



JOHN DEWEY'S DEMOCRATIC EDUCATION AND THE PROBLEMS OF IMPLEMENTING SECONDARY SCHOOL EDUCATIONAL POLICIES IN NIGERIA

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ABSTRACT

Education is such an indispensable tool to man and society for sustainable development. This implies that the fundamental task of education in the society is in two folds: the social process and the individual process. The latter will help in the proper preparation of the young citizens for the roles and responsibilities that they should take on when they reach maturity. Through education, society can formulate its own purpose, can organize its own means and resources and shape itself with definiteness and economy in the direction in which it wishes to move. This paper focuses on the exploration of Dewey's conception of democratic education in relation to the Nigerian context. The work highlights and categorizes the problems that work against secondary education as lack of implementation of policies and pedagogical knowledge. It is argued that Dewey's educational ideas are relevance to the Nigerian educational system, particularly on secondary education, and a thoughtful application of ideas would, help to resolve these problems. Fundamentally, the work further suggests that the Nigerian government and educational policy makers should re-evaluate its policies and have a completely new plan for this aspect of education by adopting a democratic curriculum.

INTRODUCTION

In Nigeria, like many other countries, education plays a pivotal role in shaping individuals' lives and driving societal progress. The Nigerian educational system has evolved significantly since its colonial beginnings, with various reforms aimed at expanding access, improving quality, and aligning education with national development goals (Langford, 2019).

It is apparent that teaching involves a gradual process or situation where group of individuals or students are imparted with knowledge, skills and attitude by the teacher presumably lacking in such an area. Hence, education is part of teaching people the right values, attitudes, skills, motivation, participation and commitment to work individually or collectively towards solving the current problems and presentation of the new ones (Ukwetang, 2018).

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However, despite these efforts, the secondary education sector still faces numerous challenges that hinder its effectiveness in preparing students for the demands of the 21st century.

Overview of Educational Provision in Nigeria

The educational system in any nation is influenced by different educational philosophies and philosophical traditions. Nigeria has wisely adopted democracy as her form of government; hence there is nothing absolutely wrong if her philosophy of education is based on democratic principles, but the idea of the overall Nigerian philosophy may be queried. Ukwetang (2021) asserted that education in Nigeria has undergone several stages of development from the pre-colonial period up to the present day. In the pre-colonial era, education, was informal and unstructured, children learned through traditional methods by imitating their parents and elders. However, the arrival of the Western missionary was a new dawn for Nigeria as it moved from traditional to a formal state of education. The policy of western education among other things centered on training Nigerians as lay Bible readers and interpreters to the missionary. Akinlua, (2007:18) observes that 'the colonial education inherited by Nigeria was criticized for being too theoretical to be able to make any meaningful impact on the lives of Nigerians'. The researcher disagrees with Akinlua's position as he could not provide details about any aspect of the policy that was too 'theoretical'. The researcher would rather go beyond his view to mention that Western education was all inclusive as most Nigerians received adequate training in various levels of vocational education. It was also an open door for the Westerners to come to Africa, especially Nigeria where they contributed to helping the colonised in all aspects of life. Therefore, for anyone to regard the efforts of the colonial masters as one-sided, for me is not thinking in a positive light.

Fundamentally, the inadequacies in educational policies prompted the Nigerian government after independence; to reform its educational system which resulted in the articulation of the new National Policy on Education. The revised National Policy on Education (Federal Republic of Nigeria 2013) reorganized education as an "instrument par excellent" for National and human development. The policy equally stated that, there shall be compulsory education for all children in the country.

Furthermore, the goals of secondary education as outlined in the policy includes the provision of functional literacy and numeracy, cultivation of positive attitudes leading to community, cooperation and continuous learning that support national development. This policy is in line with the constitution of the Federal Republic of Nigeria (1999:29) as amended. In section 18, the constitution recognizes the place of education in the life of the nation and states that "government shall direct its policy towards ensuring equal and adequate educational opportunity at all levels". In spite of the changes in policies, education in Nigeria is still going through a crisis due to lack of policy implementation and poor attitude of teachers towards pedagogic approach which calls for total reformation.

Democratic Conception of Education

In Democracy and Education, Dewey was concerned with both reconstructions of new pedagogy and the socializing function of schools. He was against traditional pedagogy that left learners at the mercies of teachers and argued for a well-articulated and broader aim of education that would enhance a social spirit in learners. It is obvious that, this view offers a relevant way of internalizing the purpose of the school as it addresses challenging situations in our society.

However, the underlying principle in Dewey's democratic conception in education is the need for education to promote a collective way of life among citizens. This indicates that democracy is founded on an epistemic condition, which deals with a free circulation of knowledge that enables individuals to participate in public affairs. Little wonder, Loomis and Rodriguez (2009) argued that "democracy is the final object of all curricula, from which we can understand the importance of experience in education". This demonstrates that democracy is not all about political ideologies as conceived in our society but, "a mode of associated living, of conjoint communicated experience" (Dewey1916:93). This shows that democracy in education is very important as it promotes children participation in learning. That is why Mordechai, and Andrea (2018) agree with Dewey that democracy is the way of life manifested when people hold certain attitudes and dispositions towards each other and the world. This suggests that democracy widens our scope and fosters a good relationship with people.

Similarly, Beane and Apple (1995:7) see democracy as an ongoing endeavour whose moral heart entails upholding the dignity and worth of individuals while they work together to achieve common goals. This is relevant to this work as it reveals that through a harmonious sense of togetherness the interest of the society will be protected and preserved in a significant way. Again, democratic education can create a sense of belonging among people. Barber (1984) also states that, democracy is concerned with inclusive participation in the workings of society and transformation of social and political lives. The argument about Dewey's conception of democracy in this sense is very vital because it is in active participation that everyone would contribute to the growth of his community and promote its social culture.

According to Dewey (1916), "a democratic society makes provision for participation for the good of all its members on equal terms and . . . secures flexible readjustment of its institutions through the interaction of the different forms of associated life". This and many more reasons further prompted Dewey to maintain that education should be individual oriented to have and maintain a good society. This presupposes that for any effective association to be taken communally, people need to be well educated. Dewey (1916) concluded that, 'we are doubtless far from realizing the potential efficacy of education as a constructive agency of improving the society, and that education represents not only development of children but also of the future society'.

Considering these, democratic education must see every unique being who learns in a different form with potential of transforming his society. This is essential because education supports and enhances individuals to make positive contributions in society. In relation to this, Gribble (2005:12) considers democratic education as sharing between tutors and students. This shows that democratic education creates a level ground for both tutors and students to participate in the learning process in terms of sharing ideas and promoting educational activities. Also, this will promote the way teachers engage learners in matters that concern their well-being and growth.

In the words of Hecht (2010:21), democratic education is very important as it constitutes a developmental process that encourages learners' autonomy and independence. Such a sense of autonomy will allow learners to freely participate in their learning process. Again, Dewey explains that, for students, the path to practice democracy in education is to answer questions about what to learn, when to learn, how to learn, and how to assess learning. In answering these questions, Dewey opines that learners should be empowered to make decisions and allowed to take ownership in their learning process. In this regard, one can quickly deduce that the different views about traditional pedagogy were apt and timely, especially when Dewey advocates for education that will address the needs of learners as well as making them relevant members of the society. Reaffirming this, Cunningham (2012) points out that 'democratic school needs to foster participation and tolerance of dissent and progressive change to meet continually changing needs. Democratic education results in a better and functional society where people's views and ideologies are respected.

The argument concludes that democratic conception in education is very cardinal as its importance in our contemporary society has been revealed. Offering this kind of education to citizens of any nation will go further to assist them to become more independent both in thought and good association.

Dewey and Secondary Education in Nigeria

The relevance of Dewey's educational ideas in influencing secondary education especially in terms of child-centred learning cannot be overstressed. He was concerned with the child's education and how such education can enable a child to function effectively in society. The key to the achievement of this goal lies on the shoulder of the teachers who plays a pivotal role as the facilitator. Unfortunately, what is in practice in Nigeria is far from what Dewey advocated for because, Nigeria still practice the core traditional method of schooling where children sit in a row and listen to a teacher impose information on them without being mindful of their interest and experience.

This attitude suppresses the talent and ability of children as little or no room is provided for them to contribute to the actual learning process. However, Dewey discourages this method of educating children as this will not prepare them better for democratic citizenship. Thus, he argues that education should be centered on the need of the learner if they must be fully integrated into their society and contributes accordingly.

Dewey's concept has been adopted in some countries such as the United Kingdom and Russia among others where children are granted academic autonomy to participate in the learning process. This has contributed hugely both to the development and specific contents of the reform plan (Mchitarjan, 2012). This demonstrates that adopting such in Nigeria by reformulating educational policies as contended herein would strengthen the educational system and improve child learning. This indicates that Nigeria needs to give more priority to functional education and regard the education of the child as something crucial by providing autonomy for child participation in learning. Robinson (2015) avers that education should make young people become active and compassionate citizens" which is in line with Dewey's work as he places the education of the young people at the pinnacle. Perhaps he knew that the future of a country lies with the youths. And so, education given should be able to make them relevant to themselves and their immediate society. On this note, the idea of education for social function as held by Dewey is pertinent and timely when considering the present state of secondary education in Nigeria. Hence, it can be argued that harnessing Dewey's ideas properly will not only help the learners but also improve the standard of democratic participation of the people in furtherance to development. According to Robinson (2015:104) "all children are unique individuals, with their own hope, talents, anxieties, fears, passions, and aspiration" and so, must be provided with the freedom to express their capabilities through active participation in learning processes.

Hence, teachers are supposed to guide learners on how to keep their attributes alive by aiding them through their pedagogical approach to enable them to accomplish their potentials. In this case, teachers should deal with learners based on their individual needs as Dewey suggested.

Consequently, the functionality of secondary education becomes imperative because learners will discover their talents and work towards fulfilling them. Dewey also encouraged teachers to teach in a way that ensures the learning process conforms to children experience. As stated by Dewey, this can be accomplished by introducing children at the beginning to "a mode of associated living". This implies that secondary education in Nigeria can be more rewarding by adopting Dewey's ideas and concept in children learning. This will enable them to cultivate the attitudes of knowing more about human relationships and their social, functions. That is why Robinson (2015:113) further stated that, "it is essential for young people to leave school knowing how the society works and how the legal, economic, and political systems operate and affect them '. This is fundamental since every child needs to be in touch with what is going on in society through their involvement. It can be argued that teachers as drivers of curriculum need to change their attitude towards the traditional way of educating the child to a more child -oriented teaching which is in line with the democratic spirit.

Hecht (2011:34) observe that 'in democratic education students are taken outside of the box and look for the area where they can be successful'. This reveals that through active engagement and freedom, a child can contribute and learn better. As a matter of fact, this is the method that the Nigerian secondary education teachers need, to make learning worthwhile. Additionally, Cox (2011) suggested 'there would have been a difference if teachers recognised children voice and their participation in dialogue". In these regards 'by participating, children learn what it is to participate and by actively participating in a practicing democratic community, they learn what it is to be a citizen' (Cox (2011). This is a call for action for Nigerian leaders to consider with dispatch the need to improve the education of the young to enable them to learn how to become rational in thinking because it is through a sound mind that they can remain independent and think for the growth of their society. Children should be regarded as the co-constructors of their own lives and culture. This can be achieved through active participation in the community and society. By doing this, their lives will become more meaningful.

In this connection, Department of Education and Employment (DFEE, 1999b:18) suggests, that 'we expect education to help young people to build lives that have meaning and purpose in the future we can scarcely predict'. The excerpt of this assertion is in consonance with Dewey's claims that sees education as a social process capable of transforming the child and his society. However, to enhance children's need as future leaders, the teacher must understand both their needs and concerns.

This entails that Nigerian secondary education would become more functional if the policy makers consider total overhauling of the system to reflect Dewey's ideas with the aim of making education pragmatic oriented.

Tenets of John Dewey's democratic education

John Dewey, a renowned philosopher and educator, proposed a progressive vision of education grounded in democratic principles. Dewey argued that schools should serve as laboratories for democracy, where students learn not only academic content but also essential skills such as critical thinking, problem-solving, and active citizenship. His ideas have influenced educational practices worldwide and continue to resonate with contemporary debates on educational reform. While significant progress has been made in expanding access to secondary schooling, there remain persistent concerns regarding the quality of education provided. Students often graduate from secondary schools ill-equipped to navigate the complexities of the modern world, lacking critical thinking skills, civic awareness, and the ability to engage meaningfully in democratic processes (Fenstermacher, 2016). Generally, education is one of the most fundamental instruments for national development. This is perhaps why some nations place a high premium on the importance of education and invests in it accordingly. Secondary education is very crucial as it is considered as the bedrock for further education. Regrettably, this aspect of education reveals a paradox in the Nigerian context owing to its failure to meet the need of the recipients'. This may be due to non-involvement of learners in the learning process as advocated by Dewey and government unwillingness to provide a more democratic and pragmatic curriculum at this level of education. Indeed, serious attention needs to be given to secondary education as it forms the substratum

for advance education of a child. Although, it is not the case that everyone who attends secondary school gets to take part in the next level of education, because of high cost of education, inability to access educational facilities in certain regions and early marriage as is the case in Northern Nigeria. Notwithstanding these constraints, if secondary education is adequately managed and funded, it would result in an improved educational attainment and quality of life of its recipients.

In the light of this and considering John Dewey's seminal thought in 'Democracy and Education', the question that comes to mind is, does Dewey's pedagogic thought provide relevant insights for Nigerian education? In response, Jim and Reich (2012:x-xi), contend that "Dewey's approach to education and learning still exercise great influence on educational discourses and practices internationally". They further mentioned that researchers in the field of teaching and learning have reconnected to Dewey in terms of problem-based learning and learner-centred teaching. In addition, I intend to show in this work that Dewey's pedagogy does not only have significant bearing in the 21st century but is endowed with tremendous pragmatic influence in secondary education, especially in the Nigerian context. By examining the potential application of Dewey's democratic education principles in Nigerian secondary schools, this study aims to contribute to ongoing efforts to reform the education system. By promoting active learning, critical inquiry, and democratic values, Dewey's approach has the potential to foster a more engaged and empowered citizenry, capable of addressing the social, economic, and political challenges facing Nigeria.

The Problems of Secondary Education in Nigeria

Secondary school typically refers to the educational institution or phase of schooling that follows primary or elementary education and precedes tertiary or higher education. It is often referred to as high school in some countries. In secondary school, students typically range in age from around 11 or 12 to 18 or 19 years old, depending on the educational system and the country. The main purpose of secondary education is to provide students with a more advanced and specialized curriculum that builds upon the foundational knowledge and skills

acquired during primary education. Secondary school curriculum usually covers a wide range of subjects, including mathematics, science, languages, social studies, arts, and physical education. Students may have the opportunity to choose elective courses or specialize in specific areas based on their interests and career aspirations. Secondary education plays a crucial role in preparing students for higher education, vocational training, or entry into the workforce. It aims to develop students' academic abilities, critical thinking skills, creativity, and social awareness, as well as preparing them for the responsibilities and challenges of adulthood.

Imperatively, Secondary education varies across nations in terms of curriculum, policies, standard and problems. Several problems affect secondary education in Nigeria which makes it assume a perennial status. In effect, I will consider three main problems including, inconsistency in government policies, recruitment of unqualified teachers and poor curriculum contents which Dewey's ideas can be used as a model to attempt resolving them.

Inconsistency in government policies: This has contributed to the failure of Secondary education which can be seen from the introduction of Universal Secondary Education and Universal Basic Education in 1976 and 1999 respectively. Though the rationales behind these policies were good, implementation becomes difficult due to lack of political will. No wonder, Achebe (1983:15) blamed lack of attention in the educational sector on Nigerian leaders stating that "the trouble with Nigeria is simply and squarely a failure of leadership." Given the inconsistency in educational policies, anyone who is abreast with Nigerian situation from the inception of democratic regime to date will agree with Achebe. In a similar way, Obasanjo (2000:5) affirms that 'Nigerian educational system as it stands is living proof of the damages caused by bad governance'. Also, it shows that his launching of the Universal Secondary Education (UPE) in 1976 as the military head of State and Universal Basic education (UBE) in 1999 as the first democratic president was in principle not in practice given that the level of secondary education in Nigeria remains in its poor state. This is an indication that the problems of secondary education in Nigeria today are due to the lack of political will and bad leadership.

Furthermore, Oforuntoyin (2011) asserted that 'at present, the quality of education offered to children in secondary schools in Nigeria is below the required standard', While Reay (2017: 325-332) opines that, 'education is in the parlous state'. Her assertion could also be applied in the Nigerian context given that government pays little or no attention to the functionality of secondary education and implementation of existing policies. In support of the above position, Gbenu (2012:15) argues that the state of education in Nigeria contributes largely to the high level of underdevelopment in the country. It would be justified to advocate that most Nigerian leaders do not have complete confidence in education especially secondary education being relegated to the background. This situation appears disturbing especially when children are studying in cruel conditions such as under trees or dilapidated structures, yet government pays little or no attention to these problems.

Perceivably, the above situation demonstrates the unwillingness of Nigerian leaders in realising the importance of education in national development. The words of Mike and Margaret (2018:33) are insightful as they maintained that; "in the public spheres, the perception of schooling is no longer valued as highly as what was obtainable in the past". Hence, the question of what is responsible for the low perception of education or schooling today emerged. In the Nigerian context, the answer is not far-fetched as in recent times: we witnessed certain activities that show dwindling interest in education such as, incessant industrial actions at all levels of education, poor infrastructure and poor condition of service. This suggests that Nigeria needs to understand the rudiments of secondary education for children and national development. On this premise, Ukeje (1986:9) argues that there are three major factors that determine the future of a nation; " political, economic condition, and educational provision". There is no denial of these facts, but the last point is very crucial as the other two depends on it, and this agrees with my thinking as the research argues for adequate educational provision especially at secondary level of education. This is because without adequate education and consistency in policies, Nigeria will not rise above its present level and overcome the crisis currently faced as captured by Oshio (2009:24). Such crisis includes, "social disorder, insecurity, poverty, illiteracy, poor health statistics, ethnic and religious conflicts, corruption, crime

and criminality and political crises". The argument is straightforward because any nation that toils with education at any level is bound to suffer its ripple effect. Ukwetang (2022) added that teacher's effectiveness in their job is below average, this is manifested in teachers divided interest in their job, not going to classes regularly, coming to school late, not marking students note books, manufacturing scores for assessment, aiding examination malpractices, destroying school properties etc. All of these equally constitutes problems of secondary education in Nigeria. Base on the above arguments, inconsistencies in policy formulation are hugely blamed on bad leadership in Nigeria as every government that comes into power evolves different agenda and ideologies which affect almost every institutions of government, education inclusive.

Recruitment of unqualified Teachers: The place of a teacher in education must not be undermined, especially in terms of delivery of the curriculum contents. This is due to teachers' role in the society which determines the quality of education a child can receive. Rockoff (2004:23) notes that a "teacher has significant impacts on student's achievement" and so, the more qualified a teacher is, the more impact he or she offer in the development of a child. Reaffirming this assertion, the National Policy on Education (2013) recognizes that no educational system can grow beyond the quality of its teachers. This implies that teachers are a very significant factor in any educational system. However, teachers in Nigeria still lack adequate skills even though the government has established special institutions such as Colleges of Education to train them, but the result of lack of strong commitment and political will has affected the way these institutions function.

Odia and Omonfonmwan (2007:10) stated that "teacher training institutions in Nigeria produce teachers who lack adequate knowledge of the subject matter and pedagogical skills". To reaffirm this, Abdullahi, (2007:19) adds that "many teachers lacked teaching experience; they teach science in abstraction, lacked adequate knowledge of subject matter and the competence to deliver". In Nigerian class rooms, it has become common to find teachers without adequate mastery of their subject matter due to lack of proper training. Perhaps, most of the teachers assume teaching positions due to lack of

employment and political influence. This shows that the quality of teachers engaged in secondary education at this level contributes to the problems of education in Nigeria. McConney and Price (2009: 85-100) further noted that, "the employment of under-qualified teachers is one of the major contributors to poor performance of students" in the same way, Ibidapo-Obe, (2007) opines that, the use of unqualified teachers to teach in Nigerian schools is one of the problems affecting the Nigerian educational system today. Accordingly, the issues outlined in this argument constitute a serious setback to the quality of education in Nigeria especially secondary education where the children are more affected. However, this problem can be addressed by putting in place measures to checkmate the recruitment of teachers by local authorities and by adhering to Dewey's ideas in terms of pedagogy.

Poor curriculum Contents: Before independence, Nigeria adopted the British curriculum which was later regarded as inadequate due to its bookish nature and non-provision to meet the need of the people. Nwagwu (2007) argues that "the education inherited from Britain was exotic, bookish and insensitive to Nigeria's immediate social and community life'. As a result, several attempts were made to develop a curriculum at all levels of education that would suit Nigerian society. Unfortunately, this effort to date has not yielded the desired fruits. Akinula (2007:99) contends that "while the content of curricular kept changing, structure and practice remained stagnant". Akinula's position reveals in greater extent the deficient nature of the curriculum currently operating in Nigeria. Shaffer, David and James (2005) concluded that, our standards-driven curriculum is not preparing children to be innovators at the highest technical levels which is similar in the Nigerian context as education given to people does not adequately prepare them to fit into their society due to poor training.

Arguments for the Adoption of Democratic Curriculum

It is a common understanding that education cannot function effectively without a working curriculum especially at the secondary level. Hence, the need to adopt a democratic curriculum. The aim of this argument is to break away from the traditional pedagogy which has no pragmatic

relevance to the children in relation to the Nigerian educational context.

Neil in Heilbronn, Doddington and Higham, (2018:145) stated that democratic curriculum as understood by Dewey is a "pedagogical view, social interaction and collective enterprise necessary for effective citizenship in a democratic society". By this conception, one can conclude that this curriculum is all inclusive as it reflects and considers the pupil's need. The conclusion shows that Dewey's insight is a powerful way to restructuring secondary education, and its curriculum because of his pragmatic ideas. Accordingly, when the curriculum is democratic, children become liberalised and their thinking broadened. Plowden (1967:533) holds that, "children can think and form concepts, so long as they work at their own level and are not made to feel that they are failures". This view is important in this work, because it shows that when the curriculum is designed, and provision made for participatory learning, children and their society benefit more. Considering this, Ogbechie (1999) calls for a review of the Nigerian school curriculum, and opines that, Nigeria would experience growth in its socio-economic milieu when this is done. And so, I agree with his claims that if Nigeria operates a more functional curriculum across its educational systems, the nation would witness an encouraging socio-economic transformation.

To this end, Nigeria, after its independence adopted the 6-3-3-4 system curriculum (6 years secondary school, 3 years junior secondary, 3 years senior secondary and 4-year tertiary education) to replace the colonial curriculum as mentioned earlier that was not practical oriented. Njoku (2016) expresses that this curriculum was designed with a view to incorporating, problem-solving, entrepreneurship, vocational, life and ethical skills in pupils. This was a good move to revitalise education the issue of old curricular are still in use in Nigeria today". This lamentation raises some question; what is responsible for the practices of the old curricular to date? What is making the new curriculum not to function as suppose? Are the efforts of the government not good enough? Is it that teachers lack the initiative to adopt a new approach to the content of the curriculum? A quick look at these questions shows that several factors may be responsible.

Consequently, the argument stands that, since the adoption of the new curriculum has not yielded any better result, in improving educational attainment, Dewey's ideology remains valuable as it promotes problem-solving method which is one of the core issues in democratic curriculum and suggests that Nigeria should sign up to it: This will encourage children to make meaningful and intelligent choices that would be beneficial to their society. Noddings (2013:17) reaffirmed that Dewey "developed a curriculum that was rich enough, flexible enough, to help each child finds what he or she needs to build a satisfying and satisfactory life." This entails that Dewey was interested in a practical kind of curriculum capable of assisting the child to find help in terms of meeting life challenges. And so, the contents of the curriculum and syllabus, teaching approaches and methods applied in the schools should include relevant, useful knowledge and skills that will prepare children to be more responsible adults in the future (Nelien 2000; Nelien and Michele, 2000).

CONCLUSION

In conclusion, the problems of secondary education can be categorised as lack of implementation of policies and pedagogical. While acknowledging the above, Dewey pedagogical thought should be taken to mind. Although, Dewey's broad ideas would not resolve all the problems secondary education in Nigeria faced, but his pedagogical thought if harness properly would assist in addressing some of the issues raised in this work. On this ground, I encourage the policy makers to regard the new proposal for democratic curriculum as a wakeup call as this will ensure a rebirth in secondary education.

Recommendations

Thus, this work recommends that Nigeria should adopt such a curriculum, especially at the secondary level of education. This is due to a failure in past efforts and lack of commitments to the part of the government to strengthen and implement policies that will encourage active child participation in education. Such a curriculum would help to resolve the tensions created by the traditional; and crude pedagogical method in the past. Knowledge is never passively received but is developed as learners interact with their social and physical environment. And this kind of knowledge is accomplished by adopting the

democratic curriculum which considers both the child and the society.

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