

Leveraging Nigerian Education System: The Comparative Advantage

Suleiman Alhaji Ahmad Ph.D.¹ Mohammad Usman Ph.D.²

1.College of Education Azare, PMB 44 Azare, Bauchi State, Nigeria, Bauchi State University Gadau

2.Gombe State Polytechnics Bajoga, Abubakar Tafawa Balewa University Bauchi

suleimanahmad81@yahoo.com

Abstract

It is well noted that past and present Nigerian governments tried several times to fulfill the education objectives of the primary education in the country. In the Economic cum political issues, Nigeria plays vital role in the in sub Saharan African. The issue at stake raised is, does Nigeria's primary education system meets the needs of the country? Nigerian education policy stress many issues which are yet to manifest viably in the system. The problems are: What exactly made the system derailed off the line of success. What are those things get missing with the primary education in Nigeria? This conceptual paper remains exploratory as it explores the persisting and pressing problems and thereby proffers some viable solutions to leverage the Nigeria education system. This is in consideration of Malaysia's education system bearing that Malaysia and Nigeria has common ground as they shared similar primary education system with their grand colonial mother Britain.

Keywords: Education Problems, Nigeria, Malaysia, Primary Education,

1. INTRODUCTION

Nigeria is located off the Gulf of Guinea and the country has every opportunity to aspire to become a strong regional economy and superpower nation. In terms of both natural and human resources Nigeria is capable. Nigeria is the largest population in Africa, it is the 8th most populated in the world. With the population growth of 2.54%, as at July 2013 Nigeria's population was estimated at 174,507,539 people (World Statistics, 2013; CIA World Factbook, 2014).. Nigeria's proved large oil reserve is estimated at 37.2 billion barrel is now 2nd largest in Africa after Libya. Nigeria features forward-facing in the global economy and political corridors. This significantly hoists its status in the African Sub-Saharan region.

With 70% of the population below poverty line Nigeria must strive harder for its development. Thus, for any meaningful development economically, politically and socially the education is the background and a platform. Nigeria's literacy level stands at 61.3% of the entire population with male covering 72.1% while female were rated at 50.4% (CIA World Factbook, 2014). In spite of that and most fundamentally the primary education is a foundation level of all the education levels (Suleiman, 2009). Hence, primary education needs to be well funded, effectively controlled and sincerely managed. Adequate provisions of education to the citizens contribute greatly to the socioeconomic development of any country. The nature of the Nigerian education problem remains perennial. Moreover, it has been justified that millions of children in Nigeria are out of school. Precisely in Bauchi State for instance, in an interview with Bauchi Radio Corporation on Friday 19th September, 2014 a permanent commissioner in the Bauchi State Primary Education Board (SUBEB) states "there are over 80,000 children identified to be of school age yet not enrolled in primary schools in the state". Nonetheless, it is obvious that most Nigerian governments past and present have been striving harder to uplift education in general and fulfill primary education objectives in particular as stated in the National Policy on Education (FGN/NPE, 2004; Anya, 2001). The yield is not yet fruitful.

1.2. OBJECTIVE

This paper aim at examining the problems specifically the missing nodes in policies promulgation and implementation as well as to proffer suffice ways forward of education in Nigeria, comparatively bearing the Malaysia's educational experiences.

1.3. QUESTION

This raised the one strong and broad question, is Nigeria's primary education system adequate; and to what extent is it to meet the needs of the country now and in the future especially by imagining the Nigeria's 'vision 20 2020' cum Malaysia's vision called '*wawasan 2020*' trance?" why was that still failure is massive in the post primary and post secondary examinations such as common entrance, junior secondary school (JSSC) exams, NECO, WAEC and many others

This conceptual paper gives out the general visions and missions together with all the intricacies to entice and influence Nigeria's education minds with the Malaysia's system and in order to avail the Nigeria's catastrophic education condition. It is quite obvious that transformation in education is the core of human capital development which is the stem to national development. This contribution however will help in line so that

Nigeria can equally compete with not only Malaysia but other common wealth nation in general. In regards to high influx of Nigerians into Malaysian education, it signals a justification on the fact that Malaysian education system is doing well. Thence, this work determined to bench mark the Malaysian system as a forcible map for the Nigerian system to emulate. Nigeria and Malaysia has several things in common besides the Omni-colonial mindset to multicultural and multi religious set up. The two countries also share similar geographical background. Malaysia also like Nigeria has the 2020 vision as well tagged as (*wawasan 2020*).

2.1 THE NATIONAL POLICY EDUCATION

Under section 18(1) and (3) of the 1999 constitution of the federal republic of Nigeria, government is enjoined to provide free and compulsory basic education amongst other education objectives. This section provides as follows:

- 1) “Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels”;
- 2) “Government shall promote science and technology
- 3) “Government shall strive to eradicate illiteracy; and to this end, government shall as at when practicable provide:-
 - (a) free, compulsory and universal primary education;
 - (b) free secondary education;
 - (c) free university education; and
 - (d) free adult – literacy programme”.

2.2. OVERVIEW ON NIGERIA PRIMARY EDUCATION

National Policy on Education document (NPE, 2004) states that primary education in Nigeria begins at the age of six as it is compulsory and universal. Hence, “primary education is the education given in institutions for children aged 6 – 11 years” (NPE, 2004). Enrolled pupils should spend six years in primary school and graduate with a school-leaving certificate at the age of eleven. The new proposed model on basic education yet not fully implemented allow for nine year basic education. The primary education has direct funding from the federal through the state agencies of primary boards. But the control and management bestowed on the local education authority through the national education hierarchy (fig. 1).

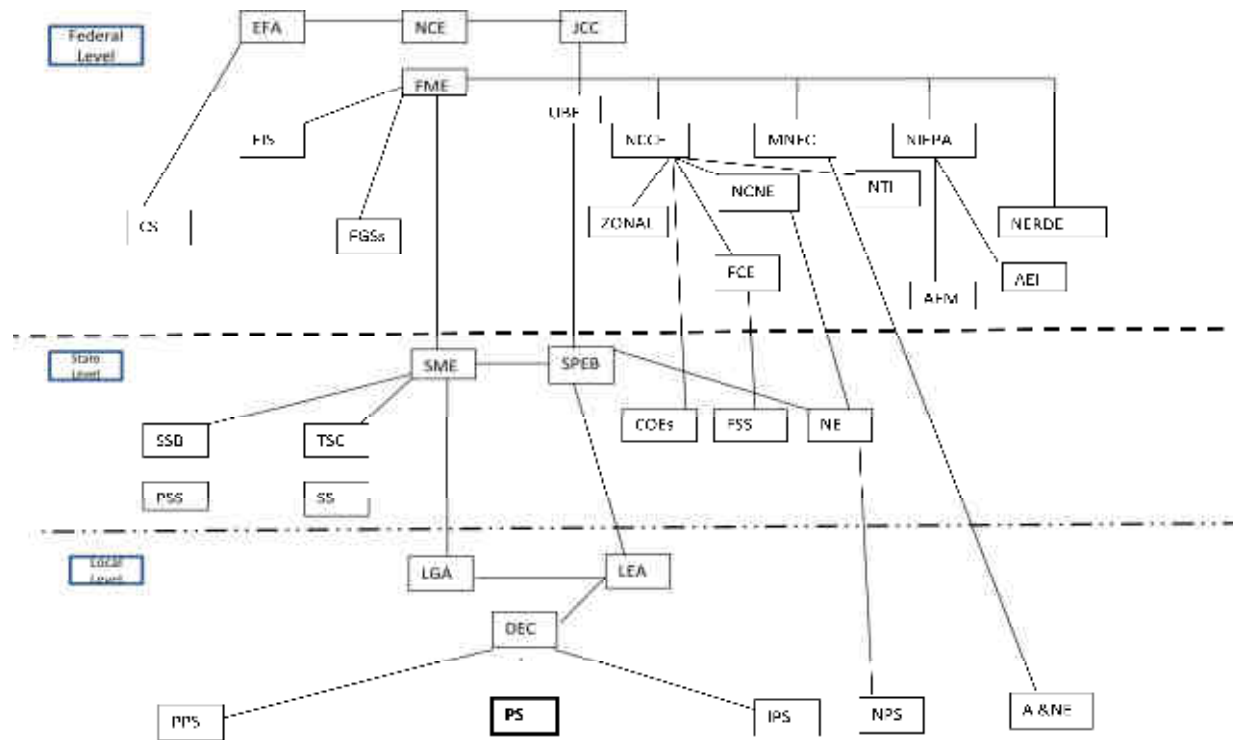


Figure.1: Hierarchy of education management system in Nigeria

2.3. OBJECTIVES OF NIGERIA PRIMARY EDUCATION

National Policy on Education states the objectives of primary education in Nigeria as:

- a. *To inculcate permanent literacy and numeracy, and ability to communicate effectively;*
- b. *To lay a sound basis for scientific and reflective thinking;*
- c. *To give citizenship education as a basis for effective participation in and contribution to the life of the society;*
- d. *To mould the character and develop sound attitude and morals in the child;*
- e. *To develop in the child the ability to adapt to his changing environment;*
- f. *To give the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;*
- g. *To provide the child with basis tools for further educational advancement, including preparation for traders and crafts of the locality.*

2.4. NIGERIA PRIMARY EDUCATION AND VISION 2020

Year 2020 is very near; this vision 20 2020 was lunched to achieve all the education needs by the 2020 and to be among the developed nations. Beside the vision 2020 different programs were lunched before which encompasses reconstruction, rehabilitation and reintegration (3R's 1968), universal primary education (UPE-1976), operation feed the nation (OFN-1977), green revolution (GR-1979), war against indiscipline (WAI-1984) structural adjustment programme (SAP-1985), mass mobilization for self reliance and economic recovery (MAMSER-1987) and directorate for food, road and rural infrastructure (DFFRI-1988), vision 2010 (V10-1997), universal basic education (UBE-1999), national economic empowerment development strategy (NEEDS-2004) millennium development goal Nigeria (MDGN-2006) education for all in Nigeria (EFAN) special teacher upgrade program STUP (2010) female teachers training scheme FTTS (2013) Girl child education, Boy Child education, Almajiri/Quranic schools which most scholars and analysts termed as significant failure (Abdullahi, 2009; Suleiman, 2009). The vision for education in Nigeria is to "establish an enabling and sustainable environment for education." Its mission is to restructure, reform, the education sector and rebrand the teachers for citizenry empowerment by acquiring knowledge and skills. It sound good but the implementation became in vain.

One contention was that over 400,000 teachers employed in the nation's primary schools about 50% of them do not possess the National Certificate of Education (NCE) which is the minimum teaching requirement in the primary schools (Sam & Olisa, 2001). As report in a punch news paper May 24th 2012, the then Minister of education Ruqaiyyatu Rufai stated that a total of 207,813 unqualified teachers spread across the country's geo-political zones. North-East has the highest of 57.7%, North-West has 46.8% north-central has 38% South-South 19.2% South-East 16.7% and South-West 6.7% Kano has 25,486 unqualified teachers out of total of 45,000 teachers. Sokoto has almost 80% of unqualified teachers Some state governments were reported to have sack some un qualified teacher as in the case of Kano 5000, Bauchi 3000, Plateau 2000 Kaduna 4000 (Leadership, 2014) Now, UNICEF, Millennium Development Goals (MDG) and some state government and Non-Governmental Organizations (NGOs) are trying to the best in accomplishing this. In spite of these some issues raised were:

1. What exactly has gone amiss with education in Nigeria?
2. Who, when, and under what circumstances has the rhizome been cut from Nigeria's system of education?
3. Why do students still fail final exams

With many "half-baked" teachers employed to teach in the nation's schools, how is it certain that the current UBE program will be successful? Are the teachers getting motivated? Are the classrooms and seats enough? Are the teaching materials available? These need to be address so seriously not just eye services effort (Michael, 2004). UNICEF report (1999) pointed out that about four million Nigerian children have no access to basic education, and that majority of those who have entered the schools acquired sub-standard education. There are about 48,242 primary schools with a total enrolment of 18,761,595. Where the total of 16,796,078 pupils were in public schools and a total number of 1,965,517 were in private schools in Nigeria (The Guardian news paper, May 6, 2011; Dike, 2001). Most of these schools are in dilapidating conditions with a very few posing as window dressing (Akinyode, 2009; Suleiman, 2010). The salaries are not appreciable because of imbalances in the whole wage and salary policies. In the whole of history so far it is only obtainable in Nigeria where a local government counselor earns salary more than a university professor. This leads to frequent teachers strike actions up to the university level.

In the last five years the scenario now seems half baked primary school teachers produced half baked pupils to secondary schools which make up half baked students into universities (Burton, 2002) (Fig. 1). This needs attention as earlier as possible for the actualization of the vision becoming among the first 20 developed countries by the 2020 vis-à-vis the real actualization of the Nigeria's transformation agenda (fig 2).

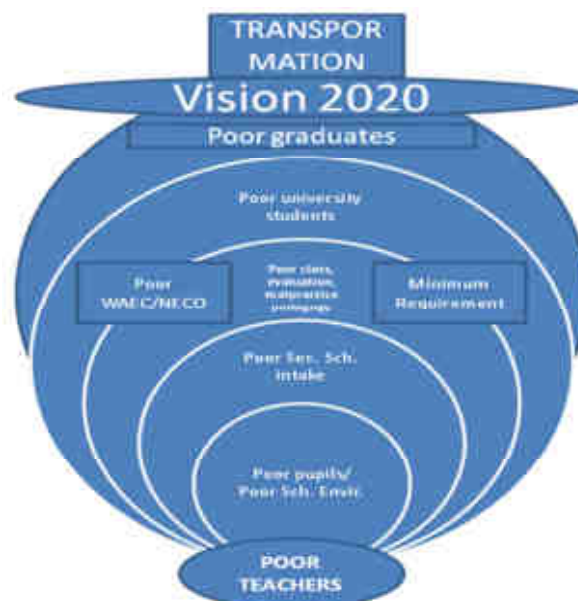


Figure 2: Avatar of the Nigerian education system and the realization of vision 20 2020.

2.5. PROBLEMS OF PRIMARY EDUCATION IN NIGERIA

Some of the daunting bottle neck around the educational system in Nigeria would not be far for the policies, provision and implementation. Hence the following are the specific problem currently devastating the primary education system.

The National Policy on Education prescribes that the teacher-pupil ratio should be 1:40. Primary school classrooms are now overcrowded some schools operated with teacher-pupil ratio of 1:76 or even above (UNESCO, 2009).

Other things are low government funding, corruption and malpractices, poor implementation procedure, lack of parental and students' motivation, inadequate formative and summative evaluation, and lack of self confidence which surrounded the whole system (Ajao, 2008).

The rising costs of living left parents with no other alternative than reciprocating poor education to their children in most poorly located private primary schools. Parenting entails caring, protection, guidance; provision of basic needs for a child in order for the child to properly adjust to school tends to be poor. The government indirectly legitimized irregularities in primary schools that is today unrelenting (Odia & Omofonmwan, 2007). Between 1999 and the year 2008, despite quest for more, some state governments terminated large number of teachers (Akinyode, 2009).

Poverty and inadequacies associated with the training and learning process is also observed partly. Such services are offered with greedy aims and in corrupt ways. For instance the training workshops sponsor by UNICEF can truly answer this. It is observed that most teacher participants / facilitators do corrupt practices to get enroll into the workshop just to receive the token incentive and fee attached rather than for their self development, capacity building and the development of the society. In addition to that most primary schools in Nigeria still have no enough buildings, infrastructures and other essential materials, classes are held under trees (David & Olabanji, 2008).

Another persisting problem is under-funding of the sector which mainly subject teachers long wait periods without salaries. With a very low budget allocation Nigeria may be contributing to the down fall of its education. In few years education has not been accorded the actual 26% of the annual budget as adjunct by the United Nations. This discouraged many other people from entering the profession. More so, Nigeria did a lot on education however, lack of continuity in policy; low quality of teaching and learning materials; limited participation of civil society, local communities and the private sector also help in relegating the primary education in the country.

Poor management of resources and imbalances in teachers' promotion are other daunting problems attributed to the system. ICT facilities are absent in the primary schools, even where they do exist there was no enough electricity to utilize them. Only such facilities like the OLPC/XO computer can be used. Already one million sets of the OLPC/XO computer were purchased but very few (25%) of the primary schools received their share other no were to be found (Suleiman, 2010).

For now only 60% of teachers nationwide meet minimum requirement for teaching in primary school which the national certificate in education (NCE). As per 2003 there were 460,000 teachers against the 19

million pupils around the primary schools numbered to about 49,000 in Nigeria (UNESCO, 2009b). UNICEF estimates the gross enrollment rate for primary schools as 81% (77% for girls, and 84% for boys); and net attendance was at 58% (57% girls, 61% for boys). In short, many Nigerian children are not in school, some at Islamic *Qur'anic* schools other hawking in search of daily need. The disproportionate percentages of these are girls.

2.6. THE CURRICULUM

The federal ministry of education set the following proposal as the curriculum for the primary education based on the National Educational Research and Development Council (NERDC).

Languages: French, English and Local languages; Science; Mathematics; Home Economics and Agriculture; Health and Physical Education; Religious Knowledge; Social Studies or Citizenship Education; Creative and Cultural Arts (Cultural Activities, Music, Drawing and Handicraft)

The NERDC urged for the adoption of major local languages (Hausa, Yoruba and Igbo) as the medium for instruction in class 1-3. But later in class 4-6 it can transit to English language being it the second language. This is with consideration that learning can best be achieved in the early years when children are learning their mother tongue.

2.7. EFFORTS MADE

Some of the efforts among those in the pipe line were the USAID Mission predicated in participatory approaches involving the local community. ActionAid also focuses on building the capacity of a community's human resources by training community facilitators to mobilize the local community to solve its own problems and by helping children from the HIV/ AIDS victims

UNICEF also had been expanding its Girl-Child education and Child-Friendly Initiative to all regions in the country through the six GEP zones. Many workshops for teachers on core subjects and basic methods as well as ICT were in the few years conducted all with the effort to flush, wash and polish the teachers

3.1. BENCHMARKING MALAYSIAN EDUCATION

Secular or western (*pendidikan barat*) education schools in Malaysia were largely an innovation of the British colonial government just like in Nigeria. There were four initial proposals for developing the national education system: the Barnes Report, Razak's Report, Ordinan Report and the Fenn-Wu Report. The former proposal was implemented through the 1952 Education Ordinance. Just like Banjo, Richard and Elliot commissions in Nigeria (Wikipedia, 2009).

Many of the earliest schools in Malaysia were started in the Straits Settlements of Penang, Melaka, and Singapore. The oldest English school in Malaysia is the Penang Free School, founded in 1816 now up graded to a University of Education, followed by Malacca High School. While in Nigeria the first school was the Badagry Methodist missionary school founded 1842 still remain a secondary school.

Initially, there were no Malay-medium secondary schools, which forced those who had studied in Malay during primary school to adjust to an English-medium secondary school. Many Malays opted to drop out instead. Eventually, to remedy this problem, the British established the Malay College Kuala Kangsar. However, it was mainly intended as a way to educate future low-level civil servants, and not as a means to opening the doors of commerce (Wikipedia, 2009).

3.2. MALAYSIAN PRIMARY EDUCATION SYSTEM

Primary education consists of six years of education, referred to as Year 1 to Year 6 (also known as Standard 1 to Standard 6). Year 1 to Year 3 are classified as Level One (*Tahap Satu*) in Malay while Year 4 to Year 6 are considered as Level Two (*Tahap Dua*). Primary education begins at the age of 7 and ends at 12. Students are promoted to the next year regardless of their academic performance.

From 1996 until 2000, the *Penilaian Tahap Satu* (PTS) or the Level One Evaluation was administered to Year 3 pupils. Excellence in this test allowed students to skip Year 4 and attend Year 5 instead. However, the test was removed from 2001 onwards due to concerns that parents and teachers were unduly pressuring students to pass the exam.

At the end of primary education, students in national schools are required to undergo a standardized test known as the *Ujian Pencapaian Sekolah Rendah* (UPSR) or Primary School Evaluation Test. The subjects tested are Malay comprehension, written Malay, English, Science and Mathematics. Previously, Chinese and Tamil comprehension along with written Chinese and Tamil are optional subjects for Chinese and Tamil vernacular schools (Encarta, 2009).

The present pupil-teacher ratio in public primary schools in Malaysia is moderate. At the national level, efforts have been undertaken to maintain the ratio at 21:1. In 1998, there was a slight dip with a level recorded at 19 since 1998 to date for more than a decade. This figure is very significant compare to Nigeria's 1:76 twice the

threshold of the National Policy (UNESCO, 2009).

However, this ratio may vary at the time of this presentation in the country today. There still exist schools, which are under-enrolled small schools and those in big cities and towns, which have dense concentration of pupils. As such pupil-teacher ratios in these two differing conditions actually vary (MOE portal, 2009).

Malaysia introduced mixed medium of instruction in 2003 where Standard/ class 1 pupil in national school can be taught the subjects like Mathematics and junior Science in English. Other subjects can be taught in Malay. Other types two schools the Chinese and Tamil schools to use Mandarin and Tamil respectively. Recently, Tamil schools started to use English for teaching Science and Mathematics while Chinese schools also teach the Science and Mathematics subjects in both Chinese and English.

ICT also is the channel of instruction (Ibrahim et al, 2007; Ahmad, 2009). He asserts that the ICT in Malaysia was based on the three policies: 1. ICT for all students, 2. ICT as tool for teaching and learning in all schools 3. ICT to improve productivity especially in the knowledge-based economy.

Malaysia being a multi-ethnic society composing the indigenous Malay, Chinese, and Tamil the primary education system at the initial underwent significant crucial stages (UNDP, Malaysia, 2005). The division of public education at the primary level has been criticized for allegedly creating racial polarisation at an early age. In the 1970s, around half of all Chinese parents sent their children to national schools; but as of 2006, the same figure stood at 6%.

Education in Malaysia is headed at individuals' development holistically and integrated manner, to make them develop intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to God. It is designed to produce Malaysian citizens who would be knowledgeable and competent, to acquire high moral standards and be responsible and capable of achieving high level of personality and well-being as well as ability to contribute to the harmony and betterment of the one self, the family, the society and the nation at large (MOE portal, 2009).

3.3. OBJECTIVES OF MALAYSIA EDUCATION

- To produce loyal and united Malaysian.
- To produce happy, well mannered individuals who have faith, knowledge and vision.
- To prepare the nation's human resource for development needs.
- To provide educational opportunities for all Malaysians.

3.4. MALAYSIA PRIMARY EDUCATION CURRICULUM

The course of study at the primary level planned for duration of six years. But it may be completed in five to seven years. It consists of national schools or national-type schools (for non Malays). Schooling under the government-aided education institution category covers fully residential schools under the authority of the fully residential schools unit, school division. The general educational programme includes curriculum and co-curricular activities. It encompasses all the knowledge, values, skills, norms, cultural elements and beliefs to help develop a child fully. This is with respect to the spiritual, physical, emotional and mental aspects. It is also to inculcate and develop desirable moral values and to transmit knowledge.

3.5. EFFORTS MADE

In one of the effort to improve the quality of teaching profession in 1993, Malaysia employs the *Guru Cemerlang* (Excellent Teacher). It is an award given to teachers who are regarded as experts in their field of teaching and subject-matter. The rationale of giving this award is due to the progression of teacher promotion. Some of the objectives of the *Guru Cemerlang* Promotion Scheme are to acknowledge teachers who are excellent in their field or subject and to improve the quality of teaching.

In the 2010 budget early childcare & education in Malaysia was allocated RM100 mil through, Permata programme as recognition of the importance of early childcare and education in Malaysia. In addition to that an allocation of RM20 million for 20 schools identified as high performance schools (SBT) in 2010. And an allocation of RM200, 000 to ministry and government departments to establish day care centres. In Nigeria Education was the second highest allocation in the 2010 budget with N249.08 billion.

Federal Government of Malaysia Education place high priority to education and it is committed to provide the quality education to all citizens. The 9th Malaysian Plan (9MP) from 2006 to 2010 emphasized on education, the training and lifelong learning. In line with that and human development a total of RM40.3 billion (almost 21% of the total budget allocation) has been allocated to education and training development (MOE portal, 2009; Yaacob, 2007).

4.1. EDUCATION AND VISION 2020 NIGERIA AND MALAYSIA PERSPECTIVE

Malaysia like all other developing nations is confronted with problems. It is the nature of its problems the ethnic

polarization, corruption, environmental degradation, crimes and persistent pockets of poverty. This really needs humanistic approach and urgent attention. Mahathir was quoted saying

“..Malaysia should not only be develop economically but must be a nation that is fully developed along all other dimensions; politically, socially, spiritually, psychologically, technologically and culturally. He added we should be fully developed in terms of national unity, social cohesion, social justice, political stability, and system of government, quality of life, social and spiritual values, national pride and confidence....”

In 1991 that was 16 years earlier than Nigeria’s lunch of vision 20 2020, the Mahathir’s government declared that it was the objective of the nation to become a developed nation in its own mould by 2020. It then lunched vision 2020 and stated strategies to achieve it (table 1). It is Malaysia’s vision to achieve an industrialized and a fully developed nation status. The country was able to sustain their developmental growth at 7% per annum. It also succeeded in initiating structural changes in the economy as well as within the manufacturing sectors. The key to the attainment of a fully developed nation is overcoming the followed nine strategic challenges (table 1).

Table: 1 *The nine strategies to attain Wawasan 2020 Malaysia*

1	Establishing a united Malaysian nation made up of one <i>Bangsa</i> Malaysia (SATU Malaysia)
2	Creating a psychologically liberated, secure and developed Malaysian society
3	Fostering and developing a mature democratic society
4	Establishing a fully moral and ethical society
5	Establishing a matured liberal and tolerant society
6	Establishing a scientific and progressive society
7	Establishing a fully caring society
8	Ensuring an economically just society, in which there is a fair and equitable distribution of the wealth of the nation
9	Establishing a prosperous society with an economy that is fully competitive, dynamic, robust and resilient

Source: MOE Malaysia

UN Special Rapporteur (Vernor Muñoz Villalobos 2007) reported that the Malaysia system of education forms part of its Vision 2020, as it lays the first daunting challenge of the objective Malaysian stand as a one nation territorially and ethnically. The Malaysian system of primary education is governed by the Education Act (550) of 1996 which is divided into cycles of studies. The first is a six-year primary boys and girls of ages of 6 and 11. Due to fear of cultural dominance the system is subdivided into three: the national schools type ‘A’ for Original Malays (*Bumiputera*), the type ‘C’ schools for Chinese and type ‘T’ schools for the Indian or Tamil citizens that came to the country as plantation workers as a result of colonial influences. The Type ‘A’ schools are Malay language based for instruction and presently, they numbered 5,774. The type ‘C’ and ‘T’ schools use Mandarin and Tamil for instruction so that not to lose their language and culture. These schools numbered to about 1,288 and 523 respectively all these geared toward equity, justice and integration. According to the Ministry of Education the total enrolment at the primary level in 2006 was 3,143,207. At the primary level Malaysia has high rates of school enrolment, and in terms of the differences between boys and girls is not very significant. The UN Special Rapporteur stated that for *Bumiputera* in the year 2005 the net enrolment was about 96%. But for other Chinese and Tamil groups were 92%. This indicates that only 172,176 children, or 8% of all children in Malaysia, were never enrolled in primary school. And there is a highly insignificant drop out among the original citizen compare to the Tamil and Chinese (Universiti Kebangsaan Malaysia, 2002).

4.2. LESSONS FOR NIGERIA

Decline in the standard of the system, political dishonesty and corruption in the ministries, boards, and center, teachers brain drain, deterioration of facilities, neglect of duty, societal degrading on teachers, negative attitude towards teachers, examination malpractices, fake and exploiter private schools, examination miracle centers, forgery of results, corruption at the examination councils and the like remain the issues when it is talk of the Nigerian education sector. This calls for an in-depth study and analysis aimed at tutoring each and every stakeholders in the education system on how their actions and inactions have individually and collectively contributed to the collapsing state of education in Nigeria (William, 2001; Ahmad, 2009). This posed a challenge to the elite Nigerians to stand up and took up the challenge. Nigerians in Diaspora have a lot to contribute. As the case was at the eve of the economic meltdown in 2008 the Malaysian government called home many Malaysian elites and professionals abroad to come and put heads together to rescue Malaysian economy and education. Well Malaysia is a seen as a developed developing country while Nigeria seems to be an under developed developing one.

Back in 1980s more than 2000 Nigerians were sponsored abroad to Europe alone but less than 10 percent returned to salvage their mother land. Now it is estimated at about 30,000 Nigerians elite and professional living in Europe and America and very few in Asia and Latin America who need to laid their contributing effort, Nigeria is awaiting those (Umar & Adoba, 2001). It is a due time that we can bench mark Malaysia not just by sending our people for higher education but also we can adopt some of their good gesture regarding the development of primary education.

5.1. SUGGESTIONS AND CONCLUSION

With regards to the goals of the primary education, the Nigerian system needs to reframe the objectives in order to reflect such like the Malaysian goals of primary education. That is to move the economy up the value chain; and to raise the capacity for knowledge and innovation and to nurture 'first class mentality' as well.

Additionally, effort should be made to improve the standard and quality of life. This is to continuously provide equitable access to quality education for all with more priority to the less privilege like North-East and North-West of the country. The architecture of the policies, practices and the infrastructure needs to be redesign to suit modernity.

Furthermore re-positioning & re-engineering the Nigerian education system to world standard is paramount. This can be done by doing away with corrupt practices in the sector and by completing the uncompleted projects in providing equitable education access and quality education and also by providing and maintaining many more qualitative projects that can withstand for next unborn generation.

In addition to what Odia and Omofonmwan (2007) suggested, it is paramount that Nigeria should strive to revitalize its education sector to, at least, catch up with its development peers like Brazil and Malaysia and avoid being overtaken by 'junior' African countries like Ghana, Kenya and Zimbabwe. Government, organization and the private sector should pull in more effort and resources towards the development of education in both pre and primary schools. The over 10 million Nigerian school age pupils in need of basic education roaming the streets in cities and in villages because of lack of access to free and quality education need to be pulled to their right to have the education. School attendants or pupils should be given fair and equal opportunity to compete for placement including the *Almajiri* (Quranic School) pupils.

Attending the primary be made mandatory on every school age child and as a law failure to do so must attract his/her parent to a civil offence charges. Educating re-branding and re-orientation of teachers, parents and administrator on the significance of the education sector through workshop, symposium lectures and conferences.

Vocational and elementary technical curriculum be included and centres be establish and properly equipped with trained staff. A strong independent inspectorate body needs to be put in place to regularly monitor activities in all pre and primary schools. Government should minimize by fixing moderate enrolment fees in private school and for primary certificate examination. Schools should be properly staffed and equipped with the modern facilities. Making of provision curricular and extracurricular facilities would help children fit in the modern stream of learning style.

Professionalizing the teaching job is another task to be done. Not any applicants seeking job placement can just go in irrespective of grades obtained and institutions. There is a need to sanitize the profession. Teachers' registration council should strictly adhere to this. More modern learning aids such as computers like XO, internet web sites facilities, durable sittings to achieve the One Laptop per Child OLPC project. Overhead projectors, films and so on should be provided in all primary schools. Online registration needs to be introduced for all primary school examination and enrolment.

National Examination Body for primary school certificate should be established this will reduce the exploitative tendencies by school heads and local education heads. Effective Implementation of Policy Strategies with Effective Monitoring & Evaluation Mechanisms in liaison with the national body for both primary and pre primary Levels of the Education System in Nigeria. Development & Establishment of Leadership Quality Profile (LQP) and Advocacy to Continuous Multi-approach Professional/ Leadership Development Programs for all local education officers should be made across the geopolitical zones in the country.

Positive School-PTA/Community Relations should be enhanced in all area residents of the primary and pre primary schools. Quality Education Equation for Excellence (QEEE) should be considered and intensified. Quality control context should be a measuring stick by employing the (Leadership + Inputs + Process = Quality) equation. Lastly Excellent Student Outputs/Outcomes should be the yardstick and crux of general concern. Effective utilization of college of education to produce massively full baked NCE graduates in various fields' education technologies and computer education most importantly (King, 1999).

Malaysia and Nigeria shared similar primary education system with their grand colonial mother Britain. So, education is just one of the many stages in the process of nation building hence, whatever discussion there should be made from the point of view of the other systems. The nature of education is such that the consequences of whatever knock it receives may take several years to manifest. Education is a life-long activity;

the fact that one has left school does not imply that one has stopped learning. So, where is Nigeria going (Awosika, 2001) what exactly has gone amiss with education in Nigeria? Who, when, and under what circumstances has the rudder been rudely uprooted from the ship of Nigeria's system of education? (Akinyode, 2009) further studies could work on that.

REFERENCES

- Abdullahi S. A. (2007). Education and Democracy in Nigeria: Vision 2020. Retrieved 10th April 2009 From <http://www.nigeriansinamerica.com/articles/1465/1/Education-and-Democracy-in-Nigeria-Vision-2020/Page1.html>
- Ajao W. (2008):Nigeria: National Policy On Education (NPE) Suffers Poor Implementation
- Akinyode S. (2009). *The Hope for Education in Nigeria by 2020: A Reaction to Sadiq A. Abdullahi*. Retrieved From <http://www.nigeriansinamerica.com/articles/1465/1/Education-and-Democracy-in-Nigeria-Vision-2020/Page1.html>
- Anya, A. O. (2001). "The dreams, vision and myth of Nigerian reality" The Guardian Online, June 19, 2001
- Awosika, Kofo. "Destination unknown," The Guardian Online, July 5, 2001
- Burton, B. (2002). Nigerian Universities Start to Recover From Years of Violence, Corruption, and Neglect. *The Chronicle of Higher Education*, February 1, 2002, A40-A42.
- David A. O. & Olabanji E. O. (2008). A Critical Review of Management of Primary Education in Nigeria. *Journal of African and America studies*. Retrieved from <https://ojcs.siue.edu/ojs/index.php/ijaaas/article/viewFile/103/163>
- Encarta Encyclopedia, (2009). *Nigeria facts and figures 2009*. Microsoft Corporation.
- FGN /NPE. (2004 revised). *National Policy on Education*. Federal Government of Nigeria. Government press.
- Ibrahim, A., Mohd H., Norazlin M., Farah, N. A., Sazilah, S., Rusnida R., Shahrul B., et al (2007). *Information and Communication technology*. Based on SPM Syllabus. Venton. Selangor.
- King, J. E (1999). "Financing a College Education: How It Works, How It's Changing", Lagos. Oryx Press.
- Leadership news paper retrieved 2014 from www.leadership.ng/news/381991/ubec-decries-high-rate-unqualified-teachers
- Michael, U.C. E. (2004). Pre-Primary Education in Nigeria: Policy Implementation and Problems. MOE portal (2009). National education system chart. Retrieved from <http://www.tayang.php?laman=utama&unit=utama&bhs=en>
- Personal blog. *Education in Malaysia* (2006). retrieved from. <http://educationmalaysia.blogspot.com/>
- Odia L. O. and Omofonmwan S.I (2007). Educational System in Nigeria Problems and Prospects. *Kamla-Raj 2007 J. Soc. Sci.*, 14(1): 81-86
- Sam O. and Olisa E. (2001). "Half-baked teachers bane of education woes;" The Vanguard Online, July 1, 2001.
- Suleiman A. A., (2010). OLPC XO computer and digital divide in Nigeria: a paradigm shift in primary education. *ICOQSA Conference Proceedings 2010*, 2 – 4 November, Penang, Malaysia.
- Suleiman. A. A., (2009). Bridging the digital divide with XO OLPC or digital hegemony? *An international conference on Education for All*. Organized by UNICEF and University Malaya Malaysia. September, 2009.
- Umar, B. and Iyefu Adoba, (2001): "Senate Passes UBE Bill" ThisDay, 12/6/01 UNDP, Malaysia, (2005). *Malaysia achieving the Millennium Development Goals*, UNDP, Malaysia, 2005, p. 69.
- UNESCO (2009). *Early Childhood Care and Education*. Retrieved From <http://www.unesco.org/en/early-childhood>
- UNESCO (2009b). *Country reports Malaysia*. Retrieved from http://www.unesco.org/education/wef/countryreports/malaysia/rapport_2.html
- UNICEF, (2006). A focused situation analysis of children in Malaysia, *Government of Malaysia and UNICEF*, 2006, p. 19.
- Universiti Kebangsaan Malaysia, (2002). "Analysis of factors contributing to the school dropout problem in Sarawak.: *Workshop on School Dropouts in Sarawak*, January 2002.
- Vernor Muñoz Villalobos (2007). Mission To Malaysia: *Promotion And Protection Of All Human Rights, Civil, Political, Economic, Social And Cultural Rights, Including The Right To Development*: UN General Assembly Report of the Special Rapporteur on the right to education,
- Victor Dike, (2002). Democracy and Political Life in Nigeria In Enwere Dike, (2002): Democracy and Political Life in Nigeria. [Zaria: Ahmadu Bello University Press, Zaria.
- Wikipedia (2009). Education in Malaysia. Retrieved from http://en.wikipedia.org/wiki/Ministry_of_Education_%28Malaysia%29
- Wikipedia, (2009). Education in Nigeria. Retrieved from http://en.wikipedia.org/wiki/Education_in_Nigeria.htm#Primary_school
- William, Alabi, (2001). Unending Feud between Government and ASSU, The Guardian on-line, Dec 9, 2001

- Yaacob Wan (2007). Malaysia Education Winning in The Global Race. At the *11th Malaysian education summit* (16th–17th April 2007)
- World Factbook CIA, (2011). *About Nigeria*. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/ni.html>
- World Statistics. (2011). *World Internet Usage*. Retrieved from <http://www.Internetworldstats.com/stats.htm>

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

