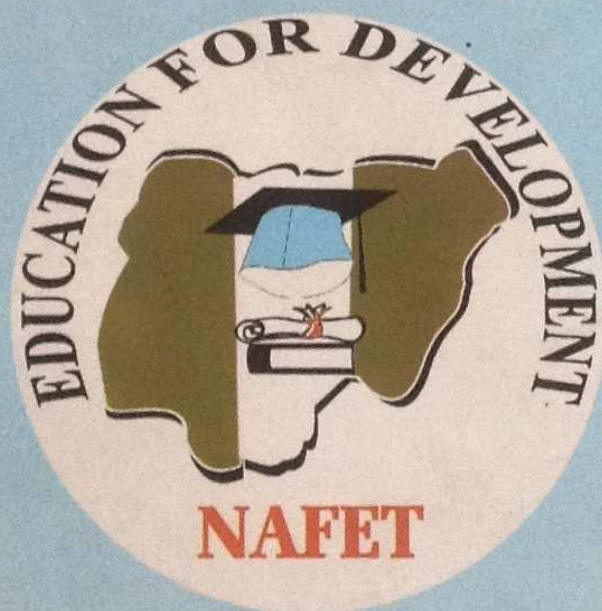


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EDUCATION FOR NATIONAL DEVELOPMENT HOW WELL HAS NIGERIA DONE?

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Introduction

When Nigerian nationals got involved in government policy decisions concerning the future of the country beginning about the mid-1950, emphasis was on a vigorous expansion of formal education. To the new men in power, education was the critical factor in the struggle for economic and social change and for this reason it had to be pursued with vigour. In the then Western Region for instance, the Minister of Education in 1952 is reported to have declared that educational development was 'imperative and urgent', and that it had to be 'treated as a national emergency, second only to war', - - - and 'must move with the momentum of a revolution.'¹

Successive governments continued to make inspiring statements about education as an instrument for social change. In the Second National Development Plan document, for instance, the government argued that because of its role in the creation of 'human capital', education was 'not to be left to the whims and caprices of individual choice'² The policy statements were accompanied by programmes designed to develop educational facilities and allocate educational resources according to what the authorities saw as the 'manpower needs' of the country.

By the mid -1970's there were signs that the system of education that resulted from the efforts of successive governments was not producing the expected outcomes. The government itself admitted that the education system was 'irrelevant to national needs, aspirations and goals', and responded with guidelines which were first published in 1977 as the National Policy on Education.³ The document made it clear that education was to be used as 'an instrument for national development', and outlined the philosophy, goals and programmes. It was expected that

with these guidelines Nigeria was going to experience the desired transforming effects of education. But recently, there have been complaints about the outcomes of the country's education system, and students' performance at even examinations set and marked by their teachers supports the complaints. So, what is going on? What have we been doing to our children in the name of education? What have we not been doing? What should we do to education in this country to make it an effective instrument for national development? We need this stocktaking, and it is commendable that the National Association of Female Teachers (NAFET) has decided to show the way.

But, before we begin the examination of how well the country has done with education, we need to first of all ensure that we have a clear idea of what was intended in order to minimize controversies. The National Policy on Education, as we saw earlier, does state clearly that the government intended to use education as 'an instrument for national development', but it does not say so clearly what the government meant by 'national development' and how the impact of education on that development was to be assessed. We will therefore begin with an attempt to clarify the concept of national development from both theory and the experiences of the more successful countries.

National Development: What does it mean?

There is no generally agreed definition of the term 'development'. At the theoretical level, we see two broad paradigms of the concept, which have been described as **orthodox** and **radical** paradigms. The paradigms differ in terms of what they consider to be the goal of development, their explanation of the persistent backwardness of some countries or lack of development, and their views on the

path of progress (i.e., The appropriate approach to development), and for over two decades the proponents engaged in competition for the minds of their readers and listeners.⁴ Over time, thanks to more sober reflections, field experiences, and a better understanding, a move towards a consensus began to emerge from which a working definition of the term was derived.

The working definition of the concept of development states simply that it is:

A process of improvement in the various aspects of the life of the society, usually seen in the occurrence of desirable changes.

Examples of the desirable changes are:

an increase in the capacity of the society to produce and distribute needed goods and services;

a reduction in the level of unemployment;
a reduction in the level of absolute poverty, i.e., the proportion of the population living below the poverty line;

a reduction in the level of economic and social inequalities;

an increase in real output of goods and services, i.e., **economic growth**;

a rise in the level of literacy;

a rise in the levels of social and political consciousness and political participation;

an improvement in the quality of services; and

an improvement in the **quality of life**, as measured by access to clean and safe water; adequate health services, and decent accommodation.⁵

It is these changes that nations seek when they embark on development programmes or projects, and a programme or project will not qualify as a development programme or project if it fails to bring about or contribute to these kinds of changes in the society concerned.

Economists regard the changes outlined above as **components or indicators of development**. They use these indicators to assess the performance of a country over time and, where necessary, compare the performance of countries. And it is from the assessments and comparisons that countries are classified as either more developed or less-developed, developing or backward, and other

such descriptions. Countries also assess themselves from time to time in order to establish facts about their development performance and, based on the facts, choose instruments and design programmes and projects to move the country forward and change its status. This is how successive Nigerian governments came to choose education as an instrument for the development of the country. It was expected that through education the desirable changes that define development were going to occur in Nigeria.

How Have Nigerian Governments Used Education for Development?

We learn from history that the attempt by successive Nigerian governments to use education for the development of the country dates back to the colonial days.⁶ It started with some financial support first made in 1877 to the Christian Missions in the Lagos area who had opened schools primarily for the propagation of their values. The support rose over time following guidelines from the colonial office in Britain in 1925 which, among other things, empowered the colonial government to direct educational policy and supervise all educational institutions in the country.

In 1932 the government opened the first institution of higher learning in the country - the Yaba Higher College. The purpose was to provide vocational training in such fields as teaching, engineering, and medicine. In 1948, after it was observed that there was a growing gap between the Northern and Southern provinces in educational opportunities, the government passed an 'education ordinance' for the whole country for the first time to try to promote the spread of formal education nationwide, and in that year too, the government opened the country's premier university, the University College, Ibadan (now University of Ibadan). The height of government's involvement in the provision of education at the time came between 1955 and 1957 when the governments of the then Western and Eastern Regions embarked on free primary education programmes for children in their parts of the country.

But the growing role of the government in the provision of education in the country **did not** significantly change the purpose and **focus**.

More subjects were offered, but emphasis was still on producing literate men and women, this time, to serve mainly as junior government officials, clerks in commercial houses, and teachers.

At the primary school level, emphasis was still on Reading, Writing, and Arithmetic (the 3R's) as the main means of raising the level of literacy. In addition to the 3R's, pupils were taught Nature Study (later, Elementary Science), Hygiene and Sanitation, Rural Science, History, Geo & Taphy, and Physical Education. It was believed that the teaching of these subjects would provide basic education or 'education for life' for most of the pupils who would not go further than this level in the school system, and first stage education for those who would go further. The practical courses would equip those who would not go further in formal education with the skills needed to improve their living conditions and the welfare of the society.

For secondary education, the authorities allowed three categories of Schools. These were **secondary grammar schools** designed to prepare the learners for higher education, **secondary commercial (or modern) schools** designed to produce manpower for commercial houses and industry, and **secondary technical schools** designed to produce artisans and middle grade technicians. The curricula of the three categories of secondary schools were determined by the various external examining bodies which certified the students at the end of their studies, namely the

West African Examinations Council (WABC) for the grammar schools, the Royal Society of Arts (RSA), London and the Institute of Corporate Secretaries, London for the commercial schools, and the City and Guilds of London Institute for the technical schools.

For tertiary education, the government, in 1948, founded the University College, Ibadan (UCI) mentioned earlier, by an arrangement with the University of London. The University College offered degree programmes in a large number of subject areas including education, agriculture, medicine, the sciences, economics and social studies, and the arts. The College became the University of Ibadan (UI) in 1962 and started awarding its own degrees. This served to produce high-level manpower for sectors other than the civil service.

After independence in 1960, there was a more explicit statement of the government's intentions in the sector. It was indicated that the objective was to 'produce high-level manpower for the modernizing economy', implying that the needs of the emerging economy were going to be taken into account in developing educational programmes. This was done by providing for more technical education in the programmes, which led to a 138.0% increase in the number of technical schools (from 29 to 69) and a 210.0% increase in enrolments (from 5037 to 15590) between 1960 and 1971. There were substantial increases also in the number of establishments and enrolments at the other levels as we will see in table 1.0

Table 1.0
Number of Institutions and Enrolments, 1960 - 1973
Institutions and Enrolments

Year	Primary		Secondary		Technical		Teacher Training		University	
	Institutions	Enrolments	Institutions	Enrolments	Institutions	Enrolments	Institutions	Enrolments	Institutions	Enrolments
1960	15703	2912618	883	135364	29	5037	315	27908	2	1395
1964	14976	2849488	1327	205002	39	7702	257	31054	5	6719
1971	15324	3894539	1234	343313	69	15590	169	38095	6	14371
1973	14525	4746808	1494	448904	82	22588	157	46951	6	23173

Source: Federal Republic of Nigeria (1975). Third National Development Plan 1975 - 1980
Lagos: Ministry of Information, pp. 236 - 241.

The rate of growth in both the number of institutions and enrolment created problems for quality control, and soon there were complaints. The complaints led to a

Curriculum Conference in 1969 which laid the foundation for the National Policy on Education we saw earlier.

The 1977 National Policy on Education

introduced the 6-3-3-4 system of education: six years for primary education, six years for secondary education but to be given in two stages of three years each, and four years of university education. The government believed that six years of primary education, for all children between the ages of 6 and 11 years, was enough to:

- 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 morals in the child; develop in the child the ability to adapt to the child's changing environment;
- give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;
- provide the child with the basic tools for further educational advancement, including preparation for trades and crafts of the locality.¹⁷

The curriculum designed to achieve these objectives included Languages, Mathematics, Science, Physical & Health Education, Religious Knowledge, Agriculture/ Home Economics, Social Studies & Citizenship Education, Cultural & Creative Arts, and Computer Education. Teaching was to be 'by practical, exploratory and experimental methods' and to support this, each school was to have a library, a basic health scheme, a resource centre, a counselling unit, and

specialist teachers in some subjects including Mathematics, the Sciences, and Language Arts. Education at this level was to be tuition free, universal, and compulsory in order to achieve the objective of making it available to every child.

The idea of organizing secondary education in two stages was to extend the opportunities for vocational education introduced at the primary level to the first three years of the secondary level - the junior secondary school - and to make education at this level compulsory so that children who may not be able to go further in the school system would leave with some useful practical skills. And to further equip the learners for life after school some higher level vocational courses were added to the vocational courses introduced at the primary level. They included **introductory technology** which was made compulsory, and **business studies**. The second stage of secondary education - the senior secondary school is designed to prepare the students mainly for higher studies in various subject areas, and for this reason the curriculum is made more comprehensive than that of the junior school.

Tertiary education was seen as the main means of producing high - level manpower for the country, and was to be vigorously promoted. More and specialized institutions - universities, colleges of education, polytechnics, monotechnics, and most recently, innovation enterprise institutes, were established. And to complement government's efforts, private individuals and organizations were encouraged to establish tertiary educational institutions. Thus by the close of 2009 Nigeria had a total of 275 tertiary institutions made up as shown in table 2.0

Table 2.0
Tertiary Educational Institutions in Nigeria, 2009 .

Institution	Sponsoring Agency			Total
	Federal Government	State Government	Private Agency	
1. Universities	27	38	35	100
2. Colleges of Education	20	41	-	61
3. Polytechnics	16	29	13	58
4. Monotechnics	-	-	32	32
5. Other Degree- Awarding	-	-	6	6
6. Innovation Enterprise Institutes	-	-	18	18
	63	108	104	275

Source: JAMB (2010). Unified Tertiary Matriculation Examination Brochure 2010/2011. Abuja: JAMB

To make education available to citizens outside the formal school system and speed up its transforming effect, the government introduced and sought to promote non-formal education and mass literacy programmes. A national agency was set up to coordinate and supervise the activities of state government agencies and local government councils in the campaign, and, to enrich the programme, local government councils were required to provide physical facilities for rural libraries, reading rooms, television viewing centres and radio listeners' clubs.

The people behind the efforts outlined above - government involvement in education beginning in the colonial days, explicit statement of the national policy with the detailing of goals, agencies, and functions, the expansion of facilities and introduction of specialized institutions and innovative programmes, and commitment of huge financial resources - must have felt they had done enough for education to produce its transforming effect in Nigeria. And many observers tended to agree. But 50 years after independence questions are being asked again and doubts are being expressed about the outcomes of our investment in education. We have a responsibility to respond to these, and to do honestly.

How Developmental Has Education Been in Nigeria?

A lot has been written and said about this question. Many of the commentators, especially those who have expressed their views recently in the national dailies, argue that the impact of our education has been disappointing. They compare what the society was led to expect and what has been delivered, and are angered by the gap. Thus, they conclude that the investment has been a poor one. Stakeholders generally seem to agree with this. But, because we have a duty as scholars to present a balanced view of things, our approach to the question must be more dispassionate so that we can identify and acknowledge the positive outcomes that are there as well.

Education has generated some desirable changes in the country over the years. One such change, and perhaps the most fundamental, is what Mkpà (2010) describes as 'a new consciousness that was not known in

this part of the world before'. This consciousness lies behind the efforts citizens have made to acquire new knowledge and skills by which literacy level has risen generally and increasing numbers of citizens have been able to function in various segments of the society, for instance, as teachers, lawyers, administrators in government departments and commercial organizations, engineers, technicians, health workers, journalists, and clerics, all with positive consequences for the economy and society.

Another desirable change which also flows from the new consciousness is the emergence of new forms of productive enterprises which have created economic opportunities outside traditional agriculture for some citizens. The combined effect of the new opportunities is the general improvement in incomes, the physical environment, the health and outlook of the people, communication, and social interactions which we have experienced. These positive outcomes of education have undoubtedly helped to hold the country together especially after independence, which, as people who have followed the country's experiences will agree, is a great achievement.

But those who argue that our education has been a poor investment cannot be ignored. It is true the education system has raised literacy level and has produced manpower for operations in the various sectors of the economy and segments of the society. But we have in the country today a large and growing number of administrators who cannot administer, managers who cannot manage, political leaders who cannot lead, and school leavers who cannot find jobs and cannot use their so-called knowledge and skills to initiate and run job-creating and income-generating activities. We also have many teachers who cannot teach. These weaknesses have worked together to hold back progress - to keep the country backward. Thus, it is also true to say that education has not produced the effects that were expected in Nigeria: the knowledge, skills, and attitudes by which economies and societies are transformed. The stocktaking that this conference is about must therefore include an investigation of the reasons for the disappointing effects of education in the country.

Why Has Education Had Such a Limited Impact in Nigeria?

Many sets of factors need to be examined as we search for answers to this question. Of these, five sets of factors seem to have played the major part. They are the content of the educational programme, the ways in which the programme is administered and delivered, the quality of the people involved in delivering the programme (both the teachers and administrators), the society's attitude to education and the resulting environment for teaching and learning, and the incentives for teaching, learning, and utilization of knowledge and skills.

The Environment for Teaching, Learning, and Application of Knowledge

The issue here is the totality of the circumstances, policies and policy measures, facilities and equipment, and public events and programmes that affect the teacher's desire and ability to teach, the student's desire and ability to learn, and learners' desire and ability to apply their knowledge and skills. People who have followed events in this country - especially the frequent changes in policy and programmes, the poor state of educational facilities and inadequate equipment at institutions, and the frequent disruption of academic programmes resulting from poor handling of complaints and protests - will agree that the environment has not been conducive to teaching and learning, especially since the Civil War.

Frequent policy changes seem to have done the most damage. The reason is that the changes have contributed substantially to the several other factors in the ineffectiveness of the country's educational system. Take the case of teacher education as an example. Up to the mid - 1970's the country had specialized institutions for the training of categories of primary school teachers. They were the Elementary Teachers' Colleges (ETC's) for the training of teachers specifically for the lower classes in the system (i.e., Primary One to Primary Three or Four in some cases), and the Higher Elementary Teachers' Colleges (HETC's) for the training of teachers mainly for the higher classes (i.e. Primaries Four to Six). And at each of the colleges, ETC and HETC; the prospective teacher received training for two years, with adequate emphasis on both

theory and practice. This meant that to qualify to teach any class in the primary school system at the time a person had to have received training for that job for four years. This arrangement produced professional teachers for the system, and people who passed through the teachers of that period will confirm that those men and women did the job as true professionals. Unfortunately, the arrangement was abandoned about the close of the 1970's and replaced with some external or distance learning arrangement that has produced the many quacks in the system today.

Recall the several other policy changes in the system, including changes in the structure (from the 8-5-4 system operated up to independence, to the 6-5-4 system adopted soon after independence, to the 6-3-3-4 system introduced in 1977, to the current 9-3-4 system introduced in 1999) and changes in the management of some of the institutions, especially the primary schools. The effect of the instability should be obvious.

The problem with the application or utilization of knowledge and skills is lack of opportunities to test out what has been learnt which is necessary for consolidation and further improvement. Decision makers in major sectors of the economy, including our governments, generally prefer to hire foreign 'experts' to do even jobs that can be handled by products of local institutions, arguing that the local people don't have the experience. But we know that the only way people gain experience is by practice, and people can only practice if they have the opportunity to do so. It is difficult to see how an environment such as has been created in this country can produce better outcomes than we have got.

Content of Educational Programme.

The common criticism is that the content of the educational programme in this country is inadequate for the needs of the society; that the programme is excessively academic and does not provide enough opportunities for developing the kinds of skills and attitudes that transform economies and societies. Examples are mental skills needed for devising things, technical skills needed for transforming things, entrepreneurial skills needed for creating productive enterprises, managerial skills needed for planning, organizing, leading, and controlling operations to produce desired

outcomes. Others are positive attitudes towards the welfare of fellow citizens and the society as a whole without which the society will be characterized by selfish use of power, hostile divisions, and violent reactions by some of those who feel excluded or cheated, as we see in the country today. Erinoshio (2009) captures this weakness in the following statement:

'School learning experiences are divorced from real-world experiences and overloaded with abstract contents. Besides, the approach to learning in typical classes is mainly by parroting and regurgitation of facts with virtually no link with the immediate environment or the social context of the learners' (p.59).

An educational programme so characterized cannot produce the knowledge and skills needed for economic and social transformation.

But this would not be a fair assessment of the content of the country's educational programme, not with the vocational subjects at the primary school level, the introduction of introductory technology at the junior secondary level, and the many technical colleges and universities of technology. We must look beyond the content of the programme for the poor outcomes we see.

Administration and Delivery of Educational Programme:

There is a generally poor attitude to the administration and delivery of the country's educational programme. The evidence is the attitude of government agencies to the provisions in the National Policy on Education. Many of the provisions have been ignored, for instance provisions concerning equipment, libraries, and resources centres. It is true that some of the objectives were overambitious, but a more serious attempt at implementation would have produced better outcomes.

With respect to the delivery of the programmes, Erinoshio (2009) gives a fair picture of what goes on in many of our schools. Making learners to repeat the teacher's lesson parrot-fashion is no teaching; it does not and cannot lead to the desired understanding of the ideas. At the tertiary level the approach is not much different as some teachers, or lecturers as we prefer to be called, simply reproduce textbooks as lecture notes for the students to copy without any serious attempt to explain the

relevance of the material to the needs of the students and their environment.

Another evidence of poor attitudes is inadequate preparation of lessons and inadequate supervision of teachers and teaching at schools. The practice by which class teachers were required to prepare lesson notes and have them vetted by designated senior colleagues before delivery seems to have been abandoned in most schools, and so there is little room in current practice for the sharing of experience and guiding of the many young teachers in the system.

There are provisions in the policy statement for 'inspectorate services for monitoring and improving standards', and there are inspectorate divisions in the ministries of education around the country, but there is little evidence that school inspection is taken truly seriously in practice. At the tertiary level, the supervision of teaching was supposed to be the responsibility of the heads of academic departments and other senior colleagues in the departments. But this responsibility is not discharged in any serious way in most institutions in this country. One reason for this is the absence of an instrument explicitly specifying the function and empowering the head of department in particular to perform that function. Another reason is the arrogance of some colleagues, especially some of the PhDs who have the erroneous notion that that degree means they know it all; that they have become small gods and cannot be directed. This atmosphere permits some teachers to design their courses the way they like, teach whatever topics they like and in whatever way they like, set their examination questions the way they like, and mark students' answers the way they like. It is usually teachers in this category who manipulate and exploit students in contravention of known regulations.

Human beings like these cannot produce the quality of manpower needed for the development of a country.

The Quality of Teachers:

There is the view that the quality of teachers has played a major part in the failure of the education system to produce the desired outcomes. And even a casual observation of some of our teachers at work would confirm this. At the primary school level, the quality problem can be seen in terms of both the

teacher's own knowledge of the subject and teaching skills. Catherine Oke (2009) observed this when she investigated the teaching of primary science in our school system. She observed that the outcome was poor, and she attributed it to 'incompetent teachers'. At the tertiary level the problem stems mainly from poor teaching skills, the reason being that many of the teachers at this level have never received any formal training - in some cases not even an orientation - in teaching methods and classroom management.

The Society's Attitude and Incentives Structure:

The issue here is that our society's perception of education and the incentives that are used to build and keep the economic system functioning have contributed significantly to the limited developmental impact of education in the country.

Recall the criticism that the country's education curricula have been excessively academic. Usually scholars blame the colonial origin of the curricula for the weaknesses, arguing that the colonial authorities were interested mainly in producing catechists, teachers, and clerks for their purposes, not in producing manpower for the development of the country. But we learn from history that at some stages the colonial authorities attempted to adapt educational programmes to local needs and traditions by introducing training in local crafts and trades: including carpentry and agriculture, but that the attempts were resisted by the local people in virtually all English-speaking African countries; that to the local peoples education meant having the kind of knowledge that made the white people their rulers, namely the ability to 'read books, speak and write English, and do arithmetic', not doing the practical things they already knew how to do. It would appear that this perception, more than anything else, led to the excessively academic curricula critics often complain about. The perception has persisted such that successive governments have been unable to make truly radical changes in the curricula of the schools, the introduction of polytechnics and universities of technology notwithstanding.

The preference for academic-type education is reinforced by the structure of incentives in the system. As we know, workers in this country are paid mainly according to their

academic qualifications, not so much according to their skills and experience, and generally the higher the qualifications the better. In particular, most jobs requiring mainly practical skills are, in this country, generally low paying irrespective of the dexterity or experience of the worker. This reward system influences people's choices, including choice of school courses and jobs, and is the reason for the high demand for admission to the universities and the limited entrepreneurial activity in the country. We can see this in the analysis of candidates' preferences in the 2010 Unified Tertiary Matriculation Examination (UTME) applications: 96.72% for the universities, 1.59% for the polytechnics, and 1.69% for the colleges of education. The experience is the same in many other African countries as Foster (1977) observed in a study of the vocational aspirants of young people in Ghana.

There are several other factors in the ineffectiveness of this country's education system, and it will be necessary to try and identify them as we seek to understand why we are where we are. But the factors outlined so far should serve to stimulate discussions on the way forward which is the ultimate objective of this conference. The final section of this paper attempts to outline a few ideas that should be examined.

How Can the Developmental Impact of Education be Improved?

It should be enough to suggest that the problems that have been identified the problems that frustrated past efforts - be addressed. But the ideas in some of the areas need to be made more specific to avoid being misunderstood. Two of these areas, which together hold the key to success, are **the environment** for teaching and learning and the **quality of teachers**.

The Environment

This country has to create a more conducive environment for teaching and learning if we truly wish to see the transforming effect of education. The elements of the desired environment include:

A structure that has been carefully designed and evaluated, taking into account the need for stability;

Provisions for adequate motivation of

teachers and support staff at all levels for the quality of teaching and counseling they must do to be able to produce the knowledge and skills the country needs; e.g., through improved work environment and conditions of service, especially remuneration that is commensurate with the sacrifices they are required to make;

Provisions for the motivation of learners at all levels; e.g., improved facilities, improved libraries, better equipment, a transparent scholarship scheme for high performers and indigent students, and competition programmes that inspire learning;

Effective supervision of institutions, through strengthening of supervising agencies and explicit requirements concerning school inspection, including frequency of inspections, inspection reports and report format, publication of reports, and sanctions for poor performance; and

A policy statement committing the country to careful analysis and evaluation of proposals, and careful planning of programmes and systematic implementation of plans.

A summit of truly informed and committed stakeholders is needed to examine these and the several other ideas that will be put forward, and to produce in the end a thoroughly revised policy document for the country.

Quality of Teachers

This country needs to act quickly to improve the quality of teachers and teaching in the education system. What is required is **appropriate training**, and in doing this efforts must be made to avoid the mistakes of the past.

We need a new arrangement for the training of teachers to be able to produce the required quality staff. The plan concerning the NCE as the minimum qualification for teachers in the system is a good one, but to keep the teachers current and active in teaching and learning, it will be necessary to provide for a regular retraining programme that should take place in special and appropriately equipped institutions, and should last long enough to produce the desired effects.

We need also to think of ways of improving the teacher's effectiveness and efficiency on the job. For this purpose, it would be helpful to revisit the practice of having senior

teachers supervise the junior ones, and the practice of preparing lesson notes, and consider bringing back some of the elements and effectively implementing them.

For teachers in the institutions of tertiary education, what is required is to implement the existing policy on the issue. The policy states that:

'All teachers in tertiary institutions shall be required to undergo training in the methods and techniques of teaching.'⁸

This is overdue. It is necessary that teachers at this level improve their teaching and classroom management skills. A dialogue will be needed at the level of the institutions to allay teachers' fears about the policy and to work out acceptable arrangements for implementation. We all must invest in the quality of education we want.

Content of Education

Two ideas need to be considered in this area. One of the ideas is a careful review of the existing programme to provide for the production of the knowledge, skills, and attitudes required for building the competitive economy we need to support the society, through, for example, an outline of the elements of knowledge and skills expected in teaching each course. The other idea is to provide for linkage arrangements with industry for needed opportunities for effective practicals.

Complementary Policies

Because the sectors of the economy are interdependent, it will be necessary to review public policies in sectors other than education in order to avoid bottlenecks that could frustrate the objectives in education. One such sector is the energy sector. It's no use filling educational institutions with modern items of equipment which are power-driven without adequate supply of electricity. As things stand, institutions spend substantial proportions of their limited resources on private power sources - electric power generators which were supposed to serve as standby facilities, and in most cases the authorities have had to ration power supply such that the various units rarely have anything near to enough power supply for their needs. The implications for productivity and pollution are obvious. The not

so obvious implications include the adverse effects on health and the efficiency of members of the communities.

The Rest of the Society?

The rest of the society also have an important part to play in improving educational outcomes in this country. That role consists of providing the necessary support; support in terms of:

equipping, encouraging and helping students to take their studies seriously, and discouraging malpractices in the education system,

funding of specific educational programmes and projects in the country, providing needed facilities and equipment in the institutions,

participating in educational events, e.g., school events,

accepting and supporting students on internship and industrial work experience programmes, and

investing in job-creating projects in order to create employment opportunities for school leavers.

Educational outcomes will also be improved if the public will begin to put the relevant government departments and agencies under pressure to perform their functions, by showing genuine interest in what goes on in the various agencies and demanding high standards. This is something we are not used to in this country, but it is the only way by which we can effectively check the abuses in the system and outright waste of resources which work together to produce the poor outcomes.

Conclusion

Clearly, Nigeria has not done well with education as an instrument for national development. Some desirable changes have occurred, but the gap between what was promised and what has been delivered is wide. There are problems with policies and policy implementation; problems with content and content delivery; problems with personnel; and problems with public attitude and the resultant environment. Given the importance of education, these problems have to be tackled, and tackled frontally. The change we desire can be achieved, but we all must begin to think differently and to approach our jobs with a

determination to make the difference.

End Notes

1. Statements made preparatory to the launching of the Region's Universal Primary Education (UP E) Programme, quoted in Fafunwa, A. B. (1974). **History of Education in Nigeria**. London: George Allen and Unwin, p.168.
2. See the governments' ideas about education in the First National Development Plan, 1962, p.23, and the Second National Development Plan, 1970, p.235.
3. The National Policy on Education, 2004, pA.
4. For the orthodox paradigm, the goal of development is economic growth, the lack of development is due to some obstacles to growth (including non-rational behaviour), and the appropriate approach to development is reliance on market forces to guide activities. For the radical paradigm, the goal of development is liberation from control by the forces of nature and other nations; lack of development is the result of the control of economic resources by a class that is interested in conspicuous consumption; and the path of progress lies in national planning.
5. By the indicators we can see that economic growth is only a component of development. It is wrong therefore to equate growth with development as some people often do.
6. This section of the work is based largely on the accounts by Fafunwa, A.B. (1974), Lewis, L. J. (1965), Nelson, H. D. et al (1972), and Cowan, L. et al (1965). See full titles in the list of references.
7. See National Policy on Education, 2004, p.14.
8. See National Policy on Education, 2004, p.37.

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