

EDUCATION FOR WHAT?

Introduction

I want to start my discussion today with a vote of thanks to the Almighty God who gave all the endowments I have and crowned it with my priesthood whose 36th anniversary I am privileged to thank Him today. He is the ultimate answer for our question today.

There are individuals who have been instrumental to my being able to stand in this hall to address you as a professor of this famous University. I want to register my sincere and unalloyed gratitude to the Chief Executive and Vice Chancellor of this great institution, Professor Chinedu Ositadimma Nebo. God used this man of God to achieve His aim in my regard. After hearing the sad story of my plight in this university, Nebo undertook to see justice done quickly. When I joined this university in 1983, I learnt the system and its promotion practices, I gave myself ten years to become a professor of this university. This was in keeping with my normal practice of having date-lines in whatever programme I engage myself in. I worked hard towards achieving my aim. That was why in my tenth year as a member of academic staff of the university, I filed my papers for the promotion as a professor. In spite of the fact that some king makers of the university determined that I would never be a professor of this university, Professor Nebo materialized it in God's own good time.

May God be praised now and for ever Amen.

Sir, I thank you immensely and may the Almighty God reward you abundantly in this life and in the life to come.

I pray that what you did for me will be extended to many other underdogs of this university who are suffering in one way or another.

I came here to work in the Institute of Education in 1983 as a third core staff of the Institute. There were only three research fellows who did not have parallel appointment in that Institute, namely: Dr. Acha Felix Ndubisi, Dr. Titus Onyema Mgbodile of the blessed memory and Rev. Fr. Dr. E.M. Nwabuisi. There were other eminent members of staff before me then who had parallel appointment. These included Professor O. S. Okobia, now of Delta State University, Abraka; Professor Anthony Ali of the Faculty of Education; Professor Viktor Nwachuku of Abia State University and Professor Uche Nzewi, then Uche Mbakwe, of the Faculty of Education, and Professor Otete Okobiah of Delta State University. We lived and worked as a family under Prof. Jeff Onuoha of the blessed memory until a director who seemed to have some private mission, other than the progress of the Institute, was appointed.

When private interests prevailed over common good, an old law which had never been implemented and which had outlived its usefulness was evoked to throw out of the Institute many excellent staff that made the institute famous all over the nation. Core staff was said to have been abolished. It was because of this unfair and unnecessary law that we lost excellent staff in the Institute. It was the same element that impoverished the Institute through careless and reckless spending of public money which was earned and husbanded

by the staff and an excellent and honest financial administration.

Because I struggle against this system of corruption, my professorship was denied for a long time. As a matter of fact, it had been silently concluded that I should never be a professor in this university. We should recall that it was because of this kind of frustration of staff that we lost excellent academics in the Faculty of Education. Such academics included Prof. Mkpa M. Mkpa, now of Abia State University, Prof. Godswill Obioma, Prof. Vicktor Nwachuku, Prof. Dorothy Onyejemezi of Imo State University and so on and so forth. It was because of the same frustration that we lost prolific writers and first class academics such as Prof. Jones Nwogu, whose Professorial appointment came too late for him to know that he was at last made a Professor; he was a broken man because of man's inhumanity to man. Dr. Peter Ezeocha, had his mouth open in condemnation of the injustice meted to him until he died of frustration. Dr. Titus Onyema Mgbodile, silently bore his cross with stoic resignation to the will of the Almighty God until He called him to the place where he would not be condemned by a kangaroo panel and an administration that had sold its conscience. These individuals lost the opportunity to utilize their would be professorship to make this university what it is meant to be.

When people who are highly educated engage themselves in animalistic mode of behaviour as shown above, one is forced to ask the kind of question this lecture seeks to answer.

EDUCATION FOR WHAT?

Education has existed from the beginning of man's life on earth. It occurs in a variety of ways and occasions. It takes place in the home, on the farm, in the artisan's workshop, in the market stall, in the school and so on and so forth.

Education has been defined differently by different people. One of the greatest educational historians, Lawrence Cremin (1971), defines education as "a deliberate, systematic and sustained effort to transmit, evoke, or acquire knowledge, values, attitudes, skills and sensibilities." Prof. Fafunwa (1987) sees education as the human act of informing, forming and strengthening of the powers of the body and mind; a process for transmitting culture for the knowledge to ensure social control and guarantee rational direction of society. He also holds that the purpose of education is **to develop attitudes, abilities and behaviours considered desirable by society** (1986). Durkheim, a great sociologist, says that education is a systematic socialization of the younger generation by which the latter learn religions

Education can be broadly or strictly defined. When education is broadly defined it will include all those processes through which man acquires the experiences which enable him augment the knowledge which he already has or those activities through which the intellect is strengthened. This definition encompasses the experiences one gains both within and outside the school. Such experiences include those one acquires in the home, in the church or the mosque, on the farm, in the market place, in the mechanics' workshop, or during games etc.

Etymologically, education has twofold definitions. From this dual definitions nature and nurture rear their polemic heads. Two schools of philosophy are involved in this, namely pragmatic or realistic and idealistic schools. One school sees education as coming from the Latin word *educere*, which means to lead out. The school that holds this theory is made up of idealists like Plato. According to this school, a learner has innate ideas which need to be expanded.

The second school of thought believes that education originates from the Latin word *educare*, which stands for "to form". It is the stand of this school that a child's or learner's mind is "*tabula rasa*". It is the stand of this school that when a child is born, his mind is blank or is like erased slate or board on which to write. It is the sensations that come from external world which put impression on the mind and feed it with information and knowledge. This theory has not gone unchallenged. Some scientists maintain that the theory of *tabula rasa* should be rejected because sometime before birth the baby's mind becomes active in such a way that it can receive some information or data.

According to Okafor (1981), education is "a process of the development of the potentialities, and their maximum activation when necessary, according to right reason, and to achieve thereby his perfect self-fulfillment"

With the above definitions we have an idea of what education is. This shows us that education is not and cannot be an end in itself. Education is used to mean the consciously planned systematic imparting or acquisition of knowledge in a system called school. This is known as formal education.

Many philosophers have articulated their individual reasons for education. Plato holds that "a good education consists in giving the body and the soul all the beauty and all the perfection of which they are capable" (Okofor, 1981). While Horace Mann says that "education alone can conduct us to the enjoyment which is, at once, best in quality and infinite in quantity," Peters (1966) suggests that education "implies that something worthwhile is being or has been intentionally transmitted in a morally acceptable manner." In their own contribution, Peters and Hirst (1979) opine that educating people suggests a family of processes whose principle of unity is the development of desirable qualities in them. For Dewey, education is to be considered as "intelligently directed of the possibilities inherent development in He regards education as a reconstruction of experience which aids a person to the direction of subsequent experience. His view is that education is a process of living and not preparation for future life. It is a continuous process of growth. For him an experience is an educative experience only when it can be transferred.

Education cannot be and is not an end in itself. It is a means to life and living. The implication of this is that the greater part of education should be functional. The ultimate end of education is man's happiness. This is in consonance with Aristotle's view; and ultimately speaking, the end of education is the attainment of the "summum bonum".

INVESTMENT IN EDUCATION

Just before the British overlord handed over to Nigeria the helm of affairs in 1960, the Government of Nigeria, then, constituted a commission on the Post-School Certificate and Higher Education in Nigeria. The then Federal Government asked this commission, chaired by Eric Ashby, "to report on the nation's needs over the next twenty years" (Federal Ministry of Education, 1960). The commission was appointed "to conduct an investigation into Nigeria's needs in the field of the 'post-school certificate and higher education over the next twenty years". This commission was to forecast and articulate the future of education in Nigeria that would produce adequate middle and high manpower force for the nation within that period of time.

Recommendations of this commission have great consequences for education in Nigeria. Whereas in its the Commission stipulated that recommendations. Region was to have a university, one of the members of the Commission, who was made the Western Region Minster of Education and who was not among other members when the final recommendation was concluded and signed, while accepting the recommendation had to make known his own disagreement in three areas. One of these was on the number of universities. Among other things, he, Dr. S.D. Onabamiro said:

> I do not agree that for universities financed by the Federal Government will adequately meet the needs of Nigeria during the next ten years. I favour the creation of an additional regional university in each region which will bring the total to seven. In my view, the University of Nigeria at Nsukka and the proposed Ahmadu Bello College Kano should be allowed to develop into full universities owned respectively by the Eastern and Northern

Regional Governments but with Federal Financial support if required. The university which the Western Regional Government proposes to build somewhere in the Region should fall into this category. While the commission recommended that the University College at Ibadan be raised to full fledged university, it also recommended an additional university to be established in Lagos which would be a centre for business education and for workers. It would also have a section that would be a correspondence university or distant university.

bias The of the present primary secondary curricula toward literary academic subjects should be corrected by the introduction of an obligatory manual subject. In some secondary schools, technical subjects should be included among those which may be carried to School Certificate level. that girls' secondary recommend some schools should provide a one - year, postcertificate commercial school course prepare for secretarial employment. further propose that vocational agricultural courses be offered by some schools (p.41).

This recommendation departed radically from the elitist, intellectualistic education system bequeathed to Nigeria by the British. It has emphasized a system of education that would be more practical and relevant to the needs of the people.

The National Curriculum Conference.

The precursor of the National Policy on 'education was the Curriculum Conference which was held in 1969. It was the conference that addressed the problems of Nigerian Education in all its aspects. In spite of the recommendation that Nigerian education should jettison the elitist British education in favour of education that would address the practical needs of Nigeria, the old British elitist education continued to stay. This conference was a landmark in the history of education in Nigeria. This conference, which was organized by Nigerians, seriously addressed the problem of existing education system in Nigeria by Nigerians themselves for the first time. At the time of this conference, academic education was very intellectualistic and theoretical. Other forms of education beyond secondary education were looked down upon. According to the document, Nigerian *Curriculum Conference*:

reason is that the first Western schooling brought to Nigeria was a literary education, and once civil rule established the expatriate administrators were graduates, most of them graduates in And so the literary tradition and university degree have become indelible symbols of Prestige in Nigeria; by contrast technology, agriculture, and other practical subjects, particularly at the sub-professional level, have not won esteem.

From that time to our own era, there is not much change. Education system in Nigeria continues to be academic and literary. University degree is more valued than other aspects of education. Educational administrators and teachers continue to lay emphasis on literary aspect of education. More emphasis is laid on cognitive aspect of education than on either affective or psychomotor domain.

Recommendations of this conference shaped the National Policy on Education as we have it today.

National Policy on Education

The National Policy on Education based its four fold national education goals on the Nigeria's Philosophy of Education. With this kind of Philosophy of Education for Nigeria, the Policy says, "we believe

- 1. that education is an instrument for national development; to this end, the formulation of ideas, the integration for national development and the interaction of persons and ideas are all aspects of education
- 2. that education fosters the worth and development of the individual, for individual's sake, and for the general development of the society
- 3. that there is need for equality of educational opportunities to all Nigerian children irrespective of any real or imagined disabilities, each according to his or her ability;
- 4. that there is need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive, while interest and ability

should determine individuals' direction in education (FRN, 1998).

If the National Policy on Education stipulates that education is the instrument of development, why is it that education is badly treated by the same government that believes that education is an instrument of development? Does it mean that the successive authorities of both Federal and State governments that give education minimal funding want to under-develop the nation through under-funding education system?

This is what agitates the psyche of the Academic Staff Union of Universities (ASUU) ever since and has made them very loud in their cry for the rescue of education system in Nigeria. That was why ASUU published the Government spending on education from 1999 to 2003. The information published by ASUU on the Government funding of education within these years is as follows: In 1999 the budgetary allocation was 11.12%, in 2000 it was 8.36%, in 2001, 7.0%, in 2002 it was further reduced to 5.9% and in 2003 it was 1.83%. It should be recalled that the same Government was supposed to work gradually in increasing the budgetary allocation to education until it reaches the minimum of 26%. But from the above figures it can be seen that, instead of increasing its spending on education, the Government was engaged in reducing the money for education each successive year.

What it looks like is that subsequent governments, federal, state, and local governments, operated as anti-education ones through their budgetary practices. These governments which should be the first to encourage the implementers of the National Policy on Education, (teachers) to render excellent

service to Nigeria, by implementing the National Policy to the letter have failed completely through their financial strangulation of the education system. The governments' budgetary starvation of education has under-developed the country beyond anyone's imagination.

As education develops the individual and enhances his worth, the nation will also be developing and this development will bail out Nigeria from perpetual dependence on foreign nations for our different needs. The immediate past rulers of Nigeria did not help education to do its work. They rather acted as if education were their respective enemy. These rulers are in complete opposition to the policy makers who generated the Policy on Education. These policy makers know the worth of education, and that is why they say among other things that "there is need for equality of educational opportunities to all Nigerian children irrespective of any real or imagined disabilities, each according to his or her ability" (FGN). This is simply in theory. If one says that a good percentage of Nigerian children do not have the opportunity to attend even primary school, one would be correct. What kind of opportunity for education does the government give to the child who does not have even means to obtain the most fundamental necessity of life, food? How can such a child be able to pay school fees in Nigeria? Education is not free in any level here in Nigeria.

We are good at theorizing and creating beautiful policies but putting into practice our theories and implementing our excellent policies are the major problem we have here in Nigeria. The hope everyone in Nigeria is entertaining is that the new government of Yar'adua will work towards achieving the aims and objectives of the National Policy on Education, if those around him will allow him.

The National Policy on Education sets a goal for the education system when it says that "there is need for functional education for the promotion of a progressive, united Nigeria, to this end, school programmes need to be relevant, practical and comprehensive, while interest and ability should determine individual direction in education." This particular assignment given to education by the policy makers in education has been based on the Nigeria's philosophy on education which is based on the following:

- (a) the development of the individual into a sound and effective citizen
- (b) the full integration of the individual into the community, and
- (c) the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary, and tertiary levels both inside and outside the formal school system" (FGN).

It does not take a genius to see that the aims and objectives of education as enunciated by the National Policy on Education, if well implemented, would have made Nigeria one of the best developed nations of the world, if education is indeed the foremost means of individual and national development.

I doubt that the executive arm of government, from local, state, and federal governments know exactly the contents of the National Policy on Education and the functions of education in the lives of individuals and the society at large. I am, somewhat, persuaded to believe that the executive arms of Nigerian Governments at different levels and at different times are not properly informed about the contents of the National Policy on Education. If my presumption is true, one can hold

the governments guilty of crass ignorance, which in fact, would be inexcusable.

How do we explain that the Government that outlined ways and means of successfully implementing the same Policy (it formulated in these words; "In order to realize fully the potentials of the contributions of education to the achievement of these goals and values, all other agencies will operate in concert with education to that end") would hold education to ransom? It is difficult to believe that the same Government which stipulated that it would take various measures to implement the policy in concrete and practical terms would at the same time work against the same system of education by inordinately and arrogantly starving the same system to death through its financial policies.

The same government articulated its failure in the area of education very well in its second Millennium Development Goal where it stated without mincing words that "The country faces various challenges in its efforts to implement the Universal Basic Education programme." This document goes on to say that

The biggest challenge facing the government is the inadequate public spending on education. Again, the paucity and unreliability of data on educational financing makes it difficult to get an overall picture of the level of resources going into education and how much of these resources are used.

The same document goes on to say that "there is also a high degree of resource mismanagement through inflation of contracts and general official corruption." It is very revealing to know that the government has been aware of its failure in financing education industry as it should. This lack of government total commitment in its responsibilities in education shows how sick the society is, morally speaking.

Our problem in Nigeria is not making rules, laws and policies that can make a society the best of all societies. Our problem is largely in the implementation of laws, rules or policies. Our personal and individual priorities and values over ride the societal and common good and priorities. So we consider ourselves first before the good of the people we serve. That is mainly the cause of "the government's inadequate public That is why the "paucity and spending on education". unreliability of data on educational financing makes it difficult to get an overall picture of the level of resources going into education and how much of these resources are used." Accountability has no place in the Nigerian system. why "there is a high degree of resource mismanagement through inflation of contracts and general official corruption" without asking any questions by authorities. What goes into education in the actual fact becomes very minimal.

This is very expensive and sets the nation backward. The antieducation behaviour and attitude on the part of government and individual implementers of very beautiful laws and policies on education in Nigeria is an evil which every well meaning Nigerian should fight against until the evil is completely eliminated in education industry in Nigeria. No goals set on education can ever succeed in the presence of the evils perpetrated by Nigerians in the implementation and practice of education policies and laws.

How do individual Nigerians answer the fundamental question of this paper? We have seen how different people from different times, disciplines, nations tried to respond to the question. We have also seen how Nigerian Government tried to respond to the question through her policies on education. It is also shown that the problem with Nigerian education is not on the policies and laws but on the implementation of policies and laws.

Nigerian Education system and Examinations

As if the Government inadequate financing of education is not enough, students, their teachers, different examination bodies and even parents assist in bringing the education system in Nigeria very low. A good example of this is in the area of examinations in Nigeria. We all know that examination is one of the essential instruments that every teacher uses determine the rate and the extent to which the learner has achieved the desired instructional objective. It is also well known that it is used to measure the effectiveness of teaching strategies. In other words, examination is used to determine whether a learner is ready for the next stage in an academic programme. The information it provides serves as a basis for the award of certificate as well as selection for specific jobs or Examination has assumed such important position in our educational system that it plays the essential role in generating psychometric properties, for certification, prediction, motivation, and research. Everyone going for an examination prays very hard to pass the examination. good performance must be based on honesty and in conformity with the rules and regulations of such examination. Anything which goes contrary to this basic and important condition for a good examination negates the creditability, validity and reliability of the examination.

Examination malpractice has become the rule rather than an exception in Nigeria. Examination malpractice is practiced at all levels of the educational industry with teachers, principals/head teachers and other officers, including examination body officers, officials of the Ministry. That is why Nwabuisi (2000) lamenting the sad situation in the examination and evaluation practices said,

Post-expo 1970s education in Nigerian has been fraught with problems. Examination malpractice has become endemic Nigerian students do not see anything wrong with it. Both external and internal from examinations. primary education through secondary to tertiary education, are riddled with chronic examination malpractice. The introduction of the continuous assessment in the school system which ordinarily was meant to check the trend, has even worsened the situation.

In my review of continuous assessment practices in Nigeria, I found that "teachers assessed students in works they did not teach, awarded marks to students on tests that were not conducted, inflated the marks awarded to students."

The post-civil-war Nigerians went through some transformation that changed their lives. It has changed their

way of responding individually to our question: "Education for what?" For some Nigerians, education means not acquiring knowledge for the development of the individual and the development of the society. Education becomes a means of acquisition of certificates without acquiring the corresponding knowledge.

In order to acquire certificate by all means entered our education system in the early part of the 1970s. At first people did not take expo seriously. It appeared simple. But it continued to grow until it became part of our school system. It seemed that not only students were involved in "expo" but parents, school authorities and teachers and examination bodies took active part in encouraging students to indulge in "expo" in a variety of ways. This ugly situation continues to develop until some products of expo joined in the system of education industry as administrators, teachers and members of P.T.A. The result is that these "expo" products continue to produce "expo" products in various ways. To understand the role of "expo" or examination malpractice in our education, one has to consider the number of Nigerians who possess certificates, diplomas and degrees without the knowledge to defend these conventional and universally accepted indices of educational and character excellence. If we take our university as an example of how the corrupt system of examination malpractice can cost the nation, one will consider the amount of money and time examination malpractice has the university. Think of various malpractice committees every year till date, the amount of time it has taken the senate of the university to handle examination malpractice, during its meetings. In some cases it becomes easy to see that being true Nigerians, we compromise the law of our profession to show solidarity to the culprit. It might be our fellow professor or colleague, or a person from one's village, town, local government or some other area of relationship with the culprit. This is an effort to help the culprit to avoid the embarrassment and punishment that go with such an offence.

One has to consider the image of the university that has been smeared through the examination malpractice or "expo" products. These people brandish degree certificates offered by this university but cannot in any way defend the certificate they are carrying. They become problems in offices because they claim to know what they do not know. They acquire the degree certificate neither in learning nor in character but nevertheless, they continue to parade themselves as great lions and lionesses.

The sad thing is that some of "expo" products who joined the staff of the university encourage and even force students to engage in examination malpractice. This class of staff is after money and other kinds of remunerations for actively assisting students corruptly in examination malpractice. All this is to the detriment of students, the university and the nation at large.

Expo or examination malpractice among staff takes various forms and shapes ranging from leaking examination questions to actively writing the examination for students, to leaving students to engage in malpractice during examination invigilation, to writing term papers, projects, even thesis for students. For people who engage in examination malpractice, the purpose and goal of education is to score high grades by all means and acquire certificates, or acquire money or other kinds of remunerations. Some staff even sells grades and

marks for money or other prices. The higher the price, the greater the student's grades, the goal and purpose of education, for these people, are to be awarded high grades and finally highest valued certificates, no matter how the grades and certificates come.

The Federal Government tried to fight the disease called examination malpractice by promulgating a decree known as decree 20 in 1984. By this decree anyone who would be convicted of examination malpractice would face 21 years in prison. Characteristically this decree is not abrogated but is never used to fight the malaise. When different heads of educational institutions waited for the government to utilize the decree for fighting examination malpractice in vain, they tried to fight it in their own way. For instance, here at Nsukka, Senate has made some rules which it, in its wisdom, hoped to curb the evil in the institution. It has graded punishment for those who may be found guilty of examination malpractice including, expulsion for students and dismissal for staff.

The Role of Value in Education.

Axiology: The study of values in general is known as axiology. It is the study of goodness and badness of realities. The study of value has to do with all value judgements. Value influences our judgement, decisions and choices. We always judge how people behave. We judge the Government and the programmes it initiates. Education programmes are judged and evaluated. Students pass judgement on their teachers while their teachers in turn pass judgement on their students. Parents put value judgment on their children's behaviour. They decide how the children should behave. They consciously or

unconsciously strive to bring the children to behave the way they have chosen.

Philosophers and non-philosophers use the word value or valuation in various ways. When it is used in a narrower sense, value covers such terms as "good", "desirable" or "worthwhile". It is also used in a wider sense as all kinds of rightness, obligation, virtue, beauty, truth and holiness. Value is also used to cover the whole range of scale: plus, minus or indifferent. All those in plus side are positive while all in minus side are negative value.

A branch of philosophy known as Axiology, the study of value, asks three questions which it strives to answer:

- 1. Are values subjective or objective?
- 2. Are values changing or are they constant?
- 3. Have values hierarchy?

Values and Nigerian Education

Having seen briefly axiology and what it sets out to do, let us now consider the role of value in the practice of education in Nigeria. Value as the principle of choice and decision making has a lot to do with the way Nigerians practice or operate their education system. It is the kind of value a person has that determines the kind of choice and decisions he or she makes. The Federal Government in making decision on Education theoretically chooses for her citizens the best kind of education. The problem with Nigerian education system is not on the level of making policies and laws for education and the practice of education. While the Federal Government has excellent policies regarding education, the implementers have

different types of values which in the long run give shape to the kind of educated or non-educated people we produce.

The Real Problem with Nigerian Education.

The problem with Nigerian education is the kind of value the implementers and consumers have. For the implementers of the system of education in Nigeria, all values that matter are subjective value. It is the value they personally place on education that will make education what it will be. This is the kind of value they impose on Nigerian education. They emphasize their personal needs rather than national needs. When the value the implementers impose on education is personal and very mundane then the system will suffer greatly from achieving the national goals and objectives.

In this kind of value misplacement, there is bound to be misplacement of priorities in education and general life of the populace. For the executioners of education policies and laws, acquiring education did not or does not matter. The highest value for these people is money, personal money. This seems to explain why from the time Nigerians took over the running of education, education industry has been starved of funds. Instead of allocating enough money to implement education policies, the individuals and groups of individuals allocate minimal amount of money to education. This paucity of fund and officially recognized system of corruption in the Nigerian Nation, education is stunted in growth and development. Even the minimal fund allocated to education by the Federal government is normally reduced to the barest minimum through various corrupt practices by the implementers and their agents.

This explains why some teachers will work for months without being paid their salaries; students will not have facilities that promote teaching and learning. These people involved in running down our education have jaundiced hierarchy of values. Their personal and selfish desires for money have negative consequences for education as practiced in Nigeria. The same government that denies the teacher his salary would want the teacher to carry out his or her teaching duties adequately. It is impossible for a person who has worked for months without his salary to continue working as he or she should. I believe that if the teacher is well paid and his or her salary comes as when due, he or she will discharge his duties very well, without looking for extra remuneration from anyone.

Expo and Its Consequences

We have treated expo or examination malpractice and cheating in examination earlier in this work. It is the evil consequences of examination malpractice and cheating in examination in Nigeria that I think should be given a fuller attention. Early in the 1970s, there was a new entrant into the educational system in Nigeria as we have earlier seen. This new entrant was called "expo". It is a word given to examination malpractice whereby the student/s is/are exposed to the examination material before the examination or in the examination hall itself, before the examination. The student/s will be acquainted with what was going to be coming out for examination before the actual examination. This leakage of examination materials in public examination involves different There was no way a student could have access to examination materials without an examination officials getting involved. It reached a stage when there was a syndicate in the

whole affair. It was mainly in WAEC examination that this started and continued to grow in complexity until it reached all aspects of examinations in the country. It was not taken seriously at the beginning. It, therefore, continued to grow and develop until it became a national problem.

The expo system got matured in complexity when the product of expo graduated and got employed in different arms of including universities educational system, and institutions of higher learning. Some of them became teachers, administrators, and even professors. For them examination malpractice and cheating in examinations constituted no problem, provided one does it without being caught. It is on account of this that bizarre and disgraceful things have been happening in Nigerian examination halls, in both internal and external examinations. Horrifying stories abound on how students, their parents, administrators, staff of examination bodies, teachers, lecturers and even professors participate in one way or another in examination malpractice and cheating in examinations.

If we were to take our institutions as an illustration one has only to think of the amount of money spent on different committees of examination malpractice. When one also considers the amount of time it takes these committees and the University Senate to handle examination malpractice and cheating, it becomes evident that examination malpractice is very expensive and that it arrests individual and national growth and development.

The sad thing about this expo problem is that students are involved, and parents and guardians encourage their wards to engage in examination malpractice by financing and even

actively participating in examination malpractice in many ways. Education and examination bodies are also caught up in examination malpractice.

Reasons for Examination Malpractice and Cheating in Nigeria.

Craze for Certificate

The most important cause of examination malpractice and cheating in examinations is the undue emphasis on the of certificate. Certificate is given disproportionate value that every other thing about education disappears or becomes secondary to the acquisition certificate. Acquiring knowledge or skill no longer matters as long as one has the paper qualification. This over emphasis on the value of certificate with little or no corresponding knowledge to support the certificate has cheapened the pursuit of knowledge, learning and acquisition of proper skills. What people want now is the possession of certificate by all means.

The craze for certificate is encouraged by the rich soil of legalized and general sub-culture of corruption that has eaten deep into the fabrics of Nigerian society. Certificates, including degrees are now awarded not based on the age old learning and character but in many cases, on the size of one's pocket. The result is that many certificate and degree holders cannot defend their certificates and degrees.

From what happens in Nigeria, one can see that there had been little or no change in Nigeria since Okigbo in 1983 painted the picture of the degree to which Nigeria had sunk in value devaluation in these words:

We see all around us signs that the values and principles which the older generations appeared to consider basic have now been relaxed into permissive behaviour there is mounting evidence that the doctor - no matter where he trains – pursues his fees even at the risk of the health of the patient; that the administrator - down to the lowest clerk openly buys and sells his services; that the judge dispenses justice according to the size of the purse of the litigant; that the priest lives a lie while he preaches chastity and purity. How else can we explain a situation in which the prophet cheats his priests, the priest his congregation, the judge the accused, the teacher the student, the doctor his patient and the ruler his subjects?

The situation of dishonesty had reached a critical level that Okigbo was forced to conclude that "where everybody seems to rob and cheat everybody else, no system of value can hold for long". This dishonest tendency in some Nigerians may explain why examination malpractice and cheating in examinations have become wide spread and pervasive. This intellectual dishonesty comes in a variety of ways: From active cheating in examination halls by the candidates themselves, to buying persons who seat for examinations for others, to writing term papers, projects and even theses for students, to buying degree and diploma certificates. The very sad thing about it is that some teachers, lecturers and even some professors are involved in this mess up in educational system in Nigeria. The role these expo teachers play in examination malpractice is in many guises. Some of them

engage in dictating answers to students during the examinations; encouraging students to copy from each other during examinations; awarding grades to students even when examination is not taken, changing grades to favour some students.

Effects of Expo (Examination Malpractice and Cheating)

- 1. It contributed immensely to the fallen standard of education in Nigeria.
- 2. It arrests the academic growth and development of students.
- 3. It consequently results in the stunted national growth and development.
- 4. It prevents students from working hard on their academic duties.
- 5. It creates fertile ground for some of the social evils in our educational institutions such as secret cult activities, alcoholism and drug abuse, sexual immorality and all its attendant evils.
- 6. It contributes immensely to the devaluation of teaching profession.
- 7. It gives rise to the employment of incompetent and dishonest persons in the work force.
- 8. It gives rise to the admission of unqualified and incompetent applicants into different institutions of higher learning.

Remedy

The solution to the problem of examination malpractice in Nigeria is very difficult to come by. The Federal Government of Nigeria had a law that anyone convicted of examination malpractice would be jailed for 21 years. But so far, I have not

known of anyone who has been convicted for that offence, let alone getting some terms of imprisonment.

The University of Nigeria Senate came up with graded punishment for both students and staff found guilty of examination malpractice. But, the measures taken by the university do not prevent students and staff from getting involved in examination malpractice.

The only remedy to examination malpractice and cheating in examinations is just to follow the rule of the game. It is true that some measures have been suggested and taken by this university to check the menace of examination malpractice and cheating in examinations but no remedy will be effective if the people do not make up their minds to follow the rule of the conduct and handling examination and examination matters. It may be profitable to remind us of some of the rules of the conduct and handling of examination matters. They include:

- 1. The examinee should not have the prior knowledge of examination questions until the commencement of the examination.
- 2. Examination should be conducted in such a way that the candidate is helped to work independent of the people in the examination hall and outside the examination hall. That means that the candidates and the other people in the hall or outside the hall should not reason together and no one should be allowed to copy from anybody or any material.

- 3. Every effort must be made to avoid distraction from candidates themselves, invigilators, supervisors or officials from anywhere.
- 4. Candidates for examination should not get any prompting from anywhere. They are not allowed access to books and unauthorized gadgets, and they are not given clues about answers.
- 5. Ideally, all candidates for the same paper in the examination should be presented with the same questions.
- 6. A time limit should be set for every paper in the examination.
- 7. There should be uniform conditions for all examinees. All candidates for a given examination should be exposed to the same variables to ensure that differences in scores arise from differences in academic abilities.
- 8. Candidates for examination are made to sit in a way that one person cannot see what is being written by another
- **9.** In public examinations, the examination manual should be given ahead of the administration of the examination to both candidates and administrators. In the manual, details of steps in each paper or subject, instructions to candidates and administrators, content of the subject matter to be tested, and offences and penalties should be given. (Wauton, 1995)

According to Wauton (1995) these general principles for examinations are set as criteria against which examinations are evaluated; to ensure that an examination is properly conducted, these conditions have to be fulfilled. When there

are deviations, examination malpractice and cheating have taken place.

Examination malpractice and cheating can also take place outside examination halls. It does take place in marking the scripts, entering the grades, typing the grades, handling the grades in examination office. Examination abuse can also occur by issuing degrees and certificates to individuals who have not even worked at all for the said degree or certificate.

The solution to examination malpractice and cheating in examination matters should be sought by every well meaning Nigerian. It has marred the educational system of the country very badly. You will recall that we said earlier that the University of Nigeria Senate came up with graded punishment for both staff and students who may be found guilty of any kind of examination malpractice. Unfortunately these measures do not seem to prevent both staff and students of the university from engaging in examination malpractice and different ways of cheating in examination matters.

In fact, examination malpractice and cheating in examinations and other assessments forced the University of Nigeria to initiate post JAMB examination, safely, called screening. If JAMB authorities had been able to administer this UME without all sorts of cheating and malpractice, some of which even emanate from their own offices, there would have been no need for the screening. Be it as it may, the university has the right to determine its prospective students. Even with the screening programme, there is still the likelihood that there exists some examination malpractice and cheating.

My personal suggestion for the solution of this endemic evil called examination malpractice and cheating are as follows:

- 1. The examination fundamental rules as suggested earlier should be adhered to strictly.
- 2. Every effort must be made to integrate examination ethics in teacher education, whereby teachers-in-training should be taught the evils and harms of examination malpractice and cheating to teachers themselves and teaching profession in general; the harm it does to students they are teaching, and the harm it does to the society at large.
- 3. The Government law on the examination malpractice should be implemented with all honesty. All cases of examination malpractice and cheating should be reported and prosecuted accordingly with all sense of justice and equity. All the people involved in such examination malpractices teacher, student, parent/guardian, and any other should be called to book. I believe that when a number of cases are treated by the court of law with adequate punishment meted to the offending party and reported nationwide, it will minimize the cases of examination malpractice in Nigeria.
- 4. Teachers should be serious in assessing students in cognitive, affective and psychomotor domains. As of now only the cognitive domain assessment is emphasized all over the nation, contrary to the National Policy on Education (1998) which stipulated that "educational assessment and evaluation shall be liberalized by their being based in whole or in part on continuous assessment of the progress of the individual" (Section 1, 9(g). It is through continuous assessment that the teacher will be able to assess and record the

individual student's affective and psychomotor domains. The over emphasis on cognitive domain has made the two domains irrelevant. The reason for the over emphasis on cognitive domain is the importance Nigeria places on paper qualifications, no matter how the paper qualification is obtained. Mere paper certificate is everything whether the certificate can be defended or not, for some Nigerians.

- 5. There should be public enlightenment on the evils of examination malpractice all over the country.
- 6. Fight against examination malpractices and cheating in examination matters should start from the first day of the child in school.
- 7. The teacher should challenge the child by making his teaching practical and relevant to the student and the community. This is one of the ways of assuring that the child's education shall be functional and comprehensive, taking into account each child's ability and interest. This will be of immense assistance in determining each child's "direction in education".

The Role of Guidance and Counselling in Our Education System

According to the National Policy on Education section 9 No. 89 (i).

In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counselors shall be appointed in post-primary institutions.

This policy statement was made in the 1970s when there was almost complete absence of Guidance and Counselling activities in Nigerian schools. The authors of the policy knew the necessity to include career officers and counselors in the educational services of the national educational system. The problem then was that they did not have qualified personnel to undertake that important service. That is why the policy goes on to say

Since qualified personnel in this category is scarce government shall continue to make provisions for the training of interested guidance teachers in and counseling. shall also feature Guidance in education programmes. Proprietors of schools shall provide guidance counseling in adequate number in each primary and post primary schools.

Government made this policy because it knew that guidance and counseling is a very important part of education system.

Since 1981, various efforts have been made to integrate guidance and counseling into the education system of the nation. It has been introduced in universities where counselor educators develop guidance progammes and train guidance counselors. In our own university, the programme has been developed in such a way that both graduate and post graduate students have been produced in very good numbers along with first degree graduates. I have successfully supervised Ph. D and Masters students in that area. I thank God that six of my Ph.D. students have joined the academic staff of this university, Some are in other universities in the country and

elsewhere. Among them is a physically challenged academic staff. I also successfully supervised more than thirty masters students. Presently I still have more than 18 postgraduate students under my supervision, among them are nine Ph. D students.

Ever since I joined the university in 1983, I had pointed the weakness of the programme – lack of adequate practical experience of our postgraduate students. At best we produce academic guidance counsellors. My pointing out this problem of the programme to the authorities and insistence that the problem should be resolved has ever earned me negative consequences from my immediate supervisors, even as I am talking to you. Those who are familiar with accreditation procedure and requirements can understand the enormity of the problem. My pointing out this in public is not to put down my own programme, but to advise ourselves ourselves never to use our selfish motives and desires to do harm to anyone or our jobs or professions.

It is guidance and counselling that should be able to cushion new students in all educational institutions through orientation programmes. Here in this university, guidance and counselling unit, which is preparing guidance counsellors who operate in our educational institutions all over the nation should be given the rightful position of organizing orientation programme for new students in this university. Professionally speaking, they are the right people who should be assigned that job of orientation of new students in the university. In giving it the opportunity to organize the orientation, it will give the guidance counseling students the opportunity to observe from their counselor educators how to do it when they go outside the university. They will not only observe but they

will take active part in the organization of orientation in the University. Then the orientation programme of the university will be pedagogically relevant. As of now, students who should have used it as part of their training are, for some political, selfish or malicious reasons, completely excluded from the whole exercise. The university authorities should know that the students of guidance and counselling need this experience of organizing orientation of new students in the University as part of their training. They (the students) should be given that opportunity by letting the counselling unit of the university to organize the orientation programme of the new students. That is part of their work when they graduate from this university.

Guidance counsellors place students in their proper classes, using testing methods to determine where each student can perform better, based on each student's ability, interest and aptitude. I do not know who else is trained for this testing services except the guidance counsellor. This proper placement of students early in their academic area of interest, ability and aptitude will go a long way to helping them to make realistic and informed decisions in the areas to study that will lead them to the career of their choice.

It is, perhaps for this reason, that the Federal Government had changed the levels of school years from 8 - 5 - 4 system of education to 6-3-3-4 system of education. In order to realize its aims and objectives in education, the Federal Government has again changed from 6-3-3-4 system to 9-3-4 system in education so that it can carry out its programme of Basic Education for all children in Nigeria. This means that if the programme works as planned, each Nigerian child should have at least 9 years of formal education provided free of charge.

This is a policy like other Nigerian policies which never get implemented. This change is necessitated so that the child should be given graduated learning experience based on the child's age and maturation.

The first six to eleven years of the child is supposed to be the serious period of laying the foundation for the child's academic life. It is at this stage, according to the National Policy on Education, that the following goals should be achieved:

- (a) inculcation of permanent literacy and numeracy, and ability to communicate effectively;
- (b) the laying of a sound basis for scientific and reflective thinking;
- (c) citizenship education as a basis for effective participation in and contribution to the life of society;
- (d) character and moral training and the development of sound attitudes;
- (e) developing in the child the ability to adapt to his changing environment;
- (f) giving the child opportunities for developing manipulative skills that will enable him\her to function effectively in the society within the limits of his capacity;
- (g) providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

It is in pursuit of the above objectives that the Federal Government inaugurated the Universal Primary Education (UPE) in 1976. We all know that the U.P.E. failed for many reasons. Now the same Federal Government is letting us believe that it is initiating Universal Basic Education. Will

this programme succeed or go the way of the Universal Primary Education?

In the programme of Basic Primary Education, the services of Guidance and Counselling are very necessary. The students will need basic placement and preparation for where they should be channeling their efforts. Without the services of Guidance and Counselling, the programme cannot be fully implemented.

Having seen some of the reasons why some people engage in education, we have come to the conclusion that not all the reasons are good reasons. Many Nigerians are doing education for their own selfish end. We have seen the different ways some Nigerians vitiate the good intentions of government to provide good qualitative education to our children. We have also seen how the government itself vitiates its good intentions to provide good and qualitative education to the children of the country. Children also have their own problems in making it possible for them to acquire the kind of education that will make them responsible citizens who can take care of themselves and their respective communities.

When the children are the problem in the process of imparting and acquiring education, what does one do? As a person engaged in inculcating education to children, my major concern should be how I can offer qualitative education to my students. This is what every person who is involved in imparting education should have as his her target: the best way to help students benefit maximally in the educative activities available.

The best way I can think of, and which I have experimented on, as a psychologist, is using some psychological models. The best I worked with is the use of attribution theory and method. I considered other psychological models but attribution theory and practice seems to be the most effective of all.

Psychoanalytic, client centred, transactional analysis, cognitive emotive, behavior modification models are not as effective as attribution method in getting young people to achieve the aims of whatever they set themselves to do.

Attribution Theory

Attribution theory, according to Heider (1958), makes the effort to explain causes of behaviour. "It attempts to explain the causes of people's behaviour and attributing or explaining reasons as to why people behave the way they do." (Attribution theory – Persuation Communication context: http://www.uky.Edu~drlane/capstone/persuation/attribution.ht m) (3/3/2007). Weiner (1980, 1992) said that attribution is probably the most influential contemporary theory with implications for academic motivation. The reason is that it incorporates other models in its application. It incorporates behaviour modification because it emphasizes the idea that learners are strongly motivated by the pleasant outcome of being able to feel good about themselves. It also incorporates theory and self-efficacy theory emphasizes that the learners' current self-perception will strongly influence the ways in which they will interpret the success or failure of their current efforts. It is on this that their future tendency to perform these same behaviours depend. (Attribution theory and motivation.

http://education.calamet.purdue.edu/vockell/EdPsyBook/Edps y5attribution.htm) (3/3/2007).

According to attribution theory, the explanation that people tend to make to explain success or failure can be analyzed in terms of three sets of characteristics:

- 1) The cause of the success or failure may be internal or external. This means that we may succeed or fail because of factors that we believe have their origin within us or because of factors that originate in our environment;
- 2) The cause of our success or failure may be either stable or unstable. If we believe the cause is stable, then the outcome is likely be the same if we perform the same behaviour on another occasion. If it is unstable, the outcome is likely to be different on another occasion.
- 3) The cause of success or failure may be either controllable or uncontrollable. A factor is controllable when it is one we believe ourselves can alter if we wish to do so. When we believe that a factor is one we cannot easily alter, then that factor is uncontrollable.

Attribution makes a very important assumption. It assumes that people will interpret their environment in such a way as to maintain a positive self-image. This means that they will attribute their successes or failures to factors that will enable them to feel as good as possible about themselves. This in effect means that when learners succeed at an academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as bad teaching or bad luck. In attribution theory, it is important to note that as far as it applies to

motivation, it is the perceptions or attributions for success or failure that determine the amount of effort the person expends on that activity in the future.

Attribution theory has been used to explain the difference in motivation between high and low achievers. According to attribution theory, high achievers will approach rather than avoid tasks related to succeeding because they believe success is due to high ability and effort which they are confident of. Failure is thought to be caused by bad luck or a poor exam. (i.e. not their fault). Thus, failure does not affect their self-esteem but success builds pride and confidence. On the other hand, low achievers avoid success-related chores because they tend to (a) doubt their ability and/or (b) assume success is related to luck or to "who you know" or other factors beyond their control. That is why even whey successful, it is not as rewarding to the low achiever because he/she doesn't feel responsible, i.e., it does not increase his/or pride of confidence. (http://tip.psychology.org/weiner.tml).

As we have seen, achievement can be attributed to (1) effort, (2) ability (3) level of task difficulty, or (4) luck. And we have come to know that attribution theory deals mainly with causal dimensions of behaviour.

Four factors related to attribution theory that have influence on motivation in education include the following:

(a) Ability: This is a relatively internal and stable factor over which the learner does not exercise such direct control;

- (b) Task difficulty: Task difficulty is an external and stable factor. This factor is to a great extent beyond the learners' control;
- (c) Effort: This factor is an internal and unstable one over which the learner does not have much control over;
- (d) Luck: Luck is an external and unstable facto over which the learner can exercise very little control.

Our theory maintains that students will be most persistent at academic tasks under certain conditions. These conditions, including:

- i) When they attribute their academic success to:
- a) Internal, unstable factors over which they have control (example, effort) or
- b) Internal, stable, factors over which they have little control but which may some times be disrupted by other factors (e.g. ability disrupted by occasional bad luck) and
- (ii) When they attribute their failure to internal, unstable factor over which they have control (e.g. effort).

Daly (1996) examined the attribution that employees held as to why they failed to receive promotions. This failure is normally blamed on a number of variables beyond their own control, such as luck, not being in good terms with the authorities, failure on their part to refuse to accept the unethical conditions of the authority and so on and so forth. Some of the claims may be correct in many cases.

We have come to understand from this paper that causal dimensions of behaviour are the main concerns of attribution theory. Causal dimensions of behaviour are (1) locus of control, (2) stability, and (3) controllability. At this juncture, let us discuss locus of control briefly.

LOCUS OF CONTROL

Locus of control is part of attribution theory. It is the way one interprets his action, whether he attributes it to something coming from within himself or outside of himself. When the person interprets what causes his action as coming from outside of himself, it is called external locus of control, and when it is within him, it is called internal locus of control. From the studies carried out it is found that people with external locus of control are more likely to be test anxious people and also more likely to have negative self-image. While people with internal locus of control are more likely to have low test anxiety, they are also found to have positive self concept (Nwabuisi).

This had been confirmed by a number of studies carried out both here in Nigeria and overseas. For example Nwabuisi discovered that people who are externally oriented are more likely to have low self-concept and also are more likely to have high test anxiety. All this has practical consequences for students' performance in examinations. How does one become internally oriented? Or how do you help your student who is always test anxious to relinquish test anxiety which is always debilitating to have no or low test anxiety? How would one develop positive self concept in a person who has low self concept or low self-esteem?

We have seen different reasons why different people embark on formal education. Some of them are commendable, while others are not. But I think that all of the people are seeking for something that may be common. This something that is common is what I may call happiness. We all look for good life from education. This good life will make the person happy, as we may think.

Education system that will be worthwhile will be education from which the educated finds life fulfillment. It is education that will make the beneficiary useful to himself and to society. We may call such education, one that is for self-reliance. This is the kind of education that the entrepreneurial programme is all about. It is an education that offers the educated self realization. Even when the person who is educated finds relative happiness here in the world, he still longs for the happiness which he/she will not be able to attain here on earth.

This is the longing for the possession of the ultimate good. While it is not possible to possess ultimate good (*summum bonum*) here on earth, our education should be able to prepare us for it hereafter. The ultimate end of all education therefore should be to prepare the individual for the world to come. A sound education system should be able to educate the student in such a way that he will be able to know himself, know the world in which he lives, know God, serve God and live with God at the end of his earthly life. But the kind of educational practices engaged in by some Nigerians cannot achieve our aim in education, the possession of the *SUMMUM BONUM*.

Acknowledgement

I am very thankful to God who has made it possible for me to stand here before you. May He be praised now and for ever. My sincere thanks go to my religious superiors who encouraged me to engage in education apostolate

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