nye’ within a group of prepositional markers whose syntagmatic quality is bound to the identified V₂ context for the expression of prepositional meanings. Based on the result of findings, the researcher postulates that the recognition of this group of prepositional markers in Igbo can be used to address the issue of the category shift connected with such structures. The sentences below are drawn from Mmadike’s work:

Sent 5

(a) Gbà- **nyá** mílì n’itè.

Pour in water in pot.

Pour in some water into the pot.

(b) Ọ gbà-nyà- mìlì n’ite.

He pour –in- IV (past) water in pot.

He poured in some water into the pot.

(c) Èméká kụ-nyèlu Ijeoma ofe.

Emeka scoop-give-IVpast Ijeoma soup.

Emeka dished out soup for Ijeoma.

The contrasting pairs in sentences (a), (b) and (c) are ‘nya’ and ‘nye’. He observes that verbs with spatio-temporal meanings have the tendency to develop into prepositional markers through the persistence of their spatial meaning in a V₂ position.

Mmadike (2015) studies Igbo verbs of speaking with the aim of analysing their grammatical features. He provides an explanatory account of grammatical features of verbs of speaking in Igbo and discussed the unique features of the verb ‘sị’. He analysed the grammaticalisation process by which the complementiser ‘sị’ is derived from the verb sị ‘say’. He cites the following examples:



Sent 6

- (a) Ude si m ga-abia eleta unu.
Ude say 1sg Fut-come visit 2pl
Ude said: "I will pay you a visit."
(b) Ude kwuru si m ga- abia eleta unu'.
Ude speak- pstsay 1sg Fut-come visit 2pl.
Ude said: 'I will pay you a visit.'
(c) Roza ma si ukwu bu egō.
Roza know COMP waist be money.
Roza knows that the waist is used in making money.

The findings from the sentences analysed show that verbs of speaking exhibit the same features as other Igbo verbs in terms of morphological structure but semantically, conveys idea of communication and co-occurs with NPs designated as 'sayer'. He observes that in terms of grammaticalisation pathway, the quotative verb 'si' functions as the main verb with the direct speech in the complement clause which means that the lexical verb 'si' grammaticalised as complementiser in the indirect construction where it functions as a functional head of the complement clause.

In the work, Mmadike (2016) entitled, 'A case for preposition in Igbo'. the researcher establishes the fact that in addition to 'na', Igbo makes use of other compound words like tupu, (before), maka (for), banyere, (about, against), and gbasara, (about) to express prepositional notions. This view is contrary to the earlier and widely accepted view which holds that 'na' is the only preposition in Igbo. He argues that Igbo makes use of extensional suffixes, complex verbs and verb serialisation as means of supplementing the number of prepositions in Igbo. He cites these sentences which he analysed using the theoretical principles of Principles and Parameters. **The use of kọ associative and rV(applicative).**

Sent 7.

- (ai) Ha bi-konụ.
3 PL live -with together.
They live in one place together.

(b) The use of complex verbs rí-ba, (crawl-enter), ga-fe go- pass/cross.

- (bi) Agwọ ga- ariba ebe a.
Snake fit-crawl- enter place this.
A snake will crawl in here.

(c) Verbs with rVpst suffixes

- (ci) Obi banyèrè ugboala onisha.
Obi enter into Past Vehicle Onicha.
Obi entered the Onicha bound vehicle.

rV APPL. suffix

- (cii) Okwu ahụ gbasara gi.
Talk that shoot-spread APPL.2 SG.
That discussion concerns you.

Mmadike observes that 'banyèrè' and 'gbàsàrà' in sentences (ci) and (cii) can be contrasted with those in sentence (di) below. Where **banyere** and **gbasara** function as prepositions.

- (di) O kwuru ihe banyéré há.
3SG say-past thing about 3Pl.
He said something about them.



(ei) Ha natara ozi gbàsará onye ahù.

3Pl receive-past message about person that.

They received a message about the person.

From the sentences analysed, he shows that, like 'na' grammatical prepositions function as syntactic heads which govern and case-mark their complements. They can also be fronted with their complements as wh-phrases though they can also function as sentence fragments. In the sentences following:

(d) Bànyere ahụ ike nne ya_I kà Polo jùrù dọkita t_i.

About body strength mother 3SG her.that Polo ask past doctor

It was about his mother's health that Polo asked the doctor.

Compound Verbs

Compound verbs refer to verbs which consist of two or more independent constituents. These constituents may be similar or different from one other. They are attested in Igbo. Mbah (2006) notes that Igbo verbs are morphologically classified as simple, complex or compound and are mostly derived from serial verb constructions. He observes that one of the basic features of Igbo verb compounds is that they subcategorise verb+ verb or suffix where the first verb v1 is a simple verb root and the second constituent can be a verb root or a suffix.(V1-v2) structure

Analysis of Data

Grammaticalisation of Compound Markers in Igbo

Nyé grammaticalising as a compound marker

'Nye' is a lexical morpheme meaning, 'give', 'to hand over something to something or someone'. It is an activity/dynamic verb. Uchechukwu (2008) observes that 'nye' in its literal nature takes three arguments, a giver, an item to be given, and a recipient. The present researcher is of the view that the various changes which the lexical verb 'nye' undergoes are examples of grammaticalisation. This is illustrated in the sentences below:

Sent,8.

(a) [Nye] m akpa m.

V

Give pro me bag me.

Give me my bag.

(b) Bịa [nye] ya ego ya.

V

Come, give pro him/her money him/her.

Come and give him/her his/her money.

(c) [Bunye] m akwụkwọ ahụ.

Carry give me book that.

Bring the book for me.

(d) [Zunye] m anụ.

Buy me meat.

Buy meat for me.

(e) [binye] m ego ka m ji zuru ihe.

Lend pro money so I will use buypast something.

Lend me some money so that I can buy something with it.



(f) [Nwūnye] m ọkụkọ ahụ.

Catch give me fowl/chicken that.

Catch/ bring that fowl/chicken for me.

In sentences (8a) and (b), ‘nye’ is a lexical, activity verb but in sentence (8c)-(f), ‘nye’ functions as compound marker which converts simple verb to compound verbs in **bunye**, **zūnye** and **nwūnye**. Uchechukwu (2008) describes this type of verb as v1-v2 complex verb in Igbo. Obimalu and Mbagwu (2014) identify ‘nyé’ as a free morpheme which can combine to form v+ nye compound verbs. Onūkawa (1999) and Uchechukwu (2008) identify the second v element ‘nye’ in **banye** as a verb. Mbah (2010) identifies ‘nye’ as category incorporated preposition. In the view of this present researcher, the v+nye is a grammaticalised form of the lexical verb, nye, (give). The principle of layering is satisfied. A new layer, the prefix, ‘ba’ is added to the lexical verb **nye**, the already existing form. The functional domain of **nye** is expanded from a lexical verb to a functional unit, a compound marker. The process of layering results in multiple expressions performing the same lexical or grammatical function. The principle of persistence is satisfied because part of the original meaning (give) is retained after grammaticalisation.

The principle of divergence is also satisfied. The initial lexical form ‘nye’, still maintains its status as autonomous element. Both the lexical ungrammaticalised form, **nyé** and the grammaticalised forms **bù+nye**, **zù+nye**, **tì+nye**; **bi+nye**, **nwū+nye** have common origin but perform different functions. In its grammaticalised form, ‘nye’ becomes bounded to its new host and so, loses some of its morphosyntactic properties as a lexical verb and assumes the nature of an affix. Like the ungrammaticalised **nye** (give), the grammaticalised forms also require three participants or arguments of a giver, something to be given and a receiver. This shows that the meanings of the grammaticalised forms were only bleached.

The principle of decategorisation is satisfied from simple lexical verb to an affix which is a functional element. ‘Nye’ maintained its high tone even in its grammaticalised environment while the host morphemes **bu**, **zu**, **ti** and **nwū** bear low tone, making it low/ high tones.

Grammaticalisation of Dà (fall)

Dà is a lexical verb of motion which means ‘fall’ that is, to fall from a height. Dà has its infinitive as **ida**. When **dà** combines with other lexical verbs it forms a compound marker. As a lexical verb, **dà** has generative ability and can receive affixes as seen in sentences 9 a-d below:

Sent. 9

(a) Obinna **dàrà** n’ala.

Obinna past fall on ground.

Obinna fell on the ground.

(b) Ogu **dàrà** elu osisi.

Ogu past fall top tree.

Ogu fell down from a tree.

(c) Okechukwu **dàrà adà** na ntuliaka e mere.

Okechukwu past fail in election pro conducted.

Okechukwu failed in the election that was conducted.

(d) Ngozi **dàrà** ule ya.

Ngozi past fail examination her.

Ngozi failed in her examination



Dà grammaticalising as compound marker dà (fall).

In sentences (d-h), 'dà' grammaticalises as a compound marker. See examples below:

(e) Bu-**dà** akwukwọ ahụ n'ala.

Carry-down the book to the ground.

Bring down the book to the ground

(f) Rì-**dà** n'elu osisi ahụ

Climb-down from that tree.

Get down from that tree.

(g) We-**dà** iko gị n'elu oche.

Bring-down your cup from the chair/table.

Bring down the cup from the table.

(h) Jee, gbu-**dà** osisi ahụ.

Go cut-down tree that.

Go and cut down that tree.

In sentences (a)-(d), the lexical verb '**dà**' grammaticalised as a compound marker. The grammaticalised compound morpheme **dà** 'in the compound verbs **bu-dà**, **rì-dà**, and **we- dà** becomes bounded to their new hosts. A broader meaning of the morpheme **dà** is generated as **carry-down**, **climb- down** and **bring-down**. The original meaning is bleached but not completely changed. A case of semantic bleaching.

New layers of '**dà**' are formed which satisfies the principle of layering. Both the original forms and the grammaticalised forms still exist. The principle of layering permits that at some point more than one technique is available in a language to serve similar functions. There is an overlapping of words with the same generic meanings, a case of multifunctionality. This shows that grammaticalisation can lead to multifunctionality. The functional domain of the grammaticalising morpheme is broadened from that of a lexical morpheme to that of a grammatical morpheme. The principle of divergence is also satisfied from the original category which results in increased boundedness to the new host. Although there was decategorisation, no tonal shift was recorded.

Gbuo (kill) grammaticalises as compound marker

The lexical verb 'gbuo' means 'kill'. It has its origin from the word 'to remove life out of a living thing'. Its infinitive form is igbu. (to kill). It can also receive a suffix as in gburu, or gbuo. (killed or kill). This is illustrated in sentences below:

(a) Ndidì jì mma **gbuo** agụ.

Ndidì use knife kill lion.

Ndidì killed a lion with a knife.

(b) **Gbuo** osisi ahụ nọchiri ụzọ.

Cut tree that block road.

Cut that tree that blocked your way.

(c) Nne ya **gburu** ya ilu.

Mother his/her beat past thoroughly.

His/her mother beat him/her thoroughly.

(d) O jiri osisi **kụ-gbuo** agwọ.

He/she used stick beat-to death snake.

He /she beat a snake to death with a stick.



(e) **Ti-gbuo** ewu ahụ riri ji gi.

Beat-death goat that eat Past yam you.
Beat that goat that ate yam to death.

(f) **Nye-gbuo** ha na nri

Feed-kill them and food.
Kill them with food/ Feed them very well.

(g) **Zụ- gbuo** ha.

Buy death them.
Cheat them in your purchases.

Conclusion

From the foregoing, this present work has been able to show that grammaticalisation requires more study in the Igbo language. Some Igbo lexical verbs subjected to analysis using grammaticalisation principles of grammaticalised as compound markers in verbs with V1-V2 structure. Lexical verbs, ‘nye’ give, da fall and gbuo’ kill were found to grammaticalise as compound markers in compound verbs constructions in Igbo. The lexical verb ‘nye’ in V1-V2 structure which has been differently analysed by scholars; as ‘prepositional marker’ category incorporated preposition’ ‘free morpheme’ are actually identified in this present study as grammaticalised compound markers.

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MANAGEMENT OF COLLABORATIVE LEARNING AS AN INSTRUCTIONAL STRATEGY FOR ATTAINING IMPROVED LEARNING OUTCOME IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

By

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Abstract

Collaborative learning is a type of learning where students work in groups in schools. It is also a strategy that determines the active participation of students in a classroom as their direct encounter with one another equips them with skills and competencies. This study was conducted to see collaborative learning as an instructional strategy for attaining improved learning outcome in public schools in Rivers state. The learning outcome of students in a classroom is very important. Collaborative learning strategies have the potency to generate knowledge and learning outcome which is required for continuing development of students. In addition, collaborative learning is important not just because it is a better way to learn by doing a project in a group but because it penetrates every stages of students' lives within and outside the four walls of classroom. Thus, learning to collaborate is part of equipping students for effectiveness, problem solving, innovation and life-long learning in the global economy.

Keywords: Management, Collaborative strategy, Strategies, Classroom, outcome

Introduction

Learning continues to be a never-ending process. In the span of learning, the learner is exposed to various ways of learning directly or indirectly. Sometimes, learners learn by themselves and sometimes they learn from their friends and teachers by interacting. Collaborative learning is the educational approach of using groups to enhance learning through working together. The application of collaborative learning to classroom teaching finds its root in the 1970s when Israel and the United States began to design and study collaborative learning models for classroom context (Kessler, 1992). But the process of engaging in group with their friends is known as a collaborative learning. It is regarded as one of the best ways of learning in the 21st century. Collaborative learning is an educational approach to teaching and learning that involves groups of the students working together to solve a problem, complete a task or create product (Pang, 2018). Collaborative learning supports active students' involvement in the learning field. In collaborative learning, students are able to work together in a small group towards a shared learning goal. Collaborative learning emphasizes on collaborative efforts among students in their groups along with the teachers' guidance. Students are accountable for their own and also responsible for the group members' learning.

The aim of this paper is to examine collaborative learning as an instructional strategy in attaining improved learning outcome in public schools in Rivers state. Specifically, to promote the use of collaborative learning strategy by teachers in enhancing students' learning outcome.



Collaborative strategy

The practice of figuring out the best way to carry out an activity could be achieved through collaborative learning. It is a set of planned actions known as strategy (Al-Kaabi, 2016). Collaborative learning strategy therefore is a set of planned actions/activities, ways, methods or techniques by which students in their groups figure out the best way to help one another to achieve collaborative learning. Laal and Laal (2012) defines collaborative learning as an educational approach to teaching that involves groups of learners working together to solve a problem. Collaborative learning strategy is defined as different techniques students adopt during their private learning in small groups that enable them to study harder not only to learn but to help each other to succeed. It can be looked at as approaches through which academic relations and interactions are carried out. Collaborative learning strategy is based on the premise that knowledge can be created in groups through many techniques. In the groups, members actively interact, discuss and share experiences.

It is an interaction among learners that requires positive interdependence (members depending on each other for information), individual accountability (each accounting for his contribution or responsibilities) personal skills (team building, communication, problem solving) face to face promotive interaction (group growth interaction) and group process (evaluation and decisions)

Level of Collaborative Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. It is an instructional approach in which students work together in small groups to accomplish a common goal. Collaborative learning is solving a problem together in an asynchronous and interactive way. The difference between the two is that collaborative learning emphasizes the discussion in the process of participating in tasks and believes that cognition must be adjusted through communication between students. Collaborative learning is based on dialogue which involves active exchange of ideas within the group will not only increase students' interest but also promote critical thinking and productivity. Collaborative learning provides students the opportunity to discuss and have a higher level of thinking, and information can also be memorized for a longer time. According to the observation of Tuckman and Jensen (1977), the interpersonal relationship among groups in collaborative learning will generally go through the following four stages:

1. **Formation stage:** this is when students in the group are not familiar with each other;
2. **Conflict stage:** at this stage students begin to adapt to each other and run-in;
3. **Cohesion stage:** If the conflict is handled properly, a balance that is acceptable to the members of a group is sought, gradually forming a consensus, and the cohesion of the group will increase day by day; and
4. **Execution stage:** this is when students in the group focus on the completion of the task and the achievement of the goal. Students depend more on each other, and each person's role positioning will be more productive.

In the collaborative learning environment, regardless of the level of learning achievement, students generally perform better than their peers who study alone and in the process of collaborative learning, students' communication with each other is also considered helpful. According to the current research on collaborative learning, it is clearly pointed out that collaborative learning can improve learning more effectively and reinforce students' satisfaction with the entire learning process.

Why use collaborative learning?

Educational experiences that are active, social, contextual, engaging, and student-owned lead too deeper learning. The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.



- Exposure and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations.

Considerations for using collaborative learning

1. Introduce group or peer work early in the semester to set clear students' expectations.
2. Establish ground rules for participation and contributions.
3. Plan for each stage of group work.
4. Carefully explain to your students how groups or peer discussion will operate and how students will be graded.
5. Help students develop the skills they need to succeed, such as using team-building exercises or introducing self-reflection techniques.
6. Consider using written contracts.
7. Incorporate self-assessment and peer assessment for group members to evaluate their own and others' contributions.

Collaborative learning procedures

Shorter in-class collaborative learning activities generally involve a three-step process. This process can be as short as five minutes, but can be longer, depending on the task at hand.

1. Introduce the task. This can be as simple as instructing students to turn to their neighbor to discuss or debate a topic.
2. Provide students with enough time to engage with the task. Walk around and address any questions as needed.
3. Debrief. Call on a few students to share a summary of their conclusions. Address any misconceptions or clarify any confusing points. Open the floor for questions.

For larger group work projects, here are some strategies to help ensure productive group dynamics:

1. Provide opportunities for students to develop rapport and group cohesion through icebreakers, team-building, and reflection exercises.
2. Give students time to create a group work plan allowing them to plan for deadlines and divide up their responsibilities.
3. Have students' established ground rules. Students can create a contract for each member to sign. This contract can include agreed-upon penalties for those who fail to fulfill their obligation.
4. Assign roles to members of each group and change the roles periodically. For example, one student can be the coordinator, another note-taker, another summarizer, and another the planner of next steps.
5. Allow students to rate each other's quality and quantity of contributions. Use these evaluations when giving individual grades, but do not let it weigh heavily on a student's final grade. Communicate clearly how peer assessment will influence grades.
6. Check in with groups intermittently but encourage students to handle their own issues before coming to you for assistance

Collaborative Learning and Students' Engagement

Engagement in the classroom is a key factor in determining students' productivity. Cheng et al (2021) found that students participating in collaborative learning tend to be more engaged in discussions, engage in critical thinking, and retain information better compared to individual learning. According to Ravinder Kumar (2017), cooperative learning has been shown to greatly improve productivity among students. Research suggests that a cooperative and engaging classroom setting can enhance students' metacognition, social skills, and cognitive performance (PRavinder Kumar, 2017). Collaborative activities in the classroom also help students develop their understanding by allowing them to articulate and refine their knowledge (Ravinder Kumar, 2017). In a study done by Backer, et al (2018) more than 70% of students showed a positive perception towards collaborative learning in the classroom as they could accept other students' comments in the class. The collaborative classroom activities helped in



information retention, clarified their understanding of a topic and provided them with a deeper understanding of the topic. This is also supported by Sulaiman and Shahrill (2015), from their research, when they discovered that collaborative learning demonstrated positive impacts on students' performance where students are more engaged in learning activities while being able to develop teamwork skills. Collaborative learning is an essential approach in the 21st century modern-day classroom and has the potential to prepare students for the challenges they may face in the future. Laal and Ghodsi (2012) hold the view that collaborative learning can have a positive impact on students' social, psychological, and academic development. By working in groups, students have the opportunity to learn about diversity and create a sense of community. Collaborative learning also provides students with a platform to develop their social interaction skills, work cooperatively instead of competing, and build self-esteem.

Factors Affecting the Implementation of collaborative Learning

The attitude of the students is important in the implementation of collaborative learning. The implementation of collaborative learning may be affected by many factors; and thus mainly deals with personal, situational and other factors.

Human Factors

Personal factors refer a tendency or predisposition to behave in a particular manner, factors like extremely low or high self-esteem, authoritarianism (domination), anxiety, language abilities, absence of tolerance, negative attitude towards cooperative learning, unwillingness to speak in cooperative learning activities may seriously affect cooperative learning. Human beings always resist something which contrasts previous beliefs and practice because it is not easy to refuse the familiar patterns of behavior implanted.

Teacher: Teachers' personal traits and beliefs can affect the implementation of collaborative learning strategy. According to Molalign (2011), factors like teachers' belief, attitude, professional experience, motivation, training, and teachers' understanding of innovation as the factors which affect the implementation of collaborative learning. In addition, Molalign (2011), states that the quality of teaching in any classroom is depending on the teacher's pedagogical perception, quite apart from ability and the teaching condition. According to Hennessey (2013), a key problem with teachers' learning about collaborative learning approach is that the learning theories and terms presented to them in teacher training rarely consider the context in which the teacher is situated. The finding showed significant implications for teachers as they need to situate collaborative learning in their specific context and negotiate the various factors affecting its implementation, such as the age and behavior of the students, the size of the class, and the time. Producing well-trained and competent teachers involves both equipping the prospective teachers with the necessary knowledge in their area of specialization and development of skills that enable them to effectively transfer their theoretical knowledge into practice. However, when we see the traditional training of teachers in Ethiopia, the theoretical and practical aspect of training have not been well integrated. Seid (2012) asserts that the practice of teacher education focused on the theoretical aspects of subject knowledge. Thus, if classroom learning is to be effective, teacher educator must be well trained and should be ready to take the responsibility. It was considered time-consuming to teach materials in a cooperative way, although more students might have learned and retained better of the material.

Students: On the other hand, students' knowledge of how collaborative learning is implemented and what is expected of them highly influence the application of collaborative learning in a classroom. Bethel (2011), state that the importance of student's experience is a transformative rather than passive accumulation of knowledge. They notice that unless learners considered the implication of the ideas in their own lives and decide to act know and believe in new ways, they are likely to adapt a passive acquaintance to the teachers' knowledge structure. Internal factors related with psycho-social aspects which influence students learning includes: attitude, motivation (afflation and achievement), age, and previous language learning experience are common. All of these will combine to form each student's standard and the combination of individual standard will of course form the class standard. Most of the limitations came from not being able to implement the cooperative structure carefully. If the teacher just put the students into groups to learn and did not structure the positive interdependence and



individual accountability, then it would not be unusual to find groups where one person did most (or all) of the work and the others signed off as if they had learned it or had done the work. Or it might be easy to have “bossy” student who do not allow the others to take part; or other group dynamic problems that might come from not setting the ground rules for behavior and carefully crafting the group dynamics.

Principal: To change teaching practice, management support is crucial (Shimeles, 2012). The school principal’s positive view of an innovation accomplished by practical support actions is a crucial factor in encouraging staff to experiment with new ideas (Shimeles, 2012). The principal’s support of the innovation can be realized through protection from intrusion recognition of success, allocation of resources including time to participate (Shimeles, 2012). The school as a whole should do everything possible to facilitate collaborative learning. This may involve allocating funds on traditional equipment, ordering books in sets to allow use by small group. Here simply understand that school principals can be considered a prominent figure in the school as far as the one who is assigned to lead all activities that go in the school environment. It is a common experience that the school principal is responsible for both the academic and administrative affairs of the school. Moreover, Bethel (2011) concludes that for any reform to succeed we need effective school managers. School managers are supposed to provide necessary indication and continuous professional support to teachers. Teachers can only whole heartedly support reforms if they understand the need for it and know that they will be supported.

Non-Human Factors

Situational factors like group size, group composition (heterogeneous groups are preferred), group cohesiveness (the extent to which the members like each other), friendship, gender, age time, discipline, staffroom atmosphere, educational materials etc. may affect the normal process of cooperative learning.

Class Size: It is not suitable to provide different experiments and group works having many students in an overcrowded classroom. Bethel (2011), states that schools in many parts of Rivers state are composed of large number of students. Thus, giving enough attention and meeting the need of every different student, so as to engage actively in the learning process is difficult. For this reason, teachers attempt to, retain control and teach all the students all the same times by lecturing them. What can be said here is that, for proper implementation of collaborative learning, the number of student in the class should be optimum.

The Physical Environment: A number of schools confirmed that the physical environment (class room arrangement, furniture arrangements, classroom appearance and lay out etc.) contribute a lot to promote collaborative learning. A clean and well-kept room with appropriate resource helps to establish a positive expectation towards a lesson. Adding to this, Bethel (2011) states that: Open classroom is characterized by more active learning method including frequent use of group work, movement of learners between areas, the use of resource centers, independent work, etc. The sitting arrangements will also be movable on which chairs will not be fixed with the ground.

Shortage of Instructional Materials: Instructional materials play a vital role by giving opportunity to the learner to learn by themselves and enhance learners’ participation through active engagement activities. The roles of instructional materials include ensure longer retention of the information gain, motivate the students to pay attention to the lesson, give opportunity to learn through engagement and immediate action use of all senses and muscles, and help students to integrate prior experience with the present varying from abstract to concrete. However, in most instructions, lack of instructional materials like shortage of learning modules, maps, etc. account for the low implementation of collaborative learning which can affect students’ productivity learning in classroom activities.

Problems teachers encounter when applying collaborative learning

There are several problems that teachers encounter when applying collaborative learning strategy in the classroom. This is explained from two dimensions: organization of collaborative activities, and assessment of learning.

In first dimension, teachers often face challenges while structuring collaborative activities such as monitoring



students' on-task behaviour, managing group-work time, providing relevant materials, assigning individual roles, and establishing teamwork beliefs and behaviours (Gillies & Boyle, 2010). Ruys, Van Keer, and Aelterman (2012) state that insufficient attention of teachers to organising collaborative work such as determining group norms and facilitating activities are the some of the challenges teachers in the organization of collaborative activities face. In addition, a large number of primary and secondary school teachers often place students in groups and let them work together without preparing students to perform collaborative activities productively.

Ferdous and Karim (2019) note that there are challenges associated with collaborative learning environments, specifically with creating and embracing a new environment and the methodology for learning/instruction. Collaborative learning has proven to encourage the improvement and maturation of a variety of skills necessary for future success in the workplace. Supporting this progress helps to ensure that today's students will be productive, effective and influential members of the future workforce. Certain individuals do not feel comfortable participating in a group setting, even at a distance. This awkwardness may keep some individuals from benefiting from the instruction. Since collaborative learning generally grants the students more control over the flow of information, there is the possibility that the focus of the instruction may veer from its intended course. Aitken (2019) laments that the challenges for teachers using a collaborative learning approach include lack of time to collaborate with colleagues; lack of access to technology; lack of resources; students lacking maturity to fully take part in collaborative learning; and, lack of time for proper implementation. This if addressed, will improve on the resource capacity of the individuals during class work.

Another challenge is assessment of learning which entails teachers frequently difficulty in assessing students' performance and achievements as they implement collaborative learning in classrooms at all levels of education (Strijbos, 2011). For instance, some teachers in some primary and secondary schools showed uncertainty and ambiguity about what and how to assess especially the criteria or rules for assessment which brings about lack of transparency and concreteness. And this lack of assessment tools to measure collaborative performance of every group member may cause students' disappointment about the transparency and evenness of the assessment

Management of collaborative learning as an instructional strategy

Managing collaborative learning as an instructional strategy includes careful planning, facilitation, and assessment to ensure effective team work and achievement of learning objectives. Here are steps and principles for effective management of collaborative learning:

Set clear learning aim and objectives

Effective collaborative class begins with clear and specific learning aim and objectives that define what students should know or be able to do as a result of the collaborative learning experience.

Group formation

Strategic formation of group is necessary in management of collaborative learning strategy. This entails using various grouping strategies, such as heterogeneous or homogeneous grouping, depending on the aims and objective of the activity. Rich collaboration considers skills, backgrounds, and perspectives for its promotion.

Assigning roles to every member of the group

Assign or allow students to choose specific roles within their groups. These roles may include a leader, timekeeper, note-taker, and presenter. Assigning roles to different groups formation help distribute responsibilities and keep the group on focus

Provide clear instruction

Detailed and clear instructions for the collaborative task. Teachers should explain the aims, prospects, and guidelines for the activity. Teacher should ensure that students understand their responsibilities and what they are supposed to do.



Monitoring and guidance

During the collaborative activity, teachers move around the groups to observe the progress of students. Their major task is to answer questions, offer guidance, and facilitate discussions. Encourage active participation and keep groups on task.

Time Management

Allocation of sufficient time for collaborative activity, and communicating time limits clearly is essential in management of collaborative learning. The application of timers or signals are used to help groups stay on schedule.

Encouragement of effective communication

Teacher should encourage open and effective communication within groups. Also encourage students to listen actively, share ideas, and provide constructive feedback to their peers.

Conflict resolution among groups

Teachers should be prepared to address conflicts that may arise within groups. Teach conflict resolution strategies and create a safe platform for students to express their concerns and grievances.

Group and individual accountability

Implement mechanisms for individual accountability, such as requiring each student to contribute to the group's work or providing individual assessments aligned with the learning objectives.

Assess collaborative skills:

Assess not only the final product but also the collaborative skills and processes demonstrated by each student. Use rubrics or assessment criteria that evaluate teamwork, communication, and problem-solving abilities.

Reflection and debriefing:

After the collaborative activity, teacher should facilitate a debriefing session where students are encouraged to reflect on their group experience, share what they learned, and discuss challenges they faced. Use this reflection to reinforce key concepts.

Improving learning outcome through collaboration strategy

Teachers play a crucial role in the realization of unity and sharing of idea and knowledge gearing towards achievement of a particular goal due to their direct involvement in pedagogical activities in the classroom. Learning outcome in the classroom is the most pivotal factor among students as a requirement for students to plan, execute and monitor each single collaborative activity for the sake of task goal attainment. Collaboration is believed to influence students' learning outcome during their task engagement in the classroom. Learning outcome is students' behavior that provides positive contribution to group goals. Collaboration is considered giving impact on students' learning outcome.

In the collaborative setting, learning outcome is the extent to which the students utilize the available resources in a group to achieve goals. Learning outcome also means the relationship/ratio between the results achieved (output) and the quantum of resources (input) used in production. It is therefore necessary for the teachers to improve learning outcome in terms of the quality of students' instructional tasks performance and learning outcome in the pursuit of educational goals.

Coordination and students' learning outcome

Coordination is the process of uniting and connecting the different elements or all activities to enable them to work together effectively for the purpose of achieving the set goals in a classroom. The teacher coordinates all the activities that are inter-related in the various group within the classroom for the purpose of achieving the set goals in a group. In ensuring collaboration, the teacher being the coordinator is expected to put in place effective



coordination by integrating the various groups, units in a unified operation towards ensuring best practices in students' instructional tasks performance. The process also involves the linking of objectives, activities and strategies of different work units (groups) in a systematic manner, ensuring that competent students are appointed as group leaders, the goals and responsibilities are clearly defined and communicated to all members of the group. This process reduces idea bottlenecks, promotes inter-personal cooperation, facilitates information processing, promotes innovation, and optimal utilization of resources which enable the group to consistently improve the quality of instructional resource inputs, process and output for the accomplishment of the educational goals. Teachers' collaborating strategies influence the students' productivity in terms of planning and delivery. The grouping of students into various groups based on scheme work enables the students to engage in interaction, cross-fertilize ideas, innovative in their discussion and classroom activities.

Communication and students' learning outcome

Effective communication is an important component of collaborative learning. This is the process of sharing and exchanging of ideas, feelings, information, and thoughts (Oboegbulem & Onwurah, 2011). The basic functions of collaborative learning rely almost on communication among students at the various groups. Teachers are expected to establish and encourage good interpersonal relationship among students to facilitate feedback that enables teachers to improve on the performance of their tasks and achieve the educational objectives. Effective communication has positive influence on students' productivity, while ineffective communication could lower students' learning outcome.

Teamwork and students' learning outcome

Teamwork is the process by which students collaborate to enrich their knowledge, skills and experience for quality subject tasks performance. The concept of teamwork is of central importance to quality collaborative learning in a classroom. Teachers are expected to encourage the students to work in team to promote effective collaboration and continuous improvement in topics delivery.

Capacity development and students' learning outcome

Learning outcome in education takes into consideration the input, process and output phases of students, which determine the overall achievement of the instructional objectives (Ayeni, 2018). Students' learning outcome in a classroom system depends to a large extent on their competence (quality of knowledge, skills and experience). However, one does not dispute the fact that there are still incompetent students in a group probably due to fear, inferiority complex and low self-esteem which make them to act below their inherent potential in most cases.

Conclusion

In conclusion, collaborative learning approaches are strategies which will develop students' learning outcome and improve their relationship with others in the class. Teachers should embrace collaborative learning and integrate it into their teaching in order to enhance teaching and learning processes. This may lead to a remarkable improvement in the teaching and learning in Rivers State. Thus, students will be empowered, and equipped to face the world of work.

Recommendations

From the conclusion of the paper, the following recommendations were made:

1. An appropriate support should be provided by teachers. They need to train students on how to share ideas and make contributions in a group.
2. Teachers should develop efficient and effective mechanisms to assess students' cooperation rather than competition.
3. Teachers should sustain the use of coordination, communication and teamwork strategies to enhance and improve students' learning outcome in a classroom.
4. The Ministry of Education should organize seminars and workshops for both principals and teachers to keep them abreast of best practices in collaborative strategy to improve learning outcomes in students



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