

A. Owan Enoch



**EDUCATION**  
**REFORMS IN NIGERIA**  
**A READER**

ANNUAL BOOK OF READING

PHILOSOPHY OF EDUCATION ASSOCIATION OF NIGERIA

**EDUCATION**  
**REFORMS IN NIGERIA**  
**A READER**

**A.Owan Enoh**

UNIVERSITY OF IBADAN LIBRARY

Philosophy of Education Association of Nigeria

Copyright © A.Owan Enoh 2007

All rights Reserved

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior permission of the copyright owner.

ISBN 978 48520 - 3- 6

SANIEZ BOOKS

0803 701 9530; 0805 360 7277

## Content

- 1) The Relevance of University Research  
in Developing Countries: An Essay from the Left  
*Prof. A. Owan Enoh,* 1
- 2) Educational Reform For What?  
*Musa Ruwa (Ph.D)* 13
- 3) Nigerian Educational Objectives:  
Policy Challenges and Reform Options  
*Ejionueme, L. K, and Ozioko, A. N,* 20
- 4) Reforms In Primary Education In Nigeria  
*Dr.(Mrs) A. E. Odionye (Ph.d)* 29
- 5) Nigeria Teacher Education Reform:  
Implications for National Development  
*Rev. Fr. Dr. G.C. Abiogu and Dr. P.C. Enemuo* 36
- 6) Education Reforms: The Challenge  
Before The Proprietor / Stakeholder of Education in Nigeria.  
*Efurhievwe, Frank A.O.* 43
- 7) Educational Reform: An Evaluation of The Influence  
of Information and Comm. Technology (ICT)  
on Educational Processes in Nigeria  
*Iyishu, V. A.; Eyo, E. B. E.* 51
- 8) Educational Reforms and Social Harmony:  
Nigeria's Perspective  
*S. I. Meroyi* 60
- 9) Ethical Re-Orientaion: A Vital Tool in The Nigerian Reform  
Agenda in Education  
*Igwe Pantaleon Kanayochukwu (Mr.)* 66
- 10) Effective Reform and Implementation of National Policy  
on Education Through ICT and Teacher Education  
*Ike Peter Obinna* 78
- 11) Achieving National Educational Goals Through Educational  
Reforms  
*Ethothi Kanu Ethothi  
Christopher Effiong Okon* 84
- 12) Basic Considerations for Successful Implementation  
of Educational Reforms in Nigeria  
*Ekwevugbe, Adams. O and Dr. (Mrs.) Adiotomre, J.E* 92
- 13) Educational Reforms For What?  
*Dr. C.N. Musa and Dr. (Mrs.) R.J. Musa* 100
- 14) Educational Reform In International Perspective  
*Gyot, Bitrus Dambo M.phil/Ph.d Candidate* 113

15	Reforming Education In A Nation Plagued with Materialism: A Mirage <i>Ibekwe, C. N (Mrs)</i>	123
16	Education Reform: The World Without End <i>Olufowobi Oludare. O</i>	130
17	Framework for Educational Reform in Basic Education in Nigeria: A Philosophical Perspective <i>Dr (Mrs) V. O. ODIGIE</i>	138
18	Nigeria Education Reforms: A search for a new philosophy <i>Hussaini Mango</i>	146
19	Analysis of Some Political Issues that have Influenced Education and Educational Reforms in Nigeria in The 21st Century. <i>Mrs. Obia Esien M.ED and Ukpabio Godfrey M.ED</i>	153
20	Reform In The Nigeria Education System: A Perspective on Financing Quality Basic Education <i>Samuel.A. Mukoro and Francis A. Arushure</i>	163
21	Educational Reform For What? <i>Orimidu Funso</i>	171
22	Survey of Pupils' Possession of Recommended Textbooks in Primary Schools in Delta State <i>Dr. J.N. Odili and Dr. P.D. Osadebe</i>	182
24	Education Reform In Nigeria:a Prognosis <i>Ojo Ronke Christiana (Mrs)</i>	192
25	Issues In Planning for Education Reform Towards Sustenance of Democracy and National Development in Nigeria <i>Ebuara, V. O. Ph.d and Amimi Paul</i>	203
26	An Assessment of The Return of Some Public Schools in Rivers State To Missions: Implication for Reforms and Quality Education in Nigeria. <i>Dr. Jessica Ezekiel - Hart</i>	212
27	Mathematics Education Reform For Relevance and Sustainable National Development <i>Otunu - Ogbisi, R. O. (Mrs.).</i>	222

# 8

## **Educational Reforms and Social Harmony: Nigeria's Perspective**

---

**S. I. Meroyi**

*School of Education, Federal College of Education, Osiele, Abeokuta*

**T**he pre-colonial life of most African countries has been primitive and rural in nature. These societies are characterised by systems and practices predominantly agrarian depicting a detachment from modernity and colonisation. The advent of colonialism heralded practices, systems and institutions that ushered in what can be called civilisation. Many African countries accepted the overtures from the foreign (European) 'intruders' that brought with them ideas which completely sold these African societies to the modern world. Among these ideas are the political, economic and educational systems, which are distinct in nature and practice when compared with the local and pre-colonial practices of these African states. Although these countries possessed what can be described as viable social, economic, political and even educational systems peculiar to these societies prior to the advent of the colonial masters, these could be considered inferior in relation to those of the latter, especially when desired modern development is put into consideration. Thus the white foreigners were able to exert their influence on the local systems and practices thereby colonising all areas and aspects of life of these African countries.

Among the important systems introduced in these colonial territories is education which is a vital instrument in the propagation of the interests of every society. The realisation of the great extent this system could take them (Africans) to encouraged the full acceptance of the colonial masters' foreign educational ideas and practices. However, this foreign invented educational idea or system was tailored around the propagation of the colonial masters' interests which was at the expense of the traditional settlers'. Thus the educational system to the colonial masters

became a tool, an instrument for the achievement of identified personal and social goals and objectives. Its relevance is determined by its efficiency and effectiveness in accomplishing whatever ends that is set for it, the content is always patterned along the desires of the providers of the education. However, the awareness by the indigenous people and recipients of this foreign-motivated educational system, of its tendency to promote foreign interests the detriment of their own social desires prompted a rethink which led to the re-definition and re-fashioning of the educational process and practices; tilting the existing one along their personal aspirations to make education more relevant to their native desires. Hence, the expressions of general dissatisfaction with the existing educational system which had become 'irrelevant' to national needs, aspirations and goals of these developing countries became evident; Tanzania led with the introduction of Self-reliance Education in 1967 to reflect an educational system that would make benefactors independent of the colonial masters at graduation against the latter-motivated type. Many other African countries including Nigeria toed a similar path of educational reforms; thus, the reconstruction and restructuring of educational systems now begin to reflect *pattern of thought and values in the African traditional culture*.

This trend pervaded the entire African continent at this period.

### **Education and society**

An important expectation of any educational system is moulding individuals that pass through it intellectually and morally, which results in the transformation of such individuals from ignorance or unrefined ways of life to a knowledgeable lifestyle for an all-round development of both the individual and society. The process of education employs several means to achieve this objective; this varies from the academic contents of the school curriculum to instructional techniques, among others in order to develop the cognitive, psychomotor and affective domains of learners. Thus in line with this, political administrators across the globe structure and monitor their respective processes of education to achieve and attain the desired results. Nigeria, through her policy statement as contained in the National Policy on Education [N.P.E.] stated explicitly what she desires as the outcome[s] of her process of education which is believed to be an aftermath of her dissatisfaction with the colonial tailored system of the [Western] education she inherited.

Basically, education is intended to bring about positive and desired changes in the society which make social transformation an important agenda and focus of the nation. This is attested to in the first overall philosophy of Nigeria as contained in the National Policy on Education [N.P.E.] which is to make Nigerians:

live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation.....

In other words, Nigeria intends a nation where there shall be social harmony and cordial relationship among all the citizens, agents and stakeholders in the country's affairs through education's influence to foster the worth and good quality of individual Nigerians that pass through her educational process. Therefore, education is intended as an instrument for the achievement of:

better human relationship ... effective citizenship, ... national unity, as well as towards social, cultural, economic, political, scientific and technological progress.

All these are therefore expected to be achieved through education's success at [inculcating] the right type of values and attitudes for the survival of the individual and the Nigerian society.

By harmony, the society intends a social order where there shall be a combination or an adaptation of parts, elements, people or related things so as to form a consistent and orderly whole; that is, relationship of people in accord with one another to produce aesthetically pleasing effects.

From the above, positive and good inter-relationships of agents for the attainment of those national goals therefore becomes paramount, and for this to be established, socially acceptable values [as tools] will play significant roles hence, the importance of social values in perpetrating unity and harmony for the general development of the country. This is confirmed by the N.P.E. as stated *inter alia* as one of the national educational goals.

However, the negative tendencies of the products of our educational system have become worrisome and call for the efficiency of our

educational process at inculcating the right type of values to be questionable. Reports reveal displays of outright negation of the quality of individuals that government, education administrators and society generally desired. Right from schools to the society at large, these negative tendencies have demeaned the dividends of education in significant ways which has made huge amounts budgeted on the education sector to become useless. This has affected virtually all areas of life including the social, political and economic endeavours of the nation. The need therefore to correct this ill[s] in our process of education ignited this paper.

Failure of the graduates of our educational system to exhibit the right type of values which is the basis for socially acceptable attitudes and characters prompted the decision to examine this problem in the society. By socially acceptable attitudes and characters, we mean actions by individuals that do not undermine the tenets of development but which are in consonance with what society approves of as right or correct in relation to her set objectives and standards. For instance, every individual is expected to exhibit truth in his attitudes and characters when relating with others. This is a moral value that can help to establish mutual human and inter-personal relationships which will eventually ensure the social, political, economic and technological progress of the society.

Lots of efforts have been made to ensure the relevance and conformity of our education to the social goals. The 1969 Curriculum Conference was the first major attempt by the country to change the European-styled system of education to a Nigerian patterned one. The 6-3-3-4 system of education was the effort made towards this. Although the emphasis is on vocational empowerment of benefactors especially, those that could not proceed beyond the first stage of the secondary level of education, the possession of the right type of attitudes and character are paramount in the attainment or successful implementation of the skills acquired in the school for the general good of the society as embedded in the system. The contents of the education are therefore to ensure acquisition of the acceptable social values which several school subjects are designed to achieve. In other words, these subjects are expected to mould the character of learners and develop sound attitudes and morals in them. Among several other aims, Literature-in-English for instance is to expose learners to characters in the recommended texts, displaying both

the positive and negative behaviours of which learners' attitudes and ways of life are moulded along the socially approved values which in turn will reflect the inter-personal relationships so desired by the society. But as good as these efforts of government and educational administrators are towards the perfection of our society through the educational process, little has been achieved. This social deficiency has manifested both within and outside the shores of the country to the detriment of her [country's] image. The affective domain which takes care of the inter-personal relationships is faulted and it is claimed to be due to deficiency in the teaching/learning process of the school. Desirable etiquettes, that is social values, are expected to be developed in learners. By social values we mean the aspect of moral philosophy that relates naturally to issues about what is good or bad but more importantly pertains to what is preferable in the society. The word 'preferable' connotes what the society accepts to bring about and actualise desired developments.

Every society desires viable social, political and economic systems which among others are believed to be hinged on attitudes by citizens to achieve the desired goals. These include social values such as intellectual values, moral and non-moral values, intrinsic and extrinsic values, respect as well as humility in inter-personal relations which are important social values necessary for the attainment of our country's national goals. In essence, social values commonly relate to the concept of correctness: that is, carrying out actions in line with the set goals of the society which is also central to the theory of knowledge in the process of education.

The relationship and inter-dependence of social values and education is so cordial that the possession of the former is usually agreed to be the consequence of the latter. That is, whoever passes through the process of education is expected to imbibe certain qualities which will differentiate or distinguish him/her from those that did not have the opportunity; thus a refined behaviour is expected from graduates of schools. However, the incessant negative tendencies of these graduates that fall short of expectations where learners or the so-called graduated are not relevant to the needs of their communities through attitudes which do not promote better human relationships. Rather, the perpetration of selfishness and display of arrogance that depict lack of respect of fellow man, which destroys the fabrics of society's aspiration for all-round development,

necessitated the need for a reform in our education process since the country is greatly concerned with the products of her educational system.

### **Conclusion**

The study therefore presents the needs for educators and school administrators to examine the school curricula, taking cognisance of the subjects and methods of disseminating the contents in order to organise them in such a way that will further promote the affective domain of the subjects in learners to mould the character and develop sound attitude and morals in the child just as much as the cognitive and psychomotor domains in the acquisition and development of manipulative skills that will enable the child function effectively in the society

### **Recommendation**

There should be an improvement in teachers' competency at inculcating the right attitude in learners.

### **References**

- Akinpelu, J. A. (1983) *Relevance in Education* Inaugural lecture delivered at the University of Ibadan . Nigeria: University Press, Ibadan.
- Akinpelu, J. A. (2005) *Themes in Philosophy of Education for Teachers* Nigeria: Tafak Publications, Ibadan.
- Federal Republic of Nigeria (2004) *National Policy on Education* Nigeria: NERDC Press, Yaba, Lagos.
- The Compact Oxford English Dictionary (1993) New Edition. New York: Oxford University Press.