An Overview of Personality Mismatch among Individuals in Authority in the Education Sectors in Nigeria

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Abstract
Education is a process of teaching, training and learning especially when it goes on in the school, therefore, it is equally referred to as schooling. It is the process by which the society deliberately transmits its norms, values, knowledge and skills from one generation to another. The schooled or educated person in the society would become a teacher and also a student in the informal type of education in the wider society. The person is a product of the formal and informal types of education in society. But what about a situation where formal type of education only believes in certificating or credentialing people who have only been to school but are not educated in both character and learning. The credentialed persons are then the leaders in different units in the education sectors. This paper examined the malaise of mismatch in educational authorities in Nigeria and posited that most persons in positions of authority in this sector are often described as round pegs in square holes because of the mismatch.

Keyword: Education, schools, Nigeria, mismatch, authority and credentials

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1. INTRODUCTION

In every developing country, education must be part of government’s priorities, the same with a democratic society. The right to education is given to the citizens to enable them contribute meaningfully to the development of the society. Education is a factory where human beings are “refined” and sent out into the labour market. Edem and Okon (2008), defined education as a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. Chima and Vera (2013), defined education as a process of teaching, training and learning especially when it goes on in the school, therefore it is equally referred to as schooling. It is the process by which the society deliberately transmits its norms, values, knowledge and skills from one generation to another. Education enables the recipients attain intellectual, physical as well as emotional progress, thereby enabling the individuals’ live happier and fulfilled life. Generally, education is viewed as a process of bringing about positive changes in the way people feel, changes in the way people think, speak and act. It is an inevitable and powerful tool or weapon that can be used to surmount ignorance, poverty and disease and to produce functional citizens with positive attitudes towards loving what they ought to love and hating what they ought to hate. Education is one of the stimulators of the growth and development of any society and it enhances the development of the potentials of human beings hence every society gives it priority.

1.1 A Brief History of Education in Nigeria
Traditional education was practiced in Nigeria ever before the advent of Christian and Islamic forms of education. It provided children and youth with knowledge, skills and attitudes, values and moral for adult and community life. There were sanctions against negative or deviant behaviours like stealing, cheating, pre-marital sex, etc. These were shunned and promptly corrected by an elderly person around irrespective of whose child that committed the crime.
Learning was more by observations; the male child observed any other male adult while female child observed her mother or any other female adult. Trades like farming, hunting, fishing, dyeing etc were learnt by the young ones. Traditional education was aimed at developing the child’s physical and intellectual skills, character, healthy attitudes towards honest labour, sense of belonging to the family and society and making him understand, appreciate and promote the cultural heritage of the community and have respect for elders. Education then according to Chima (2013) was based on “initiation and apprenticeship processes and people were trained in agriculture, weaving, blacksmithing, hunting, fishing, etc through these processes”. The main aim was to meet the needs of the individual and community hence employment was guaranteed.

With the advent of Christianity and Islamism, there was a shift from the profitable type of traditional education to Christian/Islamic education. The aim of the new Christian education was to prepare citizens that would convert others to the Christian folk. Emphasis was placed on training people to become catechists, teachers and clerks. The primary aim of Islamic education was to make converts who will honour a number of ethical injunctions which make for civilized life, Chima & Vera, (2013). What was taught in school was based on foreign ideas and values. During the colonial regime, education was not pursued because it improved their skills but because it makes them closer to the white men. The school curriculum was arts-oriented at the expense of science and technology because it produced men who could work as clerks for the white men. The natives were not taught to improve skills in agriculture or other areas. Rather, children were sent to school to attain a status. So, getting formal education meant not working with our hands because status, prestige and powers were attached to administrative and clerical positions. With this, education became dysfunctional, Asuka, (2013).

The traditional modes of living were regarded as primitive but the behavior of the white men is an embodiment of civilized culture. So, many people were divorced from their own culture and detrimental to all full development of the individual.

2. THE NATIONAL POLICY ON EDUCATION (NPE)

It is said that the curriculum is the most flexible educational instrument. It is changed or modified as and when necessary to address contemporary problems and issues, Chamanja, (1997). Globally, the curriculum in various national of the world has undergone several racial changes to address various issues. New ideas in the education process were introduced to render existing systems obsolete and new goals were set to address the knowledge explosion. The knowledge explosion, the rapid progress in science and technology, and the pressing demands and desires of nations compel curriculum workers to introduce more meaningful curriculum. Education of the British and missionaries was geared towards the disintegration of Nigeria from the realities of their traditional social and economic environment thereby making learning purely academic, the national curriculum conference was organized in 1969 by the Federal Ministry of Education Research Council (NERC) now (NERDC) on how to reconstruct a suitable curriculum for Nigeria schools to meet national development needs. The recommendations made at the conference gave rise to the National Policy on Education (NPE).

The NPE (2004) (First published in 1977 and reprinted in 1981, 1998 and 2001) recognizes education in Nigeria as an instrument for effective national development (FRN, 2004). In the NPE, the overall philosophy and goals of education in Nigeria are clearly to:

1. Live in unity and harmony as one indivisible, indissoluble democratic and sovereign national founded on the principles of freedom.
2. Promote inter-African solar solidarity and world peace through understanding. The five main national goals of Nigeria are the building of:
   a) A free and democratic society.
   b) A just and egalitarian society.
   c) A united, strong and self reliant nation.
   d) A great and dynamic economy.
   e) A land full of bright opportunities for all citizens.

To harmonize the philosophy with the national goals, education has to be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as
towards social, cultural, economic, political, scientific and technical progress (FGN, 2004). Having seen what education is all about, we can now compare the state of education and its process in Nigeria today as well as the attitude of its providers like the government at all levels and individual investors; one will be compelled to ask such questions what actually has gone wrong in our educational system, considering the effects on the output from the system in the area of productivity. Chima & Vera (2013). According to Charles Zalakoro, (2013), the answer to such question is

1. The educated but uneducated individuals in positions of authority.
2. Government insensitivity to educational needs.
3. Government and individual institutions open encouragement to low productivity.
4. Lack of the spirit of hard work among students.
5. Government, parents, security agents and students’ open practice of examination malpractice.

3. MEANING OF THE EDUCATED PERSON

Asuka, (2014) quoting Peters, (1979) has two criteria of the meaning of education captured in essence what an educated person should be. The first insists that education must produce people who are externally and internally committed to what they claim to represent and have learnt. The second demands that the process of education must produce persons who have functional skills and abilities for practical application to the mundane challenges of human beings. The second criteria also insists that the process of knowing must also involve the “know how” and “know why” of things, that is, the knowledge and understanding of things which make people lively and wise to make wise decision, Asuka, (2013).

A graduating student from a tertiary educational organization is adjudged to have been found worthy in character and learning. The determinants of “character” are ability to live a life that is in tune with generally accepted moral principles and values of the society, Asuka (2014). For moral principles to be sacred, they must be generally accepted as universals in every part of the country despite our cultural beliefs and must be enforced based on the rule of law and equality before the law. There must also be generally accepted system of values common to everyone. The other criterion for certification is to be found worthy in learning. The learning pre-requisite demands that the person has physical skills and abilities of what he/she chose to study. If one is able to satisfy the two criteria concerning education based on observed actions, we can then say that he/she is educated.

There are also some scholarly contributors as to whether someone is educated or not supporting the argument that “going to school and getting a degree or diploma is no proof of being educated,” Asuka, (2014), quoting Titus (1964). Posits that the following are the characteristics of an educated person.

1. To be educated means to know at least one field with some thoroughness. Education should prepare the individual for his/her vocation.
2. To be educated requires that one should be able to effectively communicate with others by writing or speaking. Ability to know how to read, speak and write in a language other than one’s own is an advantage.
3. Since change is the only constant thing in this world, to be educated requires that an individual is changing with the world and ready to accept new ideas.
4. To be educated means to be able to live co-operatively with others and get along with them in group life no matter their individual and cultural differences.
5. An educated person is one who is self direct and self controlled in a way that he/she has total control over his/her desires and wants. This person is inner directed chiefly and can stay alone happily because such moments are necessary for contemplation.
6. To be educated is to appreciate the fact that one is part of nature and came from nature. That share is something beyond this physical existence which man must understand and act with accordance for happy and peaceful living.

There are other views of the educated man for example, Asuka, (2014) states that, the educated man is one who:

Is to be discovered by his point of view by temper of his
Mind, by his attitude towards life, a fair way, he can
Discover, he can combine ideas, and see whether
They lead, he has insight and comprehension.
On other hand, Fanime, (2005), has also articulated the criteria of the educated man as follows:

1. The educated man has knowledge and understanding of what he claims to know.
2. His knowledge and understanding are free from the trapping of narrow specialization. He is aware of the relatedness of knowledge.
3. He is interested in knowledge for his sake. His joy is the satisfaction inherent in the act of knowing and in the known.

Amaele (2012:29) marie his contribution on the idea of the educated person and said that ‘irrespective of sex, place and status,’ the educated person must be able to develop the three main domains of life cognitive, psychomotor and effective. He then provided a set of characteristics and attributes which are expected of any one called an caucated person in modern day Nigeria. These attributes are:

1. The individual must be able to solve his personal problems and chose of the country.
2. His contributions national development must be satisfactory to members of his/her immediate and extended society.
3. The individual should be able to show possession of skills, knowledge and character.
4. The person must be ethnocentric and must not be a religious bigot.
5. He should be able to direct social changes in manner that both foreign and multicultural elements within the society are adopted and adapted to social and economic existence of the people.

Amaele, (2010) did not stop there. He also pave an idea of the educated man in the indigenous society that is, have attribute of an educated man in our indigenous society before the introduction of western education. For him, the educated man from traditional point of view represented excellence, completeness or all roundedness, honour and acceptability within his immediate and extended communities. Such persons had understanding and insight (cognitive), possessed functional skills (psychomotor that suetamec him/her economically and had good character (affective) which was a major attribute, Amaele (2010). He then added that a hero (may be in wrestling, skill worker, wealthy person and warrior who lacked good character was regarded as uneducated man. According to him, in the traditional sexing and its education, the educated man was a rather called the learned man. It means, the one who knows, he by extension represents a man of character called the real, truthful and trustworthy woman/man. I take a look at the schooled Nigerian from the primary to the tertiary levels of education and state if Nigeria has educated people in this study or not.

4. EDUCATED BUT UNEDUCATED INDIVIDUALS IN EDUCATION SECTORS IN NIGERIA AND THE EFFECT ON EDUCATION

Amaele, (2010), stated attributes which are expected of any educated person as one, his contributions towards national development must be satisfactory to members of his/her immediate and extended society, Zalakoro (2012) describes uneducated person as someone who does not know how to read or write. She said such person is socially blind because they cannot help themselves and others in social functions, since they cannot identify letters or sing boards and read instructions; they are blind socially, economically, psychologically and physically.

Educated but uneducated individuals in education sectors in Nigeria are doing a great harm to the Nation and the generations yet unborn. According to Asuka, (2014) the negative effects are devastating, destructive and malfunctioned, no future ambition and nonchalant. He highlighted some of the ways it destroys the future generations are:

1. The fact that “sorting” or paying for marks from lecturers in tertiary organizations means that most persons graduate from this organization with very little learning. The idea of “sorting” already questions the character of the lecturer and the student. Who brings the idea of “sorting” and who accepts the money? “Educated but uneducated individuals in education in sector in au thority.” That “sorting” is also possible in the Faculty of Education where future teachers are produced for teaching mostly at the nursery, primary and secondary levels of education shows that our future teachers would socialize the children in their care into cheaters in examinations.

2. The amount of cheating in university examination is so high that one is forced to conclude that most students graduate without learning and character. The manner in which admissions are conducted, where the seat are denied the name of quota is satisfy candidates from educationally disadvantaged states and regions show that merit is thrown overboard. Some of the very weak students favoured by the quota system may be forced to cheat to pass the examination. This has implications of amount and quality of learning, morality and values. The high rate of examination malpractice presently perpetuated by the officials of examinations such as...
UTME, NECO, GCE and WAEC shows that students are allowed to cheat to pass and therefore make mockery of the educational exercise. The fact that this aiding and abetting of cheating in examinations is perpetuated by lecturers, teachers and parents shows that the character problem is systemic in Nigeria.

3. The fact that learning in about 90% at Nigeria schools as only by talking and not by seeing and doing which has made it difficult to apply the principles of science to develop life sustaining technology.

4. The fact that most Nigerian schools from the primary to the university do not have well equipped libraries, laboratories and workshops, indicate the most graduates in the sciences and engineering were trained without practical skills and therefore the psychomotor domain has not been give attention.

5. That all the technologists, chemical engineers, petrochemical engineers, mechanical engineers and others cannot be tasked and used to refine crude oil to produce petrol and others for use in Nigeria.

6. That about 90% of Nigeria graduates cannot feed themselves except by stealing, armed robbery, political thuggery and prostitution show that we have shown our seeds of knowledge and skills on a rocky ground (ill-equipped students) where nothing germinates.

7. That Nigerian graduates lack employers acceptability and employee appeal and have been found to be unemployable as shown by some reports tell the situation of things in Nigeria. The unemployable graduates are put at 80% of the total in Nigeria. Recently, more than 30 thousand graduates are seeking employment in immigration where less than 1,500 vacant positions were advertised and resulted in a mass stampede were most of them died and others injured. The reason is they lack relevant skills which are problems of learning.

8. The fact that government officials put pressure on chief executive of tertiary organization who are not normally unfit for admission imply that students who passed through highly unsatisfactory state of tertiary education in Nigeria will lack the necessary learning and character required for graduation.

9. That we have not less than 80 different students cult groups in the Nigerian educational system. Which include those forced by female students in tertiary institutions of learning. Students’ cult groups are also found in secondary schools. Such students pride themselves with the ideology that force, intimidation and violence are means to success in life.

10. That fact that brothers, sisters, parents, husband and community members are ready to use money and other undue influences to persuade teachers and lecturers to award marks to their wards and children, show that degrees and certificates can be acquired by the highest bidder.

11. The fact that Nigeria has a long history of an inefficient electricity power supply system. This has affected academic work in universities where experiments in laboratories and workshops had to be aborted.

12. The massification of education at the primary, secondary and tertiary levels has made it extremely difficult for teachers and lecturers to pay particular attention to academically weak students. The use of NYSC members without any knowledge and training in teaching methods to reach both primary and secondary schools pupils and students. This is an indication that effect were teaching and learning is no; possible since most of the teachers are graduates of tertiary organizations of questionable quality. In addition many of the graduates are untrained teachers. The problem of low quality teachers lacking in both character and learning in Nigeria primary and secondary schools, a situation that can be likened to the concept of the “blind leading the blind”. This shows that products of Nigeria schools are without expected ability.

5. CONCLUSIONS

The level of corruption in the country which is believed to be very high, indicates that most schooled university graduates and others with higher certificates no not have character expected of an educated person. Most graduates both the employed and unemployed in many societies are in reality not educated but only in certificated or credentialled. This is certainly the case with most schooled graduates from our universities. Consequently, a majority of Nigeria graduates from the different levels of schooling are uneducated and must be re-educated to make their useful to themselves and the society, Asuka (2001).
6. RECOMMENDATIONS

Nigeria is weak in formal, informal and non-formed education, on moral issues and an accepted set of values is one reason why we have failed in both public and private life. The low quality of moral and values in education seems to affect everything we no and is a major cause of institutional weakness. Nigeria as a country seems not to have a common moral code that guides and directs its citizens action. For instance, if someone knows that to steal is wrong, he/she would adopt the acceptable behavior to get what he/she desires. The value or accepted route to have scores is through hard work guided by all the rules and regulations in that work or activity. Other values are discipline, perseverance, courage, punctuality, accountability, truth, justice, etc. When Nigeria discusses morality, their point of reference is always in terms of traditional education/religion. Christianity/Christian education and Islam/Islamic education. However, the level of indiscipline of public officers, religious leaders, family heads, teachers and member of the sects seems to suggest that moral issues are only be discussed but not for practical use. Nigerian may be “educated” but they are “moral dwarfs”. Leaders in position of authority in educational sectors and others should imbibe moral values in offices.

Moral education is a must in Nigerian. If Nigerian is to lay the foundation for our existence in the 22nd century and above, it must be done at all levels of the educational system as a war. The argument concerning how to teach it should be resolved. Where possible, two or more approaches could be tried and tested. The most effective one can be determined and adopted in the schools. At the tertiary level, it (moral education) must be one of the general studies courses, to be taught for two semesters and course lecturer must inculcate the expected moral codes in the students through their actions. The National Orientation Agency (NOA) and other bodies including Adult Education Centre must be funded to organize seminars, workshops persistently on moral education. In the churches and mosques, moral education must be a high priority, where church leaders should also treat every member of the congregation equally.

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