Edited Book

Educational Reforms in the Modern World



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ISBN: 978-81-962554-0-4

CHAPTER 1

FULL IMPLEMENTATION OF 6-3-3-4 EDUCATIONAL SYSTEM: A PANACEA FOR EDUCATIONAL REFORM IN NIGERIA

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ABSTRACT

Nigeria has embraced the idea of using education as a tool for national development. To achieve remarkable growth and development across all sectors, it is essential to establish a robust educational system that can drive rapid development. Nigeria, as a developing nation, has implemented various educational systems to fulfill its objectives. This paper investigates the components of the 6-3-3-4 educational system, the challenges encountered in its implementation, and offers recommendations to facilitate its full implementation. The effective application of the suggested solutions would bring about significant changes in society, the product of this educational system will shift from being job seekers to job creators, especially among the youth.

Key words: Education, Educational System, 6-3-3-4 Educational System

INTRODUCTION

Education is an indispensable component of human existence on earth. Throughout history, societies have adopted various forms of education, be it Indigenous or Western education. The definition of education remains subjective and varies across different cultures and time periods. It encompasses the acquisition of knowledge, skills, attitudes, interests, abilities, competence, and cultural norms of a society, and it is crucial to the growth of nations. Its goal is to pass on this existence to next generations in order to maintain social progress.

Numerous schools of thought have attempted to define education, but a universally accepted definition is yet to be established. Scholars tend to view education based on their own comprehension. Afolabi and Loto (2012) proposed that education is a form of investment in human capital development, which yields economic benefits and contributes significantly to a nation's future wealth by increasing the productive capacity of its people.

Nigeria's educational history extends back to before Islamic and western education were introduced, when an indigenous educational system centered on subsistence schooling was in place. However, throughout time, this indigenous method of schooling has been considerably weakened by contemporary influences. For instance, in order to further its goal of colonialism, the colonial authority encouraged Christian education (Abdulkareem, 1992). The goal of education in Nigeria gradually changed from survival to the creation of people who might contribute to the growth of the country and finally get ready for self-government after independence. Nigeria, as a country introduced 6-3-3-4 educational to proffer solutions to the problem of Education which traditional educational could not solved.

Historical Background of 6-3-3-4 System of Education in Nigeria

Analysis of Nigeria's formal education system before and after independence revealed that it was insufficient and unsatisfactory to the demands of the country. Scholars like Nduka (1964), Fafunwa (1982), and Obayan (1982) agreed that the education system in Nigeria was elitist, provincial, and regurgitative, and that it was not responsive to the needs and ambitions of the country's citizens. The Federal Government of Nigeria acknowledged education as a vital tool for addressing this problem and for the advancement of the country. As a result, the National Policy on Education (F.R.N. 2013) mandated that education must be pertinent to individual needs and consistent with the ideal society in light of the contemporary environment and quick social change.

The 6-3-3-4 educational system, which was designed in 1969 during the International Literacy Day conference, was put into place by the government to accomplish this goal. This method, according to Omolewa (1986), was created to support national harmony and efficiency in the Nigerian educational system. It sought to generate graduates who were capable of using their hands, minds, and hearts—the "3Hs" of education—effectively for the benefit of society. The 6-3-3-4 educational system was finally implemented in 1982 as the result of feedback from various professional communities throughout Nigeria. Initial assessments of the 6-3-3-4 educational system in Nigeria were positive and aimed at the country's technological advancement. The system is currently not in an optimum state, as it has inadequate and bad implementation.

The 6-3-3-4 System of Education

Six years of elementary school, three years of junior secondary school, three years of senior secondary school, and four years in tertiary institutions including colleges of education, polytechnics, and universities make up the 6-3-3-4 education system. The success or failure of the entire system depends on the quality of primary education, which is the fundamental level of instruction for students aged 6 to 11 years. According to the National Policy on Education, junior and senior secondary schools are simply referred to as secondary schools, where children get secondary education following primary education and prior to higher education (FGN, 2013).

The secondary education in Nigeria is primarily focused on preparing students for further education as well as practical living in society. The goal of tertiary education, which is provided at higher institutions, is to advance people's intellectual capacities and instill sound moral principles necessary for both individual and society survival. Additionally, it aims to give people the mental and physical abilities necessary for their development so they may assess their immediate and wider contexts with objectivity. The 6-3-3-4 education system in Nigeria combines academic and vocational instruction to give students the abilities they need to function in the political, social, moral, intellectual, and economic spheres. The system values manual labor, technical skill, and the dignity of work highly to maintain economic efficiency and reduce unemployment.

The Implementation of 6-3-3-4 System of Education in Nigeria

Challenges associated with implementing Nigeria's 6-3-3-4 educational system are connected to the way schools are incorporating technology nationwide. The non-availability

of necessary resources such as qualified personnel, materials, funds, and cultural attitudes poses a major obstacle to the successful implementation of technology education in secondary schools. Abdulkareem (1992) observed that the lack of qualified personnel, including science, technical, and vocational teachers, school inspectors, education supervisors, school managers and administrators, supporting personnel like lab assistants, library assistants, and workshop attendants, and guidance counsellors, one of the principal challenges facing the adoption of the new education policy in Nigeria. These personnel are critical for quality control, efficient and effective program management, and adequate guidance for proper placement of students based on their interests and aptitude.

Nigeria's educational system, known as the 6-3-3-4 system, allocates a specific number of years to each level of instruction. Specifically, six years are allocated for primary school, then junior secondary school for three years, followed by senior secondary school for another three years, and four years for tertiary education. However, even after its implementation for several decades, the system continues to experience numerous issues. Below are some of the predicaments that the 6-3-3-4 educational system faced;

Inadequate Funding: One of the major problems confronting the implementation of the 6-3-34 educational system is the issue of inadequate funding. The government's allocation to education in the national budget has been consistently low, and this has affected the quality of education in the country. For instance, in 2021, the Nigerian government allocated only 6.7% of the national budget to education, which is far below the 26% recommended by UNESCO.

Poor Infrastructure: Another major challenge facing the implementation of the 6-3-3-4 educational system in Nigeria is the issue of poor infrastructure. Many schools lack basic facilities such as classrooms, laboratories, libraries, and sports facilities, making it difficult for students to learn effectively.

Teacher Shortage: There is also a shortage of qualified teachers in many parts of the country. This shortage is due to several factors, including low pay, poor working conditions, and a lack of incentives for teachers. As a result, many schools have to make do with unqualified or poorly trained teachers, which negatively impacts the quality of education.

Inadequate Curriculum: The curriculum for the 6-3-3-4 system has been criticized for being too theoretical and not practical enough. The emphasis on rote learning and memorization has also been seen as a hindrance to creativity and critical thinking, which are essential skills in the 21st century.

Examination Malpractice: The prevalence of examination malpractice is another major problem confronting the implementation of the 6-3-3-4 educational system. Many students resort to cheating in exams due to the pressure to perform well and the lack of consequences for such behavior

Recommendations to the Constraints of 6-3-3-4 Educational System

It is imperative for the Nigerian government to augment education funding to guarantee that schools have sufficient resources and facilities to deliver quality education.

The provision of well-equipped classrooms, contemporary teaching materials, and wellmaintained hostel facilities in tertiary institutions will enhance infrastructure.

Teachers' professional development and training opportunities must be provided to enhance their teaching skills and keep up with new teaching methodologies and technologies.

Regular review and updating of the curriculum is necessary to ensure it meets the changing needs of society and the world at large.

Strong measures need to be in place to prevent examination malpractice, including the use of electronic devices to detect cheating and severe penalties for offenders.

Proper monitoring and evaluation mechanisms must be established to ensure the effective functioning of the educational system and take corrective measures where necessary.

Infrastructure Development: The government should invest in the development of infrastructure in schools, including classrooms, laboratories, libraries, and sports facilities. This will create a conducive learning environment and enhance the quality of education.

Teacher Training and Incentives: The shortage of qualified teachers can be addressed by providing incentives such as better pay and working conditions to attract and retain qualified teachers. Training programs should also be organized to improve the quality of teaching and equip teachers with modern teaching techniques.

Curriculum Review: The curriculum for the 6-3-3-4 system should be reviewed to make it more practical and relevant to the needs of the 21st century. The emphasis on rote learning should be reduced, and critical thinking, creativity, and problem-solving skills should be emphasized

How 6-3-3-4 Educational system can solve problems of Education in Nigeria

The 6-3-3-4 education system is a Nigerian educational system that was introduced in 1982 to replace the previous 5-3-2-4 education system. The 6-3-3-4 system is designed to address some of the challenges faced by the Nigerian education system.

One of the challenges faced by the Nigerian education system is the lack of practical skills and vocational training. The 6-3-3-4 education system addresses this challenge by introducing vocational education at the upper basic and senior secondary levels. This vocational education includes subjects such as technical drawing, home economics, agriculture, and entrepreneurship. These subjects are designed to equip students with practical skills that can help them to become self-employed and contribute to the economy of the country. According to a study by Umaru et al. (2017), the 6-3-3-4 system has increased the number of students with vocational skills, which can improve the employment rate in Nigeria.

Another challenge faced by the Nigerian education system is the lack of quality teachers. The 6-3-3-4 education system addresses this challenge by requiring teachers to have a minimum qualification of a bachelor's degree in education. This ensures that teachers are adequately trained and qualified to teach students at different levels. According to the National Policy on Education (2013), the 6-3-3-4 education system has improved the quality of teachers in Nigeria, which can lead to improved student performance.

Another challenge faced by the Nigerian education system is the lack of infrastructure and resources. The 6-3-3-4 education system addresses this challenge by introducing universal basic education, which ensures that every child has access to education. The government has also invested in building schools, providing textbooks, and other learning materials. According to Adewuyi and Adeyemo (2019), the 6-3-3-4 education system has increased enrollment rates and improved access to education in Nigeria.

Another challenge faced by the Nigerian education system is high rate of unemployment after graduation. Introduction of vocational skills education will provide opportunities for

the graduate to make use of the skills acquired in school if eventually there is no white collar job.

In conclusion, the 6-3-3-4 education system has the potential to solve some of the challenges faced by the Nigerian education system. The system addresses the lack of practical skills and vocational training, the lack of quality teachers, and the lack of infrastructure and resources. By addressing these challenges.

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“Educational Reforms in the Modern World”

About the book

This book titled “Educational Reforms in the Modern World” is a collection of eighteen articles written by academicians and research scholars from India and abroad. The goal of this book is to provide a comprehensive overview of the educational reforms that have taken place around the world in response to these changes. Our focus is on the modern world, where new technologies and globalization have transformed the way we live, work, and learn. In this book, we bring together a diverse group of scholars and experts in the field of education to explore the challenges and opportunities presented by educational reforms in the modern world. We examine the different strategies that governments and educators have employed to improve teaching and learning outcomes, and we assess the effectiveness of these reforms in achieving their intended goals. Our goal is to provide readers with a deeper understanding of the forces shaping modern education, and to stimulate discussion and debate about the best ways to prepare students for success in the 21st century. We hope that this book will be a valuable resource for educators, policymakers, students, and anyone interested in the future of education. The articles were thoroughly examined and refined by a group of editors for assuring the standard and acceptability of concepts.

Mode of publication: Non-print, On-line

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Year: April, 2023

Organisation: Department of Research & Publications

A2ZLearningHub LLP

Website: www.edulearninghub.com

Email: info@edulearninghub.com

Ph: +91 9074403089, +91 9961685028

Total pages:90

Price: INR 475 / USD 7

ISBN: **978-81-962554-0-4**