NEED FOR REVITALIZATION OF EDUCATIONAL POLICY FOR HIGHER PRODUCTIVITY IN THE NEW NORMAL WORLD

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Abstract - Educational policies have always been wonderfully stated but imperfectly implemented and this singular reason has crumbled plans and made education in Nigeria a laughing stock. Education has been an excellent tool to indeed bring about advancement and development in the nation as proven by advanced nations of the world.The importance of educational policy to a nation cannot be overemphasized because it has been an excellent tool to bring about development in the nations of the world. However, educational policies in Nigeria have been heavily criticized for its theoretical nature and has made education in Nigeria a laughing stock. This paper therefore examined the need for revitalization of educational policy for higher productivity most especially in the new normal world. The study was guided by two research questions. The population for this study consisted of all education policy makers in Oyo State. The sample for this study comprised of One hundred (100) randomly selected participants. The research instrument used for this study was section designed questionnaire. Data collected were analyzed using percentage and mean statistical method. Findings revealed that the need for revitalization of educational policy is to promote socio economic development, self-reliance and sustainable development. It was recommended that government should ensure that everything needed for effective implementation of policies are made available to schools to enhance higher productivity.

Keywords - Education, Educational Policy, New Normal World, Revitalization, Higher Productivity

I. INTRODUCTION

Education in Nigeria is regulated by the Ministry of Education. Local Education Departments authorities are responsible for implementing a state controlled policy regarging public education as well as state schools.How come Nigeria, as a nation, has not seen the need to implement her policies in Education adequately? From observation, the nation still gropes in the dark educationally. This has brought nothing more than distress for the education administrators/managers, planners and other stakeholders. The education planners have their wonderful ideas on paper but gigantic problems are encountered, when it comes to implementing these ideas, (Lenshie, 2013).

Education is perceived in this study to be the system motivating positive institutional changes and developments, moving towards creating the required internal solidarity, cohesion and integration of people to achieve the common good for all in the society. Education is also seen as not only school acquisition but also informal and non-formal acquisition of knowledge. Since 1999, Nigerian has witnessed an unequivocal increase in the number of educational institutions, following the private sector driven economy in Nigeria.

In spite of the increase, the standard of education continues to deteriorate, as the objectives for which they were established are yet to be fulfilled (Umoh, 2006). A lot of factors have been attributed to the reasons why education is at the verge of total collapse. The reasons include: Inadequate facilities to cope with the increase in school establishment and students' population explosion, poor policy making process (Ihonvbere, 2002), poor financing (Aghenta, 2008), poor implementation of policies and programmes (Babalola, 2011), ethnicity, religion and god fatherism (Lenshie, 2013). These are just excuses for all stakeholders' failures, inadequacies, inefficiency and ineffectiveness. Politics and corruption in Education has also been said to have contributed immensely to the downward trend of Education in Nigeria (Lenshie, 2013), Inconsistencies in educational policies is seen as a result of the game of politics that the so called "elected officials" play. This consequently affects the lives of the people negatively.

II. STATEMENT OF THE PROBLEM

The problems of educational policy in Nigeria can primarily be traced to corruption, mismanagement of funds, lack of political will, unreliable data. Inadequate funding is the most critical challenge that has threatened policy implementation and the attainment of good quality education in Nigeria.

Inadequate funding of education has been a scourge to educational development in the country. The failure of educational policy is a direct result of the over-investment of the state in the political symbolism of policy rather than its political implementation. Social policy carries a broader symbolic significance than its simple technocratic ends; indeed all states use policy for purposes of legitimation.

III. OBJECTIVES OF THE STUDY

The main objective of this study is to examine the need for the revitalization of educational policy for higher academic productivity in the new normal world. The specific objective of this study is to examine the ways by which the revitalization of educational policy can promote higher academic productivity.

IV. RESEARCH QUESTIONS

1. Why the need for revitalization of educational policy for higher academic productivity in the new normal world?
2. How can revitalization of educational policy promote higher academic productivity in the new normal world?

V. REVIEW OF RELATED LITERATURE

Education policyconsist of principles and policy decisions that influence the field of education, as well as the collection of the laws and rules. Educational policy seeks to answer questions about the purpose of education, the objectives that is designed to attain, the methods for attaining them and the tools for measuring their success or failure. The general attitude to education by the government and the classroom teacher has been mere theorization and verbalization. It is to be noted that the various educational policies formulated over the years have always been found laudable and progressive in nature but the unfortunate thing is that such policies have not been fully and practically implemented. The goals of such laudable policies were truncated for one reason or the other. Sometimes, reasons for the truncation are flimsy. The importance of education and the need to carry out the goals to reasonable conclusion through the adoption of action oriented strategies were played down as a result of the implementer's', selfishness, ignorance or lack of vision for the eman of the society through the adoption of viable implementation strategies. The time has come to revitalize education in Nigeria by adopting practical steps that will help in moving the education industry forward and aid the production of developers for the nation. Undoubtedly, practical approach and action oriented strategies will go a long way in revitalizing education in Nigeria.

There are many problems facing the implementation of educational policies in Nigeria. Some of the problems includes: Inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, institutional corruption, lack of political will, insecurity challenges, lack of continuity in commitment to policy implementation, political instability, poor policy formulation, poor relationship between policy designer and policy implementer as challenges preventing effective implementation of educational policies in Nigeria. Manafa, (2011) cited Emenanjo (1998) who reported how the dearth of trained teachers affects the implementation of language programs in school, federal government colleges inclusive. According to Ogbonnaya (2010), some heads of educational institutions receive 10% gratification for the execution of any project in their institution. Some rents even give bribes to secondary school principals to have their children admitted in the school. According to the thisday (2018) the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009." The insecurity challenges is preventing effective monitoring and evaluation of educational institutions across the country. Osunyikanmi, (2018) the insurgency masterminded by Boko Haram has persistently taken peace away from north-eastern Nigeria.Manafa, (2011) submits that a, constant change in power or system of government in the past has contributed to the problem of ineffective implementation of the policy statement of Education For All (EFA).Odukoya (2011) observed that politics and frequent changes in government tend to negatively affect the implementation of the National Policy on Education. He opined that the instability in the system of governance, coupled with constant changes in ministers and commissioners led to the level of the crises the national education system has witnessed over the years and the inconsistency and often contradictory nature of the educational policies and practices.Ogunode (2020) observed that Federal Government is poor in articulating its educational policies. If the educational policies are not properly formulated or articulated, it will be difficult to implement the policies.

Educational policy is a projected programme of educational activities, which specifies the goals, values and practices of the educational system. It is a statement which guides and directs all actions at achieving goal leading to national development through the educational sector. (NPE, 2004). Education policy provides the basis to regulate and control the conduct of the national educational system. These policies are thus formulated to meet the desires and aspiration of a people, community and the entire nation (Edem, 2006). In Nigeria, educational policy which constitutes the centre piece of any meaningful analysis and useful assessment of recent development in Nigeria educational system was formulated based on the country's national philosophy that aimed at creating a free and democratic society.

It is important to note that the nation's policy on education is government's way of realizing that part of the national goals which can be achieved using

education as a tool. Therefore, in line with the above national goals, Nigeria's philosophy of education has been articulated to guide the development, integration and provision of equal access to educational opportunities for all citizens of the country. Every government leader is charged with the responsibility of formulating policy which must be used as a basis for guiding the administrative machinery of the organization. In formulating the education policy, the challenge before universities leaders of today, is that, these leaders must squarely face decisions about means, aims and values.

This has become pertinent in the sense that all policies formulated should be seen as essential ingredients that serves as the bedrock on which educational programme of activities are built upon for the development, progress and total benefits of the system and society. Since educational policies deals with both general and specific procedures of what is to be done, and how the deferent operations of the education system will be carried out, educational planners or policy formulators must be conscious about policies being formulated and ensure that there is a stable political and conducive environment to enable the educational sector to have efficient, effective and qualitative delivery of services for improvement of the citizenry and the society.

Nigeria as a country would have advanced sporadically and gallantly in all spheres of life if theories are backed up with actions. The general attitude to education by the government and the classroom teacher has been mere theorization and verbalization. It is to be noted that the various educational policies formulated over the years have always been found laudable and progressive in nature but the unfortunate thing is that such policies have not been fully and practically implemented. The goals of such laudable policies were truncated for one reason or the other. Sometimes, reasons for the truncation are flimsy. The importance of education and the need to carry out the goals to reasonable conclusion through the adoption of action oriented strategies were played down as a result of the implementers', selfishness, ignorance or lack of vision for the emancipation of the society through the adoption of viable implementation strategies.

The time has come to revitalize education in Nigeria by adopting practical steps that will help in moving the education industry forward and aid the production of developers for the nation. Undoubtedly, practical approach and action oriented strategies will go a long way in revitalizing education in Nigeria. Before the practical or pragmatic approach needed for full development of education in Nigeria is considered, efforts will be made to define the concept pragmatism and revitalization.

The need for adopting pragmatic approach in the revitalization of education in Nigeria cannot be under estimated. What are the pragmatic strategies needed for empowering and strengthening Nigerian education? Some of such strategies are briefly explained as follows.Aims of Education: as means of revitalizing education in Nigeria, education should hence forth wear a practical outlook. The education given should help learners to discover more facts by themselves and make exploration into all hidden facts and ideas possible for this to be attained. Government should be ready to adequately supply all materials and funds to schools.

Another strategy is the School Curriculum Subjects that will allow for practical learning, exploration, discovery,self learning, and self reliance such as the sciences and vocational education should be given priority in our schools. Babafemi (2000) stressed that no nation can ever rise above his technological education, hence the need to promote all technological oriented courses. Last but not the least ismethods of teaching: Methods of teaching to be used by teachers should be based on the workability of the method to promote practical results during and after teaching has taken place. Verbalization which does not promote meaningful learning should be discouraged while child- centered method could equally be used. Group method should also be used to develop the social life of the child. Man can never exist in isolation, he is a social animal and the social ability and demands are to be developed through interaction (Molagun, et al, 2000). Easy adaptability, tolerance, social cohesion, and cooperation are equally catered for through this method.

VI. METHODOLOGY

The study adopted the descriptive survey research design to seek for the opinions of policy makers on the need for revitalization of educational policy for higher productivity in the new normal world. A total of one hundred (100) participants were used in this study. Simple random sampling technique was used in selecting the one hundred (100) for this study. A total of one hundred (100) copies of questionnaire were administered to policy makers drawn from Oyo State Ministry of Education. The instrument was made up of two sections, the first section contained personal information of the respondents such as age, sex, qualification and years of working experience.

The second section comprised ten (10) items related to the subject matter structured along the Likert four point rating scales of Strongly Agree, Agree, Disagree and Strongly Disagree to elicit responses from the respondents. The instrument was subjected to face and content validity by two experts in Educational Management Department, University of Ibadan, Nigeria. The reliability of the instrument was

estimated through Split-half method, which gave a co-efficient of 0.75. Data collected were analyzed using frequency counts, percentage and mean statistical methods. The criterion mean is set for 2.50. Therefore, any mean greater than 2.50 is accepted while any mean less than 2.50 is rejected.

VII. RESULTS

Research Question: Why the need for revitalization of educational policy for higher academic productivity in the new normal world?

S/N	Items	SA	A	D	SD	Mean	
1.	Nigeria education system is still at the bottom of the success ladder.	20 20%	65 65%	10 10%	05 05%	3.00	Accepted
2.	Revitalization of educational policy brings about socio-economic development	40 40%	50 50%	07 07%	03 03%	3.27	Accepted
3.	Revitalizing educational policy promotes self-reliance and sustainable development	47	40	08	05	3.29	Accepted
4.	Revitalizing educational policy means empowering learners with knowledge, skills, values and attitudes in all fields.	52	30	14	04	3.30	Accepted
5.	Nigerian educational policies have always been woefully stated.	49	40	05	06	3.32	Accepted

Table 1: The Need for revitalization of education policy for Higher productivity

Table 1 shows items 1-5 with mean of 3.00; 3.27; 3.29; 3.30 and 3.32 respectively with item No. 5 having the highest mean score. The criterion mean is 2.50. Therefore, all the mean are greater than 2.50 which is the criterion mean. This indicates that items 1-5 are the need for revitalization of educational policy for higher productivity.

Research Question 2: How can revitalization of educational policy promote higher productivity in the new normal world?

S/N	Items	SA	A	D	SD	Mean	
1.	There should be effective communication between teachers and students.	52	40	06	02	2.42	Rejected
2.	Revitalization promote physical or virtual team learning based on ideas generation and brainstorming to seed up knowledge contribution.	50	34	09	07	3.87	Accepted
3.	Revitalization of educational policy introduces innovative infrastructure and technology.	40	55	04	01	3.34	Accepted
4.	Revitalization of educational policy improves teaching methods which can promote higher academic productivity.	38	50	08	04	3.22	Accepted
5.	Practical approach and action oriented strategies will go a long way in revitalizing educational policy.	55	20	17	08	3.22	Accepted

Table 2: Revitalization of educational policy and the promotion of higher productivity

Table 2 shows items 1-5 with mean of 2.42; 3.87; 3.34; 3.22 and 3.22 respectively with item No. 2 having the highest mean score. Item 1 was rejected because it was less than 2.50 while other items were accepted. This indicates that revitalization of educational policy can promote higher productivity through items 2-5.

VIII. DISCUSSION OF FINDINGS

The result of this study revealed that the need for revitalization of educational policy in Nigeria is to promote socio-economic development, self-reliance and sustainable development. This result is in consonant with the NPE (2004) which states that educational policy is a projected programme of educational activities which guides and directs all actions at achieving goal leading to national development through the educational sector. Furthermore, the result of this study indicated that revitalization of educational policy can promote higher productivity. This findings supports the view of Babafemi (2000) who stressed that no nation can ever rise above its technological education.

IX. CONCLUSION

The paper concluded that the need for revitalization of educational policy can help to empower learnerswith knowledge, skills and attitudes in all fields. Revitalization of educational policy can promote higher productivity. This means that, there is

relationship between revitalization of educational policy and higher productivity.

RECOMMENDATIONS

Nothing concrete will be attained in education if government involvement is negligible hence, the government should:

1. Ensure that everything needed for effective implementation of policies are made available to schools.
2. Give free and compulsory education which will make it possible for poor students to acquire education with ease.
3. Training and re-training of teachers who are the disseminators of the needed skills and knowledge.
4. Ensure that relevant textbooks are written and supplied freely to learners. This should not be in theory but practically carried out to prevent teaching and learning in abstraction.
5. Teachers should ensure that ajj learning centres on the needs, interests and aspirations of learners.
6. Teachers should always draw practical, relevant examples from the society on topics taught thereby helping learners to see the close relationship between what is learnt and the needs and nature of the society.
7. Teachers should take drastic steps or punitive measures on examination malpractice, cultism. hooligalism, and all other anti-social behaviours serving as impediments to the acquisition of meaningful and sound education in Nigeria

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