

ISSN 0794-2192

African Journal of Historical Sciences in Education

VOLUME 11, NUMBER 1, MAY 2015

*A Journal of Historians of Education Development Society
An Affiliate of the International Standing Conference
for the History of Education (ISCHE)*

*Secretariat:
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Outside Nigeria \$20.00

Subscription rates include postage/air speeded delivery.

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The Editors

African Journal of Historical Sciences in Education

Department of Teacher education

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EDUCATION AND NATION BUILDING IN NIGERIA: ISSUES AND CHALLENGES

1

Dr. Aminu Ahmad Chiroma and Abdulhamid Muhammad

Abstract

Nation building is enunciated in the national educational goals and being realized through the provision of functional education. Nation buildings are preceded by a stable political and social order for sustainable development. However, the process of nation building has been taken by serious challenges. This paper examined Nigerian educational goals and the concept of nation-building vis-à-vis the role of education. The paper also analyzed some of the policy issues and programmes for national unity integration nation building as well as challenges facing implementation of such policies. Some of the policies and programmes highlighted include: Political stability, Socio-economic development, Manpower development and resource management. Similarly, Challenges such as ethnicity, insecurity, poverty, unemployment and corruption were highlighted. The paper recommended among others putting in place adequate measures for protection of lives and properties of the people by government to create enabling environment and conducive atmosphere for nation building.

Introduction

Education is regarded as one of the most important tools for nation building, the would over. It is an instrument par excellence for the realization of national development and integration. Education is therefore used as a tool for nation building through desirable educational reforms agenda. It is in this regard that Federal Republic of Nigeria (FRN) (2013) maintained that "Education is an instrument for national development and social change... (P1). This philosophical statement is predicated on the five main

national goals of Nigeria as reflected in the Constitution. These goals according to FRN (2013) include the building of:-

- a. A free democratic society;
- b. a just and equalitarian society;
- c. a great strong and self-reliant nation;
- d. a great and dynamic economy; and
- e. a land full of bright opportunities for all citizens

In the light of the above, it is clear that the concept of nation building is enshrined in the national goals and encapsulated in the national educational goals as driven from the philosophy of Nigeria's education (FRN, 2013). This prompted the FRN (2004) to insist that:

Education shall continue to be highly rated in the national development plans because education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by an education revolution... (p.8).

Consequent upon the above policy framework, a number of Policy issues were introduced by government to ensure the attainment of national development and integration for nation building. Some of the Policy Issues include: National Youth Service Corps (NYSC) Scheme, Unity Colleges, Federal Character Principle, Creation of States and National Economic Empowerment and Development Strategy (NEEDS) among others. The creation of these Policies and Programmes to ensure building a verile nation seems to have fallen far below expectation as problems and challenges have placed the nation in an illusive situation.

The current challenges of ethnic particularism, religious bigotry, unemployment cum poverty, low literacy rate among various groups and insecurity among others have plagued the country into serious problems. To this end therefore, is pertinent to ask whether the government policies and programme towards nation building have failed? What is the cause of the failure ? could it be wrong interpretation and implementation of the policy issues? What are the challenges confronting achievement of nation building n Nigeria?. This paper will focus on concept of education and nation building, issues and challenges in nation building as well as offering some recommendations.

Concept of Education

Education is perceived differently by different people. There are cases where education is simply taken to mean “knowledge” “enlightenment” or “Wisdom”. The expressions commonly associated with these concepts are “the educated”, “enlightened” or “the wiseones”. These expressions are usually attributed to those who have attended formal school system.

Education in general terms is regarded as a process of transmitting societal lores, values and desirable attitudes from one generation to another. It is therefore, a process of developing individuals so as to equip them with desired mode of behaviour that is inconformity with way of life of the society in which they live.

This includes teaching and training in schools for the development of knowledge and skills that prepare individuals to live happily with themselves and others in the society where they live, This perception of education is in line with the Spirit of the national goals as enunciated in the National Policy on Education which states that “development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society” (FRN, 2013:2). Similarly, Fafunwa (1975) sees education as the aggregate of all the processes through which a child develops abilities, attitudes and other forms of behaviour which are of the positive value to society. The emphasis in this view is positive change in behaviour to enable individuals function effectively in their immediate environment. To Shehu (2012) education is a process by which every society preserves and transmits the accumulated knowledge, skills and attitudes in its cultural setting and heritage from one generation to another to foster continuously the well being of mankind. In this context, education guarantees the survival of society despite all odds. Education therefore, is a process through which human behvaioir is refined, regulated and adequately adjusted for progress of the individual and society. It is on this premise that the paradigm for nation building is conceived.

Concept of Nation Building and Education

The vision of nation building is conceived on the basis of individuals’ demonstration of patriotic bevahiour and attitude towards societal needs and expectations. In this regard, FRN (2013) stressed that “development of the individual into a morally sound, patriotic and effective citizen” (P2). In this context nation building is a process that is grounded in the inculcation of the right type of values and attitudes for the survival of individual and the Nigerian Society.

The process of nation building is conceptualized in the national educational goals of Nigeria, through the inculcation of national consciousness and national unity among other value systems (FRN, 2013). Accordingly, schools are considered the best reform agents in the provision of functional education for the promotion of progressive and united Nigeria. The role of the school include provision of relevant, practical and comprehensive education programmes that take into account interests and abilities of individuals to adequately prepare them for community service. In this connection, provision of life-long education facilitates the realization of overall Community needs.

Osaigbovo (2013) notes that developed nations such as United States, Germany and Western European achieved stability in nation building through the provision of functional education. Similarly, in Japan, China, Malaysia, Singapore and South Korea among others achieved nation building through revolutionization of their educational systems. In these nations education was given top priority of the government and made relevant, practical, futuristic, and life oriented. This enables citizens to acquire knowledge, skills, attitudes and values for nation building.

In Nigeria, the concept of nation building is equally conceptualized in the national goals and enunciated in the national educational goals. Education is regarded as an instrument for development and nation building. Education is the main index of development is catalyse for stability and nation building. Adeyenju (2006) noted that without development, there can be no peace or security and development is only possible with education. It is therefore, an obvious fact that education is the best instrument for empowerment and strongest weapon for fighting poverty. Adeyenju (2006) further observed that in building a stable society, education is the strongest weapon for escaping from poverty by improving the quality of life and general well-being of the citizens.

The revolutionary nature of education as a key index for development and nation building as conceptualized in the national goals is implemented through the schooling processes. Igbuzor (2006) and Sheyin (2009) noted that schooling in Nigeria as guided by the National Policy on Education (NPE) improves productivity, health, reduces negative features of life and bring about enhanced development. This shows that Nigerian education sector as guided by the NPE and several coordination mechanisms have been designed and put in place to ensure highest standard is maintained for a better society. It is in recognition of the need for nation building, the Nigerian government introduced viable policies and programmes to ensure proper application of knowledge, skills, attitudes, and Values acquired in

Schools. Some of these policies and programmes include: National Youth Service Corps (NYSC) Scheme, Creation of States and National Economic Empowerment and development Strategy (NEEDS) among others (Alapiki, 2005; National Planning Commissions, 2005 and Osaigbovo, 2013). However, the impact of these policies and programmes in terms of nation building is far below expectation. The current situation characterized by prevailing crisis in the socio-economic and political life of the people in the country is a clear manifestation of system failure.

Issues and Challenges in Nation Building

Realization of nation building depends on sustainable development and stable socio-economic and political culture. In this connection several issues are involved, such as viable democratic culture. Self reliance, dynamic economy, manpower development, resource management, provision of basic functional education and patriotism among others (Oghuvbu, 2007 and Ifenkwe, 2013). It is worth noting that implementation of government policy issues and programmes is effected by certain challenges that are seen as real obstacles to development and nation building. It is important to note that Nigeria is a multi ethnic and cultural society where unity in diversity is required as a source of national unity and nation building mechanism. However, the situation in Nigeria that is polarized by ethnic particularism and religious bigotry poses serious challenges to national integration and nation building. These challenges undermine the spirit of Patriotism which is central to nation building.

Similarly, challenges such as unemployment, poverty, grid, bribery and corruption have undermined the socio-economic and political aspects of life of the society. Equally important to note is the multiple effects of these vices on social stability of the society. It is an obvious that a stable democratic order that guarantees individual's freedom, development and peace which is a prelude to nation building seems to be conspicuous in Nigeria. Azalahu, Ngozi, Jane and Cydaune (2013) observed that:

It is only when a country can produce its own goals and services through the provision of the right educational training; has independence in making and executing its own decision and national policies, makes rational use of its scarce material and manpower resources that it can achieve national economic and political stability and development (p.47).

From the above statement it can be deduced that nation building is a process that is achieved through stable economic, political culture and functional education. However, in the face of economic and political instabilities cum crisis in the education sector do not permit any development and nation building. The current insecurity situation in Nigeria coupled with higher level corruption and grid negate the spirit of nation building. Rather destructive tendencies become the order of the day where lives and properties are destroyed without any recourse to law and order.

The situation in Nigeria is also characterized by strikes and lockouts in educational institutions there by rendering both staff and students hopeless at the slightest opportunity to press home agitation and demands by staff. This happens when the need for improved condition of service, welfare, infrastructural and social services arose. It affects provision of quality functional education that will impact positively on the society. Thus nation building is negatively affected as half-baked products of the educational system flood the labour market.

The issue of effective manpower development and efficient resource management which are central to the productive sector of the society are negatively affected by challenges of grid efforts to achieve a united and corruption strong self-reliant nation' through a reliable efficient manpower and effective resource management mechanism to ensure nation building have been seriously undermined by grid, corruption and laziness. This situation has compounded the problems of unemployment and poverty in the society.

The issue of National Economic Empowerment and Development Strategy (NEEDS) is an important government Policy intended to fight poverty and un-employment. The strategy provides opportunities for entrepreneurship educational practice and enhanced process for nation building through empowering people and promoting Private enterprise (NPC, 2005). The challenges that confront the implementation of the strategy include: economic mismanagement, weak and inappropriate public sector, hostile environment for private sector growth and insecurity among others. These challenges prevent progress and affect the spirit of nation building mechanism.

Conclusion

This paper examined the national goals and national educational goals and discussed the concept of nation building as enunciated in the Policy. In this context education is defined as an instrument for development and nation building. Education is seen as a process of transmitting social values

and desirable attitudes to enhance patriotic spirit for development and nation building. The paper noted that economic stability and viable democratic culture are fundamental to nation building. The attainment of development and nation building involved several issues and challenges. Policy issues such as stable democratic order, self-reliant, manpower development, resource management, patriotism and provision of basic functional education are central to nation building. These issues are seriously challenged by unemployment, poverty, grid, bribery and corruption, insecurity and hostile environment for private sector growth among others. To this end therefore, the paper noted that nation building must be based on sustainable development that is only possible with education which is the main index for nation building, national unity and integration of the Nigeria Society. Finally, the paper offered some recommendations.

Recommendations

In order to bring about a sustainable nation building through functional education in Nigeria, the following recommendations are made;

- Political leaders should respect the tenets of democracy to ensure a stable political and social order for peace and security to facilitate nation building.
- Government should ensure adequate support for provision of functional education to ensure quality education for sustainable development and nation building.
- Government should ensure job creation and employment opportunities to strongly fight poverty.
- Government should intensify the fight against bribery and corruption through the agencies charge with the responsibilities of fighting corruption and related offences in the country.
- To discourage grid and corruption, government should enhance workers' pay for improved productivity and efficient resource management to ensure check and balances.
- Government should provide basic needs of life such as security, electricity and other infrastructural facilities to check hostile environments for private sector participation and nation building in the country.
- Peace and Security are fundamental not only to stability and nation building, but also for the survival of the nation. The government should therefore ensure protection of lives and properties of the citizens. This

means government should put in place adequate measures to protect its people and ensure stability for economic growth and nation building.

- Government should also ensure adequate implementation of viable policies for unity, integration and nation building.

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THE 1955 WESTERN REGION UNIVERSAL PRIMARY EDUCATION (UPE) PROGRAMME IN HISTORICAL PERSPECTIVE: LESSON FOR CONTEMPORARY NIGERIA

2

Eniola Keji Ola-Alani (Ph.D)

Abstract

Six decades after the introduction of the 1955 Universal Primary Education programme, the Nigerian primary educational system remains comatose. This study, a historical discussion, therefore, investigated the programme taking cognizance of the political, economic and socio-cultural considerations that contributed to its acclaimed success. The study noted the detailed planning and preparation made for the project, the ideological commitment of the Action Group government and its huge financial investment on the programme which was meant to accelerate the development of the people; as well efforts to evaluate the programme during implementation with a view to enhancing its quality. Neither the 1976 UPE nor the current UBE programmes have impacted the Nigerian society like the 1955 programme. Under the 1976 programme expansion of primary education was achieved without due regard to adequate teacher strength and efficiency, over enrolment resulting in overcrowded classrooms, inadequate and insufficient instructional and learning materials and poor physical facilities. Sixteen years after being launched as a reform measure to address the gaps and distortions in basic education level of the 1980s and 1990s the UBE has not eradicated illiteracy, ignorance and poverty. Neither has it shown sufficient evidence of being capable of stimulating and accelerating national development and integration. Taking cognizance of the high points of the 1955 programme the paper made recommendations which could greatly improve the current primary education sector.

Introduction

The decade beginning from 1951 marked the most significant expansion in the history of Nigerian education. In terms of administrative responsibility, state governments began to share responsibilities for primary schools with local educational authorities. In 1952, the African Education Conference was held in Cambridge. The four Ministers of Education, representing the federal and regional governments of Nigeria attended as observers. The Conference dealt with so many issues facing policy makers, and all who had responsibilities for managing education. The conference and other political expediencies of the times emboldened the then Western Regional government to accelerate her educational reform programme.

Universal Primary Education (UPE) 1955

Two months before the September 1952 Conference, the Action Group Government of Chief Obafemi Awolowo, through the Minister of Education, had presented a proposal for “a free universal and compulsory education” for the Western Region by January 1955 (Taiwo, 1982). Preparations were made to actualise the programme between 1952 and 1954. Teachers were trained, new school buildings were also put up. On January 17, 1955, the programme took-off without the word “compulsory” (Fafunwa, 1991). The idea of compulsion was dropped to reduce the financial cost.

Obanya (2004) outlined some of the basic elements of the programme. It was to be a free compulsory education scheme. It brought school nearer to the rural and urban communities. Primary education was restructured reducing its duration from eight to six years. It set a target which no government thereafter could afford to ignore, and one to which this country is still aspiring. The fact that it was conceived as a free and compulsory programme implied that it would be universal. It was an acknowledgement of the fact that all Nigerian children are entitled to formal education. Modification in the programme could not eradicate the idea of it being a universal programme for all children in intent, hence, the more convenient description universal primary education (Osokoya, 1987).

The curriculum reflected the environment in which the children went to school. There was provision for learning in the mother tongue in the early years and for transmission of the cultural values. The programme was not free in the sense of abandoning all financial responsibility to government, but it had a tremendous impact on Nigeria’s education system (Obanya, 2004).

It started a momentum whose tide could not be halted. But it moved beyond the issues of application of education to numeracy and literacy. It

helped to create an informed and enlightened community which was the most important element in a democratic system which Nigeria was trying to operate. It also indeed established the principle of opportunity for all regardless of state of origin, sex or social circumstances. It also indeed established the principle of opportunity for all regardless of state of origin, sex or social circumstances. It established the fact that all citizens are stakeholders in the building of society (Fafunwa, 1991). The programme triggered off man power development and thereby made the country one of the few countries in Africa where there were substantial output of men and women who were qualified to be at the helm of the economy, politics, and social development both within and outside the country.

In 2005, Reuben Abati, in a lecture on “Fifty years of Free Education in Western Nigeria; Past, Present and Future” pointed out that many beneficiaries of the 1955 UPE programme had made tremendous contributions to man-power development and has given continuous stimulus to the nation’s capacity building efforts. He added that the programme helped to create a momentum which set the Western Region apart from the rest of the country. Through its development of literacy, the programme created an informed public. In response to the quest for information by that public, there developed local newspapers, some in vernacular like Alaroye and Atoka series. It also accounted for the emergence of a significant number of articulate citizens who responded very quickly to perceived wrongs and rights more than anywhere else in the country. Apart from the immediate response, the history of primary education thereafter until the present consisted largely of attempts to fashion it after the initial Action Group’s 1955 programme with modification reflecting political, economic and social situations at different stages of the national growth.

When the programme was launched on 17 January, 1955, the number of children that turned up was far more than what was provided for. Fafunwa (1991) puts the figure at above 811,000, representing about 61% of the age - bracket of 5-14 years. Only 35% of children in that age bracket had been in school in 1954 (Taiwo, 1982). In spite of the fact that the government had prepared for the programme for at least three years, there were however some initial lapses that posed serious challenges to the programme the huge turnout was just unexpected. It was found that statistical record on which school enrolment projection was based was faulty. The teacher population rose from 17,000 to 27,000 and the budgetary allocation to education moved from 2.2 million pounds in 1954 to 5.4 million pounds in 1955. Nearly 90% of that budget allocation was spent on primary

education. By the year of independence in 1960, over 1.1 million pupils were in school in the Western Region. The figure represented over 90% of children in the school going age bracket (Obanya, 2004).

Why the Programme Succeeded

In the early 1950s, when regional governments in Nigeria took over the responsibility for primary education, finance continued to be a major headache for the school system. The 1959 Educational Act for instance established Local Education Authorities and Local Committees. The Act emphasized joint responsibility of the central, regional and local governments, the local communities and parents in financing primary education. There was no reference to the specific level of involvement of any of the parties so listed. It was quite easy therefore to shift responsibility among the parties.

It may be noted, however, that with the introduction of the UPE in 1955 and 1957 in the West and East respectively there was substantial increase in educational budgetary allocation. For instance each of the two regions committed over 30 percent of their annual budgets to education (Ajayi and Ajayi, 1988). This means, in effect, that responsibility for financing primary education shifted greatly to the regional government. It has been observed that substantial part of budgetary allocation to education in the Western Region between 1955 and 1966 was spent on primary education (Taiwo, 1982). The table below clearly indicated this.

Table 1: Government Expenditure on Primary Education in the West (1955-1966)

Year	Total Education Grant (in OOOs)	Grant in Primary Education (in OOOs)	% of Total Grant
1955/56	5,342	2,767	52.00
1956/57	5,059	3,011	60.00
1957/58	5,885	3,337	57.00
1958/59	5,569	3,867	69.00
1959/60	5,889	4,883	83.00
1960/61	7,400	6,205	84.00
1961/62	7,566	6,144	81.00
1962/63	7,850	5,944	76.00
1963/64	6,170	4,551	74.00
1964/65	6,178	4,791	78.00
1965/66	6,250	5,020	80.00

Source: Ajayi, 1984 (cited in Ajayi, 2005).

It is evident from Table 1 that a sizeable portion of money was expended on primary education in the Western Region between 1955 and 1966. It shows that in 1955/56 school year 52% of the total educational grant was spent on primary education. From that year the percentage increased steadily until it reached the peak of 84% in 1960/61. Even after that year the average annual grant to primary education was in the average of 79.4% of the educational.

The introduction of the UPE was largely responsible for this. It shows the extent to which government was committed to the programme. Ajayi observed that by 1960, the Western Regional government was spending about 41% of its budget on the UPE programme.

Though the Eastern Nigerian Government had also introduced a UPE programme in 1957, the scheme was more successful in the Western Region than in the East where the programme was virtually shelved only after one year because of better preparation and more determination (Ocho, 1988). The failure of the programme in the East was attributed to insufficient funds (p. 68). The West, following the regionalization of the central marketing Board, had a substantial allocation deriving from the foreign exchange reserves which had accumulated from the sales of cocoa during the war years. While the Eastern Region received only 15.1 million pounds sterling and the Northern Region only 24.8 million pounds sterling, the Western Region received as much as 34.4 million pounds sterling. The Western Region, therefore, had the financial capacity to embark on the project.

In addition to financial advantage, the government of the Western Region was more purposeful in its pursuit of the UPE programme. Dudley (1978) argued that the government of Obafemi Awolowo, Awoloso saw the scheme of free-education as a start in the equalization of opportunity; especially that kind of opportunity that will place the Yoruba's at a vantage position in national affairs. Awolowo's commitment to the process of equalization of opportunity is better explained in terms of his ideological orientations. Dudley would certainly not subscribe to the assertion. But government's action on UPE was certainly a product of Awolowo's socialist orientation, which is predicated on the axiom the "free development of each as the condition for the free development of all" (Awolowo, 1960). Suffice it to say then that the UPE was introduced in 1955 as a means of accelerating the development of the people in Western Region to face the challenges and respond positively to the demands of the nationalist agitations for self-rule.

Ajayi (1984) as cited in his 2005 work noted that the expansion of primary schools as a result of the 1955 UPE programme “provided a wider base from which secondary schools, trade schools and teacher training colleges draw their new entrants. The process also quickened the pace of the development of middle level man power. Furthermore, it encouraged parents to send their female children to school. The development enlarged the pool from which talent and potential man power was tapped.

A number of efforts were made to ensure that money spent on primary education, in particular, and education generally was justified. The Banjo (1960) and Taiwo (1968) commissions were consequently set up in the 1960s to proffer solution to the many problems engendered by the financial commitments to education. Like the Banjo Commission before it, the Taiwo Commission Report had far reaching impact on the nation as a whole, even though it was established to provide solution to what were considered as the problems of primary education in the Western State. For instance, the committee re-focused the essence of primary education within the educational system. The commission considered primary education as an autonomous stage of education which was to equip a child for adult life. It considered the child as a little citizen with a sound standard of individual conduct. Primary education was therefore meant to lay a solid foundation for the future (Taiwo, 1982) especially for the few who went on to secondary school. Osokoya (1987) showed that the Commission stressed primary education as being both a social service and an investment in man-power.

Further, the Commission’s report decentralized the educational process, ensuring that all tiers of government as well as parents became actively involved in the management of the primary school system.

The introduction of the 1976 UPE marked a new era in the history of primary education in Nigeria. Primary education became the full responsibility of the Federal Government. It also meant that every Nigerian child could regard basic education as his natural heritage, a right and no longer a privilege. Remarkable progress was made in that there had been wide expansion of the primary school system. More children were enrolled in schools, and great resources were invested in the system. The programme failed. There was rising incidence of poor performance in public schools, most pupils who complete primary schools unable to read and write simple sentences in both English and their native language, many primary pupils dropped out of schools; parents were not willing to patronize the public schools, while the number of functionally illiterates continued to swell (Ola-Alani, 2012). Expansion of primary education was achieved without due

regard to adequate teacher strength, over enrolment resulting in overcrowded classrooms, inadequate and insufficient

The UBE introduced in 1999 was a reform programme aimed at correcting the inadequacies that existed in the primary school system of the 1980s and 1990s. The programme was meant to increase access, improve quality and people's greater commitment and support, training and retraining of teachers and making the curriculum more responsive to the needs of the society. The UBE essentially seeks to produce primary school child who is able to hold his own against all odds, should he be unable to pursue further schooling at the completion of his basic education. The responsibility for implementing the UBE is a collaborative one, a partnership involving federal government, states and governments, communities, civil societies and internal agencies, and societies and international agencies. Thus far great support has been received from international agencies.

Accordingly to Tahir (2003) since the introduction of the UBE remarkable changes had occurred in the primary school system. These changes were most visible in the training and re-training of teachers, increase in enrolment construction and renovation of classrooms by states, local government and the provision of instructional materials to primary schools. The nature and magnitude of the changes varied from state to state depending on how each local government or state perceived and pursued the reform measure. In 2004 for instance, The Federal Government set up a fund to help the states to provide quality basic education. The fund was to be financed with two percent of the Consolidated Revenue Fund. They are also to meet few other due process requirements UBE serves as the co-coordinator for its implementation.

According to the Executive Secretary between 2005 and 2009, the fund was used to construct 41,009, new classroom, renovate 594,44 others, provide 1,139,196 pieces of furniture for pupils and teachers, construct 14,769 toilets, sink 996 boreholes and provide 1.7 million library material and 16.3 million English, mathematics and science textbooks in junior secondary schools among others.

Surprisingly, however the Executive Secretary observed that between 2010 and 2013, 27 out of the 36 Nigerian States had not contributed their counterpart fund, and thus denied themselves from the benefits accruable from the scheme. It is believed that such states had distanced themselves from the scheme because of required accountability and transparency. UBEC tracks the utilization of funds released to each state as well as the counterpart fund, a situation which most of the states do not seem to appreciate. UBEC have had course to accuse some states of diverting UBEC

allocation. In refusing to access the fund meant for promoting the objective of UBE, the society is the ultimate loser. Nigerian's citizens therefore cannot key into the global grid of economic development and purges without a sound education, which begins at the basic level.

Furthermore, Ola-Alani (2012) affirming a 2003 Educational Sector Status Report noted that specific improvement were still needed in the training that teachers received. Deficiencies were identified in teacher's knowledge and skills in the area of language. They were found to need more skills in teaching initial literacy, number and basic science concepts in the children's mother tongue, more ability to manage children's learning needs during the transition to English as a medium of instruction and more awareness of the importance of language across the curriculum. It is also suggested that they need additional training in the use of instructional time in promoting active training, in promoting active learning, in assessment techniques and in teacher team work (ESSR, 2003).

Over all, teacher quality at primary level seems to be low. The problem of teacher education cannot be detached from the continuing low morale and status of teachers, poor incentives to improve performance, poorly and equipped working conditions, inadequate social recognition and lack of control over working conditions in addition to late payment of salaries still prevalent. The task of improving teachers, welfare and commitment to their work ought to be sufficiently addressed. The significance of their service ought to be recognized in terms of Lassa's (2000) observation that "the quality of teachers trained and posted to a school may well determine what the next generation of Nigerians would be" (ESSR, 2003).

Sixteen years after being launched as a reform programme to address the gaps and distortions in the basic education level the UBE has not eradicated illiteracy and ignorance. Not much impact has been made in resolving the crisis in the educational system. In spite of the huge investment of government the seemingly rhetorical question of Pritchett (2001), where has all the education gone, remains pertinent. Neither has it shown sufficient evidence of being capable of stimulating, and accelerating national development and integration.

It is against foregoing background that the 1955 programme was reviewed with the realization that constraints of financial, political and social elements result in modifications of policies. Existing realities modify otherwise ideal objectives or goals which may have originally informed the formulation of a particular policy, in which case the result of a programme policy may be less than what was originally intended. The educational system which over the years had been fashioned in a linear mode of

expansion, relying largely on injection or infusion of more financial and other resources to bring about improvement ought to cease. Instead a more incisive method which seeks to better utilize the rather meager and scarce resources had to be fashioned out.

Primary education principally create awareness and make people better informed about their environment, reduce superstition and make them more tolerant in dealing with other people. Not only does it make people conscious of their way of life but its development and growth depends on their abilities, attitudes and skill. The essence of primary education therefore is to enhance the quality of service which people render to their community as well as improve upon their personal well-being (Mwagwu, 1978). It was clear that the 1955 UPE, even after the immediate post independent years, produced average primary six school leavers that could be engaged as pupil teacher in the primary schools, with a high degree of effectiveness. Their primary education was sufficient not only to improve on their own personal well-being but also contributed greatly to the advancement and progress of their communities. They effectively served as letter writers and opinion moulders in their communities.

Conclusion

This study has shown that the 1955 UPF programme was successful because it was specifically set up for a clearly defined purpose of accelerating the development of the people of the Region. Government was ideologically committed to it. Great deal of planning and preparation also went into the project. Large amount of money was also invested in the programme. Two commissions were also set up within a period of about ten years to appraise the programme with a view to improving the programme. They affirmed that Government alone could not fund education. All stakeholders must be actively involved.

Recommendations

The following recommendations are therefore made as a means of improving the quality of the current UBE programme:

1. A conscious commitment to a human development ideological orientation devoid of the present lip service being paid to educational policies as instruments of social transformation by various governments of the day.
2. Free education should not only be quantitative, it must of necessity also be qualitative. Serious effort must, therefore, be made to address

the inadequacies of infrastructural and instructional materials. Functional libraries must be established in schools, possibly with the support of PTAs. The provision of materials and learning resources generally must also not be left in the hands of any one agent. It is necessary for parents/guardians to supplement governments' efforts by providing their wards with necessary educational materials, especially writing materials and basic textbooks.

3. Primary school curriculum must be rationalized to meet community/local aspirations, while it must also meet the demands of the contemporary society at large.
4. The professionalization of teaching service must be justified in terms of the quality of the professionals. Consequently, the welfare of primary school teachers must go beyond mere salary increases. Terms of service must be attractive enough to retain the best brains, especially in the rural areas.
5. Community involvement in managing community primary schools should be revived and greatly encouraged not only in terms of financial inputs, but also in their participation in assisting the schools to maintain discipline. Funds for implementing free education is crucial. All stakeholders must be mobilized in order to raise specified proportions of money required.
6. Government must make effort to attain the UNESCO recommended 26.0% budget allocation to education. A review of the revenue allocation formula in a more progressive manner as to favour the states and local governments with emphasis on meeting the UNESCO budgetary allocation to education must be seriously examined. Alternatively, the percentage should be increased substantially.
7. The emphasis in financing of primary education must be placed on better utilization of the available funds, the allocation of additional funds to the sector and the diversification of sources of funding. Decentralization of finance and management requires adequate management skills for state and local government administration as well as head teachers.
8. Enhancing teacher quality and productivity by increasing opportunities for in-service training at local levels should receive government attention. In-service training ought to be ongoing, regular and woven into the fabric of the teachers' daily activities, while also addressing the expressed concern and needs of teachers.

9. Mechanism should also be devised to improve the accuracy and promptness of publication of necessary planning statistics such as census data and annual statistics of education.

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SCHOOL QUALITY AND TEACHERS' CHARACTERISTICS AS CORRELATES OF STUDENTS' LEARNING OUTCOME IN HISTORY IN RIVERS STATE

3

Dr. Junaid, Ikmat Olanrewaju

Abstract

Students' performances in secondary school history in recent time have not been impressive based on the reports from public examiners. The subject is not offered by many students as important as it is to individual citizen and the country as a whole. The study investigated the extent to which school quality and teachers' characteristics correlate with students learning outcome in history in Rivers State. The study is a descriptive design of survey type. Multistage sampling technique was employed and data were collected from 30 history teachers and 200 SSS II history students from 20 SSS schools in Rivers State. Five research questions and four validated instruments guided the study with reliability coefficients of 0.78 for SQQ; 0.67 for TCCRS; 0.72 for CIS and 0.56 for HAT respectively. Data were analysed using descriptive statistics, multiple regressions and Pearson product moment correlation. Results indicated a significant relationship between school quality and students' learning outcome in history ($r = .494$); revealed a significant relationship between teachers' characteristics and students' learning outcome in history ($r = .415$); both variables jointly explain 25% of the variance observed in students' learning outcome in history and it was statistically significant at $F (df = 2, 228) = 5.712, p < 0.05$. It was observed that there were positive relationships among school quality, teacher characteristics and students' learning outcome in history. Government should provide learning opportunities for teachers through seminars/workshops in order to develop their knowledge, practices and attitude that are needed for maximum students' learning outcome in history.

Key words: School Quality, Teacher characteristics, Learning outcome, History.

Word count: 250

Introduction

Education is widely regarded as a basic human right, a key to enlightenment, and source of wealth and power. Education is critical to industrial and technological development, with the history of developed nations bearing records of this and developing nations aspiring to realize the same status through workable educational policies to liberate their citizen to become a productive member of the society. The school environment should be conducive enough so as to enhance favourable students' learning. For instance, a school environment may indicate a great deal of cooperation among the various groups in the school setting while another may reveal a climate of tension and friction among the various groups that make up the school system. In fact, the environment a child is exposed to will definitely affect the performance of the child either positively or negatively as the case may be. Ojeritude (1991) postulated that for formal education to be properly provided, schools should be built with necessary facilities to ensure enriched and enabling environment for teaching and learning.

Falodun (2003), also asserted that school environment affects students' education, their conduct. Inadequacy of space and facilities in schools can easily inhibit the productivity of both the teacher and the learner while a conducive learning environment would enhance the sustenance of interest, stimulate learning and ensure satisfactory development and academic performance. In the light of the foregoing, many parents and guardians often want their children or wards to attend schools, which are believed to be adequately equipped. They prefer certain schools to others not minding the cost. Parents look for schools that are well staffed with teachers who have a sense of commitment. On the availability and adequacy of school resources, it is obvious that, private schools are more favoured than public ones. Considering the relationship between educational resources and students' academic performance, teacher's qualification and adequate facilities may be determinants of assessing academic performance of students. Hence, the availability or non-availability of facilities and their adequacy in schools have an effect on students' learning outcome.

In addition, the school climate is determined by the resources, especially classrooms under which the teachers and students operate which influences attitude in teaching and learning. Un-conducive classroom creates stress on teachers and students resulting in negative attitude toward school and learning by students. The human resources are teachers and the non-teaching staff, and physical resources mean facilities including classrooms, desks, toilets, offices, books and teaching aids; all these resources cannot be acquired without financial resources (Gravestock & Gregor-Greenleaf,

2008). Salawu and Adedapo (2001), listed four important factors including the acute scarcity of instructional resources which they said constrained educational systems from responding more fully to new demands. They claimed that, in order for government to do their part in meeting the crisis in education, educational systems will need real resources that money can buy, they will need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipments and more learning materials.

Teacher quality involves the level of qualification and research on the value of a teacher's advanced degree is mixed: some studies show that while additional teacher education has a positive correlation with student achievement in some cases, others find that it negatively affects achievement (Greenwald, Hedges, & Laine, 1996). Goldhaber and Brewer (1997) found that a teacher's advanced degree is not generally associated with increased student learning from the eighth to the tenth grade, but having an advanced degree in math and science for math and science teachers appears to influence students' achievement. The same results were not found to be true for teachers of English or history. In the same way, Goldhaber and Brewer (1997) suggest that the findings of other studies about the impact on student achievement of teachers' advanced degrees are inconclusive because they considered only the level of the degree and not the subject of the degree, which may affect student achievement in different ways than the degree level.

Various educators for example, Ukeje (1970) and Fafunwa (1969) have written extensively on the prime importance of teachers to the educational development of any nation albeit simple, complex, developed or developing. There is a wide range of findings on the relationship between years of teaching experience and student outcomes. (Afolabi, 2011) found that fewer than half of the previous studies on the estimated effects of teachers' experience showed that teachers' experience had any statistically significant effect on student achievement; of those, thirty three studies found that additional years of experience had a significant positive effect, but seven found that more experience actually had a negative impact on student achievement. Other studies show a stronger positive relationship between teacher experience and student learning outcomes.

Many research reports have shown that physical facilities influence teachers' classroom management. Asiyai (2006) defined physical facilities as the entire school plant or educational facilities such as classrooms, staffroom, laboratories, library, audio-visual aids, electricity, water, desks,

chairs, tables, storage space and others which school administrators, teachers and students may need and utilize for the smooth and efficient classroom management. Ogunleye, 2002 in his studies pointed out that teachers who were poorly motivated, had less concern for effective classroom management and consequently, the school goals and objectives would not be wholly achieved and this will affect students' learning outcome. In like manner, Ofoegu (2004) discovered the problems and delays, inconsistencies in paying teachers' salaries and other remuneration has serious conflicted impact with teacher classroom activities. According to Adegun (2002) most of the persistent problems and complications that bedevilled classroom management arises from either lack of information resources and poor capacity for information management.

The teaching of history in our schools should be taken as an investment of knowledge and acquisition of ability to think and express oneself intelligently about human past. History develops the skill of critical thinking and ability to make sound judgements about human situations. It also involves the comprehension and analysis about people in the past or even present. Through historical research, learners develop skill of analysis and synthesis, ability to select and organise information, pose and test hypothesis, ask appropriate questions, constructive, narrations, recall information, use chronological conversion and put events in remembrance. Osokoya in 1996 stresses on the relevancies of history as a subject where he asserted that history as a subject entails handling of varied and sometimes conflicting sources of evidence about past human actions with the subsequent development of cognitive skills of comprehension, analysis and evaluation. History will make the young ones understand our social background in an intellectual atmosphere. The teaching of history is, however, beset with serious problems in the Nigeria secondary schools, because of lack of understanding and importance of the subject, low academic achievement in history and inadequate motivational, shortage of instructional materials, reduction in the number of history students due to poor performance of previous students, inadequate supply of professional teachers and too heavy a syllabus for the prescribed duration.

Statement of the Problem

Students' performances in secondary schools in recent times have not been impressive based on the results from public examiners. Particularly, it was observed that History as a subject is not offered by many students despite the importance of the subject to individual citizen and the country as a whole. More often time, teachers are blamed for students' poor learning

outcome which suggests that there are some teacher characteristics that may be influencing the students' learning outcome. Several studies had researched into some aspects of teachers' characteristics and its implication on students' learning outcome, but it seems only a few had attempted to investigate the relationship between students' learning outcome, school quality and teachers' characteristics. The study, therefore, investigated school quality and teachers' characteristics as correlates of students learning outcome in History in Rivers state.

Research Questions

1. What is the relationship between school quality and students' learning outcomes in history in Rivers State?
2. What is the relationship between teachers' characteristics and students' learning outcomes in history in Rivers state?
3. What is the profile of history teachers in terms of classroom interaction?
4. To what extent do school quality and teachers' characteristic variables combine to predict students' learning outcomes in history in Rivers state?
5. What are the relative contributions of the components of school quality and teachers' characteristics on students' learning outcomes in History in Rivers state?

Methodology

The study used descriptive design of survey type. Multi stage sampling procedure was used for the study. First, Rivers state has been stratified along three senatorial district (Rivers East, Rivers West, and Rivers South-East) respectively. Simple random sampling technique was employed to select one senatorial district out of the three that exist in the state. From the selected senatorial district which has been sub-divided into eight local governments, interval random sampling technique was employed to select four out of the eight local government areas. Moreover, from each of the selected local government, simple random sampling technique was adopted to select five schools each, making a total of twenty schools in all. Purposive sampling technique was used to select thirty (30) History teachers and ten (10) SSII students each from the selected schools. The total sample therefore was 230 participants of thirty (30) teachers and two hundred (200) students.

Results

Research question one: *What is the relationship between school quality and students' learning outcome in History in Rivers state?*

Table 1: Correlation between school quality and students' learning outcome in History

Variables	School Quality	Students' History Learning Outcome
School Quality Pearson Correlation Sig. (2-tailed)	1	
Students' History Learning Outcome Pearson Correlation Sig. (2-tailed)	.494 .006	1
<i>Significant at $p < 0.05$</i>		

Table 1 presents the Pearson product moment correlation result of the relationships between school quality and students' learning outcome in history. The table reveals positive moderate significant relationship between the variables at ($R = .494, p < .05$). This is an indication that school quality relates with students' learning outcome in history.

Discussion: the positive significant relationship result of school quality and students' learning outcome in history is in consonance with the assertion of Agina-Obu, (2005) who said that private schools because of the availability and adequacy of teaching and learning resources do perform better than public schools in school subjects. Likewise, the present finding buttresses the assertion of Akande (1985), who declared that learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged. Other researchers like Ojeritide (1991) support the present result where they asserted that when school facilities are provided to meet relative needs of a school system, students will not only have access

to the reference materials mentioned by the teacher, but individual students will also learn at their own paces.

Research Question Two: *What is the relationship between teachers' characteristics and students' learning outcome in History in Rivers state?*

Table 2: Correlation between Teachers' Characteristics and Students' Learning Outcome in History

Variables	Teachers' Characteristics	Students' History Learning Outcome
Teachers' Characteristics Pearson Correlation Sig. (2-tailed)		1
Students' History Learning Outcome Pearson Correlation Sig. (2-tailed)	.415 .023	1

Significant at $p < 0.05$

Table 2 presents the Pearson product moment correlation result of the relationships between teachers' characteristics and students' learning outcome in history. The table reveals positive moderate significant relationship between the variables at ($R = .415$, $p < .05$). This is an indication that teachers' characteristics relate with students' learning outcome in history. In other words, there is a significant relationship between teachers' characteristics and students' learning outcome in history.

Discussion: It was observed that teachers' characteristics relate positively with students' learning outcome in history and the result was in line with the finding of Gabriel (2009) who reviewed studies on teachers' characteristics and stated that higher qualification of the teachers was important for teaching at the secondary school level; in particular for science subjects; teacher training and qualification have a positive effect on students' academic achievement.

Moreover, the current finding supports the finding of Manson (1981) where he emphasized that teachers' qualification is an important input in teaching-learning situation and students' learning outcome. Since, quality

outputs demand quality inputs. He further argued that teacher qualification has implication on the way a teacher plans his or her lesson, interprets aims, objectives and delivers the lesson; thus making it possible for teachers' academic qualification to affect their students' academic learning outcome. Onocha and Okpala (1985) corroborate the above researchers when they asserted that the teacher's qualification is a significant predictor of students' learning outcome in science. This directly implies that teacher's qualification has something to do with their students' achievement as both are interdependent.

Research Question Three: *What is the profile of History teachers in term of classroom interaction?*

Table 3: Profile of Teachers' Classroom Interaction Pattern.

Teacher category	Individual student work	Student group activity	Teacher prompting learning	Mono-Logue	Teacher not facilitating learning	Confusion	Others	Total
Total %	362.3	396.1	1766.85	64	213.97	131.7	58.9	100%
% Mean	12.1%	13.2%	59.1%	2.1%	7.1%	4.4%	2%	100%

Considering the result from the overall history teachers' interaction pattern, the teachers observed used only 25.3% of the period for Students' activities which is ¼ of the subject period, 59.1% was used by the teachers to facilitate learning and 15.6% goes to other activities that do not facilitate learning. This implies that 25% of the teaching-learning process was given for students' participation and 75% occupied with teachers facilitating learning and other activities which are not facilitating learning. This may be resulting from necessities of detailed explanation required in history class.

Research Question Four: *To what extent do school quality and teachers' characteristics variables combine to predict students' learning outcome in History in Rivers state?*

Table 4: Model Summary and ANOVA on School Quality, Teachers' Characteristics and Students' Learning Outcome in HistoryR = .545^a

R square = .297

Adjusted R square = .245

Standard error of the estimate = 4.008

Model	Sum of squares	Df	Mean Square	F	Sig.
Regression	183.545	2	91.773	5.712	.009
Residual	433.822	228	16.067		
Total	617.367	230			

Significant at $p < 0.05$

From table 4, the combination of the two independent variables, that is: school quality and teachers' characteristics jointly related with students' learning outcome in history, with positive moderate correlation at $R = .545$, a multiple R square of .297 with Adjusted R square of .245. The multiple correlation of .545 indicates a moderate relationship among the two independent variables and students' learning outcome in history. Moreover, as shown in table 4.1.4a the combination of the two independent variables explains 24.5% or 25% of the variance observed in students' learning outcome in history. The observed R value was statistically significant at $F(2, 228) = 5.712, p < 0.05$. This implies that the two variables actually predict students' learning outcome in history.

Table 5: Relative Contribution of School Quality, Teachers' Characteristics on Students' Learning Outcome in History

Model	Unstandardized B	Coefficients Std. Error	Standardized Beta	Coefficients t	Rank	Sig
(Constant)		27.874	2.483	11.225		.000
School Quality	1.808	.714	.426	2.534	1st	.017
Teachers Characteristics		1.433	1.003	1.429	2nd	.164

Significant at $p < 0.05$

From the table 5, it is evident that this variable contributed significantly in the prediction of students' learning outcome. School Quality with this feature ($\hat{\alpha} = .426$, $t = 2.534$, $p < 0.05$). However, this variable contributed positively but insignificantly in the prediction of students' learning outcome in history. Teachers' characteristics with this feature ($\hat{\alpha} = .240$, $t = 1.429$, $p > 0.05$). This is an indication that school quality actually determines the learning outcome of history students.

Discussion: the significant result of the relationship between school quality and teachers' characteristics buttresses Ojeritude (1991) postulation that for formal education to be properly provided, schools should be built with necessary facilities to ensure enriched and enabling environment for teaching and learning. The finding also supports the assertion of Falodun (2003) that school environment affects students' education achievement, their conduct and inadequacy of space and facilities in schools can easily inhibit the productivity of both the teacher and the learner.

Research Question Five: *What are the relative contributions of the component of school quality and teachers' characteristics on students' learning outcome in History in Rivers state?*

Table 6: Model summary and ANOVA on Components of School Quality, Teachers' Characteristics and Students' Learning Outcome in History

R = .648^a
 R square = .419
 Adjusted R square = .326
 Standard error of the estimate = 3.787

Model	Sum of squares	Df	Mean Square	F	Sig.
Regression	258.899	2	64.725	4.514	.007
Residual	358.468	228	14.339		
Total	617.367	230			

Significant at $p < 0.05$

From table 6 the combination of the two independent variable, that is: School Environment, Facilities, Instruction Materials and teachers' characteristics jointly related with students' learning outcome in history, with positive moderate correlation at $R = .648$, a multiple R square of .419 with Adjusted

R square of .326. The multiple correlation of .648 indicates a moderate relationship among the two independent variables and students' learning outcome in history. Moreover, as shown in table 5b, the combination of the three components of school quality and teachers characteristics explains 32.6% or 33% of the variance observed in students' learning outcome in history. The observed R value was statistically significant at $F(2, 228) = 4.514, p < 0.05$. This implies that the four variables actually predict students' learning outcome in history.

Table 7: Relative Contribution of School Quality, Teachers' Characteristics on Students' Learning Outcome in History

Model	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t	Rank	Sig
(Constant)	19.556	3.950	4.951	.000		
School Environment	2.271	1.069	.350	2.124	2 nd	.044
Facilities	.552	1.103	.089	.501		.621
Instructional Materials	2.284	.967	.379	2.361	1 st	.026
Teachers Characteristics	1.301	.885	.252	1.470		.154

Significant at $p < 0.05$

From the above table, it is evident that these variables contributed significantly in the prediction of students' learning outcome in history. School Environment with this feature ($\hat{\alpha} = .350, t_{2.124}, p < 0.05$). Instructional Materials with this feature ($\hat{\alpha} = .379, t_{2.361}, p < 0.05$). However, these variables contributed positively but insignificant in the prediction of students' learning outcome in history. Facilities with this feature ($\hat{\alpha} = .089, t_{.501}, p > 0.05$). Teachers' characteristics with this feature ($\hat{\alpha} = .252, t_{1.470}, p > 0.05$). The result implies that instructional materials are the most influential in the prediction followed by school environment respectively.

Conclusion

From the findings of the study, it was observed that there are positive relationships among school quality (facilities, instructional materials, and environment), Teachers' characteristics (subject mastery, classroom management, teaching experience, teaching method), and students' learning outcome in history. Therefore, when teachers improve on their

skills (in terms of teaching method and allow substantial time for students' individual work in their various classes e.t.c), and Government increases the supply of teachers and infrastructural facilities to improve school quality' these will increase the students' level of performance in secondary school history.

Recommendations

Based on the research findings, the following recommendations are made.

- Government should provide learning opportunities for teachers to develop their knowledge, practices and attitude that are needed for maximum students' learning outcome in history.
- Teachers who have stayed long in the school and the newly employed ones should still be encouraged to attend seminars/workshops in order to update their knowledge so as to be more effective in their teaching.
- Teachers should be assigned to teach the subjects of their specialization or subjects in which they profess to have the skill, ability and interest so that their efforts may yield desirable students' learning outcome.
- Government and schools' proprietors should improve on the provision of adequate infrastructural facilities in order to enhance maximum students' learning outcome in history.
- Government should improve in the supply of history teachers in various secondary schools, since the experience of the past is indispensable to shape the future.

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THE DEVELOPMENT OF PRIMARY EDUCATION IN ONDO AND EKITI STATES OF NIGERIA

4

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Abstract

Formal Western education since its inception in Nigeria has spread all over the thirty six (36) states of the country. This paper examined the advent of Western formal education in Nigeria. The study evaluated the development of Western education in Ondo and Ekiti States of Nigeria in terms of number of primary schools in the two states, students enrolment in the primary schools, number of primary school teachers, qualification of teachers in primary schools, financing of primary schools, training and re-training of primary school teachers as well as facilities available in primary schools in the two states. The study revealed that the government of the two states are committed to the development of primary schools as shown in all the tables that were presented in the study. Recommendations were proffered, among which was that the government of the two states should take steps to ease the problem of unemployment of youths in the two states by employing the unemployed graduates in order to increase the number of teachers in the two states.

Introduction

The advent of formal western education in Nigeria could be traced back to the advent of the European Christian Missionaries in 1842. The history and development of primary education in Nigeria started with the introduction of formal western education (Fafunwa, 1991; Adeyinka, 1993). As reported

by Osokoya (2004), the primary objective of these early Christian Missionaries was to convert the natives to Christianity through education. The knowledge of the bible, ability to sing hymns, recite catechisms and to communicate both orally and in writing were considered essential. Primary education in Nigeria as in other developing as well as developed countries of the world is usually regarded as a bedrock for the formal education system. It is the fundamental foundation upon which the rest of the educational system is built. Hence the National Policy on Education (NPE, 2004), refers to this level of education as the key to the success or failure of the whole system of education.

With the introduction of Universal Basic Education to the nation, primary school forms the foundation for the Universal Education which comprises of primary one to primary six, that is the first six years of the Universal Basic Education (UPE, 2004). Primary education is the education given to children aged 6 – 12 years with the following objectives:

- i. The inculcation of permanent literacy and numeracy, and the ability to communicate effectively;
- ii. The laying of a sound basis for scientific and reflective thinking, citizenship education as a basis for effective participation in and contribute to the life of the society;
- iii. Character and moral training and the development of sound attitudes;
- iv. Developing in the child the ability to adapt to his changing environment;
- v. Giving the child opportunities for developing manipulative skills that will enable him function effectively in the society within the limits of his capacity;
- vi. Providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Statement of the Problem

This study examines the historical evaluation of primary education in Ondo and Ekiti States specifically, the study evaluated the primary education in the two states under study in terms of:

1. Number of primary schools in the two states.
2. Students enrollment in primary schools in the two states.
3. Number of primary school teachers in the two states.
4. Qualification of teachers in primary schools of the two states.
5. Financing of primary schools in the two states.

6. Training and re-training of teachers in the two states.
7. Facilities available in primary schools in the two states.

Scope of the Study

This study is limited to Ondo and Ekiti States of Nigeria. Since it is a historical survey, it covered 1976 – 2014.

Ondo State of Nigeria was one of the seven states created on 3rd February 1976 by the then Federal Military Government of Nigeria. It was carved out of the former Ondo province created in 1915 with Akure as the provincial headquarter (Ministry of Information and Culture, 2009). Ondo States has a total of about 3 million people, ranked 20th out of the 36 states of the federation.

Ekiti States is a state in south-western Nigeria, created on October 1st 1996 alongside five others by General Sani Abacha. The state created out of the territory of Ondo State, covered the former twelve local government areas that made up the Ekiti zone of old Ondo State. with the 2006 general census, Ekiti state had a population of 2,737,186 ranking 29th in population out of the 36 states of the country (Ministry of Information and Culture, 2009).

Significance of the Study

The study is significant in the following ways:

- a. It highlights the trends in the development of primary education in Ondo and Ekiti states between 1976 – 2014.
- b. It provides evidence to show the various factors promoting qualitative and quantitative primary education in Ondo and Ekiti states during the period covered.
- c. It strives to enhance public understanding of government funds and the administration of primary schools in Ondo and Ekiti States.
- d. It also pinpoints the major problems retarding the development of primary schools during the period covered.
- e. It provides guidelines that would assist the educational managers in the management of education in the two states.

Introduction of Formal Education in Ondo and Ekiti States of Nigeria

The history of western education in Nigeria dates back to 1842 when some Yoruba immigrant from Sierra Leone who had settled in Badagry invited

the Christian Missionary Societies to come to Nigeria. The Wesley Methodist missionary society, the Baptist mission and the Catholic missions had all established their various stations alongside the Wesley Methodist church. Each of these four groups also established some western formal schools in all their stations (Omokhodion, 1995).

The evolution of western education which includes primary education started in south-western Nigeria before it later spread to other parts of the country.

The intense missionary rivalry of the introduction of western education in Nigeria had adverse effects on the educational development in Nigeria at that period. Also, inadequate finance, inadequate curriculum which did not suit the aspirations and needs of the indigenes, lack of adequate supervision of school, that is learning by memorization to mention a few were all paramount in the educational sector at that time.

The British colonial government had to intervene by supporting the missions with the grants-in-aid, which formed the major educational financing policy. New measures were introduced by the colonial government towards controlling the educational activities of the missionaries (Adesina and Ogunsaju, 1982). Various educational ordinances of 1882, 1916 and 1925 memorandum, to mention a few, had significant impacts on the colonial territories. In 1955, a new dimension was witnessed in the old western region in the area of primary education. The Action Group (the political party in power) led by the late Chief Obafemi Awolowo gave top priority to primary education. A free Universal Primary Education (UPE) was introduced, funding and controlled by the government in January 1955. To be able to solve the problems that emanate from the regional universal primary education, both Banjo Commission (1960) and Taiwo Commission (1963) were set up by the Western regional government (Sunal, Osa and Graba, 1989). The recommendations made by these commissions assisted greatly in solving the educational problems faced by the people in the country. In 1976, the head of state, General Olusegun Obasanjo launched the Universal Primary Education (UPE) to cover the entire country (Taiwo, 1981; Ukeje, 1979; Osokoya, 2002).

Universal Basic Education (UBE) was introduced in Nigeria to fully implement the ideal universalization of access to education. The launching of the Universal Basic Education programme took place in Sokoto on 30th September, 1999 by the Federal Government under the leadership of President Olusegun Obasanjo. The programme aimed at providing a basic education that would lay the foundation for sustainable life long learning.

In consonance with the statement above, the Ondo and Ekiti states Primary Education Boards, Ondo State SUBEB and Ekiti State SUBEB respectively, were put in place by the governments of the two states to cater for the affairs of the primary schools and junior secondary schools.

Discussion of Findings

Number of primary schools in the two states are as follow:

Table 1: Number of Primary Schools in the Two States

Year	Ondo State	Ekiti State
1976-1980	-	-
1981-1985	580	-
1986-1990	650	-
1991-1995	680	-
1996-2000	1153	141
2001-2005	1153	272
2006-2010	1156	322
2011-2014	1341	541

Sources: Ondo and Ekiti States Ministries of Education

The table above shows that the number of primary schools in the states increased tremendously. This shows that primary schools are created from time to time by the two state governments.

Table 2: Student Enrollment in the Two States

Year	Ondo State	Ekiti State
1976-1980	909263	-
1981-1985	913304	-
1986-1990	510541	-
1991-1995	458546	-
1996-2000	304647	201062
2001-2005	417228	268144
2006-2010	468884	338999
2011-2014	958324	402142

enrollment into public primary school. This may be as a result of the growth of private Nursery and Primary school in the state. In Ekiti States, the number increased rapidly every five years.

Table 3: Number of Primary School Teachers in the Two States

Year	Ondo State	Ekiti State
1976-1980	-	-
1981-1985	-	-
1986-1990	-	-
1991-1995	12728	-
1996-2000	13613	6362
2001-2005	11723	11869
2006-2010	14090	12172
2011-2014	11685	12172

Source: Ondo and Ekiti States' Ministries of Education

As revealed in the table above, it is clear that the number of teachers increased steadily from 1991 to 2006 when it seemed as if there was stagnation in the number of teachers which made it to remain 15072 between 2006 to 2014 in Ondo State and 12172 in Ekiti State for the same period. This period happened to be when the states were governed by democratic governments. This means that there was no recruitment of teachers by the two states governments.

Table 4: Qualification of Primary School Teachers in the Two States

Year	Ondo State						Ekiti State					
	B.Ed/ B.A/ B.Sc.	NCE	DIP CERT	TCII	OTHERS	TOTAL	B.Ed/ B.A/ B.Sc.	NCE	DIP CERT	TCII	OTHERS	
1976-1980	-	-	-	-	-	-	-	-	-	-	-	-
1981-1985	-	-	-	-	-	-	-	-	-	-	-	-
1986-1990	-	-	-	-	-	-	-	-	-	-	-	-
1991-1995	123	2544	2544	7058	454	12723	-	-	-	-	-	-
1996-2000	243	3796	2733	7074	825	13613	152	1449	869	3784	108	6362
2001-2005	248	5365	1417	4144	449	11723	1611	4181	2077	3654	246	11769
2006-2010	879	9063	2121	1897	130	14090	1884	7882	1109	1090	107	12072
2011-2014	879	8262	1319	1095	130	11685	1884	7882	1109	1090	107	12072

Sources: Ondo and Ekiti States Ministries of Education

The table above shows the qualifications of teachers in Ondo and Ekiti States respectively. From all indications, the numbers of professionally qualified teachers were more than those who were not professionally qualified. The implication of this is that the two states made use of qualified personnel in their primary schools, and this will enhance quality teaching and learning process in the two states.

Table 5: Grants for Financing of Primary Schools in the Two States

Year	Ondo State	Ekiti State
1976-1980	-	-
1981-1985	-	-
1986-1990	2783902	-
1991-1995	29704300	-
1996-2000	33467700	26906765
2001-2005	32918900	2874615
2006-2010	-	-
2011-2014	-	-

Sources: SUBEB of Ondo and Ekiti states

The table above shows that the government of the states were committed to providing appreciable grants for the running of primary schools in their states. It is clear that the money provided by the states government was use to purchase materials that were needed like the teachers' time book, teachers' movement book, lesson notes for teachers and so on but there is always room for improvement especially when there are lots of renovations to be done and when there is need to repair infrastructures from time to time. the researcher was unable to get the necessary document for record on the grants for 2006-2014 in both states.

Table 6: Training and Re-training of Teachers in the Two States

Years	Ondo State		Ekiti State	
	No Planned For	No Executed	No Planned For	No Executed
1976-1980	22	10	-	-
1981-1985	29	14	-	-
1986-1990	43	22	-	-
1991-1995	43	15	-	-
1996-2000	46	19	54	23
2001-2005	36	18	81	45
2006-2010	32	12	-	-
2011-2014	38	15	-	-

Source: Ondo and Ekiti States Universal Basic Education

Training and re-training of teachers in Ondo and Ekiti States were not so encouraging as shown in the table above. It is obvious that the governments or SUBEB of the two states actually had good intension of training their primary school teachers as indicated in the column 'Number planned for'. However, due to financial constraints, time or other factors, the numbers executed are so limited compared to number planned for and this may have adverse effect on teaching and learning process as the teachers need to update their knowledge from time to time so that they will be up to date.

Table 7: Number of Libraries and Toilets in the Two States

Years	Ondo State		Ekiti State	
	No of Libraries	No of Toilets	No of Libraries	No of Toilets
1976-1980	53	668	-	-
1981-1985	53	673	-	-
1986-1990	260	975	-	-
1991-1995	296	1062	36	302
1996-2000	347	1264	36	440
2001-2005	352	1280	37	447
2006-2010	352	1280	37	348
2011-2014	352	1638	37	348

Source: Ondo and Ekiti States Ministries of Education

The table above shows the number of libraries and toilets in Ondo and Ekiti States primary schools. It is obvious from the table that not all the primary schools had libraries and/or toilets. This is not good enough as the schools are public place. It is better to make the primary school conducive and comfortable for the pupils.

Summary

This study traced the development of primary education in Ondo and Ekiti States of Nigeria in reference to students enrolment, number of public primary schools in the two states, number of primary school teachers, their qualifications, financing of education, training and retraining of the public primary school teachers, availability of facilities like libraries and toilets in the public primary schools and the origin of western education in Nigeria.

Conclusion

The government of the two states showed commitment to the development of public primary education in their states as shown in the discussion above. It is clear that a lot of grants were released yearly for the finance of the public schools to buy necessary facilities for use in the schools. There is need, though, for the government to provide other necessary facilities like libraries and toilets. Also, the governments should organize workshops and seminars for training and retraining of public school teachers in their states.

Recommendations

The up-grading of teachers through the in-service or part-time training is a welcomed development in the two states. There is need for government to provide enough money for the running of the schools so that student enrolment into public primary school which is on the decline every year as a result of the poor state of the public schools should be looked into by the two state governments.

Government should make provision for the facilities like toilets and libraries.

From the findings also, the number of teachers in the public primary schools in both state remained stagnant between 2006 to 2014. This should be avoided since a lot of graduates are out there looking for job, the governments of the two states should therefore recruit teachers to ease the problem unemployment of our youths.

Generally, the government of the two states should make public primary schools attractive by re-constructing and renovating all the dilapidated buildings in the two states' public primary schools.

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100 YEARS OF EDUCATION IN NIGERIA: ISSUES OF REFORMS- PROSPECTS, CHALLENGES AND THE WAY FORWARD

5

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Abstract

The study made a historical survey reviewing the trends in educational reforms, prospects, challenges and the way-forward, since 100 years of education in Nigeria till date. The work also looked at the concept of educational reforms, historical perspective of educational reforms in Nigeria, challenges of educational reforms, effects of misguided educational reforms on the education sector and the society at large, prospects and the way forward for sustainable educational reforms in Nigeria. Four research questions were generated to guide the study. The work uses secondary sources for its data collection. The data collected was also evaluated and analysed and findings revealed that there has been series of reforms in education during and after independence but due to some misguided educational reforms in Nigeria, there has been a total failure in achievement of educational reforms in Nigeria.

Introduction

In 1914, the British colonies; the Lagos colony, Southern and Northern protectorates were amalgamated by Lord Lugard and named Nigeria. The territory remained a British colony till 1960 when it attained independence. Before 1914, the Christian missionaries were the sole administrators of education in Nigeria until 1882 when the colonial government became interested in the education. According to Ogunu (2000), "the colonial administrators administered education through the use of certain

educational ordinances and codes, such as the 1882, 1887, 1916, 1926, 1948 and 1952 education ordinances”. Ordinances were policies and policies relate to reforms. According to Okoroma (2006:244), “a policy is an overall guide that gives the general limits and directions in which administrative actions will take place.” This is to say that a policy defines the areas in which decisions are to be made but it does not give the decision. Policies are not only formulated but also programmed, communicated, monitored and evaluated.

The word ‘reforms’ means, to improve by altering; correction of errors; removal of defects or put something in to better a form or condition. Reforms could also be described as to abolish abuse or manipulations, improvement or amendment of what is wrong, corrupt or unsatisfactory. Imoke (2011) said that “education reforms are representations of conscious evolutions of policy regimes which are capable of bringing significant revolutionary changes in the sector. The intent of such reform is to make it more responsive to the needs of the people. It is also important to know that education is a public good, one which benefits non-proprietors. According to Cohen (2003),

education reform in any setting is the arrangement by a group of persons or a country to change the ‘status quo’, it is the change in policy in education to make better by converting or making improvement from the deficiencies that are in the previous policy.

The main aim is to eradicate the exercise and effects of illegitimate power. Onuigbo (2009) as well said that,

educational reform is a long process that begins with problem identification, studying analysis of existing structure and ending with the evaluation and termination of the programme. It as well involves the development of an alternative policy, experimentation implementation and feedback.

The basic requirement is to meet the needs and aspirations of the people. Reform has to do with injecting new processes and facilities into an organisation and integrating them to improve the performance of that organisation. The provision of excellent service is the major concern of every reform. Omolewa (2007) stated that educational reforms emanate from the basic convection that considerable progress can be made in a nation by its people through careful engineering of the educational process. This paper examines 100 years of education in Nigeria: issues of reforms, prospects, challenges and the way forward.

Statement of Problem

It is no longer a fallacy that education in terms of reform for human capital development is of topmost priority the world over, including Nigeria. The idea of reform implies the adjustment or repositioning of an organisation in order to be able to effectively and efficiently meet the dynamism and challenges of its universe of operation. Reforming an education sector in this sense could mean attempting to restructure it either to meet an original conception or to prepare the said sector for future challenges. The basic requirement of educational reform is to meet the needs and aspiration of people. When educational reform is adequately planned, it accelerates structural integration of a plural society by equalising economic, social and political opportunities.

In Nigeria, educational planning has not achieved much in terms of reforming the educational system despite its advantages. The problem remains, why should Nigerians be dragged into educational reforms unprepared for its requirements? Gusau (2011) criticized the Federal government, "from the foregoing, one can discern the inconsistent confused nature of the Nigeria educational reforms." In the 70's, government took over all the voluntary and mission school on the pretext of free universal primary education, this reforms collapsed in less than a decade. Today, some states are returning schools to the original owners. The UPE of 1976 failed due to lack of adequate planning. The 6334 failed due to lack of adequate planning. The JSS sector was meant to cut unemployment level among the youth by arming them with sellable skill. But how was the JSS implemented? From the onset, the implementers think more of buying finished technology and goods as basis of pre-vocational education. Likewise, alternative power arrangements were not made. Similarly, the teachers required to operate these machines and teach students were not available. The hope that the reform will enable schools fabricate some of their basic needs, such as: chairs, desks, blackboards and beds never materialized, in fact, some JSS students sit on the bare floor to receive lectures in contrast to the aims and objectives of National Policies on Education. All these inconclusive educational reforms actually pose a very big problem in educational sector.

Objectives of the Study

The study is to ascertain:

- i. The educational reforms in Nigeria since amalgamation.
- ii. The challenges of education reforms in Nigeria.

- iii. The effects of these challenges on these educational reforms.
- iv. The prospects of educational reforms in Nigeria.

Research Questions

The following research questions were formulated to guide the study:

- i. What are the educational reforms in Nigeria since amalgamation?
- ii. What are the challenges of educational reforms in Nigeria?
- iii. Are there effects of these challenges on educational reforms?
- iv. What are the prospects of educational reforms in Nigeria?

Methodology

The study is a historical survey reviewing the trends in educational reforms, prospects, challenges and the way forward since 100 years of education in Nigeria. The work uses secondary sources for its data collection. The data collected was also evaluated and analysed and the findings were clearly stated.

Educational Reforms in Nigeria: The Historical Perspective

The first significant reform agenda for the Nigerian educational system came as early as 1954 when the nationalist advocated a change from 8-6-2-3 system, meaning 8-year primary, 6-year secondary, 2-year higher school certificate and 3-year university to a new 6-5-2-3. The change resulted in reducing the number of years as in the primary and secondary school levels. These reforms continued after independence in 1969, there was a national curriculum conference held in Lagos. Participants eager to set a new path for the future of the country's education claimed the intended colonial system that lacked the relevance and vitality that was needed for Nigeria to compete globally as a force to reckon with. Such a system they reasoned will empower the country towards the path of scientific and technological development. As a result, the conference recommended changes in the system from 6-5-2-3 system to 6-3-3-4 system; that is 6-year primary, 3-year junior secondary, 3-year senior secondary and 4-year university education. The recommended new system is simply America's system of education which Japan copied 1945 and succeeded.

The Universal Basic Education Act which came into force in 2004 seems to have altered the 6-3-3-4 in favour of a 9-year basic education programme. The Act whose provisions seek to enforce the National Primary Education

Goals and set target for attaining primary education within the global education of all (EFA) and Millennium Development Goals (MDGs) context by year 2015, provide for free and compulsory Universal Basic Education for all children of primary and junior secondary ages in Nigeria. With the declaration of the UBE in 1999, the 6-year primary education constitutes the first part of the 9-year basic education programme. The 9-year basic education programme is a major recently initiated by Government to universalize the access and participation in basic education in Nigeria with an extended scope to include the first 3 years of junior secondary education. This in line with 1948 United Nations Human Act which provides that access to functional quality primary education is a fundamental human right of all citizens.

Three major reforms seem to have been put in place to ensure greater participation in technical education. They are: introduction of a 9-year basic education and the post basic education curricular that emphasize quality technical and vocational training at this level with the introduction of basic science technology studies and computer studies as core and compulsory studies.

- i. Introduction of two initiatives ,vocational enterprise institutions (VELS) and innovative enterprise institutions (ITELS) to stimulate and strengthen private sector involvements in the delivery of technical and vocational training to enhance the overall quality of technical and vocational education in Nigeria.
- ii. The upgrading of Yaba college of Technology and Kaduna polytechnics into existing universities as a means of enhancing the image of improving quality technical and vocational education in Nigeria.

One significant reform in the tertiary education is in the area of quality assurance. According to Gbenu (2012) quality assurance in Nigerian higher education is subject to internal and external inspectorate mechanisms. The external mechanism is involves accreditation conducted by the statutory regulatory agencies and professionals and professional bodies. This is fundamental for setting of standards at all levels and that is why the process of implementing an accreditation Programme for all secondary schools in the state is possible. In the university system, act no.16 of 1985 empowers the NUC to lay down minimum academics standards for all academics programme taught in Nigeria universities and accredits them. The same goes for the national board for technical education and the national

commission for colleges of education which have responsibility to lay down minimum standards and accredit programs of polytechnics/monotechnics and colleges of education respectively. The laws establishing these bodies have been amended in response to the challenges of providing quality education required by a developing nation in the 21st century.

Imoke (2011) state some recent reform as follows:

Education governance and politics- increased funding to education during the democratic regime has made transparency, governance and management of resource imperative. A governance and politics task area was established to develop initiatives aimed at improving transparency and governance in tertiary institutions key initiatives include:

- i. Consolidation of federal tertiary institutions
- ii. Public presentation of visitation and panel reports.
- iii. Standardization of the appointment of vice chancellors, rectors and provosts.
- iv. Design of frame work for appointment for members of board of parastatals in education and governing councils of federal tertiary institutions.
- v. Census of university consultancies and their activities.
- vi. Design of strategy for greater participation and transparency in the governance of tertiary institutions, e.g.: the publication of decisions taken by governing councils.

Challenges to Educational Reforms in Nigeria

There are so many factors responsible for the failure of educational reforms. They include:

- i. *An implementation of reforms in Nigeria education sector:* Reforms are imported from foreign countries, especially America and Europe and adopted without finding out their relevance to the society. This was the practice during the colonial era and it continued till the present. There has not been logistic approach to most of the reforms. This implies that reforms are initiated and implemented without considering their consequences and other aspects of the education system and in the entire society.
- ii. *Lack of continuity in reform implementation in the administration of the country:* The government will initiate its own policy reforms without

minding what predecessors have been doing. Programmes which are introduced by one administration are abandoned when another government take over without minding the quality in them. The only reason is that it has not been initiated by a ruling government.

- iii. *Constant change in government:* There is constant change in government. At the time one government is getting familiar with the problem at hand and is setting the stage to address it, another government will take over.
- iv. *Funding:* Another barrier to reform is the dangerous assumption that educational entrepreneurship is akin to business of manufacturing or merchandising. This is a misconception and mix up between education as business and the business of education. The competition between government and the private sector to run education as business could becloud the reasoning behind certain education reforms. Education is a right by law and an essential part of life that should not be left to the whims of demand and supply and returns on investment. Every human being living must be educated for the world to work harmoniously. Meanwhile, the business of education is a social service which should be structured to meet the aspirations of the various economic strata of society. But no living human being should be left out of being formally educated in one form or the other.
- v. *Fear of change:* Adebule (2014) states that “most changes, whether personal or societal, are unnerving at first because societies cling to what they know to avoid the anxieties of the unknown.” Therefore, educational reforms are not an exception especially when they are as far reaching as to affect, control and influence the operators at all levels including the private sector. As long as these realities of societal reforms are obscured or subsumed by anxieties and concerns of individuals advantages accruable to the society as a result, the reforms may be lost completely.
- vi. *Local fixation:* This is another challenge to reforms in education. The educationist in most cases focus on fixing issues within the school system, whereas fundamental problems that need fixing lie outside the borders of the school. Qualitative thinking outside the box is required to have quality input into future education reforms especially as regards development in the 21st century educational organisation and delivery.
- vii. *Lack of accurate statistical data:* According to Ajayi (1985), “lack of accurate statistical data and unreliable national census has tended to

render most efforts relating to educational reforms or any other forms of planning in Nigeria unproductive.” Yet, the success of the various forms of planning rests on reliable data.

- viii. *Economic constraint*: For effective and adequate educational reforms, there must be adequate planning to enhance it. There is need for adequate fiscal resources to develop it. In Nigeria, the percentage of the government budget always earmarked for education is too meagre. Hence, there is hardly enough fund for the planning unit of the educational sector to embark in serious educational reforms and innovation.
- ix. *Poor planning technique*: According to Adeyemi and Oguntimehin (2000), “there are not enough experts in Nigeria in the area of educational planning.” There are small units in the ministries of education, which are responsible for educational planning. These units are often staffed with educational officers who rose from the rank. Almost all of them have no formal training in educational planning and statistics. They can rarely use the information gathered to interpret the educational situation of the country for proper planning of educational reform to improve educational quality.
- x. *Attitude*: Attitude is an important variable for change to occur. It is a mental state held by an individual, which affects the way such individual responds to events and organises his recognition. Thus, everybody should not only speak about change but be ready to accept change and live it by having positive disposition to change.

Effects of Misguided Educational Reforms in Education and the Entire Society

In the launching of UPE in 1976, the needs assessment was not properly done, the end result was absence of adequate statistical data. For instance, on the launching of UPE, 3 million children showed up as against 2.3 million prepared for; a 30 percent underestimation. This has implications for classroom spaces, teachers and equipment (Akpa, 1988). As a result, UPE died a perpetual death. To notify Nigerians that UPE is dead, the revised National Policy on Education (1998:15) stated:

Government welcomes contributions of voluntary agencies, communities and private individuals in the in the establishment and management of primary schools alongside those provided by the states and local governments as long as they meet the minimum standards laid down by the federal governments.

One cannot imagine that such ambitious programme as Universal Primary Education could not be sustained by a nation awashed with money. Sadly, the JSS is the most bastardized, confused and poorly implemented segment of the 6-3-3-4 system. Junior secondary was initially conceived as a stage itself made up of 3 years duration. The curriculum is a hybrid of prevocational and academic subjects. The essence is to impart knowledge in science, arts and technology. Igwe (1988) stated that “the advantage of 3-3 system of secondary education, therefore, is that it will equip its product both intellectually and vocationally depending on their area of interest, aptitude and capability.” The JSS sector was meant to cut unemployment level among the youths by arming them with a sellable skill. But what happened, the implementers think more of buying finished technology and goods as basis of pre-vocational education. They also failed to provide adequate supply of power for the operation of the machines. The teachers required to operate these machines and teach the students were not available. The effects were that the machines were left to rust, were stolen or wasted. The pre-vocational subjects which were meant to launch Nigeria into a respectable industrialized state with abundant pool of lower level manpower became a mirage.

Another effect of misguided reforms is the relegation of inspectorate services, the quality control watchdog in the education sector to periphery. Federal and States Ministry of Education shifted their priority to allocation of phantom contracts in the name of education. Gusau (2008) said, “inspection is indispensable to acquisition of quality education. No education programme will function effectively without a quality inspectorate service.” The concept of inspection has now been changed to supervision. The change was necessitated by the perception of school inspectors as no less than police inspectors with a colonial mentality. They are seen as enforcers of discipline, their presence in a school is both fearsome and awesome to school, teachers and administrators. They brook no nonsense and as such do not tolerate incompetence to duty. The effect of relegating the inspectorate service to periphery has manifested itself in the quality of education delivery. The standard of education has fallen, discipline in schools has relaxed, and the school’s curriculum is not fully implemented. As a result, education sector has ended up achieving examination malpractices. Students struggle to acquire certificates at all costs without actually fulfilling the required educative process. The absence of specific agenda for the Nigerian education manifested itself in the tertiary institutions. These institutions, especially universities, become disorganized when compared with their counterparts in other developing countries like Brazil, South Africa, India, etc. Closure

of universities becomes the norm, and so the dismissal of lecturers. Non-conducive teaching environment, poor remuneration and threat of dismissal all tend to dampen lecturers' morale. The university dons could not continue to tolerate the way and manner Federal Government is handling education, therefore, they take to militancy by resorting to strike actions. It is the failure of education reforms that made Nigerians obsessed with paper qualifications and chains of diplomas and degrees, which in most cases are not in sciences or technology. Some so-called big men simply purchase their certificates in the open market. It is understood that one goes to school to learn skills which will enable one to make a decent living, to acquire knowledge which will help one reason rationally. Education is much more than acquiring certificates. One of the funniest educational reform hits students' nutrition. Food issue is delicate to a learner but the government still believes that the best will still come from the universities and other tertiary institutions, whereas learners go to classes on empty stomachs. Students lost privilege to subsidize food since 1984 when General Muhammad Buhari upstaged President Shehu Shagari from power; since then, it has become common campus language where students use unusual numerical terminologies like: 1-0-0, 0-1-0, 0-0-1, 1-0-1, etc. These figures signify how many times per day students eat. Students are busy fasting as well as battling with their studies. Students began to lose weight and so their studies also lost weight. One would like to ask, when did hunger and learning become friends?

The Prospects of Educational Reforms in Nigeria

The Universal Basic Education is meant to address problems of access, quality and equity at the primary and secondary levels of Nigeria educational systems (Adirika and Oluwataya, 2013). In terms of workability, UBEC (2008) stated that "the effort minimized community rejection of formal education as earlier noticed in some part of the country". The UBE reform programme of 2008 made a comprehensive review of basic education curriculum with a view to enhancing relevance to local and national aspiration.

The federal government has committed reasonable finance input to the UBE programme particularly in the construction of class rooms, offices, stores and toilet in several primary schools across the nation. Assistance and help has been received from the World Bank, United State Agency for International Development (USAID), and the Petroleum Trust Fund (PTF) among others for infrastructure, resources and material for the UBE programme. Training and retraining programme for teachers have been

earned out by the National Teachers Institute (NTI), Universal Basic Education Commission (UBEC) in order to ensure the success of the programme in Nigeria. The UBE technical assistance team under the auspices of the British Council has also enhanced teachers-retraining of staff in the core subjects. According to NTI, (2006), “school based assessment and improvisation of instructional materials has also been focused.”

Though the Federal Government has also committed funds to the provision of vehicles, and boat for the monitoring of the UBE programme, the formidable landmark input was the presidential assent to the UBE bill on 28th May, 2004. This assent provided UBE with the necessary legal backing needed to propel it in leaps and bounds. Ten years after this assent, however, a lot remain to be desired of the programme. The big question here is, to what can the problem be attributed?

In spite of the laudable objectives of the UBE, the scheme has not sailed so smoothly till now. Certain issues need to be addressed; one of such major issues has to do with the planning and management of the programme. Obi (2003) believes that planning engenders control. Unplanned actions are not easily controlled, yet there is a need to keep activities in check especially in new ventures.” Planning also involves conscious decision making in order to achieve set goals, achieving set goals may not begin and end with and in one action; hence, one can say that planning enables one to:

- Look into the future critically
- Carefully set out goals and objectives (rationally thought out and considered achievable).
- Work out procedures, routes, strategies to achieve the set goals

Early in April 2012, President Goodluck Jonathan inaugurated a repacked and rebranded Almajiri school in the Gagi area of Sokoto. According to Alechenu (2012), “the school was built with funds drawn from the defunct Education Trust Fund (now the Tertiary Education Trust Funds).” He went further to say that, the President stated that:

Our administration believes that the time has come for the nation to build on the moral foundation of the traditional system by providing the almajiri with conventional knowledge and skills that will enable them to fully realize their creative and productive potentials.

The President has in the above statement recognized the need for the reform of the more than century old system so that it can enable moral training and the modern skill acquisition of the amajiri and that they in turn can contribute meaningfully to society.

Conclusion

The future of education in Nigeria as stated in vision 2020 is to: “become an emerging economy model- delivering sound education policy and management for public good (FME, 2007). Historically, several past education reforms in the nation failed to significantly achieve the desired goals due to factors such as poor planning, poor implementation, underfunding, political instability, absence of political will, as well as inadequate infrastructural facilities among others. This situation overwhelms the education industry to the extent that the quality of its products has been put into question. Indeed, Ogunde (2005:1), noted that, “the educational sector, from primary schools to secondary schools and the tertiary institutions are all becoming a shadow of their old glorious selves.” Recently, the Federal Ministry of Education clearly stated that, “the quality and extent of educational provision in Nigeria falls well below an acceptable level” (FME, 2007).

Several reforms have failed just because Nigerians have failed to understand that reforming education is not an easy task. It has to take care of all the relevant parameters such as; national needs, wider consultations, commitment, reliable statistical data, practicability, sustainability and quest for development that would make the reform desirable and useful to the society. Process of education reform must match modern scientific and technological innovations for it to remain relevant to the learner and the nation. It also takes years for any meaningful educational reform to yield fruits. Nigeria must learn to plan its education and implement it with commitment and sense of direction for the greater good of all its citizens.

The Way Forward for Sustainable Educational Reforms in Nigeria

To make educational reforms effective and sustainable in Nigeria, the following should be considered:

- i. There is need to base educational reform policy on attainable objectives.
- ii. It should conform to ethical standards.
- iii. It should have focus based on stability and flexibility.
- iv. It should be sufficiently comprehensive.

- v. There is the need to control the rate at which policy changes to give room for continuity and long-term planning.
- vi. Those to be affected by a reform policy should always be involved at the planning stage.
- vii. There is also the need for a centralized decision-making structure to guide against distortion or unnecessary diversion in the course of achieving the stated objectives of the reform.
- viii. There is need for the provision of monitoring, coordination, supervision and evaluation machineries, which will serve as follow-up to a planned reform policy.
- ix. There is need for disciplined and effective leadership to give the reform its vision and ability to translate that vision into reality.
- x. There is the need to train and use educational planners for the purpose of planning reform policy in the interest of the educational system and the country in general.
- xi. There is need for the stabilization of the economy by reducing the fiscal drags and raising enough resources for educational reform that will be prudently managed.
- xii. Government should set up an independent committee made up of experts in education to study various reforms in education since independence and come up with strategy that will enable the nation move forward.
- xiii. Government should accord every education segment its rightful place; in the sense that every segment in the education sector should have codified objectives that are subject to periodical evaluations.
- xiv. Government should establish Secondary Education Commission as a watchdog to secondary education in the country. The essence is to give secondary education the deserved priority that aims at arming our youths with sellable skills and knowledge to continue with their studies.
- xv. Policy haste in education never gives desired results. It would be better if policies are made in such ways that changes can be accommodated without disturbing the overall system in operation (Azikiwe, 2008).
- xvi. Nigerian education should aspire for manpower training. Mass benefit approach to education has been heavily politicized and it is on its way out, and cost benefit approach is too sophisticated for the country.
- xvii. Students at tertiary institutions do suffer due to cost of feeding. It will be in the best interest of the nation if government could revisit tertiary

institutions' feeding scheme and aim at subsidizing food at affordable rate for students.

- xviii. Government should work towards finding solutions to incessant strikes at the tertiary institutions by academic staff. Only God knows loss incurred by the nation through such strikes. How will Nigeria hope to become among 20 economically strong nations if its institutions of learning are paralyzed by strikes?

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A CRITIQUE OF THE REVIEW OF NIGERIAN EDUCATIONAL POLICY FROM 1914 TO 2013

6

Ajere Olugbenga Olorunmota O. M.

Abstract

This paper critiques the review of the Nigerian Educational Policy from 1920 to 2013. The reviews of the Nigerian Educational Policy were done with the intention of updating it to conform with the contemporary educational realities, standards and practice. However, the reviews that had taken place from colonial era to post independent period have been subjected to several debates and arguments due to observed defects and limitations in them. While the colonial era review was meant to serve the interest of the colonial masters, the post independent reviews had been limited with methods and scope of the reviewers. This has made the Nigerian Educational Policy to fail to address the key issues in the educational sector comprehensively. The the reviews of the Nigerian Educational Policy was done from Colonial Era to Post Independent Period on the contents and goals. The critique of the colonial era reviews based on the roles of Commissions in the development of education in Nigeria that were done on the reports, recommendations and educational ordinances by the various commissions that were set up by the colonial masters from 1920 through 1960. The contents and goals of Phelps-Stokes Commission (1920 – 1926), Cyril Asquit Commission (1943 – 1945), Walter-Elliot Commission (1943 – 1945) and Eric Ashby Commission (1959 – 1960). The Post-Independent Era critique of the reviews of the Nigerian Educational Policy was done based on the Eric Ashby commission report that spilled over into Post

Independent era and the outcome of the 1969 Curriculum Conference that brought about the National Policy on Education that had been subjected to several revisions in 1981; 1998; 2004; 2006; 2008 and 2013. The reviews of the Nigerian Education Policy is expected to reflect the participation of all the stakeholders in education and not the Nigerian Education Research and Development Council (NERDC) alone to broaden the horizon of the contents and to make it more relevant to the needs of all Nigerians. The reviews are also required to take into cognizance the evolving events in the Nigerian society and the world to make it more relevant to global requirements and to address most of the naughty issues affecting the development of the society. The reviews need to address the critical obstacles between the educational system and labour market to make education more functional and responsive to labour demands as it is done in Asian Countries and developed societies in order to solve the unemployment problem in the Nigerian society.

Introduction

Over the years, concerted efforts have been made from the early, middle and late colonial periods to the post independence era to ensure that the Nigerian Educational Policy is formulated and reviewed to ensure the repositioning of educational sector in the right-direction for national integration and rapid socio economic development. However, it is highly expedient and fundamentally essential to trace and examine critically the several reviews of the Nigerian educational policies from the colonial period to the new era of indigenious Educational Policy to determine the weaknesses and strengths in these policies. The Nigerian educational system which forms the pedestal and basis for people in Nigeria to carry out all activities relating to education is guided with Nigerian Educational Policy to provide direction to the running of the system. Hence, it is desirable to ensure that the provisions in the Education Policy conform with the needs and aspiration of all Nigerians. Education policy in any community is dynamic because the growth which is expansion in size and development that relates to the idea of growth in quality and quantity are paramount elements of consideration in the review of any education policy that can stand the test of time. During the era of British colonial hegemony in Nigeria which span between 1920 through to 1960, several commissions were set to up to examine either the whole or a particular sector or the education in Nigeria. These commissions were Phelps-Stokes (1920-1926); the justice Cyril Asquit

(1943-1945); Walter Elliot (1943-1945) and the Sir Eric Ashby Commission (1959-1960) [Abiri, 2008]. Other commissions that were set up to review the primary, secondary and teacher training education were the S.A. Banjo (1961) The lingering criticisms of the UPE in the western region gave birth to Professor C.O. Taiwo to review the primary education system towards improving the academic and moral standards of its products and reducing cost. The expression of general dissatisfaction with the existing education system which had become irrelevant to the national needs, aspirations and goals by the elites in Nigeria; forced the federal government to organize a National Conference on Curriculum Development in 1969 to review the nation's educational system with emphasis on the objectives of education and the content of the curriculum in the light of the people's needs both as individuals and as a nation. The Curriculum Conference gave birth to the first indigenous education policy of 6-3-3-4 after the implementation of the committee report headed by Professor Sanya Onabamiro had examined critically the recommendations of the 1969 curriculum conference headed by Chief S.O. Adebayo. The Nigerian Education Policy of 6-3-3-4 system became operational in 1977 and has gone through several reviews in 1981, 1998, 2004, 2006, 2008 and 2013 which is the latest of its review. The critique is based on glossary look at the reviews that had taken place in the nation's educational policy in terms of the goals and contents to ascertain its conformity with the realities on ground in line with environmental changes and occurrences to surmount the challenges confronting the Nigerian society.

In the early years of colonization, the 8-6-2-3 which reflects 8 years of primary education, 6 years of secondary schooling, 2 years of Higher School Certificate (HSC) or Sixth form and 3 years of University Education in accordance with British system of education was in operation. This system persisted till about the year 1955 when Universal Primary Education (UPE) was introduced in the western region. This development changed the educational structure of Nigeria to 6-5-2-3 educational system. This amounts to spending six years in primary school, five years in secondary school, two years in HSC and three years of University Education. This system ushered in the 6-3-3-4 system of a new National Policy on Education in 1977 but became operational in 1981 (Adeyinka 1994). The focus of the 6-3-3-4 education system in Nigeria is self employment. It is included that the new system would be fully armed with appropriate skills to enable the beneficiaries to set up various projects and business instead of seeking paid employment while those who are academically oriented find their way into various higher education institutions. The 6-3-3-4 system has now been

remodified to reflect 10-3-4 educational system (NPE, 2013). The distribution order is one year pre-basic school; six years basic schools; three years junior secondary school; three years senior secondary school and four years tertiary education (NPE, 2013).

Research Questions

1. What were the strength or short-coming, weakness or limitation in the colonial era education Policy review in Nigeria?
2. Is there any strength or weakness in the post-independence educational policy reviews in Nigeria?

Critique of Colonial Era Educational Policy in Nigeria

The colonial era educational policy will be regarded to have taken place between 1914 and 1960. It started with 1914 and 1916 education ordinance and codes. Other commissions were also commissioned in Nigeria to examine the educational sector with the view to put in place appropriate structures for its operations. The commission as to work in accordance with social democratic principles and education acts of Britain. The effort was to be anchored at ensuring:

- a society based on justice and fairness;
- a society where meritocracy and equal chances to develop the talents of young people exist;
- a society with equal opportunity for all;
- a society with better educated and more highly skilled workforce for greater productivity and economic growth; and
- a society with a raised living standard (Haralambos & Holborn, 2008).

The British tripartite educational system of three types of school: Grammar school for academic pupils, technical schools for those with aptitude for technical subjects and secondary schools for pupils seen to best suited to practical task and manual jobs was introduced with the setting up of commissions in Nigeria (Haralambos, Helborn and Heald, 2008). Taiwo (1985) wrote that Lugard amalgamation ordinance of 1914 identified three types of education in order to meet the proposed reform in education in Nigeria; to meet the manpower needs of the country and the needs of majority of the children. The types of education identified were: Literacy training required for labour market in which a good knowledge of English

and accountancy is necessary, technical training of mechanics and artisans employed with power driven plant and other technical works and the teaching of crafts and agriculture at the very elementary schooling suitable to village life. Lugard's proposal on three type of education are to be taught in provincial schools and non-government schools and rural schools established across the Southern and Northern protectorates. The proposals of Lugard on education in Nigeria witnessed oppositions and delay in the Colonial office but the proposal for the education ordinance was approved on 21st December, 1916 and the code on 24th December, 1916. The ordinance applied to the whole country but the code to the Southern province only. The education ordinance of 1916 increased financial participation by the government, full cooperation between the government and the missions. And a measure of government control over education expansion in Nigeria. However, it was determined by British ideologies and control without the participation and involvement of Nigerians in the draft of the ordinance and code.

The British introduced indirect rule with the amalgamation ordinance to allow easy administration of educational policy in Nigeria. The policy restricted the spread of Western education to the Northern protectorate because of the scepticism of the Northerners about the impact of Christian Missionary Education on their culture and the existence of about 25,000 Quranic schools all over Northern Nigeria. The arrival of Western education met stiff opposition in some parts of northern Nigeria because of the fear of being Christianized. The administration and implementation of 1914 and 1916 education ordinance and code worked faster in the South than in North because of the exposure of Southerners to Western education before 1914 through the Christian Missionary Schools. This might be responsible for the educational gap between the North and South till date (Odiogbor, H., Kalejaiye, K. & Nkiru, N. 2013).

The Phelps- Stokes Commission (1920 – 1926) precisely was to investigate what had been done so far in education in accordance with the directive and dictates of the office of her Majesty in London. Phelps-Stokes Commission led to the promulgation of ordinance No. 14 of 1926 specifically for the Northern provinces and ordinance No. 11 of 1929 for Lagos colony and other Southern Provinces by Sir Hugh Clifford and the Nigeria Governor General. The ordinances provided for registration of teachers, protocol for schools' establishment; regulations on appointment of supervisors; enlargement of educational agencies; and approval of grants to aid and assist schools to pay teachers salaries. This development led to the establishment of more schools across the country. The first tertiary institution

in Nigeria was established in 1932 in Lagos to train medical assistants in Yaba. In spite of this tremendous achievements by the Phelps-Stokes Commissions, the content structure, management and administration, was foreign in nature as all the examinations and leadership or instructors were foreigners to satisfy the interest of the British government and reduce access to education by Nigerians (Taiwo, 1980).

The Cyril Asquith Commission (1943 – 1945) was also another landmark in the education reforms in Nigeria. The Commission consolidated on the Phelps-Stokes Commissions effort on higher education. The commission recommended the establishment of University College in Nigeria with the establishment of University Grants Council and Inter – University Council comprising of representatives from British Universities. The Asquit commission recommended that institutions of higher learning be fully residential, equal educational opportunities for both sexes; training of secondary school teachers; providing Arts, Science and professional subjects to maintain appropriate balance between the professional and other subjects; making institutions autonomous; and providing facilities for research. In brevity, Asquit Commission contributed significantly to the development of higher education in Nigeria. Aside of the immense contribution of Asquit Commission, the control of all grants was vested on British Parliament and Colonial office (Lewis, 1962).

The fall-out of Asquit Commission led to the setting up of Walter Elliot Commission which worked between 1943 and 1945. The Asquit commission led to the transfer of Yaba Higher College to Ibadan in 1948. The legal instrument for the establishment of the University College was passed by the Colonial government in Nigeria as ordinance 25 of 1948 and students came into residence to run the University degrees of University of London. Part of the limitation of Asquit Commission's achievement was the award of Certificate by University in London.

The Sir Eric Ashby Commission (1959 – 1960) ushered in the independence of Nigeria. The Commission came to prepare Nigeria towards political independence in 1960 (Abiri, 2008). There was remarkable improvement in the Eric Ashby's Commission over all other commissions because of the distribution of membership which included three Britons, three Americans and three Nigerians one from each regions (North, East and West). The inclusion of Nigerians by the Eric Ashby's Commission was an eye opener to Nigerians to struggle for liberation and autonomy in the running of education industry by Nigerians. It was also a golden opportunity for Nigerians to think of an alternative education model different from the

British system. This paved way for the 1969 curriculum conference which ushered – in the new system and policy of education in Nigeria. The reports and recommendation of colonial commissions on education policy was highly parochial because it did not take into consideration different needs and challenges of the Nigerian people. There were also numerous inadequacies in the report and recommendations of the colonial commissions because their focus and goals were not on the Nigeria people but the British to enslave Nigerians intellectually to favour their control and hegemony in Nigeria. Nigerians were marginalized in the development of educational matters that affect their country which is detrimental to human rights and wellbeing of all Nigerians. The inadequate representations of Nigerians in those commissions demonstrated high level of infringement on their rights. The Eric Ashby Commission liberalized the Nigerian education system by recommending the sending of Nigerians abroad for training; importing teachers on contract to teach in the expanded school enrollment; expansions of the courses in the tertiary institutions, promulgation of admission policy to favour science-based courses and subjects; introduction of sandwich and part-time courses to open more access to education; instituting National Universities Commissions and provision of welfare packages for teachers to serve as incentives. Despite all these laudable efforts of the Commissions that were set up by the British government to improve the educational practices in Nigeria, there were several unwarranted and unfavourable conditions in these giants strides. The educational contents were purely foreign to satisfy the interest of the British government. The composition and leadership of those commissions were foreign-based to act according to the dictates of the British Government to limit the rights and opportunities of Nigerians to education. However, the efforts of those commissions prepared platform for the educational reform to enhance the principles of equity, fair play and justice.

Critique of Post Independent Educational Policy

The Post Independent Educational Policy could be regarded as a paradigm shift from the British educational system to the American model of education with the integration of environmental factors. The inclusion of three Americans and three Nigerians in the Eric Ashby's Commission assisted greatly in the liberation of Nigeria from the educational slavery of the British. The Ashby's educational report and recommendations was operative until 1969 when Nigeria decided to convene a National Conference on Curriculum Development in order to have an home-based educational policy that could

be environmentally friendly with due consideration to the needs and yearnings of Nigerians.

The reports of the Ashby's Commission and other various bodies set up by the different governments in the country gradually point to the need to formulate national guiding principles for education in Nigeria. The National Curriculum Conference was held in 1969 to fashion out an Educational Policy that is home-based but with visits to America by delegated Nigerians before then to study and possibly replicate the American Educational Policy in Nigeria. The 1969 National Curriculum Conference came out with a philosophy for Nigerian education with the release of a document by the Nigeria Educational Research and Development Council in 1972. The document formed the basis for the gradual formulation of Nigerian Educational Policy. The document also constituted the main focus of a seminar that was held in Lagos in June, 1973 (Abiri, 2008). Although Ashby Commission report could be regarded as a stabilizing factor in Nigeria in the face of the rapid socio-political changes that led to the creation of mid-Western region in 1963; twelve states in 1967; nineteen states in 1976; 21 states in 1987; thirty states in 1991; and thirty six states in 1995. The Ashby commission led to the establishment of three Universities in each region and Lagos in 1962. It also led to the granting of fullfledge University status to University of Ibadan in December 1962. University of Nsukka was established in 1960 while three others were established in 1962 in Lagos, Ife and Zaria to ensure equity and fairdeal.

In the American education system which Nigeria eventually adopted with modification as her National Education Policy, run the succession in the following order: Kindergarten, Elementary, Junior Schools, Senior High School, Junior College and University while Nigeria now runs Pre-School, Basic, Post Basic and University; Before the new National Policy, Nigeria was running Kindergarten; primary; grammar/ commercial/ technical, vocational / teacher training; sixth form / Advanced College; Polytechnic and University for undergraduate and Post-Graduate students. With the launching of the new National Policy in 1982, Nigeria changed to pre-school (Nursery and kindergarten); Primary; Junior Secondary; Higher Education (Polytechnic, College of Education and University). In 2004, it was changed to pre-basic, basic and post basic (Adesina, 1984). A critical assessment and in-depth look at the system of education reform since the Post Curriculum Conference there had not been any significant change except nomenclatural changes which have not impacted positively on the educational growth and development. It is also worth of note that those policies and programmes have not been adequately implemented with

abysmal supervision and monitoring, paucity of funds, dearth of equipment and facilities as well as non-implementation of the Educational Policy in Nigeria. The National Policy on Education of 1977, 1981, 1998, 2004, 2006, 2008 and 2013 have similar contents and national goals or philosophy even with the changing tides in the society politically, socially and economically. This shows that these reviews have not been thorough and holistic in nature. The National Policy on Education in the six reviews that have taken place has sections 1 to 13 and similar sub-sections under them with just little modifications. In the contents section 1 has philosophy and goals of education in Nigeria, Pre-Primary / Early Childhood Education; in section 2, Basic / Primary Education; in section 3, Secondary Education; in section 4, Higher / Professional Education; in section 5., Science / Technical And Vocational Education; in section 6, Adult, Mass Literacy, Special Education; in section 8, Teacher Education; in section 9, Educational Services; in section 10, Administration and Planning of Education; in section 11? and Financing of Education in section 12. In 2004, Open and Distance Education was included to make up 13 sections.

The national philosophy goals are five namely:

- i. a free and democratic society;
- ii. a just and egalitarian society;
- iii. a united, strong and self-reliant nation;
- iv. a great and dynamic economy;
- v. a land of bright and full opportunities for all citizens, NPE [NPE (1977); (1981); (1998) and (2013)].

However in 2004, a little modification and adjustment in the first segment titled “the overall philosophy of Nigeria items a and b”. Item a states: live in unity and harmony as one individuals, indissoluble democratic and sovereign nation founded on the principles of freedom, equality and justice. Item b states: promote Inter-African solidarity and World peace through understanding. The two items became the expansion on item 3 in the 1977, 1981 and 1998 reviews which was removed in 2004 to reduce the National Goals’ philosophy to 4 items [N.P.E, (2004) & (2013)].

A critical look at the review under the national goal / philosophy shows that item 2 (a) and (b) of the overall philosophy of the National Policy on Education which stipulates that: we should live in Unity, and Harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principle of freedom, equity and justice is desirable considering the

internal crises and violence rocking Nigeria as a nation. But item b which states that: to promote Inter-African Solidarity and World Peace through understanding is appropriate in the constitution and not the National Philosophy because it has to do with relationship with other countries in terms of solidarity and peace. Although, schools can be an avenue to learn about happenings in other countries but most schools in Nigeria have nothing to do with the training of military personnels who engage in peace keeping (NPE, 2013).

Obioma (2012) canvassed for a holistic review of the National Policy on Education to conform to the demands brought by the transformation agenda. The current policy does not take into cognizance current realities and emerging challenges in education sector. The reviews are expected to take into consideration education in flood ravage areas that have experienced disasters considering the dynamism of Nigeria; it is necessary that reforms of the policy need to reflect goals such as the Millennium Development Goals (MDGs) and Education For All (EFA) beyond 2015. Okebukola (2009) also acknowledged the National Policy on Education review 2006 as an elegant document which makes prescriptions for the conduct of the business of education in Nigeria to embrace computer education and introduce Computer Assisted Learning (CAL) as much as possible in the basic and higher education systems. Osokoya (1987) declares that the funding of different education commissions in Nigeria together with the complications of number of Nigeria academic and educationist highlighted the weakness of the old educational system as too academic, theoretical, inadequate, and unstable. Hence, there was agitation for a re-evaluation of the old system and a desire need for a national policy had been put in place and it has been reviewed severally with little impact in the achievement of the overall goal. The National Policy on Education continues to promote the old educational system as the Nigerian education system still maintain the academic, theoretical, inadequate and unsuitable tradition to generate functional value that is capable of producing self-reliant school leavers. The Nigerian education system can be interpreted to be producing schools' leavers with symbolic value that favours only the aristocrats in the society who continue to dominate others in the society and not functional value that can put the masses at an advantage position.

Olumuyiwa (2014) reported that the academic settings from educational leaders to policy makers displayed by Chinese and Asian countries is worth emulation by Nigerians. In China, South Korea, Taiwan, Vietnam, Japan and Singapore, the scholars develop interests in studying and learning because Asian societies build their educational policies and

programmes in accordance with their cultural values, values of behaviour, forms of expression, religious beliefs, occupational choices, language and environment. In planning, formulation and promulgation of educational policy in Nigeria, there is a need to capture the cultural peculiarities of every segment of the Nigerian society in the policy for fairdeal, fairplay and proper integration of all interest groups for equal platform in knowledge and skill transmission and acquisition. In China and Asian countries, every stakeholder in the ecosystem has an instinctual or conditioned responsibility to contribute to the education of the child, from the government, to the parents, family members, school systems and students-all have that “programmed” awareness and intrinsic motivation towards supporting the education of their children and ward(s).

The leadership provides the necessary foundational and cornerstone infrastructure for the educational system while the parents support their children by providing conducive and functional education which make them to be “Asian Tigers”. In Nigeria, only the government functionaries have been solely responsible for the review of National Policy on education which makes it parochial and highly subjective in nature. The parents, teachers, students and other core stakeholders have not been involved in the reviews. In most cases when there is National council on education meeting, the stakeholders are briefed about government plans to review the policy instead of making it participatory approach where the core stakeholders participate in the review exercise. The constant review of the National Policy on education without significant changes is also warranted. The reviews of the National Policy on Education can take the form of 1969 conference which produced the original document being referred to as National Policy on Education. In the United States of America, the National Policy on Education is split across three tiers of education ladder. There is the National Education Policy on Tertiary Education, Basic Education, Vocational/ Technical Education and so on to practically address educational issues headlong to propel rapid socio-economic development in that society. Nigeria is also ripe for that type of review since its educational models take after the United States of America. Holistic review of the Nigerian Education Policy will give all the core stakeholders sense of belonging, integrate non-Formal Education, vocational / technical education and indigenous culture to make its education more responsive to labour demands.

Conclusion

The Nigerian Education Policy had witnessed several reviews right from the colonial era to post-independence period. During the colonial era, many

commissions were set up to review the educational policy in Nigeria through ordinances packaged in the commissions reports and recommendations. Most of the reviews in the colonial era which span about forty years (from 1920 – 1960) were to serve the interests of the colonial masters. It was also meant to limit the number of Nigerians who gained access to education. In the post-independence era, several reviews had also taken place from Ashby Commission educational policy to the National Policy on Education which is a product of the 1969 National Curriculum Conference. The review which started in 1969 to disengage from the British colonial Education Policy to shift to American Policy with modification to make it environment friendly had been consistently and progressively reviewed by the Nigerian Education Research and Development Council (NERDC) as key player in all the review exercise. This is utterly a poor and unacceptable approach to meaningful review of education policy. The NERDC is expected to be an unbiased umpire while all the core stakeholders are expected to serve as resources and brain box to undertake the review just as it is done in developed countries of the world. The review exercise ought to have followed the 1969 curriculum conference approach to allow full participation of education policy review by core stakeholders and not the pocket review exercises that have taken place almost every three years which have not succeeded at transforming the educational fortunes of Nigerians.

Recommendations

Based on the critique of the reviews of Nigerian Educational Policy, the following recommendations are made:

- i. That the review of the Nigerian Education Policy should be given holistic approach to enable the core stakeholders in education the opportunity to participate actively in review exercise as it was done during the 1969 National Curriculum conference.
- ii. That the review of the Nigerian Education Policy should reflect a paradigm shift from academic and theoretical contents to vocational, Technical and entrepreneurial contents to reduce high rate of unemployment in the country. It can also make the Nigerian educational system possess functional value instead of symbolic value that is operational presently.
- iii. That the review of the Nigerian Education Policy should integrate the currently unfolding contemporary events in all the structures of the society locally and globally to make education more relevant in line with the realities in the Nigerian society and the global communities.

- iv. That the review of the Nigerian Education Policy should fully consider the Nigerian cultural, religious and environmental diversities and differences to make the Nigerian educational systems relevant to the yearnings and needs of the people.

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PROMOTING GIRL-CHILD EDUCATION IN NIGERIA'S CENTENARY: CHALLENGES AND PROSPECTS

7

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Abstract

This paper examines the implication of the growing educational opportunities for girl-child in Nigeria. Although bias has existed from the traditional Nigerian society against girl child, recent events especially in education reveal a conquering of this deep-rooted prejudice. The development of a nation rest solely on education of its citizenry, gender or sex notwithstanding. If female who represent a great percentage of Nigeria population do not get education, they will not be able to contribute to the development of the nation. This paper therefore x-rays the challenges facing girl-child education as well as the prospects of girl child education in Nigeria. The paper recommends among other that; relevant laws should be promulgated to prevent all forms of discrimination against the girl child, girls should be given the opportunity to develop their potentials without discrimination, early child marriage in the northern part of Nigeria which is a major factor for high level of illiteracy in our society should be discouraged.

Keywords: *Education, Girl-Child and Girl-Child Education*

Introduction

Nigeria, a developing country is being confronted with economic, social, political and educational challenges. These challenges led to the introduction of different reforms at different levels of national operation (Salman,

Olawoye and Yahaya, 2011). The reforms according to them were designed to bring about developments in areas of needs through infusion of modern methods and values. Education in particular constitutes a major focus because it is believed that education is an instrument of national development and thus, it can be employed to achieve socio-political and economic developments. For any nation to develop effectively, it requires the collective responsibility of its entire citizen.

More importantly, to achieve national development both male and female members of the society need to be carried along. This was further corroborated by the world conference on Education for All (EFA) held in Geneva in 1990 that there is the need for gender equity in education; The Beijing Conference of 1995 and the Millennium Development Goals (MDGs) of 2005 also emphasized gender equity. Again, in Nigeria, the National Policy on Education (NPE, 2004) acknowledges the need to equalize educational opportunities between girls and boys. Gender issue is a major issue in the on-going reform programmes embarked upon by the Federal Government of Nigeria and it is specifically designed to address gender imbalance in education. The reason may be because girls' access to education in the Northern states has remained low according to United Nations International Children's Emergency Fund (UNICEF, 2007). It (UNICEF) further states that only 20% of women in the North West and North East of Nigeria are literate and have attended school while the North central and North West presented the worst scenarios. Nigeria must invest in educating its youth particularly girls so as to reap her demographic dividends. Gender composition of occupations in both the formal and non-formal sectors of a country is an important indicator of the economic opportunities open to women (Dugbazagh, 2009).

Lack of gender parity in enrolment in both primary secondary education has been reported as militating factor to the achievement of this (Dauda 2007). Nigeria is now home to 10.5 million out of school children or 42% of primary school age population (Education for All Monitoring Report, 2012). Data from the 2009 Nigeria Education Data survey clearly showed that some 1.5 million children who were enrolled in were not found in school at that time of the survey. About 53% of those not in schools were girls, so almost as many boys and girls were out of school. The result also revealed that nearly every child in the south will at some point in his/her life enter primary school, but only 30% to 40% are likely to do so in some states in the North. The study further revealed that 33% of females had no form of education in the North Eastern state of Nigeria (Borno, Yola, Adamawa and Bauchi). While in the North-Western states, (Kano, Kebbi, Sokoto and Jigawa etc) 87% of female had no formal education.

Table 1: National Summary of Primary School Enrolment Statistics (2004-2008)

Year	Total Male Enrolment	Total Female Enrolment
2004	11,724,494	9,571,016
2005	12,189,073	9,926,359
2006	12,575,689	10,441,435
2007	11,683,503	9,948,567
2008	11,483,943	9,810,575

Source: British Council Nigeria (2012).

The table above reveals that the gross enrolment ratio of girls is still significantly lower than that of the boys in Nigeria primary schools.

Female Genital Mutilation (FGM) is one of the terrifying experiences that girls are facing especially in the remote parts of the world. It is through education and reformed social belief that such retrogressive practices can be eliminated from its roots. Apart from this, the girl-child of today and the women of tomorrow play a crucial role in safeguarding the health of her children and should free her from any superstitious practices that affect the lives of her children. The educated mother at home is the teacher and mentor of her children. Being internally convinced by the advantage of education, she can check her children performance in school and can guide them to solve any kind of problem that the children are facing. She is also a role model to her female children. The fight for the rights of women according to Ghebrezghiabiher (2010) can be successful and fruitful, if women are equipped with the knowledge and know-how to overcome the problems. Education will also heighten their struggle since knowledge is power.

It is a fact that Universal Declaration of Human Rights has stipulated that education of the child regardless of sex, is a right which all children should equally enjoy and which every signatory state party has to implement, the reality on the ground is quite different especially in Nigeria. This is compounded by some deep-seated traditional fetters of cultural values and by age long beliefs that are more accentuated in everyday life. The western world which professes the right of women has been translated into actions in letter and spirit and many relatively have a better picture on the surface but in reality still much is left undone (Ghebrezghiabiher, 2010). On the contrary, there are many countries particularly in Africa which only pay lip service to the workable international tools.

Also despite the suitable national policy, the participation of girls in the rural area is still low and the reason may vary from prejudices and cultural beliefs to lesser role of the mother in decision making, preference of sending a boy to school which is also believed to be more beneficial. The traditional societies even equate the idea of sending one's girls child to school to watering a neighbor's garden. Many of the family believed that educating the boy child is more profitable and this is merely due to the fact that after all, the girl will benefit the future family that she establishes outside her father's house. The socio-cultural practices in Nigeria inhibit the progress of growth and development she seek for. Such is the problem faced by girl-child who is deprived of the right, access and equity in education due to long-ingrained practices like early marriage, male preference, polygamy, wrong or misinterpretation of religious tenets, poverty and so on. Against this background the paper is set out to examine how girl-child education can be promoted in Nigeria. To this end, the paper will start with concept clarifications of education, girl-child and girl child education, challenges facing girl child education and prospects of girl child education in Nigeria.

Education

Education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour of positive values to the society in which he lives (Fafunwa, 1991). Education is a great tool of positive social change. It gives training for adaptability in young ones so as to enable them to move with the changing world. Education enables individual to understand the demands of the society and how to fulfill their responsibility as individual in the society. Education activates and refines latent talent needed to change the world. It frees up people's minds and allows opportunities for creativity and innovation, new prospects and ideas. Education has played an important role in the economic construction, scientific progress and social development of China by developing a large scale of advanced talents and experts and China has one of the fastest growing economies in the world. Education is the new currency by which nations maintain economic competitiveness and global prosperity.

Girl-Child

Girl-Child is a biological female, offering from birth up to eighteen years of age. This is the age before one becomes young adult (Offorma, 2009). This period covers the crèche, nursery, or early childhood (0 - 5) years, Primary (6 - 12) years and secondary school covers 12 - 18years. A girl child can

also refer to a person between infancy and puberty. During this period, the girl builds and develops her personality and character.

Girl-child at this stage depends on other members of her family and society whom she models their behaviour through observation, imitation and repetition. Her physical, social, mental, spiritual and emotional developments start and progress to get to the peak at the young adult stage (Offorma, 2009). If a girl-child is exposed to the aims and benefits of education, she would be able to have a positive reasoning towards the discipline she need in life. The bible says, train up your child in the way he should go when he is old he will not depart from it.

Girl-Child Education

Girl-Child education is the type of education received by girls which would make them becomes aware of themselves and their capacity to exploit their environment (Terdood and Ityar 2008). The girl child has been grossly neglected, she is left out in decision making utilized at homes without due remunerations, kept as home keepers and never allowed to earn a living for herself, used by men as wife, by children as mother, by other women as house girl and by men as bed mate, (Oleribe 2002).

Majority of girls are given out in marriages long before they become women, forced to marry men they do not love who sometimes are old enough to be their fathers. They are denied education in favor of their brothers, given out as foster parents, denied a chance to maximize their potentials, and even made to enter into unholy competition of childbirth with other wives of their husband (Oleribe, 2002). Hence, girl child education is the type of education given to girls to enable them be fully informed and participate fully in decision making, family life, community development and nation building.

For a girl child to become a proper and useful adult, she needs both informal and qualitative formal education. Literacy is globally recognized as one of the principal goals of education. The ability to read and write is achieved through schooling. The implication of this assumption is that the level of educational attainment of a person depends on her intellectual ability.

Challenges of Girl-Child Education

Gender is a contemporary issue in educational and psychological literature. This informed its inclusion in the new reform initiative which specifically addressed the need to remove disparities that put the girl-child at a

disadvantaged position (Adeyegbe, 2000). Hence, the following challenges are facing girl-child education in Nigeria:

Prevalence of retrogressive practices and other fetters due to age-long beliefs and prejudices, the girl child is not encouraged to go to school. Within the society and the family as well, the girl child is seen as less valuable than the male child. Infact, some parents consider girl-child education as a waste of fund since they believe that she will later marry and become other person's property.

Religious Constraints is another challenge facing girl-child education. None of the three major religious practices in Nigeria endorses equality between men and women. Some Christian denomination exempted women from priesthoods or purdah system in Islam makes it difficult for married women to fully benefit from educational system. On the other hand, traditional religion prevented women from entering into shrines and cult of traditional religion (Okolie and Akpan, 2011). If this is what is happening in the three major religions, how will its adherents rate girl- child or woman?

Poverty is one of the major challenges confronting girl-child education in Nigeria. Some parent cannot afford to send their girl-child to school. Some parents who have been aware of the need to send female child to school were prevented to do so because of lack of fund. Many of such girls from poor parent were withdrawn from schools. Offorma, (2009) submits that many girls are prevented from having education because families often send their daughter out to work at younger age so as to get additional income they need to exist beyond subsistence level and finance the education of sons. Some girls in the process of working as a house girl are raped thereby become a teenage mother.

Early marriage and teenage pregnancy in the northern part of Nigeria is another challenge militating against girl child education. The above problems affect girl retention and achievement in school. Most girls who marry early or get pregnant may drop out of school because of their early womanhood and its attendant problems.

Lack of sex education is also another challenge to girl-child education. It is incumbent upon mothers and concerned school teachers to orientate teenage girls all about sex. A single mistake may cause many girls to stop going to school due to unwanted and unexpected pregnancy.

Absence of role model and negative attitude of some parents is another challenge militating against girl-child education in Nigeria. In societies where there is high rate of illiteracy and where gender issues is a most

question, it is very improbable to see the mother of the family to act as a role model to her daughters for she herself is a victim of social prejudices and cultural beliefs. As a victim of inequality, she is docile and led a passive life. What she tells her daughters is bad or hard-lock story and experiences she knows very well.

Female educators should serve as a good role model not only to female students but also to the generality of students under her care for her impacts on them today may affect their lives in the future. Hence, she should help them to develop positive attitude towards their studies and how they can contribute their quota to the development of their immediate environment.

Prospects of Girl Child Education

Educating girl child in Nigeria has numerous dividends. They are as follows: Financial and Economic Empowerment: In order to eradicate poverty, girl-child must be properly empowered through education to financially contribute to family well-being, one of the best ways to reduce poverty in Nigerian society is through girl – child education because girl education has the power to translate the world and remains one of the best way to reduce poverty. Better educated women have better access to employment and are less vulnerable to economic discrimination (Howley, 2000). If women are educated and are gainfully employed, they can assist their husbands in financing the home and the education of their children. The potential contribution of an untrained woman to labour force cannot be ignored.

The dividend of education for a girl-child also include better management of the home environment, effective use of health services, application of improved hygiene and nutrition practices, reduced fertility, lower child mortality, longer life expectancy, small families and better educated children. Education for a girl-child also provides the opportunity for the development of essential skills such as self confidence, effective participation against HIV/AIDS, sexual exploitation and self reliance among others.

Educating a girl-child is a powerful force of development, particularly in developing countries like Nigeria where social welfare and economic advancement are constrained by population growth and weakly developed human resources base especially in the area of science and technology. Empowering women intellectually, socially and politically using education as an instrument is imperative for redressing gender imbalance and enhancing the participation of women in decision-making family life community development and nation building (Achuine, 2007).

Physical Empowerment: When young girls are educated and allowed to acquire good certificate, early marriages is delayed and child birth is postpone thus allowing enough time for thorough physical development. Education allows a girl become a woman before becoming a mother as well as a wife. (Bake, Audu and Moses 2011).

Mental Empowerment : Since girls of today are wives and mothers of tomorrow so when a woman is trained the whole family is positively imparted. Empowerment of girls through education destroys foolishness and this in turn helps them as parent to impart the right kind of virtues and skills on the family. For a woman/girl not to be a burden to her family, friends and the society there is the need for empowering them through education.

Family Welfare: An educated and empowered woman helps in the fulfillment of her marital obligation. With her literacy, she can take care of her home, husband, and her children. The reason is because her education will help her read about health care, nutrition, body changes, modern household equipment and so on which will enable her perform creditably well her God given responsibility to their home and the society at large.

Intellectual Empowerment: It is a fact that intelligent is not a product of education but education illuminates polishes and refines intelligence. Education reforms people and thereby preventing deformation and when a woman is informed, she informs her world. The destiny of nations and people lies in the hands of intelligent few who are mostly women. Examples of great educated women in Nigeria are Okonjo Iweala Minister of Finance, Prof Rukayat Rufai, former Minister of Education, late Prof Dora Akuyili former NAFDAC Minister and a host of others.

Conclusion

The importance of female education in the nation building as well as national development cannot be underscored. The reason is because education is the bedrock of any meaningful development. The issue of girl-child education has universal importance in the world globalization. Therefore, the cause of girl's education should not be left exclusively to be the responsibility of respective government. It calls for all concerted efforts by pulling resources together for the betterment of this great nation.

Recommendations

The following are some of the possible recommendations to make the education of girl child possible:

-Female educators should serve as a good role model not only to female students but also to the generality of students under her care for her impacts on them today may affect their lives in the future. Hence, she should help them to develop positive attitude towards their studies and how they can contribute their quota to the development of their immediate environment.

-Also, since education is the aggregate of all the processes by which a child develops abilities, attitude and other forms of positive values, female teachers should help to transmit the right type of values required for the development of the young ones both in school and outside the school.

- Since equality is a matter of human rights and a condition for social justice, female teachers should work together and in partnership with their male counterparts towards the common goal of gender equity worldwide.
- Provision of gender awareness and sex education to enable girls develops self-knowledge of what awaits them
- Raising continuous awareness among the public especially about the importance and equal opportunity of girls education.
- Assisting poverty stricken girls and those who perform less in order to enable them to continue their schooling by implementing different mechanisms that can be of help to them.
- Enlightenment should be carried out in the various house of prayers by religious leaders on the need to send both boys and girls child to school
- Early child marriage in the northern part of the country which is a major factor for high level of illiteracy should be discouraged and the government should enact and implement appropriate legislation that mandates and support girl child education.
- Government should enact relevant laws to prevent all forms of discriminations against women.
- Women participation in the nation's body politics should be encouraged and they should not be unnecessarily bared accessibility to any official positions.

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GROWTH OF UNIVERSITY EDUCATION AND GRADUATE UNEMPLOYMENT IN NIGERIA: IMPLICATIONS FOR NATIONAL DEVELOPMENT

8

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Abstract

University education is widely perceived in Nigeria as a basic necessity in getting the nation out of poverty, conservatism, superstitious beliefs, disease, ignorance, political instability and other socio-economic vicissitudes pervading the nation and for the country to take its rightful place among developed countries in the world, in the possible shortest time. Before the attainment of her political independence in 1960, Nigeria had only one University that is, University of Ibadan, and as at the year 2014, Nigeria can boast of 115 Universities, which include 35 Federal Universities, 35 State Universities and 45 Private Universities. The high level manpower being developed through University education would undoubtedly utilize the acquired knowledge, skills and attitudinal values to attain and sustain economic efficiency, political consciousness, social reconstruction, cultural change and scientific and technological advancement of Nigeria. It is, however, very disheartening that graduate unemployment continues to pervade the nation. There is a large turnout of graduates yearly from Nigerian Universities, who join the unemployed youths in Nigerian labour market. As no nation can achieve its employment goals without laying emphasis on entrepreneurship development; it becomes imperative for every Nigerian University to further diversify its curriculum, and make it more pragmatic and have built-in-job training programmes which will make all students acquire relevant entrepreneurial skills required for self-employment and contribute meaningfully to national development.

Key Words: *University Education, Graduate Unemployment, Entrepreneurship Education; National Development.*

Introduction

University education is well embraced in Nigeria and demand for this form of education, since the attainment of political independence in Nigeria had been unprecedented. The people and Government of Nigeria perceive University education as a basic necessity for human capital development, with the aim of wiping out unemployment, economic stagnation, political instability and other social vices that plague an under-developed nation and make Nigeria take its rightful position among the developed nations in the world, within the shortest time possible. This perception of the stakeholders of university education is further re-echoed in the National Policy on Education (2004), that, "University education shall make optimum contribution to national development, by intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation, and making professional courses to reflect our national requirements". Moreover, many Nigeria secondary school leavers conceive university education as a passport for self-fulfillment and a ladder to higher socio-political status in the society.

Investment in university education is per excellence investment in human capital development. According to Mishra (2008), "human resource development seeks to improve the performance abilities of the populace by strengthening their cognitive skills, manual dexterity and by inculcating appropriate attitudinal values". Undoubtedly, the high level manpower being developed through university education would judiciously use the acquired knowledge, skills and attitudinal values to attain economic efficiency, social reconstruction and scientific and technological advancement, which will foster national development.

Inspite of the significant contribution of university education to national development, it is very disturbing and pathetic that unemployment of many graduates continues to pervade every nook and cranny of Nigerian society. Every year, there is a large turnout of graduates from Nigerian universities, who join the astronomic number of unemployed youths in the labour market. Balogun (2010) declared that "Nigeria has one of the highest unemployment figures in the world and that Nigerian youths are the hardest hit by the menace of unemployment". Aregbesola (2008) succinctly remarked that: "The rate of unemployment in Nigeria is rapidly increasing especially with the disappearance of jobs in the public service and the churning out of an estimated 120,000 graduates annually by Nigerian Universities and Polytechnics. Commenting further on problem of graduate unemployment, Ahimie (1987) declared that graduate unemployment could be attributed to too great emphasis on university education at the expense

of such areas as technical and vocational education. In his own contribution, Adepoju (2012) remarked that “graduate unemployment becomes inevitable as the skills that many job seekers possess do not match the needs and demands of employers in Nigeria”.

It is agonizing that some of these unemployed university graduates now take solace in all forms of crimes and social vices such as bunkering and willful vandalisation of oil pipelines, drug abuse, prostitution, armed robbery, political thugery, kidnapping for rituals or ransom and all forms of cyber-cafe crimes as often reported on radio broadcast, which pose serious challenge to the economic growth and development of the nation. The Nigerian government has made a bold attempt to alleviate the problem of graduate unemployment by initiating some schemes. These include the National Poverty Eradication Programme (NAPEP) to empower the poor and ensure mass participation in the economic development process. Other schemes aimed at generating employment opportunities for the impoverished Nigerian youths include Capacity Enhancement Scheme (CES); Social Welfare Scheme (SWS); Micro Finance Coordinating Scheme (MFCS); Rural Infrastructure Development Scheme (RIDS); Community Economic Sensitisation Scheme (CESS); and National Resources Development and Conservation Scheme (NRDCS). In spite of all these poverty eradication measures, the problem of graduate unemployment in Nigeria continues to assume a ruinous dimension. This paper set out to examine specifically the following thought provoking issues:

- a. Why the proliferation of universities in Nigeria particularly in this period of socio-economic and political vicissitudes?
- b. Why is Nigeria facing daily the problem of graduate unemployment?
- c. What are the implications of graduate unemployment in Nigeria, for national development?
- d. How can university education in Nigeria be made more functional and relevant to the needs and aspirations of the individuals and the nation at large?

Before shedding light on these thought provoking issues, it is deemed pertinent to have a cursory look at the concepts of “University Education”, “National Development” and Graduate Unemployment.

The Concept of University Education

University education is a form of tertiary or higher education, which covers the post secondary section of the national education system and is given in

the universities with the sole aim of inculcating in the individuals relevant knowledge, appropriate skills and attitudinal orientation required to forge ahead in their chosen career in life and contribute meaningfully to the economic growth of the nation. University education helps in building, improving and integrating the nation's economic, political and socio-cultural values that pave way for national development by producing the required skilled manpower for managerial and technocratic levels of the economic, political and social systems of the nation. As succinctly stated in the National Policy of Education (2004), "University shall make optimum contribution to national development by making professional courses to reflect our national requirement.

The Concept of National Development

National development is an embracing concept which clearly depicts how progressing a nation is and this is usually measured in terms of the living standard of the people. According to Ajayi and Afolabi (2009), "national development entails better living conditions for all citizens; producing more nutritious and very sumptuous food for all citizens to eat; individuals living healthier, happier and more comfortable life; sound education and enlightenment among the populace; improved transportation and communication systems; scientific and technological advancement and gainful employment for all citizens". Thus, national development can be simply defined as a form of development that revolves around economic, political, social, moral, cultural, scientific, technological, administrative reforms and attitudinal changes of the people in a particular nation.

The Concept of Graduate Unemployment

The term "unemployment" connotes a condition of joblessness, in which physically strong and mentally alert people who are willing to work at the prevailing wage rate could not secure gainful jobs. Abiodun (2010) defines unemployment as "the proportion of the labour force, expressed in percentage, which is not employed at any given point in time". In this paper, graduate unemployment is simply defined as a situation in which the high level manpower produced and released by the tertiary educational institutions into the labour market could not get any remunerative job. Undoubtedly, the training received, the knowledge and skills acquired by the unemployed graduates, while in the institutions would be a monumental waste, if they, are not maximally utilized in the service of the nation.

The Growth of University Education in Nigeria: 1948-2014

The establishment of Nigeria's first University could be attributed to the report of Elliot Commission. The Elliot Commission was set up in 1943, by the British Government to critically look into the organization and facilities of the existing centres of higher education in British West Africa and recommend appropriately on future University development in the area. (Adesina, 2005) The ultimate outcome of the Elliot Commission led to the establishment of University College Ibadan in January 1948, under the principalship of Dr. Mellanby; who was described by Adesina (2005) as "the first principal of the University, who nursed Nigeria's first university at its formative crucial stage, having given it the much-needed international recognition and having started the University's greatest pride today, its medical school". In 1960, Dr. Kenneth Dike was appointed as the first Nigerian principal of the University College and also became the first Vice-Chancellor in 1962, when the institution ended its fourteen years of apprenticeship under the University of London and started awarding its own degree (Adesina, 2005).

The advents of three prominent political parties in Nigeria namely the National Council of Nigeria and the Cameroon (NCNC), the Northern People's Congress (NPC); and the Action Group (AG), coincided with the Richard's Constitution of 1947, which divided the country into three regions. The Macpherson Constitution which followed in 1951 further strengthened the regionalization plans contained in the Richard's Constitution. The political parties contributed immensely to the development of University education in Nigeria. According to Fafunwa (1980), "with the regionalization of education in 1951, and the rise of the three major political parties to power in each of the three regions in 1952, the intensive political rivalry developed and each party tried to edge out the other in providing social amenities for its own area of jurisdiction.

The well conceived idea to establish a university in the Eastern Region was first mooted in 1954, by an Economic Mission of the Eastern Region led by Dr. Nnamdi Azikiwe. On 17th May, 1955, the Eastern Regional House of Assembly passed the bill to establish a university in the Eastern Region of Nigeria. The University of Nigeria was formally opened on 7th October, 1960, at Nsukka (Taiwo, 1982). Also, University of Ife, now Obafemi Awolowo University had its origin to the Ashby Report of 1960. The idea to have Regional University in the West had been long conceived by the Action Group. On 23rd March, 1961, the University of Ife Bill was introduced in the Western Regional House of Assembly and subsequently passed. On 30th June, 1962, the University opened at its temporary site of the Old Nigerian

College of Arts, Science and Technology, Ibadan. Also, Ahmadu Bello University Zaria, which shares a similar origin with University of Ife, was well supported by Nigeria's People Congress that dominated the Northern Region. The University of Lagos took off in 1962. Also, the former Institute of Technology in Benin was also converted to the University of Benin in 1972. In 1975 the Federal Government decided to take over the Regional Universities. Thus, apart from the University College Ibadan established in 1948, there were five independent universities by 1973. The student enrolments in these Nigerian Universities from 1948 to 1973 are depicted in table 1 below.

Table 1: Student enrolments in Nigerian first generation universities: 1948-1972

Date	Ibadan	Zaria	Nsukka	Ife	Benin	Lagos	Total
1948	104						104
1957	259						259
1958	940						940
1959	1,024						1,024
1960	1,136		263				1,399
1961	1,501		905				2,406
1962	1,688	426	1,148	244	-	130	3,636
1963	2,016	558	475	271	-	5,148	8,468
1964	2,284	719	2,499	659	-	558	6,716
1965	2,687	946	2,559	713	-	772	7,697
1966	2,729	895	3,482	948	-	1,119	9,170
1967	2,559	1,351	-	1,248	-	1,436	6,594
1968	3,117	1,745	-	1,661	-	2,094	8,617
1969	3,380	1,850	-	1,780	-	2,395	9,450
1970	3,855	3,139	2,914	2,095	-	2,528	14,531
1973	5,500	6,900	4,100	5,000	800	3,600	25,900

* Closure due to civil war.

Adesina, S. (2005) *Growth with Development: Nigeria's Educational Experience between 1914-2004*. Abeokuta: Education Industries Nigeria Limited.

As clearly indicated in table 1, student enrolments in these Nigerian first generation universities kept on increasing yearly, due to high demand for University education in the country. On 15th January, 1966, there was a military coup-de-tat in Nigeria, which paved way to military administration

for thirteen years, that is, 1966-1979. During Muritala and Obasanjo military rule, which was between July, 1975 and September, 1979, seven additional Federal Universities were established in Nigeria, raising the number of universities in the country from 6 to 13 Universities.

The mantle of leadership fell again on the civilians in 1979. The civilian administration which fell between 1979 and 1983, marked a period of intensive political activities in University education in Nigeria. It was this period that the Federal Government led by President Shehu Shagari established in one year, seven Federal Universities of Technology and one Open University, without the financial support to make these new Universities perform the basic traditional functions of the conventional Universities, let alone assume the typical roles of technology, teaching, research and development (Adesina, 2005). As the Federal Universities grew in numbers, States Universities started emerging in 1979. Thus, by 1983, the number of Universities under Federal Government control was twenty, and the number of State Universities was seven.

In line with the National Policy on Education, President Olusegun Obasanjo in 1999, directed the National Universities Commission (NUC) to make recommendation to the Federal Government on the approval for establishment of Private Universities. Specifically, the first Private University was established in 1999 and in 2014, Nigeria can boast of 45 Private Universities, as indicated in table 2. In 2012, the Federal Government approved 8 out of 9, Federal Universities recommended by NUC and in 2013, the Federal Executive Council of Nigeria (FEC), approved three Federal Universities in January, 2013, as publicized on mass media. The number of NUC approved Universities in Nigeria, between 1948 and 2014, according to ownership is presented in table 2.

Table 2: Number of NUC Approved Universities in Nigeria as at 2014 according to ownership.

Ownership	Number of Universities	Percentage
Federal Universities	35	30.4
State Universities	35	30.4
Private Universities	45	39.2
Total	115	100.0

Source: Adopted from Wikipedia, free encyclopedia (2014).

As indicated in table 2 above, the total number of NUC approved Universities in Nigeria as at 2014 was 115. The Universities include 35 (30.4%) Federal Universities; 35 (30.4%) State Universities and 45 (39.29%) Private Universities. The question that inbued the mind at this juncture is why the proliferation of Universities in Nigeria, particularly in a period of socio-economic and political vicissitudes? The proliferation of Universities in Nigeria today could be attributed to a number of factors, based on the pertinent information collected from prominent University administrators, in Nigeria.

- a. The lofty goal of producing the required skilled manpower for managerial and technocratic levels of economic, social and political systems in Nigeria, has compelled the Federal Government to establish more Federal Universities in the country.
- b. The inordinate ambition of prominent politicians to popularize their political parties to the electorates has inspired some State Governors to establish State Government owned Universities.
- c. The desire of some religious organizations to improve their internally generated revenue through proceed, from the Universities has made them to establish private Universities.
- d. Prominent wealthy individuals and renowned entrepreneurs now perceive investment in University education in Nigeria as a highly lucrative business. Thus, their intention to make more profit from education enterprise has compelled them to establish private Universities.
- e. The high socio-demand for University education by highly qualified secondary school leavers has encouraged the Government, Religious Organisations and individuals to establish Universities in Nigeria.
- f. The teaming population of qualified candidates seeking admission into the existing Universities in Nigeria, but could not be offered admission due to inadequate or limited spaces in the institutions has been a significant factor responsible for the proliferation of Universities in Nigeria today, as indicated in table 3.

Table 3: Applications and Admissions into the Nigerian Universities and their percentages from 2001 to 2009.

Academic year	Applications into Nigerian Universities	Admission into Nigerian Universities	Admissions as a percentage of Applicants
2001	893,259	106,304	11.90
2002	1,028,388	129,525	12.00
2003	1,172,313	175,358	14.90
2004	1,043,361	106,148	10.40
2005	926,133	125,673	13.10
2006	1,030,670	107,161	10.40
2007	893,259	144,033	16.70
2008	1,028,988	183,420	17.80
2009	1,185,574	211,981	17.90

Source: **Ojerinde, Dibu (2011)**, *Contemporary Education Issues in Nigeria*. India: Melrose Books and Publishing Ltd.

As indicated in table 3, 1,185,574 candidates applied into Nigerian Universities, through JAMB-UTME in 2009, only 211,981 representing 17.90% of the total applicants could be offered admissions into the Universities due to their limited carrying capacities. Then, the need for more Universities in Nigeria becomes investable.

Problem of Graduate Unemployment in Nigeria

As more Universities are springing up in Nigeria, then more graduates would be released yearly by the Universities into Nigerian labour market and this would further aggregate the problem of graduate unemployment in the country.

Many factors are responsible for graduate unemployment in Nigeria today. These include:

- a. Many Nigerian Universities lack practical orientation and they hardly prepare their graduates with skills relevant for entrepreneurship. How many Universities in Nigeria today have functional, viable and well equipped Entrepreneurship Development Centre (EDC)?
- b. Some Nigerian Universities have not fully directed their programmes to meet the demand of the workforce. Consequently, the products of

such Universities are ill-prepared for the labour market. Ironically, most companies and in Nigeria today have to retrain university graduates in order to acquire the required skills to perform their jobs satisfactorily.

- c. University education is supposed to be pragmatic oriented. Pragmatism as a philosophy maintains that every idea, proposition and experience, must be subjected to practice and that only those that work are real (Amaele, 2005). This philosophy is not properly embraced in most Nigerian Universities, and graduate unemployment becomes inevitable.
- d. Western education is being erroneously conceived in Nigeria today as a form of education meant for the production of skilled manpower to occupy the existing vacancies in the public service and private sector. From interview conducted with some university undergraduates, it was discovered that, some university students conceived University education as an avenue to acquire certificates which would serve as “meal tickets” for them in a competitive labour market. Consequently, after their National Youth Service Corps programme, the next thing for such graduates is to look for lucrative jobs in public service and private sector, which are no longer readily available.
- e. The highly cherished traditional education in Nigeria is being branded by many University graduates as barbaric and conservative. Essentially, traditional education in Nigeria, apart from promoting character and moral development of the youths; it also inculcates in the individuals physical, intellectual and desirable social skills and prepares such individuals for specific vocations in their communities (Fafunwa, 1974). Such vocations include animal husbandry, fishing, cassava processing, weaving, carving, leather works, bead making and hair plaiting that will make them acquire practical and saleable skills for self-reliance.
- f. A survey of many University graduates indicates that some are becoming more materialistic and money conscious. Their slogan is becoming rich overnight without working for such wealth. Some of these jobless graduates take solace in the corridor of politics and do not cherish the dignity of labour and how to settle down with lucrative business. While some who are nursing the ambition of becoming millionaires by all means, get themselves involved in all forms of nefarious activities like bunkering, kidnapping for ransom or money making rituals, impersonation, drug trafficking and all kinds of internet fraudulent practices. All these shameful atrocities have serious implications for national development.

The Implications of Graduate Unemployment for National Development

A nation beset with the problem of graduate unemployment will find it as onerous and herculean task to accomplish its national goals. As Nigeria continues to experience yearly high rate of graduate unemployment, her lofty national goals of building a free and democratic society; a just and egalitarian society, a great and dynamic economy; and a land full of bright opportunities for all citizens, enshrined in the constitution of the Federal Republic of Nigeria, would be an uphill task to be accomplished and this will be a serious setback for national development. Moreover, as long as the unemployed graduates take solace in crimes and fraudulent practices in order to survive the economic hardship, this will make the future bleak for the nation and spells doom for national development.

Mere proliferation of Universities in Nigeria for political and prestige purpose would harm the nation's educational system, if the products are not gainfully employed. As Nigeria perceives University education as an indispensable tool for meeting her economic, political, moral, scientific and technological needs which collectively contribute to national development, the lip-service accorded to entrepreneurship education in most Nigerian Universities should be jettisoned. Acquisition of entrepreneurial skills will make the products of the Universities self-employed and generators of employment for others.

Making University education more relevant to the needs of individuals and Nigeria

The problem of graduate unemployment will be drastically reduced in Nigeria, if entrepreneurship education is properly entrenched into the curriculum of Nigerian Universities. According to Omojugba (2013) "managing problem of unemployment in Nigeria among graduates and other categories of people require robust, comprehensive and practical-oriented entrepreneurship education". Atoyebi and Afolabi (2014) succinctly remarked that "A functional and relevant entrepreneurship education is the type that aims at inculcating in the individuals, entrepreneurial skills and social values that will strengthen the individuals with vocational competence, industrial experience and desirable ethical orientation towards sustainable human development".

University education can be made more functional and relevant to the needs and aspirations of individuals and the nation at large, by making it more pragmatic with built-in-job training programmes that will enable the

students to acquire appropriate entrepreneurial skills for self-reliance, job and wealth creation.

Conclusion

The pursuit of University education is highly imperative for any nation that wants to maintain its independence and sovereignty, ensure growing prosperity, national development and hold up its head among developed nations in the world. The quantitative growth of Universities in Nigeria should be cautiously embraced as long as it is properly matched with qualitative growth with emphasis on equipping individual with adequate knowledge, relevant and appropriate entrepreneurial skills, desirable values and attitudinal orientation needed to progress in one's chosen career in life, as well as contributing significantly to the development of the nation.

Recommendations

The politicians in government should shelve the idea of proliferating Universities in the country as a way of popularizing themselves to the electorates. Attention should be geared towards expanding and consolidating the facilities in all the existing Universities. The Universities should be adequately funded and the funds should be prudently used and areas of wastage should be curtailed. The National Universities Commission (NUC) must be more committed to its supervisory and regulatory duties. The Commission must be properly funded and more empowered by the Federal Government for effective service delivery.

The curriculum of every Nigerian University should be more pragmatic and have built-in-job training programmes which will make the students acquire relevant and appropriate entrepreneurial skills required for self-employment and wealth creation. Also, every Nigerian University must have spacious, aesthetically pleasing and well equipped Entrepreneurship Development Centre.

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COLLABORATIVE EFFECTS OF FUNCTIONAL LITERACY AND MEDIA LITERACY ON WOMEN EMPOWERMENT IN OYO STATE, NIGERIA

9

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Abstract

Functional literacy, a notable vehicle in nation building, affects the media literacy of the participants especially women. In a democratic Nigerian society, women have right to equitable and equal access to functional education and its associated mode, like their men counterparts. Despite the years of struggle by women to attain relevance and recognition in developing this nation, they have been denied of opportunities, their access to functional education, notwithstanding. This paper therefore has as its focus the examination of the effects of functional literacy on the media literacy of women vis-a-vis their empowerment in nation building. It provides a searchlight into the informative and educative roles of Radio on women empowerment towards building the nation. It is revealed that the mediator roles of radio has reduced poverty, provided job opportunities and enhanced self-sustenance among the unprivileged women. The writer then recommended that Government and NGOs should expose women more to political education to make them relevant in Nigerian politics.

Keywords: Functional literacy, Media literacy, Change, nation building, Equity.

Introduction

Women, almost free from the shackles of marginalization and degradation suffered right from African pre-colonial and colonial days, are notable beneficiaries of the functional literacy and media literacy in Nigeria. It

would be recalled that history of human creation placed women as subordinate to men hence Africa tradition denied them of asserting their will until recently.

Christianity, which the colonizers introduced, helps in furthering the secondary roles assigned to women. Women are seen in the light of the tempter, the “criminal” Eve in the Garden of Eden who made man to derail in the first instance. Thus, the religion helps to propagate and actualize the reductionist maxim that women are to be heard, and not to be seen. Again, the holy writ which states that from the ribs of a male (Adam), God created a female (Eve), suggests that the latter is a derivative of the former and as such, she does not possess a slice of self-identity. Christianity is therefore an elongation of patriarchal ideology. Also the Islamic religion that permits polygamy outlaws polyandry.

Functional literacy finally empowered women in Africa especially to move against their oppression and male dominance. With this development after Nigerian independence, women approached creative writing with aggression through woman-centred ideology such as feminism, womanism, motherism and others. Bitterly worried on male chauvinism, Ogunyemi (1998) in her paper “Women and Nigerian Literature” argued thus:

Nigeria is a male, a fact that is daily thrust in myriad of ways on the Nigerian woman. An example of this cultural aspect is the national anthem with its incredibly decisive call on “compatriots” to serve their “fatherland” in the tradition of past “heroes”

(Ogunyemi, 1998)

Recent scholars such as Ogundipe-leslie, Aidoo, Emecheta, Aminata Sow Fall, Bessie Head, Zulu Sofola, Flora Nwapa and others have contested their male contemporaries in the wilderness of the literary world to showcase the relevance of female folks.

For the mass unprivileged girls and women however, functional literacy through the mass media has contributed immensely to their empowerment in Nigeria

On the concept of functional literacy, UNESCO defines it that:

A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group of community (1971-44)

Absent from this kind of perspective is the significance of social contexts within which social interaction occurs. The contextual nature of interaction influences both the acquisition and use of literacy; Adetuyi (2012:100) even observes that Functional literacy is a wedge for democracy and the only weapon with which one can easily break the backlog of oppression, ignorance and dependence.

This implies that for a nation to have all round development, education must be recognized as a contributing factor to nation building. Women constitute a rough estimate of seventy percent of Nigerian population (privileged and unprivileged) hence a need to examine the effect of this functional literacy on women's media literacy towards their empowerment Adetuyi (1998). Functional literacy is therefore an important means for the cultural formulation and production of self-awareness.

Levine (1994) argues that individual functional literacy represents the minimum facility with the written word that is compatible with social survival. This use of literacy indicates productivity and it also promotes political participation and cultural integration. As such, functional literacy can be seen as an essential condition for participation in economic life. It is an instrument to enhance social awareness together with other institutions in the society such as the media systems.

Media's ubiquitous presence and impact in leisure time, on perceptions and on social and economic environment has long been recognized. The Radio listeners are then confronted with the competence to understand what is heard or relayed especially in English Language. Media, particularly Radio, is a central socializing process in the society. The media literacy, especially Radio is therefore performing a mediator role in its link to social participation, awareness and vocational opportunities for the women populace in semi-urban and rural areas of Nigeria.

Radio Communication Channel

It is as a result of the diverse and complex nature of the society, a major barrier to communication that led to the eventual emergence of film, Radio and Television among other electronic media. Nowadays, those three electronic means of mass communication command audiences that have surpassed the dreams of the scientists from whose research they sprang. Out of the three electronic media already mentioned, this paper will be confined to the Radio as mediator between women empowerment and the society. Radio has the power to penetrate one's imagination and create a vivid picture in the mind's eye.

For some time now, Radio has been playing vital roles most especially in the Third world countries to improve the living standard of its listeners that can benefit from its programmes.

On the use of Radio for development communication, Mefalopulos and Kamlongera (2004) cited in Anaeto (2010) posit that Radio performs the following functions;

- i. disseminates message to a large audience;
- ii. raises awareness and knowledge of community issues;
- iii. mobilizes community members to tackle issues of collective interest;
- iv. enlarges the forum for social dialogue;
- v. lifts people's voice to high levels of authority (local, state or national) and
- vi. When combined with other media, can be used for training and the transfer and exchange of knowledge and technologies.

Various programmes are mounted by Radio stations to create awareness or educate people on developmental trends in the society. Aremu (1991) observe that since the introduction of Radio programming into Nigeria in early thirties, its programmes have been popular within the masses. People at the initial stage listened to the programme through the Rediffusion boxes rented for an affordable price monthly. Families were found at nights sitting round the box and listening to their favourite programmes mostly dealing with the felt needs of the society. Ranging over many subjects and activities, specific mention could be made of varieties of Talks and programmes on Agriculture, health, Economics, politics, women gender and cultural activities usually mounted then.

Since Nigerian independence, the range and focus of Radio programmes have skyrocketed. There has been proliferation of Radio stations hence making them competitive in their programming. Every Radio station in Nigeria (private or government owned) ensures that the plight of women, especially their empowerment is predominant. Every station mounts programmes that promote entrepreneurship among women.

Concept of Media Literacy

Media literacy has been defined in various ways. Messari (1998) viewed it as knowledge about how media function in the society. Lewis and Jhally (1998) explain the concept as understanding the cultural, economic, political and technological constraints on the creation, production and

transmission of messages. It takes the form of being able to decode and follow the intended manifest message, exploring intended and unintended messages and being aware of the forces that tend to certain types of constructed messages and the avoidance of others. Other definitions have included learning the formal features of media, critically processing media content, and comparing the content to external reality (Brown, 1998; Potter, 1998)

It should be noted that all definitions emphasize specific knowledge, awareness and rationality, which point to skills of cognitive processing of information, a prerequisite for critical analysis can be achieved through formal exposure to reading and writing. Both media literacy and education involve cognition processes used in critical thinking related to language (Carry 1988). As such, media literacy is an intrinsic feature of functional literacy which is defined as the process of making a new or revised interpretation of the meaning of an experience which guides subsequent understanding, appreciation and action (Dillon-Black, 1998)

Nigerian Women, Media Exposure And Functional Literacy

Nigerian women in the rural area and those in the semi-urban where they either live with 'bush radio' or area with unstable electricity supply are staying in an environment socially excluded; such women are bounded by their families and neighbourhood. They live in a socially restrictive context or social group where they do not have much opportunity to enjoy spatial mobility and alternatives regarding their place of residence, life styles, access to education and paid work outside home experience. To these women, media consumption can be considered as empowering in so far as it offers the audiences the opportunity for interaction and integration. The Radio programmes therefore constitute particularly important source of information, tool for connection to the public sphere and empowerment.

Nigerian Radio services such as BCOS transmit for twenty-four hours daily with the following "programme mix" namely:

- i. Entertainment programmes consisting of all drama sketches, variety and all types of musical hours.
- ii. Public enlightenment programmes tagged 'spoken-word' programmes including all panel discussions, magazine and educational or informative programmes.
- iii. News and Current Affairs – The programmes include news, discussions, interviews, sports, reports and analysis. The programmes are mainly

transmitted in Yoruba and English Language on both Radio 1 and Radio 2 FM stereo.

Other programmes covered by BCOS Radio include the following:

- iv. Commercial Services – These are provided by the Radio station to the public with a focus on business organizations having special celebrations like Annual General Meetings, special Anniversary programmes, Commissioning of new or old products.
- v. Social Diary – This is a recording of Radio cassette of social events such as wedding, Conferment of Chieftaincy titles, Coronations e. t. c. This is rendered to the public in both English and Yoruba at chargeable rates.
- vi. Live Coverage of Commercial spotlight and social Diary is provided at technically possible locations.
- vii. Documentary for business organization with a view to promoting the corporate image of the companies and their products is also provided by BCOS Radio.
- viii. Commercial Jingle Production is undertaken for clients by the corporation's talented producers with modern technology in Radio Industry. (BCOS media information Booklet 2013).

Women Empowerment

Since the essence of functional literacy on the media literacy of women is to prepare them for self-reliance and sustenance, it has been discovered that they enjoyed the following remarkable benefits;

- i. As a result of the collaborative effects of functional and media literacy on Nigerian women, they are consequently empowered on vocational education programmes which metamorphosized into centres of trades like soap making, weaving and dying, mat making, perfume making and candle making.

'Agbeloba' an Agricultural programme meant to educate and encourage peasant farmers in the application of the modern techniques of farming for better yields is a gain from the media literacy of women in Nigeria, especially the Southwest. This opportunity confirms Adetuyi (2012:104) that.....the emphasis on the functional concept of literacy is almost exclusively tied to the economic aspect of development.

- ii. A special soap making programme (ABUWE) established by Itesiwaju - Olorunwa women in Lagelu local government area of Oyo state was well promoted on Radio station of former O-Y-O now BCOS Ibadan. As the target audience, with the people now able to read and write through literacy programmes, record of their sales are kept and they grew anxiously for enhanced banking facilities.
- iii. 'You and your Health', a programme sponsored by World Health Organization mounts campaign on the need for immunization and breastfeeding among others. This campaign or awareness programme in Universal childhood immunization ensures that children are protected from such preventable diseases as whooping cough, yellow fever, measles and polio. Of recent is the tetanus preventive immunization for individuals from teenage to age 49 in Nigeria. They are "Killer diseases". Every Radio station in this country is not left out of the campaign. Ebola killer virus disease is another dreaded outbreak, the signs and prevention of which were relayed on the Radio stations. Mothers are enlightened on those Health issues so as to protect them and the children from the diseases that may otherwise, claim many lives.
- iv. Health Education on Family planning is closely related to the issue raised in (iii). This is to control the population and to ensure healthy living and longevity. The popular 'Phone-in' programme on Radio on issues concerning women really assists them in the creation of awareness and making themselves relevant in the country.
- v. With globalization and exposure of women (rural and urban) to western education through media literacy, all have changed but with some setbacks. One singular change in the agenda of governance has been the emergence of women as active players in nation building. Women are now assuming responsibilities in politics hence becoming commissioners, councilors, Deputy Governors and local community heads.

Ekpeyong (2004) quoting the National policy on women (2000):

Globalization, trade liberation and increasing competition have transformed social, economic and political landscape of the African region and the Nigerian nation. These trends have been closely associated with a rapid increase in women's entry into the paid labour force, and the growing visibility of women's contribution to the economy

This policy implies a progressive growth of women in Nigeria as beneficiaries of functional literacy through the media literacy. With the significant access of women to education, they have the opportunity to participate in some development programmes in Nigeria. It is only access to political power in its entirety that is the unrealized target of Nigerian women (rural and urban).

Recommendations

With the aforementioned issues discussed in this paper, it is therefore imperative to make useful recommendations for implementation by the government and non-governmental agencies.

It is hence recommended that women should be accorded both equity and equality in their accessibility to functional education in Nigeria. In other words, women education should be accorded priority to be able to compete effectively with their male counterparts. This is because every individual should be allowed to enjoy fairness, and relevance in their requirements towards contributing to the development of the country.

It should also be noted that every adult has a right to adequate educational opportunities and needs because every citizen (male or female) is a stakeholder in the nation building. Roles of women in the larger social, educational and economic order should be considered for adequate women education so as to translate their skills in ways that are personally meaningful, socially relevant and economically rewarding. Political education should also be ensured for women in Nigeria (rural and urban) so as to lift them to higher level of governance.

The government at all levels should vote more fund into literacy programme to bridge the gap between the poor and the rich, the independent and dependent as well as the unemployed and the employed among the women.

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CHALLENGES OF LANGUAGE EDUCATION

10

Ogunremi Patience

Abstract

This paper is a critical analysis of Language Education and the challenges facing Language Education in Nigeria. Lots of challenges are waging war against Language Education thereby causing little or no good performance in our schools and colleges. This paper takes a look at the challenges facing Language Education, among which are inadequate teachers both in quality and quantity, negative attitude of learners, teachers and parents towards the use of learning languages, lack of well defined curriculum or syllabus and a host of others. Possible ways by which these challenges can be addressed are also a part of this paper. Prospects of Nigerian Languages in the educational system are also examined.

Introduction

Language education is the teaching and learning of languages whether the indigenous, foreign or second language. It is a branch of applied linguistics. Increasing globalization has created a large need for people in the workforce who can communicate in multiple languages making it very important and needful in fostering human connection and dissemination of information in such institutions. The uses of common languages are in areas such as trade, tourism, international relations, technology, media and science.

Language education may take place as a general school subject or in a specialized language school. Some languages have fallen into relative obscurity while others are widely used; still others have a small following but offer useful insights. Language education can be fostered through

various methods, approaches and techniques. Some of the techniques are online and self – study courses (hundreds of languages are available for self-study from scores of publishers), audio recordings and books (language books have been published for centuries, teaching vocabulary and grammar, giving exercises, translation and writing), internet and software.

Formal western type of education was introduced into the country by Christian missionaries just before the middle of the nineteenth century. For about four decades after that initial date, both the nature and main thrust of language education in the country were completely left to those missionaries to decide (Taiwo 1980, Fafunwa 1974).

The birth of National Policy on Language Education, not only has some indigenous languages thus, been taught in schools since formal western education type was first introduced into the country, after the attainment of political independence in 1960, the wisdom of giving English language so much importance in government and education also began to be questioned. Thus, some people felt and openly canvassed in parliament for English to be replaced as official language by one of our indigenous languages some twenty years back after independence (Bamgbose 1976: 12-13)

Challenges of Language Education

The challenges that Nigeria's indigenous languages are facing that hinder them from performing their roles in national and global development will be examined in this paper. The Nigerian government in the NPE (1977, revised 1981, 1998, 2004), which is the official document that spells out the philosophy and objectives that underlie education in Nigeria, shows clearly that it wishes to promote multilingualism in both Nigerian languages and foreign languages. To that effect, provision is made for the use and teaching of the mother tongue or the language of the immediate environment, one of the three major Nigerian languages, Hausa, Igbo, Yoruba with English, French and Arabic in the school system.

The tenets of the NPE as far as Nigerian languages are concerned are as follows:

1. The medium of instruction at the pre-primary and the first three years of primary school should be in the mother tongue or language of the immediate environment while English features as a school subject.
2. From the fourth year of primary school onwards, the medium of instruction should be English but the MT or the LIE should continue

to be taught as a school subject up to the end of the junior secondary level. In addition, students throughout the secondary school level should study one of the three major Nigerian languages: Hausa, Igbo, and Yoruba, other than their own.

Section 1 (10a) of the NPE2004 states:

Government appreciates the importance of language as a medium of promoting social interaction and national cohesion and preserving culture. Thus, every child shall learn the languages of the immediate environment. Furthermore, in the interest of the national unity, it is expedient that every child shall learn one of the three Nigerian languages: Hausa, Igbo and Yoruba.

These provisions for the indigenous languages in the constitution and in the NPE presuppose that they are in active use in homes and in communities. For a language to be appreciated and worthy of preservation, it must be effective as an instrument for development, politically, socially, economically. A good education is one that develops the power and character of the learners and equips him to appreciate ancestral environment in order to contribute to its development. Language is the chief medium of education and every educational process must take place through it whether formal, informal or non formal education, whether in the humanities, sciences, technology, or the social sciences.

However, in Nigeria, English and not any of the indigenous languages is the main language of education. Some challenges affecting the use of Nigerian languages have been identified and discussed by many scholars (cf Emenanjo 1990, Essien 1993, Bamgbose 1990:2006). Some challenges of language education are as follow:

1. Lack of Human Resources (Teachers and Learners)

Teachers

It is common knowledge that no educational programme can rise beyond the quality of its teachers. To have good teachers, there must be intelligent and well motivated learners, who are able and willing to appreciate, manipulate and use the curriculum content for the improvement of the society. A language teacher should possess certain attributes which include a full command of the language to be taught, adequate knowledge of the nature and structure of the language and a good knowledge of the theory informing his teaching. Looking at our schools and colleges, researches

have shown that there are insufficient teachers of Nigerian languages both in terms of quality and quantity, even in the major languages. Bamgbose (2006) revealed that as of date, a total of 55,237 teachers were required to implement the provision made in NPE for the teaching of the major Nigerian languages as second languages but only 6,383 teachers were available, giving a shortfall of 48,858 teachers. NINLAN was established 1993 to cater for the challenges of Nigerian languages but unfortunately, could not and was eventually scrapped in 2007.

If the major languages that are promoted locally, nationally and internationally have shortage of teachers, then it is needless to think of the non major languages. What is really bothering is the fact that there are many people who hold Nigeria Certificate in Education and University degrees in indigenous languages but have refused to teach; they prefer to teach French, English or work in banks and other establishments. As a result, most schools don't have to teach these languages and those who teach them are native speakers who lack the pedagogy necessary to make teaching profitable to learners.

Learners

One of the major challenges is also the quality of learners available. Where there are no interested and motivated learners to train, good teachers cannot be produced. Most lecturers will testify that most people who register to study our local languages do not come to study willingly, they are usually people who have been rejected by other departments and are not willing to wait for another year for admission. Such students make teaching uninteresting and difficult. Insufficient students to study our indigenous languages can be caused by some factors which are:

- The anxiety that their friends would laugh at them when they hear that they are studying Nigerian languages because it gives the impression that they are not good enough for other academic disciplines.
- Job prospects after graduation are rare apart from teaching which some are not interested in
- The training tends to confine them to areas where the languages are being spoken;
- Some students come to the tertiary institutions without foundations in the oral and literary skills of these languages. It's like building a house from the roof.

2. Negative Attitude Towards the Use of Indigenous Languages

It has been observed that Nigerians, generally have a poor attitude towards the use and promotion of their indigenous languages. In spite of several concerted efforts to make people think otherwise, most parents, educated and non-educated, still prefer their children being taught in English from the first day at school. A good school in Nigeria today is measured by the facilities it has for teaching foreign languages, computer, mathematics and science. Even when the facilities for teaching local languages are available, they may be appreciated by a few but they do not reckon when judging for quality.

The negative attitude of our people towards the indigenous languages accounts for why most Departments of Nigerian Languages in our Universities and Colleges of Education have few students. Even those that come generally lack the self confidence and positive attitude necessary to effectively defend the discipline. Most of them demonstrate an attitude of “na condition make crayfish bend”, meaning they have no choice.

Also, the UBE act that excludes the use of non major Nigerian languages in the nine years of basic education is an indication of the Federal Government’s negative attitude toward the non major languages which does not do the image of the country any good. Does the FG sincerely expect an average Idoma, Urhobo man or woman to encourage his/ her child to study Hausa or Yoruba in the primary school when there is no mention of his own language?

3. Dearth of Teaching and Learning Aids

Materials that would facilitate effective teaching and learning should be standardized. Curriculum/syllabus, texts, audio and visual aids, supplementary books, play lets, which are available in French and English, can hardly be found in Nigerian languages, especially the non major ones. It is a known fact that no teaching and learning can take place in any subject area without necessary tools being available. Available resources show that most of these languages are not yet ready for serious participation in education. There is a dearth of textbooks written in Nigerian languages which will be used for the teaching of other subjects in the mother tongue medium at early childhood, preprimary and early primary school levels.

4. Language Standardization

The teaching and usage of Nigerian languages is dependent upon the standardization of the languages to be taught or used as well as the

availability of relevant data. Language standard or level of development is measured based on the existence of orthography, meta language, glossaries of technical terms and legislative administrative terminologies. The orthography of many languages in Nigeria is yet to be developed. Different efforts have been made by NERDC on language standardization and they need to be complemented.

5. Advocacy and Sensitization

One of the serious challenges confronting the teaching and usage of Nigerian languages is lack of awareness of the language provisions of the NPE and of the importance of the teaching and usage of Nigerian languages. Political leaders, educational manager, parents and the public are often not properly enlightened. This leads to seeming misunderstanding, misconception and misapplication of the language policy provisions. The use of Nigerian languages needs to be projected or encouraged formally in the other sectors.

Suggested Solutions to the Challenges of Languages Education

Having looked at the challenges of language education, it is needful to state some suggested solutions that can facilitate the use of Nigerian languages. Among these are the following:

- Teachers of Nigerian languages should be encouraged and motivated so as to attract “run away” teachers of the field to come back to their specialization.
- The Federal Government should ensure the implementation of the policy that the language of the immediate environment should be used as medium of instruction at the preprimary level and as a subject at the primary level.
- The Federal Government should include one of the Nigerian languages in the policy of education as a compulsory requirement for entry into any of the Nigerian higher institutions. Thus, it will encourage students to have a good attitude towards the language since it will be a major criterion for entry into colleges and higher institutions
- There is a section of the ministry of education in each local government charged with the responsibility of overseeing the teaching and development of materials in the indigenous languages, within its borders. Its impact is hardly felt. Government must make good its promise to provide both infrastructure and specialist teachers to enhance learning. It has a responsibility to plough in funds to develop the local

languages and make them available for more effective teaching and learning to take place by sponsoring projects to aid it.

- States should avail their citizens of the benefits that are associated with mother tongue education and the development of their indigenous languages.
- Linguists, language educators, specialists in various fields, communities, publishers, nongovernmental organizations, specialized agencies and international agencies can play a vital role in the development of languages in Nigeria. Areas of intervention need to be identified and well articulated. Equally, convincing proposals need to be generated by experts and agencies that will attract funding from donors and specialized agencies.
- Book developers, authors, teachers, language educators and publisher and relevant agencies or stakeholders need to be proactive to develop standard text materials that would be used for teaching Nigerian languages and other subjects using Nigerian languages. Efforts should also be intensified to produce literature books that contain a lot of our cultural values and traditions.
- The Nigerian language teachers should know how to prepare, select and make good use of instructional materials and resources including the ones that are electronically and computer based. Teaching should be activity based, lively, learner-centered and interactive. The teacher should realize that he is a facilitator.
- Political leaders, educators, parents and the general public, need to be sensitized about mother tongue education and the teaching and learning of literacy, numeracy and science as well as all other subjects in the respective languages of the society (GTZ: 2010)

Prospects of Nigerian Language Education

To encourage the use of Nigerian languages, their utility value must be emphasized and appreciated because most people erroneously believe that those who study them can only end up as teachers in the classrooms. This is far from the truth. Ways in which indigenous languages can be used for the overall benefits and development of the country are as follows:

- **Production of materials in indigenous languages**
Only those who have studied these languages well can write and produce materials, the vast amount of books, reference materials, audio and visual etc needed to enhance teaching and learning. Graduates of these

languages are trained in all the aspects of language transcription and documentation, socio and applied linguistics. They can therefore, make good living working by themselves to produce the needed materials.

- **Enhance dissemination of information.**

Despite the fact that English is our official language, majority of Nigerians can only be reached either in an indigenous language or in the Nigerian pidgin, an indo exogenous language. Access to information generates interest in the study of the languages, creates job opportunities for those who have studied them in institutions of higher learning and guarantees political, economic and social advancement for there are many programmes on issues such as HIV/AIDS, female circumcision , juvenile pregnancies, census matters, benefit of good education, poverty alleviation intervention scheme etc which affect our people, the bulk of whom live in rural areas and have no access to information in English. For these people to get correct and up to date information on many issues that affect them so that they can take informed decision such as must be available to them in their own languages.

- **Participation in politics**

- **Participation in economic advancement.**

Therefore, there are prospects in the utilization and teaching of these languages.

Conclusion

Having seen the challenges and prospects of language education, it is clear that the use and study of these languages can be rewarding to the individual, local, national and international advancement. We must appreciate these languages so as to empower the languages and attracts quality teachers who would train quality learners that will make meaningful impacts in the nation and take the nation to greater heights .

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TRAINING AND RE-TRAINING OF TEACHERS IN NIGERIA PRIVATE SECONDARY SCHOOLS THROUGH CONTINUING EDUCATION

11

Maureen. N. Alumona (Mrs)

Abstract

In most African countries Nigeria in particular, there is now a serious public outcry concerning the crisis in some private secondary schools especially with regards to the quality of teachers. Most of the teachers there are not trained teachers. This is not just a problem for the teachers alone, but also for the students. Therefore, in this era of globalization, it is imperative that teachers are adequately prepared to function effectively in a challenging global environment through training and re-training programmes. The challenges of globalization demand teachers who are competent, effective, and dynamic in their orientation. Thus, in this study, a survey research was conducted and questionnaires were administered to 240 teachers drawn from 24 private secondary schools in Nigeria. From the findings, it was observed that most of these teachers were not trained teachers and even those of them who were trained do not usually go for re-training programmes. Therefore, this paper is of the opinion that there is the need for all teachers to continuously update their knowledge. This is to enable them improve themselves and inculcate the right knowledge and skills to the students who are going to be the leaders of tomorrow. Thus, the study recommends that the proprietors and proprietresses of private schools should endeavor to allow their employees the opportunity to further their education by going for training and re-training programmes through any form of continuing education programmes.

Key words: Private secondary schools, Training, Re-training, Continuing education, and teachers,

Introduction

Education being an indispensable tool in nation building, is a process of systematic training and instruction designed to transit knowledge and acquisition of skill, potentials and abilities which will enable an individual to contribute efficiently to his/her growth and development physically, socially, morally, intellectually and mentally (Osakwe, 2006). Therefore, given the importance of education, there should be a need for constant training and re-training of teachers through continuing education programmes. This is because the quality of teachers has great implication on any educational system. The main purpose of teaching, schooling and learning is to make learners acquire knowledge, and skills that will make them become better individuals who will be in the position to add value to their lives and that of their society. This shows that teachers' education in Nigerian has to be refocused on, and be giving the most needed attention. It would be recalled according to Adebile and Ogunyemi (2013) that the teaching profession in the past and today had been invested with a lot of unqualified teachers, including those in private schools and this has created a fall in the quality of production despite the mass recruitment into the teaching profession.

Private secondary schools are schools that are operated under private and not state or public auspices. Fees are charged to students attending them. In Nigeria, the private secondary school can be described as a type of school established, owned and managed by private proprietors, missionary bodies, communities or a group of individuals. It offers courses leading to West African Senior School Certificate Examination (WASSCE), General Certificate of Education (GCE) and National Examination Council (NECO) (Ikpe, 2010). The Federal Republic of Nigeria FRN (2004) recognizes the participation of private organizations in the educational system. The policy seeks the inculcation of national consciousness and national unity, the inculcation of right type of values and attitudes for the survival of the individual and the Nigerian society, the training of the mind in understanding of the world around; and the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in, and contribute to the development of his society (FRN, 2004). This policy must have necessitated the interest and willingness of many private individuals and voluntary agencies to establish educational institutions which are vastly expanding day in, day out. Private secondary schools are established to complement the roles of public secondary schools, serve specific purposes and carry out designated missions. However, despite the large number of these private secondary schools, most of the teachers

there, are not qualified. They need to be trained and re-trained to enable them add value to their lives and also to the lives of their students.

Training is the systematic and planned instruction and development activities to promote learning (Armstrong, 2004). Training also refers to learning activities directed towards acquisition of specific knowledge and skills for the purpose of an occupational task. The occupational task of concern here is the teachers teaching profession. The focus of training is the “task” or the “job” (Cole, 2002). It could also be referred to as the acquisition of specific skills in a specific area of specialization. It is through training that teachers, lawyers, engineers, and doctors acquire the required “know-how” in their respective specialization areas. This is why we talk of the training of teachers and the training of other professionals.

Re-training on the other hand means receiving in-service education. It implies subjecting or exposing an individual to further teaching and practice after the initial training (Odu, 2011). Ejue (2002) explained that re-training otherwise referred to as “refreshers programme” or “post-training” is concerned with both skills which an employee has been trained with and also with new innovative skills. In most cases it is done through continuing education.

According to Tahir (2000), Continuing Education connotes that subset of adult education that seeks to positively link the needs and aspirations of individuals with educational activities, for development of their potentialities and for the socio economic and political development of a nation state. Furthermore it is a process of adoption of the worker training to technological changes and the resultant increase in the minimum knowledge required (David, 1992 cited in Tahir, 2000). Akinpelu (1988) sees Continuing Education as a form of education activity organized and run outside the formal school system at times, parallel to it but often times go beyond the preview of the school system.

It is essentially a part-time rather than a full time learning activity. The vast majority of programmes of continuing education are organized for clients/learners who have some pre-occupation or jobs other than studying. Such participants study through in-service training, evening, night, week-end or summer–vacation classes, or even study on their own in their home steeds (as in distance education): but they normally have other occupational or professional duties which constitute their major pre-occupation. Osuji (2001) opines that continuing education is strictly, an adult education concept which stresses the provision of educational opportunities for adults after cessation of formal schooling. Continuing Education programmes are designed to meet identified or expressed adult

learning needs. The major focus of continuing education is the provision of educational opportunities for all categories of individuals irrespective of whatever failure was earlier recorded thereby ensuring continuity in education, ensuring the continued relevance of the individuals in the society; ensuring the provision or access to education for all citizens; and helping retrieve the economic wastage that early –school learners would have constituted (Egunyomi, 2001).

In Nigeria presently, the practice of continuing education has been broadened to include the provision of educational activities that will meet the needs of illiterates, the drop-out, workers, the underprivileged, educationally disadvantaged, the oppressed, the different categories of professionals, the down-trodden, and the back ward. Thus, it offers a wide range of training or education meeting the needs of all shades of people; it therefore serves as the best means or instrument of democratizing education or equalizing access to education irrespective of age, sex or social affiliation.

Education, and especially adult and continuing education are practical educational activities motivated by a variety of values. Thus all stakeholders with an interest in continuing education activity have their own respective objectives for engaging in the activity–the providers, the learners, their sponsors, the public and the nation. Invariably, according to Akinpelu (2002), their objectives will overlap in many respects while distinct and peculiar only in a few, such as:

- i. To keep with the new knowledge required to perform responsibly in a chosen career.
- ii. To master new conceptions of the career itself.
- iii. To keep with changes in the relevant fields
- iv. To prepare for changes in the personal career line.
- v. To retain the power to learn
- vi. To discharge effectively the social role imposed by membership in a profession (Akinpelu, 2002)

One of the key elements of teacher quality is the provision of adequate opportunities for personal growth and professional development. Indeed, the continuing professional development of teachers ought to be an issue of central concern to all those who care about the quality of tuition in schools (Fareo, 2013). In some private schools for instance, some of the existing technology teachers were either trained on obsolete equipment or have worked with such equipment for a long time that their skills need to

be updated. Therefore, training and re-training of teachers are very vital for successful implementation of teaching and learning strategies in schools. Furthermore, it is also necessary to re-train them given that our society is dynamic, our needs, values, aspirations and expectations change from time to time. In addition to the fact that, knowledge, skills and methodologies also change as a result of research (Odu, 2011).

A very important policy component of Universal Basic Education scheme in Nigeria is the significance attached to teachers in-service capacity development. Quite rightly, it is believed that no education programme could be higher than the quality of teachers sustaining it. Hence, the Nigerian Universal Basic Education programme places very high significance on teachers in-service training. According to Ogunri (2011), periodic workshop trainings are usually organized for Nigerian teachers in Public schools to update their professional competence during long vacations.

Consequently, Ogunri (2011) carried out a study in 90 secondary schools in Oyo State where 93 secondary school teachers were involved. This was to investigate on the frequency of their in-service training. The findings revealed that 57 of them agreed that they have been participating in workshops as in-service training while 34 said that they have not been participating. Whereas two other people did not respond. The whole thing implies that even though that some people participated, there is still room for improvement to ensure continuous development of teachers both at private and public secondary schools.

Statement of the problem

The major problem in most secondary schools especially the private ones in Nigeria lie in the professional weakness of the teachers. This is because, quite a large number of these teachers do not have education background and also do not go for re-training programmes through continuing education to enable them up-grade themselves. Therefore, insufficient provisions for training and re-training of teachers to acceptable standards constitute one of the major causes of poor quality of education at the secondary school level. It is in this regard, that this study focuses on the need for continuing education for teachers, to enable them continuously update their knowledge.

Purpose of the study

The study focused on the following goals;

- i. to find out the educational qualification of teachers in private secondary schools;

- ii. to ascertain from these teachers whether there is a need for training and re-training programmes for them through continuing education and
- iii. to find out how frequent these teachers go for training and re-training programmes through continuing education and also to know if there are some who have not gone at all.

Research Questions

The following research questions guided the study;

- i. What are the qualifications of teachers in private secondary schools?
- ii. Is there any need for training and re-training of teachers in private secondary schools?
- iii. How frequent do they go for training and re-training programmes and are there some who have not gone at all?

Methodology

The research design for this study is a survey research and the subjects were drawn from 24 private secondary schools randomly selected from the six geopolitical zones of Nigeria. Four schools each from the six geo-political zones making a total of 24 schools. The sample was 240 teachers, ten (10) from each of the school. A research instrument (questionnaire) was used for data collection. After administering the questionnaires to the teachers, 12 were not returned and 8 were not properly filled thereby reducing the sample to 220. Simple percentage was used for the analysis of data.

Presentation of Findings

Based on the research questions, this section, presents the results of data obtained from the study in frequency counts and percentages. The results were presented in tabular forms to aid clearer understanding.

Table I: Educational Background/Qualification of the Teachers

	Items	Frequency	%
i.	B.Sc	35	15.9
ii.	B.A	35	15.9
iii.	B.Sc. (Ed.)	34	15.5
iv.	B.A. (Ed.)	36	16.4
v.	NCE	35	15.9
vi.	OND/HND	37	16.8
vii.	Others - SSSCE,	8	3.6
	Total	220	100.0

Table I shows that 35 (15.9%) had B.Sc. while 35 (15.9%) also had B.A. 34 (15.5%) were those with BSc in Education, whereas 36 (16.4%) were with BA in Education. In addition, 35 (15.9%) were teachers with NCE qualification. 37 (16.8%) were those with OND/HND. Those under the categories of others were 8 (3.6%). The explanations from the table above therefore, show that there are some teachers with education background whereas, sizeable number of them are not trained teachers.

Thus, the need for training and re-training of private secondary school teachers therefore becomes imperative for managers of school organizations, as it is in other private and public organizations. This is because it is only teachers who possess the required knowledge and skills that will be used to prepare students adequately. They are individuals whose job is to teach by transferring knowledge to students in a learning environment which results to positive change of behaviour in the students. Bassey et al, (2011), therefore, opine that training is necessary because it is the process of developing skills, habits, knowledge and attitudes in employees for the purpose of increasing the effectiveness of these employees in their present positions as well as preparing them for future positions in the service.

Table II

Respondents' opinion on whether there is a need for training and re-training programmes through continuing education, such as conferences, sandwich, distance learning and part-time programmes among others.

Items	Frequency	%
i. There is a need for training and re-training of teachers because it will enhance their academic status	83	37.7
ii. It will also help in inculcating the right knowledge and skills to the students	91	41.4
iii. It will not help the teachers in acquiring the new methods and techniques of teaching	15	6.8
iv. It will not enable the students to perform well in both internal and external examinations	14	6.4
v. All of the above	17	7.7
Total	220	100.0

From table II, it could be seen that 83 (37.7%) of the teachers agreed that there is a need for training and re-training because it will enhance their academic status. Then 91 (41.4%) said that it will help in inculcating the right knowledge and skills to the students. In addition, only 15 (6.8%) of the teachers were of the opinion that it will not help them in acquiring the new methods and techniques of teaching. 14 (6.4%) believed that it will not enable the students to perform well in both internal and external examinations. Then, 17 (7.7%) of the teachers were under 'All of the above' which means that they believed in all other options. These could be those of them who are there but not happy with what they are doing and also those who are yet to make up their mind whether to continue with teaching

profession or not. Thus, from the opinions of the respondents above, it could be seen that majority of them believed that there is a need for continuing education for teachers.

Tahir (2000) opines that the content of continuing education could take several forms and shapes as well. It could be through in-service training, or distance learning among others or based on contemporary issues and concerns to various clienteles that would desire educational opportunities for self-improvement or increase in professional capacity and competence. Creemers (1994) and Haron (1995) posit that training of teachers prepare them for the improvement of the educational quality, pedagogical techniques and school management.

Table III.
Respondents’ opinion on how frequent they attend training and re-training programmes through continuing education, such as conferences and workshops, part-times or evening programmes among others.

	Items	Frequency	%
i.	Very often	41	18.6
ii.	Occasionally	52	23.6
iii.	Seldom/Rarely	60	27.3
iv.	Never attended any	67	30.5
	Total	220	100.0

Table III indicates that 41 (18.6%) out of a total number of 220 teachers indicated that they usually go for training and re-training programmes very often. Fifty two (23.6%) said that their own was occasionally. Sixty (27.3%) out of the 220 teachers said that they rarely go for training and re-training programmes. However, sixty seven (30.5%) indicated that they never attended. This implies that despite the importance of continuing education and the clamor on training and re-training of teachers, a large number of these private secondary school teachers have never attended any, while others do not participate regularly. Re-training involves providing additional training to people especially professionals who were already trained, in order to further enhance their ability in terms of competence to handle contemporary challenges or changes in their professional areas.

Thus, there is a need for regular participation and retraining of teachers in any continuing education programme. It is an educational activity fashioned out to help beneficiaries or participants make up for or save lost ground as well as for those who did not attend school at all or started but dropped out owing to some reasons. Such education can be provided as part-time or full time and is often without limit (Egunyomi, 1999).

Discussions

Based on the findings of this study, it was discovered that despite the fact that the quality of any nation's education depends on the quality of the teachers, most private secondary school teachers are not trained teachers. Most of them do not have education background. It was revealed that quite large number of them has not been engaged in continuing education programmes. This is not just alarming but embarrassing given the fact that we are in 21st century. The government should not only be blamed but also the proprietors and proprietresses of these schools.

In addition, from the findings it was revealed that most of the teachers believed that there was a need for training and re-training programmes for them. However, the result also went ahead to explain that even though they believed in that, most of them have not been exposed to such trainings. This therefore, shows that the government has to collaborate with private school owners to make sure that these teachers further their education.

Research on teacher education has consistently stressed the need to regularly provide opportunities for teachers to improve their knowledge of subject matter they teach and the teaching skills they learnt in the pre-service courses they attended. This is based on the recognition of the fact that we live in a rapidly changing world, such that whatever knowledge and skills teachers acquired in their pre-service training becomes stale very fast as new challenges and realities emerge in the socio-economic and political environment (Mohammed, 2006).

Conclusion

From this work, it is obvious that, engaging teachers in continuing education programmes will go a long way in enhancing both teaching and learning processes. This is because as teachers obtain new knowledge, their methodology and techniques of teaching will improve. They will not only add values to their lives, but also to the lives of the students. Therefore, continuing education for private secondary school teachers in Nigeria should be a vital aspect of education that has to be appropriately and effectively utilized for effective teaching, learning and personal enhancement.

In addition, teachers in public secondary schools should not be left out given that not all of them do participate in conferences, workshops among others, even though that some do. Their participation will add value to their lives and also lead to students' high academic performance especially in external examinations. Therefore, teachers should be encouraged to continue to up-date their knowledge through continuing education programmes.

Recommendation

Based on the outcomes of this study, the following recommendations are proffered not just only for updating the knowledge of the teachers, but also for effective teaching and learning processes:

- i. Teachers in Nigeria secondary schools, especially the ones in private schools should be helped through regular and systematic continuing education programmes in order to keep abreast of new techniques.
- ii. In addition, the proprietors and proprietresses of these private secondary schools should endeavor to see that their teachers are exposed to continuing education programmes.
- iii. Ministry of education and government should ensure that awareness campaigns are intermittently created to enlighten the public, proprietors and proprietresses included, on the need for continuous development of teachers.

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**ASSURING EDUCATIONAL
STANDARD THROUGH QUALITY
ASSURANCE AMONG PRIMARY
SCHOOLS IN IBADAN
MUNICIPALITY, OYO STATE,
NIGERIA**

12

Dr. Gbolagade Muritala Olowo

Abstract

The study examined the availability and effectiveness of the components of quality assurance with a view to improving educational delivery at primary school level. The study used a cross-sectional research design which enabled the researcher to combine the use of survey, in-depth interview and observational techniques. The study population consisted of eight thousand and one hundred teachers in the Ibadan Municipality. Three hundred and fifty teachers were selected through multi-stage sampling procedure. The main instrument of the study is the self-constructed questionnaire tagged Quality Assurance Survey (QAS). The questionnaire has two sections – A and B. Section A elicited demographical information from the respondents. The section B requested for information that borders on the components of quality assurance such as quality of school staff, facilities, classrooms, elementary science laboratory, library, frequency of supervisory visits to the school etc. Respondents were asked to the items on an adapted Likert Rating Scale. Simple percentages, frequencies and chi-square statistic were the statistical methods used to analyze the data at 0.05 level of significance. The findings of the study revealed that there are adequate qualified numbers of primary school teachers in the sampled area. ($\chi^2_{cal} = 34.28$, $\chi^2_{tab} = 3.84$; $df = 1$, $p < 05$). However, supervisory visit to the sampled schools was irregular ($\chi^2_{cal} = 7.14$; $\chi^2_{tab} = 3.84$; $df = 1$; $p < 05$). Among other things the study recommends that school facilities including classrooms, libraries, and laboratories should be provided adequately. In addition, monitoring in form of supervisory visitation should improve to enhance teaching and learning in the primary schools.

Keywords: Education standard, Quality Assurance, Primary Schools.

Introduction

Primary school remains the foundation of other levels of education in Nigeria. Apart from producing inputs for the secondary level of education, primary education also contributes mostly to literacy level. The Federal government of Nigeria is not unaware of the pivotal role that primary school plays in the socio-economic development of the nation. For instance, the universal primary education (UPE) programme of the defunct Western region and the universal primary education launched during the military regime of Olusegun Obasanjo was mainly targeted at increasing enrolment at the first level of the education. The Universal Basic Education Project of the Federal Government (Ogunjide and Oladimeji, 2012) is another effort to improve access and the quality by primary education. Olaleye and Babatope (2013) noted that there was 21, 294, 515 pupils in primary school in Nigeria as at 2008. The author also observed that the number of primary schools within the period stood at 586, 930. With this staggering number of primary schools and the important role of primary school in the education development of the nation, it is necessary if not compulsory to ensure that the products of our primary schools meet the global standard through the adoption of quality assistance procedure, It is in this regard that the paper assessed components of quality assurance in the primary schools in Ibadan Municipality, Oyo state with the aim of improving educational delivery of the schools.

Concept of primary school

The Federal Republic of Nigeria in the National Policy on Education (2013) described primary education as the education provided in an educational institution for children aged 6-11 years and above (FGN, 2013). Similarly, Quadri, (2010) defined primary education as the foundation for other levels of education by providing the children a sound academic background for further education. Since the establishment of the first primary school in Badagry in 1843 (Komolafe, Komolafe, Ikotun, Makinde, Adegoke, Agboola, 2009) there has been a proliferation of primary schools through the colonial era to the present day Nigeria. The Free Universal Primary Education initiated by the government of Chief Obafemi Awolowo in 1954, the Universal Primary Education in 1976 and the 1999 Universal Basic education launched by the civilian government of Olusegun Obasanjo had all been catalysts for the development of primary education.

According to FGN (2013) the objectives of primary education as derived from National Policy on Education include:

- Inculcate permanent literacy and numeracy and ability to communicate effectively
- Lay a sound basis for scientific and reflective thinking.
- Give citizenship education as a basis for effective participation in and contribution to the life of the society.
- Mould the character and develop sound attitude and moral in the child.
- Develop in the child ability to adapt to the child changing environment.
- Give the child opportunities for developing manipulative skills that will enable him/her function within the limit of his/her capacity.
- Provide the child with basic tool for further educational advancement including preparation for trade and crafts of the locality.

In order to achieve the above laudable objectives a number of subjects are offered to the pupils in the Nigerian primary schools. These subjects include mathematics, elementary science, social studies, physical and health education, moral and religious instruction and one local language. The medium of instruction is supposed to be mother tongue from the first year up to primary three. However, as from primary four, the language of instruction will be English language. The introduction of Universal Basic Education in 1999 has affected by structure of primary education. Ifenkwe, (2013) observed that basic education now includes six years of primary school and three years of junior secondary schools. The primary education is expected to be free and compulsory with adequate facilities such as library, basic health scheme, counseling service (FGN, 2013).

In the recent time, there has been hues and cries about the adequacy of needed facilities in the primary schools and even about the graduates of the primary schools as some are not even able to write their names. Moja (2000) observed that difficulties or challenges facing primary education are mostly concerned with shortages of human and material resources in form of lack of adequate qualified teachers, few instructional inputs and shortage of good classrooms. The author also reported that the Federal Minister of Education while on a nation –wide tour of educational facilities observed that the basic infrastructures in schools such as classrooms, laboratories, workshops, sporting facilities, equipment, libraries etc were in a state of total decay. The efficiency of primary school is also very poor.

The National Primary Education Commission survey in 1995 revealed that the average completion rates were 52% for girls and 59% for boys. On the whole, according to the survey, the average reported completion rates were 55%. (Moja, 2000). Olaleye and Babatope (2013) also noted the complaints about the low performance of the primary schools such as high dropout rate, failure rate and the poor reading writing skills of the primary school pupils.

The situation above therefore calls for concerted efforts if the products of our primary schools are going to meet global standard. There is, therefore, the dire need to incorporate and implement quality assurance components in our primary schools with the aim of making primary schools effective and efficient. Serious attention of the product of our primary schools is going to meet demands of 21st century.

Concept of Quality Assurance

Quality Assurance is a systematic process of ensuring that a product or service being developed meets specified requirements. Omoni, (2012) describes quality assurance as the collection of policies, procedures, system and practices designed to achieve, maintain, and or enhance product or service. Quality assurance when applied to the field of education, implies the level of confidence that all the components of a school system are working maximally and are producing products or services that meets predetermined specification. (Igborgbor, 2012). A similar concept to quality assurance in quality control Olowo (2012) opined that the two concepts can be used interchangeably. However, Kietzman (2012) has identified subtle differences. The author noted that quality control focuses on the end products while quality assurance pays attention to the whole process of design and actual production of a product or service. It is necessary to note that quality control also connotes ensuring at each stage of production of a product or services that the product meets the specified quality. Hence, the focus of quality assurance or quality control in the field of education is to ensure that the set education standards and procedures are being maintained and enhanced through proper monitoring and other processes that guarantee confidence in the products of the education system. Among other things, school administrators should pay particular attention to adequacy of qualified and experienced teachers, conducive learning environment, teacher-pupils ratio and adequacy and effectiveness of school facilities.

Statement of the Problem

There have been hues and cries about the performance of the public primary schools in Nigeria. The dismal performance of these primary schools has led to emergence and proliferation of private primary schools. This study, therefore, assessed whether quality assurance measures or procedures are put in place in the primary schools to ensure quality delivery in the primary education level.

Purpose of the Study. The study has the intent to examine quality control measures put in place in the primary schools sampled with a view to identifying the weaknesses and strengths in the system so as to improve the products and services of our primary schools.

Research Questions

1. Are there adequate numbers of qualified teachers in the primary schools?
2. Do you have adequate number of classrooms in your school?
3. Are there adequate facilities in your school?
4. Do inspectors or supervisors visit your school regularly?

Methodology

The study used cross-sectional approach whereby survey, in-depth interview and observation were integrated. The subjects of the study consisted of six hundred and fifty teachers selected through multi-stage sampling technique from the population of eight thousand one hundred teachers in Ibadan municipality.

The instrument used for the study was the self-constructed questionnaire. The instrument has two main sections-A and B. Section A elicited demographical information while Section B probed components of quality assurance put in place in the sampled primary schools. Specifically, availability and adequacy of primary school inputs such as teachers, pupils, facilities, supervision etc were included in the questionnaire.

The items in the questionnaire were validated through scrutiny by experts in the field of educational management. In addition, the reliability of the test items was ensured through test- and retest method. The reliability test yielded a co-efficient of 0.82 which is substantial.

The instrument was administered through five research assistants. The rate of return was high as six hundred and fifty questionnaires were returned out of six hundred and eighty administered. The six hundred and fifty, returned questionnaires were also found usable.

The statistical methods used in the analysis of data included simple percentages and chi-square statistic.

Research Question 1: Are there adequate number of qualified teachers in the primary schools.

Table 1: Chi-Square Test Of Adequacy Of Qualified Teachers In The Sampled Primary Schools.

Response	Observed Frequency	Expected Frequency	Df	X2cal	X2tab
Agree	215	175	1		3.84
Disagree	135	175		18.24	

The table above shows that majority of the respondents 61.4% agreed that there are adequate number of qualified teachers in the sampled primary schools. The chi-square test further shows that there are enough qualified teachers. ($x^2_{cal} = 7.64$, $x^2_{tab} = 3.84$, $df = 1$, $p < 05$) There are, therefore, adequate numbers of qualified teachers in the sampled schools.

Research Question 2: Do you have adequate number of classrooms in your school?

Table 2: Chi-square Test Of Adequacy of Classrooms

Response	Observed Frequency	Expected Frequency	Df	X2cal	X2tab
Agree	120	175			
Disagree	230	175	1	34.28	3.84

The chi-square test of the adequacy of the number of classrooms as shown in the table above revealed that the number of classrooms in the sampled schools are not adequate ($x^2_{cal} = 34.28$, $x^2_{tab} = 3.84$, $df = 1$, $p < 05$).

Research Question 3: Are the school facilities in terms of furniture, library, and elementary science laboratory adequate in your school?

Table Three: Chi-Square Test Of The Adequacy Of School Facilities Such As Furniture, Library, And Elementary Science Laboratory In The Sampled Primary Schools.

Response	Observed Frequency	Expected Frequency	Df	X ² cal	X ² tab
Agree	210	175			
Disagree	140	175	1	14.00	3.84

The table above shows that facilities in the sampled schools are not adequate. 60% of the respondents were of the view that the facilities in terms of furniture, library, elementary science laboratory etc. are not adequate. The chi-square test further shows that the facilities are not adequate ($x^2_{cal} = 14.00$, $x^2_{tab} = 3.84$, $df = 1$, $p = 05$)

Research Question 4: Do inspectors/supervisors visit your school regularly.

Table Four: Chi-Square Test Of The Regularity Of The Visits Of Inspectors/Supervisors To The Sampled Schools.

Response	Observed Frequency	Expected Frequency	Df	X ² cal	X ² tab
Agree	150	175			
Disagree	200	175	1	7.14	3.84

The chi-square test revealed that inspectors/supervisors' visits to the sampled school were not regular ($x^2_{cal} = 7.14$, $x^2_{tab} = 3.84$, $df = 1$, $p < 05$)

Discussion

The study revealed that there are adequate qualified teachers in the sampled primary schools. This situation may not be unrelated to the effort of the government to equip the schools with the qualified teaching staff. Moja (2000) in a survey of primary education practice in Nigeria reported that on the national average the teacher-pupils ratio was 1:41. The pupil-teacher ratio in Ibadan Municipality is lower for the fact that teachers often prefer urban centre like Ibadan Municipality to rural areas. Sofowora (2010) in a study on the relationship between quality assurance and the improvement of the primary education standard in Oyo and Osun states reported that

62% of the primary school teachers used as sampled had National Certificate in Education (NCE) which is the minimum qualification to teach in primary schools in Nigeria.

This study also came up with the finding that the number of classrooms in the schools used as sampled is not adequate. Moja (2000) also reported over crowded classrooms in Nigerian primary schools visited in a national survey. Sofowora (2010) similarly observed that most of the classrooms were overcrowded. According to the author only 4% of the teachers has about 20 students per class. Poor funding of the education sector (Ifenkwe 2013) has resulted in the dearth of school facilities. The importance of school facilities cannot be over emphasized when it is realized that facilities are the basic tools which the teachers as well as the pupils has to work with. The present study found out that the school facilities in terms of libraries, elementary science laboratory and furniture are grossly inadequate. Moja (2000) reported that the Minister of Education during Obasanjo Segun's regime found most of the schools infrastructure in a state of total decay. The building, furniture, just to mention a few need regular refurbishing to elongate the life-span of the school facilities. The irregular visit of the inspectorate division of Ministry of Education has been well documented. Yoloje (2005) agreed that quality must characterize every stage of education. This can only be done through regular visitation and monitoring by the official of Federal and States Ministries of Education. Olowo (2012) found that supervisory visit by the so called inspectors from the States Ministries of Education were seldom carried out. Sofowora (2010), however, found in a study that supervisory visit to the schools used as sample was frequent. Some extant literature on the issue of adequacy of schools supervision often report irregular school supervision. This may be due to dearth of experienced and qualified school inspectors, and lack of adequate transportation facilities for the movement of the school inspectors.

Conclusion and recommendations

Primary education remains the pivot on which the development of other levels of education rest. There is need to improve the teaching and learning process in order to produce primary school graduates who can compete with their peers in other parts of the world. The study revealed that certain components of quality assurance such as supervisory visits, adequacy of staff and facilities are grossly inadequate. The paper therefore conclude that there is needed for concerted efforts to move the standard of our primary school upward.

Among other things, this study recommends:

1. Improved and regular supervision of the primary schools
2. School facilities such as furniture, libraries, elementary science and laboratory should be provided adequately.
3. Adequate number of the qualified staff should be maintained. This is necessary because there may be the need for replacement as some staff retire or leave the service

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**ACHIEVING HIGH QUALITY
PRE-PRIMARY EDUCATION IN
NIGERIA: THE GAP BETWEEN
POLICY AND REALITY**

13

Goke Jayesimi

Abstract

In the Country Report on EFA 2001, Nigeria set a target of achieving 70% enrolment in good quality pre-primary education by 2015. The Universal Basic Education Act, which became effective in May 2004, seeks to reinforce the achievement of this goal. However, as the pledge to reach this target looms ever closer, there is cause for concern in the country's pre-primary education sub-sector. There seems to be a yawning gap between government's target and the reality on the ground. This sub-sector appears to be worst hit by government's negligence, thus indicating that there is still a poor understanding of the significance of pre-primary education to the success of the entire education system. This negligence has resulted in low enrolment, lack of active and supportive learning environment and inadequacy and often unavailability of facilities. In addition, supervision of the activities that go on in the schools is not adequate, and therefore ineffective.

This paper examines the status of pre-primary education in Nigeria and concludes that achieving 70% enrolment in good quality pre-primary education by 2015 remains a distant goal.

Key Words: Policy, quality, pre-primary.

Introduction:

It is universally acknowledged that education is the most potent instrument for preparing an individual to become a functional, responsible and acceptable member of his society. Education is the aggregate of the process by which a child acquires attitudes, abilities and other forms of behaviour

of positive value to the society in which he lives. It helps the individual to develop physically, mentally, morally, socially and technologically, thus enabling him to function in any environment in which he may find himself. Education also equips the individual with the knowledge, skills and competences needed for self realization and development of society. Education has the power to transform lives. It widens people's freedom of choice and action. It empowers them to participate in the social and political lives of their societies and equips them with the skills they need to develop their livelihoods. It can therefore be regarded as the greatest investment any nation can make for the rapid development of its economic, political, social, and human resources.

At the foundation of every formal education system is the pre-primary level of education. Pre-primary or early childhood education, according to the National Policy on Education (2004) is the education given in an educational institution to children prior to their entering the primary school. This level of education, for several decades now, has been a matter of concern and interest to scholars and governments of several countries. The Dakar Framework for Action (2000) specifically called on governments to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. It stated further that all young children must be nurtured in safe and caring environments that allow them to be healthy, alert, secure and be able to learn. This, probably, is because the early years are easily the most significant era in the life of an individual. The development of the child during this period prepares the stage for latter success in school and the character of adolescence and adulthood. All the key ingredients of emotional intelligence (confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness) that determine how a child learns and relates in school and in life in general, depend on the kind of early care and stimulation he or she receives from parents, care-givers and pre-primary school teachers in those formative years.

The significance of pre-primary education to the development of a sound citizenry cannot be overemphasized. Research has proved that children's physical and psychological development is, to a large extent, influenced by their experiences during the first years of life. Bloom, cited by Osokoya (2011), in his analysis of thousands of research studies on cognitive development, showed that about 50 percent of the development takes place between conception and age of 4 years, about 30 percent between the age of 4 and 8 years, and about 20 percent between 8 and 17 years. The implication of these findings is that since about half of mature intelligence

is developed between birth and four years, a significant proportion of future school achievement is determined before conventional schooling begins at the age of six. Sharing Bloom's position on the rate of intellectual development in a child, Moore, also cited by Osokoya (2011), argued that the early years of life are the most creative and intellectually productive years. Regrettably, however, the conventional school system in Nigeria, and indeed, many countries of the world begins only after these crucial years have rolled by. This is the main reason why pre-school education deserves priority attention.

The significance of pre-primary education is not lost on Nigeria. That is why attention has been given to this level of education in the National Policy on Education (FRN, 2004). The policy document states the objectives of pre-primary education in Nigeria thus: to

- i. effect a smooth transition from the home to the school;
- ii. prepare the child for the primary level of education;
- iii. provide adequate care and supervision for the children while their parents are at work;
- iv. inculcate social norms;
- v. inculcate in the child the spirit of inquiry and creativity through the exploration of the nature, the environment, art, music, playing with toys etc.
- vi. develop a sense of cooperation and team-spirit;
- vii. teach good habits, especially good health habits; and
- viii. teach the rudiments of numbers, letters, colours, shapes, forms, etc., through play.

Realising the numerous advantages derivable from pre-school education, the Federal Government of Nigeria has embarked on massive expansion of access to pre-primary education. It has also come out with policy statements meant to enhance both the quantity and quality of this level of education. Government's target was that by 2015, Nigeria would have achieved 70% enrolment in good quality pre-primary education programme. This paper examines the extent to which this policy objective has been achieved.

The Evolution and Development of Pre-primary Education in Nigeria

Pre-primary education in Nigeria is remarkably a post-colonial development, which began in form of nursery education. According to Ejieh (2006), it

was more or else an exclusive preserve for the children of the elite since the children of the indigent large population had no access to it. The operations of these schools were left purely in the hands of private individuals and religious organizations. Even with increased government involvement and active participation in the education enterprise at all other levels, government did not participate in the establishment of pre-primary institutions. It was not until the last two decades that the government in Nigeria began to show interest in this level of education.

Pre-primary education began to receive serious government attention in Nigeria in the '80s and it was designed as part of the 'Survival Strategy' linked to the Primary Health Care system which was introduced to improve the maternal health and well-being of mothers, and the under-five mortality rate in the country. With mass immunization, and subsequent drop in the mortality rate of children between 0-5 years, parents were enlightened to take care of the health of their children under-five years of age (Apanpa, 2007). Apanpa observes further that at the peak of the survival campaign came the realization of the need for early education of children to enhance their cognitive and physical development. To achieve this, support was given to the Nigerian government by UNICEF and the Bernard van Leer Foundation in the Netherlands, and this resulted in the establishment of some child care centres that were linked to the Primary Health Care Centres in some communities in the country to take care of the need for early stimulation of the under-five year children. Ejieh, however, asserts that it was Nigeria's participation at the World Conference on Education for All in Jomtien, Thailand, in 1990 and the Dakar World Forum on Education for All a decade after that galvanized the Federal Government of Nigeria into more active participation in the provision of pre-school education for her young children.

In the pre-Jomtien years, early education for children below six years was a private sector dominated enterprise. Government's responsibility did not go beyond setting guidelines for the establishment of such institutions largely referred to as nursery schools. Most children from poor homes - more than 90% of the entire population of children in the country - could not benefit from early childhood education as their parents could not afford the fees paid in these schools. The post-Jomtien years, however, saw the government coming out with a "National Framework of Action for the Survival, Development, and Protection of the Nigerian Child" (FGN/NPC, 1992). The role of the Nigerian government then changed from that of guidelines provider to that of active participant and sponsor of early child care and education programmes for the benefit of the Nigerian child. With

counterpart funding provided by the Nigerian government, both at federal and state levels, for early childhood programmes, donor agencies such as UNICEF stepped up their own funding and expanded their operations to include many more communities throughout the country. With assistance from UNICEF, the Nigerian Education Research and Development Council (a Federal Government agency) trained care givers and developed training manuals and pre-school readers to improve the quality of delivery of early child care and development programmes in the '90s.

The drive on the part of government to provide early childhood education for her children continued well into the '90s and after the Dakar World Education Forum in 2000. Advocacy and sensitization were embarked on to get states, communities and individuals to establish nursery schools nationwide. After the Dakar World Education Forum, which specifically called on governments to expand and improve early childhood programmes that focus on all of the child's needs, efforts have been made by the Nigerian government to ensure that early education is given to a wide section of children population. With the revised National Policy on Education (2004), pre-primary education is no longer to be solely in the hands of private providers, but is to have active participation of the government. The policy document clearly states the purpose of pre-primary education. It also states the strategies that government would adopt to achieve the goals of education at this level. Among these are the establishment of pre-primary section in all existing public primary schools, the development of a suitable curriculum for pre-primary school pupils, and the training of qualified teachers in adequate number. The Universal Basic Education introduced by the Federal Government in 1999, also incorporates pre-primary education.

Situation Aanalysis of Pre-primary Education in Nigeria

Increasing efforts towards the achievement of education for all has been one the greatest developmental challenges of the early twenty-first century. In 2000, 164 governments assembled at the World Education Forum in Dakar, Senegal, and adopted another set of ambitious goals in education. The Dakar Framework for Action pledges to expand learning opportunities for every child – including the pre-school child - youth and adult and to meet targets by 2015.

One way by which the education for all goal can be achieved is by universalizing access and promoting equity in pre-primary and primary education. In fact, at the heart of the Education for All programme is the issue of access. The concept of universalizing access needs to be clearly defined here. According to Osokoya (2006), universalizing access to

education implies the provision of education for everyone who deserves it. This involves the provision of enough places and instructional facilities for everyone. Furthermore, it means that any obstacle that prevents anyone from taking advantage of the opportunities should be removed. Also, promoting equity implies ensuring that all segments of the community, urban, sub-urban or rural, must get their fair share of access to education. Osokoya goes further to identify three pre-conditions that must be satisfied in the bid to ensure universalizing access and promotion of equity. These are:

- (a) the provision of adequate facilities for every child of pre-primary and primary school age;
- (b) equitable distribution of these facilities among all geographical and socio-economic units;
- (c) removal of all obstacles that debar any child from taking advantage of these opportunities.

Meeting these pre-conditions remains a distant goal in Nigeria as millions of children remain marginalized as far as pre-primary education is concerned. According to Obanya (2004) 90% of Nigerian children did not have access to pre-primary education of any kind. What resembles early childhood or pre-primary education was being provided in nursery and primary schools largely established and owned by individuals and private organisations. While the Dakar Framework for Action prescribes that no child should be deprived the opportunity to have access to pre-primary education of good quality because it is unaffordable, pre-primary education in Nigeria remains an exclusive preserve of the privileged. According to Obanya (2004) the fees charged in these schools and the needs of children in terms of food, snacks, toys, and uniforms are usually beyond the reach of many Nigerians.

However, in the bid to achieve 70% enrolment in good quality pre-primary education programme as contained in the 2001 EFA Country Report, efforts have been made to expand facilities for pre-primary education. In the National Policy on Education (2004) government stated that it would establish pre-primary section in existing public primary schools. In May 2004, the Nigerian Legislature passed the Universal Basic Education bill into law. The free Universal Basic Education Act No 66 of 2004 has an expanded scope which includes programmes and initiative for early childhood education and development. The UBE programme made provision

for every public primary school to have a pre-primary section to cater for children aged 3 – 5 years (UNESCO-IBE, 2011)

In spite of all these efforts, many public primary schools in the country still do not have the pre-primary school section with the result that millions of children of pre-primary school age remain out of school. Nigeria was in 2007 considered to be the biggest contributor to global out of school estimate with 8.6 million (EFA GMR, 2011) The report also shows that out of school numbers have been rising in Nigeria where one million four hundred thousand (1,400,000) more children were out of school in 2007 than in 2004. The long-run projection based on 1999 to 2009 is that by 2015, 8.3 million children, most of them of pre-primary school age, will be out of school in Nigeria. The implication of this is that Nigeria is not likely to achieve the set target of 70% enrolment in good quality pre-primary education by 2015 as contained in the Country Report on EFA 2001.

The issue of low access apart, there is also the problem of unavailability and inadequacy of physical and material facilities in Nigerian primary schools. Since the pre-primary section is a linkage of the primary school, pre-primary school children learn under the same condition as those in the primary school. A report of the African Regional Studies Programme of the World Bank presents a sorry state of the conditions in African schools, Nigeria inclusive. It points out that most primary schools in Nigeria suffer from very poor conditions of learning and that learning takes place in dilapidated or uncompleted buildings. It reveals that there were inadequate classrooms leading to overcrowded classrooms, insufficient tables and desks, and inadequate learning materials (The World Bank, 1998). Corroborating this report, especially on the condition of school buildings, Ajayi (2001) found out that as many as a total of 276,854 classrooms in Nigerian primary schools in the 1999-2000 academic session were dilapidated.

Another 2003 World Bank report stated that school infrastructure in urban primary schools in Nigeria has not been able to keep pace with the rising population and many schools are operating in shifts or in combined classes without adequate furniture and facilities. It stated further that in urban schools, it is not uncommon to find 120 or more children in a single class, crowded together, sitting on the floor in one room with several teachers in attendance and using survival techniques to teach. There are also cases where up to five or six classes are being held simultaneously in a long hall, badly in need of refurbishment and without any partitions between the class groups. The report, in addition, stated that teachers have few materials with which to complement their skills, and there is no rolling plan to produce

and distribute additional materials. To crown it all, it stated that between 1994 and 2001, across all the states of the federation, the allocation for instructional materials was equal to just 1.5% of the total expenditure on primary schooling (The World Bank, 2003).

A situation analysis report submitted to the United States Agency for International Development (USAID) in 2004 on the state of primary education in Nigeria observes that primary school infrastructure in the country has badly deteriorated with many of the existing structures needing repairs. The learning conditions, it states further, are alarming: paucity of teaching and learning materials; in many schools, there were no charts or teaching aids, while pupils in many cases had only their exercise books for taking notes. The report also reveals the absence of adequate furniture, and a generally run-down condition of many of the school buildings (USAID, 2003).

The poor state of infrastructural facilities in Nigerian primary schools is aptly captured in the report of the Vision 2020 National Technical Working Group on Education Sector. The report stated that from the 2006 School Census, there are 87,941 primary schools in Nigeria. There are about 254,319 classrooms while 251,030 more classrooms are needed to accommodate the children still seeking space in primary school. It states further that even the existing infrastructure needs major repairs to bring them up to minimum acceptable standards. Of the available classrooms, 50.95% are considered to be in 'good' condition. The inadequate number and poor state of classrooms have contributed to large class sizes and has impact on teaching and learning outcomes. The report states, in addition, that the physical state of classrooms is very poor, with poor floors, broken roofs and ceilings. In other words, the fabric is in a poor state of repair with broken windows, where doors are available they are without locks. Few schools have perimeter fence or enclosure and so lack security (FRN, 2009). This poor learning condition is bound to have negative implications for the quality of education.

School personnel remain one of the most significant resources in the school. Supervision of school personnel is central to the attainment of the goals and objectives of education. The National Policy on Education has stated in very precise terms the objective of educational supervision which is to "ensure quality control through regular and continuous supervision of instructional and other educational services" (NPE, 2004).

Studies have shown that supervision of pre-primary and primary schools in Nigeria is neither regular nor continuous. It shows that school supervision is done only routinely. Sulaiman (2004) found out that supervision and

control of primary schools in Nigeria was not adequate, and that the inspectorate division of the Ministry of Education supervised schools only routinely. She observed further that the Ministry of Education and the monitoring department of the local government education authority were short-staffed and only on few occasions did inspectors and monitoring teams visit schools on either general or routine inspections. Ogunu (2005) posited that school inspection and supervision by officials of the Ministry of Education was not done as often as it should. He stated further that school inspectors were usually insufficient or not adequate to carry out the duties required of them, and the consequence of this shortage of supervisory personnel was that most often, supervision was not effective, to the detriment of children and the school system. Obiweluzor, Momoh and Ogbonnaya (2013) also found out that the number of professionally trained supervisors in Nigerian schools was not enough to meet the needs of effective supervision. They observed that the number of schools had increased, and student population had gone up astronomically widening the teacher / pupil ratio. The increase in the number of schools and pupils would mean more work for few supervisors which could overwhelm them. Worlu (2011) opined that one of the banes of the UBE programme in Nigeria was lack of effective supervision. According to him, supervision involved regular and continuous visits to inspect and evaluate the activities that go on in schools. He lamented, however, that supervision rarely took place. Ezekwesili (2007) also lamented that in Nigeria, there had been no supervision of schools in decades. According to him, lack of supervision of schools in the past had been the bane of failed educational policies, and that a system not supervised and evaluated was in dire need of collapse.

Bessong and Ojong (2009) found out that in Nigerian primary schools, supervision was not done regularly due to shortage of personnel and other problems such as lack of transportation, especially in the rural areas, and non-payment of allowances and touring advance to supervisors. They posited that the rapid increase in the number of schools, school enrolment, and explosion in knowledge had made school supervision more tedious and demanding thus overwhelming the number of personnel for supervision. In what they computed from the Report of Sub-committee of the Joint Consultative Committee, in the *Journal of the Federal Inspectorate of Education*, 2008, they discovered that for school inspection in the 2007/2008 academic session, there was 1 inspector allocated to 26 primary schools in Cross River State, 1 to 47 schools in Anambra State, 1 to 123 schools in Akwa Ibom State, 1 to 54 schools in Imo State, 1 to 33 in Abia, and 1 to 102 schools in Sokoto State. This was the pattern in almost every part of the

country. In the same vein, Arong and Ogbadu (2010) in their study attributed the many complex problems bedevilling the Nigerian school system to lack of adequate educational inspection and supervision, especially at the pre-primary and primary education levels. They found out that this lack of adequate inspection and supervision had variables that directly or indirectly contributed to the decline in the quality of education.

Inadequate and ineffectual supervision of pre-primary and primary schools in Nigeria is not desirable considering the significant role of supervision in the achievement of quality education. If qualitative education is a thing seriously desired so that the standard of education in our schools can be improved, school supervision must therefore be accorded high priority. Through inspection and supervision, the inspectors and supervisors assist in improving classroom instruction because teachers are made more confident and competent, and pupils are motivated to work harder in order to achieve the required standard, and in the long run, achieve the goals of education. Without thorough and effective supervision, there will be no assessment of teaching and learning, no improvement in teaching and learning, no means of identifying the merits and demerits of the school system, no means of identifying urgent needs in classrooms and schools, and there will be no avenue to examine continuously school instructional goals and assess teachers' performance in meeting such goals.

Conclusion

Pre-primary education is significant to the well-being and survival of the individual and the society. As the very foundation of the entire education system, it needs to be strong to provide the pillar upon which the other sub-systems hang. This much has been realized by the world community and efforts to expand access and enhance quality remain firmly on the agenda of many countries. Nigeria, in the EFA Country Report 2001, pledged to achieve 70% enrolment in good quality pre-primary education by 2015. As the year 2015 looms closer, there appears to be no cause for cheers in the pre-primary education sub-sector. The reality on the ground shows that the country is still far away from its target. Enrolment is low and millions of children of pre-primary school age remain out of school. The learning environment is not conducive; facilities, both physical and material, are grossly inadequate or unavailable; while supervision of schools is inadequate, all of which have serious negative implications for the quality of education.

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**THE INFLUENCE OF THE
KNOWLEDGE OF COMPARATIVE
EDUCATION STUDIES ON THE
ACADEMIC PERFORMANCE OF PRE-
SERVICE TEACHERS IN NIGERIAN
TERTIARY INSTITUTIONS**

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Abstract

The study investigated the influence of the knowledge of comparative education studies on the academic performance of pre-service teachers in tertiary institutions. The study adopted a descriptive Survey research type. The sample comprise 250 pre-service teachers selected with the use of stratified sampling technique across the 5 schools consisting the Federal College of Education (FCE), Abeokuta, in the 2011/2012 academic session. Stratification of pre-service teachers was done on the basis of those who offered Comparative Education and those who did not. One hundred and fifty students were randomly selected from the group that offered Comparative Education while 100 pre-service teachers were randomly selected from the group that did not offer the course. Data obtained were analysed using Pearson Product Movement Correlation Statistic and Independent t-test technique. The two hypotheses were tested at 0.05 level of significance. The results of the analysis revealed that there was a significant relationship between pre-service teachers' scores in Comparative Education and their Grade Point Average (GPA) in Education Courses. The results also revealed that there was a significant difference in the Grade Point Average (GPA) in Education of pre-service teachers who offered Comparative Education and their counterparts who did not.

Keywords: Comparative education, Grade Point Average, Educational reforms, Pre-service teachers.

Introduction

There have been series of arguments concerning the definition of Comparative Education as a field of study. While some schools of thought consider the subject as a science, some view it as belonging to humanity. According to Okoro, Sotannde and Agbolahor (2013), Comparative education had become one of the most helpful fields of education during the past decades which involves the process of constant borrowing of theories, concept as well as research methods from the social sciences. Comparative education is also considered as one of the major academic field of study that is used in order to study the education trends of one country or group of countries by using different data and information that have been gathered and analyzed from another country or group of countries. However, education systems of nations differ because of different historical and cultural traditions, but they are similar because there are common elements in human societies. In addition, important events transcending national boundaries have influenced the affairs of nations of the world, for instance, the Protestant Revolution, Marxism, the Industrial Revolution, Imperialism (or the achievement of national independence from colonial control) among others. In actual fact, students in educational institutions are not prepared without the study of comparative education due to the following justifiable reasons. Comparative education provides reference for reforms. Through studying the educational systems of other countries we can discover which reforms are possible and desirable.

The study helps students to improve the education in their home country. Comparative education helps students to acquire better understanding of education system of other countries and borrow some aspects for better improvement of education at home. Hence, comparative education contributes to the internalization of school curriculum and student learning experience, develop students' broader world views, cross-cultural and comparative analytical skills. Similarly, the study of comparative education helps students to make connection between the local and global, and the relationship between education, development and society. Furthermore, comparative education help students to understand how educational systems are shaped by wealth, ideology, social cultural features of the country and impacts of globalization on education policy and practice in different regions and countries. Studying comparative education is very essential since it helps students and the world as a whole to understand how economic, social cultural and ideological factors affect the education system in a particular country.

Hence, the important role of comparative education has occupied the attention of recent generations of comparative educators. The contribution of research in education has brought about economic, social and political development through the formulation of the right educational policies in countries of the world and developing countries in particular, Nigeria inclusive.

Functions of Comparative Education

Larsen, (2008) and Wolhuter (2008) distinguished between a number of functions which the field of Comparative Education could fulfil. These relate to descriptive functions, interpretive functions, evaluative functions, applications to serve educational reform, application to improve teaching practice, application to serve other scholarly fields of Education, and philanthropic functions.

Description

The most basic function of comparative education is to describe education systems/learning communities, within their societal contexts, in order to satisfy the yearning for knowledge. Hence, the most justification for Comparative Education is intellectual. People study Comparative Education because they want to know.

Understanding: Interpretation/Explanation

Comparative Education also satisfies the need to understand: education systems in learning communities are explained or understood from surrounding contextual forces which shape them. Conversely, if education systems are shaped by the societal matrix in which they are embedded (and if education systems, in turn, shape societies and cultures), then the comparative study of education systems also fosters an understanding of cultures or societies.

Evaluation

Thirdly, Comparative Education serves to evaluate education systems. In an age of a competitive globalised world, the evaluation of the domestic education project assumes even bigger importance, hence the proliferation of studies such as the History of education, Adult Education, Philosophy of Education among others. evaluation entails how well the education systems of the world rise up to the challenges of the twenty-first century world

(Steyn and Wolhuter, 2010) as well as an estimation of the limits and the possibilities of the societal effects of education. Examples of the latter are:

- To what extent can education be employed to effect economic growth?
- To what extent can education be used to eradicate unemployment?
- can education effect a democratic culture?
- To what extent does education offer an instrument to effect intercultural tolerance and intercultural sensitivity in a multicultural society?

Application: Education system planning and reform

Comparative Education is also pursued to design a new education system, to plan education, and to reform education systems, (Steyn and Wolhuter, 2010). In reforming or in improving the education system or in grappling with an educational issue, challenge or problem, one country could benefit from the experience of other systems. When a country faces a particular educational issue or problem, a study of the experience of other countries that once had faced the same problem, could reveal the full extent and implications of the problem and possible contributory causes; and could also suggest possible solutions to the problem. Application: Improvement of teaching practice

Recently there have appeared a number of publications proclaiming the value (or potential value) of Comparative Education in assisting the teacher to improve his/her teaching practice (e.g. Bray and Murray 1995 and Planel, 2008). Comparative Education research can assess the track record of particular teaching methods in particular contents. Not the least significance is the value of assisting to improve teaching practice in multicultural classrooms – as Planel (2008) convincingly shows in her comparative study of pedagogy in English and in French (Wolhuter et. el. 2008). Interestingly, research on students' expectations and experiences of Comparative Education courses have revealed that students too looked onto Comparative Education courses to assist them with the improvement of their teaching practice (Sullivan et al. 2008).

Application: Serving other fields of Educational Studies

Comparative Education is also of use to other fields of Educational scholarship (and even beyond, to related fields of social sciences), e.g. for Philosophy of Education, Comparative Education offers a show-case of the track record of the implementation of various philosophies of education in particular places at particular times in history.

The Philanthropic function

The original inspiration source of the scholarly field of Comparative Education, the philanthropic ideal of the time of Jullien remains the most noble cause of Comparative Education. Serving and improving the state of humanity is in the current age of globalization more urgent than ever. Comparative Education helps in nurturing a global citizen, equipped with a creative, critical, caring mindset (Steyn and Wolhuter, 2010). Hence, the relevance and significance of the field to the academic performance of students and development of man in general.

Purpose of the study

There are various reasons that justify the study of comparative education especially for pre-service teachers in Nigerian tertiary institutions. Some of the reasons include the enhancement of one's own understanding. That is, to enable us understand our own education systems in a better way by knowing its routes and how it has been influenced by others to be what it is today. To make general statements about how education develops and also test how universally applicable existing theories in education are. Also, through comparative education one develops a reservoir of knowledge which satisfies one's intellectual curiosity besides enhancing ones intellectual enlightenment. It broadens our thinking when dealing with educational issues and problems thus, it enables us to think globally. Furthermore, comparative education is studied in order to enable us get exposure to knowledge in other disciplines in humanities and social sciences and also it study human affairs so as to enable us have a holistic picture of education.

In recognition of the importance of comparative education to the individual and society at large. This research work therefore tried to determine the influence of the knowledge of comparative education studies on the academic performance of pre-service teachers in Nigerian tertiary institutions.

Hypotheses

1. There is no significant relationship between student's score in Comparative Education and their Grade Point Average (GPA) in Education Courses.
2. There is no significant difference in the Grade Point Average (GPA) in Education of students who offered Comparative Education and their counterpart who did not.

Methodology

The study adopted a descriptive Survey research type.

The sample comprise 250 students selected with the use of stratified sampling technique across the 5 schools consisting the college in the 2011/2012 academic session, Stratification of pre-service teachers was done on the basis of those who offered Comparative Education and those who did not. One hundred and fifty students were randomly selected from the group that offered Comparative Education while 100 students were randomly selected from the group that did not offer the course. More pre-service teachers were selected from the group that offered Comparative education because over 75% of the total pre-service teacher population in the third year in the 2011/2012 academic session offered the course.

To generate data for the study, the researcher contacted the College Record Office to obtain participants scores in Comparative Education from the Examination Marks Sheet (EMS) and the Grade Average (GPA) in Education courses in the final results approved by the Academic Board for the 2011/2012 academic session. Data obtained were analysed using Pearson Product Movement Correlation Statistic and Independent t-test technique. The two hypotheses formulated were tested at 0.05 level of significance.

Results

Hypothesis 1

The first hypothesis stated that there is no significant relationship between students' scores in Comparative Education and their Grade Point Average (GPA) in Education Courses.

Table 1:
RELATIONSHIP BETWEEN STUDENT'S PERFORMANCE IN COMPARATIVE EDUCATION AND GRADE POINT AVERAGE (GPA) IN EDUCATION COURSES

Variables	N	x	sd	df	r	Sig(P)
Comparative Education Score	150	53.99	9.66	148	0.705	0.000
GPA in Education Courses	150	3.12	0.71	148	0.705	0.000

As shown in table 1, results of the relationship between students' scores in Comparative Education and their Grade Point Average (GPA) in Education courses show that there is a significant positive correlation between the two variables ($r = 0.705$, $N = 150$, $P < 0.05$). It is a fairly strong correlation and 49.7% of the variance is explained.

The above results led to the rejection of the first hypothesis. Hence, there is a significant relationship between students' scores in Comparative Education and their Grade Point Average (GPA) in Education Courses.

Hypothesis 2

The second hypothesis stated that there is no significant difference in the Grade Point Average (GPA) in Education students who offered Comparative Education and their counterpart who did not.

Table 2:

INDEPENDENT T-TEST OF DIFFERENCE IN STUDENTS' WHO OFFERED AND STUDENT'S WHO DID NOT OFFER COMPARATIVE EDUCATION GRADE POINT AVERAGE (GPA)

Variables	N	x	sd	df	r	Sig(P)
Offered Comparative Education	150	3.12	0.71	248	2.904	0.004
Did not offer Comparative Education	100	2.84	0.81	248	2.904	0.004

The results of the analysis in table 2 reveal that there is a significant difference in the Grade Point Average (GPA) in Education of students who offered Comparative Education and their counterpart who did not. Hence, hypothesis 2 was rejected. Students who offered Comparative Education had higher GPA (mean = 3.12) than their counterpart who did not offer the course (mean = 2.84). The mean difference between the two groups is 0.28 and the 95% confidence interval for the estimated population mean difference is between 0.09 and 0.47. The effect size is small ($d = 0.37$). An independent t-test showed that the difference between the two groups is significant ($t = 2.904$, $df = 248$, $P < 0.05$).

Discussion

This study has revealed divergent conceptualizations and expectations of Comparative Education held by students offering various programmes and

at various levels. The data suggests that this rich variety is context-related. The dominant motive for enrolling in Comparative Education courses are related to international understanding within the context of education. According to Schunk (2004) and Ormrod, (2004) information or skills related to one topic can help learning from one situation to assist learning in another, which is known as *positive transfer*. This positive transfer is most likely to occur when the learner recognizes common features among concepts, principles, or skills;

The result revealed that there is a significant difference in the Grade Point Average (GPA) in Education of students who offered Comparative Education and their counterpart who did not. This result is in agreement to the assertion of Steyn and Wolhuter (2010) that Comparative Education helps in nurturing a global citizen, equipped with a creative, critical and caring mindset.

Conclusion

Students view Comparative Education as revealing how their own as well as other societies and cultures were shaped by education, and how education contributes to the accomplishment of societal goals, such as societal justice among others. These findings have implications for course curricula, for the conceptualization of the significance of Comparative Education, and for the Comparative Education research agenda. Hence, Comparative Education should be given its rightful place as a compulsory course in the Foundations department of Teacher Education of every higher institution as it is a subject which will undoubtedly set the tone, pace and direction for other subjects.

Recommendations

Comparative Education studies should be made compulsory and the status elevated to become a general studies in the universities while the scrapping of comparative education in Colleges of Educations should be reversed by the Federal Government.

Specialized teachers should be employed to teach the course in the tertiary institutions.

Government should allocate more funds to the educational sector. This will encourage teachers to write more text books especially in Comparative Education.

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A HUNDRED YEAR OF SECONDARY EDUCATION IN KWARA STATE: CHALLENGES AND WAY FORWARD

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&

Ajala, Kolawole Sunday

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Abstract

This paper Examines 100years of Secondary School Education in Kwara State. Challenges and way forward. Secondary School Education is the bridge between Primary and tertiary education hence, the Study is historical, historical research method was adopted by the investigators. The Researchers relied heavily on Primary source of date. Such Primary data includes enrolment trends of secondary school students that participated in Secondary Education in Kwara State. 150 principals out of the 332 Secondary Schools Principals in Kwara State were involved in the study. The instrument for the study was questionnaire and unstructured interview. The study revealed that secondary education started in 1914 with the establishment of government Secondary School, Ilorin. The challenges of Secondary Education in Kwara State has been that of inadequate and deteriorating facilities, inadequate teachers most especially in English language, Science Subjects and examination malpractice. Its recommended that all stake holders should address the increasing trend in examination malpractice and maintained high-level discipline in Secondary School.

Introduction

Secondary school education is the type of education which children imbibe after they have completed primary education. It can also be described as the education that serves as the link between primary and tertiary education; it gives pupil, the avenue to acquire additional knowledge and other skills

beyond that of primary school. (Eliasu 1998). National Policy on Education highlights purposes of secondary school education as follow:

- i. to afford a large number of children the opportunity of education of higher quality, irrespective of their social background;
- ii. to diversify the curriculum so as to cater for the differences in talents and to anticipate the variety of opportunities to the students after completing the course;
- iii. to inculcate the spirit of self reliance, industry and versatility that the modern age of science and technology offers
- iv. to impress on the students their privilege and responsibilities as citizen of Nigeria;
- v. to develop and project into our children arts and languages;
- vi. to develop a sense of spiritual and moral values, integrity and uprightness;
- vii. to raise a generation of people who can think for themselves, have respect for the view and feelings of other people and respect for the dignity of labour, appreciating that the majority of Nigerians live in rural areas
- viii. to foster the unity of Nigeria and emphasize the ties and the common elements which unite us; to prepare the students with the desire for achievement and self-improvement.

The demand for secondary school education found answer in the establishment of the Church Missionary Society (grammar School, Bariga, Lagos (in 1859) St. Gregory's College (1876) by Catholic Mission. Methodist Baptist High School (1879), Baptist Boys High School (1885) The Hope Waddell Institution found in Calabar by the church of Scotland Mission in the year (1895), Abeokuta Grammar School (1908) King's College Lagos(1909). Eko Boys' High School, Ibadan Grammar School, Ijebu Ode Grammar School and St. Mary's Covenant were all founded 1913. The colonial government, for a very long time, did not complement the efforts of the Christian Missions in providing secondary school education until 1909 when King's College, Lagos was established as the first government owned secondary school. (Fafunwa 2004 and Ige 2012). from 1960 when Nigeria gained her independent, successive Nigerian governments have made efforts toward providing sound secondary education in a bid to

eradicate illiteracy and ignorance and accelerate national development. The National Policy on Education 2004 re-echoes his by stating that education is the instrument “par excellence” for effecting national development. However, in spite of the policy statement, secondary education is descending to the state of decadence. The system is in deep and infectious crisis that is calling for the attention of all stakeholders (Erinosh, Akindele, Obasi and John-Odepe, 2001). In line with this assertion, Agba, Ushie and Agba (2001) submitted that the standard of secondary education in Nigeria is falling every day.

Purpose of the Study

The main purpose of this study is to examine 100 years of secondary education in area now known as Kwara State. Specifically, the study examined;

1. Origin of secondary education in Kwara State;
2. The enrolment trend of secondary schools students participation in education in Kwara State;
3. The challenges of secondary education in Kwara state;
4. Suggestion for the way forward for secondary education in Kwara State.

Methodology

The study is historical in nature, hence, historical research method was adopted by the investigators. The researchers relied heavily on primary source of data. Such primary data includes enrolment trends of secondary school students that participated in secondary education in Kwara State. 150 principals out of the 332 secondary schools principals in Kwara State were involved in the study. The instrument for the study was questionnaire designed by the investigators titled ‘A Hundred Years of Secondary School Education Questionnaire’ (HSSEQ), Unstructured interview was equally used. It was validated by two experts in the area of educational measurement and evaluation.

Origin of Secondary Education in Kwara State

The first secondary school to be established in Kwara state was Government Secondary School, Ilorin in 1914. The school was initially called Ilorin Provincial Secondary School. The first community school to be built in Kwara State was Offa Grammar School in 1943. The establishment of Offa Grammar School was followed with the establishment of ECW A Secondary

School, Igbaja in 1944. ECWA Girls' Secondary School, Omu-Aran was established in 1948 by the Christian Missionaries. Bishop Smith Memorial College was founded in 1957, Oro Grammar School in 1958 and Ezie Illudun Grammar School in 1960.

The First Government Girls' Secondary School in the whole of Northern Nigeria was Queen Elizabeth Secondary School, founded in 1956. The official opening of the school was done on 21st November, 1957 by Her Royal Highness Princess Royal Alice Mary who happened to be the aunt of the Queen Victoria Alexandra. In summary, there are three hundred and thirty two (332) secondary schools in Kwara State as at October, 2014. This could be seen in table 1 below on the basis of each local government area.

Table 1: Number of secondary school in the local government area

Asa	22
Baruten	17
Edu	19
Ekiti	15
Ifelodun	42
Ilorin East	26
Ilorin South	22
Ilorin West	27
Irepodun	39
Isin	16
Kaiama	9
Moro	20
Offa	13
Oke Ero	19
Oyun	15
Patigi	15
Total	332

Source: Emis 2014 Kwara State Ministry of Education and Human Capital Development

Table 2: Enrolment trend of students that participated in secondary school education in Kwara State

Period	Senatorial districts	Enrolment	Students participants over previous periods
1967-77	KWCSD	376,439	
1967-77	KWNSD	111,981	
1967-77	KWSSD	222,575	
1978-87	KWCSD	450,580	74,141
1978-87	KWNSD	127,884	15903
1978-87	KWSSD	380,007	57,432
1988-98	KWCDD	432,309	-18,271
1988-98	KWNSD	137,655	9,771
1988-98	KWSSD	400,133	20128
1998-07	KWCSD	502,213	69,904
1998-07	KWNCD	150,416	21761
1998-07	KWSSD	424,302	24,169

Source: Planning, Research and Statistics Department, Kwara State Ministry of Education and Human Capital Development

KWCSD: Kwara Central Senatorial District

KWNSD: Kwara North Senatorial District

KWSSD: Kwara South Senatorial District

As shown in table 2, the participation of students in secondary school education was impressive most especially in the Kwara Central and Kwara South Senatorial Districts while their participation was low in Kwara North

Senatorial District. The low participation of student in Kwara North Senatorial District could be attributed to the absence of secondary schools in some area and inadequate enlightenment campaigns on the importance of secondary school education.

Challenges of Secondary Education in Kwara State

When the issue of Nigeria's education particularly secondary education is mentioned, the first things that come to one's mind are; decline in standard,

deterioration in facilities, examination malpractices, mass promotion syndrome, staffing and personnel problem, underfunding, inadequate teachers and many others.

Poor preparation and malpractices; examination malpractice has become a cankerworm that has eaten deep into the fabric of Nigerian Education system (Jekayinfa 2012) Examination with poor preparation of students for an examination led to lack of self confidence. With the rising costs of education, students and even their parents would not want to be held back by any form of failure in any of the required subjects; these desperate candidates and the parents go to any length to ensure success.

Staffing and personnel: One of the challenges that is confronts secondary schools in the state is poor distribution of teachers and other staff. Many secondary schools had no qualified English and Mathematics In the early 70's there was no automatic promotion for students; "failed in one subject was failed in all". Repetition of classes in public schools though not encouraged, was not uncommon.

Admission of students was based strictly on merit. for instance, four (4) students that failed out of 54 girls at Queen Elizabeth Secondary School, between 1957 – 1960 were sent to Women Training Centre, Kano (Eliasu 1998)

Suggestions for Way Forward

Adequate funding of education particularly secondary education, is advocated. Because there has been persistent limited financial allocation to the education, the standard of education has been funding. Government should henceforth increase the financial allocation to the sector in order to give room for increase in the running grant to secondary schools and ensure provision of more infrastructure and facilities for teaching and learning. UNESCO recommended the allocation of 26% of the Gross Domestic Product (GDP) of each country in the world to education teachers while in urban centres where they were available, there were two to four in a school. What then, is the fate of other schools? This resulted in the mass failure in these requisite subjects

Mass promotion: Students at the secondary school level of education were promoted en-masse. Many students had not faced their studies with all attention required to pass since they needed not struggle before they were promoted to the next class.

Parents! guardians, companies and non-governmental organizations should contribute to the funding and sustenance of education in the State, Nigeria. This could be done by donation of money and provision of school building. High-level discipline should be followed by the teachers and students.

Teachers and students found to have shown dereliction of duties and Disobedience to school rules and regulations should be reprimanded . There is the need to address the increasing trend m examination malpractice in schools. Secondary school, administrators should investigate any reported cases of examination malpractice and those involved should be punished. Government should recruit more teachers, particularly in core subjects, and distribute them to secondary schools based on the schools' needs.

Conclusion

The future of any nation in terms of socio-political development depends on the quality of education of her children. Secondary school education is the surest way to tertiary institution. In view of this, all stake holders in education must not fold their arms and watch the prevalence of examination malpractice and other related irregularities that be devil the system. They must be eradicated. This would go a long way to address the problem of falling standard of secondary education.

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**IMPACT OF THE COMMUNITY IN
PUBLIC SECONDARY SCHOOL
SYSTEM DEVELOPMENT IN
AKINYELE LOCAL GOVERNMENT
AREA OF OYO STATE**

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Azeez, Fatimo Moromoke

Abstract

This paper examined impact of the community in the public secondary school system development in Akinyele local government area of Oyo state. The study adopted a descriptive survey method was used in carrying out the study. The population of the study consists of all the principals in all the public secondary schools in Akinyele Local Government Area of Oyo State. Twenty five (25) principals purposely selected from twenty five public secondary schools participated in the study. Self design questionnaire tagged "Impact of community in the schools system Development questionnaire, "(ICSSDQ)." was administered. However, validity of the instrument was done by expert the field of community Development. The reliability of this research instrument was determined through test-retest method. This yielded the value of $r=0.67$. In administering the questionnaire; the researcher presented herself in each of the selected schools for the study. The researcher visited each of the twenty five schools and sought the principal's permission to administer the questionnaire designed for them. Within two (2) working days, all the selected secondary schools were visited and the questionnaire was collected back with the detail information. Two hypotheses were tested with the uses of Pearson Moment Correlation Analysis respectively. The result revealed that the roles of community is very essential in school development. It was recommended that the community must perform their duties as the host of the school, this will promote rapid development in their community; there is need for cooperate or philanthropists to assist in providing for the school needs and there is need for the

government to do more for the public secondary school in term of provision of classrooms and laboratory for the school.

KEYWORDS: Impact, Community, Public secondary school, System, Development.

Introduction

Literally, the term “community” to many people is a sense of cohesiveness among a group of people. For generations, an individual’s community served a vital role in terms of offering and acting as a support system. With the society moving at the faster and more detached manner due to technology, busy schedules and the frequency at which we change jobs, homes and locations, it makes harder and harder to feel any senses of community. It is too easy to become isolated in our haves and yet isolation tends to beget a sense loneliness and depression not to mention the breakdown that can occur in communities due to a detachment from others; violence, substance abuse, mental illness (Brick,2000).

He also added that the idea of community may simply come down to supporting and interacting positively with other individuals who share a vested interest. A strong community benefits the individual, the community as well as the greater society. People of all ages who feel a sense of belonging tend to live happier and healthier lives and strong communities create a more stable and supportive society.

The need for the community development is subjected to the way the community strengthening the civil society in a perspective of education, social, political, economic and environmental policy. A community plays a crucial role in supporting active democratic life by promoting the autonomous voice of the disadvantaged and vulnerable people. It has a set of core value or social principles covering human rights, social inclusion, and equality and enables its citizen to be respected. Above all, the community suppose to assist her people (public) in acquiring specific skills and knowledge to make them be useful to themselves and their community at large (Community Channel,2015).

According to Colton (2002) , contributions of community include:

Achievement through learning for adults: Raising standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communities, working with others, problem solving and Information Communications Technology (ICT).

Achievement through learning for young people: Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and place in society.

Achievement through building community capacity: Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service delivery.

There are specific ways the school and the community work to create positive impacts in learning, hence, need for teamwork because their work should complement each other (Brisk, 2000). Even though the state government shall prescribed condition to be met by the communities and others wishing to establish secondary schools (NPE, 2004). Good school - community based on culture as well as their own ethnic custom should be encouraged.

Community organizations can also provide key support to schools when access to families is difficult or when there are language or cultural barriers. One bilingual educational project describes an English teacher who engaged community workers who spoke Spanish, Chinese, Korean, and Vietnamese to explain to parents how they migrant contributes to activities taking place at the school (Faltis, 1993).

Community workers can also encourage schools and parents in forming networks to support each in creating and strengthening the learning community for youth positive impact through engagement starting from partnerships between schools, parents and communities that are based on mutual respect and accountability.

Community is one of the social organization agencies that provides many contributions to school system development. Among the contributions of the community identified by Minkel (1997) are listed below:

1. Building a base of parents, young people, and/or residents who engage in collective action to address poor performance and create excellent public schools for all children.
2. Focusing on winning concrete changes in schools and practicing strategies such as mobilization (bringing together large numbers of people), direct actions (Picketing and demonstrations), negotiation, training, and working with other groups.
3. Supporting democratic decision making by members in all aspects of the organization.

4. Developing leaders from within an ever-growing membership.
5. Building a strong, lasting organization to alter the power relations that lead to failing schools.

In supporting the development of the school, the Federal Government of Nigeria (2004) in NPE, 2004:26).it is stated that the government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools. Based on these facts, it is expected that community can establish and support the school in its constituency for its rapid development.

There are many points to be considered when discussing community impact, such as ways that educational system can have greater positive impacts on learners. The important of community in the educational process is a strongly head belief in many circle. Parents involvement predicts children's academic achievement even more than family characteristic such as education, family size, marital status, social economic level and student grade level. Based on these facts, this study sought the impact of the community in the school systems development (Kellogg,2002).

Based on this there is need for this study to sought the impacts or contributions of the community in the school systems development and solution to the problems.

Statement of the Problem

In recent times, public secondary schools are facing a lot of challenges in Oyo state; problem such as inadequate classrooms, dilapidated building, insufficient furniture, poor toilet facilities, non-professionalism, inadequate skilled teachers, and poor administrative system just to mention but a few. All these challenges limit good academic performance and general development in the school system. Can these problems be solved by government alone?.

Therefore, there is need for the community as one of the major stakeholders of education to intervene in order to rescue public secondary school education from total collapsing. Hence, this study sought the contributions of the community in the school systems development in Akinyele Local Government Area of Oyo State.

Purpose of the Study

This study has the following objectives:

1. To identify relationship between the community impact and the school system development.

2. To ascertain the significant relationship between community impacts and achievement of educational objectives.
3. To proffer lasting solutions to various problems of school development.

Significance of Study

The significance of study is serve as an eye opener to the education stakeholders (such as parents, philanthropists e.t.c) who are ignorant about various problems that exist in public secondary schools. It would help the teachers to comprehend the notion of school development. Also, it would help the government to perform their necessary duties in order to avoid problems in public secondary schools. It would also help in the building of sound foundation for management of secondary schools in Nigeria. More nso, the government agencies would be able to render the necessary policy that would assist in promoting educational system.

Hypotheses

Ho1: There is no significant relationship between the community and the school system development.

Ho2: There is no significant relationship between community and achievement of educational objectives.

Methodology

For the study, descriptive research design was used as the researcher employed survey method in the study. This study focuses on Akinyele Local Government Area of Oyo state. The population of the study includes all the school principals in the public secondary schools in Akinyele Local Government Area of Oyo state.

Twenty-five public secondary schools were randomly selected for the study. In each school; the administrator was purposefully selected because he/she is the intermediary between the school and the community hence, he/she has the information about the community that are necessary for the study. A total number of twenty five (25) school principals were used for study. The selected schools are listed below:

The instruments were validated by experts in the field of Adults Education and Community Development before they were administered. Personal design questionnaire tagged "Impact of community in the schools system Development questionnaire, (ICSSDQ)." Therefore, the reliability of this

research instrument was determined through test-retest method. This yielded the value of 0.67 which is fairly high to make the instrument reliable.

In administering the questionnaire, the researcher presented himself in each of the selected schools for the study. The researcher visited each of the twenty schools and sought the principal's permission to administer the questionnaire designed for them.

Within three (3) working days, all the selected secondary schools had been visited and the questionnaire was collected back with the detail information. The personal data of the respondents and two hypotheses were tested with the use of simple percentage and Pearson Moment Correlation Analysis respectively.

RESULTS AND DISCUSSION

Testing the Hypotheses

Hypothesis 1: There is no significant relationship between the community impact and the school system development.

Table 1: Correlation between the community impact and the school system development.

Variables	N	Mean	SD	r	P	Remark
Community Impact	25	28.3	9.6	.099	< 0.05	Sig.
School System Development		18.1	7.04			

Table 1 revealed that there is a significant positive relationship between the community impact and the school system development in Akinyele Local Government Area of Oyo state. The result of ($r = 0.10$; $p < 0.05$) signify relationship. Therefore, H_0 is rejected. This implies that the community impact and the school system development.

This is in support of (Community Channel, 2015) view that community plays a crucial role in supporting active democratic life by promoting the autonomous voice of the disadvantaged and vulnerable people. It has a set of core value/social principles covering human rights, social inclusion, and equality and enables its citizen to be respected. Above all, the community suppose to assist her people (public) in acquire specific skills and knowledge to make them be useful to themselves and their community at large.

Hypothesis 2: There is no significant relationship between community impacts and achievement of educational objectives.

Table2: Correlation between Community Impacts and Achievement of Educational Objectives

Variables	N	Mean	SD	r	P	Remark
Community Impacts	25	12.0	8.12	.162	< 0.05	Sig
Educational Objectives		18.17	7.04			

Table 2 reveals that there is a significant positive relationship between community impacts and achievement of educational objectives in public secondary school students in ($r = 0.16$; $p < 0.05$). Therefore, H_02 is rejected. This connotes that there is significant relationship between community impacts and achievement of educational objectives

This is in line with the opinion of Kellogg (2002) that there are many points to be considered when discussing community impact, such as ways that educational system can have greater positive impacts on learners. The important of community in the educational process is a strongly head belief in many circle.

Conclusion

The impact of community in the school development cannot be overlooked. The community provides a lot of benefits especially the foundational basis to the school. Without the community, the school will cease to exist. Hence, there is mutual relationship between the community and the school system. It is therefore very important for all the stakeholders to work jointly for the school system development. This interrelated relationship is what will help the school to stand.

Recommendations

The following are recommended based on the findings of the study:

- i. The community must execute their duties ,e.g.as the host of the school, this will promote rapid development in their community.
- ii. There is need for philanthropists to assist in the school development by providing for their needs such as extra classrooms.
- iii. There is need for the government to do more for the public secondary school in term of provision of classrooms and laboratory for the school.

- iv. There is need for community to see to the need of the school in terms of facilities needed for effective teaching-learning process.
- v. There is need to implement standard project related to academic pursuit in the school system.
- vi. Cooperate bodies should perform their cooperate responsibilities to education sector by proving free books or laboratory equipment.
- vii. Parents-Teacher Association (PTA) should also involve in the school's development by supplying the basic needs of the schools regularly.
- viii. Old students Association should see the need of the school as what they must provide for the effective and development of the school system.

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PLANNING INDICATORS AND GRADUATE UNEMPLOYMENT IN SOUTH- WESTERN NIGERIA

17

Ileuma Senimetu (Ph.D)

Abstract

The study aims at looking at the relationship between Planning Indicators and graduate Unemployment in Nigeria. The indicators are population explosion, inconsistent educational policies, political instability, poor plan co-ordination and corruption and poor accountability. The study adopted the descriptive survey using 150 university undergraduate students randomly selected from selected public universities in South-western Nigeria. One instrument titled 'planning indicators and graduate unemployment Questionnaire' (PIGUQ) with 0.76 reliability Coefficient was used. The data obtained were analyzed using Person Product Moment Correlation (PPMC). The items were presented with 4 point likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The result showed that population explosion has influence on the graduate unemployment in Nigeria ($r=0.645$). There was a relationship between inconsistent educational policies and graduate unemployment in Nigeria ($r=0.538$). The result further indicated that political instability correlates significantly with graduate unemployment in Nigeria ($r=0.615$). It was recommended that policy makers should plan for policy coordination between and among the different levels and types of education. The government should also reduce political consideration in planning and implementation of educational development policies.

Key Words: Planning Indicators, Graduate Unemployment, South-Western, Nigeria.

Word Counts: 259

Introduction

There has not been any improvement in the standard of living of about 70 percent of Nigeria's population for more than a decade due to some constraints among which is unemployment in the Country. The Nigerian economy is growing without appreciable employment opportunities for its teeming population. The growth in Crude oil revenue in Nigeria is accompanied by relatively limited employment growth and deteriorating education standard. According to Gareth (2011), graduates are intelligent and creative people with the ability to think critically and compete for job in the domestic and global labour market place but there is no employment for them as a result of population explosion and political instability in the country.

Graduate employment is defined as graduates of higher institution who are capable and willing to work but could not find a job or are discriminated against lack of experience (Eneji, M.A, Mai-lafia, D. and Weiping, S 2013). Some have lost their jobs and are seeking re-entry into the labour force while some are underemployed or under unemployment. Many studies have focused on the issue of unemployment (Dabalén, Oni and Adekola 2000; Uwen and Ndem, 2012 & Godwin and Johnson, 2012). Researchers such as Folayan 1979; Diejomaoh 1979 and Fajana 2000 show that unemployment in Nigeria was not a serious problem before and after the civil war (1967- 1970). There was shortage of skilled manpower in which expatriate were taken to fill some professional job (Civil Service Report, 1981). The trend changed greatly from the late 1970 till date as a result of the enrolment and turnout of graduates which has exploded annually without a corresponding change in the structure of the Nigeria economy.

Jardine (2009) concluded that graduate unemployment is linked to the state of the world economy. The general global employment situation is hard, especially following the economic and financial crisis from 2008. Over 30 years of rapid growth, the People's Republic of China still faces enormous pressure to create jobs and absorb large numbers of rural surplus labour, migrant worker and urban lay off and unemployed people (Li and Luo, 2008). The prospect of unemployment looms everywhere, in America, Europe, Asia, Africa e.t.c. The unemployed are not able to take care of themselves and their families, unemployment, low productivity, poverty and outmigration of labour are mounting pressures, working for the promotion of rural development.

According to Raheem (1993), unemployment generates welfare loss in terms of lower output thereby leading to lower income and wellbeing. The economy should be massively diversified towards labour intensive industries to realize more employment. Full employment will impact high productivity, increase national competitiveness in terms of penetration of world market since it indicates optimal capacity utilization of human and material resources.

Management process and functions cannot stand without planning. It is the foundational function of management process in which other functional stand upon or are built upon. Planning may therefore be defined in general terms as the process of deciding in advance what needs to be done, how to do it and with what resources. Planning is an activity that looks into the future on short or long term basis. According to Ayeni (2009) cited from Dror (1963) Planning is the process of preparing a set of decisions for actions in the future directed at achieving goals by optimal means. This implies that a plan is made ahead of the action to be taken. Ogunu (2000) sees planning as a process of deciding in advance the specific future course of action to be adopted with a view to optimizing the use of limited organizational resources towards desirable and specific goal attainment. Newman (1993) defined planning as the process of determining in advance what is to be done, including classification of goals, establishment of politics, mapping out of programme and campaigns and determining specific methods or procedures and fixing day –to- day schedules.

The present study is interested in this aspect since there is paucity of research findings on the contribution of planning indicators (Inconsistency of Educational Policies, Political Instability and Population Explosion) as determinant of Graduate Unemployment in Nigeria.

Statement of problem

In spite of the little growth of the crude oil revenue in Nigeria, graduate unemployment still deteriorates. This study singled out the graduate unemployment in Nigeria for critical analysis laying emphasis on planning indicators in which the population explosion, political instability and inconsistency of educational policies are inclusive. Hence this study examine planning indicators and graduate unemployment in South-west Nigeria

Purpose of the study

The Purpose of the study is to investigate the magnitude of the relationship between planning indicators and graduates unemployment on university students in South-western Nigeria.

Research Hypotheses

Ho1: Inconsistency of educational policies will not be significantly related to graduate unemployment in South western Nigeria.

Ho2: Political instability will not be significantly related with graduate unemployment in South western Nigeria.

Ho3: Population explosion will not be significantly related with graduate unemployment in South western Nigeria.

Scope of the study

The geographical scope of the study covered all public universities in the South western Nigeria. The study investigated the relationship between planning indicators and graduate unemployment in Nigeria.

Review of Related Literature

This section is discussed under the following sub-headings.

Relationship between Inconsistency of Educational Policies and Graduate Unemployment

The implementation of some educational plans requires time within which they can be completed in order to achieve a minimum critical mass to make an impact. In Nigeria, many educational plans or policies are altered or terminated by government before their impact could register or before they could manifest the desired effects. Olagboye (2004) recorded that the National Open University project initiated by Alhaji Shehu Shagari's administration was shut down by a force of a budget pronouncement by the General Muhammed Buhari military government. It was later reviewed by President Olusegun Obasegun with a view to alleviating the problem of access to university education in Nigeria in 2001. Coombs (1977) notes that the inability of the economy to absorb all educated citizens arise from the fact that the school system educates people from societal needs. Students are not trained to acquire the types of skills that are required in the employment markets and this lead to the production of unemployable educable citizenry.

Relationship between Political Instability and Graduate Unemployment

The planning of education as well as implementation of educational plans demand a stable and peaceful political environment and continuity in

governance. In Nigeria, the political scene has hardly been stable and tension free for any reasonable length of time. Military Coups and counter- Coups have dominated the political terrain with civilian or semi civilian administrations occasionally interposing between them (Olagboye, 2004). Each new regime whether military or civilian, rather than building on, or continuity with existing educational plans, would always want to do away with such plans or simply abandon them. This usually leads to plan distortions or in many cases, wholesale scrapping of educational projects and programmes. Uncompleted structures and facilities dot the campuses of a large number of educational institutions in the country. Unstable regime will not be able to employ her university graduate. Studies have revealed that political instability influence graduate unemployment (Oni, 2006). Since independence, the political system has to be quite good in the last 53 years; the military has been on the political rule for close to three decade. Quite often the change of baton of leadership has been through sheer force. The quality stability or continuity of the political leadership tend to affect the quality and reliability of development plans of which educational plans are part (Okunamiri, 2005)

Relationship between Population Explosion and Graduate Unemployment

Admission to higher institutions of learning must shift from the quota system and be based strictly on merits. The libraries, laboratories and research workshops need to be fully equipped and upgraded to create room for innovation. Explosion in the number of higher institutions and turn out of graduates are not peculiar to Nigeria. Globally, higher education grew massively. Figure released by the manpower ministry in Indonesia show some 1.15 million unemployed graduate nationwide, too many graduate emerge without marketable skills (Jardine,2009)

Methodology

The descriptive survey research design was used for the study. The population comprised all the public universities in south-western, Nigeria. The sample size for this study was 150 (one hundred and fifty) undergraduate students. Simple random sampling technique was used to select three (3) public universities named, University of Ibadan, Obafemi Awolowo University and University of Agriculture, Abeokuta in south-western, Nigeria. Inferential statistics of Pearson Product Moment Correlation Coefficient was used to analyse the hypotheses at 0.05 alpha levels.

Instrumentation

The instrument used for this study was a self- developed and structured titled 'Planning Indicators and Graduate Unemployment Questionnaire (PIGUQ) designed according to the variables tested using four- point likert scale format. The test – retest method of reliability was used to determine the reliability of the instrument and the reliability co-efficient was 0.76

Result

Hypothesis 1: Inconsistency of educational policies will not be significantly related with graduate unemployment in Nigeria.

Table 1: Relationship between inconsistency of educational policies and graduate unemployment

Variable	N	X	SD	DF	r	Sig	Remarks
Graduate Unemployment	150	23.45	3.57	184	0.534	0.05	Sig
Inconsistency of Educational Policies	150	27.58	4.38				

Table 1 shows the significant relationship that exist between inconsistency of educational policies and graduate unemployment ($r= 0.534$; $p < 0.05$). This finding simply implied that inconsistency of educational policies contributes to graduate unemployment in Nigeria.

Hypothesis 2: Political Instability will not be significantly related with Graduate Unemployment in Nigeria.

Table 2: Relationship between Political Instability and Graduate Unemployment

Variable	N	X	SD	DF184	r0.615	Sig0.05	Remarks	Sig
Graduate Unemployment	150	26.29	3.84					
Political Instability	150	19.06	2.34					

Table 2 shows the relationship between political instability and graduate unemployment in Nigeria. With the analysis above, it shows that there was a strong significant relationship between political instability and graduate unemployment ($r= 0.615$; < 0.05).

Hypothesis 3: Population Explosion will not be significantly related with Graduate Unemployment in Nigeria.

Table 3: Relationship between Population Explosion and Graduate Unemployment

Variable	N	X	SD	DF	R	Sig	Remarks
Graduate Unemployment	150	24.35	4.69	184	0.645	0.05	Sig
Population Explosion	150	28.41	3.67				

Table 3 shows the relationship between population explosion and graduate unemployment in Nigeria. With the above table, it shows that there was a strong significant relationship between population explosion and graduate unemployment ($r= 0.645; < 0.05$). This simply implies that population explosion of students in the universities contributes to graduate unemployment in South-Western States of Nigeria.

Discussion

Table 1 revealed that there was a positive significant relationship between inconsistency of educational policies and graduate unemployment. This shows that inconsistency of educational policies and graduate unemployment are positively related. This is in line with Fabunmi (2003) which viewed that educational plans and policies are altered and terminated by government before their impact could register or before they could manifest the desired effects. Inconsistency of educational policies has been repeatedly found to have positive relationship with graduate unemployment in Nigeria. In addition with the above statement, Combs (1977) states that the inability of the economy to absorb all educated citizens arises from the fact that the school system educates people away from societal needs. Students are not trained to acquire the types of skills that are in demand in employment markets. The content of the curricula of higher institutions of learning need further revision and proper implementation.

Table 2 shows significant positive relationship between political instability and graduate unemployment. This means that political instability and graduate unemployment are positively related. This is in line with Olagboye (2004) who noted that each new regime whether military or civilian rather than building on or continuity with exiting educational plan would want to do away with such plan or abandon them. Unstable regime will not be able to employ its graduates into different sectors. Okunamiri (2005) concludes that the quality stability or continuing of the political leadership tend to affect the quality and reliability of development plans of which educational plans are inclusive. An unstable political system characterized with poor democratic ideal hardly does not gain international

sympathy nor does it receive aid which can foster educational development. Nigeria needs stable and sustainable democratic setting that can usher in sustainable development and this can promote employment in the country. Political uncertainty breeds economic crisis and unemployment as the necessary FDI are crowded out of the economy. Politicians who play ethnic and tribal politics even make things worse. They used their ethnic, party and religious affiliations as a tool for election campaign as seen in the print media. The quality of education and political factors has affected the aggregate growth rate of the economy, job creation and job destruction patterns.

Table 3 shows significant positive relationship between population explosion and graduate unemployment ($r = 0.645$; < 0.05). This finding simply implies that population explosion of students in the Universities contribute to graduate unemployment in Nigeria. In support of this view, Jardine (2009) argued that many graduates emerge without marketable skills. Studies by Anyanwu and Iloeje (1998) found that graduates who seek employment in the telecommunication sector do not possess the basic skills as related by a major employer in the sector. Some graduate employed were found to be poorly trained and unproductive on the job, technically and professionally unsatisfactory and poor in oral communication skills.

Conclusion

Graduate unemployment challenges are not peculiar to Nigeria. The causes differed from one country to another. Nigeria cases differ because of the vast potentials to create jobs existing without the appropriate supportive system. The vision of sustainable development can only be attained by generating employment especially for the graduates of universities and polytechnics. Government should lay emphasis on small and medium scale enterprise to build on individual entrepreneurships and provide them with the right framework to ensure their success. Higher institutions of learning need to teach graduates employable skills.

Recommendation

Based on the findings, the following recommendations are made:

1. Educational planners should be forced to drop a plan in the making or under implementation and to take up new plans, programme and decision in the bid to comply with the political demands of the time.
2. Educational planners need to evolve the national political leadership reforms. Educational planners need to preside over the educational plans and programme of the government.

3. There should be awareness of the prospects of entrepreneurship education and this has to be undertaken in line with reforms in the Nigeria National Policy on Education. This policy needs to be reviewed to emphasis entrepreneurship education in all spheres.
4. There should be effective monitoring and evaluation of all the policies and programmes plan of the government in order to ensure a proper transparency in the implementation and to enhance coordination in the execution of the government's plan to suit the educational plans.
5. The Ministry of Labour and Productivity should ensure that all employment in the country are based on merit.
6. There should be economy diversification, promotion of manufacturing, agricultural value- added, international trade and foreign direct investment (FDI).

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**ASSESSMENT OF FEDERAL
GOVERNMENT'S BUDGETARY
ALLOCATION TO EDUCATION IN
NIGERIA BETWEEN 2004 AND 2014**

18

Durojaye, Toluwase.G.

Abstract

This paper is concentrated on the Nigeria's Federal Budgetary allocation from 2004 to 2014. Nigeria has a colossal role to play in the destiny of the continent but the present state of the economy and development calls for an acute and severe assessment of possible factors responsible for the status quo which is incapacitating the country from internal development and adequate global influence. This paper attempts to study the level of the commitment of the federal government of Nigeria to education in terms of funding. The study adopts the historical and descriptive design with data collected from various secondary sources and restricted to federal budgets between 2004 and 2014. Results showed that, total federal expenditure on education was considerably lower than what was actually allocated to education each year. For instance in 2005, total federal expenditure on education was N82.794 billion out of N147.835 billion that was allocated to education for that year. Recommendations were made that a quango or a parastatal should be established firstly to ensure appropriate annual budget allocation to Education and secondly, to ascertain that the allocated is truly expended on education.

Key Words: Assessment, Federal budgetary allocation, Education, Nigeria
Word count: 194

Introduction

The development of a nation is a direct proportion to its achievement in education; Education as a public good is a fundamental index to national

development, it permeates other sectors such as, power, health, agriculture and so on which as a result improves development, productivity, empowerment, standard of living and reduces poverty, diseases, death rate, wastage amongst others. It develops the mental capacity of a man so as to be useful to himself and contribute to the society. UNESCO (2002) asserted that education opens the door for all citizens to participate in development activities and when citizens are denied education, they are excluded from the development process, which in turn puts them at a disadvantage. The mind of a man cannot be maximally developed until education is acquired, and when a citizen is educated, he/she acquires the mental, social, physical, and economic capabilities demanded by the society to function and be relevant. This is why education seems to be the best legacy a country can give her citizen and there has been a lot of importance for all citizens of the world to have access to at least basic education for a good life. Education is the most powerful agent of change, which is also a catalyst for social reconstruction, transformation, mutual understanding, unity and security, self-reliance, national stability and economic development.

With full consciousness of the benefits of Education both to the development of a country and to individuals, it is so unfortunate to know that the Nigerian government is not doing enough to harness what education can offer for the profit of the citizens and the society at large. Kpolovie (2012) affirmed that education which is the supreme instrument for national, social, economic, scientific and technological advancement has practically collapsed in Nigeria. The quest is this, why is the education sector not receiving adequate priority and attention in terms of budgetary allocation compared to other sectors and other countries? Making no bones about the funding of Education in Nigeria, we can safely conclude that the education sector is poorly funded.

This paper intends to achieve the following objectives

1. To find out how much the federal government of Nigeria has allocated to education within the 2004-2014 timeframe.
2. To find out how much was really spent or disbursed to the educational sector within the same timeframe.
3. To find out how well the educational sector has been financed within the timeframe under consideration.
4. To find out if Education has been given priority in Nigeria's annual budget.
5. To determine if Education is well-funded or under-funded in Nigeria.

Statement of the Problem

There are a lot of indications showing that the Nigerian education system is not what it should be and with no sentiment, education has a pivotal responsibility in the development of other sectors such as Agriculture, Power, and Health, just to mention a few, and in the development of the nation, this has been a major concern. Underfunding is identified as one of the major challenges confronting the system and it is believed that the system is supposed to attract a sizeable percentage of public outlay because of its position as a social service with direct economic benefit and spillover effects on other sectors.

On the average, Nigeria spends lesser than expected out of its total annual budget on education which is very low to the 26% of annual budget to be spent on education recommended by the UNESCO. Comparing Nigeria with smaller African nations, they spend more on their education: Botswana, 19.0%; Swaziland, 24.6%; Lesotho, 17.0%; South Africa, 25.8%; Cote d'Ivoire, 30.0%; Burkina Faso, 16.8%; Ghana, 31%; Kenya, 23.0%; Uganda, 27.0%; Tunisia, 17.0%; and Morocco, 17.7% (World Bank, 2012) it is expedient to know that right priority is not placed on the education sector and this has led to the deterioration of the education system which has indirectly affected other sectors and calls for the attention of the citizens.

Research Questions

Four research questions are used for the study:

Research Question 1: What was the total Federal Annual Budget between 2004 – 2014?

Research Question 2: What was the total Federal Budget Allocation to education between 2004 – 2014?

Research Question 3: What was disbursed to the Education sector between 2004 – 2014?

Research Question 4: What was the Federal Allocation to Education sector and other sectors such as Aviation, Health, Agriculture, Power and Works between 2004-2014?

Methodology

The study adopted historical and descriptive design and data for the study were collected from various Secondary sources. Descriptive statistical analysis like percentage was used in analyzing data.

Results

Research Question 1: What was the total Federal Annual Budget from 2004 – 2014?

Table 1: The Total Federal Annual Budget from 2004 – 2014

Year	Federal Annual Budget(₦) trillion
2004	1.189
2005	1.618
2006	1.9
2007	2.3
2008	2.45
2009	2.67
2010	4.6
2011	4.972
2012	4.749
2013	4.92
2014	4.6

Source: Secondary sources such as internet, including other relevant publications of the Education Sector (ESA); the Central Bank of Nigeria (CBN); Federal Office of Statistics (FOS) etc.

From **Table 1** above, Federal Annual budget in Nigeria was on a constant increase between 2005 and 2011. In 2004, 2012 and 2014, there was slight reduction in budget figures which could be as a result of the country's economy. However, in the year 2010, the budget was increased by 2 trillion and since then the federal annual budget has been fluctuating.

Research Question 2: What was the total Federal Allocation to Education from 2004 – 2014?

Table 2: The Federal Government Budgetary Allocation to Education from 2004 – 2014

Year	Federal Allocation to Education(N) Billion	% of Annual Budget
2004	93.767	7.9%
2005	147.835	9.1%
2006	166	8.7%
2007	186	8.1%
2008	210	8.6%
2009	253.3	9.5%
2010	249.08	5.4%
2011	365.88	7.4%
2012	400.15	8.4%
2013	426.53	8.5%
2014	493	10.6%

Source: Secondary sources such as internet, including other relevant publications of the Education Sector (ESA); the Central Bank of Nigeria (CBN); Federal Office of Statistics (FOS) etc.

Table 2 above shows the Total Federal Allocation to Education from 2004-2014 and its percentage from the Federal Annual Budget. The table shows that there was constant increment of allocation to education every year except for 2010 which is a game of figure. In year 2010, there was a massive increase in the Annual Budget, shooting from 2.67 trillion (2009) to 4.6 trillion (2010). Despite this, 5.4% of the Federal Annual Budget was allocated to education. The increment of the Annual Budget was not positively felt in the Education sector rather, it was reduced from 9.5%. In the year 2003, 75.707 billion was allocated to Education and 2013, 426.26 billion was allocated, this gives a false picture of allocation. The Percentage of federal annual budget to education reflects series of imbalances. At a particular year, it was extremely as low as 5.2% while UNESCO recommended that 26 % of annual budget be spent on education. From the table, the highest percentage ever allocated to education within the 11 years is 10.6% which is in the year 2014.

Research Question 3: What was disbursed to the Education sector from 2004 – 2014?

Table 3: The Federal Annual Expenditure on Education from 2004 – 2014

Year	Federal Allocation to Education(₦) Billion	Federal Annual Expenditure on Education(₦) Billion	% of Annual Allocation
2004	93.767	76.527	82%
2005	147.835	82.797	56%
2006	166	119.017	72%
2007	186	150.779	81%
2008	210	163.977	78%
2009	253.3	137.156	54%
2010	249.08	170.770	69%
2011	365.88	335.837	92%
2012	400.15	379.986	95%
2013	426.26	420	98%
2014	493	454.7	92%

Source: Secondary sources such as internet, including other relevant publications of the Education Sector (ESA); the Central Bank of Nigeria (CBN); Federal Office of Statistics (FOS) etc.

Table 3 shows that there was no year that the actual amount budgeted for Education was 100% expended on Education. It was as worse as expending only 54% of the allocation on Education in the year 2009 and there were years that 95% and 98% of the allocation were disbursed. The concern is not alone on how much was allocated and how much was disbursed? But these figures reveal the quantum available for the development of the education sector and it leads us to the apprehension of judicious utilization of the available fund.

Research Question 4: What was the Federal Allocation to Education sector and other sectors such as Aviation, Health, Agriculture, Power and Works between 2004- 2014?

Table 4: Federal Allocation to Education sector and other sectors such as Aviation, Health, Agriculture, Power and Works.

Year	Total Government Expenditure on Education (₦) Billion	Federal Allocation to Education and Other Sectors				
		Education (₦) Billion	Agriculture (₦) Billion	Health (₦) Billion	Power (₦) Billion	Works (₦) Billion
2004	76.527	93.767	27.48	87.56	62.7	75.02
2005	82.797	147.835	28	102	65.89	81.98
2006	119.017	166	31	107	78.1	91
2007	150.779	186	38	112	104.7	191
2008	163.977	210	121.1	142	139.78	201.7
2009	137.156	253.3	176.04	163.8	93.4	231.8
2010	170.770	249.08	92.8	161.84	156.8	248.4
2011	335.837	365.88	120.4	266.73	86.3	275.5
2012	379.986	400.15	78.98	282.776	73.42	180.8
2013	420	426.26	81.41	279.23	77.36	183.5
2014	454.7	493	66.6	262	62.45	128.6

Source: Secondary sources such as internet, including other relevant publications of the Education Sector (ESA); the Central Bank of Nigeria (CBN); Federal Office of Statistics (FOS) etc.

Table 5 shows the trend of federal government budgetary allocation to Education, Agriculture, Health, Power and Works sectors. The table reveals that Education still attracts the highest budgetary allocation compared with the other four sectors. Much is put into Education more than other sector yet the sector is still demanding for more because of the state of things. Okebukola (2015) asserted that we need to at least triple the current allocation to shake off the ignoble state of the system by applying the funds largely to significantly improve facilities for teaching and learning, teacher quality and welfare, curriculum delivery, school safety and reading culture among youth, . The whole sector is in a bad mess and the sector needs more fund at the primary, secondary, tertiary level to build up the old waste places and also to implement different policies formulated. Okebukola (2015) established that if education in general in Nigeria were better funded, we will have a country that will parade the best statistics in the world in health, education, security, economy, environment, agriculture, science and technology and in other sectors. Funding is pivotal to the development of education sector and education will determine the destiny of other sector.

Discussion

Funding of education in Nigeria involves the Federal, States and Local Governments' Appropriation and Releases as Capital and Recurrent Expenditure for the education sector. It also includes Education Trust Fund, Donor Agencies, Interventions, as well as Scholarship awards by Federal, States and Local Governments (National Bureau of Statistics, 2011)

Funding has not been the only problem of the Education sector and the assessment of the Federal Government Budgetary Allocation does not proffer absolute solution to the funding problem in the education system, it simply exposes the state, preference and priority of the nation. The priority of a nation is exhibited in what she spends money on and to ensure an effective functioning of a sector, the sector must be properly funded. Okebukola (2015) advised the government to strive for a minimum of 30% for the next 20 years to clear up the mess in the sector. The sector is in a comatose state and needs to be resuscitated. Some primary school pupils sit on bare floor in classrooms, some have to take their classes under the trees, there are unequipped laboratories and libraries with obsolete books both in secondary and tertiary institutions, irregular payment of salaries, scarcity of funds for research and many more is afflicting the sector.

Education sector also requires a judicious utilization of the allocation. There are a lot of leakages and corruption in the system at all levels. Though it is obvious that the sector needs more funds but how righteously prudent has the allocation in the past spent? It will become satisfactory for a patriotic, integrity- personified; corruption- intolerant and God fearing leaders to take charge of the affairs of the sector to reduce leakage and to enhance evident appropriate result with the available limited funds.

Conclusion

Education is the solution to problems in all other sectors; the quality of life of a nation is directly proportional to the quality of the education acquired by the citizen. More funds need to be thrust into the Education sector so as to achieve the goals of education and to salvage other sectors.

Recommendations

The following recommendations are made:

1. An establishment of a parastatal that will ensure appropriate annual budget allocation to Education and secondly, that will ascertain that the allocated is truly expended on education, this is to ensure strict and absolute compliance and commitment to the details of the annual budgets and thirdly to ensure judicious utilization of the funds.

2. Government should endeavor to comply with the 26% recommended by UNESCO and then strive to comply with 30% recommended particularly for Nigeria by Okebukola (2015)
3. While it is recommended that the federal government of Nigeria increases its budgetary allocation to education, there is need to encourage Non- Governmental Organization to participate in the provision of funds for education in the country.

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FINANCING OF PUBLIC UNIVERSITIES IN THE ERA OF DWINDLING OIL REVENUE IN NIGERIA: AVAILABLE FINANCING OPTIONS

19

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Abstract

The era of dwindling oil revenue in Nigeria makes Nigerian tertiary educational system (especially public universities) face the problem of serious underfunding which reiterated the view of Coombs Phillip that educational systems throughout the developing world was heading into a period of financial crisis. History of funding of University education in Nigeria was revealed, and it was found that during pre-independence period, Northern, Western, Mid-Western and Eastern Regional governments earmarked between 25% to 30% of their annual budgets to education. After independence, there was a growing trend in Nigeria's tertiary institution with a pronounced proliferation of educational institutions in Nigeria, which however lacked funds to enable it acquire state-of-the-arts structures and facilities. The cumulative average of the percentage budgetary allocation to education was 5.72% between the years 1960 to 2013. Various financing options were x-rayed which various faculties can explore to be able to generate additional finances for both the universities and faculties at reasonable fees (costs) to their clients. The paper recommended that respective faculties be fortified by the university administration and management to enjoy the freedom of operation though within the ambits of the operation of the university, so that revenue spinning ventures can be put in place by these faculties and departments. Also, strategies such as re-appraising, re-energising and re-strategising of university autonomy in terms of fund generating activities must effectively and efficiently be put in place so as to reduce universities dependence on government fund allocation.

KeyWords- Financing, Public Universities, Dwindling Oil Revenue, Nigeria, Financing Options

Introduction

Education from time to time is a potent tool for human and nation development, which requires huge financial investment. Nigerian tertiary educational system faces the problem of underfunding. The issue of financing in any enterprise has in most cases been of concern, whether in the educational, economic, religious, entertainment, transport and other areas of life, and so, God made it known that “**money provides answer to all things**” (King James Bible-Ecclesiastes 10:19). But as much as money plays the role or has this duty of providing answers to **ALL** things, it is not easily available, thereby satisfying one of its qualities of scarcity. Money is scarce and not easy to come by. In fact, as at 1968, an Economist of Education in the person of Coombs Phillip claimed that educational systems throughout the developing world was heading into a period of financial crisis. Though, these developing countries which ten years ago were spending only 1 to 2 per cent of their gross national product on education are today spending 3, 4 or 5 per cent which was less than 10 per cent of their total public budget on education, though, many now spend between 15, 20 or even 25 per cent of their total budget on financing of education sector. Coombs added that simple arithmetic says that this rise in education’s share of national resources cannot go on at this rate indefinitely, despite the fact that the sector is called “rising cost industry” (Coombs, 1968).

This is year 2014, and there is discourse on the financing of education due to the inherent problems involving financing due to the sensitive nature of monies and its disbursement. This was coupled with the economic recession experienced the world over, and specifically in Nigeria. It is against this background that this paper examines: Financing of public universities during the era of dwindling oil revenue in Nigeria: Available financing options. This topic is paramount because the Nigerian Universities were shut down due to inadequate funding and downward trend of academic activities which made Nigeria not to have any of her Universities to be among the 100th position while the world universities were ranked. There is then the need for ways out of the tight financing sources originally depended on by Nigerian Universities, which called for various options of funding as provided by this paper.

History of Funding of University Education in Nigeria

The history of University education funding in Nigeria dates back to 1948 when the University College Ibadan (UCI) was established based on the recommendation of the Elliot Commission in Nigeria. However, UCI was affiliated to the University of London, and was accorded University status

in 1962 and named as University of Ibadan (UI). Ukeje (2002) posited that UCI was funded from two sources: the Nigerian government provided 70 percent of the funds and the United Kingdom 30 percent of the total recurrent costs. Following the Ashby Commission's report that was set up in 1959 to carry out an examination into the Country's needs for the establishment of more higher education over the next 20 years (1960 to 1980), five additional universities were established between the years 1960 to 1970.

Four of the universities, were regional universities, and these are: University of Nigeria, Nsukka which was established in 1960, Ahmadu Bello University, Zaria, established in 1962, University of Ife (now Obafemi Awolowo University, Ile-Ife) established in 1962 and University of Benin, Benin-City, established in 1970. The fifth one which was University of Lagos was established in the year 1962 by the Federal Government of Nigeria (Fafunwa,2004). The 5 Universities plus University of Ibadan made 6 Universities in Nigeria as at the year 1975 and are regarded as the first generation Universities funded by the Regional and Federal governments. Ukeje (2002) informed that in Ahmadu Bello University and from the years 1962 to 1975, there was no substantive difference each year between the amount requested by the University and the amount received from the Northern Regional Government. He further stated that there were years in which the amount received was more than the amount requested for. This was ascribed to what Yesufu (1985) declared that between 1950s and 1960s, Northern, Western, Mid-Western and Eastern Regional governments earmarked about 25% to 30% of their annual budgets to education.

The Federal Government of Nigeria by 1975 established 7 more Universities and also took over the existing 4 Regional Universities to add up the total number of Universities under the Federal Government's control to be thirteen. Onyeonoru (2007) also made known that the 1975 period marked the beginning of the problem of University funding in Nigeria. To support his view, he referred to Ukeje (2002) who posited that after the 1975/1976 session at Ahmadu Bello University, Zaria, for the first time, a recorded shortfall of 20 per cent in the amount requested was noticed. As a result of an increasing demand for University Education in Nigeria, the Federal Government further established 9 more Universities between 1980 and 1990, and 5 additional universities between 1991 and 2009 (Famurewa, 2014). Therefore, as at year 2014, the number of Federal Universities in the Country was 27, while there were 29 State Universities. We also have 27 private universities, 21 Federal Polytechnics/Colleges of Technology, 38 State

Polytechnics/College of Technology, 19 private Polytechnics/Technology, 21 Federal Colleges of Education, 38 State Colleges of Education and 4 Private Colleges of Education (JAMB Brochure 2012). It is then note worthy that both Callaway and Musone (1968) and Coombs (1974) have recorded history of Nigeria's educational financing.

Furthermore, the introduction of formal education in Nigeria culminated the financing of education in Nigeria and it is both the collection and disbursement of funds for educational reasons. To this end, Ojebode (2014) noted that educational financing involves all spectra of funds of education including the sources of funding and how the money earmarked for education was disbursed, particularly for the purposes of purchase of goods, services, materials and payment of wages and allowances for men. Ojebode (2014) provided some assumptions guiding the funding of education and these are: (i) education is a right that must be funded by government (ii) cost of education should be borne by parents and the government must ensure the provision of enabling environment (iii) education is a right and the Nigerian government must not only ensure the removal of all barriers to education but take steps to utilize to the maximum of its available resources to achieve progressively the full realization of the right to education and other social and economic rights, obligations to respect, protect and fulfill.

During the pre-independence period, the colonial government ensured the catalysing of fund through 1944 ten-year educational plan. The plan was targeted at the development and improvement of Nigerian education through increased financial assistance to missions, voluntary educational agencies and even the native administration aimed at helping to expand education. During the pre-independence period, the table one and figure one below shows the percentages of budget allocated to education, while information on years 1940 to 1950 was not available.

Table 1: Nigerian Budgetary Allocation to Education During the Pre-Independence Period (1925-1952)

Year	Percentage Budgetary Allocation to Education
1925	1.8
1929	4.3
1933	3.3
1936	3.5
1939	4.3
1951/1952	16.9

Source: Ojebode (2014)

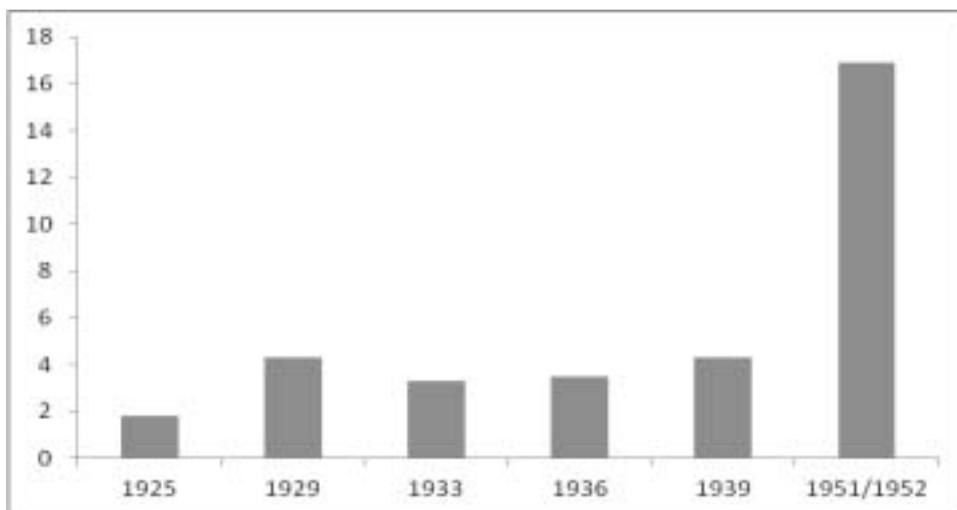


Figure I: Bar Chart Showing Nigerian Budgetary Allocation to Education During the Pre-Independence Period (1925-1952)

In Nigeria, the numbers of available schools were few, while there was marginal student enrolment prior to post-independence era. So, funds were significantly adequate with consequence of ensuring that schools were of the world-class institutions. The year 1950s made it possible for University of Ibadan meet the world-class ranking in standard due to the well structured of schools, and performances of schools was further enhanced because of participation of Missionary and Voluntary education agencies. Ojebode (2014) informed that by 1953, which was some 7years towards independence, schools were massively expanded by the respective regional governments in Nigeria and this led to increased need for funding.

Further, in the post-independence period of financing educational development in Nigeria, most especially in the year 1960 when Nigeria attained self government, there was expansion of schools while enrolment also increased with advertent need for increased funding, especially with government takeover of schools from both the Missionary and Voluntary agencies. The First National Development Plan(1962-1966) as revealed by Adeyemi (2011) and Ojebode(2014) made provision for the Nigerian Federal Government to live up to its responsibility in terms of provision of education in Lagos, which was the Federal Capital and in some tertiary institutions. The Regional Governments had primary responsibility for education in their respective areas despite the fact that the Federal Government assisted them in the financing of education in their administrative domains.

After independence, there was a growing trend in Nigeria's tertiary institution and was a pronounced proliferation of educational institutions

in Nigeria, which however these days lacked the funds to enable it acquire the state-of-the-arts structures and facilities. This problem denied it of meeting the variously stated education priority goals and non meeting of worldwide webometric ranking of universities. There has been the maintenance of what can be called a downward slope in the area of improvement of ailing infrastructure and non-drive of national development consequent on policies that are neither coherent nor stable.

So, during the post-independence period, the government's takeover of schools led to her groaning under lean available monetary resources to be able to bear the expected greater responsibility of financing education, as attested to with the expectation that the Federal Government is responsible for financing the 105 Unity Colleges, and federally owned universities. Table 2 below, presents Nigeria's budget allocation to education since 1960 to 2013.

Table 2: Percentage Budgetary Allocation to Education During the Post-Independence Period (1960-2013)

Year	Percentage Budget Allocation to Education	Year	Percentage Budget Allocation to Education
1960	6.02	1987	1.93
1961	6.15	1988	2.40
1962	5.19	1989	3.55
1963	3.43	1990	2.83
1964	3.65	1991	1.09
1965	3.57	1992	3.86
1966	4.23	1993	5.62
1967	4.88	1994	7.13
1968	2.84	1995	7.20
1969	2.20	1996	12.32
1970	0.69	1997	17.59
1971	0.53	1998	10.27
1972	0.62	1999	11.12
1973	0.88	2000	8.36
1974	2.96	2001	7.00
1975	4.57	2002	5.9
1976	8.71	2003	1.83
1977	3.21	2004	10.5
1978	11.44	2005	9.3
1979	3.70	2006	11.00
1980	4.95	2007	8.09
1981	6.45	2008	13.0
1982	8.09	2009	6.54
1983	4.04	2010	6.40
1984	4.49	2011	1.69
1985	3.79	2012	10.0
1986	2.69	2013	8.70

Source: Ojebode (2014)

From table 2 above, it could be seen that the cumulative average of the percentage budgetary allocation to education was 5.72% between the years 1960 to 2013. It is however a percentage that does not meet up with the UNESCO's benchmark of 26% and it is a reflection of how poorly education is financed in Nigeria, which however calls for attention, despite the fact that this is a period of dwindling revenue from oil, with its advertent negative effect of reduction in available monetary resources for expenses in varieties of sectors of the economy.

Table 3 and figure 2 below presents average percentage budgetary allocation to education for the years 1960 to 2013. From the table, between 1960 and 1964, 4.89% was the average percentage budgetary allocation to education. For years 1965 to 1969 it was 3.54%. It was 1.14% for years 1970 to 1974 which was the least out of the years under consideration. The average percentage budgetary allocation for the years 1975 to 1979, 1980 to 1984, 1985 to 1989, 1990 to 1994, 1995 to 1999, 2000 to 2004, 2005 to 2009, and 2010 to 2013 are: 36%; 5.6%; 2.88%; 4.11%; 11.7%; 6.72%; 9.59% and 6.70%. It could be found that years 1995-1999 (11.7%) recorded the highest average percentage budgetary allocation to education, followed by years 2005 to 2009(9.59%). Years 2010 to 2013 recorded a drop in the average budgetary allocation to 6.70%.

Table3: Average Percentage Budget Allocation to Education (1960-2013)

Year	Average Percentage Budget Allocation to Education(1960-2013)
1960 – 1964	4.89
1965 – 1969	3.54
1970 – 1974	1.14
1975 – 1979	6.36
1980 – 1984	5.6
1985 – 1989	2.88
1990 – 1994	4.11
1995 – 1999	11.7
2000 – 2004	6.72
2005 – 2009	9.59
2010 - 2013	6.70

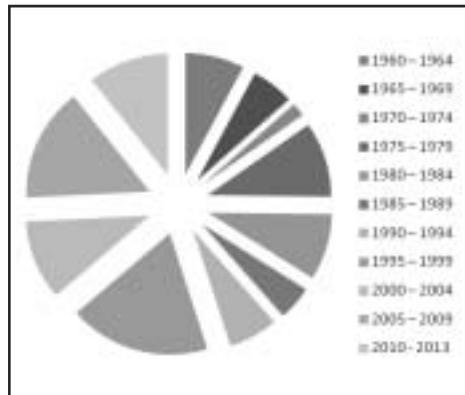


Figure 2: Pie Chart Showing Average Percentage Budget Allocation to Education (1960-2013)

Table 4 below shows the budgetary allocation to education in 20 World Bank sampled countries.

Table 4: Budgetary Allocation to Education in 20 World Bank Sampled Countries

Country	Percentage Budget Allocation to Education	Position
Ghana	31.0	1 st
Cote d'Ivoire	30.0	2 nd
Uganda	27.0	3 rd
Morocco	26.4	4 th
South Africa	25.8	5 th
Swaziland	24.6	6 th
Mexico	24.3	7 th
Kenya	23.0	8 th
United Arab Emirate	22.5	9 th
Botswana	19.0	10 th
Iran	17.7	11 th
USA	17.1	12 th
Tunisia	17.0	13 th
Lesotho	17.0	14 th
Burkina Faso	16.8	15 th
Norway	16.2	16 th
Colombia	15.6	17 th
Nicaragua	15.0	18 th
India	12.7	19 th
Nigeria	8.4	20 th

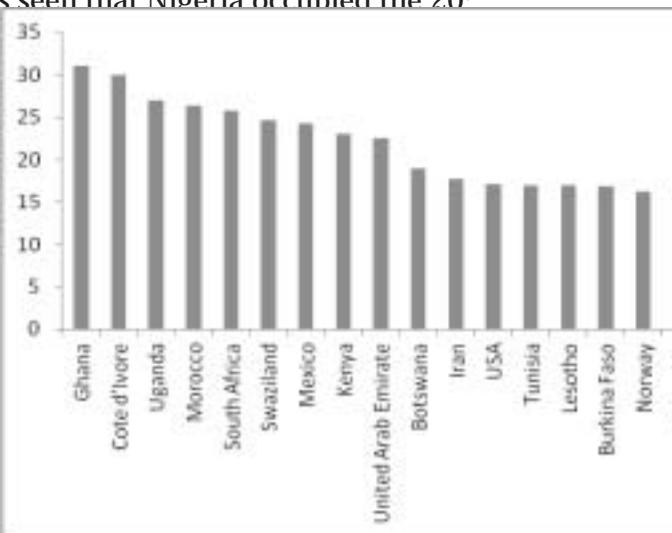
Source: Ojebode (2014)

Figure 3: Budgetary Allocation to Education in 20 World Bank Sampled Countries

From above table 4 and figure 3, it is seen that Nigeria occupied the 20th position among the 20 countries connected to education by the World Bank. The top 6 countries occupied positions such as 1st to 6th positions. Nigeria is regarded as the largest country well in terms of her percentage budget call for question. There is therefore a need to fund Nigerian universities during

Available Funding Options to During the Era of Dwindling Oil

This paper provides available funding options for institutions especially during this period. The available options are non-oil options that are available to Nigerian tertiary institutions as shown in



Faculty of Agriculture- Faculty of Agriculture is made up of different departments such as agronomy, animal science, agricultural economics, forestry, agricultural extension and so on. The various departments have the autonomy of sourcing for funds though with the permission of the University's management. To this end, departments should engage in or

embark on resuscitation of the university's teaching and research farm in order to ensure its profitability and better patronage by both the university's community and other members that are within the environ of the University. Agro allied consultancies should be encouraged in conjunction with the River Basin authorities both within and outside the country. This will more or less help various departments to sell their researches to these river basins and also sell their expertise to them. This to a great extent will ameliorate the problems faced by the River basins. They will however benefit from the expertise of the University's staff. In Nigeria, the essence of having Silos where food is stored is not yet properly put into use. Various departments in the Faculty of Agriculture will therefore offer consultancies on how the storage facilities can be constructed and put into proper use for storage of food products. Commercial farming will also be encouraged both within the staff and students in the universities in the country. This to a large extent will alleviate the problem of scarcity of food during this dwindling oil revenue period.

Faculty of Arts-Among the departments in the faculty of arts are: English, Communication and Language Arts, Religious Studies, Modern European Language, Linguistics and African Languages, Music, Theatre Arts and so on. These departments can have working relationship with various media outfits and organizations to train their staffers on current ICT-enhanced broadcasting modes, organize the language (English, Yoruba, Igbo, Hausa e.t.c.) clinic classes for populace to ensure that our local languages do not go to extinction. There should be the documentation, commercial production of literature works and its sales to the public, university theatre group must be made functional by organizing shows in various Arts theatre round the country, while profit oriented cultural festivals and exhibitions should be embarked upon.

Faculty of Administration- The faculty of administration is made up of departments such as accounting, International relations, marketing, local government and so on. There is the responsibility on these departments to embark on having a working relationship with various embassies within and outside the country, organization of workshops, conferences for companies and local governments on current ways of effectively running their organizations to further enhance better profitability. The department of accounting can work together with Institute of Chartered Accountants of Nigeria (ICAN) to expose their members to current accounting courses,

standards and ethics which will make the accounting profession to really be up to the worldwide standard.

Faculty of Education-The faculty of education is made up of departments such as: Adult Education, Educational Management, Social Work, Guidance and Counseling, Library and Information Studies, Teacher Education, Physical and Health Education, and so on. The faculty is saddled with the responsibility of providing the latest teaching methods to schools in various levels and researching into reasons for poor performances of students in various examinations, with the hope of proffering solutions to the continuous poor student performances. The faculty then must have favorable working relationship with the various state and federal ministries of education in order to sell recently developed educational programmes to these ministries. The faculty must work on having harmonious understanding with the private school owners (operators) who have tried at ensuring the provision of education and employment for the populace. The faculty needs to organize sensitization workshops for the school owners to equip them with the latest strategies that will make learning easy for their students and thereby enhance the academic performance of these students. Department of Educational Management should work with various firms and industries to update them with recently developed human development programmes. Processes by which organizational records can be kept will be provided for these organizations at affordable costs, while methods that will enhance maintenance of the various school facilities will also be made available to the government and private school owners. These are ways by which the faculty can work towards getting other funding sources, instead of majorly waiting for the federal government funding that has been affected by the dwindling oil revenue in the world oil market.

Faculty of Environmental Design and Management- This faculty is made up of departments such as building, estate management, quantity surveying, architecture and so on. These departments can offer their services to the various estate surveyors, quantity surveyors and builders. The departments should make available the latest means of architeting, quantity surveying, estate management and so on. Departments can also work on the various professional organizations that will get in touch with their members and equip them with the latest ways of carrying out their functions. The departments should also work with the various ministries and departments responsible for architecture, building and surveying. These

if done will continually serve as a means of sourcing for additional funding measures for the institution, faculty and the department too.

Faculty of The Social Sciences- The departments in this faculty include: Economics, Geography, Psychology, Political Science, Sociology and Anthropology, and so on. Each of these departments must establish a good working relationship with various government departments such as the Central Bank, Independent National Electoral Commission, and so on. The departments should also work in cooperation with various private bodies and organizations such as the companies, banks, insurance and other service sectors. Latest services, skills, ICT-empowered programmes can be sold to these organizations which will enhance their productivity. Based on a working arrangement, some lecturers can be seconded to these organizations to correct some of the existing anomaly and this can attract some service charges remitted to the faculty and departments.

Faculty of Law- The faculty of law has the duty of providing cost effective services to the various institutions and individuals within the community. In cases of electoral fraud, advocate services can be rendered to the concerned public at affordable fees which will be remitted back to the faculty and the department.

Faculty of Veterinary Medicine- This is a faculty that is made up of departments such as veterinary parasitology, veterinary microbiology, veterinary medicine, veterinary surgery and so on. More funding can be realized by this faculty when it offers its services to the government and the public. For instance during the period of Avian Influenza their services was second-to-none in the country, and it prevented the spread of the influenza. These are services which when offered can lead to additional monetary sources to the institution. The Fulani herdsmen can benefit from the services of the faculty of veterinary medicine and at affordable charges when their herds were immunized regularly and at affordable fees.

Faculty of Clinical Sciences- The faculty of clinical sciences has various departments such as: physiotherapy, medicine and surgery, nursing, and so on. The departments can embark on the export of trained medical doctors, nurses, physiotherapists and so on to other countries which will yield additional foreign income to these tertiary institutions and Nigeria as country.

Faculty of Pharmacy- The faculty of pharmacy has departments such as pharmacognosy, pharmaceutical chemistry, clinical pharmacy, pharmacy administration and so on. Their services should be available to both the government and the private sectors and at affordable service fees. This will make additional funds be available for the departments and the institution at large. The drug manufacturing lines can be inspected by the concerned department(s) to ensure that what is manufactured and sent to the public for consumption is of high standard. This service will be offered at fees not on the high side.

Faculty of Science- This is a faculty that is made up of departments of: chemistry, physics, microbiology, statistics, mathematics, zoology, computer science and so on. The faculty will make more funds available to her when these departments offer their services to both the government departments and the private sector. The chemistry department can offer her services to various industries that are into the production of varieties of consumable and non-consumable items. The computer science department can in fact render their services to the university community when she provides services such as programming of student results to the various departments, while mathematics department can also write programmes for companies targeted at solving some of their challenges which cannot but be mathematically solved.

Summary

The Nigerian tertiary institutions face problem of inadequate funding especially at this period of dwindling oil revenue in our country Nigeria. Despite the fact that money provides answers to all things it has been found to be a scarce commodity and so it satisfies the quality of scarcity. Phillip Coombs, an economist of education mentioned that educational systems throughout the developing world was heading into a period of financial crisis due to inadequate funding and downward trend of academic activities which made Nigeria not to have any of her Universities to be among the 100th position while the world universities were ranked, and so required urgent attention. This paper traced the history of funding of university education in Nigeria and discovered that the Nigerian budgetary allocation to education during the pre-independence period (1925-1952) ranged between 1.8 percent and 16.9 percent. During the post-independence period (1960-2013) the percentage budgetary allocation to education ranged between 6.02 and 8.70 which was less than the pre-independence period. Though, there were few of the years where the percentage allocation was

high, and these are 17.59(1997), 11.00 (2006), 13.0(2008). Nigeria still ranked 20th among the 20 World Bank sampled nations. The paper further x-rayed various funding options available to faculties and departments in Nigerian Universities during the dwindling oil revenue period.

Conclusion

It is real that funds are inadequate for the running of the affairs of tertiary institutions in Nigeria, especially during the dwindling oil revenue period and this call for concern. This is why it is imperative that the Nigerian tertiary institutions must find discretionary and unrestricted ways of finding additional monies that can be available and made used of for the running of her affairs from time to time.

Recommendations

This paper recommends that the respective faculties be fortified by the university administration and management to enjoy the freedom of operation though within the ambits of the operation of the university, so that revenue spinning ventures can be put in place by the various faculties and departments. Also, strategies such as re-appraising, re-energising and re-strategising of university autonomy in terms of fund generating activities must effectively and efficiently be put in place so as to reduce universities dependence on government fund allocation, while also repositioning it in a way that will help the country to improve her economic growth and reduce poverty among the citizenry.

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USING SELF -EFFICACY TO PREDICT SENIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN OYO STATE, NIGERIA

20

Rebecca Folake Jekayinfa

Abstract

The study examined self-efficacy as correlate of academic performance among 400 Senior Secondary II students in Ibadan, Nigeria. Academic Self-efficacy scale from the Mogan-Jinks Student Efficacy Scale (MJSES, 1999) ($\alpha = .70$) was used to assess students' self-efficacy, whereas scores of students in Achievement Tests on Mathematics and English Language drawn from the past SSCE questions were used to assess their academic performance. Data was analysed using Pearson Product Moment Correlation statistic at 0.5 level of significance. Results showed a significant positive correlation between self-efficacy and academic performance ($r = .126 < .001$). Further analysis revealed that self-efficacy significantly predicted academic performance of students in English and Mathematics. Given the observed high correlation between self-efficacy and academic performance, the author is concerned that the observed high prevalence of examination fraud in Nigeriamay not be unconnected with students' low appraisal of their capability in academic context, and therefore recommends programs that will facilitate gains in self-efficacy among students in schools.

Keywords: Self-efficacy, academic performance, senior secondary students, Nigeria

Introduction

In recent times, many educationists and the general public are becoming worried about poor academic performance of students in secondary schools

internal and external examinations. Academic performance is one of the top priorities for schools. It is the outcome of education, and it refers to the extent to which a student, a teacher, and an institution have achieved their educational goals. Academic performance has become an index of a child's future in this highly competitive world. It is one of the most important goals of the educational process, a major goal which every individual aspires to attain. Academic performance was described by Gay (2002) as the actual performance of students in academic subjects and basic learning. Student's academic performance has been a major determinant of measuring school's administrative effectiveness.

Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses (Daniels and Schoulen, 1970). Simkins (1981) commented on this scholastic standing and argued that performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system.

Science Teacher Association of Nigeria (1992) supported this argument and reported that performance is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination. Noting this point, Al-Shorayye (1995) regarded a student's performance in an examination as being depended on his cumulative grade point average. His argument supported Entwistle and Wilson's (1977) assertion that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken. Academic performance of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. The target of every educational program is to ensure that the pupils/students achieve a satisfactory outcome (good performance).

Literature Review

Olabanji&Omole (2008) described students' academic performance as the results obtained creditably or otherwise (pass or fail) by student at both internal and external examination. Oyewole (2005), in his research on personality factors and administration effectiveness concluded that the best determinant of the leader or principal's administrative effectiveness is the students' academic achievement. Oyedokun (2010) postulated that apart

from the use of student's academic performance to determine the school prefects, parents and guardian also use academic performance to determine the standard of the school, the leadership and the qualities of teachers in the school.

Educational researchers are usually interested in such variables that are known to influence academic performance. The educational psychology literature decisively indicates that psychological variables have an important role in academic performance (Ackerman, Chamorro-Premuzic, & Furnham, 2010). Recent studies on school children (Deary, Strand, Smith, & Fernandes, 2007) and university students (Rohde & Thompson, 2007) have confirmed this. Adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, although the school may have other peripheral objectives; emphasis is always placed on the achievement of sound scholarship. Besides, virtually everybody concerned with education places premium on academic achievement; excellent academic achievement of children is often the expectation of parents also (Osiki, 2001).

Recently, there is focus on the student's sense of self as a principal component of academic performance (Pajares and Schunk, 2001). Pajares and Schunk asserted that this focus is grounded on the assumption that is often taken for granted that the beliefs that students create, develop and hold to be true about themselves are vital forces in their success or failure in school. Bandura (1977) noted that individuals create and develop self-perceptions of capability that become instrumental to the goals they pursue and to the control they exercise over their environments. Bandura (1986) further proposed a view of human functioning that emphasized the role of self-referent belief, which stated that individuals are proactive and self-regulating rather than reactive and controlled by biological or environmental forces.

Individuals are understood to possess self-belief that enables them to exercise a measure of control over their thoughts, feelings, and actions. Self-efficacy (SE), also called perceived ability; refers to the confidence people have in their abilities that they can successfully perform a particular task. It is also said to be a judgment of one's ability to execute a particular behaviour pattern (Bandura, 1978; 1997).

Bandura (1986) went further to define self-efficacy as peoples' judgments of their capabilities to organize and executive causes of action required to attain designated types of performance. It is the belief in one's effectiveness in performing specific tasks. It determines the level of students'

thinking, feelings, motivation and how they behave themselves. Students who regard themselves as highly efficacious are quite different from those who regard themselves as inefficacious in numerous ways. One's beliefs towards a particular course or subject affect the person's performance in that particular field of study.

The construct of self-efficacy is defined as an individual's perceived capability in performing necessary tasks to achieve goals (Bandura, 1997). Whatever other factors serve as guides and motivators, they are rooted in the core belief that one has the power to produce desired effects by one's actions; otherwise one has little incentive to act or to persevere in the face of difficulties. (Bandura, 2002).

Salami (2005) used efficiency to describe academic achievement when he said, "educational efficiency is determined by the capacity of the educational system to effect the transformation of education inputs into outputs". Abdul (2002) defines academic performance as the students' level of attainment in the grade point average of courses offered in his/her year on examination. Oloyede (2006) in his own research states that students' academic performance is the main focus in the overall educational performance.

A Study by Bandura (1992), showed that one's own beliefs of efficacy function as an important determinant of motivation, affect, thought and action. Social cognitive theory of Bandura also proposed that self-efficacy beliefs influence the choices people make and the courses of action they pursue. Pajares and Schunk (2001) indicated that individuals tend to engage in tasks about which they feel competent and confident, and avoid those in which they feel incompetent. Multon, Brown and Lent (1991) in a meta-analysis found that self-efficacy beliefs are positively related to and influence academic performance. Other studies that found positive relationship between self-efficacy and academic performance include: Pajares et al. (1999) and Pajares and Valiante (1997). Generally, people with high self-efficacy approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Therefore efficacy belief in one's academic capability is a critical component of school success.

Purpose of the Study

The purpose of this study was to investigate to what extent the variability in academic performance of the participants is attributable to self-efficacy. Studies had been done on the related issue in some states of Nigeria, but the present study was focused on Ibadan, the capital of Oyo state, Nigeria. The study would add to the existing literature on the influence of Self-

Efficacy on students' academic performance and it would also have implications for educationists, counselors and administrators who work in school setting. The study ascertained that the independent variable (self-efficacy) was a predictor of the variability in academic performance of the senior secondary school students in Ibadan. It then revealed that for one to be able to accomplish a task effectively, one has to consider oneself as capable of performing the task, and at the same time, feel calm in attending to the task.

METHOD

Participants

The participants for the study were based on a sample of four hundred Senior Secondary II students in five of the eleven Local Government Areas in Ibadan, Oyo State of Nigeria. Eight (8) public Secondary Schools were randomly selected from the five (5) selected Local Government Areas. The five Local Government Areas included: Akinyele Local Government, Ido Local Government, Ibadan North Local Government, Ona-ara Local Government and Ibadan North-West Local Government.

Fifty (50) Senior Secondary School (SSS) 2 students were also randomly selected from each senior secondary school students of the five (5) Local Government Areas, thereby making a total number of four hundred (400) students altogether that constituted the sample for the study.

Instruments

The Academic Self-efficacy scale from the Mogan-Jinks Student Efficacy Scale (MJSES, 1999) containing 20 items and structured in a five-point Likert type scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was used to collect information on the students' self-efficacy. The reliability of the instrument resulted in a coefficient (cronbach's alpha) of .70

Academic performance was measured using 50 achievement tests. 25 on Mathematics with options A to D and 25 on English Language with options A to E. The questions were selected from the past Senior Secondary Certificate Examination of the West African Examination Council (WAEC) with the help of experts both in Mathematics and in English Language using the syllabus for senior secondary school (SSS) 2 students.

Procedure

The instruments were administered during two permitted lessons. All the 400 copies of the questionnaire administered were returned and properly

scored. The participants' academic performances were obtained from their scores in English Language and Mathematics.

Statistics

Since the design of the study was correlational, Product Moment Correlational statistic was used for data analysis.

Hypothesis Testing

The hypothesis postulated for the study says that there is no significant relationship between self-efficacy and senior secondary school students' academic performance in Ibadan

The result showed a positive significant correlation between self-efficacy and academic performance ($r = .126^*$, $N = 400$, $P < .05$). Table 1.

Table 1

Variable	Mean	Std. Dev.	N	R	P	Remark
Academic performance	27.1150	9.2634	400	.126*	.000	Sig.
Self-efficacy	55.5900	6.5608				

* Sig. at .05 level

It is shown in the above table that there is a positive significant relationship between Self-efficacy and senior secondary school students' academic performance ($r = .126^*$, $N = 400$, $P < .05$). Hence, self-efficacy had influenced the academic performance of senior secondary school students in Ibadan.

Discussion

The findings presented indicate that self-efficacy positively correlated with secondary school students' academic performance in English and Mathematics. The finding is concordance with the studies by Multon et al., (1991); Pajares and Valiante (1997); Pajares et al. (1999), and Jing (2007). They all found that self-efficacy has a significantly positive correlation with performance. It further agrees with Bandura's social cognitive theory, that self-efficacy

Influences the choices people make and the courses of action they pursue. Self-efficacy belief exercises a powerful influence on the level of accomplishment that an individual ultimately realizes.

Academic self-efficacy has been reported to promote academic achievement directly and also indirectly by increasing academic aspirations and prosocial behavior (Bandura et al., 1996). In a meta-analysis by Multon et al. (1991), self-efficacy was found to be related to academic performance ($r = .38$). Many researchers have reported a direct positive relationship between academic self-efficacy and academic achievement (e.g., Bandura et al., 1996; Caprara, Barbaranelli, & Pastorelli, 1998; Chemers, Hu, & Garcia, 2001; Greene, Miller, Crowson, Duke, & Akey, 2004; Pintrich & Degroot, 1990; Schunk, 1994; Sharma & Silbereisen, 2007; Zimmerman & Bandura, 1994). For example, Greene et al. tested a model explaining the impact of 220 high school students' perceptions of classroom structures on their academic self-efficacy, instrumentality, and academic achievement. Self-efficacy had a direct positive relationship demonstrating the importance of self-efficacy for successful learning.

Many students have difficulty in school not because they are incapable of performing successfully but because they have come to believe that they cannot perform successfully. This is particularly true in Ibadan, Oyo State of Nigeria, where prevalence of examination fraud like in many parts of the country is quite noticeable because most students have lost the sense of self-accomplishment, and rely heavily on "allies" to write and pass their examinations. Thus, they have learned to see themselves as incapable of handling academic work.

Recommendations

It is hereby recommended that for students, who have lost the sense of self-accomplishment, interventions may include ways of improving their self-beliefs (Ozur and Bandura, 1990). Group psychotherapy sessions may also be organized for students with low self-efficacy as part of their orientation to new academic environment.

There may be some level of co-linearity between self-efficacy in predicting the variability in academic performance, this is beyond the scope of the present study and therefore, future study can explore this detail.

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**PROBLEMS AND PROSPECTS OF
PUBLIC SECONDARY EDUCATION IN
ATIBA LOCAL GOVERNMENT AREA
OF OYO STATE**

21

Alabi Christianah Oluwakemi

Abstract

The paper investigated problems and prospects of public secondary education in Atiba Local Government Area of Oyo State. The study adopted an historical research design. It is a position paper that identifies various challenges facing secondary education in Atiba Local Government Area of Oyo State. Among these problems mentioned are examination malpractices by students, poor funding, poor government policy, exploitation and low educational standard, poor parenting, poverty and fall in standard. However, it was recommended that qualitative and affordable education be made available for all by the state government, schools should be properly staffed and equipped, more qualified teachers should be employed in the schools and that school principals should enforce discipline among the students.

KEY WORDS: Prospect, Secondary Education System, Education Policies, Educational Standard

Introduction

Whenever the subject of secondary education is raised, the foremost sets of opinion that comes to mind are: decline in standard, deterioration of facilities, half baked graduates, examination malpractices, mass promotion syndrome and the like before any other thing else. This is a concern to all stakeholders in the education system on how their actions have independently and collectively contributed to the falling of standard of secondary education.

Acquisition of Education knowledge is now a source of exploitation from the service seekers with little or no consideration for quality of service on ground, and made an offer for the highest bidder.

NEST (2002:16) submitted that admission in school today is merely an ability to pay what is demanded in monetary terms by school operators and not on what could be offered academically. This essence widens the scope of poverty prevalence as well as the gap between the rich and the poor which education is designed to bridge.

The outcome of 1997 Senior Secondary Certificate Examination released by the West African Examination Councils (WAEC) indicated that 6.89% and 7.9% had credits in English Language and Mathematics respectively. More so, among the students that sat for the West African Examination Councils (WAEC) May/June Examination, there was 74.5% failure in 2006, 70.3% in 2007, 86.2% in 2008, 74% in 2009, 76% in 2010, 69.1% in 2011 and 61.2% in 2012 (“WAEC Report,2012).

This indicates that Nigeria secondary educational system needs an urgent attention. These existing situation have been showing a negative influence on the instructional quality in public schools, which may translate to poor academic performance. In any case, knowledge and skill acquisition which education is all about cannot be over emphasized. According to the World Bank (2004:25) “successful development entails more than investing in physical capital, or closing the gap in capital. It also entails acquiring skills and using knowledge as well as closing the gaps in knowledge”.

The causes of these education failure such as examination malpractices, poor funding, unqualified teachers, poor government policy, exploitation and low educational standard, poor parenting, societal poverty and inadequate education facilities just to mention but a few could be traced to the government insensitivity to education needs. Consequently, the success of any education system depends on the attainment of the desired educational outcomes or objectives.

Based on these, this paper is set to examine the problems and prospects of public secondary education system in Atiba Local Government Area of Oyo State. The purposes of the study are to identify some problems of secondary education, highlight its prospects and recommend ways to improve secondary education in Atiba Local Government Area of Oyo State.

Some Problems of Public Secondary Schools in Oyo State Examination malpractices by students

In view of the rising costs of education (i.e. school fees and cost of books) students and even their parents will not ordinarily want to be held back by

any form of deficit or failure in any of the required subjects hence, they go to any length to ensure success in the examination. For example, Omofonmwan, (2001) confirmed that some teachers at the public secondary school level are involving in examination malpractices by the way of encouraging students to contribute money to secure the needed assistance during examinations such as WAEC because they (teachers) have been paid by some parents even students themselves. This is not new in many of the public secondary schools because many of students were caught by external supervisors. (This is clearly exhibited by WAEC results annually).

Poor teachers' preparation

Poor preparation ahead of examination is another problem facing quality of education in Atiba Local Government Area of Oyo State. Whenever the examination is near, teachers are left with no other alternative considering the fact that they are aware of their inadequate preparation on their part as well as the lack of facilities, especially for the science practical to get their students properly prepared before examination.

It is commonly seen that students in public secondary schools on annual basis choose to enroll and write their final year external examination in schools in the interior areas and some private secondary schools where parents are very sure of success at the end of the day.

Government poor education Policy

The state government poor education policies always directly affect public secondary schools. This irregularity in schools today is indebted; today, there are fewer teachers in public secondary schools in the area of discussion. This indicates that poor policy can cause failure in students' examination. At time, the state government terminated the appointment of teachers who were not non-indigenes or those that do not have appropriate educational qualifications from its teaching services. This situation which resulted in acute shortage of teachers in virtually all public secondary schools in the state without a prior provision for replacement. In a similar vein, gender discriminatory and educational policy hamper the quest for education goal achievement in both local and state level.

Exploitation and Low Educational Standard

Exploitation by school heads at public secondary schools in the name of enrolment fees and assurance of success in their examination and this they do in collaboration with the ministry officials who are supposed to inspect and monitor activities in schools to ensure standard conformity. This is the

reason why one may not have the gut to query the mass promotion syndrome being practiced in public secondary schools because the system itself is not balanced and this do lead to lowering of the academic competence of students.

In view of this related irregularities in schools, the interest and habit of reading, procurement of books and other skills development materials has drastically dwindled among a number of students.

Poor Funding

The gross under funding of the secondary education sector in the country and neglecting the maintenance of the physical facilities is a matter of concern to the general public. Education system in Nigeria today, needs a total overhauling and restructuring; this is because poor instructional materials and physical facilities have deteriorated in most of these public secondary schools. For example, classrooms, libraries and laboratories are nothing to write home about in most of the public secondary schools in Atiba Local Government Area of Oyo State. This inadequate funding not yet properly addressed leading to decline in academic standards and students' performance.

Poor Parenting /Guardian

According to Omofonmwan (2001) parenting entails caring, protection, guidance, provision of basic needs for a child up keep in order for him or her to be properly equipped to meet with the challenges of life, in accordance with the law of the land. In desperation, however, many parents have decided to bring in wrong way of not only involve in encouraging, but also finance activities in and around examination venues to effect malpractices for their wards.

Public education has reached a level which deserves the declaration of a state of emergency (Birna, 1998). This is because poor education breeds indiscipline and indiscipline has taken-up the Nigerian society today. This brings about poor academic culture in Nigeria.

Poverty and fall in Education Standard

It appears some students still do not have textbooks, which some families could not easily provide for their children, perhaps due to financial constraint. The family expenditure on textbooks, which appears to be knowledgeable by the failure of public or schools libraries in ensuring that books are available for students to borrow and read beyond what they are taught in the class, could not be defensible because of the results of students

in WAEC and NECO examinations. Families also spend money on transportation of member(s) to and fro school, for after school lessons and perhaps excursions. Some students, whose parents could not afford their fares, may have to trek long distance to attend classes. This may resort in stress and tiredness which may lead to low academic performance. Some who may have to trek to school or take taxis but cover long distance may often miss the first two lessons.

Prospects of Public Secondary Education in Atiba Local Government Area

Need to Support Research Development

There is need for the government to support the manpower development in the public secondary schools, this would promote better instruction delivery. In the same vein, it is expected that the private and corporate organization, non-governmental organization and individuals should as a matter of due responsibility encourage and finance educational research programmes such as workshops seminars or conference as a way of discouraging prospective students from indulging in any form of academic irregularities, who may not have seen anything good or meaningful on the part of those who have been hardworking and creative, research and invention wise in terms of reward for their effort.

Scholars have to show modesty and excellence (they are supposed to attitudes to work and desire for self improvement (NEST, 2002).

Adequate Funding

It is however pertinent for the government of the day to design a suitable guidelines for funding education. For instance, UNESCO has recommended that 26% of the total budget of a nation should be allocated to education. But Longe Commission of 1991 observed that the percentage of recurrent budgetary allocation to education in Nigeria has never exceeded 10%. Though, the system is expensive to keep afloat, quality however in any form is partly a function of the total fund made available to the system and judiciously utilized for the purpose for which it is meant.

Maintain Educational Standard

Schools organizations should not be fond of adopting series of measures which are purposed to maintain productive (good) academic performance. There is need for the Local Education Authority (LEA) to provide and maintain both the human and material resources of the system in order to

achieve desired educational goals. Also, there is the need for an effective monitoring of the management of fund presently being allocated to the sector, as effort should be intensified to improve on what is currently being allocated to the system.

Examination Malpractices should be discouraged

There is need to discourage any forms of examination malpractices that exist in the public secondary schools. Early preparation should be made by teachers especially now that NECO and WAEC have introduced new topics coupled with its consistent broadening of examination syllabus, the need for adequate readiness is necessary. Also, students should be discipline and respected to maintain their dignity and good performance. This would reduce the basis for examination malpractices in the country.

Vocational & Technical Education should be Encouraged

More attention is required on the part of the state government in the provision of vocational and technical education at secondary schools level. This would reduce the growing number of forthcoming students seeking admission to higher institutions at all cost. The less emphasis on this aspect of education in Oyo State and at the local level presently is also an observed causal factor in the decline in educational standard. For an educational system to be classified as functional and effective, it must be all encompassing and all embracing in the area of vocational and technical.

Good Educational Policy

There is need to embrace good educational programmes that will promote educational standard in the public secondary schools. Efforts of Lagos state is a good example. A good education plan should be directed to towards overhauling and speedy transformation of the educational system from the primary to the tertiary level. Also the local government should be involved in sponsorship of needy indigenes for educational programmes. Another area is the payment of students' examination enrolment fees are recommendable and it should be recognized in the area of study as some of them find it difficult to pay their school fees. If these policies are duly followed, it will enhance better teaching-learning process in the schools and society at large.

Recommendations

The following are recommended:

- Private sector should put in more efforts and resources towards the development of education.
- Teachers should be discipline hence discourage examination malpractice in schools.
- Educational supervisors should be put in place to monitor activities in schools for effective teaching-learning process.
- Government should take over payment of enrolment fees secondary schools external examinations.
- Qualitative and affordable education be made available for all
- Schools should be properly staffed and equipped hence more qualified teachers should be employed in the schools.
- More modern learning aids such as computers, internet web sites facilities, should be provided in schools.
- There is need for school principals to enforce discipline among the students.

Conclusion

Education is seen as an instrument of national development. No nation can develop above its educational system, it becomes not only important but also imperative to find some solutions to the problems of dwindling, resource allocation to the educational sector. It is however submitted that all the stakeholders in the education industry - Government, private school owners, school heads, parents and students should work together as a team to sustain the educational standard in the secondary schools with the state government playing a leading role.

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**PSYCHOLOGISTS AND STUDENTS'
PERCEPTIONS OF THE CAUSES AND
REMEDIES OF EXAMINATION
MALPRACTICE AMONG SECONDARY
SCHOOL STUDENTS IN KAFIN-
JIGAWA STATE, NIGERIA**

22

Yunusa Umaru, Ph.D & Umma Abdulwahid, Ph.D

Abstract

This study employs survey design in investigating psychologists and students' perception of the causes and remedies of examination malpractices among secondary school students in kafin- hausa, jigawa state, Nigeria. Four research question and two null hypotheses were formulated to guide this study. The sample size of one hundred and five (105) psychologists and two hundred and ninety three (293) students in secondary schools were selected using simple sampling techniques. Mean, standard deviation and t-test were used for data analysis. Findings reveals that significant differences exists on the causes of examination malpractice, between psychologist and students ($t= 15.85, p=.000$) and that significant difference on the remedies of examination malpractices exists between psychologists and Students ($t= 3.96, p=.000$), in favour of the psychologists. It was recommended that, psychologists, Parents, teachers, curriculum planners, school administrator, stake-holders in education, religious and examination bodies, and students in respective of gender should be sensitized, on the causes and remedies of examination malpractices.

Introduction

Report from West Africa Examinations Council show the alarming rate of cheating in public Examination. One begins to wonder why students engage in cheating in school test and public examinations. Research has shown that there were motive behind academic cheating among students in schools. McCabe as cited in Olaleye (2006) and Umaru(2013) noted that to get good grades was a primary motive for cheating among students.

Examination malpractice is also motivated by other factors. For example, pressure to maintain good grades, need to avoid failure, un-conductive school environment, insufficient time spent on school work, and non-condemnatory attitude towards cheating from parents (Olaleye, 2006).

Brown (2000) reported over 80% of students in his sample admitted to committing at least one out of 15 acts of academic dishonesty. The desire to get a good grade is the most frequent reason cited for unethical behavior (Meade, 1992; McCabe & Trevino, 1993). Other reasons cited include, lack of study time, a heavy course workload and a low risk of getting caught (Meade, 1992). Available evidence show that in Nigeria, examination malpractice among senior secondary school students may arise from a combination of several factors such as lack of self-confidence by students, improper preparation of students for the examination, lack of mastering skills by subject teachers, overcrowding of the examination hall, encouragement to cheat by parent or guidance, poor handling of examination materials, absence in school, a corrupt society as well as improper implementation of National Curriculum and poor supervision. Thus resulting to low record of school achieving, and which in turn promotes habit of laziness, render certificate useless, increase crime rate and production of army of unemployable graduate or fraud syndicates among male and female students (Umaru, 2013).

Examination malpractice in Nigeria has become a major challenge to examination bodies, the government of Nigeria, school administrators and parents alike. Examination mal-practices is seen as any irregular behaviour exhibited by candidates or anybody charged with the responsibility of conducting examination in or outside the examination hall before, during or after such examinations (WAEC, 2014). Examination has variously been described as an act form which the examinee derives illicit advantage over and above other candidates in an examination Joshua, Joshua, Edet, and Ekpot (2008) saw it as the use of any unauthorized or unapproved action, inaction, activity, behaviour or practice that is associated with the preparation, conduct and processing of examination and other forms of assessment, and carried out by any person involved in preparing for, giving, taking and processing that examination at any level. It is an illegal act committed by student, teacher, invigilator, supervisor, school administrator, parent or any other public officer either in government ministry or examination body before, during and/or after an examination in order to obtain or award undeserved marks/scores/grades. Thus, perpetrators of examination malpractice span across students, teachers, school administrators, parents, school proprietors, examination bodies/officials,

law enforcement agents, government, society. Examination malpractice is an academic disease that has affected and infected many members of the instructional team, or many stakeholders in the education industry, and has posed as very serious threat to education standards and credibility of school certificates/diplomas (Azuka, 2006 & Umaru, 2013). Examination malpractices has become prevalent that it is a social malady, and of great concern to all those that have something to do with educational growth and development especially at the secondary level.

Examination malpractice has become a 'norm' at all levels of education in many African countries. Some educational stakeholders especially students have come to believe that the only means of passing an examination is to get involved in examination malpractices (Oluwatilure, 2008 & Oduwaiye, 2005). It has been widely reported that parents aid and abet examination malpractices directly or indirectly because they even go to the extent of bribing their way through to ensure that their wards get unearned grades. The teachers on their part encourage examination malpractices because they lack the zeal to work and at the end would want to be praised for a job, which was never done thus graduating students who do not actually possess the abilities for which they were examined (Azuka, & Aluedu 2006)

Various attempts have been made to reduce the incidence of malpractice yet the problem still persists even at a more alarming rate. There is the need to evolve a permanent solution to this cankerworm (Nuraini, 2004). Examination malpractices render the goals of education invalid. The actualization of the goals of education will continue to be a mirage if the scourge of examination malpractices is not eradicated from the system. The country will end up producing graduates who lack the knowledge, skills and competence to exploit the resource of the nation. Beside, the graduates will lack the right type of values and attitude needed for survival in a globalized economy. Employees are also engaged in jobs they are not suited for since the certificates they claim to have possessed are not merited. Beside, the teacher engaged in such attitude will always lost their status in the face of the students because whenever students discover the implication of such vices, by their teachers they will consider such teacher as cheaters, and it would become negative effect on the teachers, psychologists and the students.

Statement of the problems

Examination malpractices are a social evil that can damage society to extent of possibly leading to fail state. It has very serious economic, political and

social consequences. High incidence have been reported by the West African Examination Council (WAEC) and had cancel the result of 814,699 candidates in its May / June examinations(WAEC,2014). Considering the cost of buying examination forms alone this amounted to a waste of about 2.5 billion naira. Apart from direct wastage of money of buying (WAEC) examination forms by the government, there is also wastage in the form of opportunity costs the nation and society (Aminu, 2006).

To address the problems associated with examination malpractice, the Federal Government promulgated Degree 20 in 1984, which stipulated a 21 years jail term for those found guilty of examination malpractices. Also there was decree 33 of 1999 stipulating imprisonment for a term up to five years of fine of N50, 000.00 to N100, 000.00 for any person convicted of examination malpractices or cheating of any forms.

In spite of those measures, the menace continues to occur in virtually all public and institutionally organized examination. In 2006, the Federal Ministry of Education blacklisted and derecognized 324 secondary schools across the nation as centre for conducting public examination from 2007 to 2010. Despite all these measures aimed at reducing the problem of cheating, yet the problem persist among students in-respective of gender. Its was against this background this study explore the psychologists and students' perception of the causes and remedies of examination malpractices among secondary school students in kafin- hausa, jigawa state, Nigeria.

Research questions

1. What are perceptions of secondary school male and female students on the causes of examination malpractices?
2. What are the perceptions of themale and female students on the remedies to examination malpractices among secondary schools students?
3. What are the psychologist's perceptions of the causes of examination malpractice between male and female teachers among Secondary Schools Students?
4. What are the psychologist's perceptions of the remedies of examination malpractice among secondary schools students?

Hypotheses

The following hypotheses were formulated

1. There is no significant difference between the perception of psychologists and students on the causes of examination malpractice among secondary school students.

2. There is no significant difference between psychologists and the students in their perception of the remedies to the examination malpractice among secondary school students.

Methodology

The study adopted a survey research design. This is because survey is a study which the subjects are observed in their natural setting (Ali, 2010). The study was carried out in the three (3) the educational zone of kaffin-hausa, jigawa state, Nigeria. The population was all secondary schools psychologists and students in the selected secondary school in the area of study. A sample of 105 psychologists and 293 students was selected for the study through simple random sampling techniques.

The instrument for data collection was a researcher designed structured questionnaire made up of two sections. Section A: seeks to ascertain causes of examination malpractices, while section B, are designed to ascertained remedies on examination malpractices. The respondents were requested to indicate the degree to which are desirable or undesirable that is SA (strongly Agree), A (Agreed), D (disagree) and SD (strongly disagree) respectively.

A draft copy of the questionnaire was given to three expert in educational psychology, Guidance and counselling and special educational of not less than senior lecturer status to ascertain the suitability or construct validity of the items. The questionnaire item was modified by integrating their objectives suggestions. The instrument therefore has deemed fit for the study.

A trial testing was carried out on the instrument. The copies of the questionnaire were administered to 20 teachers in junior secondary school sections in kwali area councils, federal capital territory, Abuja. Outside the area of the study, data collected were analyzed using cronbach alpha and a coefficient of interval consistence of 0.82 and 0.92 were established.

Mean and standard deviation were used to answer the research questions while t-test statistic was used to test the hypothesis at 0.05 level of significant.

Results

Table.1: The mean responses of male and female students of the causes of examination malpractices

Results

Table.1: The mean responses of male and female students of the causes of examination malpractices

Student	N	\bar{X}	SD
Male	161	2.68	0.608
Female	132	2.89	0.643

Table .1 Shows that both male and female student agreed conveniently to the perceived causes of examination malpractice. This is evident from the mean score of 2.68 for male and 2.89 for females with SD of 0.608 and 0.643 respectively, which are all above the criterion mean of 2.5. in the Table, the mean score of the female was slightly higher than that of males.

Table 2. Mean responses of male and female students on the remedies to examination malpractices

Student	N	\bar{X}	SD
Male	161	3.22	0.297
Female	132	3.19	0.298

Table .2 shows that both male and female students, agreed with the perceived remedies of reducing examination malpractices, That is evident from the mean score of 3.22 and 3.19, with SD of 0.297 and 0.298 of male and female students respectively, which are above the criterion mean of 2.5 in the Table; the mean score of male students was slightly higher than that of the female counterparts.

Table 3: The mean responses of male and female psychologists on the causes of examination malpractices.

Gender	N	\bar{X}	SD
Male	74	2.86	0.520
Female	31	4.77	0.583

Table 3 shows that, both male and female psychologist agreed with the perceived causes of examination malpractices. This is evidential from the mean score of 2.86 with SD of 0.520 and 4.77 with SD of 0.583 for both male and female psychologists respectively, which is above the criterion mean of 2.50. In the Table, the scores of female psychologists was slightly higher than that of their male counterparts.

Table 4 the mean responses of male and female psychologists on the remedies to examination malpractices

Gender	N	Mean	SD
Male	74	2.84	0.501
Female	31	3.27	0.197

From Table 4 shows that both male and female psychologists agreed with the remedies on examination malpractice. This is evident with a mean score of 2.84 and 3.27 (both male and female) respectively, with SD of 0.501 and 0.197; which is above the criterion mean of 2.50. the mean score of female psychologist was slightly higher than that of their male counterpart.

Table 5. Independent t-test statistics on difference between Psychologist and students perception on the causes of exam malpractices among Students in secondary school.

Group	N	\bar{X}	SD	Df	t-cal	t-crit	Decision
Psyc.	105	7.63	1.103				
				396	15.85	1.96	Rejected
Student	293	5.57	1.251				

In Table 5, it was observed that ($t= 15.85, p= .000$). Hence the null hypothesis is hereby rejected. This means that significant difference exists on the causes of examination malpractice, between psychologists and students, in favour of the educational psychologist.

Table 6 Independent t-test statistics on difference between Psychologists and students on the remedies to exam malpractices among students in secondary schools.

Group	N	X	SD	Df	t-cal	t-crit	p-val
Psyc.	105	6.11	0.698				
				396	3.92	1.96	.000
Student	293	6.41	0.595				

Table 6 reveal that ($t= 3.96, p= .000$). Hence the null hypothesis is thereby rejected. This means that significant difference on the remedies of examination malpractices exists between psychologists and Students, in favour of the psychologists.

Discussion

The finding of this study revealed that psychologists and Students significantly differ on their perception of the causes of examination malpractices, in favour of the psychologist. This is in affirmation with Umaru (2013), Oluwatelure (2008), Joshua, Edet, and Ekpo, (2008) they discovered that teachers perceived examination malpractices (particularly selling examination materials) as a mean of poverty alleviation just as (Denga, 1983), Nuraini, (2004), Oduwaiye, (2005) they had a similar findings in their study. However, (Joshua etal,2008) stated that students get involved in examination malpractices not because they do not prepare well or are afraid of failure, but simply because it seem odd in a system where everyone is a potential cheater. Some student cheat in examination because they believed everybody does it and they also see it as a means of helping others.

Psychologists and students also differ on opinion on the remedies of examination malpractices. This is in line with the early findings of Umaru(2013) who found that gender was not a significant factor on the root causes and remedies as rightly obseved by teachers, stakeholders and students. Similarly this findings also correspond with that of Joshua, Etal (2008), Oduwaiye, (2005), Aminu (2006), Ajibola (2004) and Abdulahi (2009) they maintained that ,intervention strategies by some stake holders in the Nigerian school system may be reduce using various measures observed in their previous study.

Conclusion

Findings reveals that significant differences exists on the causes of examination malpractice, between psychologists and students and that significant difference on the remedies of examination malpractices exists between psychologists and Students, in favour of the psychologists.

Recommendations

1. Psychologists and students should be aware of the causes and remedies of examination malpractice among students
2. Both male and female students should be aware of the causes of examination malpractice, they need to be persuaded to reframe from such habit through appropriate guidance strategies.
3. Parents, teachers, curriculum planners, school administrator, stakeholders in education, religious and examination bodies, and students should be sensitized on the causes and remedies of examination malpractices.

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**PROMOTING EFFECTIVE NATION
BUILDING AT NIGERIA'S
CENTENARY- CHALLENGES FOR
SOCIAL STUDIES EDUCATION**

24

Oladiti, Abiodun A.

Abstract

Nigeria has come a long way as a polity in its 100 years of existence. However, it is instructive to note that the said years have been a product of a number of teething problems arising from the plural nature and diversities characterizing the nation. Prominent in such problems span through political, economic, social, religious and cultural dimensions manifesting in ethnic crisis, loss of value, lack of patriotism, negative attitude to national issues and the likes. These are tantamount to disunity and disintegrative tendencies thwarting development, hence, the need for effective nation building. This paper thus examines promotion of effective nation building through Social Studies Education at the nation's centenary. Sample for the study comprises 120 male and female JS III students drawn through random sampling techniques across four secondary schools in Oyo Township. Four Focus Group Discussion sessions were held across the sampled schools. Data collected were analyzed through content analysis, categorization, and verbatim reporting of ideas expressed by participants. Findings from the study revealed that there is prevalence of disintegrative tendencies in Nigeria polity; there is need for effective nation building in the country; that Social Studies Education through its curriculum, objectives and methodologies helped in developing in its learners, ideals of nation building. It was therefore suggested that much attention should be paid to effective teaching and learning of the subject through provision of enabling environment for effective teaching and learning.

Keywords: *Nigeria's centenary, Social Studies Education, Nation building*

Background to the Study

Going by the theme of the conference, '100 years of nationhood: changing phases of education in Nigeria', it is imperative to start this paper by going down the memory lane so as to capture details about the entity call Nigeria. This will also in no small measure assist in having a good assessment of its present situation and possibly chart the course of development for the nation at its centenary. It will amount to repeating the obvious to say that Nigeria has come a long way as an entity. However, like the saying, "a journey of a thousand years began in a day" so is the unique phases that Nigeria has evolved.

Two historical events underline the evolution of the present Nigerian nation state. The first historical event (Vidal, 2104) took place on the 31 December, 1889 in Lokoja area when the flag of the Royal Niger Company that has been trading in the Oil Rivers protectorate since 1885 under George Goldie, a businessman approved by the then British government was replaced with the Union Jack. The second historical event was the amalgamation of the Northern and Southern protectorates of January 1914 by Lord Lugard to form a single government of Nigeria (Nigerian Tribune Monday, 30 December, 2013).

Consequently, Nigerian nation state has being in existence for memorable 100 years. To have a firm grip of the characteristics of the entity, Nigeria therefore calls for a brief description of its physical, demographic, socio-cultural and political features among others. Nigeria occupies almost the centre of African continent. It lies roughly between 3^o and 15^o East of the Greenwich Meridian time with 4^o and 14^o North of the Equator, making it to fairly straddles the equator with about a total land area of 923, 775 square kilometers. Presently, the country comprises 36 states and the Federal Capital territory, 774 local government areas. The country is grouped into six geo-political zones of South-South, South-East, South-West, North-East, North-Central and North-West put in place by Late General Sanni Abacha regime (Paulley, 2011).

Furthermore, Nigeria is currently operating a central government in form of federal republican democracy. As at June 2013, the country's population was put at 173million with over 200 ethnic groups and about 400 languages. Thus, the country is populated by groups of diverse cultures, languages, societies, tradition, history and values. Such groups according to Vidal (2014) include the Fulani, Kamberi, Kanuri, Hausa, Bolewa, Pabir, Higifika, Bachama, Chamba, Verre, Bura, Nupe, Gwari, Koman, Ebira, Yagba, Igala, Borgu, Benni, Idoma, Tiv, Birom, Jarawa, Angas, Anaguta, Chawau, Junkun, Mummuye, Egon, Bassa, Busowa, Boki, Igede, Ekoi, Efik,

Ibibio, Kalabari, Ijo, Opobo, Nembe, Anang, Igbo, Urhobo, Itsekiri, Eka-igbo, Afemai, Esan Bibi, Ondo, Owo, Ekiti, Ijesa, Ife, Ijebu, Egbado, Oyo, Egba, Iletu, Egun, the Aja, Bariba among others.

Going by the foregoing analysis, it is not uncommon the unending challenges that the entity, Nigeria is grappling with in the pre and post independence era which according to Ajiboye (2010) has culminated in a state of confusion in all spheres. The said confusion keeps on manifesting in different aspect of the nation. Little wonder the assertion of Iyamu and Otete (2005) that Nigeria has been besieged by an array of political, economic and social problems such as ethnic crises, loss of patriotism, political gangsterism, immoral conduct to mention few. All these tend to tear the country apart in a number of occasions. Aptly describing the scenario in Nigerian polity, Vidal (2014) adduced that

Nigeria may be likened to land of a thousand dances with each dance interesting and exiting but different from others. The challenges in the past as well as the present is how to synthesis these dances to form a larger more glorified, more exiting one to the benefits of the dancers...the challenges of integration and consolidation of the Nigerian nation from urgent and time-tested solution (p.33-34).

It is instructive to note that the situational analysis of Nigerian polity in the events of the present time which has been exacerbated by security threat are but a multiplier effects of failure of the country to harness the largess of diversities characterizing the nation.

One of such cases is the prevalence of a number of inequalities which Gambari (2008) described as existence of high levels of socio-economic inequalities. Subscribing in similar vein, Utulu (2011) attested that the evolution of Nigeria as a nation with ethnic, cultural and religious diversity among others has contributed largely to the near-disintegration of Nigeria as witnessed in the Nigerian civil war of 1967-1969: The same ethnic cum socio-political colorations is still plaguing the country at 100. Corollary of the nation's pride is the recurring agitations for a round table discussion on the entity, Nigeria. Corroborating this view, Remijius (2013) asserted that one of the emerging issues in the recent socio-political history of Nigeria and its national question is the continuous demand by Nigerians for a Sovereign National Conference.

Statement of the Problem

Since its amalgamation in 1914, Nigeria as an entity has been contending with a number of issues in its giant stride towards nation hood. Successive governments in a bid to keep the nation together have evolved a number of measures towards national integration. It is disheartening however that in spite of the long existence of Nigeria as an entity, it has not succeeded in bringing the diverse people together to constitute a nation. Little wonder the mandate of President Good luck Jonathan to the Advisory Committee on National Conference during its inauguration that the task before the committee is a national project borne out of genuine desire to remove all threats to the country's unity and development. The corollary of the foregoing is the need for effective nation building in the polity as the country attains 100 years of existence.

Since education constitute the magic wand of development and instrument par excellence for achieving national objectives, and more so that Social Studies Education through its objectives is out to achieve educational objectives and by extension, national objectives, it therefore becomes imperative that the place of Social Studies in the attainment of nation building be explored in charting a course of unity and development at the nation's centenary. Mores so, it has been argued that there is the need to establish trust among the diverse groups constituting Nigerian nation since without trust, there can be no basis for unity and without unity there can be no peace and without peace, there can be no stability which is a necessary pre-requisite for development and prosperity. It is in the light of the foregoing that this paper examines the place of Social Studies in the promotion of effective nation building in Nigeria.

Research Questions

Arising from the foregoing statement of problem, the following research questions have been generated to guide the study:

1. To what extent is the prevalence of disintegrative tendencies in Nigerian polity in its 100years of existence?
2. Of what need is nation building efforts in Nigerian's centenary?
3. In what ways can Social Studies Education assist in bringing about nation building in Nigeria?

Going by the tone of this work, the paper is therefore organized as follows: Introduction, Problem statement, Nation building concept and

imperativeness, Social Studies Education and Nation building in Nigeria, Methodology, Results and Discussions, Concluding remarks.

Empirical Studies

Concept and Imperativeness of Nation Building in Nigeria's Centenary

The nature of Nigeria as a plural society right from its onset account for the diversity characterizing it as a nation. The said diversity span culture, social, ethnic, history, language, tradition, politics, economic dimensions, to mention few. It is therefore not strange to see people being polarized along such dimensions with the tendencies of things to fall apart and the centre become loose, making disintegration imminent. To avert such a situation, efforts then need be made to foster cordial relationships even in the event of the obvious differences, this translates to nation building. Aptly describing nation building, Sebiomo (2009) affirmed that nation building entails different processes of integrating the various people in a country into solidarity with common goals and objectives, determination to work co-operatively to achieve declared objectives through high level of national consciousness. Hence, nation building is an attempt to promote the survival of a nation and to build virile and dynamic society.

Put succinctly, nation building entails conscious efforts at bringing together diverse entity that constitute a nation to operate as a single entity. It thus involve making use of diversities characterizing a country as a factor for bringing the country together through fostering of unity, cohesion, peace and harmonious relationships in the nation. This is the more reason why nation building has been described as a process whereby government and people strive to make the best of their nation politically, socially, economically and technologically through making every parts work together collectively in producing better and great state that is capable of bringing about national development (Ngala, 2001; Kuye, 2005; Oladiti, 2011). Also, Paulley (2011) indicated that the desire and effort to achieve unity among multi-ethnic groups in a state constitute nation building with national integration as its core.

By implication, some vital ingredients are germane to nation building which in the words of Mezeiobi (1997) include national consciousness, national unity manifesting in the feeling of common nationality or the 'we feeling', national identity and its allegiance, common sense of purpose, consensual commonality of ideas, sense of solidarity, social and political harmony as well as national co-existence. Writing in similar vein, citizens

of an integrated nation according to Bhatia (2004) have mutual understanding, tolerance and respect for the culture, traditions and ways of life of the different sections of people in the country, common national ideals, common objectives, common interests, profound confidence in the future of their nation.

Going by the foregoing description of nation building and its ingredients, it could not be out of place to say that the country in its 100 years of existence is still grappling with problem of entrenching effective nation building. Reasons for this cannot be far-fetched as there is prevalence of disintegrative tendencies in the polity from time to time. This calls for frantic efforts as the nation attains centenary. Confirming this stance, Tell magazine in its October 13, 2014 edition indicated that the greatness of every successful individuals, organizations as well as nation lies in their ability to re-engineer themselves by examining their past, assess the present challenges and design stronger, clearer visions and strategies. Confirming the enormity of challenges pervading the nation in its nation building efforts, the paper tested that:

Almost every Nigerian recognizes that the nation today faces precarious and challenging times. A nation that once lived in peace and harmony is now greatly challenged by unrest leading to the killings of people by several ethnic militias. In Northern Nigeria, what started as a religious protest has grown into a phenomenon call Boko Haram. Civic duties such as voting during elections times now pose serious challenges to the nation (p. 17).

The foregoing scenario is but prevalence of disintegrative tendencies in the nation presently.

In like manner, Adeyemo (2012) while ruminating on the state of Nigeria nation presented a seemingly homily in a satire. He was of the view that the story about Nigeria and its existence comforts in national disappointments is that better days which are ahead, someday, a genuine leader with a clear vision will arise who will be selfless and going, will erase the lost years of barrenness and emptiness, will fight for all people regardless of ethnicity, religion background and money. This is the more reason why Uche-Okobo (2013) quoting Tam- David West stated that if the Jonathan government could establish justice, equity and fairness in the land, there would be no need for a conference as the current problems facing the nation would naturally resolve on their own. Thus, nation building efforts becomes imperative in Nigeria.

Contesting the imperativeness of nation building, in Nigeria, Tam-David West, a former minister of petroleum while commenting on the constitutional conference in Nigeria stated that 'it would amount to nothing if we don't want to live together, it is we that must decide that we want to live together'. Reiterating the imperativeness of nation building in Nigeria especially as it turns 100years, Oladiti (2011) adduced that for Nigeria to be reckoned with in the community of nations of the world vis-avis her dream of becoming one of the top 20 economies of the world by year 2020, nation building is a task that must be carried out urgently.

In a seemingly apparent attestation to the imperativeness of nation building in Nigeria in the present dispensation, the National Mirror in its Tuesday June 10, 2014 edition has this to say;

Each country has its peculiarity, but these negative tendencies are what all Nigerians should work to overcome or reduce, as it is present in every human society. No one country is better in every aspect, each has its pros and cons. Any barrier can be utilized to gain competitive advantage (p.20).

The foregoing is but a call for Nigeria to harness diversity for the betterment of the nation at large, hence, nation building.

Social Studies Education and Nation Building in Nigeria

It is no gain say the fact that education is the light that illuminates a nation. This perhaps informed the choice of this conference theme as education constitutes the magic wand of progress and development. Thus, the place of education in nation building cannot be over-emphasized. Attainment of national objectives cannot be come by in a vacuum of education which invariably is being achieved through education programmes, corollary of which is the strength of different school subjects. Among others, Social Studies remain one of the school subjects charged with achieving the national objectives vis-avis objectives of education. Confirming this stance, Ajiboye (2010) advanced that Social Studies as a subject stands out as a school subject that is capable of helping human beings achieve their aspirations.

As earlier indicated, education remains the option to advance the Nigerian nation in all aspects nation building inclusive in the present time. Reiterating the magic word of education in this respect, Illkeje in Ajayi (2004) adduced that without adequate number of inspiring, well-informed teachers fully prepared to meet their responsibilities in schools, there cannot be hope for long to meet successfully the challenges of a changing world. This notion expressly reflects the place of education in combating the challenges of nation building in Nigeria.

Buttressing further on the essence of education in development and nation building, Ekpo (2013) suggested that there is the need to invest in knowledge with adequate provision of funds for promotion of knowledge. This can only be achieved through virile education. Subscribing in the same manner, Akanbi (2014) has rightly adduced that knowledge and education are sine-gua-non of development since to neglect education is tantamount to neglecting knowledge which invariably is indirectly counting destruction. The more reason why Lake (2013) concluded that sustainable development starts and end with safe, healthy and well- educated children.

In a manner of summing up education and nation building synergy, Akinjide (2006) affirmed that the prosperity of a country does not consist in abundance revenue, fortification strength, beautiful building, but rather in the number of its cultivated citizens its men of education, enlightenment and character. This invariably necessitates programme of school curriculum for the development of desirable citizens. Such task is within the ambit of Social Studies as a school subject. To this, Oyetade (2010) submits that when Social Studies is perceived as an integral part of the intellectual development of learners as well as set of relevant experiences, it becomes as essential part of the educational curriculum.

At this juncture, it is imperative to reflect on Social Studies and its capacity for bringing about effective nation building in Nigeria in the present dispensation. Social Studies from all intents and purposes is a subject that deals with the problem of survival in human society, hence, it is an enter play of human beings, environment and interactions. It entails lessons that give learners some of the basic cultural elements through findings of various studies and cumulative knowledge that obtained through inter-disciplinary studies (Karaduman and Gultekin 2007). It is a subject which in the views of Devecic (2003) through which societies brings up their people who are robust for their own Social structures.

The proclivity of Social Studies to nation building has been established. For instance, Jekayinfa (2001) advanced that the subject deals with human beings, human institutions, human environment and human relationship. Thus, Social Studies among different culture and groups of people, corollary of which is foundation for effective nation building. Reacting in similar view, Oyetade (2010) asserted that in spite of several efforts at building a strong, united and progressive nation since the amalgamation of 1914, it still remain intransigent and problematic. It was the introduction of Social Studies that translated to effective tool of nation building. This might not be unconnected with the fact that relationship which is easily stimulates through Social Studies. Thus, the subject is an actor when it comes to

achieving national unity, progress and stability that are necessary requisite of Social Studies has earned it a unique place in the nation building efforts.

For instance, the subject among others focusing on inculcation of Societal values, moral values, interpersonal values has been grouped among new Universal Basic Education, UBE subject curriculum now known as Religion and National values (Nigeria Educational Research and Development Council, NERDC, 2009). Since human interactions in the environment have been resulting in the creation of some other problems, new problems keep on emerging which compartmentalization characterizing most traditional school subjects could not find recourse to Social Studies as an electric subject have been able to tame the situation by accommodating emerging issues through its flexible curriculum. This is evident in issues such as security threat, health, economic as well as development in political issues and global issues.

In terms of objectives, Social Studies has been designed in a way to promote attainment of national objectives. To this, Ajitoni (2008) adduced that Social Studies is one of the school subjects capable of achieving national objectives. The subject's contribution to national educational goals through its objectives is a pointer to its efficacy of promoting nation building generally. Attesting to this, Oyetade (2010) itemized among others such nation building proclivity of Social Studies as inculcation in learners: national consciousness and aspirations towards national cohesion, unity and progress, good citizens, right type of attitude, skills and values among others.

More so, the content of Social Studies also speaks volume about its nation building tendencies. For instance, in the presentation of sub-themes in the new UBE Religion and National Values curriculum, a number of key values poised for nation building have been harmonized. Prominent in such values are; honesty; right attitude to work; courage; national consciousness. Social Studies as one of the core subjects in the UBE curriculum is expected to promote the said values and by extension working JSS1, topics to be treated include family as a primary Social group, the consequences of large/ small family size, meaning and characteristics of culture, similarities and differences among cultures in Nigeria; agents and processes of Socialization; common Social problems in Nigeria; ways of solving Social problems; promotion safety in our community. In JSS2, topics include advantages of living together as a family; purposes of marriage, positive group behaviours; meaning and consequences of drug abuse and harmful substances, dangers of drug trafficking, etc. Major issues in JSS3 include family as the basic unit of the society; promoting peaceful living in the

society, social conflicts, managing and resolving conflicts etc. Further breakdown of the foregoing no doubt fosters effective relationships among learners and the society at large culminating in nation building foundation.

Since the issue of 'know how' cannot be over-emphasized in any human endeavour the issue of the way and manner of organization and execution of Social Studies curriculum in terms of approach and methodology becomes imperative. Basically, the subject is based on the philosophy of integration of knowledge from allied subjects to provide for wholeness rather than fragmentations. With such approach, reflective thinking is being promoted among the learners which this provides ways of resolving issues amicably before degenerating into crises. Confirming this stance is the view that social Studies teaching in the present time guides learners to develop broad understanding for political, economical developments and general world knowledge about their environment. It also develops critical and intellectual thinking abilities of learners which enable them to participate fully in the society. It also guides learners in associating classroom experiences with real world experiences through perspective and mind activities gain in the classroom (Karaduman and Gultekin, 2007; Grant ve Vansledrogt, 1996). The foregoing is concomitant to nation building at large.

It is instructive to note at this juncture that the success of Social Studies in evolving effective nation building is demanding. As such, a number of challenges are there for the said onerous tasks. For instance, it has been argued that the traditional teaching of Social Studies that tends to make individual gain identity is but teacher-centered instruction and thus abstracts the teacher from the classroom. This makes learning to be more of memorization which are grossly inadequate (Alkan and Kurt, 1998; Yanpar, 2011; Teague, 2000). It is in the light of this that it becomes imperative that skills such as updating, practicing, utilizing, analyzing knowledge, provision of scaffolding, teachers acting as facilitators be entrenched in the teaching of Social Studies (Oladiti and Ayoade, 2009; NTI, 2007; Karaduman and Gultekin, 2007).

Methodology

The study adopted a descriptive survey research design conducted through a qualitative approach to assess the place of Social Studies in the promotion of nation building in Nigeria. The study was conducted among four secondary schools in Oyo Township. In all, a total of 120 JSSI III male and female students were randomly selected for the study. The sample comprises 15 male and 15 female JSS III students each in the four schools selected for the study. The selection is premised on the fact that the selected students

have been exposed to Social Studies under the new UBE curriculum of Religion and National values focus group Discussion (FDG) sessions were conducted in each of the study area. Data collected on the study were analyzed through descriptive analysis, verbatim reporting and coded description of ideas expressed by participants

Results and Discussion

The results obtained in the study are presented and discussed in this section. Attempt is made to provide answers to the questions raised for the study.

Research Question 1: To what extent is the prevalence of disintegrative tendencies in Nigerian polity in its 100years of existence?

Reports obtained from the focused group discussion sessions held with the participants revealed that there are a number of disintegrative tendencies in the country in the present time. Such disintegrative tendencies under the identified by participants are grouped under the following: religious crises, ethnic clashes, security problems, activities of the insurgents in the Northern part of the country, growth of ethnic militias across the country, boundary disputes, Niger-Delta crises, political rivalry, ethnic chauvinism call for secessions, agitations for more representations, revenue allocation palaver, etc. The existence of the aforementioned was identified as affecting the unity of the nation generally. Findings have corroborates some previous studies that identified some issues militating against oneness of the country (Adeyemo, 2012; Uche-Okobo, 2013; Oladiti, 2011).

Research Question 2: Of what need is nation building efforts in Nigerian's centenary?

The participants bear their minds on the imperativeness of nation building in Nigeria especially as the nation attains 100years. Some of such expressions are presented as follows: 'limited we stand, divided we fall, if we are not united, we cannot move forward' 'the killing of innocent people will continue if we fail to unite' 'our leaders must come together to move our nation forward' 'because we depend on one another for survival, we must come together' 'there is power in unity' 'agbajowo laa fi soya, Nigerians must work together' 'our country will develop if we can work with one another' 'we need to avoid discrimination of all sorts for the country to progress' 'unity is necessary for Nigeria to experience peace, etc. All these expressions are a pointer to requisite of nation building. Findings here are

in line with the submissions of previous works emphasizing imperativeness of nation building in Nigeria (Mezeiobi, 1997; Bhatia, 2004; Adeyemo, 2012).

Research Question 3: In what ways can Social Studies Education assist in bringing about nation building in Nigeria?

The proclivity of Social Studies in the promoting of nation building is consist in the features of the subject as a school subject in the new UBE curriculum. Among others, the philosophy, nature objectives, approaches and methodologies have been identified as basic features involved in the subject capable of promoting nation building in Nigeria. For instance, the subject was designed to achieve the national objectives and by so doing, promote national consciousness and national unity among others (Oyetade, 2010; Ajitoni, 2008).

Concluding Remarks

A panoramic view of this study is a reflection of the imperativeness of nation building especially at a time that the country is advancing in years. The peculiarities characterising Nigerian state since inception is having untold effects on the development aspirations of the country. This might not be unconnected with the nation's inability to harness the diversity characterizing the nation for the best of all, rather, ethnic chauvinism and rivalry have become the order of the day. The implication of such for the present and future of the country is enormous. Thus, there is the need to garner efforts at bringing the diverse entity together.

Since education constitute the fulcrum of development and progress, its place in the nation building efforts cannot be over-emphasized. The same goes for Social Studies as a school subject charged with attainment of education and national objectives of promoting effective nation building. It is therefore imperative to harness the opportunities inherent in the subject to fast track effective and harmonious relationships among the citizens of the country.

It is instructive to note here that the ability of Social Studies as a school subject to engender harmonious relationship and effective nation building depends on how the subject is being handled. Hence, challenges of effective teaching and learning facing the subject need be addressed by stakeholders. In like manner, the development of critical thinking and problem solving ideals need be promoted among learners to be able to derive the best from the subject. It is hoped that when all hands remains on deck in this regard, the dream of attaining nationhood that has been mirage will come to pass.

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DIAGNOSIS AND REMEDIATION OF CHALLENGES OF EDUCATION FOR QUALITY HUMAN LIFE IN NIGERIA

Sam Oluseyi Oyekan, PhD

Abstract

The central objective of this paper is to explore the contemporary challenges confronting Nigerian education system and proffer practicable solution within the global context of our cultural heritage, resources and aspirations for quality human life. It was discovered that inadequacy of funding, trained and motivated teachers, well-stocked classrooms and laboratories, guidance and counselling services, entrepreneurial skills, modern learning facilities and policy implementation as well as apathy towards reading and learning, overpoliticisation of education, large classes, academic malpractices, and rising rate of unemployment of school graduates were the classical challenges which might have precipitated the worsening crisis in education. Hence, it is suggested that functional education should be a collective responsibility of governments, parents, alumni, communities and private sector in funding the provision of quality teachers, well-stocked digitalised libraries, well-equipped laboratories and workshops, rehabilitation of dilapidated classrooms and staff quarters, and capacity building programmes. Diversification, vocationalisation and professionalisation of the school curricula shall prepare competent and rational fellows to nurture enterprising human capital that can diversify the economic revenue base and create jobs for quality production of goods and services thereby generating the Nigeria of our collective dream.

Keywords: Functional education, challenges, funding, unemployment, diversification, vocationalisation

Introduction

Our society requires adequate human and material resources to improve its social organisation, preserve cultural heritage, enhance economic development and reform the political structures as a means to ensure the safety, security and welfare of the citizenry. Human beings are recognised as the potential assets whose capacity building and ethical orientation will drive sustainable development in all sectors of the economy and polity. Survival of such a dynamic human organisation is essentially anchored on sound education, training, induction and orientation of its people into their chosen professions. The significance of quality education in a changing world makes the progressive nations to regard it as a dynamic lifelong instrument of change, stability and development of mankind in a safe environment. Herein lies the need for functional education to prepare the citizenry to cope with emerging challenges of a changing society and itself generate a nexus of social change and political reforms amidst varying advancements in arts, commerce, science and technology (Oyekan, 2000). Education is thus becoming a pervasive matter of public concern and scrutiny, being a lifelong human activity for the sustenance of any progressive nation. Curricular contents of schools should be made accessible and comprehensive with incorporation of vocational skills, ethical orientations and industrial experiences in order to meet the universal demands of excellent scholarship, and productive industry with global best practices in a dynamic society.

Meanwhile, the overall philosophy of Nigeria is to adopt a comprehensive, functional and universal education as a fundamental human right and dynamic instrument for national development, social change, effective citizenship and self-fulfillment in a united, democratic and self-reliant nation (Federal Republic of Nigeria, 2013). Such a progressive educated society will be existentially full of equal and rewarding opportunities for all citizens to realize their potential with a net expansionary effect on the national economy. With reference to the National Policy on Education (Federal Republic of Nigeria, 2013), the five main national goals of education as stated in the revised Constitution (Federal Republic of Nigeria, 2011) are the building of:

- a. A free and democratic society;
- b. A just and egalitarian society;
- c. United, strong and self-reliant nation;
- d. A great and dynamic economy;
- e. A land full of bright opportunities for all citizens.

The specific goals of education in Nigeria are, therefore, to be accessible, comprehensive, equitable, self-reliant and relevant to the developmental needs of democratic society and world of work. Effective collaboration with visionary private organisations and public-spirited individuals shall severally promote functional education for total development of individuals with relevant creative knowledge, employable skills and industrial experiences that can guarantee gainful employment and healthy life.

The prevalence of nonchalance, greed and underachievement which is severally inspired by corruption, incompetence and impunity has largely stifled our education, infrastructure, morality, security and welfare of the people. At the level of the society ingrained with quick-fix mentality in an oil-driven economy, missing is the climate of scholarly enquiry and informed discussion for enduring valuable intellectual and creative productions, which would upscale our institutions into functional (learning) centres of excellence that can connect the global knowledge map (Olukotun, 2014). What the Nigerian society needs to resolve its varying developmental and ethical challenges is a universal qualitative education ingrained with infrastructural renewal, entrepreneurial training, vocational competence and moral regeneration. Such an inclusive education should be responsibly engineered by purposeful leaders and competent teachers for learning and career satisfaction of inquisitive learners considered today as our hope of tomorrow.

Hence, the central objective of this paper is to explore the historical antecedents and contemporary challenges confronting education and proffer practicable solution within the global context of our resources and aspirations for quality human life in Nigeria. This is predicated on the conviction that functional education is the most enduring investment, legacy and tool for our future generation to pursue a common cause of development and advancement in all aspects of the economy. Our schools, being the basic learning centres for human capacity building, should be provided with adequate funding, quality teachers and modern facilities to cope with rational expectations of the knowledge society. A fertile ground is being cultivated to halt the educational tourism to overseas institutions and its accompanied capital flight that is depleting the nation's external reserves, which could be utilised for more profitable investments that may enhance economic development and quality human life.

Historical Antecedents of Education

Nigeria is a country of rich ethno-cultural diversity of over 350 distinct ethnic groups and over 500 indigenous languages with an estimated

population of 170 million (Federal Republic of Nigeria, 2013). It is the most populous nation in Africa, and among the first fifteen largest countries in the world. Evolving as a nation-state from the amalgamation of the British Protectorates of Northern and Southern Nigeria in 1914 and colonial rule up to 1st October, 1960 when it gained independence, the nation is now a democratic federation of 36 States and a Federal Capital Territory (FCT), Abuja (Federal Republic of Nigeria, 2013). Across the continent and the world, Nigeria is a prominent black nation blessed with abundant human and natural resources. Functional education and training are the basic prerequisites for quality manpower development and wealth creation severally required to maintain such an enriched human society to greatness in the 21st century.

Formal education is received in a school with organised learning contents, syllabus and lessons in logical patterns. The influence of organised education dates back to the 14th century during the arrival of Islam in Northern Nigeria as well as 19th century when missionaries brought Christianity to Southern Nigeria through Badagry on the 24th September, 1842. During this period, the curricular emphasis was on liberal arts anchored on European culture and instructional materials to the neglect of vocational, technological and professional instructions (Fafunwa, 1974; Datta, 1984). Learners were thus disconnected their immediate cultural and learning environment. This might have induced a high rate of school dropouts, academic malpractices, underachievement, unemployment and retardation in national development. Up till today, what severally stifled the curriculum integration was the lower recognition and remuneration given to people who were trained in polytechnics as vocational and technical personnel than clerks and administrative officers by the colonial government.

The struggle for independence and the need for national development shortly after the Second World War in 1945 stimulated a re-engineering of our education system for more schools, enrolments and manpower training to enhance industrial development and economic growth. Hence, a number of primary and secondary schools were established by communities, missionaries and individuals before and after national independence from the British colonial government on 1st October, 1960. For instance, initiation of free Universal Primary Education (UPE) scheme for all the school-age children by the Western Regional government of Chief Obafemi Awolowo in 1955 gave the West a giant stride in human enlightenment which others are still striving to emulate (Oyekan, 2010). As a result of Ashby Commission report on higher education in 1959, it was also followed by the establishment

of University of Nigeria, Nsukka (1960); University of Ife (now Obafemi Awolowo University), Ile-Ife (1962); and Ahmadu Bello University, Zaria (1962) in addition to Yaba Higher College, Lagos which transformed into the University of Ibadan, Ibadan in 1948. Till today, the continuing expansion of educational institutions, programmes and enrolments could not even cater adequately for the ever growing number of qualified Nigerians seeking placement into the existing primary and secondary schools, colleges of education, polytechnics and universities. Emerging school graduates could not be gainfully employed by the shrinking labour market precipitated by comatosed industries, endemic corruption and inability of the government to diversify the oil-reliant economy.

Hence, dissatisfaction with the effectiveness of education system and the quest for more functional manpower to manage our schools, nascent democracy and developing economy after national independence led to the convocation of the National Curriculum Conference in September 1969 in Lagos. It was a universal forum of all educational stakeholders adopted by the government to ruminate on a legion of public criticisms and discontent with our education system, and suggest a viable functional schooling pattern within the context of our culture and resources (Oyekan, 2010). The Conference report provided the groundwork for the articulation of national policy guidelines on standards, procedures, strategies and innovations for the coordination of roles stakeholders to ensure and sustain the delivery of qualitative education in Nigeria ((Federal Republic of Nigeria, 2013). This severally led to the publication of the National Policy on Education in 1977 and subsequent reviewed editions in 1981, 1998, 2004 and 2013 respectively. It was intended to keep with realities of our living environment, dynamics of social change, and the need to address noticeable gaps and provisions for modern advancements in the world of education and work. Today, education has become a powerful tool to unlock and nurture inherent human potential and vision for the resolution of social, economic and political challenges confronting the stability and survival of Nigeria.

Diagnosis of Challenges Confronting Education

Nigeria today is going through life-threatening challenges with distress in industry, law enforcement, judiciary, education and other services and utilities as a result of several years of abuse and mismanagement (Agbetuyi, 1994). Against this backdrop, Oyekan (2012) observed that the manifestation of our collective failure, inaction and immorality is visible in the prevailing rot in education, healthcare, power and energy, roads and

railways, manufacturing industries, agriculture, ministries and agencies, legislature and the judiciary. The Next Agenda (2014) also identified security, education, youth employment, corruption, national unity and governance as hot-button issues that are vital to the progress of our country and the wellbeing of our people, which presidential candidates for 2015 February elections must address in their action plans. Among these vital elements of national development, education is the core catalyst for sustainable development and survival of the society through human capacity building, qualitative teaching, productive research and community service. Hence, education has the power to transform societies, provide children and youths with the protection they need from hazards of poverty, labour exploitation and diseases; and give them the knowledge, skills and confidence to reach their full potential (Morakinyo, 2011). As formidable learning institutions with a strong base for future development, functional schools should encourage a culture of independent learning that challenges students to seek and share knowledge, develop enquiry and visionary minds, and accept greater responsibility for their learning beyond the classroom situations.

The state of health and education of the citizenry is a critical factor which pervasively may influence the productivity and prosperity of a nation (Oyekan, 2000). It appears the lack of political will to fund education and healthcare programmes beyond reasonable doubt is a function of the prevailing social, economic, and political crisis. Regrettably, however, education is in a worsening crisis today due to blatant neglect of schools, teachers and instructional facilities meant for effective teaching and meaningful learning. This might have induced a high rate of school dropouts, academic malpractices, underachievement, unemployment and retardation in national development. Against this background, education is enmeshed in a network of avoidable policy inconsistencies, quality depreciation, infrastructural decay, wealth-creation saga, and professional incompetence of the school graduates. What this demands from the visionary stakeholders is holistic diagnosis and strategic remediation of the critical pain points in Nigerian education system.

The perennial factors that often culminate in declining fortunes of education are possibly precipitated by varying inadequacies and loss of core values of the family, schools, learners, parents, governments and the Nigerian society (Oyekan, 2000 & 2012). Prospects of functional education can be achieved by a strategic remediation of identified challenges by dedicated stakeholders at all levels of schooling and training. From insightful

analyses of Kuti (2012), Oyekan (2012), Okebukola (2007) and Ike (1977), the classical challenges confronting the Nigerian education system include:

1. inadequate funding;
2. paucity of professionally trained, qualified and motivated teachers;
3. insufficiency of functioning educational facilities;
4. poor students' academic standard and apathy towards reading and learning;
5. lack of guidance and counselling services;
6. perennial students' demonstrations and staff industrial actions;
7. inconsistency in educational policy formulation and implementation;
8. insufficiency of internship, career orientation and entrepreneurial skills;
9. inadequate educational accreditation and instructional supervision;
10. high enrolment and large class size resulting from increasing national population;
11. the scourge of academic malpractices;
12. pervasive corruption in schools and the society;
13. the prevalence of vices such as cultism, rape, stealing, drug use, and kidnapping;
14. overpoliticisation of education and proliferation of schools; and
15. increasing rate of unemployment of school graduates.

These challenges were not much pronounced in pre-colonial period as a result of lower population, morally diligent society with insufficient inclination towards education, corruption, and insecurity of life and property. However, declining fortunes of education and increasing rates of criminality and unemployment could be associated with the galloping population, leadership failure, and infrastructural inertia and inadequate curriculum innovations anchored on entrepreneurship. Exposition and sensitization of all educational stakeholders to these contemporary challenges shall largely assist in resolving them with the requisite resources, wisdom and strength of character. Otherwise, these challenges may continue to threaten the future prospects of education for quality life, while learners and leaders adopt unwholesome methods to seek success, power and fame (Oyekan, 2012). This becomes a collective task that urgently requires a diagnostic remedial action by all. An enduring solution demands concerted

efforts from all to reflect on the future prospects of comprehensive and qualitative education for quality human life in Nigeria.

Envisioning a vibrant platform to run a 21st century educational system, President Goodluck Jonathan concurred that the Federal Government believes in the need to address the challenges of inadequate funding, poor work ethics and prolonged industrial actions with committed efforts to expand access to education, and upgrade the quality of teaching and personnel across all levels (The Guardian, 2014). The provision of state-of-the-art infrastructural facilities, blended learning with multimedia devices, active research and field studies, recreation and relaxation centres, and counselling services shall facilitate effective acquisition of relevant knowledge, enterprising skills and industrial experiences required in ensuring an inclusive education for all. Emerging competent and responsible school graduates will be well informed and strengthened with enduring capacity and capability to manage the affairs and resources of their dream nation.

Strategic Remediation of Challenges Confronting Education

It is a truism that no nation can rise above the quality of its education system that produces the relevant human capital for effective management of the economy, polity and the society. This is anchored on the relative significance of education to the Federal government as a veritable tool of national development, effective citizenship and self-reliance (Federal Republic of Nigeria, 2013). Hence, the development of any nation depends largely on the quality of its educational system which underscores the importance of teacher education with respect to the quality of teachers that determines the quality of human resources in all other sectors of the labour market (Ayodele-Bamisaiye, 2010). Adequate provision of professionally trained teachers and functional infrastructures with internet connectivity could facilitate a strategic remediation of identified challenges confronting education in Nigeria.

Inadequate Funding

As the nation embraces democracy to achieve its overall philosophy, the political class should provide the wherewithal to rehabilitate the pitiable and deplorable conditions of schools with sound educational infrastructures in order to promote intellectual creativity, professional competence and social welfare of the community. It is instructive to note that education deserves priority attention from the Federal and State governments with more than 26% of their annual budgetary allocations as globally advised

by United Nations Educational, Scientific, and Cultural Organisation (UNESCO). An increased funding, particularly teacher education, will provide sufficient human and material resources required to accomplish the overall philosophy of Nigeria by making education a dynamic instrument for national development, social change, effective citizenship and self-fulfillment in a united, democratic and self-reliant nation. This may have pervasive impact on the amelioration of social, economic and political stress threatening the classroom practices.

The interventionist policy thrust of Tertiary Education Trust Fund (TETFund) in the education sector has been uplifting the schools in substantial provision and rehabilitation of vital infrastructural facilities, instructional materials (e.g. books and journals), and capacity building of staff (Oyekan, 2000). In addition to Needs Assessment Fund for improved infrastructure, sufficient funds from internally generated revenue (IGR) should be made available for timely provision and maintenance of quality instructional resources exemplified by competent teachers, efficient non-teaching staff, and effective education support services. Availability of well equipped, digitalised and learner-friendly classrooms, laboratories, libraries, studios, workshops, fields and farms could facilitate meaningful implementation, evaluation and revision of all the school subject curricula.

Paucity of Trained and Motivated Teachers

Experience has shown that the key to quality education in a modern society is related to the human factor: teachers and the support staff, who would skillfully use a state-of-the-art multimedia instructional systems approach (MISA) to collect, store, and transmit meaningful information consisting of relevant knowledge, skills and value-orientations to learners as basic learning tasks in classroom practices (Oyekan, 2000). The school obviously has a vital role to play in the education and training of children and youths to acquire productive competence, imbibe core human values, and earn gainful living for economic prosperity, social cohesion and political stability in a fast changing world. This depends on the availability of effective and efficient teachers with sterling qualities, work ethics and purposeful leadership vision in all human disciplines. Such a moral capacity of competent teachers for creative cognition to advance novel ideas in problem-solving situations in a liberalised school climate should be promoted within spatial context of our culture, resources and needs of the society.

Hence, the paucity of professionally trained and motivated teachers could prevent the acquisition of relevant knowledge, practical skills and worthy orientations required to prepare well-informed healthy citizens to

live in a wide changing world. This implies that the teacher education programmes will be structured to equip good teachers with appropriate professional knowledge, pedagogical skills and methods, guidance-based evaluation techniques, and ethical orientations for effective performance of their life-enhancement duties within and outside the school. Without competent and responsible teachers imbued with development prospects, there won't be any coherent partnership between students and learning materials. What is earnestly desired is a functional teacher education as a vehicle of quality human development, stability, peace, harmony and progress of nations.

Furthermore, a progressive education system requires a network of quality instructional resources, training programmes, and motivational incentives to activate a fruitful teaching-learning process. This implies that adequate quantity and quality of professionally trained, qualified and experienced teachers and support staff must be appointed, retained, retrained and sponsored to in-house and outreach further education and training programmes within and outside the country. Such resourceful personnel in these exciting capacity building fora might have an exceeding capability to imbibe re-orientation towards certain curricular innovations; and improve their subject knowledge, pedagogical skills and ethical orientations. Educators and teachers would need to be digitally literate as they cultivate the attitude of a learner with utmost patience, humility and willingness to improve their instructional knowledge, pedagogy and Information and Communication Technology (ICT) skills. This may enhance the productivity of the school workforce and functionality of instructional facilities as a launch pad for greater conceptual understanding and academic achievement of learners with much zeal for further education someday.

Reading Apathy and Poor Academic Background of Students

Present day learners seem to have poor academic background and apathy towards reading and learning within and outside the school settings. At home, parents do not ascribe quality time to studies with their children; check their school's work with necessary guidance on assignments; provide study corners with bookshelves containing basic books; and monitor what they do during their leisure. This gives an ample opportunity for these children and youths to play football, use mobile devices for playing games and music, and stay glued to satellite television for many hours. Some parents engage these children in their vocational trades and domestic chores thereby

depriving them of time to do their assignments, read their books and class notes, and prepare for continuous assessment, tests and examinations.

Egunjobi (2014) regarded reading apathy as a lack of interest in, concern for or passion for reading. The prevailing low reading culture and poor study habits among the Nigerian youths and teachers seem to be precipitated by inadequate library facilities and services, distractions by mobile technological devices such as smart hand phones and laptops, parental indifference resulting from pressure of work and illiteracy, laziness and high cost of books. A pathetic situation now is the poor teachers' reading habits which breed poor subject knowledge, incorrect experiential illustrations, and low inclination towards education that are unconsciously being transferred to their students. It appears the prevailing poor students' academic standard and teachers' inadequate subject knowledge are the basic strands of annual massive failures being recorded in vital life-shaping examinations being conducted by West African Examinations Council (WAEC), National Business and Technical Examinations Board (NABTEB), National Examinations Council (NECO), Joint Admissions and Matriculation Board (JAMB), and Nigerian Law School (NLS).

The Chairman, Council of Legal Education, Onueze Okocha confirmed that the failure problem had its origin in less intelligent students entering universities; while some NLS students were not taking their studies seriously as they were using their iPhones, iPads, blackberry phones and other mobile gadgets to communicate with their friends on social networking sites while classes and tutorials were going on (Sunday Punch, 2014). Is there any solution to preclude wastage of resources? Schools must admit only screened and qualified candidates on merit. Government and public-spirited organisations should help in providing spacious classrooms, well stocked laboratories and workshops, and air-conditioned digitalised libraries in schools located in all towns blessed with, at least, a secondary school. Teachers should be adequately trained and retrained with modern facilities and best global practices to upscale their subject knowledge, pedagogical skills and professional experiences in monitoring and guiding the students.

Inadequate Guidance and Counselling Services

Provision of organised guidance and counselling services for students on academic, personal and vocational matters in primary, secondary and tertiary educational institutions is a vital supportive educational service. It is intended to facilitate the implementation of educational policy, attainment of national goals and the promotion of educational system (Federal Republic of Nigeria, 2013). Our children, youths and adults severally require periodic

discussion and guidance on time management, effective study habits, vocational choice, coping with anxiety or stress, conflict resolution, cordiality and healthy living. This school service intervention in strategic human development could help to mitigate the variegated challenges of learning failure, defective subject and career choices, rising unemployment, examination malpractices, cyber crimes, drug abuse, rape, cultism, kidnapping, stealing, demonstrations and irregular academic calendars.

Lack of guidance counsellors in many Nigerian schools partly result from their incomplete teacher education programmes which excludes a specialised teaching subject in their guidance counselling curriculum. In reality, there is a need for curriculum revision for the sake of producing viable counselling graduates that might be employed in schools. Nearly all schools shall prefer an integration of teaching and counselling services to make such personnel cost effective and relevant in achieving their set educational objectives. However, schools should set up well-stocked Guidance Counselling Units and employ experienced counsellors. Schools will have the opportunities to nurture career-conscious learners with strong achievement orientation and curious attitude to work for success.

Perennial Students' Demonstrations and Staff Industrial Actions

Nigerian education system is nearly crippled by perennial students' demonstrations and staff industrial actions at levels of schooling. Issues of adequate funding, remuneration, infrastructures, professionalisation, and welfare are usually the fundamental demands to enhance learner-friendly environment, quality education and productive manpower for national development. Should these issues remain in contention after wide consultation, collective bargaining and formal agreement? Display of professional integrity, merit, honesty and transparency by educational administrators and stakeholders in the management of instructional resources and welfare of teachers will promote industrial peace and harmony in schools. In fact, there is need for a stable academic calendar to promote effective teaching, meaningful learning, active research works and beneficial school-community partnerships as means to produce well-rounded creative school graduates as future captains of industry.

Staff and students' Unions should embrace wide consultation, constructive dialogue, and collective bargaining in resolving issues with the school management and proprietors. The school management should always ensure adequacy of functional critical infrastructures, supportive educational services, constructive presentation of issues and fulfillment

agreements sustain campus peace and harmony. Realisation of individual aspirations and developmental objectives through purposeful classroom practices would require highly distinguished instructional leaders and scholars as successful managers of human and material resources in well-established schools (Oyekan, 2000). Hence, the teacher-pupils relationship progressively becomes more of a collaborative learning experience that is based on mutual respect and scholarship rather dominance and ignorance. Emerging balanced personality and industrial harmony in schools shall promote stable academic calendar, meaningful learning tasks and excellent achievement by the students at all levels of education.

Inconsistent Policy Formulation and Implementation

Inconsistency in educational policy formulation and implementation is often a problem threatening the stability and quality of education, credibility of awarded certificates, and employability of the school graduates. An insightful reflection into the Nigerian situation shows that the challenge is not with the policy. The fundamental challenge is to duly back up our well-designed policies, programmes and projects with the appropriate resources, guidelines and environment to ensure adequate and proper implementation. It was the missing link in the 1981 National Policy on Education which prescribed 6-3-3-4 schooling pattern and the curriculum integration of academic knowledge, scientific principles and humanistic orientations, technical know-how and vocational skills necessary for viable agricultural, industrial, commercial, economic and political development of the country.

Poor policy implementation characterised by lack of qualified technical teachers, uncoordinated overseastechnical training scheme, importation of used introductory technology equipment that eventually left to rot away, and low esteem of technical teachers in the society seemingly discouraged both learners and their parents. The current 2013 national education policy anchored on 1-9-3-4 schooling pattern should be properly implemented with adequate funds, professionally trained teachers, well equipped classrooms and laboratories, subsidised instructional tools and reagents, recreation and relaxation centres, well stocked libraries and technology-based instruction. While aiming towards breeding enterprising and self-reliant citizenry, the beneficiary public requires sufficient sensitisation and enlightenment campaigns devoid of any political, ethnic or religious colouration.

Insufficient Internship, Career Orientation and Entrepreneurial Training

Insufficiency of internship, career orientation and entrepreneurial skills for pre-service and beginning workforce has continually alienated the school curricula from relevant employable skills, enterprising values and developmental aspirations of the society. Internship is the practical training exposure of apprentices or trainees to the specialised knowledge, career skills, work ethics, industrial experiences, and best global practices of their profession. It is a mandatory human capacity building exercise during which theory is turned into practice for a specific period of time e.g. 12 weeks or one academic semester (teaching practice) and one year (medical housemanship). This exposure severally inculcates practical experiences, professional standards, leadership roles, excellent scholarship, and morality in public life. Before certification and graduation, internship enhances total personality and professional development of trainees in well established public and private organisations. Meaningful internship is acquired in adequately funded schools with vocationalisation of curriculum tasks, and professionalisation of training programmes at all levels of Nigerian educational system. Coupled with infrastructural enhancement, curriculum diversification and globalization of professional competence, schools will be empowered to prepare resourceful manpower that can revitalise economy and polity for a progressive society of the 21st century.

In reality, schools should blend their curricula with academic and professional knowledge, lifelong skills and industrial experiences that are relevant to the work and business environment thereby enhancing the employability of their graduates in all sectors of global economy. Students also could be prepared adequately for national, regional and international certification examinations being conducted by NABTEB, ICAN, ANAN, COREN, CISCO and City & Guild of London. Emerging brilliant, talented and enterprising graduates shall be willing to learn, engage in creative thinking, generate novel ideas and share innovative experiences in an atmosphere of collaboration and teamwork. This will enable them to benefit from academic, professional and entrepreneurship opportunities to grow and attain their highest potential thereby becoming the productive human capital being sought after by national and international employers of labour.

Career induction and orientation should be given to the student-trainees or new graduates at their point of entry into the profession or world of work. Such organised ceremonies expose the new entrants to membership guidelines, mandatory continuing professional and training programmes, and professional ethics as the expected code of conduct and principles for

maintenance of uniform standards and morality in public practice. They are being sensitised to their responsibilities to their clients and guidelines for quality assurance in professional practice. However, inadequacy of internship, entrepreneurial training and career induction of graduates is largely responsible for varying acts of indiscipline, poor teaching and assessment of learning outcomes, nonchalant attitude to work and massive failures at levels of education. Any identified inadequacies or deficiencies of students, schools and regulatory bodies should be timely rectified to enhance quality assurance of professionals in service delivery.

Inadequate Educational Accreditation and Instructional Supervision

Inadequate educational accreditation and instructional supervision at all levels have resulted in running of unapproved educational programmes, infrastructural decay, lacklustre teaching, and production of incompetent and unemployable school graduates. Schools need to block their wastages and increase their internal revenue base to raise more funds to recruit qualified and experienced teachers, provide and maintain instructional facilities, digitalise classrooms and libraries, stock laboratories and workshops with modern equipment and reagents, engage in organised assessment of learning outcomes, and render regular guidance counselling services to learners.

When teachers are provided with good office accommodation and students reside in comfortable hostels, they will be motivated to engage in organised lesson preparation for effective teaching and meaningful learning with strong achievement orientation and inquisitive attitude for success. Regulatory bodies and professional associations should determine and promote the highest standards of competence, practice and ethical conduct among their personnel and members of their professions. Periodic inspection of adequacy of functional school facilities, quality of teachers, and regularity of sponsored in-service training scheme, welfare status of staff and learners, and performance trends of students and alumni in work places shall enhance quality assurance of the educational programmes.

High Enrolment and Large Class Size Resulting from Increasing National Population

The world is experiencing an increasing growth rate in population which poses a great challenge to the standard of education, functional infrastructures, and quality of human life. For a human community that is infested with vast illiteracy and abject poverty, an uncontrolled population

growth shall thwart all efforts aimed at infrastructural development, universal education and healthcare services for all irrespective of the political sagacity of the government. Herein Oyekan (2000) observed that such a stressed community is characterised by a spate of stressful conditions typified by family instability, moral decadence and gross indiscipline, poverty, diseases, unemployment, incessant strikes, infrastructural inertial, and learning failure in the wake of rapid population growth and large classes. An unchecked population explosion portends a serious and remarkable impact on the quality of human life with respect to the health, nutrition, literacy, security and welfare of the people. The increasing population trend, if not consciously checked, has a pervasive influence on education with the growing large class size, overstretching the instructional facilities and escalating the massive failures in Nigerian schools.

The prevailing school enrolment which results in large classes is a product of the increasing national population. Class size is the number of learners allocated to a class for instruction under the guidance of a teacher. It could vary from 25 pupils in primary schools to 35 learners in secondary schools, and 100 students in tertiary educational institutions. The relative number of learners in a class has the potential to affect effectiveness of teachers in creative teaching, how much is conceptually learnt and understood, extent of students' interactions with themselves and their teachers, quality of continuous assessment with guidance counselling, durability of instructional facilities, attainment of prescribed educational objectives of the school, and employability of the school graduates. A large class size overstretches the installed capacity of learning facilities such as classrooms, laboratories, libraries, workshops and studios. This may cause overcrowding which could make learners to stand up or sit on bare floor for lessons; and share inadequate specimens, reagents, media devices, equipment and materials during practical exercises in language and science-based subjects. Smaller classes with functional learning resources and minimum comfort will enhance effective classroom management anchored on learners' participation, involvement and reinforcement of responses.

Hence, smaller classes will significantly stimulate creative thinking and novel ideas in problem-solving situations; facilitate exchange of valuable data and information; support adaptation of modern technological devices to classroom practices; and enhance greater students' conceptual understanding, achievement and inclination towards education. Such portable classes should be well-equipped with collaborative e-learning resources, comfortable desks and chairs with backrest, adequate lighting and ventilation, installation of fans and air-conditioners, and regular supply

of electricity. Large classes in schools can be reduced when the population/family life education component of teacher education curriculum is firmly inculcated in student-teachers as advocates of family stability and rearing of manageable healthy children with balanced diet spiced with fresh green leafy vegetables and fruits.

Scourge of Academic Malpractices

Examination success by students is often viewed as a gateway to good grades, further education, leader positions, and entry into the world of work with higher wages and social prestige. Attainment of these benefits might not be unconnected with the heightened anxiety, stressful learning problems and irregularities displayed before, during and after the administration of tests and examinations (Lowenstein and Robyak, 1979; Denga, 1983; Oyekan, 1996). Hence, the scourge of academic malpractices associated with immoral acts of cheating by students and their privileged accomplices to secure facile success and advantage as well as to circumvent failure and shame is gradually eroding the relevance of primary, secondary and tertiary education in Nigerian society.

According to Oyekan (2000), academic malpractices are the admission and examination irregularities which contravene the laid down standards, undermine the validity and reliability of tests, and lower the credibility of awarded certificates in schools. Such unethical practices which usually surface when admitting students, assessing the learning outcomes, and processing the examination results might be hinged on desperation, inadequacies and nonchalant attitudes of some schools, teachers, students and their parents. Denga (1983) and Oyekan (1996) discovered that emphasis on the high values attached to good grades and certificates, low academic ability, poor teaching, ineffective study (reading) habits, and pressure from parents were some of the cogent reasons given by students for cheating by concealing condensed likely-answers and notes, impersonating colleagues, bribing teachers and typists for likely real questions before examinations, and forging of certificates.

Academic malpractice is fast becoming an aspect of student culture. This might not be unrelated to the declining moral standards epitomized by unbridled corruption, wanton profligacy and inordinate greed for (political) leadership positions and material wealth acquisition at the expense of decency, diligence and excellence (Oyekan, 2000). Eradication of academic malpractices to ensure quality assurance in Nigerian education system require provision of good teaching by trained and qualified decent teachers with adequate congenial instructional facilities, thorough

invigilation, regular counselling and motivation of students, instant appropriate punishment for examination cheats as deterrent to others.

Prevalence of Social Vices

The prevalence of social vices often associated recently with cultism, hard drugs, violence, rape, stealing, and kidnapping for ransom is threatening the campus peace, stable academic calendar and conducive instructional environment for effective teaching, meaningful learning and research work. Such acts of gross indiscipline may contribute to the poor standard of education as they could lower the zeal for diligence and excellent performance in curriculum tasks; vitiate the credibility of awarded certificates, schools and schooling; and disrupt publicly recognised standards of morality, productivity and polity. When these vices largely impact on learners, they could become half-baked graduates who may not have the requisite competence and confidence to cope with the academic and occupational rigours of further studies or work. These vices make educational objectives and social aspirations unrealisable when culprits are caught and rusticated from their schools for quality control.

Hence, it is suggested that schools should provide learner-friendly environment laced with well-equipped and digitalised classrooms, libraries, workshops, laboratories, and recreation centres to facilitate participatory learning and achievement orientation in a happy expectancy. Teacher education must emphasise lifelong learning which progressively inculcates self-reliant entrepreneurial skills, core human values and principles of productive living with healthy lifestyles as a transformative basis for behavioural change to liberate the Nigerian society from these vices (Utulu, 2014). It is necessary for Heads of educational institutions to re-strategise and address their students on effective reading culture, efficient study habits, power of positive thinking, learning difficulties, critical factors of success, life after school, dangers of indiscipline, stress reduction, good lifestyles and healthy living. The tendency is to prevent these painful vices from transforming the school graduates into unproductive citizenry with a penchant for alcoholism, militancy, insurgency, terrorism, vandalism, domestic violence, corruption, cyber crimes, frauds, thuggery, electoral rigging, religious bigotry, fighting, embezzlement, and misappropriation of public resources. As leaders infected with vices, they may lack the creative scholarship, respect, integrity and wisdom for effective citizenship and good governance. This portends serious security challenges of life, property and investments in all sectors of national economy.

Overpoliticisation of Education and Proliferation of Schools

Overpoliticisation of education and proliferation of schools dated back to the era of oil boom when all schools were taken over by the government in 1975; the free education period of establishing community-based schools to fulfill political campaign promise from 1979; and the recent times when the private schools especially Colleges of Education, Polytechnics and Universities flourish as a result of blatant neglect of public schools by successive administration. With a blanket takeover of primary and secondary schools as well as colleges of education, polytechnics and universities in Nigeria, Oyekan (2000) observed that the Federal and State governments could not provide adequate funds, instructional resources, educational support services and capacity building platforms for effective teaching, meaningful learning, and active research work. At that time, some governments believed that meaningful education could take place no matter the infrastructure available, as long as there were teachers and students (Shekarau, 1985). Such an erroneous notion gave room for the recruitment and redeployment of sparsely trained and qualified teachers into schools to meet up with increasing enrolment. Thus, some teachers branch out into farming, distributive trading, commercial driving or other vocations sometimes during the school hours as pastime in order to augment their stipends and welfare.

Politicisation of education resulted in drafting all sorts of children to schools in the name of free education. Some parents equally show no appreciable interest towards the education of their children as a result of their frequent absence from home and mad rush for material wealth or transient pleasure. In a bid to survive the unprecedented situation, students were sometimes asked to provide chalk, chairs and desks for their use. Otherwise, their lessons would be conducted under the shade of trees or on a bare floor of classrooms. The standard of education is bound to fall as extant poor attitudes of parents and teachers could debar them from providing the basic necessities of life and necessities of education for effective teaching and assessment of their students. All these inadequacies of the schools, parents and government manifest in the massive failure of students in NECO, WAEC, NABTEB and JAMB examinations while those who are qualified could not be fully absorbed into tertiary educational institutions, or even secure gainful employment on graduation.

Rising Rate of Unemployment of School Graduates

The recent increasing rate of unemployment of school graduates is a product of consistent neglect of education, poor students' academic

background and achievement motivation, absence of work competencies and ethics in school curricula, lack of vocational guidance and folding up of some labour-intensive business ventures. It is at variance with the school curriculum which is a socially-constructed response to perceived issues and demands of the society (Kwong & Kooi, 1990). Skill acquisition initiatives also were not the policy thrust of the school-industry partnership, which ought to promote academic excellence, capacity building and job creation. What do statutory examination, regulatory and professional bodies do to ensure adequate funding, sufficient quantity and quality teachers, participatory blended learning with multimedia devices, and consistent infrastructural renewal of schools at all levels of education? Without the mandatory accreditation and quality assurance, schools are allowed yearly to present learners for examinations and certifications which have pervasive implications for human capital development of leaders in the management of investments, developmental projects, democratic governance and global peace. Can the resulting instructional standards and quality of school graduates match the global expectations in the world of work and business? All these inadequacies of schools and low performance of regulatory bodies seemingly produced the increasing army of unemployed youth graduates, amounting close to 23% of the nation's population. Coupled with the out-of-school children, dropouts, retrenched workers and the ravaging poverty across the masses, the prevailing unemployment situation portends a serious national security challenge for human life, property, and economy. These idle youths may become easy tools for acts of indiscipline, violence and destruction often manifested in armed robbery, kidnapping, raping, thuggery, arson, militancy, vandalism, and insurgency.

A plausible school-based solution is to make education an equally accessible, functional, child-centred and job-oriented activity by relating it to specific individual aspirations and overall community needs. Such a universal and comprehensive career education requires diversification and vocationalisation of school curricula in order to equip learners with productive knowledge, marketable skills and desirable ethical orientations necessary to cope with the economic, technological and social changes in our dynamic multicultural society (Oyekan, 2000). It is expected to enable the nation achieve its educational and developmental objectives of education for all (EFA), effective citizenship, self-reliance, healthy living, economic prosperity and democratic governance. Education will become the key to refine individuals and the society through the implementation of comprehensive school curricula by creative teachers for quality human life.

In summary, the need to cope with the changing world makes the progressive nations to regard quality education as a dynamic lifelong instrument of change, stability, and development of mankind in a safe environment. This demands concerted efforts by stakeholders to diagnose the contemporary challenges confronting education and suggest practicable solution that will enhance creative human capital development for industrial and economic growth of Nigeria. As a potent prerequisite for quality manpower development and wealth creation, functional education becomes the gateway to a successful life enlivened with purposeful intellectual vision, managerial dexterity, moral rectitude and productive service to humanity. Schools are, therefore, expected to implement diversified curricula that will be focused on meeting the specific aspirations of learners and the collective needs of the society within the context of their cultural heritage and resources. Learners could be encouraged with stimulating technology-based instructional materials and methods to acquire creative knowledge, self-reliant skills, work ethics and professional standards required to promote greater academic achievement, generate sustainable employment and create enduring wealth for quality human life.

The purpose of quality human life is to be professionally productive, useful, responsible and happy with a passion for worthwhile tasks and meaningful achievements. As a progressive nation, the falling standard of scholarship and employability of the school graduates should be strategically raised with a collective support for adequate funding, functional teacher education, effective reading culture, literary creativity, and infrastructural development of world-class schools with all-inclusive recipes for ICT-compliant instruction. It implies that satisfactory work productivity, wealth creation and peace of mind might be guaranteed by functional education and training laced with entrepreneurial competence and ethical conduct. Emerging educated, cultured and skilled citizens shall have immense capacity and capability to manage the resources and organisations entrusted in their care. This has the tendency to produce purposeful leaders that will enhance economic development and good governance aimed at ensuring the safety, security and welfare of the people.

Conclusion and Recommendations

Diagnosis of the variegated challenges of education has exposed varying hindrances to the provision of an inclusive functional education system in Nigeria. Accompanied strategic remediation of identified classical challenges of education will promote meaningful human capital development, productivity of healthy workforce, profitability of investments, sustainable

democratic governance and quality human life in a safe environment devoid of ethnic and religious sentiments. Such a progressive society shall adopt education as its social responsibility by using well-stocked schools, innovation enterprise institutions and informal learning centres of excellence to nurture brilliant, talented and polished fellows for the development of national economy, polity and society. This will make education to refine individuals with relevant knowledge, practical skills and value-orientations for gainful living, peaceful co-existence and quality human life in a secured environment.

Hence, it is suggested that Federal, State and Local governments should collaborate with parents, communities and private sectors of the economy to finance education, infrastructural renewal, award of bursary and scholarships, viable book industry, supportive educational services and capacity building platforms beyond the Nigerian shores. States across the federation need to emulate the Lagos State government which formulated a salutary policy on domestic and sexual violence, and also created an accessible central database of offenders reported by school administrators and related officials to ease quality control information on recruitment by public and private organisations. Diversification, vocationalisation and professionalisation of the school curricular contents with enduring policies, programmes and projects will help to produce competent and enterprising school graduates. This could advance productive workforce and responsible citizens required to upscale full capacity utilisation and revitalisation of depressed industries, diversification of the monolithic national economy, creation of wealth for healthy living and reduction of poverty across the masses. Emergence of a nation of our dream will be blessed with educated and responsive captains of industry that could energise an inclusive economic and industrial growth. It shall raise an expansive resource base that will drive the critical infrastructures, instructional mechanisms and production systems to create jobs and wealth for the sustenance of peace, security and welfare of healthy citizenry in a developing knowledge society.

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