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# **Development challenges of education system in Nigeria**

Bachelor thesis

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## **Abstract**

The thesis is primarily focused on the challenges of education system in Nigeria. To clarify the situation in the country, the first part of the paper shortly describes Nigeria in general, which include the geographical, economic and political environment which creates the conditions for the education system. It expounds the history of Nigeria with the main focus on development of the education from the traditional methods, which were later influenced by Islamic and Christian expanses, to the current formal level. It is necessary to understand the historical development so as to be able to comprehend contemporary issues and the system as a whole. Lastly, the thesis describes issues connected with schools and educational process that government and people of Nigeria have to face nowadays.

## **Key words**

Nigeria, education, education system, development, western education, Islamic education, traditional education

## **Declaration**

I declare that this bachelor thesis about education in Nigeria was written by me under the tutelage of M.A., Veronika Heczková. All used literatures and other sources in any form cited have been acknowledged in the text and in list of sources.

In Olomouc, 2015

Signature

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### Z á s a d y p r o v y p r a c o v á n í :

The Bachelor thesis is concerned about education system in Nigeria. The aim of the thesis is to find out the weak parts of the system and to propose the possibilities of development.

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### **3 List of Abbreviations**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ANBT</b>	Advanced National Business Certificate
<b>ANCEFA</b>	Africa Network Campaign on Education for All
<b>ANTC</b>	Advanced National Technical Certificate
<b>ASUU</b>	Academic Staff Union of Universities
<b>BECE</b>	Basic Education Certificate Examination
<b>C.M.S.</b>	Church Missionary Society
<b>CIA</b>	Central Intelligence Agency
<b>CSACEFA</b>	Civil Society Action Coalition on Education for All
<b>ECCDE</b>	Early Childhood Care, Development and Education
<b>ECOSOC</b>	Economic and Social Council
<b>ESSPIN</b>	Education Sector Support Programme in Nigeria
<b>FGN</b>	Federal Government of Nigeria
<b>GCE</b>	Global Campaign on Education
<b>IBE</b>	International Bureau of Education
<b>MDGs</b>	Millennium Development Goals
<b>NABTEB</b>	National Business and Technical Examination Board
<b>NCC</b>	National Commercial Certificate
<b>NCE</b>	National Certificate of Education
<b>NEEDS</b>	National Economic Empowerment and Development Strategies
<b>NERDC</b>	Nigerian Educational Research and Development Council
<b>NGO</b>	Non-Governmental Organization
<b>NTC</b>	National Technical Certificate
<b>NTI</b>	National Teachers' Institute
<b>NUT</b>	Nigerian Union of Teachers

<b>OPEC</b>	Organization of the Petroleum Exporting Countries
<b>SAP</b>	Structural Adjustment Program
<b>SAPA</b>	Situation and Policy Analysis
<b>UBE</b>	Universal Basic Education
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>WAEC</b>	West African Examination Council
<b>WASSCE</b>	West African Senior School Certificate Examination

## **4 Introduction**

Nigeria is the most populous and very diverse West African country. It is consisted of thirty six states plus Federal Capital Territory of Abuja, with more than four hundred ethnolinguistic groups. It is naturally divided into three regions by the rivers Niger and Benue – the Northern, the Eastern and the Western region.

Since year 2014, Nigeria became Africa's largest economy. Predominantly, thanks to the huge oil reserves which is the biggest resource of income but the biggest reason of troubles as well. Redistribution of the wealth is held only among limited group of powerful people. Ubiquitous corruption keeps the country back even though the potential is huge.

Former traditional education in Nigeria was influenced by Christian missionaries who took control over the education sector. Colonial administration got involved as late as in twentieth century and tried to project its own education system that had taken Britain centuries to develop. In the past few years as a follow up to increasing emphasis on education sector from international community, Nigeria went through many changes. The second Millennium Development Goal exhorts to achieve universal primary education and Nigeria set this goal in the beginning of the new millennium as part of the Vision 20:2020. System changes indisputably brought improvements but some issues are still evident and it is difficult to handle them without significant change of government's attitude, and without the helpful hand of all the people of Nigeria.

## **5 Objectives**

The aim of this thesis is to describe some of the main difficulties to which Nigerian education faces, and propose possible practical solutions. The aim of the theoretical part is to describe historical, political, and social environment of Nigeria that has influenced the creation and development of the education system, and also the current situation and challenges ahead. However, there is more emphasis put on the history and colonial period which completely changed the country's direction.

## **6 Methodology**

Collection of information was carried out both in Czech Republic and in Nigeria as well. Due to the three months long stay in young community of pupils and students, applied practical tools were non-standardised, involved observation and unstructured interviews with open questions. It was carried out in different schools and educational institutions in Ogun state, as well as in orphanage home in Ota where I worked in Nigeria. Outcomes of observation and interviews were written down into a field diary and used in the Discussion chapter. Photography was used as a visual tool. Photographic material is attached in Appendix chapter.

However, the applied theoretical tool was analysis of official documents, statistics and books which were conscientiously chosen. Important information were as well acquired from the school curricula collected from Zonal Education Office in Sango Ota and local teaching materials collected in Simeon Adebo Public Library in Abeokuta.

## **7 General characteristics of the country**

### **7.1 Territorial characteristics**

The Federal Republic of Nigeria<sup>1</sup> is a West African country, and it shares land borders with the Republic of Benin in the west, the Republic of Niger in the north, the Republic of Chad in the northeast, and the Republic of Cameroon in the east. In the south, it is surrounded by the Gulf of Guinea in the Atlantic Ocean. World Bank<sup>2</sup> and CIA World Fact Book<sup>3</sup> agreed on that Nigeria covers area of 923,768 square kilometres.<sup>4</sup> Nigeria is a compact state without significant promontories.<sup>5 6</sup>

Since 1991, the capital city is Abuja located approximately in the middle of the country to represent neutrality and national unity in consequence of ethnic and religious division of Nigerians. Another reason for replacing former capital and the largest city Lagos by Abuja was that, the population of Lagos became way too overcrowded and growing slum areas were no longer representative.<sup>7</sup>

Nigeria is a federation divided into thirty seven states including Federal Capital Territory of Abuja. States are then divided into 774 Local Government Areas.<sup>8</sup>

### **7.2 Surface and climate**

Typical relief in Nigeria are flat plateaus approximately 200-600 meters above sea level. In central Nigeria, there is a slate plateau with Bauchi and Jos mountain ranges. To the east of the river Niger, the terrain ascends to the Cameroonian massif with average height 1,350 meters above sea level. The highest point of Nigeria Chappal Waddi (2,419 meters above sea level) is located on the border with

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<sup>1</sup> hereinafter referred to as Nigeria

<sup>2</sup> The World Bank Group, 2015

<sup>3</sup> The World Factbook, 2014

<sup>4</sup> Federal Republic of Nigeria, 2015

<sup>5</sup> Appendix 1

<sup>6</sup> Appendix 2

<sup>7</sup> Jonathan Moore, 1984

<sup>8</sup> Thematic Committee at Istanbul + 5, 2001

Cameroon in Adamawa Plateau. In Niger Delta and in the river basin of Benue are predominantly lowlands.<sup>9</sup>

Nigeria is located in tropical climatic zone but we can find significant differences across the country. The northern area is arid. Dry season takes almost 9 months and precipitation amount is 400 millimetres maximum. Dry and hot wind brings the sand from desert and causes the high temperatures during the day and very cold nights. Inland the dry season is shorter, from November till March, and average temperature during the day reaches 38 Celsius degrees. Nights are cold too. Contrarily, the Niger Delta and the southeast of the country is humid, precipitations reach almost 4,000 millimetres. South western winds bring clouds and rain. Temperatures are not usually higher than 32 Celsius degrees and nights are quite warm. So the southeast is covered by tropical forests. One of the less damaged is Cross River National Park.<sup>10</sup>

### **7.3 Population**

Nigeria is the most populous country in Africa and the eighth most populous state in the world with a population of 177,155,754 people.<sup>11</sup> It is composed of more than 250 ethnic groups because through Nigeria, historic migrant routes of West African ethnics were led. Hausa tribe in the north, Yoruba tribe in the southwest, and Igbo in the southeast are the most populous and influential. Their traditions are completely different. Islam is the major religion in absolute numbers, most of the Hausa and Fulani people in the north are Muslims and practise Islamic Sharia law. Northern region is more inhospitable and less developed. Christianity dominates in the south of the country among Yoruba and Igbo people. Their lands in the south are more economically developed, thanks to advantageous position for trade by the sea and most importantly thanks to huge oil deposits. However, there is still significant amount of people who believe in traditional gods and rituals, mostly in the rural and less developed areas.<sup>12</sup>

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<sup>9</sup> Appendix 1

<sup>10</sup> Josef Klánský, 1964

<sup>11</sup> CIA World FactBook, 2014

<sup>12</sup> Helen Chapin Metz, 1992

Nowadays, one of the most visible difficulties is the clash of diverse values in northern part of Nigeria, where radical Islamic terroristic group called Boko Haram<sup>13</sup> operates. But the original and real name of the movement is Jama'at Ahl us-Sunnah li'd-Da'wah wa'l-Jihād which means The Group of the People of Sunnah for Preaching and Struggle.<sup>14</sup> The group has claimed the responsibility for many bomb and suicide attacks to public places, for abductions and burning villages down.<sup>15</sup>

Another issue is population explosion which the country cannot deal with. A huge population growth causes poverty and it is also very difficult to assure education and appropriate job to all of the young people.<sup>16</sup>

Official language is English, used in schools and offices. In non-formal environment people use their tribal languages the most.

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<sup>13</sup> Boko Haram means west education is a sin

<sup>14</sup> Ahmad Murtada, 2013

<sup>15</sup> Human Rights Watch, 2014

<sup>16</sup> World Population Review, 2014



## 8 History

Early pre-colonialism history of Nigeria is characterized by creation of many small empires, mainly along the seaside in the south and around the Lake Chad at the north. Traditional empires were based on tribal or religious bases. Later in fifteenth century with a boom of discovering the new trade routes to India, trade centres were established along the African coast and created contact with indigenous people. Later on, the growing trade began to be fertile ground for European colonial expansion.<sup>17</sup>

### 8.1 Early history of Nigeria and traditional education

In Neolithic times,<sup>18</sup> so called microlithic industries<sup>19</sup> were made in western part of Nigeria and demonstrably improved hunting. About 900 years BC in Jos Plateau arose Nok culture, named after village called Nok. Between Lake Chad and confluence of rivers Niger and Benue, current Nigerian territory, Bantu tribes were originated and their migration started from here towards east and south, that is how they spread across the whole continent.

The first germs of the state were located in Yoruba land in southern Nigeria. In ninth century was created Benin Empire in south Nigeria where the current Edo state is. After the era of Ogiso dynasty, new king, *oba* in Yoruba, Eweka by name, renamed the empire to Edo. In fifteenth century ruled the empire *oba* Ewuare and his reign can be called as golden age of the empire and its seaside city Benin began to be known by Portuguese. In the year 1444, Portuguese prince Henry opened trade station in Lagos which controlled the other colonial voyages and its profits.

Around fourteenth century, Oyo Empire in the Yoruba southwest of Nigeria was established. The king of Oyo was called *alaafin*<sup>20</sup> but his own power was limited to a religious sphere. So called *Oyo Mesi*, the council of eight tribal chiefs, held the power of making the decisions. By the beginning of the eighteenth century, Oyo supplied

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<sup>17</sup> Helen Chapin Metz, 1992

<sup>18</sup> 10 000 years ago

<sup>19</sup> means stone tools

<sup>20</sup> means „owner of the palace“ in Yoruba language

the slaves from inland to trade seaside trade stations. Another Yoruba centre was Ife predominantly known as cultural centre because of its bronze art.<sup>21</sup>

In the Middle Ages, the northeast Nigerian territory came under two powerful empires Kanem and Bornu. Later both empires were united under the reign of one sovereign ruler which resided in the city of N'gazargam. People of the empire accepted Islam as their faith through the trade contact with Arabic nomadic tribes. Later in the nineteenth century the pressure from other tribes strengthened and the empire's power slowly weakened. So then in nineteenth century, Sokoto Caliphate was founded in northern Nigeria by Uthmandan Fodio, Fulani leader, who began an Islamic revolution.<sup>22</sup>

At that time, the only used style of education was the traditional one. Traditional education is not formalized, children learn in small groups and the object of study is based on cultural and religious tenets. It can also differ whether it is a boy or girl. Girls' education is mainly centred on domestic affairs and wife's responsibilities. The crucial intention of this type of education is to prepare individuals to be responsible and useful for their future, families, community and in the society as a whole. Traditional ways of education were later influenced and replaced by Islamic educational practices and western education which follows curriculum. But the traditional way is still used in the distant or rural areas of the country.<sup>23</sup>

## **8.2 Colonialism and missionary schools**

The first white people, arrived in Nigeria's coast, were Portuguese. They were originally looking for new ways to India. They began to trade with indigenous people, first with expensive clothes, colourful decorations and jewels. They later started to use their centres for collecting and trading with black slaves. The French, Dutchmen and Englishmen followed the path of Portuguese. Later the Europeans started also to push through their own culture, customs and religion.<sup>24</sup>

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<sup>21</sup> Jan Klíma, 2012

<sup>22</sup> Vladimír Klíma, 2003

<sup>23</sup> Segun Adesina, 1988

<sup>24</sup> Vladimír Klíma, 2003

Formal western education system was introduced to Nigerians simultaneously with “white religion”, Christianity, by Christian missionaries who were later sponsored by Christian missions. The very first mission, Wesleyan Methodist Society of Great Britain, arrived to Badagry<sup>25</sup> in 1842 under the leadership of reverend Thomas Birch Freeman. Here in Badagry was established first primary school in the following year 1843. Wesleyan Methodist then continued with establishing new schools in Lagos and adjacent areas. By the year 1952, they run 356 primary schools, 5 secondary schools and 5 teacher training colleges, also, in year 1905, they have founded Wesleyan College in Ibadan; it was a germ of first university in Nigeria ever. But the most active mission in the field of education was Church Missionary Society (C.M.S.) led by Samuel Ajayi Crowther, Henry Townsend and G. A. Colliman. They arrived to Badagry but soon left to Abeokuta, capital of Ogun state. In the year 1857, they crossed the river Niger to Onitsha and continued with their missionary activities, building schools and churches. By the year 1952, C.M.S. held all over Nigeria 1,654 primary schools, 10 secondary schools and 14 teacher training colleges. Another mission of the United Presbyterian Church of Scotland arrived to eastern city Calabar in 1846. They founded the training vocational institute for teachers and pastors, a library and a school specialized for industrial education. By the year 1952, the mission held 175 primary schools, 2 secondary schools and 2 teacher training colleges. First non-british body arrived in Nigeria in 1853, the Southern Baptist Convention of USA. At first they have founded the Baptist Academy in Lagos, boys and girls boarding school in Abeokuta and teacher training college in Ogbomosh. By the year 1952, the convention had 229 primary schools, 2 secondary schools and 1 teacher training college. Also the Catholics came to build their parishes in 1968. The Roman Catholic Mission has founded schools in Lagos and Abeokuta and later they also crossed the river Niger to Onitsha as C.M.S. and were opening schools and teacher training colleges all along the way.<sup>26</sup>

On the other hand northern Nigeria was influenced by Islam established in fifteenth century. However, the roots reach back at least as far as ninth century. Tribes of northern Nigeria were unified with the new religion. Local Hausa language accepted

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<sup>25</sup> a coastal town in south-western Nigeria, close to Benin border

<sup>26</sup> Babatunde Ipaye, 1992

some Arabic words and also the education got a new face. Sokoto, Kano, and Katsina became the centres of Islamic education and Koranic schools which promoted Islam as a right way to live, and Koran as basis of knowledge. The goal of Islamic education was to produce people well-educated in Islamic law and civilization for the purpose to serve in various positions – as teachers, lawyers, judges, etc. With well-established system like that the rulers of north has no interest in missionary or government education.<sup>27</sup>

In the year 1885 and again in 1890, Sokoto Caliphate made a deal with the Englishmen who got the monopoly over mineral extraction. British deals were always unequal and provided them one-sided advantages. So it was easy for them to take control over whole Sokoto Caliphate in the year 1903. British effort to overtake French colonial successes in Africa led to granting privileged position as Royal Niger Company by British king. British colonization of Nigeria was completed by establishing Protectorate of Northern Nigeria where they approved the Islamic law and Protectorate of Southern Nigeria where new law were created. In 1914, both protectorates were united to the one colony of Nigeria with the capital in Lagos and in the lead with general governor lord Lugard.<sup>28</sup>

People's access to education improved. For the first time, colonial administration showed its interest in education in 1877 when financially supported every mission carrying out the education in Lagos. Later in eighties, the administration founded first educational bodies that should care about establishment of government schools and to certify the teachers. The school curriculum consisted only from reading, writing, mathematics, English language and handworks for girls. Government schools did not include religion as main subject as well as geography and history which were only optional.<sup>29</sup> The education system in southern Nigeria is composed of four years of junior primary education, four years of senior primary education and six years of secondary education.<sup>30</sup> On the other hand in northern Nigeria, children attended four years of junior primary school, three years of middle school, and one to six secondary

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<sup>27</sup> Segun Adesina, 1988

<sup>28</sup> Vladimír Klíma, 2003

<sup>29</sup> Segun Adesina, 1988

<sup>30</sup> C. O. Taiwo., 1980

classes. The system was not unified because every region could administer its own area. In 1948, British administration released Educational Ordinance which was first document which covered the whole country.<sup>31</sup> Attitude to education under the British administration was generating manpower to “white collar type of jobs”. Before independence existed, only two universities were established: Yaba Higher College (now called as Yaba College of Technology) founded in 1934 and University of Ibadan founded in 1948.<sup>32</sup>

During the First World War and after that in twenties and thirties, the diametric differences between forcible united areas emerged. Most of the important posts were held by the British or loyal Africans to them. The biggest cities and seaside area were quickly industrialized and developed. Because of the rapid population growth there were not enough working positions for everyone, too many children also impede women to involve in the development. However the development of education used to be connected with national consciousness. Even though it was established universal primary education, the issue between western and Islamic system remained. At the end of thirties came to existence a Nigerian national magazine called West African Pilot which proclaimed improving of working opportunities or increasing the number of Nigerians in the state administration. During the Second World War, many Nigerian men were forced to serve in British army and they often achieve great success. That together with gradual declines of colonial empires led to strengthening of national attitudes and decolonisation tendencies.<sup>33</sup>

### **8.3 Independent Nigeria and National Policy of Education**

Complete independency achieved by Nigeria during the so called year of Africa in 1960 as federation of three areas – north, west and east. Discovery of huge oilfields became auspicious perspective of the future development. New government also presupposed huge inflow of foreign investments. Later, it emerged that the development is not that dynamic as it supposed to be. The government dignitaries were enjoying luxury life and all the money from oil trade were redistributed only in-between few, the most influential and powerful people. The country started to

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<sup>31</sup> A. B. Fafunwa, 2004

<sup>32</sup> Jibril Aminu, 1990

<sup>33</sup> Vladimír Klíma, 2003

struggle with rising corruption and tribal fights because of the allocation of the government seats to the particular tribes. Political crisis led to two military putsches in 1966. Federation was divided into the twelve states and it was decided that new capital city Abuja will be built in the middle of the country.<sup>34</sup> But with this new administrative organization, some states remained disadvantaged especially the east area inhabited by Igbo tribe. New organization discredited them from the access to the oil extracted in the gulf. The dissatisfaction of the Igbo's position within the state culminates to declaration of Biafra state. Separatism tendency overgrew into the civil war which lasted till 1970. Biafra was defeated and Nigeria stayed compact.<sup>35</sup> Thanks to the oil boom, the country devastated by war could raise again. 90 % of the federal budget represented the incomes from the oil trade. Nigeria started prospering, education and tourism were developing. Success led to significant patriotic tendency and unfortunately also to decline of foreign enterprises. The fall came as quickly as the rise. The military government was overthrown and General Murtala Muhammed took the lead of the country. He immediately changed the majority of high officers and appointed again some Igbos to these positions instead. He also started to eliminate corruption and bureaucracy. The hopes for better future were dashed again when someone made a public fatal attempt on Muhammed's life on the thirteenth of February 1976.<sup>36</sup>

The new head of Nigeria became Muhammad's close co-worker Olusegun Obasanjo whose first step in the function was new administrative organization again. The number of federative states grew into 19. Obasanjo also tried to decrease the country's dependency on oil so he supported the development of agriculture and industry. The proposal of the new constitution should finally terminate the military government. In the year 1979, new presidential, parliamentary and senate elections were organized. Shehu Shagari was elected as a new president.<sup>37</sup> But due to the oil crises in the beginning of eighties, country's economy deteriorated. The Nigerian debt was increasing, extraction and export of the oil had to be reduced according to the OPEC quota and the incomes decreased on half. The government had to proceed to

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<sup>34</sup> William D. Graf, 1988

<sup>35</sup> Jan Klíma, 2012

<sup>36</sup> Vladimír Klíma, 2003

<sup>37</sup> John Iliffe, 2011

cost-saving arrangements which people did not like. Tensions, violence, corruption and deceptions became rampant again.<sup>38</sup> Manipulated elections in the year 1883 confirmed Shagari as a leader of Nigeria but disgraced people's votes. New military putsch was not surprising for anyone. The criminality in the capital city Lagos became unsustainable that is why was decided to move the capital to the newly built city Abuja. In the year 1991, the federation already consists of thirty states and preparations for handover of the power to the civil government began. It was necessary to formulate a new constitution and support new political parties especially the ones without ethnic aiming. In the manner of the American system two main opposition political parties were created: right-wing (National Republican Convention) and left-wing (Social Democratic Party). The parliamentary elections were held in the year 1992 and left-wing party won. Presidential elections were planned for summer 1993 and till that time Nigeria lived by western optimism after the fall of the Iron Curtain and South African apartheid. But the result of the presidential elections was disappointing. The elections were annulled because the elected representative was not loyal to the Nigerian army which was after all still hesitating to give up on its power. The army enthroned a civil representative who was devoted to them at the maximum. All the Nigerian and foreign observers were outraged. Political crisis were solved by new despotic military government led by Sani Abacha who already became seventh military leader of Nigeria. His recent death in the year 1998 started a new whirl of preparations for handover of the power to the hands of the civil government, a new constitution, political parties, elections, parliament, etc. Eighth and last leader of military government so far was Abdulsalam Abubakar. By this time the number of federal units stabilized on thirty six states plus capital city Abuja. The newly elected president was Olusegun Obasanjo for this time as a civilian and he was re-elected in the year 2003. In the year 2007, presidential post elected Muslim Umaru Yar'Adua. But due to his health problems, his vice-president Goodluck Jonathan has to hold on for him, until his death and Goodluck took over as a president. Later he was properly elected and is still holding power till next elections which are planned for the spring in 2015.<sup>39</sup>

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<sup>38</sup> Bill Freund, 2007

<sup>39</sup> Vladimír Klíma, 2003

Since independency in 1960, Nigerian education was administrated by Nigerians themselves and the background for National Policy of Education was created. One of those steps was National Curriculum Conference in 1969. The former curriculum was not considered as relevant again, participants had to look at new national educational goals and formulate concrete national policy so that so called Seminar was organized as a platform for discussion.<sup>40</sup> In the year 1976 Universal Free Primary Education was established in the light of increased incomes thanks to the oil boom. The aim to decrease illiteracy among the people was not fulfilled because of the inadequate planning and lack of proper data. Formulation of the National Policy of Education was completed in 1977 with the goal to unify the diverse structural systems within the country. Education became responsibility of Federal Government to achieve centralization. New 6-3-3-4 education system was introduced. It was based on American system whereby, children first attend six years of primary education, then three years of junior secondary school, three years of senior secondary school and finally last four years of university.<sup>41</sup> The national Policy of Education was revised again in the years 1981, 1998, 2004. Thanks to the new constitution from 1979, the revision of the policy in 1981 included shared responsibility for educational sector between Federal, State and Local Governments and renewed Universal Basic Education policy. Following the development and changing needs the policy was again revised in 1998 and 2004. In the third edition even though the Universal Basic Education was established as compulsory, it was not enforced and the aim to eradicate illiteracy failed. The 6-3-3-4 system has changed to 9-3-4 system of continued six years of primary education and three years of junior education terminated by School Leaving Certificate, plus three years of senior secondary and four years of university education remained. The minimum standard for teacher's education was raised from Teacher Grade II Certificate to the National Certificate of Education (NCE).<sup>42</sup> The policy also provided directions for special forms of education such as Nomadic education of migrant groups, religious education in the north or non-formal education for adults or out-of-school children.<sup>43</sup> So far, last edition of

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<sup>40</sup> Tokunbo Simbowale Osinubi , Lloyd Ahamefule Amaghionyeodiwe, 2006

<sup>41</sup> I. O. Nwagwu, 2007

<sup>42</sup> Hauwa Imam, 2012

<sup>43</sup> Hauwa Imam, 2001



National Policy of Education from 2004 under the Obasanjo reign set the concrete educational goals, new curricula and also addressed some problems of special, distant or adult education.<sup>44</sup>

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<sup>44</sup> Federal Republic of Nigeria, 2004

## 9 The structure of education system

According to the current Nigerian constitution, government should promote free, compulsory and universal primary education, free secondary and university education, and also free adult literacy programme to achieve eradication of illiteracy at all levels of the society. Government should also ensure that people will have equal opportunities to access adequate education at all levels.<sup>45</sup>

Nigerian education at all levels takes aim at: the promotion of national consciousness and unity, the acquirement of right values and attitudes necessary for survival of individual and Nigerian society as well, and understanding the world.<sup>46</sup>

The educational sector is a shared responsibility of the Federal Government with state and local governments. The role of the Federal Government is the provision of tertiary education, regulation of policy direction and monitoring of schools' performance. On the other hand, local governments take responsibility for primary education and most of the state secondary schools manage state governments. But there are also private institutions or individuals holding private educational institutions. Also some non-governmental organizations collaborate with governments in the non-formal educational sector.<sup>47</sup>

The responsibility of the Federal Ministry of Education is to formulate a national policy on the basis of development strategies of Nigeria, to collect data and control the education's quality in the country, to develop curricula and to unify policies of all Nigerian states through National Council on Education. Current Honourable Minister of Education is Malam Ibrahim Shekarau, inaugurated July 9, 2014.<sup>48</sup>

Most of the parents rather sign their children up in private schools than public schools which are very overcrowded. Just in case they cannot afford even the cheapest private school, they will allow their children to attend public school.<sup>49 50</sup>

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<sup>45</sup> Constitution of the Federal Republic of Nigeria, 1999

<sup>46</sup> UNESCO-IBE, 2010/11

<sup>47</sup> The Federal Ministry of Education, 2014

<sup>48</sup> Federal Ministry of Education, 2013

<sup>49</sup> World Education News & Reviews, 2011

<sup>50</sup> Appendix 6

English is the only used language in schools except the classes of local languages and also in lower levels of primary schools where the use of local language is allowed. The school year lasts ten months and it is divided into three terms for lower levels of education. Academic year of universities lasts two semesters of eighteen to twenty weeks each.<sup>51</sup>

The structure of the system is illustrated in Table 1.

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<sup>51</sup> Hauwa Imam, 2012

**Table 1: Structure of education system**

Level of Education		Age	Years of Studying	Certification
Pre-primary education		3-5		
Basic Education	Primary Education	6-11	6	Basic Education Certificate
	Junior Secondary Education	12-15	3	
Senior Secondary Education		16-18	3	The West African Senior School Certificate
Vocational Colleges		16-18	3	National Technical or Commercial Certificates
Polytechnics, Higher Vocational Colleges and Teacher's Colleges			2	National Diploma
			3	Higher National Diploma
University			4-6	Bachelor's Degree
			1-2	Master's Degree
			2-3	Doctorate Degree

## **9.1 Basic education**

In the year 2004, when the 9-Year Universal Basic Education programme (UBE) was adopted, the Universal Basic Education (UBE) system is nine years programme that covers Early Childhood Care, Development and Education (ECCDE) programme, primary education and junior secondary education replaced the former system. The aim of the program is to provide compulsory basic education to all of the children for free.<sup>52</sup>

After completing nine years of basic education students take the Basic Education Certificate Examination (BECE) and they have the following choices based on their BECE results: to attend senior secondary school, to go to a technical college, to attend an apprenticeship scheme or to attend a vocational training centre.<sup>53</sup>

Local and state governments manage Basic Education programme with financial support of the Federal Government. The controlling bodies are the States' Universal Basic Education Boards. Schools staff falls under the local governments.<sup>54</sup>

### **9.1.1 Pre-primary education**

Pre-primary education in Nigeria was not officially recognized until very recently. Government support was given to this sector in 1977 with the introduction of National Policy on Education by previous military government.<sup>55</sup> The National Policy on Education from 2004 has given prominence to Early Childhood/Pre-primary Education in Section 2.

Pre-primary education is not compulsory, but it is strongly recommended to children in the age three to five years. It is a part of the Early Childhood Care, Development and Education (ECCDE) program which is running throughout the African countries. In Nigeria, it is mainly driven by private institutions and the government holds the regulative post. The aim of the ECCDE is to provide effortless transition from home environment to school, to look after children while their parents are working, to help children with exploration of the world through games and quizzes, to develop the

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<sup>52</sup> Universal Basic Education Commission, 2014

<sup>53</sup> UNESCO-IBE, 2010/11

<sup>54</sup> Hauwa Imam, 2012

<sup>55</sup> Tombowua Sooter, 2013

spirit of understanding and cooperation with other children, etc. The range of teaching subjects is wide but it focuses on English and mathematics. Teaching periods take only thirty minutes. Six periods per week are devoted to English. Mathematics is taught every day. Considering all of the subjects together children spend approximately 28 thirty-minute periods per week by learning. Every child is evaluated according to the continuous assessment of his or her performance in various fields.<sup>56</sup>

### **9.1.2 Primary education**

Primary schools are usually meant for children from 6 to 11 years. Primary school takes six years – grade one to three is called lower basic, grade four to six then middle basic.

The most important goal of primary education is acquiring literacy and numeracy. According to primary school curriculum there are ten main subjects that have to be taught in primary and junior secondary levels. The emphasis is put on learning English and Mathematics which are taught every day. Pupils also learn how to write and read correctly in their main tribal language (Yoruba, Igbo or Hausa), the basics of science, health, religion, social studies and so on. Other languages such as Arabic or French are only optional.<sup>57</sup>

Secondary education lasts six years. It is divided into junior secondary and senior secondary three-year cycles.

### **9.1.3 Junior secondary education**

Junior Secondary education or upper basic education grades 7-9 usually attend children 12-15 years old. It is compulsory and at the state level there is no need to pay school fees. The aim is to develop knowledge and skills acquired during primary school. The core subjects remain the same: English, Mathematics, Basic Science and Technology, Social Studies, Civic Education, Cultural and Creative Arts, Religious Education and Health Education. Elective subjects include Arabic, Business Studies, Agriculture and Home Economics. Students are expected to

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<sup>56</sup> UNESCO-IBE, 2010/11

<sup>57</sup> UNESCO-IBE, 2010/11

choose two elective subjects. One lesson is 30-45 minutes long according to the subject.<sup>58</sup>

## **9.2 Senior secondary education**

Senior secondary school takes three years and it is not part of UBE program. But public schools are still free. The goal of the senior secondary education is to prepare students for life and their future roles, to encourage their talents and potentials, to provide educated, capable and trained manpower for labour market according to the national needs. Students usually take six main subjects plus two or three elective. Main subjects are English, Mathematics and one major Nigerian language. One out of Biology, Chemistry, Physics or integrated Science and one out of English literature, History, Geography or Social studies and one out of Agricultural Science or any vocational subject (technical drawing, auto mechanics, typing, agriculture, etc.).<sup>59</sup>

The West African Examination Council (WAEC) is examination body in five West African countries which yearly together review the examination process. In Nigeria, it takes the responsibility to determine The West African Senior School Certificate Examination (WASSCE).<sup>60</sup>

Senior secondary schools are mostly financed by governments of the states. Managing board is called the Secondary education Management Board of the Ministries of Education. Nevertheless in some cases it is the federal Ministry of Education.<sup>61 62</sup>

### **9.2.1 Other education institutions at senior secondary school level**

After junior secondary school technical and vocational colleges are the option. The National Board for Technical Education as a part of Federal Ministry of Education was established in January 1977 to be in charge of all of the aspects of Technical and Vocational Education.<sup>63</sup>

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<sup>58</sup> UNESCO-IBE, 2010/11

<sup>59</sup> UNESCO-IBE, 2010/11

<sup>60</sup> The West African Examinations Council, 2014

<sup>61</sup> Hauwa Imam, 2012

<sup>62</sup> Appendix 8

<sup>63</sup> National Board for Technical Education, 2015

It leads to the award of National Technical or Commercial Certificates (NTC/NCC) at the first tier which lasts for three years and to the Advanced National Technical or Business Certificates (ANTC/ANBC) at the second tier which requires two years of industrial work experience and one additional year of full time studying after NTC/NCC. The lower program is considered to be equivalent to the senior secondary school and the advanced program to the undergraduate degree. The National Business and Technical Examination Board (NABTEB) award all the certificates.<sup>64</sup>

The technical education covers polytechnics, colleges of technology and colleges of education. The curriculum includes both the theoretical courses and practical workshops. The aim of vocational education is to train operatives, artisans or craftsmen of industry or agriculture.<sup>65 66</sup>

### **9.3 Tertiary education**

Tertiary education takes four to seven years, depending on the studying course. Federal government is more involved in tertiary education than in previous levels which are mainly the responsibility of local and states governments.<sup>67</sup>

Higher education system is broadly divided into two sectors: postsecondary non-degree education finished by diploma and university degree programmes. Joint Admissions and Matriculation Body conducts the Unified Tertiary Matriculation Examination necessary for access to higher education institutions. Based on results gained in the exam and recommendations from the institutions, the Joint Admissions and Matriculation Body then decides about the placement of recommended candidate into the university.<sup>68</sup>

#### **9.3.1 Higher Technical and Vocational Education**

Higher Technical and Vocational Education is provided at technical colleges, colleges of education and polytechnics. For admission, it is important that the student has written the Unified Tertiary Matriculation Examination plus the results from secondary

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<sup>64</sup> World Education News & Reviews, 2011

<sup>65</sup> UNESCO-IBE, 2010/11

<sup>66</sup> Appendix 6

<sup>67</sup> H. O. Oshemughen, 2014

<sup>68</sup> J. A. Akinola, 1993



or vocational school. Two years programme leads to National Diploma which is also necessary requirement for Higher National Diploma that can be gained after one more year of working experience. It is not equivalent to university degree. But holders of Higher National Diploma can apply for Master's degree after they pass one more year of postgraduate education with certification of Postgraduate Diploma.<sup>69 70</sup>

### **9.3.2 University**

University institutions offer wide range of programs. The duration depends on the main studying course. The Bachelor degree can be gained after 4-6 years; Master's programmes usually take 1-2 years. Doctoral programmes are available for holders of Master's degree in relevant field and take 2-3 additional years of studying and research.<sup>71</sup> According to National Universities Commission quality control body, there are forty Federal Government Universities and thirty nine State Government Universities among public universities and fifty privately owned universities.<sup>72 73</sup>

Illustrative chronological table of certifications, that one can achieve while studying, is attached for better understanding.

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<sup>69</sup> World Education News & Reviews, 2011

<sup>70</sup> UNESCO-IBE, 2010/11

<sup>71</sup> World Education News & Reviews, 2011

<sup>72</sup> National Universities Commission, 2015

<sup>73</sup> Appendix 9, Appendix 10

**Table 2: The structure of Higher Education Certificates**

Doctor's Degree 2+ years		
Master's Degree 1-2 years		
Postgraduate Diploma 1-2 years	Bachelor's Degree 4-6 years	Certificate/Diploma 1-3 years
Higher National Diploma 2 years		
Work Experience min 1 year		
National Diploma 2 years		
Senior School Certificate 12 years		

Source: Alberta Innovation and Advanced Education - Federal Republic of Nigeria (edited)

## **9.4 Education of the Teachers**

Education of the teachers differs according to their desired qualification. The National Commission for Colleges of Education has responsibility for education of teachers. Since the year 1998, the minimum qualification required for teaching in primary schools, junior secondary schools or technical colleges is Nigerian Certificate in Education (NCE). It is gained after three years programme on College of Education. Presently in Nigeria, there are 83 kinds of such colleges – 47 state, 22 federal, 14 private.<sup>74</sup>

For teaching in senior secondary schools the Bachelor of Education degree is required. Another option is postgraduate diploma in education and single subject bachelor degree.

For teaching in colleges of education it is required to achieve a master's degree and teaching qualification. Doctoral degree is needed for teaching in the universities.

For successful admission to College of Education it is necessary to pass Senior Secondary Examination and gain at least three credits including the subject desired to study.<sup>75</sup>

### **9.4.1 The National Teachers' Institute (NTI)**

The National Teachers Institute (NTI) was established in Act No. 7, 1978, and the head office is located in Kaduna. It shall upgrade teachers knowledge, skills, qualification and competence in e.g. curriculum implementation by providing them adequate training or developing programmes. The Institute uses Distance Learning System the most.<sup>76</sup>

### **9.4.2 Teachers' Registration Council of Nigeria**

Teachers' Registration Council of Nigeria defines standards for teachers who want to become registered as teachers. The package of skills and knowledge is changeable according to raising national standards and development. Time to time the list of

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<sup>74</sup> National Commission for Colleges of Education, 2009

<sup>75</sup> UNESCO-IBE, 2010/11

<sup>76</sup> The Federal Ministry of Education, 2014

those teachers is published for public use. It also contains classification according to the level of qualification of Council's members.<sup>77</sup>

## **10 Curriculum**

The school curriculum is a dynamic document that is incessantly changing in compliance with changing needs, emerging challenges and new ambitions of the society and with development of the education within the country. The curriculum is designed and revised after consultations with involved stakeholders such as curriculum experts, teachers, and policy makers and so on.

The Nigerian Educational Research and Development Council (NERDC) have the mandate to develop the school curricula for all levels of education system. After adoption 9-Year Universal Basic Education (UBE) programme by government, NERDC developed 9-Year Basic Curriculum to meet the ideas of UBE programme and accommodate also The Millennium Development Goals (MDGs) and National Economic Empowerment and Development Strategies (NEEDS). The revised curriculum started to be implemented since 2008 nationwide. However, feedback received calls for urgent review.

Conceptual Framework identified connected disciplines and brought them together to form new subjects. The method reduced the number of subjects offered which was the main problem. For example Home Economics and Agriculture were brought together and the new subject is called Pre-Vocational Studies. Likewise, Islamic Studies, Christian Studies, Social Studies, Civic Education etc. focused primarily on instilling values formed a subject called Religious and Value Education. New curriculum for Basic Education after the revision is made of ten subjects: English Studies, Mathematics, Basic Science and Technology, Religious and National Values, Cultural and Creative Arts, Business Studies, Nigerian Languages, Pre-vocational Studies, French, Arabic. New version of the UBE curriculum was introduced in the year 2012 by NERDC.<sup>78 79</sup>

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<sup>77</sup> UNESCO-IBE, 2010/11

<sup>78</sup> Nigerian Educational Research and Development Council, 2012

<sup>79</sup> Appendix 4

The undergraduate curricula are designed by National Universities Commission which also accredits university programmes.<sup>80</sup> The responsibility for curricula of higher vocational and technical educational institutions holds National Board for Technical Education.<sup>81</sup>

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<sup>80</sup> National Universities Commission, 2015

<sup>81</sup> National Board for Technical Education, 2015

## **11 Development challenges of the education system**

The Nigerian Educational Research and Development Council (NERDC), in collaboration with UNICEF, carried out a national survey on education practices, school facilities and teachers' performance in 2002. The results showed inadequate learning environment, facilities, and examination malpractices in most of the schools.<sup>82</sup> Also many women, elderly people, orphanages or children with AIDS lack access to any kind of education and stay illiterate.<sup>83</sup>

### **11.1 Population explosion**

According to the World Bank latest data, the population of Nigeria in the year 2013 reached 173,615,345 people<sup>84</sup> and it is expected to double by the year 2050. Whereas, in 1960, the year of independency, the population was almost four times lower.<sup>85</sup> Huge population explosion is a significant trouble. Young generation make up the major part of the society. It is administrative demanding to provide appropriate education to all of the children and to assure adequate jobs to all of the young absolvents.

In the school year 2011/2012, in total, 23,476,939 pupils enrolled in 59,382 primary schools.<sup>86</sup> That means approximately 395 new pupils per one school. However in the year 1980, total enrolment in primary school was 10,798,550 children.<sup>87</sup>

In the same school year 2011/2012, only 4,470,037 pupils enrolled in 11,561 junior secondary schools that is five times lower than the enrolment in primary schools even though nine years of schooling are compulsory.<sup>88</sup>

In 1980, total secondary school enrolment in both levels was 1,451,242 and by the year 2010, it has increased to the number 9,056,768 students.

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<sup>82</sup> B. C. Agusiobo et al., 2003

<sup>83</sup> Benedicta Chiwokwu Agusiobo, 2007

<sup>84</sup> World Bank, 2013

<sup>85</sup> UNdata, 2014

<sup>86</sup> Universal Basic Education Commission, 2012

<sup>87</sup> UNdata, 2014

<sup>88</sup> Universal Basic Education Commission, 2012

The significant difference in enrolment can also be observed in universities. By the year 1975, it was only 39,562 enrolled students.<sup>89</sup> However, in 2010, it was already 1,701,123 students.<sup>90</sup>

### **11.1.1 Overcrowded classes**

The rapid population growth also contributes to the rising pressure on educational institutions which do not comply with either size or quality. The classes, as the basic units of education, become overcrowded which brings many serious difficulties during the lessons such as vexing noise, distracted attention of the students or several challenges for the teachers who have to handle the class without the possibility of moving around to check on the students' performance and discipline them. It is also difficult to catch students while cheating or to adopt an individual approach to them. Also, the teachers are less motivated because they know in advance that the students' outcomes will not correspond with their expended effort. Besides, in pursuit to reduce the delay of given feedback, some teachers tend to simplification of assigned homework or they only use tests with a/b/c or truth/false answers to make their work easier.<sup>91</sup>

### **11.1.2 Lack of equipment**

School facilities are also inadequate to rising population and enrolment to the schools. Classrooms are usually designed for thirty or forty students but finally have to accommodate up to sixty students.

Parents are often asked to help with provision of desks and chairs to furnish classrooms. When it is not enough you can see students sitting on windows or sharing chairs.<sup>92</sup> Books and studying materials are not enough for all the students. Some schools also lack electricity due to the financial shortage they cannot afford it.<sup>93</sup>

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<sup>89</sup> UNdata, 2014

<sup>90</sup> Babatunde A. Okuneye, Oluwaseyi Adelowokan. 2014

<sup>91</sup> R. O. Osim, Chika C. Uchendu, Isaac O. Ubi, 2012

<sup>92</sup> A. A. Adeyinka, 1992

<sup>93</sup> Cordelia C. Nwagwu, 1997

To the low quality of education also contributes that many students cannot afford to buy textbooks.<sup>94</sup> For average students, the studying materials are too expensive so the learning process is less effective. They tend to share books with friends or family members. The worst situation is in rural schools.<sup>95</sup>

According to the National Policy on Education teacher-pupil ratio should be 1:40 in primary level. With insufficient equipment and environment of acute shortage, the ambitious aims of National Policy of Education cannot be achieved.

### **11.1.3 Recommendations**

The easiest solution seems to be transferring more money to the educational sector for building new schools, development of school facilities or to support students by reducing their expenses. Professor Babatunde Ipaye suggests transferring more money especially to the Local Governments which rule the primary schools. However, it is of course financially and administrative demanding.<sup>96</sup>

So, the English lecturers, Cohen and Manion, see the possible solution in well-organized seating arrangement: *“Ideally, especially in a mixed ability grouping, as found in Nigerian schools, seats should be arranged in rows with a reasonable amount of space between them to allow for proper teacher-student and student-student interactions, as well as allow for individual and group work.”*<sup>97</sup>

The similar opinion shared by Dr. Fan Akpan Fan, H. M. Mainoma and Dr. Rebecca I. Umaru from the Faculty of Education of Nasarawa State University whereby their research evaluated the effectiveness of the techniques used by teachers to manage large classes in Calabar Educational Zone. According to their research the most effective tool is to allow students to ask questions and to plan lessons with respect to students' ability. Also moving around the class during the lesson to see what is going on seem to be a good contact method. The obstacle of this tool can be that moving around is not possible because there are too many students and there is no way to go. To attract students' attention can help using of them in role play. On the other

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<sup>94</sup> Appendix 4

<sup>95</sup> Teboho Moja, 2000

<sup>96</sup> Babatunde Ipaye, 1992

<sup>97</sup> L. Cohen, L, Manion. 1983, page 221



hand, the less effective methods seem to be the use of microphone while teaching, use of nametags or to break students into groups.<sup>98</sup>

Barbara Gross Davis, the vice-president of Western Association of Schools and Colleges in the United States, in her book *Tools for teaching* also suggests some teaching strategies on how to cope with large classes which actively involve students in the classes, avoiding late arrivals to the classes and most importantly planning the lesson carefully.<sup>99</sup>

## **11.2 Teachers' performance**

According to The Situation and Policy Analysis (SAPA) survey conducted under the auspices of UNICEF and the Federal Government in 1992, 24.4% of teachers are not satisfied with their working conditions and would prefer an alternative job. Also, 33.7% of teachers feel that their position is not respected. Many teachers have to pursue another money earning activities: tutoring (69.2 %), trading or farming.<sup>100</sup>

The number of certified teachers increased to 31 % between the years 1960-1996.<sup>101</sup> Since 1998, the minimum required qualification for teaching in the lowest levels is Nigerian Certificate in Education. After more than ten years, in the school year 2012/2013, only 60.7 % of primary school teachers had appropriate qualification – Nigerian Certificate in Education or higher degree with teaching qualification.<sup>102</sup> In the northern states, more males teach, while female teachers predominate in the south.<sup>103</sup>

The quality of teachers' performance is affected by working conditions. Inadequate physical facilities, overcrowded classes, poor students' attention and low salaries lead to low working moral and low personal interest to do a good job or to upgrade their skills and knowledge. Almost no month passes without strike for better working conditions especially at the universities.

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<sup>98</sup> Fan Akpan Fan, H. M. Mainoma, Rebecca I. Umaru, 2014

<sup>99</sup> Barbara Gross Davis, 2003

<sup>100</sup> Oladipe O. Akinkugbe, 1994

<sup>101</sup> Teboho Moja, 2000

<sup>102</sup> Teboho Moja, 2000

<sup>103</sup> Appendix 3

The motivation of teachers would improve, if the government and whole society supports teachers work the more. So if teachers made every effort to do their job very well, the impact of the other shortcomings would reduce and the negative effect on the whole education system would not be that destructive.<sup>104</sup>

### **11.2.1 Recommendations**

As an ideal solution seems to be regular monitoring of schools' activities, and controlling teachers' performance by independent inspection committee, provided feedback could help school principals and also teachers themselves to effectively evaluate their work.<sup>105</sup>

Also, it is very important to stop valuing certificates which do not demonstrate acquired and requested knowledge and skills. Some of them might be gained only because of strong parents' support of teachers or schools.<sup>106</sup>

The Nigerian Union of Teachers (NUT) is the major trade union among teachers in Nigeria. It was created in order to promote welfare and adequate working conditions for teachers, to promote cooperation, to integrate members' opinions for the purpose of expressing collective point of view, to protect members against the acts of injustice and inadequate treatment. The union operates in state and national level as well.<sup>107</sup>

### **11.3 Universities' strikes**

Strikes in the educational institutions in Nigeria became a common phenomenon especially among the universities. By staying out of the work, teachers endeavour to meet their demands. Causes of strikes are usually as follows: disagreement with governance (lack of transparency, corruption, etc.), low or delayed salaries, unsatisfactory working conditions, and attempt to raise a discussion or to negotiate. In that case, academic sessions are disrupted and students may spend many years in the institution before they are allowed to reach only their first degree. Besides, the negative effect on economic system is huge.<sup>108</sup>

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<sup>104</sup> Cordelia C. Nwagwu, 1997

<sup>105</sup> L. O. Odia, S. I. Omofonmwan, 2007

<sup>106</sup> Cordelia C. Nwagwu, 1997

<sup>107</sup> A. B. Fafunwa, 1974

<sup>108</sup> Charles Emenike Ezeagba, 2014

Principally, it is the Federal Government who is responsible for funding of higher education. Even though expenditures increased, the amount is still not sufficient for the rising number of universities and growing enrolment. Also, no money is left for research and development of the libraries and laboratories.<sup>109</sup>

The Academic Staff Union of Universities (ASUU) fights for teachers' demands. In the year 2013, ASUU declared nationwide strike which made public universities to suspend academic activities for six months. The strike was declared to force the Federal Government to comply the Agreement between The Federal Government of Nigeria (FGN) and ASUU from 2009.<sup>110</sup> The 2009 Agreement shall re-negotiate the 2001 FGN/ASUU Agreement and make it workable and valid. *"The Committee agreed that the essence of the Re-negotiation was: (i) To reverse the decay in the University System, in order to reposition it for greater responsibilities in national development; (ii) To reverse the brain drain, not only by enhancing the remuneration of academic staff, but also by disengaging them from the encumbrances of a unified civil service wage structure; (iii) To restore Nigerian Universities, through immediate, massive and sustained financial intervention; and, (iv) To ensure genuine university autonomy and academic freedom."*<sup>111</sup> But the goals were not actually met until recently.

#### **11.4 Attitude of government and financing issues**

A major and significant task is financing of educational sector and providing funds for implementation of national policies which is common in all levels of the system. As much as ambitious and optimistic the educational goals might be, if there is no money for implementation of the policies, the goals cannot be met.<sup>112</sup>

The roots of the funding problem according to Omojomite, started with lowered government allocation of resources during the oil crises in eighties and continued with Structural Adjustment Programme (SAP) designed by International Monetary Fund and the World Bank as a recovering policy after oil crises. SAP policy

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<sup>109</sup> Teboho Moja, 2000

<sup>110</sup> Vanguard, 2013

<sup>111</sup> The Agreement between The Federal Government of Nigeria and Academic Staff Union of Universities, 2009, page 3

<sup>112</sup> A. A. Adeyinka, 1992

suggested reducing fiscal spending inclusive of educational expenditures. Also several periods under the rule of military government, preferred allocation of money to the defence sector rather than to the educational sector worsened the situation. Last but not the least is widespread of corruption among the educational institutions which contributed to inadequate management and reallocation of the resources.<sup>113</sup> According to the Corruption Perception Index 2014 by Transparency International, Nigeria scored 27 points out of 100 which placed the country to 136th position from 174.<sup>114</sup>

UNESCO recommended to developing countries to allocate 26 % of annual budget to the educational sector. It should be enough to provide regular payments to teachers, adequate school facilities and optimal learning environment for students. Nevertheless, in the case of Nigeria, it has never been higher than 17.59 % (in the year 1997). In 2013, it was only 8.7 % of annual federal budget.<sup>115</sup>

#### **11.4.1 Recommendations**

Education in Nigeria can be financed from school fees paid by parents, local government taxes, general budgetary funds, gifts and remission of taxes.<sup>116</sup> It is noticed that some efforts to share the funding burden have been made before. The Education Tax Decree from the year 1993 imposed a 2% tax on the accessible profit earned by every registered in Nigeria company which has up to 100 employees. The Federal Inland Revenue Service is empowered to collect and administer the Education Tax, also to redistribute the money to federal, state or local educational institutions. But the tax audit is inadequate that means lot of money is lost due to the tax evasion. Also, the personnel are not trained very well to monitor proper collection.<sup>117</sup>

Babatunde Okuneye and Oluwaseyi Adelowokan from Department of Economics, Olabisi Onabanjo University, think that government should accede to shared funding

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<sup>113</sup> Ben U. Omojomite, 2010

<sup>114</sup> Transparency International, 2015

<sup>115</sup> Peter James Kpolovie, Isaac Esezi Obilor, 2013

<sup>116</sup> T. O. Adeyemi, 2011

<sup>117</sup> Robinson Onuora Ugwoke, 2013

responsibility with private institutions to achieve adequate public-private partnership.<sup>118</sup>

Diversifying the Nigerian economy could also be helpful, meaning that, the country's economy would not be that much dependent on oil trade and so fluctuation of world prices of oil would not determine the whole budget of the country.<sup>119</sup>

### **11.5 Islamic education in northern Nigeria**

Particular obstacles of development occurred in northern states of Nigeria where Islamic education is set. Nigeria declared itself as secular state so religious education is considered only as one of the school subjects. But there is a particular autonomy among religious groups in managing their schools. Koranic schools lacks control of the state, they are separated from the state, and thus operate with their own curricula.<sup>120</sup>

Since Islam spread out in northern Nigeria, it was accompanied by the first attempts to educate people on the basis of Koran. In sixteenth century Islamic education was officially established. Koranic schools correspond to primary level but there are also *ilm* advanced schools of Islamic science education.<sup>121</sup> Traditional *ulamas*<sup>122</sup> preferred no interference of the state. With the establishment of Sokoto Caliphate in nineteenth century the political power was basically transferred to the hands of *ulamas* and in this way Islamic schools gained the state support.<sup>123</sup> But as soon as Christian missions have started, new clash of interests have begun. Surprisingly, it was British government who reduced the missions and established western missionary schools in northern areas. But there was also no corresponding support offered to Islamic institutions. Strong connection among the Muslim community scared the British. They were afraid of inflaming anti-colonial feelings so they rather did not meddle in their matters.<sup>124</sup> But later, Islamic schools came out from colonialism as symbols of

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<sup>118</sup> Babatunde Okuneye, Oluwaseyi Adelowokan, 2014

<sup>119</sup> Douglasson G. Omotor, 2004

<sup>120</sup> A. B. Fafunwa, 1991

<sup>121</sup> A. B. Fafunwa, 1991

<sup>122</sup> Islamic scholar in Arabic

<sup>123</sup> M. S. Umar, 2001

<sup>124</sup> P. B. Clarke, 1982

western resistance. In the seventies, with the implementation of National Policy on Education, there were some attempts to take control over religious school by Federal Government but Koranic schools remained mostly unchanged. Their religious curricula posed overly big challenge to deal with.<sup>125</sup> In 2001, the Federal Government approved that those Islamic schools with intention to integrate into formal schools will be provided by special curriculum to facilitate the process. The decision is up to school proprietor.<sup>126</sup> Integrating the secular subjects to the Islamic curricula is challenging because of the traditional ideological opposition of the *ulamas* predominantly in the rural areas. Secular schools are basically products of colonialism and they are perceived as tools of westernisation.<sup>127</sup>

### **11.5.1 Recommendations**

Involvement of the civil society and religious representatives into the joint discussion about provision of education would definitely bring more constructive brainstorming discussions. But for now, government is failing in that point. Contrarily, Islamic schools are perceived as isolated which promote religious leaders to control content of curricula and management of the schools in their own way.<sup>128</sup>

Education Sector Support Programme in Nigeria (ESSPIN) is a joint cooperation of the Nigerian government and the United Kingdom Department for International Development. They work together to reform and to improve delivery, quality and planning of education mainly in some northern states of Nigeria.<sup>129</sup> According to the ESSPIN Experiences paper called Integrating the old with the new: Islamic education responds to the demands of modern society, the role of joint dialogue in development of education is also very important and by this way it is possible to gain significant changes even though the traditional opinion is different. ESSPIN also emphasize the role of communities in the decision to integrate to formal education.<sup>130</sup>

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<sup>125</sup> Nasir Mohammed Baba, 2010

<sup>126</sup> M. I. Junaid, M. G. Dukku, A. Umar, 2005

<sup>127</sup> ESSPIN, 2008

<sup>128</sup> Nasir Mohammed Baba, 2011

<sup>129</sup> ESSPIN, 2014

<sup>130</sup> ESSPIN, 2008

Sir Nasir Mohammed Baba in his research about Curriculum Theory at the University of Jos, Nigeria, recommended that National Policy on Education should contain a specific definition of the status of religious schools and their position within the formal education system. Also, establishment of better relations between state's researchers and members of Islamic schools should provide dialogue on the needs and vision of education in north that could be later included in National Policy on Education.<sup>131</sup>

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<sup>131</sup> Nasir Mohammed Baba, 2010

## 12 Development strategies

Nigeria Vision 20:2020 is the country's development goal to become one of the top 20 economies in the world by the year 2020. It covers four dimensions economic, social, institutional and environmental. Regarding the issue of education the vision seeks to the improvement of equal accessibility, teachers' quality, planning and funding of education, which is considered as human right and also as key factor of human development. It also considers the curriculum revision to make it more relevant to the needs of the labour market.<sup>132</sup> The vision also desires to raise the quality of education to international level.<sup>133</sup>

In conformity with second Millennium Development Goal: Achieve universal primary education; Nigeria developed Civil Society Action Coalition on Education for All (CSACEFA) which is working on education issues in Nigeria. Throughout Nigeria, the society planted more than six hundred local civil society organizations which help to implement and develop action strategies and advocate the right for education for all. CSACEFA strive for stronger engagement of the society to the educational process, it cooperates with the Africa Network Campaign on Education for All (ANCEFA) and the Global Campaign on Education (GCE), it has also NGOs consultative status with United Nations Economic and Social Council (ECOSOC) and United Nations Educational, Scientific and Cultural Organization (UNESCO).<sup>134</sup>

After 2015 global development agenda which should replace Millennium Development Goals presently formulated by United Nations and The Economic and Social Council hold the major role. Throughout the year 2015 there will be still many conferences and summits which should help to define future development goals.<sup>135</sup>

There is a strong relationship between education and development. As we can observe, education is one of the component in almost every complex development index. Investing in education is investing into future. In accordance with that development depends on quality and quantum of the educated citizens.<sup>136</sup>

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<sup>132</sup> Nigeria Vision 20: 2020, 2010

<sup>133</sup> UNESCO-IBE, 2010/11

<sup>134</sup> Civil Society Action Coalition on Education for All, 2014

<sup>135</sup> UN Economic and Social Council, 2015

<sup>136</sup> World Bank, 2008



## 13 Discussion

In this chapter, personal observations and discussions with pupils and students in Nigeria are shared. Having spent more than three months in Nigeria, Ogun state precisely, it is worth to note that observations are based only on situation in Ogun state, however there might be a huge difference in the northern, eastern, and southern states due to the natural, cultural, social, and religion differences.

Children and students of every age opined that there is serious obstacle in studying in overcrowded classes because many students who do not pay attention properly, disturb other students and lead to disrupt the lesson during the course of teaching. It is not sporadic that students walk around the class, fight with each other or play games. On the other hand, some of the teachers do not even try to mediate order or they use cane to coerce order. The decision to effect physical punishments is taken by each school.

Many children also attend non-registered schools ruled by smaller churches or private individuals. However, many teachers in some of these schools might be unqualified, and most likely to be relatives of pupils or older friends of the owners. The vision of this kind of schools is to build strong base of children who attend the so called schools regularly and only then they can apply for authorization. What more, nowadays to be a teacher is very unpopular working position because it is generally not perceived as a respectful job. Also, the salaries are very low compared with other jobs coupled with its stressful situation that teachers have to go through during working hours. Teachers themselves complain about lack of equipment to teach vocational or technical subjects. For example, Physical Education in some schools based their teaching on the theoretical aspect only. They teach how to run or jump but there is no opportunity for many children to try it under the tutelage of teachers in the lesson.

Delayed, limited or no payments of salaries to teachers at all leads to regular strikes which in-turn affect the students badly. Students, especially those heading to universities, are faced with unknown duration of study and unstable vision of the future. To finish an ordinary program takes times two of the normal study duration due to the strikes. Nevertheless, alternative option is to pay for excellent private schools but not many parents can afford it. Besides, if some parents are willing to pay

more than just the ordinary school fees so as to get better grades for their children. Examination malpractices remain another serious difficulty that shatters mostly corrupt Nigerian society.<sup>137</sup>

In literatures reviewed, all blames are directed to government for low budget allocation given to educational sector and their formulated weak policies.<sup>138</sup> In view of the fact that the rate of mismanagement of fund and resources within the country is high indeed, and national wealth is not redistributed properly, only 10 % of national income is in the hands of the poorest half of the population,<sup>139</sup> and such recommendations seem to be unavailing. More so, the thesis strives to find out simple, applicable and realistic suggestions of improvement on the level of individual.

I agree with Professor M. A. Adelabu from Obafemi Awolowo University in Ile-Ife that every school should insist on employing teachers with exclusively adequate qualification. The employer should proceed to administer entrance examination for candidates, to make sure that the holder of the certificate is truly knowledgeable and capable of teaching.<sup>140</sup> Teachers should use their creativity to replace missing teaching aids and also to spend their time on preparing their lessons with thoroughgoing precision with regard to the size of the class, number of students, and limited working conditions.

Constant monitoring of teachers' performance should become matter of course, as well as monitoring of schools' performance and their comparison in local, state and federal level. Data on education should be collected precisely and periodically without exclusion of any school. Transparency of such results should provoke a natural competitiveness between schools and contribute to the desire of self-improvement. Lack of recent valuable data complicates the formulation of needed policies.<sup>141</sup>

Every state should automatically register new born babies. Every person should hold identity card to be recognized. The legal provision of birth registration can be found in

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<sup>137</sup> defined also in Nigeria Education Sector Analysis for World Bank by Teboho Moja, 2000

<sup>138</sup> such as e.g. Babatunde Ipaye, 1992 or Yetunde O. Adegoke, 2013

<sup>139</sup> Yetunde O. Adegoke, 2013

<sup>140</sup> M. A. Adelabu, 2005

<sup>141</sup> Godwin E. O. Ogum, 1998

The Federal Government's decree No. 69 of 1992 that registration shall be carried out free of charge, within a period of 60 days from the date of birth, and in the 2003 Child Rights Act in Section 5 that the birth of every child shall be registered. But according to UNICEF, 70 % of the children born annually in Nigeria are not being registered.<sup>142</sup> Thus, it should be clear on how many children should have compulsory basic education and how many children attend adequate school level for real. As such consistency in control is the only way to eradicate illiteracy.

Nevertheless, in case of Islamic schools I incline to the opinion of Nasir Mohammed Baba that new version of the National Policy on Education should specifically define the status of religious schools on the grounds of cultural sensitive dialogue with Islamic leaders.<sup>143</sup> To effectively monitor the schools' performance it is necessary to recognize their status within the system.

To sum it up, the less expensive and the most effective way to bring about change is to be serious about importance of education that will lead to future development. Thus, accuracy, precision, transparency, monitoring, thoroughness and consistency could be the way out of the vicious circle of inability to take a revolutionary action and change the old bad habits. Incoming presidential and governmental elections should change the course of Nigerian politics.

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<sup>142</sup> UNICEF, 2007

<sup>143</sup> Nasir Mohammed Baba, 2011

## 14 Conclusion

This study focuses on Nigeria's education system; it describes some of the leading difficulties that the country is battling with. The roots of the difficulties can be traced as far back to the era of British colonists who practically created the country by demarcation of their sphere of power within the French controlled area. Different tribes and cultures were unnaturally brought together and this led to the origin of difficulties.

Nowadays, Nigeria has to cope with the huge population explosion, corruption, indiscipline, and government's malpractices which have affected the educational sector as well. As a result of the present situation, Nigeria, the oil giant and Africa's largest economy, contend with critical shortage of school buildings, facilities, teachers and proper funding of the educational sector. Most of the Nigerian scholars only see solution in increasing the amount of money flowing to education. But we cannot expect such without radical change in political trends and in the society itself. Coveted change might be on the way with incoming 2015 presidential and governmental elections, however, it would be better for Nigerian developers to focus on finding alternative solutions. Some of such alternatives are mentioned in this thesis.

Primal intension to compare different views of Nigerian and "Western" scholars was not accomplished due to the lack of "Western" resources related to discussed issues. However, it seems as if the interest of the Western society is concentrated mostly on Nigeria source of wealth. The lack of up to date complex valuable data on education constituted another limitation.

Conclusively, not all of the difficulties Nigerian education sector contends with are mentioned in this thesis. The matter of northern education is much wider and it includes the issue of girls' education, curriculum relevance, the position of non-Islamic schools in view of majority of the Muslim and so on. Also, the matters of Nomadic education, drop out rate or attendance to school were left out as possible topic for next research.

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Appendix 7: Logem primary school, Ota

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Appendix 9: National Open University of Nigeria, Abeokuta

Appendix 10: Covenant University future ambitions

Appendix 1: The map of Nigeria



Source: Mappery, 2012

## Appendix 2: Wagner's index of territorial compactness

Wagner's index characterizes the compactness of the state area by comparison of length of land boundaries (L) and perimeter of the circle (C) with equal area (A) as the states area is. So the index can compare the real and the possibly shortest length of the boundaries.<sup>144</sup>

$$W_i = \frac{L}{C}$$

$$C = 2\pi r = 2\pi \sqrt{\frac{A}{\pi}} = 2\sqrt{\pi A}$$

$$W_i = \frac{4900}{2\sqrt{923768\pi}} = 1,438$$

According to index is Nigeria compact state because the value is approaching one.

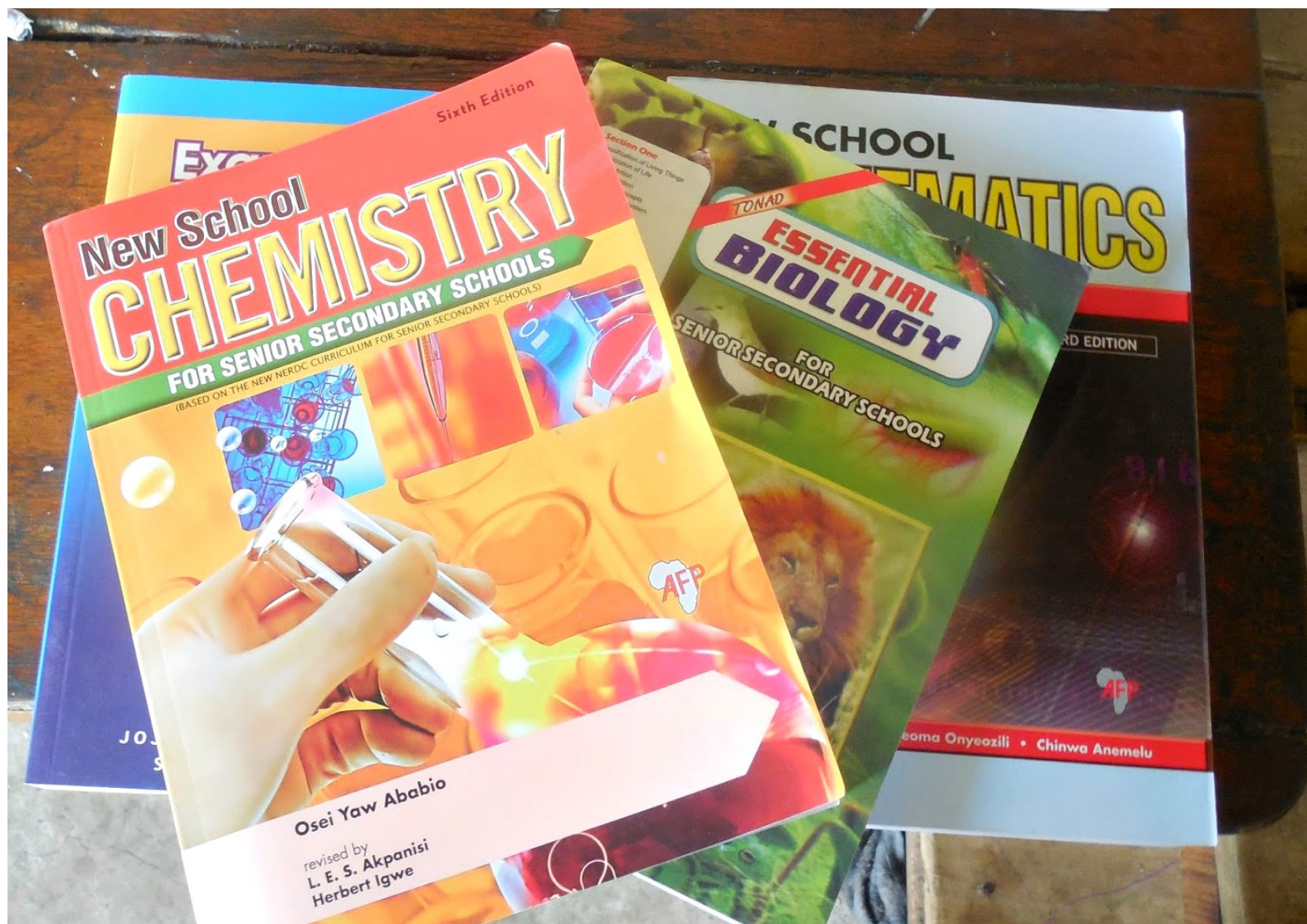
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<sup>144</sup> Pavel Taibr, 2011





#### Appendix 4: Books for senior secondary schools



## Appendix 5: Primary school's curricula



**Appendix 6: Leading a workshop about peace-building in Shasha Social Development Institute, Iperu**



Appendix 7: Logem primary school, Ota



**Appendix 8: Senior Secondary School Graduation Ceremony**



**Appendix 9: National Open University of Nigeria, Abeokuta**



## Appendix 10: Covenant University future ambitions

