

**QUALITATIVE EDUCATION AS AN  
INSTRUMENT FOR SUSTAINABLE  
DEVELOPMENT IN AKWA IBOM STATE**

**BY**

**PROF. COMFORT EKPO  
DIRECTOR, INSTITUTE OF EDUCATION  
UNIVERSITY OF UYO, UYO**

**A PAPER PRESENTED AT THE  
2ND IBOM PEOPLE'S WORLD SUMMIT;**

**"THE TRANSFORMATION OF AKWA IBOM STATE  
INTO A LAND OF EQUITY, OPPORTUNITIES  
AND FULFILLMENT"**

**HELD IN IBOM HALL, UYO 6TH-9TH  
SEPTEMBER, 2006.**

# **QUALITATIVE EDUCATION AS AN INSTRUMENT FOR SUSTAINABLE DEVELOPMENT IN AKWA IBOM STATE.**

## **INTRODUCTION**

I thank the organizers of this summit for their thoughtfulness and initiative in hosting this conference. It is very timely and the theme for this year is quite relevant to the developmental aspiration of contemporary Akwa Ibom State. There has been of late a consistent cry by education stakeholders in the nation and among Akwa Ibom indigenes to see the state transformed into a prosperous, highly educated and technologically driven one. Few months ago, our able, dynamic and visionary governor, Arc. (Obong) Victor Attah pulled together great minds in education and other stakeholders in the state's education industry for a lively interaction at the Akwa Ibom education summit. This forum to my mind is complementary to the summit. I therefore consider it a singular privilege to be invited to contribute to the ongoing interactions for qualitative education in the state.

The development of any nation depends to a large extent on the quality of education it provides to its citizens. The value placed on education globally is inestimable and the provision of quality input to the systems the only assurance for quality output. A high quality education provides the recipients personal fulfilment, better social skill and a more diverse employment opportunities. A poor quality education on the contrary is a bane of any society. It produces certificate holders who are unemployable and frustrated youths who are restive and vulnerable to clandestine activities. Great nations of the world do not toy with their education. Little wonder why the British Prime Minister, Tony Blair when he assumed office gave as his main policy thrust, **“Education! Education and Education”**. Similarly, education in Nigeria is regarded as an instrument “par excellence” for effecting national development (at least in principle as evidenced in the national policy on education (FRN, 2004). However, it is worth noting that the quality of education should be viewed over a continuum of all teaching and learning events. This paper attempts to give our yesterday's educational heritage, today's efforts and defines tomorrow's expectations discussing extensively the determinants of quality in education.

## **THE CONCEPT OF EDUCATION AND OUR YESTERDAY'S EDUCATIONAL HERITAGE.**

The concept education is quite elusive and difficult to pin down to any single definition. From available literature, it has been defined in various ways and all definitions differ in length, character and degree of definiteness.

Etymologically, the word “Education” is derived from the Latin word ‘educere’ meaning **to lead out** but a second school of thought denied this fact and rather observed that it is from educare which means to form or train or bring up (Schofield, 1981). That means there should be some training and mentoring in education.

Whatever the root of the word, it has characteristics of developing inert potentials in individuals for utilization. Education is occasionally seen as a process of instruction or training by which people generally learn to develop and use their mental, moral and physical powers, (Ekpo, 1998). The 1991 UNESCO, World Education Report looks at the concept in its broadest possible sense. In it the concept includes (but transcends) mere schooling and is seen as an articulation of informal opportunities for self-improvement, non-formal structures for the inculcation and sustenance of basic and post-basic life skills, and formal systems for the awakening and continuous development of the human potential (Obanya, 2004). Perhaps the most effective way to define education is to see it in relation to one’s culture and society. Thus, one could consider education as the total processes involved in developing human ability and behaviour and as a systematic social process of acquiring knowledge. There are two schools of thought as regards the scope and use of the concept. To some, education is widely seen as an exposure which should make an educated man, a know-all-individual, while to some it is seen narrowly as a training to equip an individual for a vocation. This last view is probably what some Nigerians perceive education to be hence the “national craze for certificate at all cost”. The link between education and development in Nigeria has always been entrenched in the citizenry’s consciousness. Such knowledge informed the Federal government’s decision to spell out in clear and unequivocal terms the philosophy and objectives that underlie its investment in education after various experiments on education for the nation. For instance, the indigenous education was quite functional and its curriculum was based on the socio-economic needs of the recipients. The system of education then had a close link with the social life of the people and it followed a progressive development which conformed with the successive mental development of the learners. There was no unemployed graduate with that system because mentoring and apprenticeship were the key strategies used.

In the same spirit of educating the young ones for societal needs, the colonial administrators who laid the foundation for formal education in Nigeria had as their policy, “To train the more promising boys from the village schools as teachers for those schools and as clerks for the local native courts”. The content and methodology used were well focused. The output/result were commendable, primary six graduates were able to read and write both in English and local dialect. These were our educational heritage. Little wonder why most men from this part of the country were either civil servants or

teachers and the women were home economic teachers or nurses. Taking a cursory look at these two systems of education, one can emphatically say that neither the indigenous education however functional and relevant nor the colonial formal system of education was able to meet the societal or developmental needs of Akwa Ibomites and sustain same.

## **EDUCATION SECTOR AND TODAY'S EFFORTS**

In consonance with the realities of the Nigerian nation, there was a need to clarify its educational policy after the 1960 national curriculum conference. Since then this all important and well-articulated document (the national policy on education) has gone through four cosmetic revisions in 1977, 1981, 1998 and 2004. That by itself shows vividly that the education system is not satisfactory, Kolo (2005) gave the hallmarks of the present day primary and secondary schools as follows: "Overcrowded classroom with falling ceilings, blown-off roof tops, dangerously hanging windows, near lack of toilets, tattered furniture and in most cases no furniture at all". Kolo's description of a school scene is similar to what Ayu, a onetime honourable Minister of Education observed during a state tour. He said "Down in Enugu and Abia states, we encountered a very strange phenomenon. We observed fourteen classes holding simultaneously in one open hall, with two teachers sharing one blackboard", (Ayo, 1994, 6). It is no exaggeration to say that the picture painted by Kolo in the North and Ayu in the East is what one sees in Akwa Ibom state today, albeit with few rehabilitated buildings here and there in primary schools. Parents in Akwa Ibom who are increasingly demanding for better deals for their wards admit issues like inadequate funding, empty classrooms, poor infrastructural facilities, inefficiency within the schools measured by high dropout rates, infrequent policy changes breeding universal schooling, illiterate unemployable graduates, poorly trained and insufficient teachers coupled with societal extrinsic influences like cultism, drug abuse, examination malpractices (expo, impersonation, massaging of scores, sleeping and sorting for scores etc.), violent, aggressiveness and negative speaking into the womb of progress and development. Some intervening initiatives that are top-down are however infrequently injected into the system. But how effective have these initiatives been? If not, why not? No one is in a position to say as they are also frequently phased out without proper evaluation.

Education is central to every development and any reform initiative should be holistic for optimal result. Strategically, every reform initiative should be carried out after careful problem identification. This probably explains why both the Federal and State Governments and some donor agencies have spent much on education without significant success. Rather, as Ndagi (2003) observed, education sector has remained in the quagmire and has been on a nose dive in the past one decade in terms of quality, standards, facilities,

infrastructure, personnel and all that is required to make the system and instrument par excellence for sustainable development.

In highlighting the fundamental problems afflicting the education sector, Kolo (2005) specifically noted:

- Issues of collective guilt of trivialization of the value and relevance of education;
- Lack of political will and commitment by government;
- Funding and underfunding factors;
- The lacuna of a dynamic and appropriate curriculum; and
- A static teacher education system.

He rightly observed thereafter that most other problems such as dilapidated infrastructure, inadequacy of teaching and learning facilities, politicization of the creation of access and opportunities, cultism, exam malpractices, etc all stem largely from the five listed fundamental issues.

The issue of providing qualitative education therefore hinges on addressing these fundamental problems honestly and holistically, not a “fire brigade” interventions which have characterized our so called educational reforms or interventions.

## **QUALITATIVE EDUCATION: OUR TOMORROW’S EXPECTATION AND DESIRE**

The concept of quantitative education as applicable in this paper is a system that is capable of providing the widest opportunities to every learner to grow and develop his or her potentialities to the highest possible level. It takes cognisance of all learning exposures available to the learner. Such an educational system does not start with formal schooling and ends there. It transcends mere attendance at school. It is a continuous development of the human potential in school, in-between schooling and out of school. Qualitative education is not synonymous with university education. Such a system must be adequately provided with teaching and learning resources in schools, job opportunities and be backed up with effective and efficient management structures.

Agun (1993) in considering the issues of qualitative education observed that hardly can anyone discuss the quality of education without necessarily focusing on input and output components because education is an enterprise that is concerned with production. The input components refer to what one feeds into the production system. In educational system, these are the resources and services supplied to the system to induce positive and qualitative changes in the behaviour of those exposed to that education. Since the quality of the output from any production process depends on a very large extent on the quality of

input, the desired qualitative education can only be obtained when the quality of the input components are kept high.

## **STRATEGIC QUALITY INPUT**

Three major inputs are sine qua non for qualitative education and these are:

- Human and material resources,
- Services components, and
- Quality control mechanism.

### **Human Resources: The General Public**

The entire state needs value reorientation. The public has unwittingly changed the value system from what it used to be. Some Nigerians have so trivialized education and placed undue premium on certificate only, thereby allowing examination malpractices and mediocrity to endanger the sanctity of the certificates issued in many Nigerian institutions of learning. Thus, war against examination malpractices even if it appears to be herculean task must occupy a top position in any effort to provide qualitative education.

All schools tagged, “special centres” should be closed down immediately and the head teachers of such schools relieved of their posts. It is worth stressing that while continuing to ensure access and enhance opportunities, education sector is not where mediocrity should be condoned. By pretending not to know the heads and operators of such special examination centres or marketers of examination questions is condoning the evil. The task requires collective efforts of parents, teachers and government.

### **Human Resources: The Students**

Every child is unique and every child has something to offer. Paradoxically, pupils and students may be considered as both input and output in the system, input because of the background experiences they bring into the teaching – learning events and output because they are the products. For instance, admission of poor quality, untrainable students who bought JAMB admission is feeding the system with rubbish and the product will be rubbish (Rubbish in, Rubbish out (RIRO)), or admitting into the initial teacher’s training programmes, student-teachers with low self-esteem and dominated by fear of failure as is often done to meet quota for education programmes will definitely end in low quality products. Highly motivated learners are very crucial to the advancement of knowledge, they are the hub of education wheels. Thus, good career

counselling and guidance must be put in place to avoid wastage and frustration as a result of admitting the wrong students into the school system.

### **Human Resources: The facilitators –Teachers**

Teachers as the facilitators of learning are key components for development and they are crucial in providing qualitative education. The European Commission Policy paper on Education and Training 2010 refers to teachers as the key players in the way education systems evolve and in the implementation of the reforms, (Europa, 2005). In Nigeria, the national policy on education has clearly emphasized this fact in section 8, No 70. It reads; “since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis”, (FRN, 2004, p. 30).

Thus, when teacher education is not given due attention, the government in effect is setting a low standard for its products. When residue from “JAMB screening board”, individuals who could not get into medicine, law, pharmacy, accounting, or engineering are admitted into the teaching profession, the system is encouraging the use of intellectually and socially incapacitated individuals to facilitate learning. In effect, “fools” are recruited to train our future scientists, lawyers, architects, engineers etc. It was never so in the past.

Besides, with sporadic in-service provision as the system offers, the teachers lack the academic depth and professional pedagogical touch to sustain any development. The selection and recruitment for any profession is also crucial to the attainment of its goal. The recruited student – teachers should show evidence of commitment, intelligence, empathy, patience, courage which are all attributes of a good teacher. These have not been visible due to the recruitment procedure used. An encouraging twist to the recruitment process now is the recently adopted post JAMB screening exercise by some training institutions which hopefully if sustained, will bring some quality into the system.

Above all, this one-shot-Initial Teacher Training (ITT) is not enough to produce teachers who are competent enough to facilitate qualitative learning. Teachers need systematically run Continuing Professional Development (CPD). The Executive Director of the National Teachers’ Institute (NTI), Dr. Moddibo Mohammed observed very objectively that;

*There are very few and irregularly organized in-service training workshops or seminars that aimed at enhancing teachers' knowledge and skills... .. most teachers never have the opportunity to improve their knowledge of the subject*

*matter they teach and most importantly to improve their practical skills for the implementation of the curricular, (Mamah, 2005 in Vanguard).*

A teacher's work and the society he lives in are changing so there is need for a more research – oriented approach to his teaching. There are relevant literature to sustain the argument for the use of active collaborative learning strategies in teachers 'CPD (Wenger, 1998; Engestrom, 2001; Craft, 2001). Every teacher is working in a condition in which continuous change, cultural dispersion and increasing diversities in all areas of life are typical features. Teachers should therefore adopt open minded approach to their work; have some knowledge in different disciplines required in their work. Above all, they should have their own experiences of knowledge creation and see themselves beyond being dispensers of knowledge to being active creations of knowledge.

Teachers' status ought to be increased in the society. Teachers are among the most ridiculed and easily castigated by both the society and government. When funding situation is poor, it is the teachers' salary and allowances that will not be paid. Such tendencies in the past pushed teachers into various non-academic moonlighting activities as reported by Dike (2002) thereby neglecting to carry out their instructional functions. Nieme (2004) proposed the adoption of high entrance requirements to teacher education as a strategy to raise teachers' status. In his opinion, the higher the requirement is the more attractive the profession will be and in the long run, he maintains that lack of teachers can never be remedied by lowering standard. Let the teachers define their status and the public will be guided on what to call them -traders or teachers?, the choice is theirs.

## **MATERIAL RESOURCES COMPONENT**

Material resources are essential in all teaching and learning events. They do play active roles in the transfer of knowledge and in the provision of different types of motivation to the learners. A competently trained teacher needs learning resources to be effective in performing his instructional function. When they do use them, diverse teaching and learning approaches, which would have otherwise been impossible, will be introduced and learners will be confident in themselves.

In reality, of all the problems that plague education in this state, the most intractable of them all is the death of relevant learning resources and inadequate physical facilities. It is common scenes to see overcrowded classrooms with falling ceilings, blown off roof tops, dangerously hanging windows, tattered furniture and in most cases no furniture. Some schools even lack facilities for student and staff convenience. Despite all the noise about various intervention projects by UNICEF, EFA, World Bank, etc, majority of classrooms in primary

and secondary schools in this state are still bereft of essential learning resources and infrastructure facilities. There has been a major trend in media technology which can have a tremendous impact on the teaching and learning processes if schools were positioned to utilize them. Resources sharing and networking is another recent innovative strategies in the application of educational technology to curricular needs. The strategy encourages rapid and direct exchange of ideas, information materials, personnel and services between the corporating institutions. With the development of virtual reality and library, more teaching and learning resources could be made available for teachers' and students' use if they were computer literate and had the facilities within reach.

## **SERVICES COMPONENT**

A greater part of Nigerian leadership has failed to see the link between quality education and national development. As a result, education at all levels is not accorded the required priority attention to make the system desirable, functional and impactful on the society, (Balkie, 2002). The service component as input to educational sector aims at facilitating the implementation of the well-articulated policy goals and the promotion of effectiveness of the system. In practice, lip service is frequently paid to the provision of libraries, (the training of librarians, library attendants, assistants, technologists who will provide various library and information services), and information and communication technology (ICT) facilities as spelt out in the national policy. Section 11, item 102 of the policy reads;

*A network of educational services centres in Nigeria (NESCO) shall be set up to promote a forum for exchange of ideas on the development and use of innovative materials for improvement of education. All states' Teachers Resources Centres, Universities, Institutes of Education, and other professional bodies shall belong to the network of Information and Communication Technology (ICT) (FRN, 2004, p. 54).*

In 1993, this writer proposed a model for sustainable media development and use for schools in Akwa Ibom State. Surprisingly, while pressure was on the ministry to improve the existing Educational Resources Centre then, the facility was taken over by the Ministry of Science and Technology for its nucleus office. This policy statement has only just been reviewed to show its relevance in this contemporary Nigeria, yet in Akwa Ibom State the already existing structure for media services (ERC) which has the envy of most states in the 80s and 90s has been dismantled. Though there are nine (9) pilot ICT centres in the state, we still need ERC. Similarly, very few public primary and secondary schools in this state have standard functional libraries or school library

resources centres. To achieve a qualitative education, a book policy of providing all pupils with core textbooks should be operated. Book boxes provided in selected favoured schools is most inadequate to develop and sustain the reading culture in children. Progressive projects like the Vacation Reading Tent (VRT) initiated by the Reading Association of Nigeria (RAN), Jolly Phonics by the Institute of Education in collaboration with Stepping Stone Nigeria, should be encouraged and expended. Cyber – cafés are available in all strategic locations of this state and majority of the users are youths of upper primary and secondary school age. The students learning needs have changed from being taught to being guided and the learning strategies and resource provisions should likewise change. Schools in this generation should also be in position to empower the learners to make them more responsible for their learning. Students who perceive learning as their responsibilities explore, make discoveries and enhance community development.

## **QUALITY CONTROL MECHANISM**

Quality control mechanism is a major input required for qualitative education system that is expected to be instrument of development. It is accepted in the state (at least in principle) that education is a framework for expansion and development. To ensure uniform standard in resource provision and use, management patterns and quality of instructional activities in school, regular inspection and continuous supervision must be built into the system. Abolition of entrance examinations into JSS while the proposed comprehensive schools are yet to be fully developed in primary schools is to say the least, very retrogressive. The 100% transition from primary to junior secondary without any examination which was the impetus for hard work would militate against the quality of education offered. The continuous assessment effort is very sporadic and learners actual output cannot be assessed.

The success of any system of education hinges on proper planning, efficient administration and adequate financing. Education is an expensive social service which requires adequate financial provision from all tiers of government for its successful implementation. For government to promise a free and compulsory basic education without adequate financial backing, is trivializing an important agent of development. Without Government's will power to improve the quality of education, the various bodies set up to control the quality of education will merely be wasting time and resources even if they were empowered to act. Presently, every Ministry of Education at the Federal, State and Local Educational Authority has established inspectorate division which is expected to operate as an autonomous body supervised by the appropriate heads – Minister of Education, Commissioner or Director. In tertiary institutions, there is the nationally monitored accreditation system for some professional programmes –

the National Commission for Colleges of Education, the National Universities Commission etc. Looking at the above machinery, one may be tempted to conclude that there is an effective control of Nigerian educational system. In practice, this is far from being the case. Some of the bodies are “toothless dogs”, they just provide advisory services, while some are inhibited from functioning due to poor funding and bureaucracy.

## **CONCLUSION**

It is a truism that education is fundamental to enhancement of the quality of human life. It ensures social, political and economic progress of a nation. In the same vein, qualitative education is the instrument for sustainable development. Akwa Ibom State has achieved a “universal schooling “which is yet to be made compulsory. It is worth noting that qualitative education does not mean universal schooling. For the former deals with quality and the later with number. An educational system that is capable of impacting on the state has to be a qualitative one. For Akwa Ibom State to be transformed into a prosperous highly educated, technologically driven, politically and socially developed and economically buoyant, the instrument of education must be reformed. A successful qualitative reform is holistic; it requires a very strong leading role by all tiers of the government and a robust long-term vision for quality education.

Periodic cosmetic revision of the national policy on education is good but not a panacea for qualitative education. Changes of nomenclature of the administrative structure like SPEB and SUBEB carries no magic wand on the education system. A top-to-bottom approach of requisition and procurement of school equipment and learning resources are merely widening opportunities for the rich and political allies to get contracts. It does not often contribute to attainment of qualitative education because often times the schools’ specific needs are not known. Ad-hoc approach to educational reforms is not the answer either. There is need for a realistic revolutionary approach to the educational problems and challenges highlighted in this paper by the entire state. Undue emphasis should not be placed solely on paper qualification because acquisition of certificates without requisite skill and mastery is useless. One of the challenges in employment in the developed countries is the emphasis on cross-training, a situation whereby workers have more versatility and can cross over from one job to another. Such skills are acquired not in schools only but in-between-schooling and out-of-school. In Akwa Ibom State, opportunities abound for the teeming population in search of education to have such exposure but the existing education policy is not enforced and the environment is not enabling enough. The pre-vocational aspect of the secondary education is haphazardly implemented. The inclusion of technical, commercial and other vocational courses in the secondary school curriculum was to ensure that the

senior secondary school graduates would be immediately employable on graduation.

Unfortunately, the 6-3-3-4 system is not effectively managed to achieve noble aim. The result is frustration, wastage and failure to meet stipulated objectives. The expanded primary level from six (6) to nine (9) years will still be meaningless except properly managed. Akwa Ibom State needs a realistic revolutionary approach to reposition its educational system. There should be no "sacred cow" in the disciplinary and corrective measures in the effort to provide quality education. All non-performing staff in the system should be encouraged to retire or resign their appointment if found wanting. School-based-supervision where the head teachers and principals are empowered to monitor all teaching events on a daily basis should be restored. Heads of school should operate *impresit* for daily administration. Regular school inspection and documentation of reports by the inspectorate division should be resumed.

The Orchestrated National Policy on education should be taken only as a broad national guide while each state should be autonomous in the detail implementation regarding the actual course contents, administrative pattern (Board or not) and the number of years a pupil should spend in each segment of the present scheme. This proposition could be viewed to be similar to the discretion given to states to operate either presidential or parliamentary administration at the local government level.

Now that the State Government has handed over schools to Mission proprietors, the challenges facing them is to restore academic excellence, moral uprightness and other virtues preached in their assemblies to the pupils in their schools. Without this continuity, their reformation mission will be incomplete.

Finally, parents and the reading public of Akwa Ibom State, note the admonition of St. Paul to the youth;

Study and be eager and do your utmost to present yourself to God approved, a workman who has no cause to be ashamed, correctly analysing and accurately dividing the word of Truth. (2 Timothy 2:15).

Let the parents and teachers support their wards to study, let the three tier government give the citizens the enabling environments, provide the funding and leave the administration to capable hands and let students sit up to search for knowledge and how to use same, then Akwa Ibom shall have a sustainable development.

Thank you for listening.

## REFERENCES

- Agun, I. (1993), *Resource Management in Qualitative Education and Educational Technology*. A paper presented at the 1993 Annual convention of NAEMT held at Uyo, Akwa Ibom State, November 10th-13th.
- Ayu, I. (1994), *New Directions in Nigerian Education in Education Today*. Quarterly Journal of the Federal Ministry of Education 2 (1) 3-16.
- Baikie, A. (2002), *Recurrent Issues in Nigerian Education*. Zaria: Tamaza.
- Craft, A. (2004), *Continuing Professional Development: A practical guide for teachers and schools*. 2<sup>nd</sup> ed. London: Rutledge Farmer.
- Dike, V. (2002), *The State of Education in Nigeria and the Health of the Nation*. African Economic Analysis. Available online at; [www.afbis.com/analysis/education/0204234737](http://www.afbis.com/analysis/education/0204234737), htm (Accessed 20th Nov., 2005).
- Ekpo, C. (1998), *Education and Training for Self-employment in the Twenty-First Century*. AJEIMA (1) 116-124.
- Ekpo, C. (2005), *Implementation of Universal Basic Education Programme in Nigeria: Focused on Teacher Education Programme*. A lead Paper presented at a Two Day Workshop on Transition from State Primary Education Board (SPEB) To State Universal Basic Education Board (SUBEB): Challenges and Opportunities; organized by the KDD Concept and Resources in collaboration with Abia State UBEB. 3rd-4th August.
- Engestrom, Y. (2004), *Expansive Learning at Work; Toward an Activity Theoretical Reconceptualization*. Journal of Education and Work 14 (1), 133-156.
- Europa (2005), *Common European Principles for Teachers' Competences and Qualifications*. Available online at; Accessed on 13th October, 2005.
- Kolo, I. A. (2005), *Towards A Reforms Agenda for the Education Sector in Nigeria: The Revamping Strategy*. Lecture series 4. Minna: Niger State College of Education.

- Mamah, E. (2005), *NTI Boss Bemoans Situation of Education in Nigeria*. Vanguard Newspaper of Nov. 7, 2005. Available online at; <http://www.vanguardngr.com> (Accessed on 7th November, 2005).
- Ndagi, J. (2003), *Higher Education in Niger State Yesterday, Today and Tomorrow*. In G. A. Shituabe and I. A. Kolo (Eds) *Higher Education Repositioning in Nigeria: Restoration strategy*: Minna, Niger State College of Education, pp 5-17.
- Niemi, H. (2005), *Evidenced – Based Teacher Education Investment for the Future*. Workshop paper in European testing conference on the Common European Principles for the Competencies and Qualification for Teachers. Available online (Accessed on 25th October, 2005).
- FRN, (2004), *National Policy on Education*, Lagos: NERDC press.
- Obanya, Pai (2004), *The Dilemma of Education in Africa*. Ibadan, Heinemann Educational Books (Nig) Plc.
- Schofield, (1981), *The Philosophy of Education*. An introduction. London: Unwin Education Books.
- Wengers, E. (1998), *Communities of Practice*. Cambridge; University Press.