

## Domesticating Education: The Dilemma of Marketing Education in Nigeria

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### NIGERIA

**Abstract** - *The argument on the relevance of the present Nigerian educational curriculum content to the needs and aspirations of the Nigerian society has gradually become an acceptable national debate. Teachers, students, parents and all the stakeholders of the educational sector have suddenly discovered the unrealistic nature of the Nigerian educational curriculum and the need to change same. These changes, some believe could be in the areas of selection and organization of the curriculum content, the distribution, development and use of instructional or teaching materials, curriculum implementation and evaluation. While it is very important to consider all these, it is also more pertinent to note that the selection and organization of the curriculum content especially at the primary and secondary schools levels is the bedrock for a sound educational system. It is therefore the concern of this paper to examine the present state of the Nigerian national educational curriculum vis-à-vis the new 9-year Basic Education Curriculum with a view to showcasing its baselessness and suggesting the way out in having a more practical regionalized curriculum as the solution to the problems of Nigeria's curriculum content.*

**Keywords:** Education, Curriculum, Marketing Education

### I. INTRODUCTION

*“Education is a companion which no misfortune can alienate, no despotism can enslave. At home, a friend; abroad, an introduction; in solitude, a solace and in society, an ornament. It chastens vice, it guides virtue, it gives, at once, grace and government to genius. Without it, what is man? A splendid slave, a reasoning savage”*

- Joseph Addison [1672-1719]

To this end, Abraham (2012) posited that education opens doors, unlocks opportunities, empowers the individual, liberates the mind and expands all potentials for sustenance of all human endeavours. As a tool, education constitutes a formidable instrument for peace,

democracy, socio-economic growth, health and poverty reduction.

Kerry (2002), lamented that the present day educational system in many societies, such as Nigeria, is damaging to young people and that the evidence of this harm is being presented from psychological, neurological, sociological, statistical and common sense perspectives, among others. As further argued in so many quarters, education should foster morality, righteousness and character. Man today has acquired prodigious knowledge in the fields of science and technology but this serves only to promote a material civilization and reaches only knowledge of the external worlds to students. What man truly needs today is not this external knowledge but the needs of the refinement of the heart which can be obtained from internal culture.

Nwangwu (2012), presented a disappointing scenario over the purpose of education in Nigeria, as captured by the mission statement of the Federal Ministry of Education, which is “to return and restructure the education sector to empower and develop the citizenry to acquire skills and knowledge that would prepare them for the world to work”. What a pity? According to Nwangwu (2012), this is a narrow and defective view of the purpose of education in Nigeria. Rather, education in Nigeria as streamlined by the National Policy of Education, can be a powerful tool in moulding people of diverse origins, cultural practices, different tribes and languages. A proper and well articulated curriculum of education in Nigeria should effectively promote qualities such as equity, tolerance, openness, accountability, social honour (values advocated passionately by the Nigerian constitution) and more importantly, self-reliance, vocational productivity and self-deferent, among other things.

### What about the Present Curriculum of Education in Nigeria?

In recent times, many experts in the field of curriculum development have attempted to ascertain the true nature and meaning of what curriculum stands for. However, it is also important to reveal that the views of

these intellectuals are based on their orientations and academic backgrounds. According to Farrant (1988) in Okafor (2012), curriculum represents that distilled thinking of society in what it wants to achieve using education as a tool. In addition, Okafor (2012) posited that curriculum mirrors the society itself, reflecting its aims, values and priorities. It spells out clearly the knowledge society considers important and useful. It is a means by which the experience of attempting to put an educational proposal into practice is made publicly available.

Based on the foregoing, Harrison, et. al. (2001), argued that an effective curriculum must be built on a solid philosophical foundation that answers the question of what educational purposes the school should seek to achieve. They then presented Tyler's 1949 four questions to curriculum planners. These are:

- What educational purposes should the school seek to attain?
- What educational experiences can be provided that are likely to help attain these purposes?
- How can these educational experiences be effectively organized? and
- How can we determine whether these purposes are being attained?

To this end, Adeyinka (2012), argued that just as the physical and social development of the average child in Nigeria is besotted with many problems, so the development of education in any given society is hampered by a variety of problems, some of which are associated with the responsibility for and control of the society's education, the diversification of the educational system, the need to relate the schools' curricula to national manpower needs and the society's economy. All these problems are retarding the pace of educational development in Nigeria today.

### **The New 9-Year Basic Education Curriculum in Nigeria**

According to Danmole (2011), the philosophy of the 9-year Basic Education Curriculum, as stipulated by the Nigerian Educational Development Council, is that every learner who has gone through the 9 years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values required for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking.

**Table 1. Subjects which are taught in Basic Education Curriculum**

<b>Levels</b>	<b>Core/Compulsory Subjects</b>	<b>Elective Subjects</b>
<b>Lower Basic (Primary 1-3)</b>	English Studies	Agricultural Science
	One Nigerian Language (L1 or L2)	Home Economics
	Mathematics	Arabic Language
	Basic Science and Technology	
	Social Studies	
	Creative and Cultural Arts (CCA)	Must offer 1 elective but not > 2
	The Religions (CRS and Islamic Studies)	
<b>Middle Basic (Primary 4-6)</b>	Physical and Health Education (PHE)	
	Computer Studies (ICT Age)	
	English Studies	Agricultural Science
	One Nigerian Language (L1 or L2)	Home Economics
	Mathematics	Arabic Language
	Basic Science and Technology	Business Studies
	Social Studies	
Creative and Cultural Arts (CCA)	Must offer 1 elective but not > 3	
The Religions (CRS and Islamic Studies)		
Physical and Health Education (PHE)		
French Language		

<b>Upper Basic (JS 1-3)</b>	Computer Studies (ICT Age)	
	English Studies	Agricultural Science
	One Nigerian Language (L1 or L2)	Home Economics
	Mathematics	Arabic Language
	Basic Science	Business Studies
	Social Studies	
	Creative and Cultural Arts (CCA)	
	The Religions (CRS and Islamic Studies)	Must offer 1 elective but not > 3
	Physical and Health Education (PHE)	
	French Language	
	Basic Technology	
	Computer Studies (ICT Age)	

Table 1 is adopted from Danmole (2011) who further argues that in line with the philosophy, the 9-year Basic Education Curriculum was developed by the Nigerian Educational Research and Development Council (NERDC) from the primary and junior secondary curricular. The new curriculum has been approved by the Federal Government and the existing primary and junior secondary curricular have been reviewed to meet the needs of the pupils and students, respectively. He highlights the three components of the curriculum according to the corresponding levels and the age of the pupils and students from primary 1-3, 4-6 and JS 1-3. The 9-year Basic Education Curriculum (Basic 1-9) has three components namely:

- Lower Basic Education Curriculum for Primary 1-3 (age 6-8 years), i.e. Basic 1-3
  - Middle Basic Education Curriculum for Primary 4-6 (age 9-11 years), i.e. Basic 4-6
  - Upper Basic Education Curriculum for Junior Secondary (JS) 1-3 (age 12-14 years), i.e. Basic 7-9
- The framework of the Basic Education Curriculum reflects the following:

- The curriculum is designed to properly target pupils' and students' needs and interests to make provision for appropriate core and elective subjects for a well rounded education at the different age levels.
- Implementation of the new 9-year Basic Education Curriculum will commence concurrently in primary 1 and JS 1 in September 2008 nationwide. It is noteworthy that primary 2-6 and JS 2-3 in 2008/2009 school year will continue to use the present primary and junior secondary curricular. The old curricular will be gradually and systematically phased out.
- The lower and middle Basic Education Curricular (for primary 1-6) will be in full use by the year

2014 and the Upper Basic Education Curriculum (for JS 1-3) will be achieved by the year 2011.

- Every child is expected to complete 6 being placed in Junior Secondary (JS 1).

An overview of subjects to be taught in Basic Education Curriculum is presented in the table. The three tables with the corresponding core subjects to be taught and the electives to be offered are shown in Table 1. The new areas of emphasis in the new 9-year Basic Education Curriculum are: Value Reorientation, Basic Science, Basic Technology, Computer Science, Teaching of Thinking, Home Economics, Agricultural Science, Business Studies, Civic Education, and French.

Danmole (2011) also presented 9 strategies to be aggressively pursued to facilitate the successful achievement of the Universal Basic Education (UBE) objectives, which include the following:

- Public enlightenment and social mobilization for full community involvement
- Data collection and analysis
- Manning, monitoring and evaluation
- Teachers: their recruitment, educational training, motivation
- Infrastructural facilities
- Enriched curricular
- Textbooks and instructional materials
- Improved funding and management of the entire process

Yusuf (2010) regretted that the Nigerian educational system has gone through various developments recently. The selection and organization of curriculum contents, distribution and the use of teaching materials among other things, and its relevance to the needs and aspirations of the society are problems associated with Nigerian educational system. Therefore, changes have become imperative in the current

curriculum, especially at the primary and lower secondary school levels. Alade (2011) thus warned that the changes and the review process should ensure that the eventual curriculum is not out of tune with the currency.

Nigeria as a country with six socio-political regions with their different ethnic groups, aspirations, love, values, needs and religious occupational and cultural affiliations must strive to ensure that adequate provisions must be made in the curriculum to cater for the peculiar attributes of the regions. With these in mind, Alade (2011) strongly conceived that the need to save the Nigerian education and its curriculum from the gully of pitfalls and contemporary challenges is by calling for a regular evaluation. Orientation and re-orientation vis-à-vis consistency in policy formulation and sincere pursuance of its objectives as well as the urgent paradigm shift from theoretical curriculum to a better practical oriented curriculum becomes the answer to the big question. To achieve this, it is important to state that it is a policy and a technical issue, a process and a product, involving a wide range of institutions. It is based on this premise, that this paper in the next section examines the shortcomings of the present curriculum of the 9-year Basic Education with particular concern on the selection and organization of the curriculum content.

### **The Emerging Issues**

Nigerian educational system has gone through various developments and changes vis-à-vis curriculum issues. The dynamic nature of the curriculum development and implementation processes since independence has left several stakeholders in the educational sector disillusioned on the way out from the sorry state in which issues of curriculum have been handled. It is observed through several literatures that the problem ranges from the selection and organization of curriculum content, development, distribution and use of teaching materials, curriculum implementation and evaluation.

Arising from the above, the researchers' interest is on the selection and organization of Nigeria's curriculum content. The researchers strongly believe that the problem of curriculum content and organization in Nigeria should be shifted from the unrealistic national curriculum content to regionalized curriculum content, where the curriculum contents would be developed to meet the various aspirations and needs of the Nigerian child in any region of the country. A careful study of the new 9-year Basic Education Curriculum shows that the core subjects taught are

English Language, one Nigerian Language, Mathematics, Basic Science and Technology, Social Studies, Creative and Cultural Arts, the Religions, Physical Education, French and Computer Studies. No proper provisions are made for subjects that would prepare the child for the responsibilities and challenges of living a productive and contributory life in the region where he or she lives. However, it would be fair to state that only the inclusion of Nigerian Language is near reaching this objective.

John (2011) also supported this position when he stated categorically that the flaws of relating theoretical aspects of education to the practice could be traceable to the missionary times and have no doubt crept into today's educational system. To this end, John (2011) argued that there is need for change and innovation in the regions (Niger Delta Region). Education curriculum should therefore accommodate self needs engendered by activities in the area.

It was perceived that the problem being created by the gap in the curriculum content is not limited to non-realization of the national objectives as seen in the philosophy of the Nigerian society, but to the hindrances being created in the marketing of education in Nigeria, both to the external communities and more particularly to Nigerians.

### **II. CONCLUSION**

The quality of human resources in any given society is largely dependent on the curriculum content of its educational system. The concern, however, is that due to the ever changing needs and aspirations of societies occasioned by globalization, the curriculum content must constantly be reviewed and evaluated to meet with these challenges. Therefore, the Nigerian government is urged to take a bold step towards the regionalization of Nigeria's education curriculum content, especially at the basic education level.

### **III. RECOMMENDATIONS**

Government should regionalize the curriculum content in Nigeria especially at the basic education level. Government should endeavour to carry along all stakeholders in the regions along – traditional rulers, religious leaders, farmers, technologists, businessmen, academics, parents, students and others in the formulation of more practical regionalized curriculum content. New subjects should be introduced and taught in primary and secondary schools to cater for the realities of life as obtained in the regions of the country. This would prepare and place the child in a better position to meet with the challenges of life. Basic

entrepreneurial education should also be introduced and taught in primary and secondary schools so as to make the curriculum content more functional.

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