



IMPACT OF INTEGRATED EDUCATION SYSTEM ON NATIONAL DEVELOPMENT

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Abstract

The main thrust of the study was to examine in depth integrated education system in Nigeria. Speculative, Prescriptive, Analytic and Dialectic philosophical modes of investigation were adopted alongside with the use of Key Informant Interview (KII) for the study. It was discovered by the study that the concept of integrated education system is polemical in nature and has been given varied, divergent and confusing interpretations. The researcher through the instruments of analysis was able to destroy wrong perceptions, interpretations, and inappropriate interpretation of integrated education system and presented the correct interpretation of integrated education system as the marrying together of all educational experiences such as the formal, informal and non formal education systems to produce one whole and integrated individual. It was found by the study that Nigeria's government has made tremendous efforts towards integrated education system but fail to set up a body for linking the three educational systems together. The study concluded that Integrated Education has enhanced economic development of the nation, led to the creation of immediate large -scale employment, reduction in rural-urban drifts, development of local technological base and conservation of foreign exchange It recommended the establishment of vocational training centres for all primary and secondary schools in the Nigerian communities nationwide. Local master craftsmen from within the communities are to be employed and paid by the government to teach their various skills to these pupil/students. Pupils/students in primary/secondary schools are to attend formal schools concurrently with vocational training for skill acquisition.

Key words: Integrated Education, National Development

Introduction

The yearning for educational quality, quantity and access has been the major concern of all countries around the globe with Nigeria not an exception. Although Nigeria has made some recent strides towards boosting coverage and standards in education, the existing European-style system is still characterized by 'poor quality; dilapidated infrastructure; lack of basic instructional materials and furniture; high rate of unqualified teachers; weak and under-resourced channels of decision making; and weak relationship between parents and schools (Rasheid, 2015). In addition to this, Research Gate reported with the breakdown

of the number of out- of-school children of primary school age from 2017 to 2023. According to the report, there were 10 million out of school children of school age in 2017 and 2018, 10.5 million in 2019 and 2020, 10 million in 2021 and 20 million in 2022 and 2023 (Almustapha, 2023). Almustapha attributed the causes of this development to poverty, ignorance, and gender inequality, religious and cultural influences. Almustapha also conducted a study in 2023 which confirmed the Research Gate report and added that the number of out of school children of school age majority are found in northern Nigeria, 65% are from Kebbi State, Bauchi and Zamfara 61% while



the lowest number of out of school children of school age are from Ekiti and Imo state with 1% each (Almustapha, 2023).

Unfortunately major educational concentration of nations over the years had been on the European- style system that is, formal education system. Formal education has however over the years been limited by the problem of access, problem of quality and quantity, and the problem of its meeting the felt needs and aspirations of societies (Jurgen, 2017). Jurgen pointed further that “our traditional system of formal education – with a teacher or a professor in front of a classroom of passive listeners, backed up with a blackboard and lots of chalk – is becoming increasingly unfit for purpose; today’s world needs so much more, especially in a fast-changing society with substantial technological advancements and unlimited global connectedness, and lifelong learning. On his part, (Bagudo A.A., 2018) accused formal education of producing jobless graduates who roam the streets of Nigeria in search of jobs which are not easy to come by, and that the education offered through the modern school system is well known to be most often divorced from the people’s needs, aspirations, and desired future life situations and opportunity, needs, aspirations, and desired future life situations and opportunity. He reported further that available evidences show that drop-outs and a good number of youths who graduate from the formal school system roam the streets in search of white collar jobs which they couldn’t find when they finish school.

The Jomtien Thailand educational convocation of 1990 provided a forum where nations of the world met to brainstorm on these problems. The outcome of the convocation strengthened the emphasis on “Education For All” (EFA) as a response to the problem of access, quantitative and qualitative education programmes were

conceived as measures to tackle the problem of quality and quantity, and a demand was equally made on nations to diversify their educational programmes beyond the formal education system, and to tailor such programmes into meeting the felt needs and aspirations of the society (<https://www.encyclopedia.com>).

Following suit, the Organization for Economic Co-operation and Development (OECD) undertook several studies on promoting the importance of lifelong learning and career development, a reality for reshaping learning to match the needs of the 21st century knowledge economy and open societies. Such international studies included the Identification, Assessment and Recognition of formal, informal and non formal learning, Transfer between formal, informal and non formal education and Making Learning Visible (Almustpha, 2023). The studies also submitted a report on the need for diversification and recognition of non formal and informal education as pivotal for lifelong learning.

Essentially, the outcome of the Jomtien Thailand convocation and the OECD reports as well as the criticisms labelled against formal education in its failures in meeting the felt needs and aspirations of the society served as propellants to nations to refocus their attention on other forms of education which had hitherto though in existence, been neglected and sacrificed for formal education system. This awareness subsequently exhumed a renewed interest and attention on the informal and non formal education and other educational systems. The examination of the advantages inherent especially in the three education systems (formal, informal and non formal) birthed the idea of their integration, and subsequently the springboard for integrated education system globally, and became an education policy, embedded in the National Policy of



Education in 1986 in Nigeria (Amruta, V. Apte, 2020).

What then is integrated education system all about? Bagudo describes integrated education system as the process by which all the diverse educational efforts in the nation such as the informal, non formal and formal educational platforms are compacted into relatively simple and permanent system, with the sole aim of moulding and producing one whole and integrated individual. It is the marrying together and utilising all educational experiences available to a nation for the purpose of moulding or producing a balanced individual. It entails that all educational efforts such as the informal, non formal, formal education, which are though varied in their functions, formations and institutionalizations to be summed up to cohere into producing a whole organism - a total human being (George, S.B, 2017).

Presently the idea of integrated education system has gone beyond the marriage of the three educational systems of formal, non formal and informal to alternative education, entrepreneurship and shadow education to all educational experiences available to a nation for the purpose of moulding or producing a balanced individual, well equipped to live meaningfully and successfully for himself and to the society in which he lives and belongs (Claudio, 1988).

Brief overview of Nigeria's educational system

A look at Nigeria's educational system reveals an array of three major (players) educational providers namely, the formal, informal and non formal educational systems respectively. The formal system according to Roslyn, (2012) corresponds to a systematic, organised education model, structured and administered according to a given set of laws and norms. It presents a rather rigid curriculum as regards objectives, content and

methodology. It is characterized by a contiguous education process which necessarily involves the teacher, the student and the institution. Education provided by nursery schools, primary, secondary and tertiary institutions such as the colleges of education, polytechnics, monotechnics and universities all fall under this category.

The informal educational system on the other hand is a general term for education that can occur outside of a structured curriculum. It is the African traditional education system which is closely intertwined with the daily life of the African people with the idea that children learnt what they lived. Claudio buttressed further that the philosophy of traditional African education suggests that one's education cannot be separated from the everyday life and the "curriculum" is thus considered a way of life with the ultimate goal being to create a complete individual, [and] a lifelong learner. Education received from local blacksmiths, fishermen, carvers of woods, skin tanners, farmers, hair dressers, tillers, potters, carpenters etc are mostly of informal nature.

The Non formal education is described as a relatively organized educational activity outside the existing formal system in order to meet the educational needs of a particular group / public that seeks clear learning objectives. It is organized, has curriculum and flexible time table with completion period based on the contact hours. The recipients are called learners and they are regarded as matured and experienced. Textbooks in this sector are called primers as they are specifically written for easy assimilation. The place of learning is called "center" and not schools and they are often chosen or selected by the learners. The teachers in this sector are called facilitators who are expected to have androgogical skills. Examples of non formal education include National Open University of Nigeria



(NOUN), Centre for Continuing Education, Distance Learning, Open Systems, etc.

The integrated education system (IES) essentially advocates that these main educational providers which make up Nigeria's educational system should be integrated so that students at completion of their educational pursuits would have been moulded to have whole round experiences from these three major educational providers. IES holds that a child should not only be educated formally without the informal and non formal educational experiences, and vice versa and that the marrying of these three educational experiences will result into producing a whole individual who is not deficient in any form, an individual with a certificate in one hand and skills for lifelong living in the other.

Statement of the problem

The problem of integrated education system, however, stems even from the conception of the policy itself. One problem area of the policy lies in the interpretation attributed to it, and we all know that a misunderstood policy cannot be implemented rightly. A question as to what the policy is all about revealed a whole lot of conflicting and confusing responses. There tends to be so many confusing and conflicting interpretations given to the policy, and as we all know that clarification of meanings is central to philosophical discourse.

Another problem area lies on how the various heterogeneous educational systems could be integrated in practice. How possible in practice can formal, informal and non formal educational systems be integrated as one considering how the conventional or formal system of education characterized by their daytime class sessions, residence- and age-based enrolments, teacher-delivered standards for national curricula, nine-year learning cycle (of basic education), and their

almost exclusive focus on urban and future-oriented knowledge and cognitive competencies with a “stand-alone” or individuality spirit that had long existed away from the other forms of education be married together? (Alkire, Sabina, Santos & María, E. 2011) held that in practice, there are no any observable interactions or linkages among the three forms of education which showcases integration rather, what is seen in practice is each form of education standing and operating alone. Bagudo shared a similar view in saying that there appears to be walls of division even among the levels of formal education; the university stands or operates alone away from the polytechnics, monotechnics, colleges of education, school of nursing and vice versa, and even among the various universities in the nation, there is no much meaningful element of inter dependence rather, what characterizes them is autonomy; each university operates entirely of its own and with its own government. The question therefore is, if within the formal education system there exists watertight compartments such that each level closes its doors against the other among its various levels, how much more or what do we expect of its operations with other types of education such as the informal and the non formal education which are outside its domain, considering moreover the fact that the formal education system has registered and enjoyed its superiority and dominance over the years on the other forms of education?

To further worsen the problems surrounding the policy is the argument that integrated education system policy is not possible and therefore needless. These positions essentially constitute problem areas of which the researcher explored using his philosophic lenses.



Research Objectives

1. To explore, analyze, and interpret the meaning of national development.
2. To examine the views of philosophers like Whitehead and others scholars on integrated education system.
3. To define the concept of national development
4. To examine the parameters for measuring national development.
5. To X-ray the impact of integrated education system on national development.
6. To identify challenges facing national development in Nigeria despite the introduction of integrated education system

Research Questions

1. What is the idea of integrated education system all about?
2. How did philosophers like Whitehead and other scholars around the globe view integrated education system?
3. What is national development?
4. What are the parameters for measuring national development?
5. What impact has the introduction of integrated education system made on the development of Nigeria as a nation?
6. What are the challenges facing the development of Nigeria despite the introduction of IES?

Conceptual Clarifications

a. Concept of integrated education: Integrated education as a concept is polemical in nature; as such it defies one single universally acceptable definition. Bagudo describes integrated education system as the process by which all the diverse educational efforts in the nation such as the informal, non formal and formal educational platforms are compacted into relatively simple and permanent system, with the sole aim of moulding and producing one whole

and integrated individual. It is the marrying together and utilising all educational experiences available to a nation for the purpose of moulding or producing a balanced individual. Jurgen opined that integrated education is aimed at the education of all, children, young people and adult with and without disabilities or difficulties in learning together in ordinary pre-primary schools, colleges, and universities with appropriate network support. UNESCO posits that, integrated education involves all forms of education available to the citizenry of a nation which revolve on:(a) Recognition of the right to education and its provision in non-discriminatory ways (b) A common vision which covers all people(c) A belief that schools and other places of learning have a responsibility to educate all children (and adults) in line with human rights principles (d)A continuous process of addressing and responding to the diversity of needs of all learners regardless of factors such as disability, gender, age, ethnicity, language, Human Immune System status, geographical location and sexuality recognising that all people can learn (UNESCO).

b. Concept of National development:

John Vaizey in Sarma perceives National development as the total effect of all citizens, forces and addition to stock of physical, human resources, knowledge and skill. National Development is all about improving the life conditions that are faced by the global majority, and this specifically means reducing existing levels of poverty and inequality at the world scale¹³. In the views of Cowen & Shento national development includes wealth, but it also includes other important aspects of our lives such as sustenance, self-esteem and freedom. Sustenance is concerned with ability to meet basic needs, self-esteem is concerned with a sense of worth and self-respect. Freedom is concerned with freedom from servitude-servitude to nature, ignorance, other people, misery, institutions and dogmatic beliefs



especially, that poverty is predestination Cowen, M. P. & Shenton, R. W. (1996).

Theoretical Framework

Whitehead's Process theory or Philosophy of Organism was used for the study. The theory holds that everything in this world is in some way connected with every other thing in this world: "Everything is part of the whole" Whitehead's philosophy of organism (<https://philosophynow.org/issues/114/>)

begins with "the analysis of process" as the realization of events disposed in an interlocked community." Actual occasions, as the final realities of which the universe is composed, are self-creating buds of experience, each one uniquely itself even while it remains internally related to every other occasion in the creative community of the universe. Whitehead's philosophy of organism rejects the bifurcation of qualities, as well as any type of arbitrary ontological dualism. Occasions are interrelated by way of the pattern of eternal objects characterizing for each of them the qualitative aspects of the other occasions in their community. To Whitehead, nothing is in isolation; all things depend on each other, everything is part of the whole. Integrated education system springing from Whitehead's process thought theory has come to mean the marrying together of all educational experiences or efforts to mould or produce an individual that is complete and whole. It thus refers to the process by which the manifold is compacted into the relatively simple and permanent. The process by which all the diverse educational efforts such as the informal, non formal and formal educational efforts are compacted into relatively simple and permanent system with the sole aim of moulding and producing one whole and integrated individual. Integrated education entails that the educational efforts such as the informal, non formal and formal education though varied in their functions, formations and institutionalizations are

summed up and cohere to making a whole organism, a total human being.

Methodology

The study adopted the three modes of philosophical study: the speculative, prescriptive and analytic modes. Dialectics were heavily employed in the study.

The speculative mode: This falls within the domain of metaphysics. It was used to raise questions as to that which perplexes or amazes the mind on issues throughout the study, beginning from the setting of the research questions to review of literature, analysis and appraisals. It also found expression in all the questions raised in the course of dialectics in the work. In short, all the "Whats, Whys, Hows" in the work sprang from, and were the application of the speculative mode.

The prescriptive method: This falls within the domain of ethics. It was used in the study to prescribe action intervention strategy to solving pertinent problems associated with national development in Nigeria.

The analytic method: This is in other word called logical positivism. The analytic method as the name implies was employed to dissect and separate aspects or elements of issues pertaining integrated education in regards to the central meaning of integrated education system in Nigeria. It was used to make relevant distinctions and clarifies concepts, phrases or words to remove ambiguities so that their true meanings would be known for the purpose of prescribing that which is appropriate and the inappropriate. Various propositions by scholars on integrated education system were generated and analyzed using the method. The product of the analysis was then compared with Whitehead's theory of organism and process thought which served as the theoretical framework for the study and on which the idea of integrated education system emerged.

Dialectics: The dialectical method is a process of construction and deconstruction of



ideas which ends up by destroying untrue elements in both the proposition-thesis and the antithesis thereby presenting a synthesis or a new proposition which embodies the true elements of both the thesis and the antithesis. In dialectics ideas are constructed in the course of intellectual discourse. In it, a proposition or thesis is identified; it is then challenged or criticized by a counter proposition called the antithesis, a synthesis of both the thesis and antithesis is made and the true elements in both are upheld and the formation of a new thesis is made from the true elements of the thesis and antithesis. The researcher adopted this to construct and deconstruct ideas raised on the conception of integrated education system by various scholars in relation to the central meaning of integrated education derivable from Whitehead's Philosophy of Organism which provided the theoretical framework of the study.

Data Gathering Technique

Key Informant Interview: The researcher adopted the use of Key Informant Interview (KII) based on the professional advice of the team of experts in the faculty. The questions used for the KII were validated by experts in the faculty. The researcher visited and interviewed the heads of Islamic Trust Foundation (ITF) Sokoto, Evangel Bible Club (J. Allen) Sokoto, National Directorate of Employment (NDE) Sokoto Head office, the coordinator of Students Industrial Work Experience Scheme (SIWES) Usmanu Danfodiyo University Sokoto and the Directorate of Entrepreneurship Centre, Usmanu Danfodiyo University Sokoto state. Others interviewed were local crafts men (blacksmiths) at Kara in Sokoto, motor mobile mechanics and carpenters. Responses from the Key Informant Interviews (KII) were recorded and afterward qualitatively analyzed through the process of Transcription, Thematization, Annotation and Interpretation.

Summary of Findings

i. The concept of integrated education system (IES) is polemical in nature and has been given varied and divergent interpretations. Some scholars as shown in the study misinterpreted integrated education system for inclusive education, others as alternative education. The researcher through the instruments of analysis was able to identify wrong perceptions, interpretations, inappropriate presentations of integrated education system and drew a line of demarcation between what is meant by integrated education and what is not and presented the correct interpretation of integrated education as the marrying together of all educational experiences such as the formal, informal and non formal education systems with the sole aim of producing one whole and integrated individual in line Whitehead's process thought theory.

It was shown by the study that the idea of integrated education system sprout out from Whitehead's philosophy of 'organism and process thought' which held that everything in this world is in some way connected with every other thing in this world, for every organism is made of different components and each of the component is important and functions not in isolation but in cooperation to other component parts. Integrated education system was adopted and embedded as a Policy of Education in Nigeria in 1986.

ii. That the numerous weaknesses labelled against the formal education system in Nigeria and globally beckoned for non formal and informal education systems and consequently the birth of integrated education system (IES). Formal education system has been accused heavily of producing jobless graduates who roam the streets in search of jobs which are not easy to come by and that the education offered formally is mostly divorced from the



people's needs, aspirations and desired future life situations etc. These weaknesses stimulated or exhumed the renewed interest in the exploration of other alternative education systems was strengthened by the Jomtien Thailand educational convocation of 1990

iii. The concept of national development is polemical in nature and has been given varied and divergent interpretations by scholars. Subjecting the divergent conceptions of national development through philosophical lenses revealed that the central idea about national development is the improvement of life conditions that are faced by the global majority, reducing existing levels of poverty and inequality at the world scale.

iv. That the introduction of IES policy has significantly impacted the nation positively to some extent, especially on economic development, creation of immediate large-scale employment, reduction in rural-urban drifts, development of local technological base and enhances education reaching all, (educational access) To go dialectical, one must tend to ask, if the implementation of integrated education system has aided significantly the development of Nigeria as a nation, why is Nigeria still under developed?

The researcher adopting the speculative mode with findings from KII pinned down the following as challenges militating against the development of Nigerian nation:

- i. Bad leadership. Leadership in Nigeria has been characterized with imbalance of independence and direction, lack of transparency, mismanagement, inconsistency and ignoring public opinions of issues. Most Nigerian's leaders are selfish. They vie for leadership for wrong reasons
- ii. Corruption. Corruption is an epidemic that has eaten deep into the fabric of the Nigerian society. It runs through every level of

Nigerian government, from contract fraud at the top, through bribery, money laundering, embezzlement, seizing salaries of ghost workers. Nigeria is rated the 26th most corrupt country in the world 20 premium Times Nigeria (2021)

iii. Nepotism: Nepotism stems from an Italian word Nephew which is an act of favouring, promoting or advancing a family member or tribal group above others in public office or in governance in terms of appointments, job placements without appropriate qualifications. Nepotism threatens the main components of a state, especially a federal one. It negates the basic principle of federalism since it operates on bloodline rather than merit. It is basically an abuse of power. Looking at the Nigerian society one will discover that this vice finds expression to a larger extent.

iv. Insecurity: Insecurity is a state of being open to danger. It is a serious vice that has characterised the Nigerian society very significantly. It finds deeper expression and at its peak during the present democratic era. Instances of the menace of boko haram on one hand, bandits and kidnappers on the other, constituting serious threats to the lives of Nigerians. Many travel with their 'hearts in their hands' nowadays, not because of road accidents but because of the uncertainty of them reaching their destinations without being abducted. No country can attend meaningful development amidst insecurity.

Conclusion of the study

Nigerian government has indeed made commendable efforts on integrated education system reflected especially at the tertiary levels of education through SIWES and Entrepreneurship Education. The introduction of National Open University, Centres for Continuing Education, Adult and Non Formal Education (ANFEA) among many others are geared towards the enhancement of the policy. The introduction



of the policy has indeed greatly boosted the development of the country in the education industry curbing seriously the problem of education access and illiteracy.

The study concluded however that vocational training centre (s) should be established by the government to serve all primary and secondary school students in the Nigerian communities nationwide just as SIWES and Entrepreneurship Centres in tertiary institutions. They are to be established in a way that each centre should serve a particular named school. Local master craftsmen from the communities are to be employed and paid by the government to teach their various skills to students of both primary and secondary schools in their community. Students are to run formal learning (formal education) in school concurrently with vocational training (non formal). They are to attend formal schools in the morning and vocational training centres in the afternoon. The curriculum and time table of formal schools should be adjusted to reflect this change. This would go a long way in ameliorating the problems of unemployment which formal education system has heavily been accused of.

The study further advocated that the National Youth Service Corp (NYSC) programme be reformed. That within the one year of service, all graduates in camps are to be exposed to, and be trained on various skills and vocations such as tailoring, weaving, plumbing, dish installations, carpentry, tilling, furniture works, fulcanizing, electric wiring, dyeing, fishery, poultry etc, and be certificated on the skills they have so learned. Vocational skills centres should be opened in the orientation camps in all the states and local government areas of the nation for easy access by the corp members on camp. On passing out these corp members should be provided with equipments and kick off grants by the government to practice what they have so far learned, so as to be self- reliant. This would

reduce the rate of unemployment and turn job seekers on passing out to be job creators. It would also provide a balance of the three forms of education.

Recommendations

In order to curb the challenges facing the development of Nigeria as a nation, the following recommendations were made:

- i. Good leadership. Nigeria as a nation must vie for good leaders. Leaders, who are visionary, purposeful, who are not given to greed, fraud and selfishness.
- ii. War against corruption. If Nigeria must attend development and forge ahead in the comity of nations, corruption must be the first virus she must fight. It must be a fight from the top to the bottom. Serious disciplinary measures must be put in place to check mate corruption. It shouldn't be fought by mouth alone but with forceful legislation without compromise.
- iii. Nepotism must also be fought. Nigerians must see themselves as one big nation. Public enlightenment through NOA will be of help. Segregation, ethnicity and sectionalism can never lead a nation to development. A kingdom divided against itself cannot stand. Occupying public offices should be on merit and not on the basis of nepotism.
- iv. Sponsors of terrorism should be traced, identified and punished publicly to serve as deterrent to others. There can't be any meaningful development amidst insecurity. Capital punishment should be legislated upon and carried out and on perpetrators of insecurity

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