

EDUCATION AND CONTEMPORARY CHALLENGES IN NIGERIA

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PREFACE

The need for information on current challenges besetting the Nigerian educational system and experts' proffered solutions to such challenges prompted the execution of this book project by the Department of Educational Foundations, Faculty of Education, University of Benin. The book was written to provide policy makers, stakeholders and the general public with reliable and up-to-date information on challenges facing the Nigerian educational system, hence the title: **Education and Contemporary Challenges in Nigeria**.

The book is made up of four sections of thirty-five (35) chapters. While Section 1 is focused on education and the challenges of covid-19 pandemic, Section 2 is focused on education, entrepreneurship and the challenges of unemployment, Section 3 is focused on education, Information and Communications Technology (ICT) and Section 4 is focused on education, gender and other issues. The titles of the chapters of the book and the authors are listed below according to the various sections where they are accommodated:

Section 1: Lesson Planning, Delivery and Effective Classroom Management in the Pre-COVID -19 and COVID -19 Eras: The Case of English Language by *Johnson Ojeka Ebibi (PhD), Victoria N. Bako & Philip I. Ogoh*; Praxis of Computer-Based Teaching and Learning of History during Pandemic in Nigeria by *Yusuf Danladi Mohammed & Magaji Shehu*; Principals' Effective Utilization of Emerging Computer Technologies for Innovations in School Adimistration in the Era of Covid-19 Pandemic in Anambra State by *Ifeyinwa F. Manafa (PhD)*; Online Learning and the Covid-19 Pandemic: An Exposition of the Challenges on Nigerian Students by *Bellarmino Nneji and Confidence Nneji*; Evaluating the Influnce of Covid-19 Pandemic on Adult Participation in Learning in Oshimili South Local Government Area Of Delta State, Nigeria by *ONAJITE F.O & OBIRE Ige Veronica*; Challenges of Covid-19 Pandemic on Nigeria's Education Sector by *Rev. Justice S.O. Tonwe (PhD) & Mrs. U. A. C. Tonwe (PhD)*; The Challenges of Covid-19 Pandemic on Effective School Management in Nigerian Educational System by *Ezugoh, Theodorah Chinelo (Ph.D) & Akudo, Florence Ukamaka (PhD)*; Creating Awareness During the Pandemic Period Through Adult Education Programmes in Nigeria by *Ezugoh, Theodorah Chinelo (PhD), Nworie, Gladys Obiageli (Mrs) & Okoye, Perpetua Ukamaka (Mrs)*; Pedagogical Exploits During Covid-19 Pandemic in Nigeria: Practice, Problems And Prospects by *Nyorere, Ogho Ifeanyi (PhD), JAMES, Idopise Okon & B.O. OMATSEYE (PhD)*.

Section 2: Employability Skills in Technical and Vocational Education for Poverty Alleviation in a Depressed Economy by *Egbita Ugbalu Attaochu (PhD) & Hassan Abdullahi Muhammad (PhD)*; Non- Formal Entrepreneurial Education: A Case Study of Water Hawkers Business in Kankiya Local Government Area of Katsina State, Nigeria by *Nuruddeen Lawal, Aminu Yusu & Moukhtar Muhammad Idris*; Education and the Challenges of Unemployment by *Osamiro Osagiobare Emmanuel (PhD) & Omoregie Osakpolor Endurance*; Development of Employability Skills Among Graduates

Through Entrepreneurship Education by *Joan Nike Ada (PhD) & Undeshi Celsus A. (PhD)*; The Niche of Science, Technology Education and Employability Skills as Panacea for Unemployment in Nigeria by *Clement Majebi Dania (PhD) & Samuel Ofuje Dania*; Job Satisfaction and Employees' Motivation: An Overview by *Samuel Alfayo Boh (PhD)*; Improving Secondary School Students' Employability Skills Through Entrepreneurship Education by *Adesina Omolara Adeola, Professor Onuh, Uchenna Becky & Umeozor, Uzonna Juliana (PhD)*; Pragmatic and Skill-Based Education: A Solution to Unemployment in Nigeria by *Innocent-Ene, Eunice Oluchi & Lawrence Segun Ekun (PhD)*; The 34 Trade Subjects and Entrepreneurial Skills: Prospects and Challenges of Implementation by *Binta Lawal Bagiwa (PhD)*.

Section 3: The Praxis of Six Questions: Can E-Learning Give Teacher Trainees Good Foundation in Education Courses in the Nigerian Colleges of Education? by *EKPO Iniobong Godwin (PhD), MOMODU Benedicta Ehi & EKPO Ndifrekeabasi Iniobong*; Utilization of Information and Communication Technology (ICT) in Secondary School Management by *Ajuzie, Ndubuisi Ebeniza (PhD) & Chukwu Shedrack Ogbogu (JP)* by Investigation into the Effectiveness of Computer Assisted Peer Discussion (CAPD) Strategy in the Acquisition of Skills of Apicultural Practice by *GIWA, Oluwale Olurotimi Najeem*

Section 4: Towards Resolving Ethical Dilemmas in Girl-Child Access to Education by *Rev. Fr. Emmanuel Ezulofo & Rev. Fr. Anslem Okafor*; The Place of Universities in the Fight Against Corruption in Nigeria by *Patricia Yahemba Iordye (PhD) & Terfa Jato*; Management of Conflict in Oil Producing Communities of Delta State: Implication for Peace Education by *Eniekedou Francis BONGA & Charity DAFIAGHOR*; Generating Friendly Learning Environment and Inclusive Education for Effective Basic Education in Nigeria by *Orji, Evelyn Ijeoma & Victor Ekwukoma*; Situating the Girl-Child Empowerment Through Equity in Education by *Drake Omonode and Festus Osaseri Enobhakare*; Implementation of Special Needs Education for Vision 2030: Challenges of Students with Hearing Impairment in the FCT, Abuja- Nigeria by *Isiaka, Tajudeen Onitada and Ejeh Sandra Okwundu (PhD)*; An Examination of the Integrated *Almajiri* Education as a Panacea to Addressing the Socio-Economic Challenges of Northwestern Nigeria by *Mustapha Hashim Kurfi (PhD) and Garba Zakari (PhD)*; Perspectives on School Children Abduction: A Threat to Access and Quality Education by *Abdul-Wahab Ibrahim (PhD)*; Models of Curriculum Evaluation in the 2^{1ST} Century by *Aisha Isa (PhD)*; Improving Access and Quality of Basic Education in the Border Areas of North-Western Nigeria by *Bello, Muhinat Bolanle (PhD)*; Contemporary Challenges in Educational Administration and Planning by *Omuya Ohunene Florence (PhD) & Bukky Keston (PhD)*; University Lecturers' Perception of Indiscipline Among University Students by *Victor Ekwukoma (PhD) & Simeon Ife Ekwukoma*; The Need for Effective Utilization of Educational Planners in Nigeria by *Oghomwen, M. Edeki (PhD) & Dorcas Orakpoweri, OSUERE* and Vulnerability of the

Followership in Nigeria: Implications for National Development by *U. I. Morrison*
(PhD).

The multi-authorship of this book, as seen above, is its major strength. It enjoyed the ideas, contributions and experiences of seasoned academics mostly from higher institutions of learning across the country. Unarguably, this book, **Education and Contemporary Challenges in Nigeria**, is a richly packaged collection of well researched and thought-provoking papers from veteran academics.

To all who contributed their knowledge and talents to the completion of this book, the editors express their heartfelt thanks. The Department of Educational Foundations, Faculty of Education, University of Benin is greatly appreciated for this indelible legacy.

...From the Editors
30 March, 2022

FOREWORD

Some of the greatest impacts of the COVID-19 pandemic are undoubtedly evident in the novel and evolutionary methods of education as well as in the socio-economic dynamics that witnessed a burgeoning of multiple online activities in virtually all countries of the world. The education sector for instance, witnessed expansions in existing conventional curricular through the exploration of new concepts and disciplines in addition to the application of highbred learning media and iconoclastic instructional materials.

Hitherto, the educational sector (especially in Nigeria) was characterized by a recycling of dated and trite ideas propagated through obsolete instructional media. The result, of course was the repetitive phenomenal ironically christened “contemporary issues” in a system that was obviously dogged by falling standards. There was, therefore, an urgent need for a review of the status quo through an evolutionary overhaul of both concepts and methods of “instructional materials application to sync with the emerging challenges of the new global milieu occasioned by the onset of the COVID-19 pandemic.

This need is what this book of readings: “Education and Contemporary Challenges in Nigeria” has come to address. The book features an array of insightful essays by seasoned scholars on topical issues in education and social realities during the pre COVID-19 era, the COVID-19 era as well as prognostications in the post COVID-19 era. The essays bordering on education dwell on a variety of issues within the context of policy implementation on Continuous Teachers’ Training, Girl-Child Education, Classroom Management, Ethical Issues, Information Communication Technology, Entrepreneurship, Computer-based Learning, Utilitarian Education, among others, the essays foreground the need for diversity in and durability of education instructional methods.

This book promises to be useful to all stakeholders in education, policy makers, institutions, academics, researchers and students. As such, I wholeheartedly commend the authors of this book which proffers solution to critical, topical and contemporary issues in education. The concise language of the book makes for easy reading and comprehension.

The team of Crème de la crème in educational sector who collaborated to publish this compendium calls to mind the saying of Late William J. Fulbright who admonished, “we must try, through education, to realize something new in the world by persuasion rather than by force, cooperatively rather than competitively, not for the purpose of gaining dominance for a nation or an ideology but for the purpose of helping every society develop its own concept of public decency and individual fulfillment.”

Reading this book will certainly elevate greenhorns in education from abyss of mediocrity and equally rejuvenate the minds of sophisticated educationists with new ideas. The authors left no stone unturned in keeping pace with standard and simplicity of language of the book. I sincerely congratulate them for the worthwhile efforts.

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&

Hassan Abdullahi Muhammad (PhD)

Introduction

The relevance of any educational programme is viewed as the suitability of that programme to meet the needs of the society such as making its graduate Skillful and functional in the world of work. The artisans, craft men, technicians and technologists are not left behind in the quest for relevance and survival in their chosen career. Technical and Vocational Education and Training (TVET) is an aspect of education that is considered as the heartbeat of technical manpower production. It plays a crucial role in providing the technical skilled work force needed in industries and self-employment. Therefore, no industries or factories can function without technical and vocational education.

Technical and Vocational education is defined as any form of education whose primary purpose is to prepare persons for employment in recognized occupation. Oladejo (2019) defined TVET as the type of training that provides its recipient with the competencies necessary to start and succeed in an occupation. In the same vein, Edokpolor and Owenvbiugie (2017) defined TVET as a programme for the acquisition of skills needed in the world of work to raise prospects for productive work, personal empowerment and socio-economic development, for sustainable livelihood in the speedily changing work milieu. Okoye and Arimonu (2016) stated that vocational education and training is the acquisition of skills and attitudes for gainful employment in a specific occupation or professional area. The role of Technical, Vocational Education and Training (TVET) in facilitating employment opportunities should not be neglected in Nigeria, as TVET has the potential to enhance job creation, wealth generation, poverty reduction and technological transformation.

This could help to prevent economic depression. A depressed economy can be defined as one in which economic activities of all types are operating at a lower level than is normal or expected. National Bureau of Economic Research –NBER (2001), described depression as a situation whereby there is a decline in the real GDP exceeding 10%, or as a recession lasting two years, it is an economy that fails to meet the basic requirement of its citizen, such as an economy with high level of unemployment rate, high level of poverty, low industrial capacity utilization, poor health and poor road network. Okatahi (2009) views economic depressed as a period of dismal or negative economic growth. Economic depression is usually characterized by high rate of unemployment, insecurity in the nation unemployment and poverty usually breed. As