



Practice and Prospects of the Set Objectives of the National Policy on Education and the Nigeria Education System

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Abstract

This paper takes an analytical look at the national policy on education presently practiced in Nigeria which came into existence as a result of the 1969 curriculum conference and the national educational seminar of 1973. A critical analysis is focused on the set objectives With the view of matching the outlined objectives with the present educational system in the country. In doing this, the paper will see to the extent to which these objectives has been able to see the light of the day. The paper shall also dissect the present educational system, stating the numerous challenges beclouding it. Finally, it shall devise suggestions that if adequately adhered is bound to enhance its optimal functioning of the system.

Keywords: Bridging, gap, objectives, national, policy, education, system.

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INTRODUCTION

Education has been described as the basic tool used to stir up the development of any given society. It goes further to mean that an effective educational system stands the chance of accelerating this developmental stride of such nation. It is of this understanding that the curriculum conference of 1969 held in Lagos-Nigeria which was followed by a national education seminar in 1973 fashioned out certain objectives that the education must target to achieve for the nation. The conference understood very well the essential place which education occupies in any society, as an instrument for the survival of the individual and society, the fostering of national unity, and the transformation of the social and economic features of a society [1]. Under the chairmanship of Chief S.O. Adebó, former permanent Representative of Nigeria but the united nation, and chairman of national universities commission. The highlight of the conference was the deliberation, recommendation and adoption of what good and meaningful educational objectives and policies should be for the country-Nigeria. It was propounded that the philosophy of the Nigerian education would go as thus that;

Education must be based on equal educational opportunities for all citizens of the nation at the

primary, secondary, and tertiary levels both inside and outside the school system [2].

In line with the above, the educational objectives in Nigeria insist on achieving the following;

- a) The development of the individual into a morally sound, patriotic and effective citizens;
- b) The total integration of the individual into the immediate community, the Nigerian society and the world;
- c) The provision of equal opportunities for all citizens at all levels of education, within and outside the formal school system;
- d) The inculcation of national consciousness, value and national unity and
- e) The development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society [3].

It is pertinent to know that the above national educational philosophy and the educational objectives were fashioned out to complement the country's national objectives. This means that achieving the educational objectives will invariably be assessing our national objectives as a country. Hence, the nation set to

achieve the following objectives for the Nigerian society;

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

A critical study of the above national objectives and the educational objectives clearly revealed our earlier position that the later was fashioned out so that the former can be achieved. This translates that the kind of society aimed can easily be accessed through the educational system practiced in the society. This further goes on to say that education in the Nigerian society is saddled with the responsibility to execute all that is needed to take the nation to the next level, by implementing her national goals. Fafunwa [1] subscribed to this view when he argued that relevant and meaningful statements of educational objectives and policies and practices should be an expression and embodiment of the national objectives. The fact is that the Nigerian educational body in the 1973 conference understood very clearly that education is a vital tool to navigate the way a particular society should go. Consequent to this indebt understanding, the 6-3-3-4 system of education which was proposed in the 1969 curriculum conference was adopted among others in the 1973 educational conference.

Commenting on the curriculum conference of September 1969, Kosemani and Okorosaye - Orubite cited Fafunwa as stating that;

The conference was not concerned with preparing a national curriculum, nor was it expected to recommend specific content and methodology. Rather, in this first phase it was to review old and identify new national goals for education bearing in mind the needs of youth and adults in the task of nation-building and national reconstruction for social and economic well-being of the individual and the society (1995:128).

By the 6-3-3-4 educational system, the pupils are to spend 6years in the primary school, 3years in the junior level of the secondary school, and another 3years in the senior level of the secondary. After which they will proceed to spend 4years duration in the tertiary or higher institution.

Worthy of mention here is the fact that with the establishment of national education policy, is a step indicating a serious movement on the part of the national government to ensure that every sector of the federation have an equal share of development through education, and as Abernethy [4] rightly observed, the move is to prove the commitment of the federal government to ensure equal opportunity and greater quality in standard of living. Such harmonized educational system he insist, if vigorously pursued will

go a long way to improve access to, not only good educational attainment, but will also guarantee the good well-being of the people through employment opportunities and an equitable distribution of income among individuals and sectors. While this seems to be true, what is not visible is the reality of this aim in our present educational system.

CONCEPTUAL ANALYSIS

The writer will in this section analyze the following concepts in the work; objectives; Education, national policy. The essence as Aminigo [5] argued is to strip them of obscurities and wrong meanings and to guarantee better comprehension of the topic in question.

Objectives

The term objectives are often used intermittently with the words, aim, goal, etc. Sometimes, scholars and writers use these words to describe what they desire or aimed at achieving. While aims or goals when used in a particular usage may seem to be making a vague statement, on the contrary, objectives narrow the expectation(s) targets to an understandable or conceptual level. This translates that objectives, unlike aims or goals are clear statements of what is targeted at achieving in a clear stated time or period. The essence of individuals or groups making their objectives is not to derail or loosed focus of their target. Hence, objectives are stated so as to enable the individual or group to draw a line or make conclusion when to access, evaluate the success of our objectives, or otherwise.

In the academic environment, the teacher, in making his lesson plan for his job, states in clear terms what he wants to achieve on or before the end of the lesson by way of objectives. Because he had objectives being set out, it gives him a fair ground to evaluate the students and sometimes himself to check if his objectives have been achieved.

However, objectives are not an exclusive term functional in the education sector, nations and organizations also draw out their objectives before embarking any meaningful venture. This informed the position of Nasreen and Bano [6] who described objectives as the foundations which upholds any system. To them such foundations (built on stated objectives) not only form the bases of any system, but proceed to direct the movement of the system.

In contemporary times the need for nations to have clear-cut objectives becomes very pertinent to facilitate their access into the global world. As we did discussed earlier, setting objectives is essential in the educational business as in other domains of life. For instance, stating our objectives on how a particular educational system should go is needful due to the place of education in a society. Ghandi in Nasreen and Bano [6]

put it right that real education consists in drawing the best out of an individual; and well stated objectives will enhance performance.

However objectives can either be specific or general objectives. Specific objectives are statements that describe results in specific terms, as in knowledge, attitude, skill, aspiration and behavior. Other characteristics of specific objectives in education are its preciseness in expression of terms and specify appropriate interpretation of terms with objectives or goals being spelt out in general form. On the contrary, general objectives are elaborate in nature. These kinds of objectives are elaborated and cannot easily be measured in a short term. Its assessment or evaluation only comes at the end of the process.

EDUCATION

Society undergoes different levels of transformation through laid down processes deemed necessary by her for her citizens. The conscious laid-down procedure of transforming the individuals to abide certain pattern of life and culture indeed plays vital roles not only in the individual but also in transforming a society. The act of inculcating the vital elements of the societal culture; the norms and values of the people to enhance peaceful co-existence in the society can be regarded as education.

Educational process can either be formal, informal, or non-formal. In the formal education, the system is consciously programmed, planned and organized. Courses or subjects are well structured to meet with the needs of the society and deliver to the learners in a planned environment through well trained personnel's fit to do so. The formal education is delivered in a formal institution called-the school. It is delivered through a curriculum process. The curriculum is a package that dictates the educational process contained in the school environment. Much of what makes up of the formal education should be left for another work, but suffice us to view the other types of education; informal and non-formal education system.

The informal system of education agrees with the traditional system of education. However, this system differs from one nation to another. The informal or traditional system of education is not uniformed, it differs from one society to another, however, there are certain areas of similarity as in the area of the training of the members, etc. All societies are involved in the training of their younger ones; children are taught in toileting, eating, according respect to elders. These virtues and other general behaviors are often gotten from the traditional education system. Contrary to the formal kind of education, the informal education is not planned or well organized but is carried out randomly. Its process is oral and informal; the child only had to undergo series of training and indoctrination to prepare him/her for adulthood [7]. Again, the informal or the traditional type of education is essential to our

traditional society as the individual are exposed to certain norms and values of his immediate society before being exposed to the outer society. This makes them (the youths) acclimatize with different societal ethics and conducts so as to fit into any society outside their domain, as the younger members are taught, though in an informal way vital issues relevant to living for adulthood.

The Non-formal education is an educational system operating between the formal and the informal kind of education. Though it is targeted towards preparing the individual into becoming useful and functional to the society as the case in all forms of education, yet in its pursuit of this primary goal, the system is not formalize as in the case of the formal education, rather, it is narrowed to being making the individual becoming that which he/she is aimed at achieving within a time line. In doing this, every modality put in place is done just to achieve that target. The system is non-formal because it is not programmed; neither does it follow a particular defined system in making the individual attain his/her goal. Unlike the formal system of education, the non-formal takes place outside the school system, no structured curriculum or time-table guiding its process. The swimming, gymnastic, and other such training can be likened to the non-formal kind of education.

In a nutshell we have discussed the three main kinds of education prevalent in most society, however, it is worthy of note that the common thing shared by them all is that of reforming the individual into a useful and functional being, and for the growth of the society. This means that the essence of education is to transform an individual from his primitive state to a more viable and useful state, and to contribute to the development of the society. This understanding informs John Dewey's conclusion that education is an instrument for national development [8].

In the same vein, Abernethy [4] made a similar conclusion when he stated that; "A prime task of a formal educational system is to impart literacy, which broadens a person's mental horizons, increasing his capacity and willingness to change the environment". It means that accessing education should guarantee the individual what it takes to transform his society for the better, because the educational content and process (as in the formal education) are loaded with those ingredients that when effectively harness, are capable of remedying the ills of a society and keep it on the path of modernization. It is for this purpose that the author insists that a viable education should be a must for the developing nations of the world. This view was confirmed at the African leaders' conference held at Addis Ababa – Ethiopia in 1961 when it was proclaimed that; "education is Africa's most urgent and vital need at present" [4].

By this proclamation, the African leaders understood clearly the position of education as the key to the modernization of any given society. It is however left for them to put to practice their thoughts and aspiration, which has continued as a challenge among the African leaders. Back home in Nigeria, the question like Okorosaye-Orubite [7] rightly asked; “how can Nigeria use education to solve her developmental problems in the contemporary world?” It’s a strong question that only time will tell when the answer will be devised.

NATIONAL POLICY

The concept of policy like most terms is not easy to come by. The reason is that its usage varies based on the circumstance, place, time, and within a particular set of people. However, the term is derived from the Greek word: - ‘polis’ referring to a city or citizen. In the Roman usage, it connotes the term-‘polity’, meaning; government, regime or nation. In contemporary terms policy has come to stand as a uniform decision which can mean rule, regulation or set of prescriptions in particular circumstances. Some has considered the term to mean a deliberate system of principles to guide decisions and achieve rational outcomes. While some considered policy to be a statement of intent that is often implemented as a procedure or protocol. Yet, many submit that policies as an instrument are generally adopted by a governing body within an organization or a setting.

It should be understood that policies are made for an effective running of the organization or a setting. Consequently we have different kinds of policies in different areas of life. For example; policies are made in the area of finance, political, social, education, health, to mention but few.

A policy is a deliberate system of principles to guide decisions and achieve rational outcome. It is a statement of intent, and is implemented as a procedure or protocol.

We have national and company or corporate policies. While the former talks about certain rules and regulation concerning particular areas governing the entire nation, the later has to do with an organization, establishments or a firm, in relation with the employees. The workers code of conduct, the recruitments and termination, their health and safety are some of the vital issues that can be found in an organizational or company policies. Scholars have identified the following as some of the organizational policies. Its existence demonstrates that the organization is being operated in an efficient and businesslike manner. It ensures uniformity and consistency in decision making and operational procedures; such policies add strength to the position of staff especially in legal matters; an existing policy makes it easier to handle any problem that may arise. Again an existing policy in any

organization or system provides the framework for business planning.

Public or national policy has been described as a system of laws, regulatory measures, or courses of action concerning a given topic promulgated by a governmental body or her representatives. Thomas Dye in Hewlett [9] summed it that, public policy can either be regulatory policies or Distributive policies.

The study of the concept revealed that policy and policy-making is mostly a matter of persuasion [10]. For public policy rightly stated that policies as an instrument in the governmental process brings about changes and upliftment of lives of the individuals. Goodin cited a specific case of different policies that has put in place ensuring a prosperous future for Michigan by promoting sound economics and better policy roles, making a strong case that government has affected all aspects of the people’s lives. That the good governance that has better the lots of the people was made possible through various policies put in place. It is based on this that scholars has considered public policy as a means by which a government maintains order and addresses the needs of her citizens in different areas through actions as defined in the constitution. In Nigeria for instance we have health policy, economic financial policy, Agricultural policy, information policy, education policy and many more. Though, it has been argued that the essence of policies directed a particular area of life or sector is to see to its effective performance yet the fact remains that most policies have not yielded positive results in a firm or the society. For instance, Lukeman [11] argued that the current development crisis in Nigeria is not the result of inadequate resources but a product of mismanagement as well as Nigeria lack of and better information policy that has led to a chaotic information environment. This assertion seems to be rightly made because most of our national policies seems to be wrongly placed, and often not well executed. In this regard, it will be advisable that for our policies to achieve its purpose it should be concise and be directed to target its purpose. Again, adequate modalities should be put in place to enhance an effective performance of such policies. It is expected that any policy characterized by the above is sure to deliver. Again, to debunk the argument of the school of Thought that the fallout of some policies can be attributed to the complexities and multifaceted process involved in establishing certain policies, it should be suggested that adequate time frame should be allotted to the process of any policy and the right people who are versed with the know-how in that area be granted to undertake he execution of the policy. It is the opinion of this author that when suggestion is strictly adhered to, most of the frivolities will be averted. Other vital factors that influences national or public policy identified by scholars includes; public opinion, economic conditions, contemporary/prevaling circumstances as in new scientific discoveries and

technological change. Yet we have other influences coming from interest groups, non-governmental organizations (NGOS) business lobbying, as well other political activities. These above bodies act collectively to promote public policies not only to the public interest but also for the specific interest.

THEORITICAL FRAMEWORK

The study borrowed a lift on the progressive theory of education which defined an effective education as one that progressively responds to the needs of the learner, which gives more values to experience than formal learning. An education based on experimental learning focused on the development of the child's talents. The present Nigerian educational system (6-3-3-4) no doubt inclined more on experimental learning. It geared towards building the crop of man-powers in the areas of science and technology. For this purpose, the section 'B' of the National policy on education, 6th edition [3] deals on technical & vocational education and training (TVET). In which case, Technical and vocational education and training will be paramount in the educational process of the learner's, making the study of technology and related sciences as well as the acquisition of practical skills, attitudes, understanding and knowledge relating to various sectors of economic and social life [12].

The above translates that the Nigerian child's quest to imbibe the knowledge of science and technology currently trending round the globe must as a matter of necessity be made to undertake the pre-requisite the primary science and technology. This must, however, be to the needs and readiness of the learner. The progressive education as it has been argued is a reaction to the traditional style of teaching. It gives values to experience over learning facts. Like Kennedy [13] rightly stated, the progressive learning is the sure way to appreciate learning. Consequently, taking the progressive theory into cognizance, our is when we compare our present educational system and curriculum, even our teaching style ought to be worked upon, as the theory bent on the educational process teaching the individuals on how to think rather than relying on rout memorization. It inclined on active performance of the learner; making the learner engaging in activities that put their knowledge to use, which will translate to enhancing in the learners, critical thinking, creativity, and ability to work independently as they engage in progressive kind of learning.

According to John Dewey [7] The American philosopher and educator who led the progressive education movement through his influential writings, education should not just be involved in making students learn as the likelihood of forgetting is eminent, rather, education should be a journey of experiences. Such experience as he insist, is capable of building upon each other to assist students create and perceive new experiences. For this purpose Dewey opposed the

education system creating a situation that seems to alienate the student from his community. On the contrary, he opts for a cordial relationship between society and the students/school. He insist that any disjointment will cause a serious educational fracture; making learning not meaningful. It is for this reasons that the writer strongly agree that the present national policy on education practiced in Nigeria will make meaning in terms of being relevant to the life and well-being of the Nigerians only when all the rudiments are brought to the reality of the learners in a clear term and the environment prepared to accommodate all that is aimed to achieved.

National philosophy of education and the educational system in Nigeria

The national philosophy of education in Nigeria that came into existence by the curriculum conference of 1969 and the national education summit of 1977 centered on the search for goals of education. This, according writers was not a new issue in the country-Nigeria, owing to series of past educational pursuits on how the country' education system should be branded.

However, the conference reviewed the former goals and identified new ones with a view of setting an effective goals based on the prevailing needs of the society, this is in line with the view of Fafunwa [1] who submits that education should prepare the individual for adult life. The "adult life" which Abernethy [4] described will lead to the modernization of the society he belonged or participate in. Because an education stands to provide the individual the required skills and broadens his perspectives in the issues of life.

It is for the above, and to move the country in the path of development alongside other developed nations that the new educational policy was fashioned out. The view which is hoped will find a good landing as proposed by Fafunwa [1] that; Africa must adopt a scientific attitude towards the problems posed by her educational system. It will be largely through adopting a scientific approach to problems. That Africa will be enabled to join a world where science has already become the dominant cultural factor.

In agreement with this, Aminigo (N/D) reiterated that keying to the science and technological-based educational system is a sure-way for the country; If Nigeria must overcome the national development tragedy it is presently facing. Good enough the 6-3-3-4 system presently practiced standing as the focus of the national philosophy of education is a step towards achieving that target. The system is hoped to play the role of taking the country in the direction of modern development. However, most people are of the view that to achieve the desire goals of the set education objectives, it demands an effective implementation of these objectives to the letter in our education venture and not in mere policy statements. Nigeria's education

should be patterned on the model of the modern industrial societies prevalent in other parts of the world [14]. The above assertion can only be achieved through the impartation of knowledge driven by science and technology, which is hoped to induce critical attitude towards beliefs and theories, such that is mostly obtained through observation and experimentation that is subjected to uphold critical scrutiny and different epistemological fitter [13].

The fact is that a proactive educational institution is the sure factor where the above can be processed and be delivered in good condition, so Nigeria should as a matter of necessity fashion out a viable educational system that can function in this capacity. We should say that Majasan was right in this direction when he advised that a qualitative education should be defined in the line of encompassing “diligent learning and research which produces sound and useful knowledge and creative skills for production and development” (1998:vii).

It further means that the key to modern development lies in the powerful tool of quality education. Education, Majasan insists is the tool for eradicating the stigma that lies between different nations; that no nation can remain permanently in the forefront of development leadership if its education ceases to be qualitative (1998). It is for the above reason that, we need sound education, built on the platform of competence, and honesty to take our nation to the required standard, which can contribute our quota to human growth and development. This indeed can only respond to qualitative education.

It sounds obvious that the present national policy on education in Nigeria is timely. However our problem in Nigeria as Okorosaye-Orubite rightly pointed out is in making of divers’ policies without a laid down procedure on their effective implementation. Citing Alagoa, he stated, “ it is not the conceptualization of ideas that is a problem, but our (Nigeria) problem has always been how to put our ideas into practice” (2008:41). One should wish that this should not play in the present national policy on education because some have started to wonder why remarkable results are yet to be recorded since the inception of present national policy on education in Nigeria with the good and enticing objectives aimed to achieve.

Many have argued that the slow paced of the education objectives being realized is for the deficiency existing in the country’s educational institutions; the system not running side by side with the outlined objectives. For this reason, the schools and other education institutions should be equipped enough to enhance our educational objectives in Nigeria, and to others, they argued that most of the goals seems unattainable due to what goes on in the Nigerian society, and in our political, economic and social lives.

To these schools of thought, what transpires in our daily lives in Nigeria contradicts our national/educational objectives. John Dewey made it clear that the society cannot be separated from the school, both complement each other. So, the activities of the society are bound to affect the education system, either in a positive or negative direction.

According to the national policy on education by the Federal government of Nigeria the nation aimed to achieve the following;

- A free and democratic society
- A just and egalitarian society
- A united, strong and self-reliant nation
- A great and dynamic economy, and
- A land, full of bright opportunities for all citizens [3].

The above are the goals through which the educational objectives are carved out from. The question is to what extent has our daily lives in the country reflected the above national goals? It is worst with those in the helm of authorities. Most of the actions carried out by our leaders in different sectors are yet to prove that we are looking forwards in achieving a just and egalitarian society, not to talk of making the country a free and democratic one. The truth is that ethnicity and tribalism dominates the individual’s lives as Nigerians. To think of it, what interpretation do give to a leader who assumed public office in a country and made the appointment of virtually all the key offices from one particular zone where he/she comes from, or made his/her selection from on one geographical zone? How do we explain a leader who decided to allocate essential amenities to a particular zone he comes from or that brought him to power? It is obvious that a country who up till date, who solely rely on the exportations of one particular (primary) product be considered as heading towards having a great and dynamic economy or achieving a land fill of bright opportunities for all citizens, as it claims. One wonders where the bright opportunities will come from when the unemployment rate is rising on daily bases, and the leaders are reluctant in procuring solution to it. These and many others has really constituted a clog in the wheel of progress in the Nigeria’s educational system. The situation is like one will describe as placing an over-weight load on a tiny neck. The above informed the position of some scholars that the societal values and perception to life works contrary to our national goal which is translated into the educational objectives. To these schools of thought, the solution is in making value re-orientation to put to order our individual mind set, so as to build the kind of society we aim to have. It is hoped that achieving this milestone will accelerate the path of having our set educational objectives as stated in the national policy on education for the country.

Based on the above, education stands a vital tool to correct the ill and anomalies in the society, to bring it to the path of development. The end of education is the development of that knowledge and skill in the individual for his economic and social wellbeing. This knowledge and skill derived prepares him to contribute to the well-fare of his family, community and of the entire society [14]. Granted that education is saddled with the above responsibilities, the question that is, to what extent has the Nigeria education system able to eradicate the prevail challenges that has beclouded the Nigeria society? It will be pertinent to point out that even though we look forward to education to transforming any given society, such can only be achieved by an effective and proactive system. On the contrary, Osokoya [16] made a clear case that; "Nigeria education has failed to usher in the desired expansion of available facilities and resources both quantitatively and qualitatively so as to produce a better and greater nation".

Osokoya further discussed the areas of failures in the educational sector as mostly concerned with, deficiency of the curriculum, inadequate funding, and shortage of teaching and non-teaching personal, inadequate data, poor infrastructural facilities. For these inadequacies interplaying in our system, Osokoya concludes that the Nigerian educational system has failed to bring about the much-needed breakthrough in our developmental quest. The above assertion is in line with the publication of UNESCO (2013) who made it known that Nigeria has the largest population of out-of-school children, about 10.5 million, but that are also producing "unemployable illiterates" [17].

This, as anyone will affirm is a negative remark, not pleasant with our educational sector, a remark that has informed Irikefe position that the educational landscape of the country looks really morose and menacing. All these point to the fact that there is a disjointment between the stated objective and the present educational system in Nigeria.

Plato, the ancient Greek philosopher did posit that any society that neglect its educational sector is heading to doom. It is an assertion that agrees with that of Immanuel Kant who insist that "the greatest and most difficult problem to which man can devote himself is the problem of education. For insight depends on education; and education in its turn depends on insight (churton, 1991). The present situation of Nigeria education system can have no much term than this – "total neglect." Indeed, we have neglected the education sector so much so that it is not yielding the desired objectives, and consequently, much had fallen apart. It is the focus of this paper to not only beam light on the existing gap as discussed, but to critically proffer some likely steps that will lead to bridging the gap between the stated objective and the current Nigeria education system.

The 6-3-3-4 system of education being an upshot of the national policy on education of 1977 in Nigeria is expected to enhance science education in the country that will up lift her development at all level and align her to the status of modern societies. This assertion is in line with Bertrand Russell's view that, "science is the dominant factor in determining the belief of the educated man" (1952:102). Scientific knowledge serves to dispel many unfounded belief witchcraft, sorcery and certain deities that tend to cast a spell on the mind of the individual. Conversely, the institution of science education and making it a priority in our schools when adequately inculcated to our youth will make them shield from the negative influences of superstition and authoritative learning (Aminigo, ND.) the point to make from the ongoing is that science and technology has been globally acclaimed as an instrument to accelerate modern development. For this reason our society as a matter of necessity should key to the moving train where we can transmit intellectual knowledge that will make our youths understand what is essential through empirical knowledge, passing through the various scientific test and observations.

This like Aminigo rightly suggested can be done through deliberate curriculum planning and development as well as initiating a revolution in science education at the primary, secondary, adult and tertiary education level in our educational system. It is the writer's believe that this ought to be the reason for Nigeria keying into the universal basic education scheme lunched on the 30th September, 1999 with a commencement date of 2000 [7].

This means that the curriculum at all level of education in Nigeria should be made primarily scientific, technological and vocational in order to train the people in the various skills needed by the society. The purpose is to help accelerate the process of self-sustained economic growth which in return will assist to minimize or eradicate unemployment; inability to accommodate non-productive capacity [18]. As stated earlier, achieving the above will be through deliberate curriculum planning and development. On the contrary, the deficiency of our curriculum contents often impedes our expectation and aspirations. For this reason Gbamanja, [18] advised that Nigeria as a developing nation needs an improved curriculum rational in order to achieve educational effectiveness. This is in line with Tanner and Tanner (1975) who made a clear case that the survival and prosperity of any society is a function of it capability in applying its knowledge to resolve its practical challenges.

By the above assertion, Gbamanja had drawn a conclusion that, the wealth or poverty of any nation depends on the content of the curriculum. This makes the education curriculum very essential and speaks much of its outcome. All we hope or expect to achieve as a nation should be properly stated in a clear and

achievable terms in our educational curriculum. It should address contemporary issues relevant to take the country to the next level of life. To this effect, Gbamanja, [18] advice the education and the educationist must as a matter of necessity includes such vital ingredient that will make our education system qualitative in their curricula design for all level of the educational system. The curriculum should go to a large extent reflect our educational objectives, and be strictly followed in our various form and levels of education in the country.

Closely connected to the issue of having a viable educational curriculum to uplift the educational standard and achieve the desired goals, is that of lack of proper management, supervision and control of the objectives we look forward to achieve. Like Kosemani cited in Okorosaye-Orubite [7] rightly stated, the education system is an important arena of social distribution through which the state attempt to mobilize and maintain an uneasy consensus.

This all the more re-iterates the point that education is the nucleus of any society and as such deserves every necessary attention to make it produce. Okorosaye-Orubite noticed that the limping nature of the present Universal Basic Education (UBE) program in Nigeria as due to lack of adequate statistic of planning and implementation, which if care is not taken will go the way that the Universal Primary Education (UPE) went in Nigeria. Good enough, the national policy on education [3] made it clear that, the success of any education system depends on proper planning, efficient administration and funding. It should be understood that administration as Ololube [19] clearly stated is a function of organization and structure, proprietorship and control and, inspection and supervision. Consequently to achieve a high level of management and supervision of our education system for optimum productivity, there should be an organization mechanism put in place through the development of an adequate care of qualified manpower at different operation. The essence according to the FGN [3] are to;

- ensure the adequate and effective planning of all Educational services
- Provides different administrative and management control for the maintenance and the improvement of the system.
- Ensure quality control through regular and continuous supervision of instructional and educational services; and
- Provides adequate and balance financial support for all educational services.

Ololube [19] added that to effectively carry out the above objectives stated above, the federal and state government will maintain and adequately funds the inspectorate and educational planning department in their ministries. For one thing very essential to comprehend, an effective's supervision and control of an educational system is very pertinent to its high

performance in a society. Regrettable in Nigeria, less attention has been attached to our education in this regard, not just in contemporary time, but even in the past. For instance, the collapse of the universal primary education (UPE) in Nigeria was attributed to lack of adequate planning and preparation [7]. It is the view of this writer that if an adequate preparation, supervision and an effective management be directed to our education sector, it will bring into reality the stated objectives. Osokoya, [16] made it more explicitly that; Poor quality control had been a major factor responsible for the failure of previous renovation and renewal efforts of government on basic education..... that, supervision monitoring and evaluating should be given special attention if UBE is to succeed.

Consequently he advised that for effective implementation of the present UBE scheme, there should be greater decentralization of educational management of plans, enhancement of desired objectives. It is not enough to make an enticing policy or make out objectives to be achieved but we must go beyond that to set up adequate machinery of supervising and inspecting all schools and other educational institutions regularly and ensuring the provision of well qualified teaching staff, and ensuring that all institutions follow government approved curricular and confirm to the national policy on education (FGN, 1981). The federal government of Nigeria confirmed that adequate supervision and inspection is required for effective enhancement of educational policies, yet, the question remained, to what extent has the government proved their sincerity to make this obligation a reality? Like Aminigo [5] rightly asked; how much inspection is done to ensure quality delivery in the schools? How many teaching staff are genuinely qualified in the areas which they presently occupied? How many government schools are following the government- approved curriculum? Indeed, until these questions are answered in affirmative, the expected educational objectives will be in futility.

Another vital factor that is worthy of mention here that if considered very essential will enhance the Nigeria educational system is adequate finding of the sector. Taking a critical look at the various educational objectives, it will be understood that the educational vehicle that must convey these objectives must be scientific and technically based. Consequently, it will require those materials and apparatus inclined to these areas to make it function effectively. Against this backdrop, most of the educational institutions are starved of these scientific and technological apparatus that ought to be there for the system to function optimally. The simple reason is due to lack of fund to procure the needed materials. It should be stated that lack of fund constraints in Nigeria have in no small measure led to slow the pace of educational programs implementation [16]. The UBE program for instance had suffered a great deficiency in this regard. The aim

of the scheme to impart in the learners adequate scientific knowledge and skill with concretized the learning, and making the study of science and technology more realistic to the societal needs. This means that a reasonable fund is required to be directed to the education sector to procure the necessary facilities/equipment that will make the educational goals achievable in the Nigeria society. A locating lump sum to this sector will not in any way be considered as a waste since education has been generally accepted as an instrument of national development (Sharma,2007, Anernethy,1969, Majasan, 1998). It is for this view that in contemporary times almost all nations of the world are moved to spend huge sums to fortify their educational system with the view of accelerating their national development.

The point to be made here is that an effective educational system is a function of adequate funding and proper management of the fund been allocated. The various activities that guarantee qualitative and quantitative, educational system are made possible with the help of available fund; planning, monitoring and evaluation of the educational programs are being harnessed when fund are made available [5].

The present educational system in Nigeria which is tailored towards achieving the earlier mentioned objectives can only be made real when reasonable funds are made available and properly directed to the areas which it is apportioned to serve. This issue of adequate funding of the education sector had been the greatest problem of Nigerian leaders of different regimes and administration. According to Ololube et al [19], Nigeria is still struggling to meet the minimum benchmark of 26% of its annual budget to education as recommended by UNESCO. For this reason, Adekoya, [20] concludes that the poor funding of Nigeria's educational institution has contributed to the deplorable conditions of our schools which according to him have resulted to non-conducive learning environment.

The situation is considered worst when with the poor funding we expect the educational system to be free and universal. Again despite the yarning of the Nigerians in various quarters of horizontal in balance of the educational system, less is mentioned of adequately funding of the sector to carry out this vital role in the Nigerian society. This indeed complicates the situation the more as it takes adequate fund to make education accessible to the entire populace. Such funds are necessary for payment of salaries, allowances and other benefits to induce teaching and learning. Again, making of buildings and provision of educational infrastructure are made possible when there are available funds. This indeed makes funding vital for effective implementation of any educational program. The under-funding and systematic corruption existing in the education sector is the major factors working against the achievement of the mandate committed to the sector. This means that

the inability of making available the necessary instructional materials that will enhance teaching and a learning in the educational institutions amount to a setback in the system [21]. It should be re-iterated that the underfunding of the education sector has resulted to certain facilities not being procured to enhance the teaching/learning process. This vacuum created has adversely affected the entire system. Ololube [19] argued that the presence of technological and adequate scientific materials for teaching and learning will make the school more efficient and productive, engendering professional teaching activities in our educational system. The situation has resulted in many science teachers not given attention to experimentation and skill observation that characterized the teaching of science and technology in the academic environment, which has posed a serious challenge to the 6-3-3-3 scheme of the National education policy in Nigeria.

The above advised that serious attention should be given to our educational system in this direction, as its avoidance will result to a more negative outcome. This constraint as Okoroma [22] asserts has resulted due to lack of adequate workshops, laboratories and libraries which ought to be a priority in the present educational system in Nigeria. If this situation is allowed to persist, it will take miracle to achieve our educational objectives.

Having discussed widely on the above, other steps that worth mentioning that should be considered as steps that will assists in bridging the created gap that has existed between the set objectives of the National policy on education and the present educational system in Nigeria are among others; training and re-training they require manpower needed to impart learning to our youths. Doing this will equip the teachers on new innovations in-evokes and will position them ahead of the learners. Okorosaye-Orubite, [7] rightly stated that "no educational system can rise above the level of its teachers". So, enhancing and equipping the teachers from time to time, and updating their learning is needful. Also their incentives in terms of financial benefits and prompt payment of salaries and allowances will go a long way in making them put in their best in carrying out their functions. Until when the Nigerian society realize the importance of the teacher in the process of the child and social development, his role will be appreciated. To appreciate the position of the teacher in the educational system will means paying every entitlement due him and according to him/her the necessary incentives that will engender good effective learning process.

Again, the rate of corruption and mismanagement of fund should be checked to give way to the proper management of the little which is allotted to the sector annually, either by government or other agencies in the system. Often, it is observed that a higher percentage of the fund allotted to the sector are

often misdirected or been mismanaged. This situation has caused the system not to be able to function effectively.

Decayed infrastructure is another challenge besetting our educational institutions in Nigeria. Most structures are out of use in Nigeria, while some posed as dead-traps to the staff and the learners in our school system. The purpose which these structures were meant to serve is made to lie waste and this has become a serious challenge to the system.

Furthermore, the government playing politics with educational matters has also been argued by scholars as posing a serious challenge to our educational system. To this effect, Okoroma [22] advised that for education to thrive in the country, it should be free from the clutches of politics. Education should not be allowed to be mismanaged. It should be noted that the more educational matters are politicized, the more our goals are being defeated, and the more things get worst in our society.

CONCLUSION

The study so far has been able to draw a line stating that there is an obvious gap between the educational objectives in the National policy on education and the present Nigeria educational system. The gap seems to be getting wider on daily bases as no serious steps is taken to curtail the challenges experienced in the educational institutions in the country. The above prompted the writer to conclude that under the present atmosphere, our nation will continue to be going down in under development. As Irekefe (2013) rightly observed, Nigeria of different dispensation is governed by leaders with different set of priority of the nation, and allow the educational sector to suffer. The effect of this long aged neglect of the sector has retarded the development rate of the country and kept us where we are. This assertions is real as the paper has to be a great extent proved that national prosperity is a function of the quality of the educational system that the nation provide to her citizens.

Considering the above, it become pertinent that urgent steps should be taken to work on our educational system so as to achieve our set objectives. The writer identified the various reasons for the gap and drew different factors that when properly applied will stand as the panacea to our educational wound in Nigeria.

SUGGESTIONS

- An effective and a proactive curriculum driven by the societal needs be put in place.
- There should be an adequate management, supervision and inspection mechanism to look into the effective functioning of the education system

- An adequate fund should be allocated in the education sector; the allotted fund should be well managed, stripping of fraud and embezzlement.
- The staff in the education system should be adequately rewarded; their salaries and other benefits promptly paid.
- The government should not play politics with issues concerning education as doing that will jeopardize the system.

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