

# Rhetoric and the Nigerian Education

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**Abstract:-**The paper was divided into two parts. The first part, deal with the general terms of rhetoric and its purpose, follow by Educational system in Nigeria, like primary, secondary and tertiary institutions, then The relationship between rhetoric and Education and end with the impact and importance of rhetoric as a course of study in the Nigerian Educational system. What students need to know about rhetoric is in many ways what they know already about the way they interact with others and with the world. Teaching the connections between the words they work with in the classroom and the world outside it can challenge and engage students in powerful ways as they find out how much they can use what they know of the available means of rhetoric.

**Keywords:** Rhetoric, Nigeria, Education, Impact and Relationship.

## I. INTRODUCTION

This paper with the title: **Rhetoric and the Nigerian Education** aim to focus attention on some of the basic problems that face some the Nigerian Students in terms of communication, it does not offer solutions, but to identify some way forward through the different opinion of Educationists which may guide us, hoping Allah in his infinite mercy provide solutions for these problems.

## II. DEFINITION OF TEAMS

**Rhetoric** is described as the art of discourse and is therefore crucial for writers or speakers to communicate effectively and engagingly with their audience. ... **Rhetoric** is the art of persuasion in writing or speaking. **Rhetoric** is important because, for our writing or speaking to be effective, it must be persuasive. Rhetoric describe as intellectual and good speaking.<sup>1</sup> Rhetoric is describe as a good communication don for a purposes.<sup>2</sup> In another meaning of Rhetoric is described as the art of discourse and is therefore crucial for writers or speakers to communicate effectively and engagingly with their audience<sup>3</sup>. The importance of the discipline is reflected in the theoretical works that it has continued to stimulate since the Ancient Greeks and the publication of Aristotle's Rhetoric. Although nowadays the discipline has lost its prominence in high school and university curricula it once enjoyed, the use of the right rhetorical strategies is fundamental for authors to

reach their goal of persuading those who are reading or listening that the arguments put forward make sense. Although the primary domain of rhetoric is obviously politics, every speech or writing act could be defined as rhetorical as it attempts to convey a particular meaning to a particular audience.

## III. THE PURPOSE OF RHETORIC

Every author has a purpose for writing--even if that purpose is to simply fulfill a writing assignment. A rhetorical purpose seeks to do a bit more; it seeks to **persuade** an audience, seeks to manipulate the way that audience thinks about the given subject<sup>4</sup>:

Affect, as a term of rhetoric, is the responsive, emotional feeling that precedes cognition. Affect differs from pathos as described by Aristotle as one of the modes of proof and pathos as described by Jasinski as an emotional appeal because it is "the response we have to things before we label that response with feelings or emotions.

In further exploring this term, scholars recognized affect's rhetorical role in literature, photography, marketing and memory. In 2012, Rogers described how author W. E. B. Du Bois used the structure of his work, *The Souls of Black Folk*, to affect his audience into feeling shame. In 2016, Brunner and Deluca proposed the term affective winds to describe "the force of images that moves people to engage and interact by exploring the affective potency of visual arguments. Affective winds were part of the rhetorical persuasiveness of images shared through social media. In a different sense, Harold described how the Target Corporation's advertising used aura and affect to democratize the appearance of some products. Affect has also been identified as a conduit through which rhetorical memories can be internalized.

Drawing from philosophy, some rhetorical studies of affect have followed Martin Heidegger's articulation of "Dasein" which posits "affect" as the ground of reason. Others follow poststructuralist and post-Heideggerian insights to follow affect's influence on rhetorical canons and digital rhetoric.

**Education** is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, however learners

<sup>1</sup>DrBasayuniAbdulfatahfuyudi, ILMUL MA'ANI, DARASATUN BALAGIYYA WA NAKADIYYATI LIMASA ILIL MA'ANI - 1434- 2013. P22

<sup>2</sup>DrAbdulazizAtiq - ILMUL MA'ANI - darulafaqi al arabiyya - al qahira - 1424 - p4

<sup>3</sup>DrAbdulazizAtiq - ILMUL MA'ANI - darulafaqi al arabiyya - al qahira - 1424 - p4.

<sup>4</sup>[https://www.lanec.edu/sites/default/files/trio/rhetoric\\_square.pdf](https://www.lanec.edu/sites/default/files/trio/rhetoric_square.pdf)

may also educate themselves<sup>5</sup>. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship<sup>6</sup>.

A right to education has been recognized by some governments and the United Nations. In most regions, education is compulsory up to a certain age.

**Education in Nigeria** is overseen by the Ministry of Education. Local authorities take responsibility for implementing state-controlled policy regarding public education and state schools. The education system is divided into Kindergarten, Primary education, Secondary education and Tertiary education. Nigeria's central government has been dominated by instability since declaring independence from Britain, and, as a result, a unified set of education policies has not yet been successfully implemented. Regional differences in quality, curriculum, and funding characterize the education system in Nigeria. Currently, Nigeria possesses the largest population of out-of-school learning youth in the world.

#### IV. PRIMARY EDUCATION

##### *Nigeria Primary School Enrolment*

Primary education begins at around age 5 for the majority of Nigerians. Students spend six years in primary school and graduate with a school-leaving certificate. Subjects taught at the primary level include mathematics, English language, Christian Religious Knowledge, Islamic knowledge studies, agricultural science, home economics and one of the three main indigenous languages and cultures: Hausa-Fulani, Yoruba, and Igbo. Private schools also offer computer science, French, and Fine Arts. Primary school students are required to take a Common Entrance Examination to qualify for admission into the Federal and State Government Secondary schools, as well as private ones.

Before 1976, education policy was still largely shaped by the colonial policy of the British Colonial Period. In 1976, the Universal Primary Education program was established. This program faced many difficulties and was subsequently revised in 1981 and 1990.<sup>[4]</sup> The Universal Basic Education, *UBE*, came as a replacement of the Universal Primary Education and intended to enhance the success of the first nine years of schooling. The *UBE* involves 6 years of Primary School education and 3 years of Junior Secondary School education, culminating in 9 years of uninterrupted schooling, and transition from one class to another is automatic but

determined through continuous assessment. This scheme is monitored by the Universal Basic Education Commission, UBEC, and has made it "free", "compulsory" and a right of every child.<sup>[5]</sup> Therefore, the *UBEC* law section 15 defines UBE as early childhood care and education. The law stipulates a 9-year formal schooling, adult literacy and non-formal education, skill acquisition programs, and the education of special groups such as nomads and migrants, girl child and women, Al-majiri, street children and disabled people (Aderinoye, 2007).

#### V. SECONDARY EDUCATION

Students spend six years in Secondary School, that is 3 years of JSS (Junior Secondary School), and 3 years of SSS (Senior Secondary School). By Senior Secondary School Class 2 (SS2), students are taking the GCE O'Levels exam, which is not mandatory, but some students take it to prepare for the Senior Secondary Certificate Examination. The Senior Secondary School ends on the WASSCE. Junior Secondary School is free and compulsory. It leads to the BECE, which opens the gate to Senior Secondary School.<sup>[7]</sup> SSS curriculum is based on 4 core subjects completed by 4 or 5 elective subjects. Core subjects are: English; mathematics; Economics; Civic Education; one or more electives out of biology, chemistry, physics or integrated science; one or more electives out of English literature, history, geography or social studies; agricultural science or a vocational subject which includes: Commerce, food and nutrition, technical drawing or fine arts.

After the BECE, students can also join a technical college. The curriculum for these also lasts 3 years and leads to a trade/craftsmanship certificate.

The Federal Republic of Nigeria is made up of thirty-six States and the Federal Capital Territory. There are about two Federal Government Colleges in each state. These schools are funded and managed directly by the Federal Government through the Ministry of Education. Teachers and staff are Federal Government employees. Teachers at the Federal Government schools are required to possess a bachelor's degree in Education or in a particular subject area, such as, Mathematics, Physics etc. These schools are supposed to be model schools carrying and maintaining the ideals of secondary education for Nigerian students. Admission is based on merit, determined by the National Common Entrance Examination taken by all final year elementary school pupils. Tuition and fees are very low, because funding comes from the Federal Government.

#### VI. TERTIARY EDUCATION

The government has majority control of university education. Tertiary education in Nigeria consists of Universities (Public and Private), Polytechnics, Monotechnics, and Colleges of education. The country has a total number of 129 universities registered by NUC among which federal and state government own 40 and 39 respectively while 50 universities are privately owned. In order to increase the number of universities in

<sup>5</sup><https://www.enotes.com/homework-help/what-importance-rhetoric-349969>

<sup>6</sup><https://examples.yourdictionary.com/examples-of-rhetoric.html>

Nigeria from 129 to 138 the Federal Government gave 9 new private universities their licenses in May 2015. The names of the universities that got licenses in Abuja included, Augustine University, Ilara, Lagos; Chrisland University, Owode, Ogun State; Christopher University, Mowe, Ogun State; Hallmark University, Ijebu-Itele, Ogun State; Kings University, Ode-Omu, Osun State; Micheal and Cecilia Ibru University, Owhrode, Delta State; Mountain Top University, Makogi/Oba Ogun state; Ritman University, Ikot-Epene, Akwa- Ibom State and Summit University, Offa, Kwara State.

First year entry requirements into most universities in Nigeria include: Minimum of SSCE/GCE Ordinary Level Credits at maximum of two sittings; Minimum cut-off marks in Joint Admission and Matriculation Board Entrance Examination (JAMB) of 180 and above out of a maximum of 400 marks are required. Candidates with minimum of Merit Pass in National Certificate of Education (NCE), National Diploma (ND) and other Advanced Level Certificates minimum qualifications with minimum of 5 O/L Credits are given direct entry admission into the appropriate undergraduate degree programs.

Students with required documents typically enter university from age 17-18 onwards and study for an academic degree. Historically, universities are divided into several tiers:

## VII. THE RELATIONSHIP BETWEEN RHETORIC AND EDUCATION

The relationship between rhetoric and knowledge is an old and interesting philosophical problem, partly because of our different assumptions on the nature of knowledge<sup>7</sup>. But it is fairly clear that while knowledge is primarily concerned with what is commonly known as "truth", rhetoric is primarily concerned with statements and their effects on the audience. The word "rhetoric" may also refer to "empty speak", which reflects indifference to truth and in this sense rhetoric is adversarial to knowledge<sup>8</sup>. For a better delivery you need have good method time, words, speaking and communication to send message to you audience<sup>9</sup>.

## VIII. RHETORIC AS A COURSE OF STUDY<sup>10</sup>

Rhetoric as a course of study has evolved significantly since its ancient beginnings. Through the ages, the study and teaching of rhetoric has adapted to the particular exigencies of the time and venue. The study of rhetoric has conformed to a multitude of different applications, ranging from architecture to literature. Although the curriculum has transformed in a number of ways, it has generally emphasized the study of principles and rules of composition as a means for moving

audiences. Generally speaking, the study of rhetoric trains students to speak and/or write effectively, as well as critically understand and analyze discourse.

Rhetoric began as a civic art in Ancient Greece where students were trained to develop tactics of oratorical persuasion, especially in legal disputes. Rhetoric originated in a school of pre-Socratic philosophers known as the Sophists circa 600 BC. Demosthenes and Lysias emerged as major orators during this period, and Isocrates and Gorgias as prominent teachers. Rhetorical education focused on five particular canons: *inventio* (invention), *dispositio* (arrangement), *elocutio* (style), *memoria* (memory), and *actio* (delivery). Modern teachings continue to reference these rhetorical leaders and their work in discussions of classical rhetoric and persuasion.

Rhetorical education became more restrained as style and substance separated in 16th-century France with Peter Ramus, and attention turned to the scientific method. That is, influential scholars like Ramus argued that the processes of invention and arrangement should be elevated to the domain of philosophy, while rhetorical instruction should be chiefly concerned with the use of figures and other forms of the ornamentation of language. Scholars such as Francis Bacon developed the study of "scientific rhetoric". This concentration rejected the elaborate style characteristic of the classical oration. This plain language carried over to John Locke's teaching, which emphasized concrete knowledge and steered away from ornamentation in speech, further alienating rhetorical instruction, which was identified wholly with this ornamentation, from the pursuit of knowledge.

The study of rhetoric underwent a revival with the rise of democratic institutions during the late 18th and early 19th centuries. Scotland's author and theorist Hugh Blair served as a key leader of this movement during the late 18th century. In his most famous work "Lectures on Rhetoric and Belles Lettres", he advocates rhetorical study for common citizens as a resource for social success. Many American colleges and secondary schools used Blair's text throughout the 19th century to train students of rhetoric

Rhetoric, as an area of study, is concerned with how humans use symbols, especially language, to reach agreement that permits coordinated effort of some sort. Harvard University, the first university in the United States, based on the European model, taught a basic curriculum, including rhetoric. Rhetoric, in this sense, how to properly give speeches, played an important role in their training. Rhetoric was soon taught in departments of English as well.

## IX. IMPACT AND THE USE OF RHETORIC IN EDUCATION SYSTEM

Today, **rhetoric** is **used** by members of both Educational parties to encourage voting for a particular candidate or to support specific Educational issues. Examples of rhetoric

<sup>7</sup><https://en.wikipedia.org>

<sup>8</sup><https://en.wikipedia.org/wiki/Rhetoric>

<sup>9</sup>Dr Ahmad Mustapha Faisal/TARBIYATUL AULAD FI DAUI KITABU WASSUNNA, Darulsabuni – 2007- 1428 p.98

<sup>10</sup><https://en.wikipedia.org/wiki/Rhetoric>

include: speeches often **use rhetoric** to evoke emotional responses in the audience.

## X. IMPORTANCE OF RHETORIC IN THE NIGERIA EDUCATIONAL SYSTEM

### *Nigerian Educational System*<sup>11</sup>

The Nigerian educational system has undergone major structure changes over the last 30 years: Before and after the 1960 Nigerian independence the Educational System at the primary and secondary levels mirrored the British system, i.e. 6 years of primary education and 5 years secondary and 2 years of higher level / A Levels.

In 1973, the educational system was updated to the 6-3-3-4 (6 years primary, 3 years junior secondary, 3 years of senior secondary and 4 years tertiary education) similar to the American system.

In 1982 the first National Policy on education was developed and adopted. Since this period, the educational system has witnessed a lot of changes and modifications at various levels.

The following section gives a narrative of the educational system in Nigeria which also applies to the scope of the educational transformation in Nigeria and did not discuss the nature of communication problems

**Rhetoric is important in the Educational system in Nigeria** because, for our communication, writing or speaking to be effective, it must be persuasive<sup>12</sup>. As follows

#### 1- *Important of rhetorical appeals in Education*

Because the advertisement gives you clear numbers and cites an **important** source that has an authority over such figures, it helps in the persuasion process in Education. **Rhetorical appeals** are some of the most **important** tools used in persuasion.

#### 2- *important of rhetorical triangle Speaker audience and situation in Education*

The **Rhetorical Triangle in Education: Subject, Audience, Speaker's Persona. Subject:** the writer or **speaker** evaluates what he or she knows already and needs to know, investigates perspectives, and determines kinds of evidence or proofs that seem most useful.

#### 3- *important of Exigence rhetorical situations in Education*

In **rhetoric, Exigence** is an issue, problem, or **situation** that causes or prompts someone to write or speak. ... "In every **rhetorical situation**," said Bitzer, "there will be at least one controlling **Exigence** which functions as the organizing principle: it specifies the audience to be addressed and the change to be affected." Apr 9, 2018.

<sup>11</sup><http://tens-niger.com/about-tens/nigerian-educational-system/>

<sup>12</sup>Dr Ahmad Mustapha FaisalTARBIYATUL AULAD FI DAUI KITABU WASSUNNA, DarulSabuni – 2007- 1428 P. 95-96

In the Nigerian Educational system Students don't need to memorize the five canons of classical rhetoric either— invention, arrangement, style, memory, and delivery— although studying what each of those canons might mean for the composing processes of today's student writers might initiate provocative conversation about paragraphing the, sentence structure, use of repetition, and format of final product<sup>13</sup>.

What students need to know about rhetoric is in many ways what they know already about the way they interact with others and with the world. Teaching the connections between the words they work with in the classroom and the world outside it can challenge and engage students in powerful ways as they find out how much they can use what they know of the available means of rhetoric as persuasion to learn more<sup>14</sup>.

## XI. CONCLUSION

This paper has tried to trace and evaluate some of the Nigerian Education by using the available information. It has also tried to highlight the need for rhetoric in the Nigerian Education especially the role, impact affect and importance of rhetoric. It then look at the current realities of Nigerian Education and posited some of the major steps that need to be charted for the future and betterment for good communication as treated. In which the Nigerian Student need rhetoric as course of study

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