Nigerian Educational Development & Need for Quality sustainance

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Abstract

This paper discussed the educational development in Nigeria with interest on its general education policy and system. While pointing out that the present system of education was intended for academic and technological education, but both human and material resources were not adequately provided making it lack reality in the classroom. The paper did emphasized the need for improved education for quality sustenance, that is maintaining or finding means of support to well developed educational system (6-3-3-4 system) that is already in existence for quality education sustenance. Also the paper suggested how to maintain quality in the educational system, which has often been serious issues that posses challenges faced by schools. For example lack of required number of trained teachers, lack of adequate facilities for teachers, teachers’ poor attitude to work, poor wages among others. The researcher then suggested immediate addressing of these difficulties that affect educational development in Nigeria to ensure quality education system that is in line with students’ aspiration, and what is required in the country to make it capable to propel its system toward economic and social emancipation. To maintain and sustain quality, the researcher suggested students should be made or motivated to learn based on the curriculum and subjects of the current education system as it is intended because it was introduced to achieve 21st century education needs. Such an education system, with good implementation and actual classrooms, sustains quality education. So well-trained and qualified teachers are recommended and the requisite tools for teaching and learning should be made available, technology and academic education sustained, and others like moral, cultural values, etc should as well be taught in schools. The researcher also emphasized on the need to choose as standard technical and academic education with quality maintained and sustained, because the way out of series of bondages plaguing them and their countries is through quality education, and experience has proved it in the developed countries like the western world countries.
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Chapter One

Introduction

Quality education has been the backbone of development in most countries of the world, because it propels both economic and social emancipation of a nation. The means of providing education should be effective to promote quality sustenance so as to enable an educational system to be well developed and effective. Many nations around the globe now agree that the way out of series of bondages plaguing their nations and their citizens is through quality education. For these to be totally achieved the educational standards should be high, meaning that the system of education that should be made available for students must be the one that takes into account technology and academic education and all that is required to sustain its quality so as to make it well functional and effective to meet the needs of students and the society. This research work is carried out with the main purpose of knowing the main features of the present Nigerian educational system, with interest in general education policies in Nigeria so as to find out the state of Nigerian educational system in general. The author seeks to know if the current educational system in Nigeria is of high quality, because for an educational system to be considered effective and well developed it must be the one that has passed through the students with an expected effect (result). And for it to pass through students it must be made to achieve 21st century education needs. Such an education system, with intended curriculum that takes into account academic and technological education, and moral training, with good implementation and actual classrooms, sustains quality education. Fanon (1952) found that “[t]o educate man to be functional, preserving in all his relations, his respect for the basic values that constitute a human world, is the prime task of him who, having taken thought, prepares to act” (p.222). Thus, the educational standards set up for the school must be challenging to meet the needs of the students and the society as well. Olaniyonu, Adekoya and Gbenu (2008) found “Educational system should have all it take to make the system academic and technological base for the rapid and full development because in many countries of the world that have experienced development, science, technical and vocational education have been the major form of education they put in place that transformed their economies with modern facilities provided to effect the required change” (p.1). Also Edem, (2005). Found “In Germany, the school system trains two-thirds of the young people in technical skills: electronics, new
technologies, mechanics, etc. In Australia, the curriculum combines both traditional secondary and vocational subjects” (p.9).

Quality education equips people with the ability that will enable them explore the world and manipulate it for their survival and establishment. Nigeria is one of the countries in west Africa, and it lies at the extreme inner corner of the gulf of Guinea, and is the largest geopolitical unit in west Africa. It is the most densely populated country in Africa. Nigerians experienced different rule, which made their system of education undergone a lot of changes to improve its quality. Based on this the country experienced different system of education, namely traditional, colonial, and also the 6-3-3-4 system of education which is the current education system that is still in use till today. Nigeria introduced 6-3-3-4 system because its purpose is to achieve 21st century education needs, and for the an education system to meet the educational need of 21st century intellect and technology driven world it need to emphasis both technology and academic education, with good implementation and actual classrooms to achieve quality sustenance so as to make the system effective to prepare or enable student to meet the challenges of 21st century intellect and technological driven world. So education stakeholders need to work towards good implementation of the current system to ensure reality in classrooms as this sustains quality education needed to propel a nation to economic and social emancipation.

Based on this the author of this research tried to look into the educational development in Nigeria to know the role of various educational systems in Nigeria and their contributions to the standard of education so as to know their effects to present standard of education in Nigeria. That is if they serve the purpose for which education in Nigeria is intended. Further study was made to find out the effect of current school practice and teachers’ attitude to both technology and academic subjects. Further research was also done on educational policies and their impact on Nigerian educational standard. The study was based on the information gathered from publication research which made up of present and historical information, and It was to research into those possible influences exerted by Nigerian education systems and educational policies on the standard of present secondary education in particular and Nigerian education system in general. It was learned from the study that education systems and its policies have some negative impact on present standard of education in Nigeria, where it affected much was the current secondary level education. The study proved that the current system of education was really designed to serve the purpose for which it was intended, because Nigeria introduced the 6-3-3-4 system to achieve 21st century education needs. Such an
education system, with good implementation and actual classrooms, sustains quality education. This was because it emphasis all the subjects that promotes learning of academic and technology education and it also takes into account other learning that will enable students acquire the needed intellect and technological knowledge to will enable them to meet the challenges of the 21st century, and this will enable to work towards helping their country to emancipate socially and economically. But as the system lacked genuine implementation due to poor teachers’ attitude to technology, and also lacked adequate resources and facilities which made the quality of education low and not all that effective. The researcher found that these factors made the nature and quality of education in Nigeria not high in general.

Attainment of political autonomy in Nigeria led to redefinition of goals, objective, and aims of past education and the introduction of the current 6-3-3-4 educational system, which means six years in elementary school, three years in junior secondary school, three years in senior secondary schools, and four years in high institutions with both technology and academic education well emphasized in its curriculums. The introduction of the 6-3-3-4 system of education, which made the number of years students spends in Nigerian secondary schools higher with intended curriculum that take into account theory and practical to increase and sustain educational quality was seen to alleviate some of the negative influences of past education, and improve the quality of education for effective learning process to enable student do better in schools and increase their outcomes if was well implemented and actual classrooms achieved to sustain quality education. It was equally evidenced from the study that although past educational systems did contributed to educational development in many ways, but were not intended. Past education systems were not all that up to standard, because traditional education (pre-colonial education) lack literacy education, equality in education, students’ right which made the quality low to an extent, while the colonial system of education oriented towards production of administrators with little or no attention to technology, and all these reduced the quality of learning in schools and consequently influenced somehow the development of Nigerian educational system, because their negative impacts are still traced to be among the causes of low quality of education in the current system. Gbenu (2012), found “Teacher supply and quality are declining, poor method of ensuring quality within the education industry, and more terrible is the issue of old curricula which are still
in use in Nigeria today. These have failed to address the modern day challenges” (p.9). According to UNESCO (2008), found “referring to situations in Africa, curriculum has to be revised if they are to prepare youngsters to live in a society marked by explosion of new knowledge in science and technology, by information and communication” (p.7).

Although past education systems were more or less mixed blessing. Since the current educational system in Nigeria is an offshoot of the past education it has considerable influence on the present level of education at the secondary stage and educational system in general as the said negative effect reduced the quality of education in Nigeria, because it made the current system unble the needed 21st century education that was emphasized for the benefit of students, UNESCO (2008) found “referring to the Education for All (EFA) declaration adopted in Jomtien declares that: every person shall be able to benefit from educational opportunities designed to meet their basic needs” (p.7). In this paper the researcher discussed the key features of Nigerian present educational system, and then made some necessary recommendation to take account of the realities of current education.

1.1 Statement of Problem

This study intend to look into the state of Nigerian current education system to know if its features met 21st century education need for effective learning and quality education. Quality features matters in an education industry if it is made to quality education. Nigeria introduced the 6-3-3-4 system with range of subjects in both academic and technological education, because its purpose is to achieve 21st century education needs. Such an education system, with good implementation and actual classrooms, sustains quality education. Theory and practical were emphasized in its curriculum to improve students’ knowledge and skills to meet the 21st century challenges, but other feature like implementation and actual classroom were not effective, which made it unable to sustain quality education. Lack of good implementation which made the current system lack reality in classrooms otherwise due to poor means of providing education in the school system are the problems to be explored.
The negative impact of past educational system on the current system coupled with under-resourced school system also contributed to the said poor implementation of the current 6-3-3-4 system which made it derailed to meet educational need of the 21st century it was proposed to meet, because the school practice of the current system was not inline with its purpose as it was mainly the brain-child of the past education system which made it lack reality in classroom. One major problem the current system faced was teachers´ attitudes to change, teachers were reluctant to change, and were repeatedly using old curriculum to that took into account only academic education as a result teachers were not giving attention to technology education, but were seen encouraging and teaching only academic education. Other problems were lack of well resourced system like lack of facilities, teaching equipments and learning materials, well spaced classroom, strained teachers, and poor school environment etc. All these have a negative effects on the new system, because one major factor for the introduction of colonial education by its stakeholders was due to the shortage of qualified staff to manage the administrative work in the colonial government. To fill this gap created by non-availability of administrative staffs officials education was consequently introduced to train clerks, interpreters and secretaries to enable the colonial government to pilot its affairs well which made the stakeholders to concentrate only on academic. As for the pre-colonial traditional education, it was protecting students´ right, and most of these practice reflected in the current system which contributed in making its quality of education low. The major one was teachers´ reluctant to change, the main practice that made the current system an offshoot of the past system of education, making past education has considerable influence on the present educational system as a result have negative impact on educational development in Nigeria in general.

It is therefore, the intention of this research study to verify how effective the features of the current system of education is, and the degree or extent of influence of the past education and poor school system has on the standard of the present educational system.
Though there are still many structural abnormalities owing to the fact that the teachers in the schools still molding the country education system based on the influence of the past educational orientation. Owing to the introduction of the past education which has greatly influenced the standards of contemporary secondary education today, several problems are witnessed ranging from social problems, inequality, and lack of attention to technology which are believed to be offshoot of past education, and these really worked against quality sustenance in the current system. The system is found not well-resourced, current curriculum not well utilized to enable students to learn base on the new curriculum, and many teachers are not practically trained to meet standard that can ensure proper implementation to ensure classroom reality to sustain quality education for effective learning and creativity. It will end up in laying much emphasis on paper qualification, and that also caused more problems to the system as it made it dysfunctional. Students was no longer pay serious attention to their practical and academic work but read to pass examinations without application of knowledge. This emanates from the fact that emphasis is on the paper certificate and not the stuff the individual is made of. Teachers laying much emphasis on the theoretical aspect of learning and neglecting the practical aspects will make the graduates too independent on white collar jobs instead of becoming self-reliant. For example, most Nigerian engineers who are products of colonial education cannot manipulate or repair machines rather it is the real mechanics that undertake such jobs. Past education patterns has greatly influenced the standards of education in Nigeria and the problems give much food for thought. The standards of education in general is likely to fall more in Nigeria if orientation gotten from the colonial education is allowed to continue eating into the current system, because it is often not in consonance with our own indigenous culture due to cultural differences and lack of technology education. As for the pre-colonial traditional education that lacked students’ right which was seen being practiced in the current system can equally contribute to educational backwardness and get the current system derailed. The above clearly defined problems will form the parameters among others for this research study.

1.2 Purpose of Study
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The main purpose of this study is to know the main features of present educational system in Nigeria, with interest on secondary level education so as to verify its standard. The present standard of education at the secondary and other level is nothing to write home about. Perhaps it was due to poor implementation of the current system and mainly influence of past colonial education since the advancement of traditional education was thwarted with the advent of colonialism. The purposes of this research study are as mentioned below:-

(1) To verify whether the current system of education was met 21st century education need, that is if it was designed for the purpose of achieving 21st century education need and that of Nigeria educational need as well, for example: if it emphasis technology and academic education to meet the need of modernizing Nigeria.

(2) To find out the extent in which it was implemented. That is if there was: Sufficient teaching equipment, and learning materials, facilities, resources, trained teachers, Teachers’ attitude to change to the new system.

(3) To know whether change existed in reality (Actual classroom)

1.3 Research Question

Are the key features of the current educational system in Nigeria serving the purpose in which it is meant for?

1.4 Importance of Study

The low standard in our educational industry especially at the secondary level has remained a puzzle to many individuals in Nigeria. Many laymen and women as well as a considerable number of educated elites find it extremely difficult to comprehend the true and fundamental causes and problems of the system of education in Nigeria and the extent to which the new system of education is not implemented well to have reality in
classrooms, and this was due to amount of influence exerted by past education and lack of adequate resources. Teachers’ reluctant to use the new curriculum and lack of motivation to get students to learn base on the current curriculum was among the major cause that made the quality of the current education not well sustained. Babalola(2007), Found “quality education can be gauged through students’ capacity and motivation to learn and the curriculum or the subjects to be learned” (p.3), and Gbenu (2012) Found “poor method of ensuring quality within the education industry and more terrible is the issue of old curricula which are still in use in Nigeria today” (p.9). This investigation is therefore embarked upon to remove the mystery associated with the problems of the contemporary educational system with a view to highlighting the factors that are militating against its success.. Undoubtedly therefore, this research work will be of help to educational administrators and planners so as to ascertain the suitable standard for the present education system in Nigeria, and this is of particular importance to the Nigerian educational development especially with regards to the new educational system which aimed at revolutionizing the education industry in Nigeria from its colonial outlook.

Thus, the findings from this work would assist considerably in shaping the 6-3-3-4 education system initiated by the Federal government to enable Nigeria to emancipate socially and develop its economy. The importance of this study in the light of the above need.

1.5 Definition of Terms

Colonial Education: Colonial education as used in this study means the system of education introduced by the British when they were governing Nigeria or when they colonized Nigeria.

Colonial Government: This is the type of government imposed by the British colonialist during their period of colonialism in Nigeria prior to 1960.

Colonial Schools: These were schools established by the colonial government and missionaries.
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Islamic education or Koranic Education (Another form of Traditional Education): This implies the education brought by Arab scholars which makes use of the holy Koran that is the Muslims’ holy book. Missionaries: As used in this study means the Christian missionaries who came to Nigeria for evangelization and subsequently established schools.

The Three R’s: This means the basic area of emphasis of colonial education which is; Reading, Writing, and Arithmetic.

indigenous education (Traditional Education): This was the predominant native education in Nigeria prior to the coming of the British colonialists.

6-3-3-4 System of Education: This is the new system of education introduced by the Nigerian government to replace the colonial system of education

Chapter Two

Review of Related Literature

History of Pre-Colonial Traditional Education (Islamic education and indigenous education)

Pre-colonial traditional education in Nigeria were Islamic and indigenous education. Indigenous education was used in the southern Nigeria, while Islamic education was used in the northern Nigeria. Though Nigerian have a mixed cultures, linguistically diverse and different religion, but the two dominant religion before the colonial era are traditional religion and Islamic religion which had influence in the educational system then as the northern system was Islamic system which was inline with their Islamic religion. Uchenna (1979), Found “The largest northern population were muslims and their education system then was inline with their Islamic religion faith, while the education system in south gave more attention to technology” (p.12). In Nigeria then a child is educated by his society in the ways they do things, and the fact that has to be noted here
is, despite the country’s different belief and faith, the system of education then embraced role in socio-cultural development and technical education for the economic and social emancipation of Nigeria. It was seen as a good practice to prepare the country well for the future generation. In essence, it is this embracing and importance of education for the development of Nigeria and its inhabitants made one of the experts in education, Spured Uchenna, attached more importance to quality education that should be based on the way of life of Nigerian society and faith as key to national development. Uchenna (1979), found “Education is the key that unlocks the door to modernization” (p. 78).

2.1 Islamic Education in Nigeria

Islamic education in Nigeria was practiced by the northern Nigeria, and it was base on their religious faith and how their society do things, and Arabic was the language the quran, and therefore has great spiritual value as they believed, and then was used as their language of instruction in school. Uchenna (1979), found “Arabic is in many respects the classical language of western Africa, and in the non-Arabic speaking countries like the Northern States of Nigeria, it is studied because of their Islamic faith with Quran as their holy book” (P.54). This is the more reason why the elementary Arabic schools in Nigeria are called Quranic schools, and both Arabic and Islam were taught simultaneously. The system of teaching and learning the Quran and the Arabic language according encourages teachers and students in the early stage to depend their living on charity which those that chose that kind of education in this present days in Nigeria are still practicing till now, and they are called Alamajiri in Hausa language. This principle which was successfully applied in the earlier stage for the development of the Islamic education, reduced the status of a teacher (Mu’allim) and students to that of a mere beggar and made them to occupy socially a rather low status in the society. This means that the Muslim teachers at the developmental level of Islamic education had to wander from place to place looking for charitable Muslims to patronize them and give them food and shelter. Whenever this efforts were not enough to procure the bare necessities of life, there had to send their pupils from door to door asking for charity.
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Though the said training pupil undergoing in the pre-colonial Islamic traditional way of education made them to beg some time as part of their school practice, which many people considered corrupt form of Al-Muhajir meaning emigrant. But the good thing about the education was that it really helped the students to emancipate socially in their society, because the knowledge they acquired from the educational experience made them to live in harmony with one another in their society, because the education they received was based on how the do things in their society.

2.2  Aim and Nature of Indigenous Education in Nigeria

Indigenous education was the system of education practiced in the southern Nigeria, which represents the type of education offered in the pre-literate era in Southern Nigeria, and it was also based on the way people do things within the community. The said education system encourages skill acquisition, and made student to acquire skills by learning from the members of community who possessed specialized knowledge, skills or abilities in various fields of human endeavor. Uchenna (1979), found “In pre-colonial era in many communities, male issues were brought up to take to the same type of occupation their fathers engaged in. In some other cases, the male issues were sent to other masters as apprentices mostly when they were young to learn various vocations and life etiquette so as to use it as their carrier when they grow up” (p.8). Although in Nigeria then occupations varied according to the geographical areas in the country, the major ones in the southern Nigeria were farming, trading, craft work, fishing, animal farming, traditional medicine, palm wine tapping, and blacksmithing. Young males also used to engage in such other skill training activities as archery, tree climbing and wrestling. They were also given Intellectual training, but the way they normally get that was by their sitting quietly beside their fathers at meetings and paying attention to the discussion to learn from the process as the elders critically handle matter of importance and cases, they can learn wise sayings and use of proverbs. these will help to stimulate
their sense of rationality. But girls were often asked to stay at home to learn domestic and other skills like cooking, weeding the farmlands, sweeping, decorations of the body, hair weaving, dye production; and other things they can learn from their mothers. Like boys, the girls used to do almost exactly what their mothers trained them to do as their work.

In Nigeria generally, despite traditional, geopolitical variations or indigenous education in many parts of the country training of individuals is done to fit usefully into their society by learning and practicing economic skills for self-sustenance, and also adapting to their role expectations and contributing to the development of their society by applying the knowledge and skills acquired from the training. There is also a huge problem about the traditional education offered by the community despite that it is comprehensive in the sense that it provided training in social, physical, intellectual, character and vocational development. This is because it had its limitations in life due to lack of literacy development in the system which made the students that passed through the system unable to read and write, because traditional education in Nigeria then did not introduce literacy education, and in the absence of reading and writing in the then society, people used to depend on the power of their memories to be able to facilitate the retention and transmission of all learned ideas to future generations, and this is likely to fail sometime. When memory fails due to sickness or old age, or if death takes place and it happens to be a custodian of some useful information or skill, all will be lost.

Pre-colonial indigenous traditional education provided the process whereby people are trained based on educational need of the students and their society as the education system was introduced enable the society develop economically and improve their socio-cultural setting to modernize the society for the good living of those who constitute the area.

Chapter Three

History of Colonial Education in Nigeria
Colonial education was a system of education introduced by British colonial administrators in Nigeria. It was the educational system that replaced pre-colonial traditional education in Nigeria. It was the colonial system that introduced formal education in Nigeria which took into account academic education. Fafunwa (1974), found “the British were the people who showed actual and serious commitment to this noble goal through colonial education” (p.4). It was through colonial system that Nigeria produced a lot of administrators, clerks and intellectuals that really played important role to secure their autonomy from Britain during the Nigerian struggle for independence. But colonial system was not fully based on Nigerian way of doing things in the society. It was totally a new system and context to Nigerian society. Bereday (1969) found “colonial education pattern was first reproduced in Nigeria with hardly adjustment to meet the new situation and context, and it was extended to almost every segment of the region now Nigeria later” (p.6). The formal educational institutions that came at the peak of the colonial enterprise, were generally regarded by the few enlightened citizens as an important avenue through which the advantages of civilization would reach the entire society, but it did not promote the use native Nigerian language as English was made the academic language and students were encouraged to use English to learning in schools.

The use of English as the instructional language in school was due to variety of languages spoken Nigerians. Bereday (1969) found “Partly because of the variety of languages spoken by the people manumitted in Lagos, Warri, Port-Harcourt, Calabar the then Major Sea Ports which served as the entry points to the wider society. No attempt was made to adapt the education provided or to utilize any of the Nigerian languages” (p.8).

This claim was supported by the Laurie’s Report of 1867 to the colonial office in agreement with this essentially English type of education, and in 1882 the system was consequently extended to other British territories, and it was then the colonial education stakeholder considered to give a little attention to some native Nigerian language by introducing teaching in the vernacular in the elementary schools. Bereday (1969) found “by the eve of the first world war some disquiet was already discernible about the un-Africanness of the system. Some modifications were made; teaching in the vernacular was introduced in the elementary school” (p.9). Some of the major local languages that
were taught at these elementary schools included Yoruba, Igbo, Urhobo and a host of others.

In 1844, the only known educational institution was established in Badagry. Even at then no attempt was made to broaden the curriculum or to adapt it to the existing African or Nigerian environment. It was firmly based on rudimentary subjects like arithmetic, English, history geography and so forth. The prime purpose of colonial education was to prepare students for the other kingdom and to produce administrators for good governance as emphasized by the missionary societies, which was not made with hands; its institutions of higher learning was not therefore intended primarily to prepare teachers who would be the door effectual through which it was hoped the blessings of industry and civilization would permeate the nation. So based on the above stated the Nigerians themselves then came to accept the colonial education provided, despite its narrowness and elitism, as the source of education that will help in the intellectual and literacy development, and also an education that well enable Nigeria to improve in administrative skills, but not an education system that will do much to tackle the country’s economic and social problems well. This was because it was hardly adjustment to meet the new situation and context in Nigerian system. Bereday (1969) found “colonial education pattern was first reproduced in Nigeria with hardly adjustment to meet the new situation and context, and it was extended to almost every segment of the region now Nigeria later” (p.6).

4 Chapter Four

Current Education System in Nigeria

Nigeria introduced the current 6-3-3-4 system because its purpose is to achieve 21st century education needs. Such an education system, with good implementation and actual classrooms, sustains quality education. This is because it was its curriculum was designed to take care of every student educational need which made it an education for all and education for way of life. The curriculum of the current system of education
emphasized both technology and academic education and other learning that is required to meet educational need of the intellect and technological driven 21st century. This made it learning process multi-faceted as it embraces political, economic, scientific and technology, socio-cultural aspect of life, and these are most of the learning experience required to achieve successful life in this present world, because its framework for teaching and learning is always coherent and continuum. Abbey (2012) Found “Comprising a coherent framework for 21st century teaching and learning, each of its four dimensions can be placed along a continuum” (p.3).

The current system has what both pre-colonial traditional educational and colonial education had put together, and that can permeate all aspects of an individual or societal life if well implemented and make to have reality in classroom. Most develop countries education system were considered developed system because their curriculum were designed take into account academic, vocational, science and technical/technological education, and that is what propelled their development. Njoku (2001), found “there is hardly any economic activity that is not propelled by science and technology”. In Britain for instance as reported by the Department of Education and Science in 1981, the country attaches special importance to craft, design and technology as part of the preparation for living and working in a technological society” (p.9). Also Ellis (1990), found “a rapid science and technological development in the Caribbean societies” (p.8). The current educational system was designed to meet 21st century education standard as it aimed to sustain quality education, and work toward specific transaction which may go on between the generation of human beings in which new-comers to the scene are initiated into the world they are to inhabit if the system is well implemented to achieve 21st century education needs it was designed for. Such an education system, with good implementation and actual classrooms, sustains quality education.

4.1 New Policy of Education Intended to Attain Nigeria / 21st Century Education Need
The new educational policy was aimed at improving the Nigerian standard of education to meet 21st century needs, based on this the new 6-3-3-4 system was introduced because of the said purpose to achieve 21st century education needs. Such an educational system, with good implementation and actual classrooms, sustains quality education. So the year 1977 thus witnessed the birth of this Nigerian Philosophy of Education. This philosophy is based on the supposition that since a national policy on education is one of the government ways of achieving its national objectives that can be attained via education which is perhaps the simplest tool in terms of national development. This Philosophy of Nigerian education as should be expected was intended to attain certain basic standards missing in the past education system and which was technology education, and based on that technology was given much attention, because lack of proper attention to technology education in Nigeria has been a big challenge to Nigeria in this 21st century as it was making the system lack a means to provide technology and science education for the students. Onifade (2006), found “the greatest challenge to our country in this century is making our large rural illiterate community literate, especially in science education” (p.2).

While emphasizing the importance of this policy, the researcher believes that since the new national policy on education -6-3-3-4 system has been in force, and it is geared towards the so called academic and technological take-off to make the country and students self-reliant. It is also expected to work towards quality sustenance so as to enable the system fully achieve its aim to propel national development, because intended curriculum with proper implementation and actual classrooms students will be able to acquire 21st-century knowledge and skills from their educational experience. 21st-century skills is generally refer to a certain core competencies because it takes into account the required learning that make that possible, such as collaboration learning and other learning experiences that enables students to improve their critical thinking, and problem-solving, as all these enables students to thrive in today’s intellect and technology driven world. With the attainment of this level in the course of educational development, all concerned Nigerians, will come to see the importance of education to
It have to be recalled that this current 6-3-3-4 system of education was introduced because pre-colonial and colonial educational systems were not of high quality and a result does not meet the educational need of the 21st century which was needed to support Nigerian national development. Though it was revealed from the study that past education systems were not very good due to there were areas they have their shortcomings, but they also did improved Nigerian education system in different ways, and through that contributed to Nigerian national development too. Some of these areas past education were ineffectiveness still reflects to the present education system, and that were some of the negative impact of the old system of education on the present educational system, more especially that of teachers´ attitude of relautant to change to current system´s curriculum was one of the major setback the new system had. This particular poor teachers´practice of not given proper attention to technology education made the aims of current system partially achieved, because that was one of the things it introduced to correct, and lack adequate attention to technology education in Nigerian school was what it was struggling hard to overcome so as to record a huge succes.

Presently, this policy is now being practiced all over Nigeria. In essence, however, the point one has to note is that, this new policy has changed the duration of secondary school education from five years to six years. The most interesting about this new development in Nigerian education industry and review of school curriculum was that it will enable Nigeria to sustain its quality of education and experience growth in its economy if it is well implemented to achieve actual classrooms. Ogbechie (1999), found “review of Nigeria’s school curriculum would enable the Nigerian nation to experience growth in its socio-economic milieu”(p.10).
6-3-3-4 system of education was designed to meet educational need of the 21st century, as a result of this purpose it was made to enable its participants to acquire the knowledge and skills that will enable them meet the challenges of intellect and technological driven 21st century from its educational experience. It was developed with the curriculum that emphasis learning that is inline with the educational need of Nigeria, and the current curriculum the new system introduced was capable to sustain quality education in the nation’s school system if implemented well. If the current 6-33-4 system of education is managed well it will have the capability of producing knowledgeable and skilled students, and will also make students creative. If this new system of education is made functional will enable nation’s schools produce globally-competitive pupils that will feed the nation’s university system in future. The old education was redesigned to get the improved 6-3-3-4 system of education to meet with the challenges of the 21st century. Therefore, the focus of all education industries in Nigeria, both public schools of all level and private schools in Nigeria should be to consider using the current system necessary, and encourage their teachers change to its curriculum, because its curriculum was reviewed to meet standard. The new 6-3-3-4 system’s curriculum was designed with a view to incorporating problem-solving, entrepreneurship, vocational, life and ethical skills in pupils. It also integrated creative arts such as dance, music and computer education into the curriculum.

So the aim of the current system of education in Nigeria is to emphasis on academic education and to give proper attention to technology to enable the system orient towards production of administrators and others academic experts, and also to enable the students to gain knowledge in practical and become skillful in technology. This is inline with educational need of Nigeria, and it was the quality of education that helped developed countries to improve their system. Gbenu, (2012) found “the Nigerian need to adopt basic, general, technical and vocational education with quality maintained and sustained as experience has shown in the developed countries” (p.1). This will sustain and also improve the quality of Nigerian education in general, and make Nigerian education be in line with what is required in the 21st century educational need. Quality education
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matters a lot because it supports every nation’s human and economic development. Babalola (2007), found “Quality is most often defined as fitness to purpose in relation to the user and customer needs” (p.8). So 6-3-3-4 system of education standard meet 21st century educational need, such a system with good implementation sustains quality education that can enable learners solve problems. This is because the 6-3-3-4 educational system made access to academic and technological knowledge possible, and will increase the quality education if it is implemented well. Gbenu, (2012) found “Quality education gives a nation access to the world’s body of knowledge, hence the adoption and adaptation of the reigning technology to specific environment is facilitated” (p.8).

Chapter Five

5 New Education Policy for 21st Century Education Need and Quality Sustenance

Nigeria introduced the 6-3-3-4 system because its purpose is to achieve 21st century education needs. Such an education system, with good implementation and actual classrooms, sustains quality education. Quality education can be achieved when all aspects of school and its surrounding educational community, students’ right, students’ development, students’ protection and participation of all student are made to be part of the school system, and with good implementation and functional means to make its process of learning effective to sustain quality education. To achieve all these the focus on learning should be towards improving student’s intellect, technological knowledge and other aspect of their life so as to strengthen students’ capacity to act progressively through the acquisition of appropriate attitudes, important knowledge and useful skills.

So quality education in this context includes: Intended curriculum that takes into account academic and technology education that will enable students to acquire knowledge and skills that is required in the intellect and technological driven 21st century.
Quality education also includes ensuring that students are healthy and motivated to participate in learning; ensuring adequate resources; provision of facilities, good academic environments, protective and safe school environment. To ensure quality education also requires processes through which the system encourage trained teachers to use child-centred teaching approaches in well-spaced and well-managed classrooms with effective assessment to facilitate teaching and learning in class, and also try to reduce disparities. UNICEF (2000), found “programs must encompass a broader definition involving learners, content, processes, environments and outcomes” (p.2). So with all these in place the outcome that encompass attitudes, knowledge and skill will be assure, and that is inline with 21st century education that sustains quality education which will help create for the students and enable them create for themselves and others too.

5.1 Poor Implementation Process of the New 6-3-3-4 System of Education in Nigeria

Poor implementation of the new educational policy affected its total success as it made it lacked reality in classroom. The current system was introduced to correct the areas past education never did well in improving and sustaining qualities of education and through which made the standard of the Nigerian educational system low. The low standard of education and lack of quality sustenance in Nigerian system of education were seen as a serious issues that normally have a negative effects on students learning outcomes and the Nigerian educational development in general, thereby making the country underdeveloped. Gbenu (2012), argued “The state of education in Nigeria largely explains the high level of underdevelopment or low rate of development in the country” (p.9). Some of these shortcomings that affected the quality of education of past systems were traced to be poor teachers’ practice of non attention to all required learnings that could make Nigerian educational system reflects the educational need of the country. Teachers are reluctant to change to new curriculum that took into account academic and technology education which are the required learning to make the educational system in Nigeria suit the educational need of the country, and were teachers were reluctant to give attention to technology education as they did to academic education made the quality of education in Nigeria low. Babalola (2007), pointed out “Quality is most often
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defined as “fitness to purpose in relation to the user and customer needs” (p.8).

Academic and technology education are required in the Nigerian school system to enable the students have the educational experience that will help them to improve in intellect and technological knowledge to be able to function well in the 21st century. Nigerian require 21st century education because it is inline with what is needed to develop its human and material resources to enable the country emancipate economically and socially. teachers reluctant to change to new curriculum had negative effect on the implementation of current system as it reduced the quality of education. Ismall (2006) argued “There is still some skepticism over the plausibility of full implementation” (p. 24), also Ismall (2006) pointed out “The situation is bad in Nigeria. For instance, the planned curriculum for the Basic 9 system of education has not been effected or brought to limelight” (p.24). Also Gbenu, (2012), found “more terrible is the issue of old curricula which are still in use in Nigeria today” (p.9). Others things that made quality of education in Nigeria low were under-resourced school system, insufficient resources in the school system, especially in rural areas, lack of provision of adequate trained teachers to handle technology and academic classes effectively were serious issues and challenges the current system of education faced, Gbenu (2012), argued “The state of education in Nigeria largely explains the high level of underdevelopment or low rate of development in the country. Schools/structures are dilapidated, infrastructure have collapsed, population is increasing, teacher supply and quality are declining, poor method of ensuring quality within the education industry” (p.9). These problems of lack of adequate teaching equipment and learning with shortage of facilities and teachers´ reluctant to change to new curriculum meant for 6-3-3-4 system were big blow and wind that blew no good to the system. All these factor affected the quality of current educational system and derialed Nigerian educational development.

Despite pressing issues like poor teachers´ attitude with regards to lack of attention to technology education in class which resulted to low delivery of the new education policy that made quality of new 6-3-3-4 system to drop, it would have served well because it was based on reformation of Nigerian education system to meet the educational needs of the country, which is inline with 21st century education, and this is the system of
education with an effective curriculum that take into account the needed academic and technological education, and that which will be capable of producing knowledgeable, skilled, creative, skilled and globally-competitive pupils if well implemented to reflect the reality in classrooms. This system of education was designed to alleviate some of the negative influences of the past systems that affected the country’s educational development and kicked against the effort to achieve good result. This was because the curriculum of the current system emphasis academic education with science, technical education, the learning experience required to transform the economy and change the country for better. Gbenu, (2012), found “In many developed countries of the world, science, technical and vocational education is the major form of education that has transformed their economies with modern facilities provided to effect the required change” (p.7). Even though the current system was introduced with the purpose to achieve 21st century education need, such education system, with good implementation and actual classroom, sustains quality education. Yet it is seems the practice in the school system still reflects the past system, because most teachers’ classroom practice was still based on past system and its curriculum, emphasizing only academic education with non or little attention to technology education and as a result makes the current system ineffective and failed to achieve its purpose.

5.2 Poor Learning Environment and Under Resource School System (Actual Classroom not Well Achieved)

Lack of good academic environment and resources school system with ineffective implementation program of the new 6-3-3-4 system made it lack reality in classroom. Low quality education observed in the new educational system was as a result of poor implementation that affected the actual classroom. Most learning was paper and pencil work. Emphasis is more on academic and little or non to practical due to lack of equipment and good academic environment, for example lack of well space classroom
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and other facilities needed to make learning process effective to improve and sustain qualities education. All these made the actual classrooms not achieved. Gbenu (2012), pointed out “Schools/structures are dilapidated, infrastructure have collapsed, population is increasing, teacher supply and quality are declining, poor method of ensuring quality within the education industry” (p.9), lack of required resources in classroom, and learning materials are in short supply in most schools in Nigeria, more especially in the rural areas. Lack of good school environment and adequate facilities in schools e.g water, toilet, safety are becoming issues of concern. Bamisaiye (1983), found “Suitable and adequate infrastructural facilities, special education for the handicapped, students classroom ratios, students-teacher ratios, well-organized mid-day meals, planning, well spaced classroom etc” (p.11). There is very little attention to science and practical hands on learning in our schools. This problem affected the development of the new 6-3-3-4 system greatly in the villages where larger number of illiterates that require the education most were, and it is a big challenge to Nigeria to provide good education the will enable students all over the country to acquire both academic and scientifc knowledge. Onifade (2006), found “the greatest challenge to our country in this century is making our large rural illiterate community literate, especially in science education” (p.12). Efforts should be made to cry every child along and all that are needed to motivate them to learn should be put in place improve quality of education. Babalola (2007), found “Quality of education can be gauged through students’ capacity and motivation to learn and the curriculum or the subjects to be learned” (p.6). This will enable the students to be part of the learning process and through which acquire knowledge and skills that will enable them function well in the society, and this will increase the output of the school system and as a result make the schools quality of education increase. Longe (1999), argued “Measuring quality involves measuring outputs from the education system and Secondly examining the educational processes which produce these outputs. These two approaches can be used separately or together” (p. 5).

Discipline, moral and spiritual training etc are also not seen well taught in class to support children’s development. School practice base on these mentioned above with good implementation and actual classroom will increase the quantity and quality of
inputs to education offered to students. The current education system took into account appropriate teaching methods and emphasis quality of teaching aids in its curriculum, but was not seen in practice. A lot need to be done in classroom to make quality of education in Nigeria high, because good classroom practice makes the change effective.

5.3 Imbalance in Education due to Religious Belief and its Negative Effects on current 6-3-3-4 Educational System

The current educational system (6-3-3-4 system of education) was designed be a formal education, which made it modern and classroom-based education, but due to its language of instruction was made to be English language which made its education provided in non Nigerian native language. Despite it was designed for higher standard and encourages the use of trained teachers, but due to the use English language as an academic language it was seen as not inline with the culture of the land and Islamic religious faith in the northern Nigerian, because they felt that using English as a school language will make its language culture dominate their religious culture. This made them to see the new 6-3-3-4 system as not inline with their culture, and as a result lack interest. This negative effect on the current system made it difficult to flourish in the north as it caused imbalance in education.

Making English language the instructional language in school made the new system of education to be viewed by many Nigerians as pure western type of education because with English language as its approved language of instruction students will get exposed to the language culture of the said instructional language through which making English culture a dominant culture in their society. This was viewed by most Nigerian as contrary to the nation’s traditions, native and religious culture, and also a way to use the new system to encourage assimilation of native language and identity of people in the country.

Based on this many Northern Nigerian muslims believed that it will assimilate their culture and affect their religious belief, and then sees it as not in line with their religion
belief. This made them reluctant to change to new system, and as a result never made much effort to allow it to penetrate the North. It was a repeat of their reaction to colonial education. This made them to be relegated both in colonial and current system of education, and it created a very wide gape that existed and divided them from the south in terms of education, and it resulted to imbalance in education in the current 6-3-3-4 system. The said inequality in education also affected many school age children in the southern Nigeria too due to poverty and ignorance. The 6-3-3-4 system of education was to a large extent elitist in nature when it was first introduced because it was not all that affordable to everyone. This means it was made for those who can afford it, and it happened to be mostly children from well to do families. Then some of those of the lower status were not privileged enough. In essence, this means that education attainment stratified the society into the upper and lower classes causing inequality in education.

This precipitated the need to politicize education. The point of emphasis here lies on the premise that current education caused segregation, Some were given the opportunity to experience it and were enjoying this advantage over others, but the fact that has to be noted here is that, imbalance is not intentional, but as a result of religious belief and poverty. This affected rural areas most, because rural communities are still lacking behind in education and more especially science education, and it is a big challenges for Nigerian government to make the large rural illiterate community literate, especially in science education. Onifade (2006), pointed out “the greatest challenge to our country in this century is making our large rural illiterate community literate, especially in science education” (p.9).

This unequal participation is as a result of religious belief, and unequal opportunities to get education due to poverty caused the imbalance in education which did affected the success of the new 6-3-3-4 system of education. This normally in most cases leads to countries imbalance in the advancement into all spheres of its existence, and it was one of the reasons why the new national policy on education (6-3-3-4 system) could not work out fine, and as a result affected the educational development in Nigeria.
5.4 Negative Impact of Inequality in Education Caused by Quota System policy on Current System of Education

Quota system policy is used in Nigeria by the government to share government position and school admissions and other things the government of Nigeria need to distribute to its citizens, and that was applied to the distribution of current education which made its educational opportunity unequal. Quota system encourages inequality in education because it gave more and unwanted educational opportunities to some states in Nigeria and less to other states, and that discourages active participation and effective teaching and learning in the current system of education because those that were not ready to go to school were given the opportunities due to provision of the said educational opportunities was based on quota system, which made educational developmental process derailed. In this context, the concept of quota system means a statistical technique widely used in opinion and educational surveys in which population is stratified into geographic bases. The use of quota system in admission into federal schools and institutions of higher learning is common in Nigeria. Thus, in the process of this research, the researcher discovers that quota system means a proportional share of anything to people of the same or different beliefs in a nation, but it contravenes section 39 of the constitution of Nigeria, on rights to freedom from discrimination. The fact that has to be noted is that, the use of quota system for admitting candidates into federal schools in Nigeria has robbed qualified candidates their rights of education, and right to contribute to the development of the country, and it was to the advantages of ones who have not got what it takes for going through the training in many courses. Onupu (1988), Found “the use of quota system for admission into our unity schools and other higher institutions is not normal. It does not create equal educational opportunities for all” (p.11). So when those who are not qualified for these institutions are given admission at the expense of others qualified ones it is a way of dividing the nation into educational developed and backward areas, making education dragged to the mud.
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Omoboriowo (1982) pointed out “Quota system is a mediocrity of leadership, coupled with confusion and decay of civilization. For this many Nigerians have taken this policy to be unequal provision of educational opportunities” (p.5). With this, the researcher discovered that quota system has not helped Nigeria at all in their national and educational development, because at long run quota system will result to production of many substandard people and many unqualified teachers which will make the system to face lack of adequate number of well trained teachers. This will have negative effect to the educational industries and the development of the country in general in future. In essence, quota system created unequal right to education causing imbalance in education, because some students are provided with educational opportunities they never deserved or wanted while others were denied the opportunity. It is on this premise that the researcher strongly agrees with Umesi criticism of such police. Umesi (1981) argued “Policy of quota system has generated envy, inequality and short of injustice” (p.16). In essence, however, it have being critically shown that some states got more than the national average in terms of educational opportunities, while some other states has less. This political coloration of quota system has led to inequality in education, and rendered the current educational system unfit of providing equal and quality education for all, and as a result made the current educational not all that successful in the area of education for all.

Summary

From the study which was based on the information gathered from publication research based on present and historical information gathered, it proved the current system need changes in the way the new education is delivered to students and systemic improvement is required if the qualities of education is to be sustained. Some shortcomings in current system were traced to be the effect of past education. For e.g lack of attention to technology education linked to the use of old curriculum meant for colonial education, and it hindered the initiatives of students which then affected their ability to embark on creativity. This is because the old curriculum does not encourage analytic thinking, logical reasoning, and divergent problem solving due to the fact that it
was meant for only academic education, which made it oriented towards improvement of students’ intellect and administrative skills through the academic education. Inequality in education was major issues in pre-colonial traditional education, and that seems to be another major problem the current system is facing due to poor government education policies and religious beliefs. As a matter of fact the current system met 21st century educational need, but poor implementation, religious beliefs, poor policy and under resourced school system made the actual classroom reality not all that achieved.

It is very important for Nigeria to improve on her means of providing education which is far behind the system in the developed countries. Effort should made to sustain the quality of education to propel improvements in the quality of human lives and the society in general. An education system that is capable to move the nation to the next possible advanced level should be adopted. For e.g technical and vocational education, basic and general education is acceptable, because it was through that successes recorded in developed countries were achieved. There should be therefore urgent need to increase public spending to the education sector as to immediately meet up of with teaching and learning requirements. Education takeholders should encourage teachers to teach base on current curriculum to increase students’ capacity to learn through adequate motivation from their teachers and the new curriculum. There should be employment of qualified teachers to be in the right proportion with the number of students in class, and provision of necessary tools which will improve the quality of teaching should be made available. The system should work towards making education relevant to the needs of the students and the society by providing what is needed and encouraging the use of right curriculum and assessment methods and employment of right teachers and managers to ensure quality. In all, improve method of ensuring functional system and quality education should be the day to day practice of education stakeholder if the education industry is to be meant to improve is suggested.

6.1 Discussion and Findings

The information gathered from the study proved that Nigeria introduced the 6-3-3-4 system because its purpose is to achieve 21st century education needs. Such an
education system, with good implementation and actual classrooms, sustains quality education, but poor implementation and lack of actual classroom made the aim of the new system of education not well achieved. Based on the study it was explicitly clear that the colonial education has influenced the present secondary level education in a great extent and the entire school system in Nigeria in general. I seeks to know the nature and achievement of these past education system in Nigerian, it was discovered that moral strength was the major achievement of pre-colonial education, but cultural rigidity was the greatest disadvantage of pre-colonial education in Nigeria. On whether the importation of colonial education distorted Nigerian traditional system, these views tallied with what I found out. Bereday (1969) pointed out “The colonial education which was brought by the missionaries and colonial masters was not adopted to suit Nigerian interests” (p.12). When the goals, objectives and aims of an educational system is not based on to educate a child in the ways they do things in his society, and do not take into account academic and technical education it is not aimed at achieving utilitarian purposes in the country. But It is a fact that colonial education really played a role in Nigerian struggles to achieve self rule and management of the country’s wealth. This is because colonial education is most successful in academic education and production of good administrators. These they did through missionary schools they first brought and it was supported by their government. Bereday (1969) argued “The only known educational institution as at 1884 was established at Badagry by Christian Missionaries. Moreover, no attempt was made to broaden the curriculum or to adapt it to the existing Nigerian environment and the technical education need of the nation” (p.6).

Furthermore, It was also discovered that traditional education in Nigeria lacked so many things that quality education requires. For example, as for the Islamic education, it was discovered to have some areas it failed and that was lack of respect for students right. But the education system encourages equality in education, The education was provided for both male and female. Unlike Islamic education, indigenous education that was introduced in the southern part of the country had traces of segregation and inequality in education, which never favoured female as such, and in general both Nigerian traditional education lack literacy development, but children were educated by the society in the ways they do things. Most of these shortcomings in the traditional and past education in Nigeria still reflects the practice of the current system, and these views and responses help to a great extent in confirming the realistic influence of both
traditional education and colonial education on present standard at the secondary level and the educational system in general.

The current education system was calculated to regulate the pitfalls of past education, because Nigerian environment was given adequate consideration in the planning of the present educational system. So the current education system (6-3-3-4 education system) is gradually regularizing this anomaly despite the negative impact of policies like quota system, educational imbalance, poor learning environment and under resource school system. These challenges made it to struggle to meet up with all that are required to ensure quality education for students.

These great challenges made it difficult to maintain quality in Nigerian schools. Lack of good learning environment is affecting effective learning in schools. Some school infrastructure have collapsed and many dilapidated, teacher supply and quality are declining, population of school age children is increasing, there is poor method of ensuring quality for students within the education industry, and the worst of all is the issue of old curricula that are still in use in Nigeria today. The use of old curriculum in schools made the current educational system to give little or nor attention to technology because it does not take into account technology education. These very issue contributed to the current system failure to address the modern day challenges. Technical education should be given real attention in Nigeria, because modern world this days is dominated by science, technical/technological education, vocational and academic education as well. Ellis (1990) found “A rapid science and technological development in the Caribbean societies. Even in New Zealand primary and secondary education are meant to develop scientifically and technologically literate society” (p.9).

6.2 Recommendation

Based on the foregoing conclusions, the following recommendations are made to enable the present educational system shake off some of the negative influence of old
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system of education to improve its quality of education. To achieve quality based education, academic and technical/vocational education that is already emphasized in the current system of education which made it intended should be well implemented to make actual classroom a legality in the current system. This will produce all required knowledge to bail Nigeria out of shackles of poverty, high level unemployment, underdevelopment and other related problems lack of quality education have caused the country and students.

Educational experience of quality education lead participants to a deeper understanding of a subject, and also enable them to acquire knowledge and practical skills in preparation for middle level persons (technicians, middle management, etc.). With this knowledge they can embark on advance studies in university for higher management. Thus, It is not a good practice to introduce an educational system without adequate funding, it must be fully funded with all the necessary teaching equipment, learning material provided. Manpower needs should also be made available to make the system functional and resourceful. Maintenance to sustain quality within the education industry should be done when necessary.

Furthermore, All subjects introduced following the advent of past educational systems at the secondary and other level of education should be restructured once more to reflect Nigeria pressing needs and educationa needs, such as History, Religious Studies, Geography and Government. Practical oriented approach should be introduced to give way to higher intellectual development, Nigerian political, economic, and social needs should be considered paramount in the implementation of the current 6-3-3-4 system to make it more functional system. This could be done by examining the industrial and technical needs of the country, The 6-3-3-4 functional system should be implemented to the letter by reconciling the system with the past education so as to arrive a suitable educational system necessary for industrial development.

Learning emphasis only on paper qualification should be discouraged and encouragement should be given to practical knowledge. Ability, Physical, spiritual and psychological development of students should be given adequate consideration since a sound mind live in a sound body but freedom of worship should be allowed at all level, Literacy alone should not be the major objective of education at the secondary level, but
ability to demonstrate practical application should equally be emphasized, Students at the secondary education level should be given a new cultural values, and exemplary moral orientation but indoctrination and fanaticism should be discouraged, Scientific, literary and artistic development and creativity should be among the bedrocks of secondary level education and education of all level in Nigeria.

6.3 Bibliography


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