

# IMPLICATIONS OF CONTROVERSIES IN GOVERNMENT EDUCATIONAL POLICIES FOR EFFECTIVE DELIVERY OF PRIMARY EDUCATION IN NORTH CENTRAL NIGERIA

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## **Abstract**

*The study investigated the Implications of controversies in government educational policies for effective delivery of primary education in North Central, Nigeria. Descriptive survey research design was employed for the study. Two research questions and two hypotheses guided the study. The population of the study comprised 449 staff made up of principals, 22 vice- principals and 416 teachers drawn from 11 primary schools in North Central Nigeria. The sample for the study comprises 10 primary schools and 300 respondents that is, thirty (30) principals and vice- principals and 270 teachers representing using stratified proportionate random sampling technique. The instrument used for data collection was a structured questionnaire titled: Implications of Controversies in Government Educational Policies for effective delivery of Primary Education Questionnaire (ICGEPPEQ). The data collected were analysed using mean score and standard deviation to answer research questions and chi-square to test the null hypotheses at 0.05 level of significance. The study revealed that Implications of controversies in government educational policies have significant effect on effective delivery of primary education in North Central, Nigeria. Based on the findings of the study, it was recommended among others that an indigenous system of education fashioned after the models operated by Asian countries should be adopted.*

**Key Words:** Controversies, Educational Policies, Primary Education

## **Introduction**

In education as in other fields of human endeavour, every official action of an organization must have a backing or a basis. It is this purpose that a policy serves. A policy defines the area in which decisions are to be made, but it does not make the decision. It usually provides a general guide that facilitates decision-making. Educational policies provide the direction for educational activities. The formulation of

an educational policy sets the stage for implementation which, according to Ukeje (2018), is perhaps the most important aspect of planning. Planning is usually an action which leads to policy formulation but precedes implementation. Unfortunately, educational policies and goal attainment have been irreconcilable due to implementation constraints. Perhaps this accounts for the observation made by Governor Oyakhilome of Rivers State in an address sent to the Convention of the Nigerian Association for Educational Administration and Planning in 1986, he expressed concern about the problem of policy implementation thus: We know it is difficult to realize planned objectives one hundred percent. However, our experience in planning education in this country shows a disturbing gap between planned objectives and attained results. As professionals in the field of education, it may be pertinent to identify whether those critical gaps are results of faulty planning or faulty implementation (Oyakhilome 2018:2). Policy implementation in education is a conspicuous national problem that has taken centre stage in Nigeria. This paper examines problems of policy controversies and explores its implications for national development.

### **Review of Related Literature**

The review was done under the theoretical and conceptual framework, theory and concepts that are important for controversies in government educational policies and its implications on effective delivery of primary education in North Central Nigeria was used to throw more light on the research topic.

### **Theoretical Framework**

The study makes use of Adam Smith Rational Choice Theory which states that individuals use their self-interests to make choices that will provide them with the greatest benefit. People weigh their options and make the choice they think will serve them best. How individuals decide what will serve them best dependent on personal preferences. For example, a particular government in power may decide that chosen a new policy in his regime or moving to a particular one may serve him better.

### **Concept of Policy**

A policy serves the purpose of ensuring that every official action of an organization must have a basis or a backing. Terry (2017: 89) considers that "a policy is an overall guide that gives the general limits and direction in which administrative action will take place". According to him, "a policy defines the area in which decisions are to be made but it does not give the decision". A policy brings about a meaningful relationship between business objectives and organizational functions as it discourages deviations from planned courses of action. A policy does not have to be rigid as there should be room for adjustment if necessary after its formulation.

### **Educational Policy**

Educational policies are initiatives mostly by governments that determine the direction of an educational system (Okoroma 2000:190). According to Osokoya (2017:2) Education policy is a distinctive way in which the society inducts its young ones into full membership. So every modern society needs some educational policies to guide it in the process of such initiation. In the view of Awokoya (2011), educational policy is directed

towards increasing the quality of life of a people. He believes 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. Kerr (2016) believes that for a policy to qualify as an educational policy, it must be distinct from other policies. In his view, educational policies are distinguishable from other policies by the fact that policies on education are part and parcel of educational institutions.

However, it is important to note that not all policies formulated in educational institutions can qualify as educational policies. Generally, policies must be rational and purposeful to enable them to stand the test of time.

### **Problems associated with policy implementation**

The gap that often exists between policy formulation and implementation provokes inquiry to identify factors that constrain the effective implementation of educational policies. The problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation. Okeke *et al.* (2005) and Ukeje (2018) state clearly that good planning will ensure effective implementation. Good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social environment, political environment, and financial and statistical problems. The plan must take into consideration needs of the society; the political, socio-cultural, economic, military, scientific, and technological realities of the environment are very important to its survival. Gasau 2018 notes that planned implementation is constrained by over-estimation of available resources, under-estimation of the costs of implementing a plan, over-reliance upon external assistance and inaccurate statistical data

### **Primary Education System**

Educational system is a time table of how many years one stays on a programme in the different levels of school/education (primary school, secondary school and tertiary education). Educational system directs the movement of school programme from time to time until another system is brought up. Educational system is an arrangement of how the levels of education of a country will be planned, implemented and achieved. Primary Education system is a form or type of education system that a child first meets in his/her life time outside the home environment. It is for children of ages between 5 to 8 years, after which he graduates to the secondary school.

### **Controversies in Educational Policies in Nigeria**

Nigeria school system has witnessed several education reforms which started at pre-independence, independence and post- independence. In 1952, the Nigerian Western Regional Government proposed the introduction of free education (8-6-2-3 system) and proposed a large- scale training of teachers, expanded the teacher training colleges and purchased adequate equipment for the proposed schemes to make the proposal work. But the scheme ran into some hitches like inadequate teaching staff equipment and lack of supervisor, financial commitment was also high, so the policy plan had some faults. In 1954, it was to the credit of Nigerian notable agitators for self rule that led the British colonial rulers to change the educational system in operation in from 8-6-2-3 system that is, 8 years primary, 6 years secondary, 2 year higher school certificate and 3 years university education

to 6-5-2-3 system. The changes resulted in reducing the number of years at the primary and secondary school levels; Nigerians then were more concerned about education. It is viewed as a patriotic struggle to effect a change in the educational structure for the general good of the country, (Gusau, 2018). Between 1962 and 1968, the Northern Nigeria Educational Planning guided by Ashby Commission's Report was recommended and it proceeded the introduction of the universal primary education. Again, like lack of qualified personnel, lack of finances affected the scheme. In essence, planning was faulty (Adzongo & Agbe 2009). Dike was set up and it recommended qualitative education rather than a three year non-fee paying system and a three year fee paying system based on the estimated local contributions adopted by the government but this policy failed because of hastily prepared nature (Adzongo & Agbe 2009)

In September 1969, there was a National curriculum conference held in Lagos. Participants at the conference were eager to see Nigeria chart a new course in its educational system. Such a system they reasoned will empower the country towards the part of scientific and technological development. The conference recommended changes in the system from 6-5-2-3 system to 6-3-3-4 system. In 1976, Free Universal Primary Education was launched but the policy on education itself appeared in 1977, one year after implementation of the programme, in this kind of situation where implementation is ahead of policy, confusion would certainly emerge. Needs assessment was not properly done; the end result was absence of adequate statistical data. Prior to 1977 Nigeria operated an educational policy inherited from Britain at independence. The inability of this policy to satisfy the national aspirations of the country rendered it unpopular. In 1969 a National Curriculum Conference was organized which reviewed the inherited curriculum and identified new national goals for Nigeria's education. A National Seminar was organized by the National Educational Research and Development Council (NERDC) in 1973 under the Chairmanship of Chief S. O. Adebó. This gave rise to the National Policy on Education in 1977 (Okoroma 2000). The National Policy on Education is anchored on Nigeria's philosophy on education as enunciated through the nation's objectives. Nigeria has five main national objectives as provided by the Second National Development Plan and accepted as the necessary foundation for the National Policy on Education. They are the building of a free and democratic society, a just and egalitarian society, a united strong and self-reliant nation, a great and dynamic economy, a land of bright and full opportunities for all citizens (FRN, 1998).

In 1987 the 6-3-3-4 system was fully introduced in Nigeria. The 6-3-3-4 system of education was designed to bring about functionality in the system by producing graduates that can make use of their head, heart and hands (the 3H of education). According to the model, a child shall spend 6 years in primary school, 3 years in junior secondary school and if he/she is sound academically, he moves to senior secondary he/she will spend another 3 years before proceeding to the university to spend 4 years. From junior secondary, those that are not sound academically can then go and learn a trade or proceed to a technical school. Good model, but as far as Nigeria is concern, this had not worked for it and this is because of non-availability of materials and funds as well as lack of the administrative will. With the introduction of the 6-3-3-4 system of education, the purpose of school education was no longer production of teachers, clerks, and interpreters as were the case during the colonial period rather to lay the educational foundation for all types of occupation. This was a welcome development but it failed as a sudden change to 9-3-4 system of education. Crisis in education started manifesting itself when government went all out to implement the 6-3-

3-4 system of education before without adequate planning put in place. By planning, according to Adesina (2001) is the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of the educational system. The lower education specifically primary education was to suffer the effect of inadequate planning.

In 1999, the Universal Basic Education (UBE) programme was launched. The programme focuses on the provision of compulsory education for all Nigerians. The implementation of universal basic education in Nigeria started in 1976 under the name Universal Primary Education (U.P.E), the acronym U.B.E. became operational in 1999 when President Olusegun Obasanjo, dissatisfied with the result of the U.P.E., renamed and re-launched the program. However, four years later it has been established that the U.B.E. and U.P.E. are identical twins and that what was re-launched was old wine in an old bottle. The implementation problems that lead to the abandonment of the U.P.E. have also saddled the U.B.E. and are about to cripple the program. As early as 1977, just barely one year after the U.P.E. was implemented, the following picture, according to Taiwo (2016:174), emerged: the figure of 2.3 million children expected in primary education rose to 3 million (an increase of 700,000 additional children who had not been budgeted for), and instead of the N500 million earmarked initially for the project, the Federal Government had actually spent a little over N1 billion on primary education while the scheme was just one year old. This situation was a short-sightedness in planning on the part of the Federal Government. This trend continued until the program was jettisoned in 1999. Adesina (2001) was apprehensive about the success of the scheme unless adequate resources were made available for its effective implementation. The scheme, therefore, did not fully achieve its goals. Then the U.B.E. came into existence in September 1999 but available records have not shown any departure from the U.P.E. trend. The situation appears even worse due to the entrenched corruption in Nigerian society today. A recent study conducted by Okoroma (2013) to assess the effective implementation of the U.B.E. program revealed significant inadequacy in the implementation efforts. Among the constraints that impede effective implementation are:

- a. inadequate qualified teachers
- b. insufficiency of funds
- c. inadequate teaching and learning facilities
- d. poor motivation of teachers, and
- e. lack of guidance and counselling service.

The 9-3-4 system of education popularly known as 9-year Basic Education Programme was launched by the Federal Government of Nigeria under President Olusegun Obasanjo's regime, in the year 2000. The system entails 9 years primary education, 3 years senior secondary education and 4 years university education. The previous 6 year period of primary education has been sub-divided into the first 3 year "Lower Basic Education Level" that is, (primary 1-3), and the 3 year "Middle Basic Education Level " that is (primary 4-6). The third 3 year period, called "Upper Basic Education Level " corresponds to the junior secondary school or JSS Level, (Obioma 2017). Successful grandaunts' of the 9 Year Universal Basic Education (UBE) Programme are issued with the Basic Education Certificates (BEC), instead of the former double certificates of primary education and junior secondary school. The BEC is thus, the first certificate obtainable from the current 9-3-4 system of education in Nigeria.

The government under the Universal Basic Education Commission (UBEC) tries to make primary education free, compulsory and a right for every child. This extends up to the next 3 years in secondary (reason for changing Universal Primary Education to Universal Basic Education). But the reality on ground is, Primary Education in Nigeria as provided by government primary schools are nothing to write home about because of the incessant changes from one policy to another. This had led to many private owned schools springing up and competing excellently with the government owned one. Some below- average, non-performing and non- government approved schools that can better be called mushrooms or anything worse than that are also up to get patronage from the public as schools. The government primary schools have been likened to the school of the poor. The rich parent's children attend the privately owned ones. The government despite knowing this and knowing the schools they built are not equipped has not shown any conscious effort in remedying the situation. This forms the first basis of failure observed in the system of education in Nigeria. Sadly, these poor students are handed over certificates and allowed to proceed to secondary school where they actually need the primary knowledge to succeed. The common entrance examination needed to admit students into secondary schools is not helping matters. The worst part is that, students get admitted into secondary schools without even taking this examination. Imoke (2012) in [thewillnigeria.com](http://thewillnigeria.com) adds that some of the emerging issues which have been necessitated reform in Nigeria are to do with access, infrastructure, human capital, equity, and discipline and quality assurance. The falling of primary education will inevitably have a negative cumulative effect on the secondary and tertiary institutions. Poor implementation of the 6-3-3-4 system at its inception particularly affected the primary schools with issues such as ill- equipped classrooms, under- qualified and under- staffed teaching force.

### **Nigerian factors that militate against the implementation of Educational Policies**

Efforts have been made to develop education in Nigeria since independence in 1960. Various policies in the interest of education have been formulated, some of which have been presented in this paper. Unfortunately, these efforts have not produced the desired effect. The state of education in Nigeria is still deplorable. It is so bad that some resourceful Nigerians prefer to send their children to Europe, America and even small African countries such as Ghana that has only two universities as against over sixty universities in Nigeria that lack adequate learning facilities. Apart from the general problems of policy implementation common to most countries, especially those of the third world, some factors have been identified as peculiar to Nigeria and inhibiting her educational growth. It is no longer news that Nigeria is the giant of Africa in terms of resourcefulness as a major oil and gas producer. Ironically, most Nigerians live below the poverty line of one dollar per day. The following reasons, among others, account for this deplorable situation.

### **Implications for National Development**

Education is an instrument par excellence. It liberates people from poverty and ignorance. Ukeje (2018:155) believes that "education is for life and for living. It is an investment in people which pays untold dividends to the society. When that investment is not made or is made inadequately, the society suffers a loss". Presumably it is in recognition of this importance of education that the 1999 constitution of the Federal Republic of Nigeria provided at Section 18 as follows:

- (1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
- (2) Government shall promote science and technology.
- (3) Government shall strive to eradicate illiteracy; and to this end, Government shall as and when practicable provide:
  - (a) free, compulsory and universal primary education
  - (b) free secondary education
  - (c) free university education, and
  - (d) free adult literacy programs (FRN, 1999:18).

It is in pursuance with this constitutional provision that the National Policy on Education was developed and accepted. Nigeria's educational philosophy is also anchored on this constitutional mandate. The importance of education to national development is no longer in doubt. The issue that agitates the mind is the effect of poor implementation of educational policies on the development of Nigeria.

### **Statement of the Problem**

Over the years, the gap between educational policies and goal attainment due to inadequate implementation of these policies seem to have become of great concern to many observers. The shift from 8-6-2-3 to 6-5-2-3 to 6-3-3-4 to 9-3-4 system of education without pointing its strength and weaknesses seem to affect education standard in schools. The paper identifies the controversies and implementation constraints and to explore the implications of poor educational policy implementation for national development. Following a clarification of the causes and effects of the problem of poor policy implementation, the paper will advance remedial measures.

### **Research Questions**

The following questions were raised and addressed

1. What controversies have made the implementation of educational policies difficult?
2. What are the implications of poor implementation of educational policies for national development?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance.

1. Controversies in educational policies have no effect on implementation of educational policies.
2. Implications of poor implementation have no effect on educational policies for national development.

### **Research Method**

The research design used for the study is descriptive survey research design. Descriptive survey research design investigates events in their natural setting without the researcher's manipulation of the dependent and independent variables. The researcher chose the design because its suitability to the study in question and the population was large therefore a small size permits inference for generalization. The population of the study comprises 449 staff made up of eleven principals, 22 vice- principals and 416 teachers drawn from 11 primary schools in North Central Nigeria (State Universal Basic Education Board

2021). The sample for the study comprises 10 primary schools representing 99.91% and 300 respondents. The sample comprise of thirty (30) principals and vice- principals and 270 teachers representing 64% using stratified proportionate random sampling technique. Here, the population was first stratified in terms of states. The research instrument used for data collection was self designed questionnaire titled: Implications of controversies of government educational policies for effective delivery of primary education questionnaire (ICGEPEPEQ). The questionnaire had section A & B, section 'A' which dealt with the bio-data of respondents. Section 'B' contained questionnaire items of factors that may attribute to Implications of controversies in government educational policies for effective delivery of primary education based on four likert type scale of Strongly Agreed (SA)= 4, Agree (A)=A, Disagree (D)=2 and Strongly Disagree (SD)=1. The questionnaire was administered on the respondents from the six sampled primary schools using six research assistants who were chosen from the sampled primary schools in North Central, Nigeria. The data generated were analysed using mean score and standard deviation to answer the research questions while chi-square was used to test the null hypotheses at 0.05 level of significance. Copies of the questionnaire were administered to the respondents representing 100% were returned.

**Data Presentation, Analysis and Interpretation**

**Research Question 1:** What controversies have made the implementation of educational policies difficult in Primary Schools in North Central Nigeria?

**Table 1: Mean and Standard Deviation of Respondents on Controversies of Educational policies that made the implementation of educational Policies difficult in Primary Schools in North Central, Nigeria**

Item No	Item Description	SA	A	SD	D	- X	Std. Dev.	Decision
1	The frequent changes in educational policies has improve the standard of education in the country	142	109	35	14	3.26	0.84	Accepted
2	The policies were properly supervised for effective implementation at the primary schools	138	116	21	25	3.22	0.90	Accepted
3	The new policy provided the students with the adequate textbooks	118	111	57	14	3.11	0.87	Accepted
4	The disparity in the curriculum on different policies improves students academic performances	106	122	61	11	3.08	0.84	Accepted
CLUSTER MEAN/STANDARD DEVIATION						3.19	0.86	Accepted

Source: (field work 2021)

Table1 indicates that the mean scores of items 1-4 are 3.26, 3.22, 3.11 and 3.08 with corresponding standard deviations of 0.84, 0.90, 0.87 and 0.84 respectively. All the mean

scores are above the cut- off point of 2.50, which means agreement. Based on the analysis, the respondents agreed that educational achievements are not in line with educational policies in Nigeria, constant changes in educational policies has made the implementation of policies difficult, malpractice, corruption and indiscipline and others are implications of poor implementation of educational policies for national development, and proper check should be done to choose the educational system that best suits Nigeria as a Nation and work towards proper implementation.

**Research Question 2:** What are the implications of poor implementation of educational policies for national development?

**Table 2: Mean and Standard Deviation of Respondents on implications of poor implementation of educational policies for national development in North Central, Nigeria**

Item No	Item Description	SA	A	SD	D	- X	Std. Dev.	Decision
5	Government directs its policy towards ensuring that there are equal and adequate educational opportunities at all levels.	109	122	61	11	3.08	0.84	Accepted
6	Government promotes science and sound technology for the policies.	138	116	21	25	3.22	0.90	Accepted
7	Government has eradicated illiteracy through the implementation of the policies	118	111	57	14	3.11	0.87	Accepted
8	Government has made compulsory and universal primary education	142	109	35	14	3.26	0.84	Accepted
CLUSTER MEAN/STANDARD DEVIATION						3.19	0.86	Accepted

Source: (field work 2021)

Table 2 indicates that the mean scores of items 5-8 are 3.26, 3.22, 3.11 and 3.08 with corresponding standard deviations of 0.84, 0.90, 0.87 and 0.84 respectively. All the mean scores are above the cut- off point of 2.50, which means agreement. Based on the analysis, the respondents agreed that educational achievements are not in line with educational policies in Nigeria, constant changes in educational policies has made the implementation of policies difficult, malpractice, corruption and indiscipline and others are implications of poor implementation of educational policies for national development, and proper check should be done to choose the educational system that best suits Nigeria as a Nation and work towards proper implementation.

**Hypothesis 1:** Controversies in education policies has no effect on implementation of educational policies.

**Table 3: Chi-square on Controversies of Educational policies that made the implementation of educational Policies difficult in Primary Schools in North Central, Nigeria**

Response	Observed Freq	Expected Freq	X <sup>2cal</sup>	Table Value	Df	Level Sig.	Decision
SA	118(39.3)	75	95.87	7.81	3	0.05	Significant
A	111(37.0)	75					
SD	57(19.0)	75					
D	14(4.7)	75					

(x<sup>2cal</sup>=95.87, df3, p=0.05>0.01). Source: (Field work, 2021)

Table 3 indicates that the calculated x<sup>2</sup> was 95.87 which was by far greater than the table value of x<sup>2</sup> set at 0.05 alpha level with 3df (4-1)(1-1)=(3)(1)=3 which is 7.81 the Hypothesis was therefore not accepted.

Table 2 indicates that the X<sup>2</sup> calculated value of 95.87, df= 3, p= 0.05>0.01. Since p=0.05>0.01 the null hypothesis was not accepted. This means that controversies in government educational policies have significant implication on delivery of primary education in North Central Nigeria.

**Hypothesis 2:** Implications of poor implementation has no effect on educational policies for national development.

**Table 4: Chi-square on implications of poor implementation of educational policies for national development?**

Response	Observed Freq	Expected Freq	X <sup>2cal</sup>	Table Value	Df	Level Sig.	Decision
SA	118(39.3)	75	95.87	7.81	3	0.05	Significant
A	111(37.0)	75					
SD	57(19.0)	75					
D	14(4.7)	75					

(x<sup>2cal</sup>=95.87, df3, p=0.05>0.01). Source: (Field work, 2021)

Table 4 shows that the calculated x<sup>2</sup> was 95.87 which was by far greater than the table value of x<sup>2</sup> set at 0.05 alpha level with 3df (4-1)(1-1)=(3)(1)=3 which is 7.81 the Hypothesis was therefore not accepted.

Table 4 indicates that the X<sup>2</sup> calculated value of 95.87, df= 3, p= 0.05>0.01. Since p=0.05>0.01 the null hypothesis was not accepted. This means that controversies in government educational policies have significant implication on delivery of primary education in North Central Nigeria.

**Discussion of Findings**

The study revealed that controversies in education policies has significant effect on implementation of educational policies in primary schools in North Central, Nigeria. The

result is in consonance with Ukeje (2018:8) who noted that “the 6-3-3-4 system is more than a structure. It is a new process, a new orientation and a new activity, which hopefully will lead to new individuals and a new and bright future”. The ineffective implementation of the various programs canvassed by the National Policy on Education has relegated these hopes and optimism to back-stage. Nigeria is caught between one ‘evil’ (the rejected British educational system which is still unofficially practiced) and one ‘saint’ (the neither accepted American educational system which we can neither officially nor unofficially practice). Consequently, the conservatism of the British educational system which helped us to maintain our traditional values and a healthy society has been lost. On the other hand, the American system with its potential for technological development and growth has failed to make any difference in our society because it seems we have not learned anything. In the present circumstance, the dream of Nigeria to move to a state of parity with the advanced world appears to be a mirage.

The second findings revealed that Implications of poor implementation has no effect on educational policies for national development. Agreeing with Ake (2018:2) who observed that “education is the process of becoming the best we can be”. With the numerous crises in the educational system engendered by poor policy implementation, it is doubtful whether its recipients are really becoming the best as expected. If not, what is the fate of Nigeria? The euphoria with which Nigerians welcomed the National Policy on Education has died down and been replaced with despondency due to non-performance. The National Educational Research Council Report of the Baguada Seminar of September 1980 captured this euphoria as expressed in that seminar thus: The introduction of the new system of education is deemed crucial to the implementation of the philosophy of “developmentalism”. It is hoped that when fully operational, it will help transform the society and launch the nation along the developmental trajectory that will lead us to a state of parity with the advanced world (Baguada Report 1981:7). Ukeje (2018) was full of hope that the new system would lead to new individuals and a new and bright future. Eighteen years later, the system has not produced new individuals and the future appears more hopeless than in 1982 when the policy commenced. If Nigeria continues to hide under the umbrella of the National Policy on Education conscious of the implementation problems it seems our national aspirations will suffer greater impediments. Our national development will only rely on miracles, if any. The British system of education was found inadequate for Nigeria’s developmental purposes. It is also true that the American system has failed in Nigeria because of our sociological circumstances. We need not continue to deceive ourselves with a national educational policy that has been found unworkable else in the future there will be no policy to lay hold on.

## **Conclusion**

However, all hope is not lost for us to redress the trend. There is need for holistic approach and a total overhaul of the educational system in Nigeria at all levels, restore moral rectitude, fallen values/ moves like respect for teachers and constituted authorities, instil discipline in our schools and students. It is fundamental to know that the foundation of anything matters, so from our pre-primary and primary level we need to get things right and straight. Let us evaluate and go back to the drawing board and see where we went wrong and make amend. Yes, the world has moved on and fast with civilization and modernization tied to globalization but knowledge will continue to rule the world.

## Recommendations

There is an urgent need for a workable educational policy for Nigeria. It is for this reason that the following recommendations were advanced.

1. The present national educational policy should be disbanded on account of its non-workability.
2. An indigenous system of education fashioned after the models operated by Asian countries should be adopted.
3. Education should be removed from the sphere of politics but made purely a constitutional matter.

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