



## Challenges to the Documentation of Indigenous Educational Knowledge for Secondary Education Goal Attainment in Rivers State

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### ABSTRACT

The study investigated the challenges to the documentation of indigenous educational knowledge for secondary education goal attainment in Rivers State. Three research questions and three corresponding hypotheses guided the study. The study engaged descriptive survey design. The population of the study was 6,956 teachers while 713 teachers were sampled using proportionate stratified random sampling technique. Instrument used for data gathering was a 14-items questionnaire titled "Challenges to Indigenous Educational Knowledge for Secondary Education Goals Attainment Questionnaire" (CIEKSEGAQ) which was face and content validated by three experts in Measurement and Evaluation, University of Port Harcourt with a reliability index of 0.84 using Cronbach alpha statistics. There were 713 copies of questionnaire administered with 694 copies retrieved representing 97.3% retrieval rate. Research questions raised were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. The result of the study showed that pictures, written documents were used to a high extent while other methods were used to a low extent. The challenges identified included in access to external knowledge among others. It was recommended that modern technology should be used for the documentation of indigenous educational knowledge for secondary education goals attainment in Rivers State.

**Keywords:** Documentation, Indigenous Educational Knowledge, Secondary Education, Rivers State

### Introduction

Indigenous educational knowledge has remained a vital tool in proffering solution to societal problems across different sectors and this has remained useful in the medical, agricultural and other science based sectors over the years with little consideration in the education sector. Despite the relevance of indigenous knowledge in solving societal problems, it has remained underused in the education system partly as a result of the inability to document such knowledge for future use. The documentation of indigenous knowledge is often done orally in the past which makes transmission of such knowledge difficult. However, there are other methods used in documenting acquired indigenous knowledge such as writing on local materials such as scrolls which makes it possible for this information to be accessed by the future generation. The documentation of indigenous knowledge makes it easy for the future generation including students to understand the past and work towards the future development of the society because of its technicality (Ogundokun, 2019). The documentation of indigenous knowledge has made it easy for students to be socially transformed by contributing to the acquisition of socially acceptable values. This goes a long way in contributing to building skills and knowledge that promotes social, political and economic development. Indigenous knowledge also contributes to the development of team work skills which is needed for finding joint solution to the problems of the society.

There are diverse challenges to the management of indigenous knowledge for student's general empowerment. This includes the fact that indigenous knowledge is usually oral and as such may be lost over time if not properly documented. Similarly, this makes it also easy for such knowledge to be compromised over time making it less effective for future use. Indigenous knowledge must therefore be properly documented in order to avoid a loss of vital information over time which can help proffer solution to the future problems of the society. It is therefore important for appropriate strategies to be put in place to ensure the management of indigenous knowledge for the societal transformation of students such as developing appropriate knowledge preservation techniques. This is relevant for the future growth and development of any society.

The relevance of this study cannot be overemphasized as the study is the first to address the issue of management of indigenous knowledge for secondary education goals attainment. It is therefore necessary to investigate how indigenous knowledge can be managed as it is important for preparing students for the future needs of the society. This is therefore the problem that this study intends to investigate in public secondary schools in Rivers State.

Indigenous educational knowledge has remained largely underutilized and/or unutilized in our school systems despite the availability of such knowledge in the midst of contemporary societal problems requiring attention as a result of weak existing links (Martin, 2012). Vital indigenous educational practices which would have been used to carry out educational tasks and make teaching and learning more practical and result oriented have been ignored and

made to waste away. Additionally, the overreliance and application of Western knowledge in our school system has made it difficult for local solutions to be proffered to educational problems in our localities. The school environment in Nigeria and Rivers State in particular therefore stands at the mercy of programmes and policies and practices imported from other countries. This has made our education system of little or no significance in contributing to our educational goals and objectives. It is on this premise that this study is important in unraveling the the inhibitors to the application of indigenous knowledge for secondary education goals attainment in Rivers State.

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### **Indigenous Educational Knowledge and Secondary Education Goal Attainment**

Indigenous knowledge as the name implies can be used to refer to knowledge that is particular to a given environment. Indigenous knowledge covers the entire technological, social, economic and philosophical, learning and governance systems existing in a place which often operates as a semi-closed system. This type of knowledge is usually best understood practically, personally and contextually and as such cannot be removed from an individual or his community or environment whether physical and spiritual. Semali and Kincheloe as cited in Mawere (2015:59) stated that the term “indigenous knowledge refers to the natives’ ways of knowing which is associated with the creativity and dynamic ways in which residents of a particular locality have understood themselves in relation to their natural environment”. Indigenous knowledge is therefore the entirety of the experiences and learning peculiar to a given set of people for the benefit of the different sectors of their communal life.

Secondary education is basically referred to as that level of education between primary and tertiary education. This level of education does not only help bridge the gap in primary education and prepares the learner for tertiary education but also prepares the learner for making contribution to the society specially as middle level manpower. Furthermore, Desjardins (2015) also added that part of the objective of secondary education is the development of rational values which is needed for the development of the nation. The national growth and development plan of the nation becomes easy to achieve when these educational objectives are achieved and as such every avenue must be explored to ensure their attainment and this necessitate the application of indigenous knowledge in secondary schools. This is because the general empowerment of any individual goes a long way to determine their economic, political and even educational advancement if properly managed and this will also go a long way to contribute to the progress of the nation at large in the short and long run and this forms part of the target of the goals of secondary education as outlined.

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### **Documentation of Indigenous Educational Knowledge for Secondary Education Goals Attainment**

The documentation of indigenous knowledge is important for the present and future general empowerment of students in any school system. Therefore, practices for documenting indigenous knowledge in schools for the general empowerment of students include but are not limited to the following:

Knowledge generated indigenously are often stored in the form of pictures for the future educational needs of students and other members of the society. When indigenous knowledge is stored pictorially, it gives students an opportunity to connect with past events. Teachers and other indigenous educators therefore need to cultivate the attitude of preserving relevant indigenous knowledge in pictures as it provides an evidence for students upon which they can establish their transformational goals and objectives.

Indigenous knowledge can also be recorded either verbally or otherwise. The knowledge collected indigenously can be recorded for safe keeping for the use of future generation (Ajayi, 2014). Record keeping no doubt has been one of the basic ways of preserving indigenous knowledge and this must be developed as a practice in order to ensure that students acquire the needed knowledge for their social growth and development. Similarly, knowledge gathered indigenously can also be written down for future use. In the past, relevant knowledge is often written down in scrolls and this makes it easy for the users of such knowledge to access such document and use it for their personal and societal goals and objectives. The documentation of indigenous knowledge in writing is therefore an important practice that will help to provide an evidence for the future generation on issues that are relevant to their collective growth and development both in the present as well as for the future.

Teachers and students can also use oral communication to preserve acquired indigenous knowledge. It has been pointed out that oral communication as a method of documenting indigenous knowledge is subject to distortion (Okorafor, 2010). However, when such knowledge is stored in the form of songs and proverbs, it becomes easy for the knowledge to be kept for future use. When indigenous knowledge is preserved by word of mouth, it becomes a practice or principle that will be relevant for students to build upon for initiating relevant societal growth and development programmes.

In today’s technological world, indigenous knowledge can be documented by digitalizing old manuscripts. Technology makes it easy for relevant indigenous knowledge to be stored for a long time such that their original values can be preserved (Anele, 2012; Khupe, 2014). Artifacts and other indigenous knowledge objects are today preserved using digital technology and this makes it easy for learners to access such knowledge with ease and utilize it for bringing about social change and transformation both in their local communities and beyond.

Education is a vital tool for any nation pushing towards basic knowledge and skills to attain their national growth and developmental plans. This has led to the establishment of educational institutions and structures that through learning and teaching will serve as a channel for transforming individuals and the society and for improvement of the society’s knowledge, ideas, abilities, morality and culture from one generation to generation (Ibrahim, 2010). This knowledge which can sometimes be indigenous may exists in the form of mental or physical, emotional or socio-cultural values which need to be instilled in all citizens so as to enable them perform as functional members of the society.

These values and virtues of education are certainly in line with the Federal Government’s plan for self-reliance and self-transformation among her citizens from students to other members of the public. Students self-transformation can only be attained where the citizens acquire practical skills which

will assist them to meaningfully interact with other members of the public. However, the ability of these students to reach this high can only be attained through the educational system that emphasizes it as part of its core curriculum at all levels. The plans of the government to achieve social change and development can only be achieved by integrating the formal education system with indigenous practices which will in the long run result to economic and national development.

Okolocha (2010) on his part identified the fact that being entrepreneurial contributes significantly on the need for students to be socially matured. Students are the future of any society and as such their general empowerment is important for the development of any society. In a developing nation like Nigeria where there are varieties of social problems among the youths, the general empowerment of students cannot be overemphasized as change agents in the society. Educational scholars have pointed out that major social problems in Nigeria such as unemployment problems, decreasing standard of living, growing disparity between urban and rural areas of the country, and inadequate social and physical infrastructures to meet the needs of a rapidly growing population (Adesina, 2010) are as a result of the social decline in values which can simply be corrected using indigenous knowledge at the grassroot level.

There are different indigenous groups in a multicultural country like Nigeria and it is only a perfect understanding of the different social and cultural values through indigenous knowledge that can help the society achieve its general empowerment aspiration. Social, cultural, economic and political behaviours can be inculcated and nurtured in students through the use of indigenous knowledge at any level of education. Study has identified that among the Igbos, creative expression helps in the transfer of both oral and visual education to documented tradition for the society to understand and recognize Igbo language as well as art. These practices must be properly managed even in schools for the social goals and objectives of education to be achieved. Rohil (2010) agreed with this position when he pointed out that cultural art works of the Igbos which include the use of beads like "aka" and "Jigida", as well as local pomade like Usheyi for beautifying the body, Uri used for body arts and tattoo by wrestlers, musicians and actors and actresses, and also cloth making-like Akwete and Agbo, craft making such as Izere, nza, Okpukpu, OpiOzara (elephant tusks), palm wine tapping, blacksmithing technology, rain making and herbal medical practice. These art works of the Igbos are ventures which the people of the Igbos engage themselves in order to earn a living and contribute to their social development.

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### **Challenges of Indigenous Education for Secondary Education Goals Attainment**

There are different factors that pose a challenge to the management of indigenous knowledge for the general empowerment of students and some of these factors include but are not limited to the following: There is a problem accessing external knowledge because of weak linkage. Martin (2012) joined other educational scholars to assert that the link between the past and the future cultural practices of different groups in the society is very weak. This weak connection often makes it difficult for teachers and students to establish a connection between the past and the future for the general empowerment of students.

In a related manner, the social practices of some communities are at variance with one another (Middleton, 2011). Therefore, the process of establishing a link between the past and the future becomes difficult especially in the face of different groups trying to establish a superiority complex between each other. The differences in cultural accounts of different groups of people therefore make it difficult for an agreement to be established on how to improve on the future social fortune of all. Similarly, the personal attribute of some indigenous knowledge users poses a barrier. This is because in today's society, indigenous knowledge users often bring contemporary and unverified modern knowledge into explaining past events and practices (Schilling, 2011). This involvement of personal beliefs and practices often make the authenticity of indigenous knowledge doubtful and this makes it difficult for such knowledge to be used for the general empowerment of learners. In fact, in some case, teachers bring their own sentiments into the process of sharing indigenous knowledge with students and this makes it difficult for the students to acquire the needed values that will contribute to their general empowerment.

There is also no sufficient infrastructure for managing indigenous knowledge in and around the school system. Some of the indigenous infrastructure that would have been used to transmit indigenous knowledge in the school have been replaced with technology thereby making it difficult for students to have a grasp of past events and practices. The absence of these important indigenous infrastructures therefore makes it difficult for students to be able to embark on their own journey of self-discovery for the social development and transformation of the society. The expansion in technological development has therefore hindered indigenous knowledge management and this also is a bane to the general empowerment of students.

Achieving general empowerment through indigenous knowledge is no doubt confronted by some challenges. One of the challenges that is likely to surface is the fact that people in and outside the school are resistant to change. Students general empowerment is therefore faced with the problem of people's resistance to change which may make it difficult for these changes to occur. Moving from a previous belief that people hold to a new one can sometimes be a daunting task as this people may not be willing to allow this transition. This is because indigenous knowledge in most cases is deep rooted in the lifestyle of the people and can sometimes be difficult to change without some level of stiff resistance.

The method of passing indigenous knowledge from person to person is another major challenge. This is because indigenous knowledge is often passed through oral communication except in cases where they are documented or recorded for future use using any traditional material. However, passing indigenous knowledge orally from person to person and place to place is faced with the challenge that the truth in such knowledge might be lost in the process. Similarly, the limited capacity of the human memory is another challenge which makes it difficult for indigenous knowledge to be preserved and utilized from generation to generation. This is because indigenous knowledge usually exists in volumes and as such the process of memorizing them for a long time may be difficult as they are often not documented on paper.

Alegbeleye as cited in Dim and Mole (2015:46) asserted that “some countries have fairly good access to indigenous information, like Zimbabwe, Jamaica and the Cayman Islands in the Caribbean”. This situation is different from what is obtainable in Nigeria where indigenous knowledge can be scarcely accessed. This is as a result of the inability to mainstream indigenous knowledge into the contemporary modern and technologically driven educational system. This deprives individuals as well as the nation relevant social, economic and cultural benefits which would have been harnessed from the management of indigenous knowledge in schools across all levels.

### Aim and Objectives of the Study

The aim of the study was to investigate the challenges to the documentation of indigenous educational knowledge for secondary education goal attainment in Rivers State. Specifically, the objectives of the study were to:

1. examine the extent to which the indigenous knowledge documentation is applied for secondary education goal attainment in Rivers State,
2. find out the challenges to the application of indigenous knowledge for secondary education goals attainment in Rivers State.

### Research Questions

The following research questions were raised and answered in the study:

1. What is the extent to which the indigenous knowledge documentation is applied for secondary education goal attainment in Rivers State?
2. What are the challenges to the application of indigenous knowledge for secondary education goals attainment in Rivers State?

### Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of male and female teachers on the extent to which indigenous knowledge documentation is applied for secondary education goal attainment in Rivers State
2. There is no significant difference between the mean ratings of male and female teachers on the challenges to the application of indigenous knowledge for secondary education goals attainment in Rivers State.

### Methodology

Design used in the study was descriptive survey. The population of the study was 6,956 teachers (3,536 males and 3,420 females) in the 286 public senior secondary schools in Rivers State out of which 713 teachers which comprised 378 male and 335 female teachers were sampled using proportionate stratified random sampling technique. Instrument used for data gathering was a 14-items questionnaire tagged “Challenges to Indigenous Educational Knowledge for Secondary Education Goals Attainment Questionnaire” (CIEKSEGAQ). The questionnaire was face and content validated by three experts in Measurement and Evaluation, University of Port Harcourt. The reliability of the instrument was estimated using Cronbach alpha with an average coefficient of 0.84. There were 713 copies of questionnaire administered while 694 copies which represented 97.3% were retrieved. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance.

### Results

#### Answer to Research Questions

**Research Question One:** What is the extent to which the indigenous knowledge documentation is applied for secondary education goal attainment in Rivers State?

**Table 1: Mean and standard deviation scores on the extent to which the indigenous knowledge documentation is applied for secondary education goal attainment in Rivers State**

S/No	Items	Male Teachers n=351		Female Teachers n=324		Mean Set X $\bar{X}$	Decision
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD		
1	Knowledge generated is stored in the form of pictures	2.68	0.81	2.89	0.52	2.79	High Extent
2	The knowledge collected is recorded for safe keeping	2.66	0.70	2.89	0.52	2.78	High Extent
3	Knowledge gathered is written down for future use as tattoos	2.72	0.80	2.58	0.54	2.65	High Extent

4	Relevant knowledge is preserved through oral communication	2.69	0.81	2.08	0.81	2.39	Low Extent
5	Knowledge is documented by digitalizing old manuscripts	2.67	0.68	3.04	0.47	2.86	High Extent
6	Relevant information is written on tree backs	2.30	0.64	2.08	0.81	2.19	Low Extent
7	Animal skin and hide is used to pass important indigenous knowledge from person to person	1.93	0.81	2.00	0.54	1.97	Low Extent
<b>Grand Mean and Standard Deviation</b>		<b>2.52</b>	<b>0.75</b>	<b>2.51</b>	<b>0.60</b>	<b>2.52</b>	<b>High Extent</b>

Table 1 showed the responses of the male teachers and female teachers to items 1, 2, 3, 4, 5, 6 and 7 to be 2.68, 2.66, 2.72, 2.69, 2.67, 2.30 and 1.93 as well as 2.89, 2.89, 2.58, 2.08, 3.04, 2.08 and 2.00 respectively. Items 1, 2, 3, 4 and 5 from the male teachers with mean scores of 2.68, 2.66, 2.72, 2.69 and 2.67 were all to a high extent while items 1, 2, 3 and 5 with mean scores of 2.89, 2.89, 2.58 and 3.04 were equally to a high extent since they were above the criterion mean score of 2.50 used for making decision. Similarly, the grand mean score of 2.52 and 2.51 indicated that the male and female teachers responded to a high extent on the methods of documentation of indigenous knowledge applied for secondary education goals attainment in public schools in Rivers State. Summarily, the average mean set score of 2.52 equally revealed that averagely, the respondents used for the study responded to a high extent on the methods of documentation of indigenous knowledge applied for secondary education goals attainment in public schools in Rivers State.

**Research Question Two:** What are the challenges to the application of indigenous knowledge for secondary education goals attainment in Rivers State?

**Table 2: Mean and standard deviation scores on the challenges to the application of indigenous knowledge for secondary education goals attainment in Rivers State**

S/No	Items	Principals n=143		Teachers n=675		Mean Set	
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	X $\bar{X}$	Decision
8	There is problem accessing external knowledge because of weak linkage	2.76	0.68	2.52	0.59	2.64	Agreed
9	Social practices of some communities are at variance	2.73	0.72	2.77	0.54	2.75	Agreed
10	The personal attribute of some indigenous knowledge users poses a barrier	2.06	0.74	2.36	0.52	2.21	Disagreed
11	There is no sufficient infrastructure for managing indigenous knowledge	2.73	0.72	2.89	0.52	2.81	Agreed
12	Expansion in technological development hinders indigenous knowledge management	2.30	0.64	2.58	0.54	2.44	Disagreed
13	There is a problem documenting indigenous knowledge for general empowerment of students	2.87	0.65	2.08	0.81	2.48	Disagreed
14	Indigenous knowledge depends heavily on memorization	2.67	0.68	3.04	0.47	2.86	Agreed
<b>Grand Mean and Standard Deviation</b>		<b>2.59</b>	<b>0.69</b>	<b>2.61</b>	<b>0.57</b>	<b>2.60</b>	<b>Agreed</b>

Table 2 indicated that principals' responses to items 29, 30, 31, 32, 33, 34 and 35 produced mean scores of 2.76, 2.73, 2.06, 2.73, 2.30, 2.87 and 2.67 while the responses of the teachers produced mean scores of 2.52, 2.77, 2.36, 2.89, 2.58, 2.08 and 3.04. All the items that were above the criterion mean scores of 2.50 such as items 29, 30, 32, 34 and 35 from the principals and 29, 30, 32, 33 and 35 from the teachers were all agreed in response to the questionnaire items raised while every other item was disagreed since the mean scores were below the criterion mean score of 2.50 used for decision making. The grand mean scores of 2.59 and 2.61 implied that the teachers agreed a little more than the principals on the challenges to the application of indigenous knowledge for secondary education goals attainment in public secondary schools in Rivers State. Summarily, the average mean set score of 2.60 also established that the respondents used for the study averagely agreed on the challenges to the application of indigenous knowledge for secondary education goals attainment in public secondary schools in Rivers State.

#### Test of Hypotheses

**Hypothesis One:** There is no significant difference between the mean ratings of male and female teachers on the extent to which indigenous knowledge documentation is applied for secondary education goal attainment in Rivers State

**Table 3: Summary of z-test analysis of the significant difference between the mean ratings of male and female teachers on the extent to which indigenous knowledge documentation is applied for secondary education goal attainment in Rivers State**

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	351	2.52	0.75	673	0.19	1.96	0.05	Failed to reject
Female Teachers	324	2.51	0.60					

In table 3, it was revealed that the value of z-cal. of 0.19 was less than the value of z-crit. of 1.96 which was determined at 673 degrees of freedom and 0.05 level of significance. Since the value of z-cal. of 0.19 was less than the value of z-crit. of 1.96, the null hypothesis was not rejected meaning that there was no significant difference between the mean scores of male and female teachers on the methods of documentation of indigenous knowledge applied for secondary education goals attainment in public schools in Rivers State

**Hypothesis Two:** There is no significant difference between the mean ratings of male and female teachers on the challenges to the application of indigenous knowledge for secondary education goals attainment in Rivers State

**Table 4: Summary of z-test analysis of the significant difference between the mean ratings of male and female teachers on the challenges to the application of indigenous knowledge for secondary education goals attainment in Rivers State**

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Principals	143	2.59	0.69	818	0.33	1.96	0.05	Failed to reject
Teachers	675	2.61	0.57					

In table 4, it was indicated that the value of z-cal. of 0.33 was less than the value of z-crit. of 1.96 which was determined at 818 degrees of freedom and 0.05 level of significance. Therefore, the null hypothesis was not rejected indicating that there is no significant difference between the mean scores of principals and teachers on the challenges to indigenous knowledge application for secondary education goals attainment in public secondary schools in Rivers State

## Discussion of Findings

### Application of the Methods of Documentation of Indigenous Knowledge for Secondary Education Goals Attainment

The documentation of indigenous knowledge is as important as any other form of knowledge both in the presents as well as for the future of the society at large. It was reported in the findings of the study that respondents used for the study agreed on the methods of documentation of indigenous knowledge for general empowerment of students in public schools in Rivers State. However, this position differs from the opinion of Ebijuwa (2015) who revealed that documentation processes have not been actively used by library and information professionals in the preservation of indigenous knowledge in primary healthcare centres. This shows that documentation of indigenous knowledge is still very rare and this can hinder the availability of indigenous information which will be needed to promote the social development of students.

In the study, the teachers agreed that indigenous knowledge generated is stored in the form of pictures in the school. This suggests that there are indigenous knowledge facts stored in pictorial forms in these schools. Documenting indigenous knowledge in the form of pictures is important for educating students so as to enable them acquire facts about social issues, events and personality within and outside their social group. Similarly, there was an agreement between the teachers that the indigenous knowledge are often written down and safely kept for teaching and learning activities. However, the teachers also revealed in their responses that they do not use oral method to documents indigenous knowledge used in the classroom for the social benefit of their students.

There was an agreement among the respondents that knowledge is documented by digitalizing old manuscripts and other indigenous knowledge. In their study, Gaál, Szabó, Obermayer-Kovács and Csepregi (2015) were able to reveal that internal measures are effective in dealing with indigenous knowledge issues in any environment. This shows that these teachers use digital devices to document indigenous knowledge which will be used in the classroom but this should be harmonized with other local measures. However, other ways of documenting indigenous knowledge such as the use of tree backs and animal skins were also reported not to be used in the school. This finding shows that teachers actually do not have methods of documenting indigenous knowledge needed in the school. Peterson (2018) pointed out in their study that visiting local sites can help in addressing this situation. This knowledge which are relevant for the social development of students need to be documented in order to keep students informed about social events around their environment. It was indicated in the study that there was no significant difference between the mean scores of male and female teachers on the methods of documentation of indigenous knowledge for general empowerment of students in public schools in Rivers State. This shows that these teachers do not differ on how they store indigenous knowledge especially for future use.

The documentation of indigenous knowledge is of benefit to both the presents and future generation of learners. Burford, Kissmann, Rosado-May, Dzul, and Harder (2012) pointed out in the findings of their study that an important outcome for bio-cultural diversity conservation is the documentation of 20 medicinal plants in a booklet incorporating color photographs, plant descriptions, detailed information on preparations and uses (including dosage, cautions, and side-effects), and other relevant details. When indigenous knowledge is documented, they serve both the present and future generation of learners and this helps to create harmony in societal social development while also contributing to students' general empowerment. Similarly, Ogunrinade (2014) pointed out in his study that learning is simplified and lighter when relevant information are also documented. This is another advantage that teachers can benefit from when indigenous knowledge are documented for students use as well as for the overall development of the society at large. The indigenous information documented must however be in line with the curriculum of the school so as to make it relevant for the present and future generation.

### ***Challenges to Indigenous Educational Knowledge Documentation for Secondary Education Goals Attainment***

The study showed that the respondents used for the study averagely agreed on the challenges of indigenous education for the general empowerment of students in public secondary schools in Rivers State. The challenges identified agreed with the position of McCarter, Gavin, Baereleo, and Love (2014) who revealed in their study that changing modes of knowledge transmission, funding, lack of institutional linkages were among the challenges faced in the adoption of indigenous knowledge. Similarly, Wahab, Odunsi, and Ajiboye (2012) also observed in the outcome of their study that there was a positive relationship between social forces such as colonialism, westernization and erosion of cultural values. This outcome gave substance to the outcome of the study as the respondents showed that weak institutional and individual linkages is a hindrance to the application of indigenous knowledge for students' general empowerment. This was what Mahlangu and Garutsa (2014) also observed in their study when they quipped that weak institutional capacities, failure of the state to provide efficient structures combined with the challenges that Khambashe faces which leads to failure to recognize and accommodate traditional, indigenous or cultural values as an alternative to manage and conserve resources in rural Khambashe. Furthermore, the study showed that the respondents identified variance in social practices as one of the challenges that limit the use of indigenous knowledge to promote students' general empowerment.

However, there was disagreement between the respondents on whether personal attributes pose a challenge to the application of indigenous knowledge for students' general empowerment. In their study, Familusi and Adekanmbi (2019) were able to point out that joint effort is needed for the success of indigenous education in schools and as such all school stakeholders must be involved in this process. This suggests that the attribute of the teacher, students and other school stakeholders does not really pose a challenge to them in this area. They however identified the shortage of indigenous facilities as a challenge which limits the impact that indigenous knowledge can make on students' general empowerment. Oyeleke and Aluko (2012) noted from their study that collaborative effort between the public and the private sector including the government is the only way out. They also disagreed that the expansion in technology as well as problem of documentation poses a challenge. This implies that expansion in technology is an enhancer rather than a hindrance to the use of indigenous knowledge for students' general empowerment while indigenous knowledge is documented as best as possible. The respondents however agreed that over dependence on memorization poses a challenge to indigenous knowledge for students' general empowerment. All of these observations also agreed with a similar study carried out by Adesina (2011) which revealed that low level of funding, facilities, and teacher's qualification are challenges to the overall objectives of education which includes the general empowerment of students across all levels of education.

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### **Conclusion**

The study concluded that there was a high extent to which indigenous educational knowledge is documented for secondary education goal attainment but this is affected by several challenges. In the study, there was no significant difference in the opinion of the respondents of the study on the application of indigenous educational knowledge documentation practices for secondary education goals attainment in public secondary schools in Rivers State.

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### **Recommendations**

The following recommendations were made in line with the findings of the study:

1. Modern technological devices should be utilized for documenting indigenous knowledge in digital forms as this will help to sustain such knowledge for a very long time for the benefit of students both socially, economically and otherwise.
2. School administrators should also carry out regular evaluation of the impact of adopting indigenous knowledge in the process of teaching and learning as this will help to expose the ways this knowledge contributes to the general empowerment of students and also provide room for modifications where necessary.
3. There is need for all educational administrators especially the government to support secondary schools with relevant financial, human and other essential resources that will be needed to overcome some of the challenges faced by schools in the process of institutionalizing indigenous knowledge for the general empowerment of students.
4. Students should be provided the opportunity of visiting indigenous sites as an excursion exercise as this will help to expose them to some of the relevant indigenous knowledge that will contribute to their general empowerment for personal and societal benefit.

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