

# An Analysis of Secondary Education in the Nigerian and Indonesian Educational Systems: A Comparative Study

K.S. Ajala<sup>1</sup>, R.A. Lawal<sup>2</sup>, A. F. Oyelade<sup>3</sup>

Department of Arts Education, University of Ilorin, Nigeria

<sup>1</sup>kolajala1@yahoo.com, <sup>2</sup>bayolawal58@yahoo.com, <sup>3</sup>afoyelade@gmail.com

Asia Pacific Journal of  
Education, Arts and Sciences

Vol. 4 No.1, 27-33

January 2017

P-ISSN 2362-8022

E-ISSN 2362-8030

www.apjeas.apjmr.com

Date Received: October 28, 2016; Date Revised: December 15, 2016

**Abstract** - Comparative Education studies are undertaken to examine issues related to education and national development by employing various comparative approaches. Educators and policymakers have become increasingly aware of the importance of educational practices of other nations. The aim of this paper was to find out the major similarities and differences inherent in the secondary education of Nigeria and Indonesia. The descriptive design of the survey research was adopted. The sample comprised 20 respondents drawn from the Federal Ministry of Education, Abuja, Nigeria, and the Ministry of Education & Culture, Jakarta, Indonesia. A researcher-designed questionnaire and interview were used for data collection. The questionnaire was found to be reliable with the reliability index of 0.65. The data collected were analysed qualitatively and quantitatively. The results showed that the type of curriculum Nigeria's colonial masters left behind needs critical re-examination of contents. Results from variables with respect to Indonesia and Nigeria were,  $\chi^2$  1.11 ( $P < 0.05$ ),  $\chi^2$  11.61 ( $P < 0.05$ ), and  $\chi^2$  25.86 ( $P < 0.05$ ) respectively. The paper concluded that secondary education in the Nigerian and Indonesian educational systems significantly contributed to the respective levels of educational development in the two systems. It was however recommended that Nigeria should pursue secondary education in a more practical manner than it has done hitherto.

**Keywords:** Comparative Education; Comparative Approaches; Nigerian Educational System; Indonesian educational System

## INTRODUCTION

In most nations of the world, there is an emerging recognition that education is the greatest

instrument for man's economic progress and for his political survival [1]. Public faith in education has been unreserved, total and boundless. In the last three decades, demand for public education has grown rapidly from year to year. Therefore, there has been a virtual explosion in school enrolment at all levels of education [2].

Ijanaku contends that most nations, especially in Africa, have problems in their educational systems [3]. Nigeria, having realised the effectiveness of education as a powerful instrument for national progress and development, adjusted her educational philosophy and methodology to march the ideals and challenges of changing economic and social structure of modern society [4]. Consequently, in 1982, Nigeria adjusted her secondary educational system to encompass a diversified curriculum that integrates academic with technical and vocational subjects, designed to empower individuals for self-employment [5].

However, more than two and a half decades after the adoption of the laudable initiative, majority of Nigerian youths are idle and some are involved in various vices due to unemployment. They neither have the required skills to fit into the many types of jobs available nor can create one. Notably, the nation's youth unemployment rate has increased at a geometric progression. The Federal Government acknowledged that about 80 per cent of Nigeria's youths are unemployed and 10 per cent underemployed. In 2009, the Minister of Education, Sam Egwu, noted that the poor quality of graduates is worrisome.

This requires a critical appraisal and review of the mode of implementation of secondary school philosophy and objectives, curriculum, funding and administration in order to identify the root causes of the problems that need reformation in Nigeria. Adekoya [6] claims that for Nigerian

youths to be empowered economically, they need the necessary skills and one major way of doing this is to effectively implement the content of the curriculum of education in line with the structure, philosophy and objectives of Nigerian education as stated in the National policy on education [7]. In addition, adequate support should be given to the administration and funding of education by successive governments.

(i) Indonesia and Nigeria are developing countries.

(ii) Economically, the two countries have had financial crises and high inflation rate for over two decades. Meanwhile, Indonesia's economy has recovered and stabilized in the 90s but collapsed again with 14 per cent fall in total GDP in 1998. In early 2000, Indonesia became a manufacturer and exporter of industrial and textile materials, electronics and electrical appliances to other countries of the world [8].

(iii) Nigeria and Indonesia established diplomatic relations in 1965 and since then the relationship has grown and flourished.

**Table 1: Data Analysis of Nigeria & Indonesia on Global Innovation Index 2011**

<u>Variables</u>				■ Nigeria ■ Indonesia	
Index	Indicators	Nigeria	Indonesia	Graph View	
1.	Political environment	31.8	47.9		
2.	Political stability and absence of violence/terrorism	15.4	51.6		
3.	Government effectiveness	14.2	33.1		
4.	Press freedom	65.9	59.0		
5.	Rule of law	13.9	29.9		
6.	Ease of starting a business	74.5	69.2		
7.	Ease of paying taxes	38.3	57.4		
8.	Expenditure on education		16.2		
9.	Government expenditure on education per pupil, secondary		4.8		
10.	School life expectancy	24.6	50.5		
11.	Pupil-teacher ratio, secondary	25.4	78.5		
12.	Researchers	1.0	1.5		
13.	ICT access	19.9	36.2		
14.	ICT use	17.2	16.4		
15.	Electricity output	0.7	3.6		
16.	Logistics performance	33.3	52.8		
17.	Environmental performance	39.2	44.4		
18.	Market capitalization	12.4	26.3		
19.	Firms offering formal training	28.4	0.4		
20.	University/industry research collaboration	38.2	58.2		
21.	High-tech imports	5.3	37.0		
22.	Communications, computer and information services imports, % total trade	14.1	14.2		
23.	Foreign direct investment net inflows	27.7	22.0		
24.	Creative goods exports	2.3	40.1		

Retrieved from: [https://www.globalinnovationindex.org/content.aspx?page=interactive-Comparison on \(date\)](https://www.globalinnovationindex.org/content.aspx?page=interactive-Comparison+on+(date))

Indonesia is a republic with political power organized around the executive, legislative and judicial branches of government. Indonesia got its independence from the Netherlands and Japan on August 17, 1945. The President is the chief of state, head of Government, and commander-in-chief of the armed forces. The official language is Bahasa Indonesia. Indonesia is the fourth most populous nation in the world after China, India and the United States with 253,899,536 million people [9]. The currency is the Rupiah (IDR). In 2014, the World Bank declared that Indonesia had the 10th largest economy in the world, contributing 2.3 percent of global economic output. The per capita income was US\$ 3,557 in 2012 [10].

In 2014, the World Atlas estimated the Nigeria population to be 170,123,000 people, and rated it the largest black nation in the world. The monetary unit is the Naira while the official language is English [11]. Like other African countries, Nigeria is physically, ethnically and culturally diverse.

Education problems are not new to successive generations but there is need for a change in the nation's social systems. As there are different education policies and manners of thinking amongst nations so are different methods of solving problems common to nations. In developing countries, it has been recognized that education is fundamental to social change.

#### **STATEMENT OF THE PROBLEM**

Education, as an important tool for national development, has become the concern of the government in Nigeria. The Federal Government has produced a National Policy on Education [12]-[15], which establishes national philosophy and objectives for all levels of education in Nigeria. The present secondary education system in Nigeria appears to adequately serve national needs, but not in practice. The white collar trend of missionary education is still largely in operation.

Indonesia, on the other hand, places value on its education reform. It emphasizes compulsory education for children (7-12 years). This alleviates the problems of child labour and the attitude of keeping children from school until they reach the level of education whereby they are able to keep up with the changing demands in society. This makes learning easy and the students become more skillful, creative and self-reliant. The pertinent questions on the mind of writers are: How should the Nigerian educational

system be planned and organized to achieve the needs of the society? How should the schools be best managed? In what ways should schools be financed? What will school children become after their graduation? Thus, this paper is designed to analyse the major similarities in and differences between secondary education in Nigeria and Indonesia in these regards.

#### **OBJECTIVES OF THE STUDY**

The overall aim of this paper is to highlight the following: the similarities in and differences between the philosophy and objectives of secondary education in Nigeria and Indonesia; the similarities in and differences between the content of the curriculum of secondary education in Nigeria and Indonesia; and the similarities in and differences between the administration and funding of secondary education in Nigeria and Indonesia.

#### **METHOD**

##### **Scope of the Study**

The paper focuses on a comparative analysis of secondary education in the Nigerian and Indonesian educational systems. Based on this, the study is delimited to the Director(s), Assistant Director(s), Inspectorate(s) of Education, education stakeholders and policymakers who had spent over three years in the Ministries of Education and the choice of these officers was based on acquired knowledge of secondary education administration in the country. It was restricted to the Department of Basic and Secondary Education, Federal Headquarters, Ministry of Education, Abuja, Nigeria, as well as the Ministry of Education and Culture, Jakarta, Indonesia. Structured questionnaire and interview guide were used to elicit information from 40 respondents drawn from the Federal Ministry of Education, Abuja, Nigeria, and the Ministry of Education and Culture, Indonesia.

##### **Significance of the Study**

This study is significant in many ways. Most importantly, it will sensitize policymakers, educational administrators and curriculum planners about the need to plan for effective curriculum implementation in Nigerian secondary schools. At the international level, African countries will benefit from the study because its findings and recommendations will provide reference points. It will be useful to the Federal Ministry of Education and Culture, and

Ministry of Religious Education, Indonesia, to assess the level of success of implementation and be better positioned to plan towards having basic skills in their youths' empowerment programmes.

**RESULTS AND DISCUSSION**

**Research Question 1:** What are the similarities in and differences between the philosophy and objectives of secondary education in Nigeria and Indonesia?

Indonesia's philosophy of education emphasised that the national education system believes in the Supreme God, just and civilised humanity and unity of Indonesians. In the Nigerian context, the philosophy and objectives of secondary education, as documented in the National Policy on Education (NPE), emphasised the attainment of desired technological, political and sociological future. Unfortunately, the NPE content seems to be mere paperwork. In support

of this, the In-depth Interviews (IDI) respondent in the Ministry of Education, Abuja has this to say:

*The fact is that part of the national objectives can only be achieved using education as a tool, it follows then that all agencies of education must work hand-in-hand so that the national objectives could be attained through education. Some of the issues to be addressed by the nation, so that its educational objectives could be fully realized, are removal of the imbalance in intra-state and inter-state education (Interviewee 1 male).*

The chi-square ( $\chi^2$ ) value and p-value depict that the difference between the two countries is significant at 0.05 level for all the items except the last (effect of policy)  $\chi^2$  3.584 (P>0.05). Philosophically, this implied that Indonesian secondary education is significantly more focused than that of Nigeria.

**Table 2: Responses to Items on Education Philosophy and Objectives**

Code	Variables	Country	Disagree	Agree	Total	Chi-square (p-value)
A1	Secondary education is strictly guided to achieve self-reliance	Indonesia	0 (0.0)	20 (100.0)	20 (100.0)	10.000 (0.002)
		Nigeria	8 (40.0)	12 (60.0)	20 (100.0)	
A2	Secondary education encourages cultural development and indigenous science and technology	Indonesia	1 (5.0)	19 (95.0)	20 (100.0)	18.027 (0.000)
		Nigeria	14 (70.0)	6 (30.0)	20 (100.0)	
A3	Secondary education aims at inculcating correct attitude and moral values	Indonesia	0 (0.0)	20 (100.0)	20 (100.0)	4.444 (0.053)
		Nigeria	4 (20.0)	16 (80.0)	20 (100.0)	
A4	Secondary education is basically scientific	Indonesia	3(15.0)	17(85.0)	20 (100.0)	29.565 (0.000)
		Nigeria	20 (100.0)	0 (0.0)	20 (100.0)	
A5	Do education policies and reforms being implemented give positive effect to secondary education?	Indonesia	2 (10.0)	18 (90.0)	20 (100.0)	3.584 (0.064)
		Nigeria	7 (35.0)	13 (65.0)	20 (100.0)	

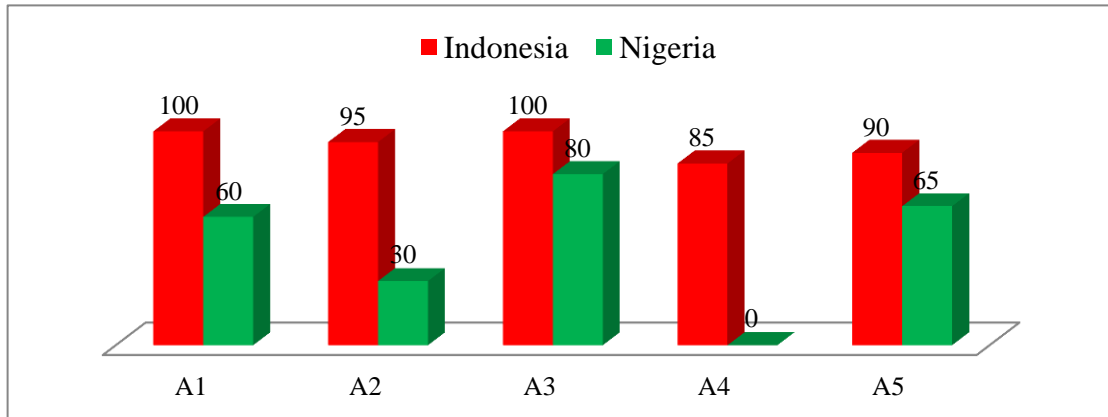


Fig 1: Positive responses on aspects of philosophy and objectives of secondary education in Indonesia and Nigeria.

**Research Question 2:** What are the similarities in and differences between the curriculum content of secondary education in Nigeria and Indonesia?

In research question 2, facts were traced to the Indonesia curriculum content. There was a proper linkage between education, industry and economy. The national curriculum was designed in order to expose students to a balanced, basic and compulsory schooling. In the Nigerian context, following the political independence, there was

realisation that the type of curriculum the colonial masters left behind needed a critical re-examination of contents, that is, every subject had to prove its usefulness to retain a place in the school curriculum. From this finding, it can be concluded that the Nigerian school curriculum should be tied to the needs of society; content should be evaluated periodically; education in the modern age is all-inclusive and should comprise re-fertilisation of human development.

**Table 3: Responses to Items on Secondary Education Curriculum Content**

Code	Variables	Country	Disagree	Agree	Total	Chi-square (p-value)
B1	Secondary education is more theoretical than practical	Indonesia	1 (5.0)	19 (95.0)	20 (100.0)	1.111 (0.030)
		Nigeria	3 (15.0)	17 (85.0)	20 (100.0)	
B2	The curriculum content of secondary education is relevant to the needs of society	Indonesia	0 (0.0)	20 (100.0)	20 (100.0)	11.613 (0.001)
		Nigeria	9 (45.0)	11 (55.0)	20 (100.0)	
B3	Most secondary schools have appropriate instructional resources for the teaching and learning processes	Indonesia	3 (15.0)	17 (85.0)	20 (100.0)	25.859 (0.000)
		Nigeria	19 (95.0)	1 (5.0)	20 (100.0)	
B4	Secondary school products contribute adequately to the economic growth of the country	Indonesia	0 (0.0)	20 (100.0)	20 (100.0)	19.259 (0.000)
		Nigeria	13 (65.0)	7 (35.0)	20 (100.0)	

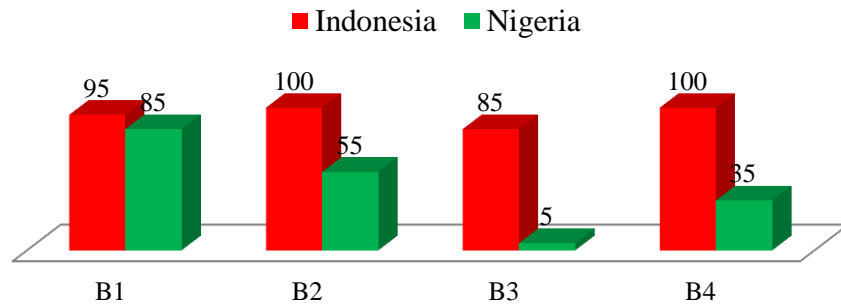


Fig 2: Positive responses on aspects of curriculum content of secondary education in Indonesia and Nigeria.

**Table 4: Responses to Items on Educational Administration and Funding**

Code	Variables	Country	Disagree	Agree	Total	Chi-square (p-value)
C1	The remuneration of secondary school teachers is adequate	Indonesia	4 (20.0)	16 (80.0)	20 (100.0)	23.018 (0.000)
		Nigeria	19 (95.0)	1 (5.0)	20 (100.0)	
C2	Secondary education is well funded	Indonesia	6 (30.0)	14 (70.0)	20 (100.0)	18.027 (0.000)
		Nigeria	19 (95.0)	1 (5.0)	20 (100.0)	
C3	Government publishes textbooks that are adequate in quality and make them available to students at all levels of secondary education	Indonesia	1(5.0)	19(95.0)	20 (100.0)	15.824 (0.000)
		Nigeria	13(65.0)	7(35.0)	20 (100.0)	
C4	Supervision of secondary education is effective	Indonesia	1(5.0)	19(95.0)	20 (100.0)	28.972 (0.000)
		Nigeria	18(90.0)	2(10.0)	20 (100.0)	
C5	There is adequate in-service training for secondary school teachers	Indonesia	3 (15.0)	17 (85.0)	20 (100.0)	14.545 (0.000)
		Nigeria	15(75.0)	5(25.)	20 (100.0)	

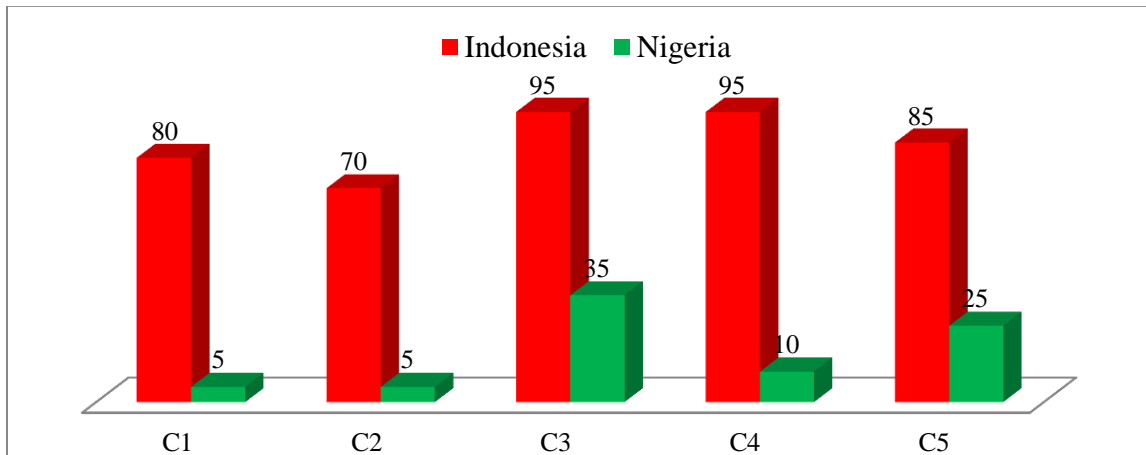


Fig 3: Positive responses on aspects of Administration and Funding of secondary education in Indonesia and Nigeria.

**Research Question 3:** What are the similarities in and differences between the administration and funding of secondary education in Nigeria and Indonesia?

Finding on research question 3 showed that the Ministry of National Education, Indonesia, is the apex authority responsible for educational administration. It is in charge of public and private schools, as well as non-formal modes of education. The ministry was complemented by the Ministry of Religious Affairs (MoRA), responsible for the development of Islamic education institutions, which also imparted general education along with religious education. At the commencement of Western education in Nigeria (that is, the missionary period, pre-independence and post-independence periods), educational administration at the inception of Western education was solely in the hands of the missionaries. During this period, government was not interested in the administration; it only made grants-in-aids available to schools.

On the other hand, funding of education in Indonesia involves government and private establishments' collaboration in maintaining set educational standards. Government contributed 20% of her national budget on education, in which most funds were allotted for performance allowance, infrastructure, and salaries while the rest catered for Continuing Professional Development (CPD) and other assistance. In Nigeria, funding has become a recurring demand in the history of her education. For many years, education budget has been under enormous

pressure as a result of the decline in budgetary allocation. The chi-square ( $\chi^2$ ) value with the p-value show that funding and administration of secondary education was significantly better in Indonesia than in Nigeria. This is because the p-value associated with chi-square ( $\chi^2$ ) value was less than 0.05 in each of the five items within this rubric.

### CONCLUSION

This paper undertook a comparative analysis of secondary education in the Nigerian and Indonesian educational systems. Despite the obvious similarities in the system of education of both countries, there were outstanding differences. In particular, the incorporation of culture and indigenous language as a medium of instruction in schools enhanced advancement of education in Indonesia. In addition contrary to the Nigerian system, Indonesian government pays attention to technological education which mandated homemaking for girls and industrial arts for boys at all levels of education. This technology component makes the products of education skillful, it perhaps explains why Indonesia is one of the developed countries of the world.

### Lessons derived from Indonesia

- (i) Disallowing opening of schools without due and conscientious approval from authorised body/board, thorough examination of infrastructures in place as well as conducive environment for learning.

- (ii) Decentralisation of curriculum with provision of local content and adjustment of national content to local situation, environment and needs.

#### **Lessons derived from Nigeria**

- (i) Making registration of teachers a precondition for teaching in any school in Indonesia. Investigating the educational needs of the people based on their religious, social, hygienic and economic conditions.
- (ii) Establishment of advisory boards of education that will assist in the supervision of educational institutions especially, private and religious schools.

#### **RECOMMENDATIONS**

Based on the findings of this study, the Nigerian philosophy of education should lay more emphasis on mass education without compromising quality. That is, government should intensify efforts at promoting literacy to give the Nigerian child access to functional education. There should be periodic review of the philosophy and objectives of education for relevance, and to be in line with the changing needs of the nation.

The curriculum should be child-centred; in other words, it should be developed to address the needs of students and detailed with practical orientation. Experts should be involved so that the curriculum can benefit from cultural norms and values as done in Indonesia. Vocational and technical education should be encouraged in a more practical way in the secondary school to boost technological advancement in the country.

Government should endeavour to depoliticise education; there should be merit without political manoeuvre in whatever form. There should be logical, underground deliberations, and a forecast of change before public declaration of any statement of change in the education system.

There should be financial contributions by all the tiers of government and stakeholders. Funds should not only be made available when needed but also directed to appropriate quarters. Nigerian government budget earmarks between 3% and 7% to the education sector. The Nigerian government should endeavour to improve education funding because it is a major avenue toward achieving national education objectives.

#### **REFERENCES**

- [1] Adaralegbe, A. (1983). *A philosophy for Nigerian education*. Ibadan: Heinemann Books (Nig.) Ltd. Pp. ix-xxxiv, 25-59.
- [2] Demographic and Health Survey. (2003). *Monitoring the situation of women and children: The multiple indicator cluster survey*. National Population Commission: Nigeria.
- [3] Ijanaku, M.O. (2002). *An Introduction to comparative studies and adult education*. Aba: Muse Book Publishers. Pp. 10-16.
- [4] Federal Republic of Nigeria (1981). *National policy on education*. Lagos: NERDC. pp. 7-8, 16-21
- [5] Igwe, R. O. (2007). Transforming the secondary school curriculum for effective social development in Nigeria. *International Journal of Educational Studies*, 7, (1) 149-156
- [6] Adekoya, O.A. (1999). *Christian religious curriculum for secondary schools*. Lagos: Joja Press Ltd. pp. 17-29
- [7] Federal Republic of Nigeria (1981). *National policy on education*. Lagos: NERDC. pp. 7-8, 16-21
- [8] Manning, C. (2000). The economic crisis and child labor in Indonesia. *ILO/IPEC Working Paper*. Geneva: International Labor Office and International Program on the Elimination of Child Labor. Pp. 14-34.
- [9] World Atlas (2014). Dive the world (balidecouverte.com) retrieved on December 15, 2014.
- [10] World Bank (2012a). *Indonesia's decentralization after crisis*. The World Bank PREM notes No. 43. Retrieved from <http://www1.worldbank.org/publicsector/premnotes.htm>
- [11] World Fact book 2001, *CIA's most popular and most widely disseminated*. Retrieved from <https://www.cia.gov/library/publications/download.html>
- [12] Federal Republic of Nigeria (1977). *National policy on education*. Lagos: NERDC. pp. 7-8, 16-20
- [13] Federal Republic of Nigeria (1981). *National policy on education*. Lagos: NERDC. pp. 7-8, 16-21
- [14] Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC. 6-10, 18-35
- [15] Federal Republic of Nigeria (2013). *National policy on education*. Lagos: NERDC. Pp. 13-16, 29-51