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## **Educational Imperatives for Globalization in Nigeria**

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### **Abstract**

*Globalization is an integrative world economic policy that can improve the productivity level of member nations and boost their general growth and development. Though it is has lots of limitations due to its background idealogy it is highly rewarding to member nations who strive to meet its demands. Most of these demands are centred on skilled manpower resources that must be productive enough for industrialization, commercialization, privatization etc. It is therefore, imperative that the educational sector of the nation be improved to meet its obligations. This paper reviewed some vital areas as necessary. Some of these areas were the National Policy on Education, Enabling laws funding, Facilities and Equipment, Salary structure, the place of teachers, international involvement and malpractices. Five recommendations were made.*

### **Introduction**

Globalization is an integrative economic policy intended to improve productivity and boost the wealth of nations. It is an evolved policy from the mercantilist ideology of the mid-twentieth century, which collapsed due to some limitations. Despite the fact that it is a veiled ideology of neo-colonialism through commercial, technological and scientific imperialism to the developing nations, it has some benefits.

It will provide the member nations with opportunities they could never have had if not for this integration. For example member nations have raised income per capital, improved skilled manpower, developed a viable educational industry, some economic and political stability, increased spirit of competition in production among nations, exchange of products etc. Infact, globalization could be regarded as a catalyst of modern times to international development. Hertel (1996:9) concluded that the advantages of a world integrated market are numerous for member nations. Specifically Nabi (1990) pointed out that every nation taking cue from the advanced countries involved in globalization has increased their exports from 81% in 1995 to 90% in 1996.

The main objectives of globalization are to reduce trade barriers, liberalize investment policies, reduce transport and communication costs, develop skilled manpower, increase global world output, increase international trade, orientate global production, increase international outsourcing and the growing importance of knowledge as well as other intangible assets in world production (Agenor & Aizenman 1995).

To meet the objectives of this integration means that a member nation must be a stake holder so as to provide for the market and not remain a mere dependant or consumer. This implies that such a nation should develop and expand its commercial, industrial and technological sectors to an acceptable standard. Anything below this measure will mean being an under-dog on whom others will lord it over, unnecessarily.

The only cardinal industry that can develop other industries and hence the nation is the education industry. Many advanced nations of the world like USA, Britain, Germany, and France have given this highest commanding industry the pride of its place for posterity.

Education is said to bring about changes in the positive direction. To pay lip – service to it is to refuse positive changes in the behaviour of the individuals and the nation as a whole. Blomsrom (1992) opined that there has been no known factor that has been responsible for human resources and general civilization right from the cradle, like education.

The writer's views imply that education has been the only source of human civilization, as such all nations craving for civilization must make education

their most pressing priority. From all indications, education is a perfect mould that produces all sorts of skills necessary for growth and development. Based on this, it is imperative that Nigeria has to develop its educational sector to an acceptable standard in order to enjoy the rewards of globalization.

### **Present Operative Approaches and Redirections**

The recent trend and events in the Nigerian educational system does not seem to operate at a level which Nigeria can fully participate in international policies like globalization towards reaping the enormous rewards of this gigantic international integrative project. What is on ground in Nigeria at the moment is a pack of confusion that can not be contended with at all for a good result. To participate in globalization and reap the full benefits of it a member nation must be or stake – holder else it submerges to a servile and uncomfortable position. (Tabotndip, 2004). The claims of confusion can highly be appreciated when one examines the following areas.

### **The National Policy on Education**

This is a beautiful document prepared by the Federal Republic of Nigeria having well packaged programmes to move the education to an acme if properly implemented. It is a versatile theoretical frame work on the education industry which is quite ambitious towards achieving its stated objectives. The National Policy on Education is a fall – out from the 1969 Curriculum Conference whose composition was quite expedient. The conference created opportunities for the formulation of specific policies in 1977, revised 1981, 1998 and 2004 (FGN 2004). These policies took great care of the Nigerian environment and its future. Fafunwa (1982) concluded that the 1969 Curriculum Conference was the first ever conference in the Nigerian that constituted a landmark in the annals of history in the way it considered education and development in the country.

The scope and objectives of every level of education in Nigeria was properly designed for implementation in the country. It al so considered special areas like women education, nomadic education and technical education. Unfortunately, it omitted only one vital area which is Early child care Education. Okam (2002) claimed that the Nigerian Policy on Education is one of the best plans for education in Nigeria which has never occurred even in the advanced nations.

Since then, programmes like the Universal Primary education, 6.3.3.4, Universal Basic Education, Nomadic education and recently women education have come on stage. It is most unfortunate that none of these lofty programmes has been successfully implemented to a conclusive end. These policies have either died a natural death, become hospitalized or remain ornamentals in the hands of the government forever.

In order to realize the objectives in this policy blue print, very realistic and prudent implementation of its programmes should be carried out to their logical conclusions. This will enhance the production of quantity and quality manpower resources for overall development of the nation. It is only then that Nigeria will be competent and comfortable to move into lofty economic ventures like industrialization commercialization, privatization and hence globalization in order to reap the full benefits of the JET Age.

### **Enabling Laws**

The Nigerian educational policies and programmes lack the enabling laws specifying the plan and implementation stages. Consequently, it has been very difficult to separate the two stages in practice. This has been responsible for the bulk – up of the two stages leading to absolute confusion at the point of implementation of any of the educational programmes. It has also contributed immensely to the non – realization of the lofty educational programmes like the Universal Primary Education (UPE), 6 – 3- 3- 4, and may also contribute to the non – realization of Nomadic Education, Women Education and the Universal Basic Education which have come on stage (Tabotndip 2005).

At the moment this distortion has placed the primary and secondary education levels astride the State and Federal Government control and management. For the two levels of same system to be divided as such is a terrible confusion. The primary level is managed and controlled by the Federal Government while the secondary is divided into two. The Junior section (JSS 1 – III) is for the Federal Government and the senior section (SS 1 – III) is for the State Governments.

This is a very serious irregularity which is not only dangerous but highly defective to the system. For a system to function effectively, it has to be operative from a definite point. Asaad (1996) pointed out that for an engine to function effectively the component parts must be working and fully connected to the central point of operation from where traces of activation,

depreciation and replacements can be checked. At the staggering point on the Universal Basic Education programme Gidado (2001) concluded that it was the absence of an enabling law after two years of launching the Universal Basic Education (UBE) that has stalked its implementation.

The Federal Government of Nigeria should enact definite educational laws that will help develop every stage of its policies towards the realization of its objectives. The upper and the lower Houses of Assembly should give education a preference in their legislative procedures. The priority of this nation is a viable educational industry that will produce the necessary manpower resources to meet the demands of the present and the future world.

### **Funding**

Funding the educational sector has been a problem in this country. Huge sums of money are pronounced for educating during the budget presentation both at state and Federal levels over the nation's media yet very little is observed during the implementation processes. Nwokolo (2005) lamented that all the national budgets have ever favoured education and agriculture as major priorities of the nation but when it comes to implementation, it becomes difficult to position these sectors any longer.

The Government has not taken it a priority to finance and sustain its educational industry to the expected standard. Inadequate and general prior financing of this system has become an incurable epidemic virus throughout the succeeding governments of Nigeria. Traces of this menace are found in poor and epileptic remuneration of workers in the industry, continuous embargo on employment, short-falls in the supply of equipment, dilapidation and decay of facilities etc. the Federal Government of Nigeria should remain faithful and respect the specifications of its budgets during implementation so as to realize the objectives of the economy. Ekefre (2000) opined that it was only strict adherence to educational laws that can bring about transparency and its proper funding leading to the achievement of its objectives.

### **Facilities and Equipment**

Many institutions of learning in this nation are looking their founding dates, highly dilapidated; yet students study under these dead-traps before the governance. In most of them, the equipment are either obsolete or non – existence at all. The teaching learning situations have to go theoretical because there is no option to the conditions. Libraries, if they exist at all, are

housing out-dated books or inadequate books for the teeming population of students. Ajai (1992) observed that physical facilities and equipment are the basic necessities for executing any educational programme to its fruition. The shortage of reading material gave forth to the hand- out syndrome in the tertiary institutions today. There is no doubt that some effort is being made to provide the necessary facilities and equipment in a few institutions but this is not enough.

The only way out is for both the States and Federal Government to make it a priority within a short term and provide heavily the necessary equipment and facilities needed by the educational industry for realizing its objectives. The idea of doing it in piece – meal will have no serious effect in the system. With the hugeness of this sector, before equipment and facilities go round, the first ones must have become obsolete or dilapidated. Murangi (1995) said that there is no industry known to man that is as dynamic as the education industry consequently to contend with it is to be very current with its policies and programmes that are highly dynamic.

### **National Uniform Salary Structure**

Nigeria has different salary structures for different levels of its educational system. This differentiation also exists between the states and the Federal Government Institutions. This dichotomy in the salary structure of a single nation is dilemma to functional productivity in the system. Obanya (2002) said that it was not the allocation of funds to education that matters but the judicious application of these funds to the system towards realization of the objectives that are necessary. The Federal Government of Nigeria needs to abolish these differential salary structures and produce a uniform type that will energize the labour force towards maximizing production in the system.

### **The Place of Teachers**

The treatment meted to teachers in Nigeria is very shabby and frustrating. Many who would have loved to take the profession are scared because those in it have no hopes for the future. In fact, those in service are irregularly paid and those who are retired seem to be jettison for no good reasons or fact of their own.

Despite all this, teachers remain the human engineers and nation builders. To defend their ugly motives, some authorities will claim that the teachers are many without any statistical backing. If the teachers are numerous as claimed

why should the government increase their numbers radically by mounting programmes like the National Teachers Institutions (NTI) and others. Mkpá (1991) maintained that no educational system could rise above the quality of its teachers. While Ekwueme (1985) claimed that the teachers enhance the stability of educational programmes for any nation of the world.

The Government and all those in the education industry should motivate the teachers and make the teaching profession a promising one in order to realize functional educational objectives. The canyon walls of statism, indigene and non – indigene factors god-fatherism and many others should be demolished. It is only then could a spread of the teachers from areas of concentration to areas of scarcity be accomplished. These barriers are doing a lot of harm to the nations educational needs which are necessary for the entire national growth.

### **Honour of International Involvement**

Nigeria is committed to some international conferences both as a member and a signatory. These include the Jomtien Declaration of 1990, the Delhi Declaration of E-9 countries of 1991, which visioned educational development within the member nations. In addition to this, Nigeria is an engagement with the UNESCO, UNICEF, UNDP, and the World Bank for the purposes of educational development in the nation.

By this, Nigeria needs to respect this international engagement or do other wise and stigmatize itself before other nations to command no respect in future. Obanya (2002) observed that Nigeria is aware of “Education for All” (EFA) for its citizens which all nations of the world are involved.

### **Malpractices**

Malpractices of all sorts have become highly associated with the Nigerian educational system. This ugly trend is to be found in the admission policies of institutions, entrance and sessional examinations etc. Tabotndip (2005) opined that the impostor monster of malpractices has redirected the institutions of learning to ditches or domes instead of spring boards.

This ill – wind must have carried along with it a lot of debris into the labour force in terms of graduate illiterates. Thanks for the initiators of post JAMB Examination and other similar cheques for the purposes of quality control. If it were possible, departmental examinations should be added to these series for further precision and the control. The omen of cultism and other

dangerous activities on campuses will be faced out by this control and create a conducive academic environment for proper studies.

### **Conclusion**

Nigeria is blessed with abundant resources that can be tapped for the advancement of the nation. The only besetting problem is misplacement of priority to other areas not sufficiently necessary at the time. No nation can or has advanced without full development of its educational system. It is therefore imperative for Nigeria to develop fully its educational sector that will harness its human resources towards industrialization, commercialization, privatization, globalization and other demands of the JET Age.

### **Recommendations**

1. The Government should enact and specify enabling laws to take care of the stages of every of its programme toward achieving its objectives.
2. Education should occupy the upper echelon of government actions towards development
3. The Federal Government should specify who manages and controls educational institutions in the nation using its legislative instrument.
4. Nigeria should seek to see the end – point of every of its educational programme or policy mounted at a time.
5. Workers in this sector should highly be motivated for efficiency and productivity.



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