The Responsibility of Government and the Major Media of Socialization in Stimulating the Interest of Parents and Students in the Arts/Humanities Curriculum

David K. Sang

Bridge Gate Research Consult Ltd, Abuja, Nigeria

ABSTRACT

The study blames the government and the primary agents of socialisation, the school, the family and the mass media for failing to live up to expectations in this regard. The professionals of these faculties are to blame most because they are yet to make a splash about their professions to the public, in like manners and ways the media professionals have made a splash to the public about their profession such that most parents and students have for long now become deeply interested in Mass Communication, and would readily pay any amount of money for concessional admission into the department and other departments.

1.   Introduction

The remote origin of art(s) can be traced to Athens, Sumer and Greece, the cradle of civilisation, development, arts, formal education (academics), philosophy, linguistics, sciences and other formal enterprises [1-2, 6]. Sumer is the ancient Mesopotamian city state known for the 'world's first' in everything. Civilisation along with formal education began in Athens and metamorphosed to the Akkadian, Egyptian, Babylonian, Assyrian, Vedic, Roman and Indian civilisations, among others [4, 6-10].

It is against the foregoing backdrop that this study rose to scholarly effect some change, causing a new world order, as to rousing the interest of many to Arts/Humanities courses through early career guidance and counselling by the agents of socialisation and other concerned authorities, especially the government that has the obligation and capacity of making available all that needs to be put in place to realise this goal. Such gestures would resuscitate Arts/Humanities and make them attractive to many. The wide wrong notions, misconceptions, tales, myths, fallacies and spread ignorance about Arts/Humanities would be clarified and thus situating these fields in their right place in academics and other human activities in the society as a whole.

2. Socialisation Agents and Early Career Guidance/Counselling

The thankless task of early career guidance and counselling, towards rousing the interests of parents and students to Arts/Humanities courses, basically lies with the agents of socialisation. A thankless task is that which is unpaid and seems non-profitable but actually does in the long run. It is one that seems unpleasant or difficult to do and unlikely to bring you any rewards or thanks from anyone for doing it. The agents of socialisation are family, school, mass media, peer groups, religious groups and pressure groups. Socialisation, in all regards, entails guidance and counselling, either direct or indirect. Socialisation describes the processes by which children and adults learn from others, which start from the early days of life and continue all throughout life, unless affected or cut short by natural or human forces, such as mental or physical handicap, epidemics, death or so [13].

Further, as Afen-Akpaida [14] notes, socialisation is the process in which people learn skills, values, knowledge, motives and roles as well as cultures of the groups to which they live. He further informs that socialisation is seen as society's principal mechanisms for influencing the development of character and behaviours. It also prepares the humans to function in social life. People in different cultures are socialised differently, which takes effect early in life as a child and an adolescent [14]. Various scholars, writers, professionals and authorities have always come to terms with the classification of the agents of socialisation into five basic categories viz: the family, the school, peer groups, the mass media, and religion [14-21]. It is premised on that shared classification that Afen-Akpaida [14] has identified seven types of socialisation, viz: primary, secondary, anticipatory, developmental and reverse socialisation, socialisation and self and family interaction and parenting issues.

Socialisation in terms of early career guidance and counselling, the school, one of the primary agents of socialisation, which is directly concerned with formal education, has the highest role of socialising students as well as their parents early enough to rouse their interest to Arts/Humanities courses, which they most often shy away from due to ignorance, poor orientation, misinformation, fallacies, shared misconceptions and so on. Unfortunately, most schools, especially in Nigeria and the like nations do not engage in proper guidance and counselling of students or simply have no Guidance and Counselling Unit. Even in tertiary institutions, like universities and colleges of education, there seldom exists any real special unit for career guidance and counselling except for the Department of Guidance and Counselling (Education). The [near] absence of functional Career Guidance and Counselling Unit (Department) across schools in contemporary times, especially most Nigerian schools, is one remote cause of the decline in parents' and students' interest in Arts/Humanities courses.

Since students are seldom guided and counselled appropriately on career choice and the scope and requisitions of every course, most of them with their parents often tend to disregard Arts/Humanities courses. Early guidance and counselling ordinarily begins at child's early years of life, at nursery and/or primary school(s). It is common to hear a child of three and above years respond intelligently to posers such as 'Who would you like to be in future?' 'Why do you want to be a teacher, a lawyer, a nurse, a doctor, broadcaster or an artist, etc.? Most times, their answers are informed by their earlier socialisation on the fields or professions they have interest in. This means that in the course of conscious and/or unconscious socialisation, the agents of socialisation in question have already roused their interest to such courses.

Career guidance and counselling also entails (re) directing and repositioning the minds of parents and students toward various fields of academic endeavour; modelling, exemplary dispositions and exhibitions, which tend to naturally and spontaneously rouse the interest of many to various professions, and telling stories or giving examples of those who have failed [are failing] and are unfulfilled as a result of wrong career choice and those who have succeeded [are succeeding] and are fulfilled as a result of their right career choice. Through efficient

career guidance and counselling, the tales, myths and misconceptions popularised and shared about different courses, especially those of Arts and Humanities, like those of Education, would be clarified, and interest roused to them. The misconception of and myths, tales and looming issues about courses like Philosophy and Linguistics would be clarified in the minds of students at earlier stage before reaching Senior Secondary School two (SSS2), when they begin to make career choice of being in Arts, Social Sciences, Sciences, Commercial or Business or Technology [Technical and Vocational Education]. It is at this point that students would get to know the numerous career opportunities in Arts/Humanities. For example, they would get to know that Linguistics and Philosophy graduates could work in any sector, since every human endeavour makes use of language, the thrust of Linguistics, and every field or human activity involves critical thinking in order to produce reasonable outputs. These fields, like several others in Arts/Humanities, cut across all human endeavours.

The linguists, for instance, are needed across all fields for various professional services as regard language and language use. In sociology, linguists are needed for designing of speech forms that locate a group of people and for assisting in the formulation of theories and programmes that enhance communication, love, understanding and development. Linguists, as interpreters, are needed in law court to aid arbitration by detecting the unique personal features and voices of criminals through forensic exercises cum evidence. Linguists are needed in Literature and Cultural studies to effectively x-ray and appreciate the aesthetic beauty of arts and culture, which engineering too relies on in different regards. In fact, Language is used and the professional services of the linguist are needed in Philosophy, History, Sciences, Management, Administration, Education, Medicine and Health, Media and Journalism, International Relations, Psychology, Computer, Information and Library Sciences, Arts, Law, etc and all other human endeavours.

Again, career guidance and counselling entails informing and educating the ignorant of the modes of operation, preoccupations, scope, nature, conventions, ethics and career prospects as well as the problems of every field of academic endeavour without any bias. It involves checking and balancing the child's strengths and weaknesses in relation to their career choice; i.e. balancing their performance with their chosen or intending courses or careers, etc. It requires objective appreciation of every course, duly highlighting the contributions of each field to academics, humanity, divinity and the society, and the interdependence of all courses, as none can exist in isolation. The counsellors have to tell the clients nothing but the raw truth without fear or favour. Good and proper early career guidance and counselling would equip the students ahead of the future; enable them be full part of their future and career and be ready to accept blames for their mistakes; and make parents understand why they have to allow their children/wards to choose courses for themselves, as their choice is only subject to their parents' guidance and counselling and not compulsion.

3. The School and Early Career Guidance and Counselling

The school is a crucial agent of socialisation, comprising the classroom, the teacher and the society [22]. The classroom is often seen as a place where the child is easily faced with socialisation among peers, and peers constitute another agent of socialisation. Since most of the things that children do in the classroom are done in the presence of their peers, they have to learn how to deal with a more formalised group situation. Parental expectations and perceptions of their children's development of both cognitive and mental skills serve to affect the transition to the school environment [13, 16, 23-24].

Since the teacher also plays a significant role in the social development of the child, which is at school, the place of the teacher in the child's education on career choice and the future realisation of their ambitions cannot be overemphasised. In other words, career guidance and counselling of students is the prime role of the teacher, academics, across all stages of education. The schools assist in building the child academically, mentally, socially, culturally, politically and otherwise. At school, young people are taught how to socialise. They are

taught how to best fit into the society. They are taught skills required to provide labour force that the society needs for advancement. They are also provided with the training that makes them have sense of purpose, direction and co-ordination. Schools also help teach the cultural heritage, skills and knowledge that are required to be part of the society [23].

The school, through teachers (academics), has a lot of impact on the child. The child's formal education is wholly got at school, which usually starts early in the child's life, unless otherwise handicapped by challenges that deprive them of their right to education. Formal education basically begins at primary school through tertiary institution. These days, nursery and pre-nursery levels have been evolved as additions to the primary school. The education system adopted from British and practised in Nigeria is the 6-3-3-4 system, where 6 years are for primary; 3 years are spent at Junior Secondary School; another 3 years are for the Senior

Secondary School; and the 4 stands for the minimum years spent at tertiary institutions to qualify for first degree or its equivalent, the Higher National Diploma (HND).

At school, the task of early career guidance and counselling is almost the exclusive preserve of all the schools below the tertiary institutions. This is because the early career guidance and counselling of students towards their right choice ought to begin before the students begin to apply to tertiary institutions for admission. Early career guidance and counselling alongside the impartation of technical and vocational skills would rouse the interest of many students to professional artistic fields (subjects) offered in technical colleges, which would (may) metamorphose to their life career or ground their choice of the course to study at tertiary institutions. Higher institutions' professionals, especially those in Arts/Humanities, have the long laid-bare duty of educating their junior fellows, academics, in primary and secondary schools, who are in turn the best players in early career guidance and counselling.

4.   The Family and Early Career Guidance and Counselling

The family refers to a group of people linked by blood or marriage that co-operate economically and share the responsibility of the upbringing of their offspring [13, 17, 18, 21, 25-26]. A family is simply described as a social unit of person's biological origin [26, 25]. Kanu [21] has observed that part of the functions of the family in the society is the transmission of the norms, languages, values and culture of the society to the young ones, thereby ensuring the future of the society.

The career of every young one is part of his/her future. As Onoguere and Osa-Edo [19] observe, it is from the family that a person gets introduction into the society. The family is the first and most prominent agent of child's education and socialisation in every society and the child depends entirely on the family for his/her education [17, 13]. The basic positive ways of behaviour as well as living are usually learnt from the home, i.e., the family. It is where the child first learns the language, culture, tradition, customs, norms, values, philosophy, occupation, etc. of his/her people. The child also learns how to respect elders and honour/worship God [17].

Again, the family is described as the bed rock of the society, as every person in the society has a background in a family. Every child is born into a family and s/he takes on the family name. It exercises a great influence on the child, as the basic learning function begins in the family. It is the duty of the family to present acceptable modes of behaviour to the children and make effort to ensure these are confirmed to [17]. As such, it is the duty of the family to make children value every course studied at tertiary institutions and not to poison their minds toward some courses by perceiving them contemptuously and/or discouraging them from being interested in them for one flimsy reason or the other. That is to say that if the family shows interest in and emphasises Arts/Humanities courses, for example, the children would certainly be interested in them. For the family to do so well, parents and other elderly members have to be well-informed and offered a comprehensive

career education both at school and home by academics, the press, the religious, peers and pressure groups alike, while the government, international community, corporate institutions and meaningful individuals support with funding of the education and programmes.

The earlier the family, the primary agent of socialisation, teaches and prevails on the child on what to do and what not to, the earlier the child is bound to learn and get used to what they [he/she] is taught. Ordinarily, the child spends more time at home with the family than elsewhere. As such, the family [home] is the first place the child could get well socialised about the right career choice that best suits their prowess and capabilities. When parents and relatives tell children all that they need to know about choosing the right career, encourage them to pursue their dreams [dreamed courses], and clarify them that every course is important and contributes to the society in different capacities, they are bound to be interested in any course of their desire without any contempt or contemplation. This has to be done early enough to ground or ease the latter socialisation by school, media, peers and religions, since the children would have already got good background socialisation on various courses, their relevance, prospects, contributions, scope, nature, requisitions and modes of operation.

5.   The Media and Early Career Guidance and Counselling

The mass media include radio, television, newspapers, magazines, computer, traditional public communication media and the contemporary social media. They constitute a vital agent of socialisation in every human society. As Dibie and Robert [13] observe, socialisation and education work or go hand-in-hand. Besides entertainment, mass media inform, educate, instruct, make or portray a thing or a person, preserve and transmit cultures, ethics, etc., and contribute to developing the society in all regards. Information about everything in the society, whether good or bad, is usually communicated to the masses by the mass media so as to help the society grow and develop. This is the concern of educational media, whereby the mass media are used for educational purpose [13, 27-30].

As Moemeka [31] has observed, the mass media help unify society and increase social cohesion by holding and teaching a broad base of common social norms, values and collective experience. By so doing, the mass media help in transmitting cultures across generations. This is why social norms, values and culture in general have become topics for conscious education by the mass media through the formal school system [31]. They are also known to vibrantly and effectively mobilise and motivate people to attain their goals, as in the case under study. Through such roles, they help people attain their educational, political, social, cultural, economical and otherwise goals, both as individuals and members of the society. By so doing, they contribute to nation-building and national development [32, 27].

Information about anything or person is disseminated or best spread by the mass media, the agents of socialisation and mass communication, to the public. Therefore, the place of the media in early career guidance and counselling cannot be over-emphasised. Unfortunately, the Nigerian media are yet to live up to expectation in this regard. While they are doing marvelously well in advertising, marketing, promoting, projecting, developing, popularising and rousing the interest of many to their profession, Mass Communication, they are yet to take up the thankless task of rousing the interest of many parents and students to many Arts and Humanities courses that they often tend to shy away from. Well, that is basically because those directly concerned tend to do little or nothing about the situation, and thus the gross and increasing loss of interest in many Arts/Humanities courses in contemporary times.

As it is in this era, children tend to learn faster from the media. Since socialisation and education go together, it is clear that the media also have a pivotal role to play in the education of individuals, groups and nations. Career guidance and counselling is thus part of the educational role that should be played by the media. That

is, it ought to be part of the educational media programmes of the mass media, which, of course, should be given utmost priority and maximum media jingles. This task has to be initiated by schools in collaboration with the family in order for the media to effectively carry out this all-important role. The task could be made manifest by the media through broadcasting, advertising, publicity, public relations and career guidance and counselling programmes. Describing publicity in terms of media role, Belch and Belch [33] note.

Publicity refers to non-personal communications regarding an organisation, product, service or idea not directly paid for or run under identified sponsorship. It usually comes in the form of a news story, editorial or announcement about an organisation and/or its products and services.

On the whole, the school and the family have the basic task of early career guidance and counselling as socialisation gestures [see 34]. Once the media live up to their expectations, by duly taking up the thankless task of early career guidance and counselling on the media, on air, print and internet, peers and religions as well as the larger society would only complement the socialisation processes that would duly rouse the interest of many to all the courses they currently shy away from or simply disregard for several flimsy reasons noted earlier. Every religious group also owe young children (students) and parents the duty of sensitising them on right career choice and practice as well as making them understand that every course (field) is important, including Religious Studies, Theology, Peace and Conflict Management/Studies, etc. which are also Arts/Humanities courses neglected by many. Peers would thus positively influence one another, following the positive impacts of schools, media and religions on them, as regards the early right career guidance and counselling and their roused interests in every course accordingly without contempt for any.

6. **Conclusion**

So far, this paper has described how the interest of parents and students could be roused to courses in Arts/Humanities that they mostly neglect or shy away from for flimsy reasons (excuses), such as questioning their scientific and career prospect status; contemporary relevance; possible contributions to economies of nations, academics, humanity, divinity and the society as a whole; values in the global scheme of things; and their scope, nature, requisitions, past, present and future.

It submits that all courses are relevant or equally important. No course is inferior or superior to the other (s). There are countless career opportunities in Arts/Humanities. For example, graduates of Linguistics and Philosophy have limitless career opportunities, as they can work anywhere that language is used and critical thinking is involved. And of course, all fields and sectors cannot do without language use and critical thinking, and thus need professionals of these fields at all cost. Many people only misunderstand these professions with their professionals because of their complex nature and scope. As such, they tend to feel that the philosopher is a pagan, while the linguist is a mere polyglot and as well erroneously believe that these fields only have teaching career prospect for the graduates. Therefore, to clarify these looming issues and rouse the interest of many, particularly parents and students, early career guidance and counselling is imperative. This requires worthwhile efforts and gestures of government, socialisation agents and all and sundry.

7. **Recommendations**

In view of the discussed issues in this paper, the following brief recommendations have been made:

(i) Efficacious, functional and operational guidance and counselling unit should be established in all schools, primary to tertiary institutions. Schools must begin to live up to expectations in this regard. There should be a hierarchical training, from university to primary schools, career education and interdisciplinary studies. Also, examination malpractice should be shunned by all and sundry so as to know students' true performance in both internal and external examinations, as to knowing the field each student best fits into.

(ii) Students should be allowed to pursue their selfchosen courses, based on their best-performing requisite school subjects, prowess and dexterity.

(iii) Parents should be taught and prevailed on to let their children/wards pursue their dreamed courses, whether in Arts/Humanities or other faculties without detecting particular courses for them, of which they most times lack prowess and the requisitions.

(iv) The mass media should rouse the interest of parents and students to courses in Arts/Humanities and publicly discourage the discrimination or relegation of some courses. Religious groups, peers and pressure groups should support the media in like manners and rouse the interest of the public to courses they ignorantly disregard and shy away from.

References

Agbedo. C. U. (2000). General linguistics: An introductory reader. Nsukk: ACE Resources Konsult.

Nwala, M. A. (2008). Introduction to linguistics: A first course (rev. ed.). Abakaliki: Osi and Alozie Ltd.

Dibie, G. A. and Robert, O. S. (2014). Appraising the significance of arts and languages in polytechnic education. Being a paper presented at the 5th National Conference of the Nasarawa state: Polytechnic ASUP chapter, held at the Nasarawa State Polytechnic, Lafia: 9th-11th Sept., 2014.

Dibie, G. A. and Robert, O. S. (2016). Significance of arts and languages in polytechnic education. IIARD International Journal of Education Research (IJER).

Funch. B. S. (1997). The psychology of art application. Britain: UBC.

Brummet, P. et al. (2003). Civilization: past and present tenth ed. Boston: Pearson Custom Publishing.

Kramer, S. N. (1963). The Sumerians. Chicago: University of Chicago Press.

Standage, T. (2005). A history of the world in six classes. US: Walker and Company; 'Ubaidcivilisation.'

Ancientneareast.tripod.com.

Whitehouse, R. & Wilkins, J. (1986). The meaning of civilsation: History discovered through archaeology. New York: Alfred A. Knopt Publishers.

Redman, C. (1978). The rise of civilization. San Francisco: Freeman.

Uche. B. G. (1994). The Interaction Between Science and Language. The Nigeria Teacher Today: A Journal of Teacher Education. Kaduna: NCE 3 (1) 101.

Emeka-Nwobia. N. (2007). Social linguistics: An introductory reader. Abakaliki: Larry Caleb Copy Craft International Ltd.

Dibie, G. A. and Robert, O. S. (2015). A thankless task for Nasarawa parents, schools and mass media in marketing library resources. IJERC, Cambridge International Journal and Publications, Abuja.

Afen-Akpaida, J. E. (2008). 'Socialisation and the agents of socialisation' In Aluede, R. O. A. and Omeregie, E. O. (eds) Sociology of education. Ekpoma: Alltime Publishing Company.

Arnett, J. J. (1995). Broad and narrow socialisation: The family in the context of a cultural theory. American Journal of Marriage and Family 57 (3): 617 28.

Coates, R. D. and Wageneer, T. C. (1999). Race and children: The dynamics of early socialization. America Journal of Education 120 (2): 220-236.

Omoregie, E. O. and Aluede, O. (2008). 'The family and education'. In Aluede, R. O. A. and Omeregie, E. O. (eds) Sociology of education. Ekpoma: Alltime Publishing Company.

Nwabuisi, F. M. (1988). Philosophy and sociological foundations of education. Ibadan: Heimemann Educational Books (Nigeria) Ltd.

Onoguere, E. and Osa-Edo, G. I. (2008). 'Education and society' In Aluede, O. and Omoregie, E. O. (eds). Sociology of education. Ekpoma: Alltime Publishing Company: 82-90.

Onyeachu, A. S. (1988). Psychological foundations of education. Awka: Meks Unique Publishers.

Kanu, O. (2006). The role of society in advancing the education of children. Nigerian Academy of Education 20th annual congress book of proceedings, 32-41.

Robert, O. S. and Dibie, G. A. (2015). The imperative of effective socialisation towards sustaining indigenous cultures in Nigeria. IIARD International Journal of Philosophy and Cultural Studies (IJPCS).

Aluede, R. O. A. (2008). 'Society, culture and education' In Aluede, R. O. A. and Omoregie, E. O. (eds) Sociology of education. Ekpoma: Alltime Publishing Company.

Nwanchukwu, V. C. and Nwagwu, J. (2006). The role of the parents/home in the character development of the child.

Nigerian Academy of Education 20th Annual Congress book of proceeding, 42-50.

Igbo, E. M. (2003). Basic sociology. Enugu: CIDJAP Press.

Bamisaiye, R. (1998). Sociological foundation of Nigerian education. Ibadan: AMD Publishers.

Chiakaan, G. J. and Ahmad, J. I. (2011). Mass communication for beginners. Markudi: Azaben Publishers.

Robert, O. S. and Besong, E. N. (2016). Nigerian media and indigenous cultures transformation: The journey so far. J Mass Communicat Journalism, 6: 317. doi: 10.4172/21657912.1000317.

Robert, O. S. and Besong, E. N. (2017). Some unresolved degenerating national issues: Nigerian government & media's failure. Saarbrucken, Germany: Lambert Academic

Publishing.

Robert, O. S. (2017). The place of government and the press in rousing unemployed graduates' interest to entrepreneurship, catalog number v354591. Germany: Grin Publishers.

Moemeka, A. (1994). Communicating for development: A new pan-disciplinary perspective (ed) Albany. New York: State University of New York Press.

Ajala, J. (1991). Public relations: In search of professional excellence. Ibadan: African Link Book Ltd.

Belch, G. E. and Belch, M. A. (2001). Advertising and promotion: An integrated marketing communication approach. New York: McGraw Hill.

Edobor, R. I. O. (2008). 'The school: A social institution and bureaucratic organisation'. In Aluede, R. O. A. and Omeregie, E. O. (eds) Sociology of education. Ekpoma: Alltime Publishing Company.

Copyrights