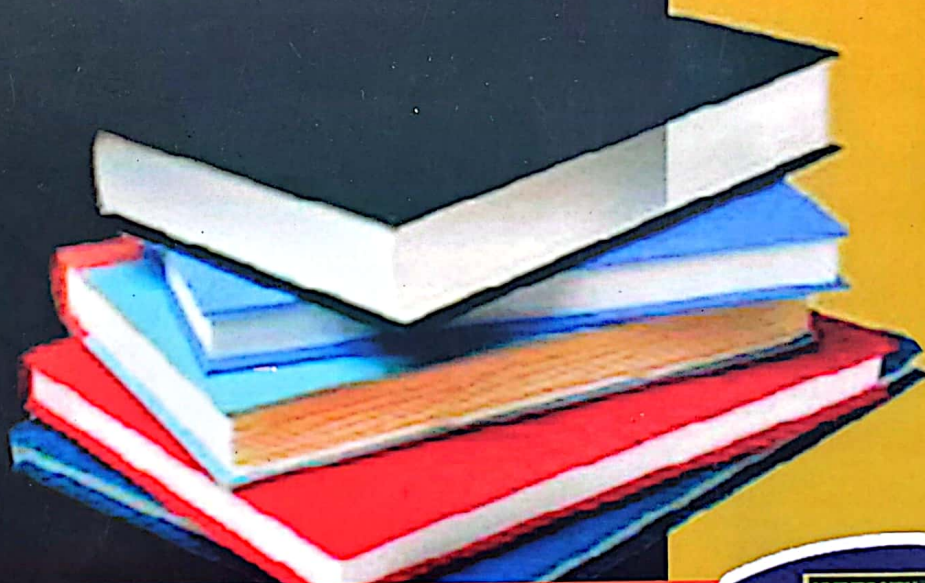


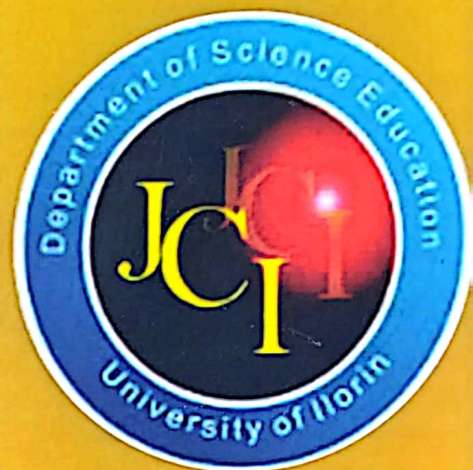
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EDITORIAL

It is a great pleasure for the Department to present the Volume 14, Number 1 edition of the Journal of Curriculum and Instruction. The Journal of Curriculum and Instruction is a biannual institutional domiciled in the Department of Science Education, University of Ilorin, Nigeria. The Journal contains research reports in the field of curriculum and instruction in Agricultural Science, Biology, Chemistry, Physics, and Mathematics.

This edition has been carefully put together to cover a wide range of topics from contemporary issues in curriculum development and other areas of research in Education.

I would like to appreciate all the members of the Editorial Board and Reviewers and contributors for the successful publication of the volume.

Thank You

Dr. O. S. Oyelekan

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THE IMPACT OF POLICY IMPLEMENTATION ON NIGERIA EDUCATIONAL SYSTEM

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Abstract

The paper focused on policy implementation in the Nigerian Educational system. It looked into the discussion of Nigeria's educational policies ranging from pre-colonial, colonial to post colonial and recent times. Epochs in educational system and policy implementations had witnessed series of improvements which had its reflections in our contemporary time. However, the paper examined the pitfalls that bedeviled the growth and development of Nigeria's educational sector, the adverse effects on facilitator/teachers, graduates and students in various educational cadres. Hence, the impact of implementation and proper monitoring of educational policy revamps ill educational sector which the country currently needs to implement. The paper therefore recommended that series of policies with close monitoring by educationist, ministers and commissioners of education can pave way for academic excellence and educational standards aspired by all.

Keywords: Policy, Implementation, Nigerian Educational system

Introduction

The Nigerian educational system today is undergoing a tremendous experience that needs an urgent attention due to its unachievable stated goals highlighted in National Policy on Educational. Education has been regarded as one of the major source of income and way of improving the society at large. In the past, education is seen as a pivotal landmark that promotes value for the preparation and production of the effective citizens required in the National Policy on Education. However, the law of the Federal Republic of Nigeria specified some vital areas of education that must be integrated for achieving educational goals which include: (a) respect for the worth and dignity of individuals; (b) faith in man's ability to make rational decision; (c) moral and spiritual values in interpersonal relations; (d) respect for the dignity of labour; (e) share responsibility for the common good of society; and (f) promotion of the emotional, physical and psychological health of children. It is also observed today that Nigeria is good in policy making but the implementation pose abortive with reasons not far-fetched.

Policy is a plan of action that entails the broad statement of future and ways and methods of achieving them. It connotes a guide or blueprint of certain operationalised philosophy, principle, law, mission, order, injunction to be translated into various programmes and actions. Policy is a means of ensuring that every official action of an organization must have a basis or a backing. Khan (2016) defined policy as a framework of governmental intervention covers a variety of activities. Lester in Khan (2016) viewed public policy as a series or pattern of government activities or decisions that are designed to remedy some social problems. Looking at the scholarly submissions of what policy entails, educational policy should not be left out in meeting societal needs. The provision of societal needs as promised by the educational policy makers are yet to be met due to some political challenges. Implementation of educational policy by the educational stakeholders posed serious challenges and this has great impact on the nation.

Implementation on the other hand is a successful adoption of principle or guide of action initiated by the government. In Nigeria educational system implementation of this policy in Nigeria has hitherto remained no stranger to impediments which has left its realization looking like an illusion to be pursued but never attained. Educational policies are initiatives mostly by governments that determine the direction of an educational system. Educational policy is directed towards. Awokoya in Okoroma (2006) postulated that educational policy should be geared towards increasing the quality of life of a people. He further said that the objective of any policy is to satisfy individual needs, community pressures and the degree of complexity and sophistication to which socialized personnel must be educated and trained to meet these demands.

Educational Policy in Nigeria: Historical Perspective

Prior western education introduction to Nigeria, various communities were engaged in informal educational processes. The African culture consciously engaged in series of training young men and women in traditional crafts and other social vices of education. Skills and knowledge are transferred to the members of their families, apprentice even though there were no physical classrooms. As opined by Adiele, et al. (2017), there were no environmental contact; education was organized along perspectives, and ethnically women were educated in the art of taking good care of the homes, which involves training in pottery, cookery, spinning, weaving and other advantageous education. On the other hand, men were skilled in tasks that required physical stamina such as farming, hunting, fishing etcetera. Expectedly, the high sense of responsibility on the part of the women as the homemakers and the men as the breadwinners of their families cannot be underemphasized. Families identified certain areas of interest, specialized in different skill areas and ensured continuity in their chosen trades. This, Adiele et al. (2017) stated that there were educational specializations among the families, villages, clans and communities in certain skills and trades, hence it was possible to find the act of traditional healing in specific ailments being an exclusive preserve of certain families. In the Northern part of the country, Islam was the religious belief and a traditional education orientation of the people through Quranic education policy (Ozigi & Ocho, 1981). In the Southern parts of the country, diverse ethnic groups had varying traditional form of education predicated on respective culture and tradition. The curricula which were informally comprised of developing the child's physical skill, character, intellectual skills and sense of belonging to the community as well as including

respect for elders, and giving specific vocational training and the understanding and appreciation of the community's cultural heritage (Fafunwa, 2004).

The Nigerian traditional authorities instituted Native Leadership to train their various communities so as to ensure the development of their kingdom before the Christian Missionaries led by Thomas Birch Freeman of the Methodist Church came to Southern Nigeria in 1842 (Hauwa, 2012). They introduced Western education which is generally considered as the formal education. The Christian missionaries introduced western education so as to gain access and to enable the people to learn to read the Bible in English and the local language. Gardening and agriculture, as well as educating local schoolmasters, catechists and clergymen were part of the activities and efforts of the missionaries in contributing their quota to education. The main purpose of introducing western education through the establishment of missionary schools was basically to propagate Christianity. The processes achieved remarkable successes through educationist and missionary activities in the southern part of the country. It is worthy to note that these missionary schools were devoid of standard and uniform curricula. Each missionary body established schools to suit their specific needs and establishment of doctrines. The practice of the missionary bodies establishing and managing schools continued for about four (4) decades after which the colonial government according to Ajayi (1965) became critical of the small denominational schools that were not able to produce the clerks needed for the growing administrative requirement and expanding commercial enterprises in Nigeria. So precisely, in 1872 the British colonial government started to intervene in the educational system by giving donations to the missionary societies to support education. In 1877, the grant was increased and it remained so until 1882 when the government felt the running of the schools should not be totally left in the hands of the missionary bodies. This decision led to the laying of the conditions for the grant-in-aid and subsequently the ordinances. In 1882, education legislation began with the 1882 Education Ordinance for British West African territories that is, Lagos, Gold Coast (Ghana), Sierra Leone, and Gambia (Fafunwa, 2005).

However, the 1882 Education Ordinance aimed at having control on education. This was the first formal pronouncement on education in Nigeria by the colonial government. Schools were thereafter classified into government and private schools. The government schools were totally financed through public funds, but the private schools only received little aid from the public fund. According to Fabunmi (2005) the ordinance prescribed the award of grants for organization and discipline, with special grants for schools which obtained a high percentage of passes and thus obtained a high standard of general excellence. A capitation grant in proportion to the average attendance at school was also given (Fabunmi, 2005). The ordinance also provided for annual evaluation of pupils, methods of granting teachers certificates, a system of the grant in aid and the establishment of a General Board of Education with the power to establish local boards. More foreign teachers were employed, more schools were established and financial encouragements were given to the missions, voluntary agencies and private individuals to establish more schools.

Under the colonial administration of Sir Lord Lugard who was then a strong advocate of amalgamation even before he became the Governor General of the territory in 1912, continued to press for the amalgamation of the Southern and Northern protectorate. Sir William Macgregor (Governor of Lagos) and Sir Ralph Moore (High commissioner of Southern Nigeria) were in agreement with Lord Lugard as they felt the amalgamation will make governance more

efficient and rescue the country from eminent collapse as a result of tribal acrimony. So, after deliberations with relevant officers like Mr. Lewis Harcourt the then Secretary of the State for the colonies, the fieldwork and the proposal written in 1913, the Northern and Southern protectorates were amalgamated in 1914 and the wife of Lord Lugard named the region Nigeria. Two (2) years after the amalgamation, that is precisely in 1916 Lord Lugard the Governor-General promulgated the 1916 Education Code for Nigeria. This code was the first education code in the united/amalgamated Nigeria.

The nationalists of Nigeria continued to press for self-actualization, and finally gained independence in 1960 with each nationalist propagating education in their respective regions. The Federation of Nigeria was granted full independence from the United Kingdom on the 1st of October 1960 under a constitution that provided for a Parliamentary government and a substantial measure of self-government for the country's three regions. An executive Council made up entirely Nigerians was led by a Prime Minister Alhaji Sir Abubakar Tafawa Balewa. At independence, educational policy in Nigeria was mostly concerned about using schools to develop manpower for economic development and Africanisation of the civil service (Woolman, 2001). Lagos remained the federal capital. In 1969 the National Curriculum Conference was convened which reviewed the educational system and its goals, and identified new national goals for Nigeria which would determine the future and direction of education in the country (Nigerian Educational Research Council, 1972). The conference was the first national attempt to change the colonial orientation of the Nigerian educational system and promote national consciousness and self-reliance through the education process.

In 1973, the Federal Government of Nigeria (the Federal Republic of Nigeria, 1973) instituted a Seminar of distinguished experts to deliberate on a truly Nigerian national educational policy in order to consolidate on the gains of the curriculum conference. This body also included representatives of Muslim and Christian organizations in Nigeria. The report of the outcomes of the seminar was presented as the draft National Policy on Education after due consideration by the States of the Federation and other interest groups. In 1976, creation of new states was extended to nineteen, thus each states promulgated an edict for the regulation of education, and its provision and management (Fabunmi, 2012). Some of the edicts passed included the East Central States Public Education Edict No. 5 of 1970, Lagos State's Education Law (Amendment) Edict/No. 11 of 1970, South Eastern State's Education (School's Board) Edict/No. 20 of 1971 and Mid-Western State's Education Edict, No. 5 of 1973. Each state amended its education law when necessary. All the edicts had common features, such as state take-over of schools from individuals and voluntary agencies, the establishment of school management boards and a unified teaching service.

Education in Nigeria witnessed a turnaround some years later and this will be discussed in subsequent headings:

The 1977 National Policy on Education

During the military administration of Yakubu Gowon, the need for restructuring after the Nigeria civil war necessitated the first policy on education formulated by Nigeria's indigenous government. The policy was fashioned towards addressing the needs and aspirations of Nigerians as well as promoting national unity and laying the foundation for national integration

through education in fulfillment of the three (3) Rs policy (Rehabilitation, Reconciliation and Reconstruction). The policy also aimed at meeting the developmental needs of the nation and realizing self reliance and self-sufficiency. In order to ensure these objectives are achieved, the policy made education the Federal Government's responsibility. Education was therefore funded and controlled by the Federal government. This practice was a departure from what obtained during the colonial government when the financing of education was based on cost sharing between the proprietary bodies, local community, parents/guardians and the government (Ibadin, 2004).

The Educational Policies (1979-1999)

The first era of military rule which lasted for thirteen (13) years (1966-1979) in Nigeria ushered in the second republic of a democratic administration. The second republic had a presidential system of government in 1979, under the leadership of President Shehu Shagari, a new Constitution (the Federal Republic of Nigeria, 1979) ushered in Nigeria's second attempt at democratic governance. The 1979 constitution was the legal basis of education in the period. In 1983, the National Policy on Education was again revised. However, this revision was aborted when the second democratic government was hijacked by the Military. The Federal Military Government thereafter promulgated several decrees to guide and regulate the conduct of education. Notably amongst which was Decree No. 16 of 1985, which set the bench mark for National Minimum Standards and the establishment of schools. Decree No. 26 of 1988, which proscribed and prohibited the Academic Staff Union of Universities (ASUU) from participating in trade union activities and Decree No. 36 of 1990, which revoked the proscription of ASUU, and other decrees. This era witnessed an economic down turn which led to massive trade unions revolts in the country and crises in the educational sector due to grossly inadequate funding of the sector.

There was yet another revision of the policy in 1998, which culminated in the 2nd revised edition of the National Policy on Education (Federal Republic of Nigeria, 1998) the 1983 revised edition having been jettisoned. This edition of the policy prescribed the First School leaving Certificate and the universal basic education (UBE) programme the 9-3-4 system of education, comprising of nine years of universal compulsory schooling to be given as six years of primary education, and three years of junior secondary education. At the end of the nine year UBE programme, all candidates are required to sit for an external examination and graduate with the Junior Secondary School Certificate. The educational system was designed to allow recipients to continue careers through apprenticeships and other vocational training programmes after the nine years of schooling (Olaniyan & Obadara, 2008). The 2nd edition of the policy also proposed the provision of UBE in a variety of forms, depending on the needs and possibilities for all citizens. The 1998 revised National Policy on Education, came on the heels of the 1999 Constitution of the Federal republic of Nigeria, which ushered in the country's third attempt at democracy. Chapter 11, Section 18 of the Constitution re-affirms the objectives of education in Nigeria as contained in the 1979 Constitution of Nigeria and the National Policy on Education.

However, the constitution (Federal Republic of Nigeria, 1999, p. 29) gave impetus to ensuring the following:

1. Equal and adequate educational opportunities for all at all levels of the educational system;
2. Promotion of science and technology;
3. Eradication of illiteracy through the provision of
 - a. Free compulsory universal primary education, and
 - b. Free university education, and
 - c. Free adult literacy programme.

Many commendable educational initiatives have failed mainly because the “teacher factor” was not put to cognizance.

Revised National Policy of Education (NPE) 2004

In 2004, Nigeria again revised its education policy making it 4th Edition. The policy reiterated the vision of Nigeria to use education as a tool for national development, as the policy recognizes that no state can rise without a quality education system (Federal Republic of Nigeria, 2005). Notably, the government depends on education as a catalyst for its development and reform agenda. NEP (2004) defines the formation of education in Nigeria with 13 divisions that cover significant issues about the educational section, including the stipulation for 9-6-3 system.

The NEP (2004) is an instrument par excellence that articulates the country's objectives in achieving national development, making it one of the most significant change policies in the country (Federal Republic of Nigeria, 2004). Based on the policy reforms, the country's education agenda is defined under three elements; namely, the development of the individual into a sound and effective citizen, the full integration of the individual into the community, and the provision of equal access to education opportunities for all citizens. In the third aspect, it provides access within and without the formal education system. The NPE (2004) has five main national objectives; namely, to build a free and democratic society, to build a just and egalitarian society, to build a united, strong and self reliant nation, to build a great and dynamic economy, and to build a land of bright and full opportunities for all citizens.

Conclusion

This paper holds the view that policy implementation has a strong developmental effects on educational improvements on Nigerians. However, effective planning and management of instructional resources for the achievement of the national educational objectives should be sacrosanct.

Recommendations

Based on the foregoing, the following were recommended.

1. That government of Nigeria and Ministry of Education should provide enabling and conducive environment for academic activities that will cause the students to go beyond what the classroom teacher tells them in the class such as well equipped school library, adequate classroom, qualified and competent teachers, and instructional materials among others.

2. Teachers who are the interpreter of the curriculum should be familiar with and internalize the contents of the educational policy for it to have meaningful impacts on the educational system.

Policy makers should ensure that the contents of the Nigerian educational policy should be enforced to the latter since it serves as the spring board for effective educational system.

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