

THE URGENCY OF REDISCOVERING QUALITY EDUCATION FOR DEVELOPMENT IN THE LIGHT OF JEAN JACQUES ROUSSEAU

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Abstract

*A lot is left to be desired with the output of our educational system and its graduates. This seems to be the reason why Jean Jacques **Rousseau in his classical work “Emile”** employs the novelistic device of the boy 'Emile' and his tutor to illustrate how such an ideal citizen might be educated. He notes well on the importance of expression rather than repression to produce a well-balanced, free thinking child, who will in turn grow to be an adult that will impact on his society. Today Rousseau's ideas on the natural development of the child can be seen to be at work among those who may refer to themselves as “progressive”. This work gives full support to the careful education of the child, who at that stage of infancy is modeled towards a life that will make him in the society. It aims at creating awareness to the society to know the need of integrated education towards the child as he matures, so as to be a concrete asset to society and address our educational problems. It resolves that the authentic agents of education of a child such as; the parents, the civil society, the school teachers as well as good environmental condition are required. The method is analytical, Expository and Evaluative on the body of literatures on Rousseau's education*

Keywords: Education, The Child, Teachers, Nature, Development, Educational System

Introduction

You may have heard a lot being said about the drop of quality Education in Nigeria, including the numerous solutions that have been recommended to fix it. From improving curricula, to sacking incompetent teachers and even changing the whole approach to focus on productivity instead of exam results – the discourse has been ongoing. One thing is clear: Over the past few decades, a lot is left to be desired with the output of Nigerian educational system and its graduates. Or does Nigeria need quality education or Standard Education? Back to our institutions of learning, **examination malpractice is assuming a**

legalized statue. Arbitrary disruption of academic calendar, cultism, prostitution and other vices have eaten deep into the fabrics of our educational system. All these vices have their root in indiscipline of the mind and body which in turn breeds corruption. Consequent on these established facts, this work in the light of Jean Jacques Rousseau seeks to the causes of these vices; its effect and possible ways to correct the ugly trend in order to better our society.

This work has a huge interest in the development of a child who will in turn influence the society positively. It is also a call for a collaborative effort by individuals to build up a society through education as a reliable instrument. The significance of this work is to proffer a solid educational care towards the child from his early age stage of development so that as he progresses to maturity, he will have an integrated formation that will come up with societal development if carefully adopted. We also look at the ideal of equal educational opportunity that will harmonize the potentials of each individual person under a common goal, which is, societal development. This work will be highly significant when one starts to be influenced positively to work vigorously for self-actualization and initiate strategies for societal development with the application of educational values.

Education and Its Common Role

Etymologically, the term “Education” is derived from the Latin words; *Educare* (Educere) and *Educatum*. “Educare” means to train or mould. It again means to bring up or lead out or to draw out, propulsion from inward to outward. The term “Educatum” denotes the act of teaching. The term *Educare* or *Educere* mainly indicates development of the latent faculties of the child.

Education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development to the society in such a way that both enjoy maximum happiness and prosperity. Put shortly, education is the development of individual according to his needs and demands of society, of which he is an integral part. In Indian Tradition, Education It is a process of initiation into life of spirit and training of human souls in the pursuit of truth and the practice of virtue. Education must make one aware of his own root and provide points of reference which allow him/her to define his own personal place in the world. On this, Karol Wojtyla states that:

Every human being has innate abilities waiting to be developed. At stake here is the full actualization of one's own person and the appropriate insertion into one's social environment. In other that this may take place, it is necessary above all to provide adequate education to those who are just beginning their lives; their future success depends on this.¹

The role of education as an agent or instrument of social change is widely recognized today. Education can initiate social changes by bringing about a change in outlook and attitude of man. Therefore, one can comfortably say that; education is a well-known fact, which is necessary in the life of a man in relation to his society. It is therefore considered one of the fundamental human rights with no exception. Education brings out the

potentials embedded in man from nature, and through the process of learning understands the necessity of each factor that characterized his existence in a given environment and to know how to respond to each aspect of his life.

For education to be complete, it must incorporate the physical, the vital, the mental, the psychic and the spiritual aspects of man. Rousseau would suggest that the gradual manifestation on the child as he pass through stages (from infancy-adulthood) will help to develop the child in a proper maturity, thus, will enable the child to assimilate each stage as vital and necessary so as to embrace all in it. Rousseau suggests also that to actualize this integral growth, it is of great importance to give utmost attention to the child because it is from the early age that one forms a life that can lead him through adulthood as well as allowing the child to follow the natural inclination. As W. F. Dewan puts it; “Artificial cultivation imposed in the child result not in the true education..., but rather in the corruption of the child, just as civilization has been the corruption of mankind.”² Thus, true and nurtured education is simple the development of the original nature of the child.

Jean Jacque Rousseau's Theory of Education as an Ideal for Societal Development

On educational thoughts, Rousseau is at the centre stage with writing of his classical work on Education in 1762, called “Emile”. Here, he employs the novelistic device of *Emile* and his tutor to illustrate how such an ideal citizen might be educated. Rousseau divides the book *Emile* into five phrases, representing the different stages of his educational ideas; **Book I: Infancy Stage (1-5yrs centers on the physical and emotional development of the infant and the child), **Book II: Childhood Stage** (5-12 yrs does not call for education from books, rather education provided by life experiences), **Book III: Pre-Adolescence Stage** (12-15yrs this the stage that the life interest of the child is allowed to manifest- the education of the child should be suitable to his inclination and desire), **Book IV: Youth/Adolescence Stage** (15-25yrs the child is strong and learns to carefully observe the world around him, develop self-discipline and powers of objective judgement -real education is said to begin here), **Book V:** (20-50yrs- This stage Rousseau calls the education of the 'Sophia', *Emile's* wife to be). **The education of the girl according to Rousseau will be similar with regard to naturalness but it differed with the education of the males because it will be of sexual difference. However, Book V has always sparked off various criticisms against Rousseau's educational ideas for the female.****

However, education in Rousseau's philosophy is simply the development of the original nature of a child. He projects the innate goodness of child at birth, arguing that the child is naturally good. Thus, education according to nature remains the basic ideal education for him, i.e. Education that will develop the child in line with his innate goodness. Rousseau sees education from the dimension of child- centered learning, pointing to the fact that there is need for intensive care of the child so as to have a productive adult when he gets to the age. One can draw up from his view that education is not a preparation for life in the future; it is rather the process of living here and now. The child is acting in the living present, setting up his aims on how to

become a useful man in future, as well as to make impact at various stages of his growth and maturity.

Rousseau's major concern lies in the development of character and moral senses of the learner through natural tendencies so that he may learn to practice self-mastery and remain virtuous even in the unnatural and imperfect society in which he lives. He argues that what is essential is that one's **education** conforms to, and ultimately foster to reason, which is the ultimate **aim of education**. This means allowing a child to be free and to learn at his/her own pace and to focus on what we might call skills-based learning. **Rousseau** seeks to describe a system of **education** that would enable the natural man to survive corrupt society. He therefore revolted against the entire conception of education which is forcing a child to accept model of adult.

His work *Emile* attacks the child's depravity theory and an extensively verbal and literary education which is expected children to speak, think and act as miniature adult. The goal of his education is to “create learning environment that allow the children to innate natural goodness which rely on sensation and experience with the nature.”³ He also believes that a child must be free from society imprisoning institution, of which the school was one of the most coercive. He was of the view that a teacher can train a man or a citizen; he cannot train natural man. His natural man was the one whose natural virtues had not been influenced by traditional and social institution. On the other hand, their natural virtues were so developed that they were able to adapt themselves to the changing environment. To Rousseau, education was a process of guidance by teacher rather than instruction by him. “The role of teacher was to assist the nature rather than posting the convention to children”.⁴ He was emphatic in saying that education was a process of development into an enjoyable, rational, harmoniously balanced, useful and hence natural life.

Child, he believes, should be taught by experience not by verbal lesson. Rousseau suggested that the play-way was the best method to make a child's learning. Knowing childhood was his first concept. Ignorance of child's nature is the root of educational errors. The tutor should study the nature of his pupils. Each mind has a form of its own; but the traits of a child's mind can be learnt only by observation as he develops. Wise education proceeds by observing the child and adopting its measures to his individual capacities and needs.

His contribution in field of education was his educational methods by showing the value of motivation, creating the problems, and utilizing the senses and activities of the child. His concept of freedom, growth, interests and activities were greatly needed at the time against authoritarianism and absolutism in education. This work explores into the educational realm, laying more emphasis on the child's gradual learning as expressed in the idea of Jean Jacques Rousseau and advocating with him that early focus on the child will give a solid maturity to the child as he grows in various areas of life as well as in the behavior. Obviously, we are in the society of educational flop; Rousseau sort to solve this

problem posited in education by suggesting freedom in learning as to allowing the child come in contact with nature, so as to learn the necessary factors in life through experience. He also was of the view of intensive child centered education which will solve the problem of producing half-baked individuals in the society. As a guide, this work looks at the educational sector in this contemporary era, most especially in Nigerian educational setting as the case may be, one becomes aware of the numerous setbacks in terms of educational standard and contribution towards national growth, as well as universal dialogue as regards academic prowess. Following the ideal of Rousseau, possible ways to fight this grip of educational quagmire so as to bring about positive societal transformation were highlighted.

Suggestively, if our today's society can assimilate his philosophy to make effective reforms in educational system through curriculum reform, manual reform, teaching methodology reform, principles of assessment reform and basic instructional material reform, It would be the best way to let the young generation know the ways how to conceptualize through the new things so that they can improve their cognitive and psychomotor skills and also enhance digital literacy.

An Assessment of Rousseau's Theory

Rousseau, tremendously and enormously made an effort in establishing an ideal method of education from which he growth of educational input as regards its effects to societal development got to a progressive standard. As B. Rai puts it:

Influence of Rousseau on education is evident even today. If it is accepted that the child should be imparted education, while treating him as a child and conservatism should have no place in education, it is all due to Rousseau. If we talk of vocational or craft being taught to children, the credit goes to Rousseau. He also laid emphasis on educating the heart along with the mind and hands. In fact, he brought about a new era in education.⁵

The idea of Rousseau's analogy with the child *Emile* represents the need for intensive care of the children as regards their gradual growth. He emphasizes on the need for freedom so that the full potential and capacity of the child will be realized through his personal experience and contact with the natural environment. Supporting this claim, Hazel quoting Johann Pestalozzi states that, "Education should develop the child as a whole mentally, physically and morally. To do this, education should follow the organic development of the child, each step growing out of the preceding one..."⁶ Rousseau hints well on the importance of expression rather than repression to produce a well-balanced, free thinking child,⁷ who will in turn grow to be an adult, that will impact on societal development because he is well grounded through his own experience and under the close guidance of his tutor with realities around him.

Looking into the educational system in Nigeria, one realizes that a child that does well in school will come out to deposit a hallmark of success to the society through their grounding and intensive attention given to them when he was young. Hence, "the schools

should be as much like a gentle and refined home as possible. Observation and investigation should be more importance than memorization, class discussion and more significantly that recitation”.⁸ Thus instruction must be fitted to the child, not the child to the instruction. The teacher is the servant or a guide.

The roles of parents/teachers are of importance because they serve as guide to ensure that the child does not go astray. Take for instance in a family that lacks love and care, the child through his natural tendencies and instinct will learn such experiences and it may affect him in future. Thus, the part of education the family gives, as the first agent in training a child to build up balance learning should make the child is to see that they integrate a wholesome positive attitude before him; not to set bad examples before him. If the family as the principal school of social virtues succeeds in making the child learn the right virtues, he will in turn become an agent to development, social unity and peace in future, not a deviant, thus creating a society that is dynamic in social standards as regards interpersonal relationships.

Nevertheless, Rousseau's stage classifications of the development of the young boy Emile indicates that from 12 – 15years, the boy Emile strives for self- Preservation through the power of reason. He sought means to survive and grow up to be a man. Rousseau likened it with Robinson Crusoe, who engages in numerous activities in other to survive. He tried to explain to us the need for the boy Emile to be diverse in various form of technicality and intellectual engagement in other to survive in the society. Take for instance; in our society we can lift this Rousseau's idea as important to making a living. The school prepares one to face the reality of the society, if the child is lazy due to negligence or not properly formed and equipped, the struggle in the society will eat him up. Thus, the child will be left with little or no chances of survival.

The high rate of unemployment in the society usually lead youths to type of life that is disastrous but the need for technical inclination will enable chances of survival. That's why in our educational system, the provision of junior secondary is the period by which the young boy chooses his area of interest, as to venture into technical works or to continue in the line of white- collar orientation (higher educational pursuit). But taking advice of Rousseau that the child should be exposed to various utility in life, to be industrious, temperate, patient, firm, and full of courage and endurance,⁹ so as to enable the young boy not to run the risk of failing in life but to adjust at any given situation so that he will be an asset help to the society in which he finds himself, which will in turn bring about boost in nation's development as well as to conscientize the lukewarm on the power of capacity. Supporting this, Venkatraja and Indira opine:

Education is one of the most important means to improve personal endowments, build capabilities, overcome constraints and in the process, enlarge available set of opportunities and choices for a sustained improvement in well – being. The process of education and attainment therefore has an impact on all aspects of life. it is a critical invasive instrument for bringing about social, economic and political inclusion of people.¹⁰

Societal Development and Educational Problems

Societal development is linked with socio-economic indices like economic growth, level of technology, industrialization, self-sufficiency in food, functional healthcare system and good governance. It is true that societal capacities, behavioral patterns and values are acquired by citizens and societies through processes of socialization, education and learning. Education stands to be the most ranked.

The importance of education cannot be overemphasized on as regards its enormous contribution to societal development. Globally, education is considered as a human right that should be accorded to all human being.¹¹ Education of any society involves the transmission of all knowledge that is deemed worthwhile. Education has proved to be the panacea for growth in the society because it embraces all sectors of life and this will be actualized through quality education that is indispensable in a society that needs to break the cycle of poverty, ignorance and economic disease, as well as stagnation in development; it is an integral part of the social, political, economic and prosperity of all societies. Societal development can only be realized if policy makers match their words with positive actions. A society whose education system is in shambles cannot expect any reasonable level of development when policy makers pay lip service to issues that bothers on improving educational system, development will continue to be a mirage.

-Poor Funding: The first and perhaps the greatest challenge facing in particular the Nigerian society and making it difficult for standard and quality education that is capable of bringing about sustainable development is inadequate funding by federal, state and local government.¹² Education in Nigeria is overseen by the Ministry Of Education. Local authorities take responsibility for implementing policy for state-controlled public education and state schools at a regional level. This makes funding of education basically a government affair.

Due to the long existing high level of corruption in all levels of government, education in Nigeria has always suffered inappropriate funding which has led to poor infrastructure, absence of good teaching aids, and non-payment of teachers' allowances. Also, a sharp decline in crude oil prices which is the major source of government revenue has plummeted the country into a recession which has led to severe cuts in government spending, further worsening the poor funding situation of Nigeria's education system. This has led to strike actions; school closure and massive students protests all over the country. The financial crisis also dried up scholarship funds for foreign study, placing constraints on international student flow from Nigeria.

Unavailability of Qualified Teachers: In Nigeria, the poor working condition, poor remuneration and allowances the teachers are subjected to have discouraged capable and qualified teachers from taking up teaching jobs, they rather apply for other better paying jobs than teaching, while the few teachers who have taken up the teaching profession did

so due to lack of better jobs, hence, their low level of dedication as they are always on the lookout for greener pastures. This directly affects output as the quality of education is drastically reduced by this menace. Supporting this claim Dienye Victory opine, “The quality of an education system becomes suspect when its recipients cannot perform efficiently in society. A quality education should enhance the capacity of its recipients to improve and bring about positive improvement in their societies”.¹³

Lack of Continuous Training for Teachers: Adequate measures are not taken by the ministry of education to ensure that every teacher undergoes a continuous periodic training program to keep them in tune with modern practices and also help to remodel their interrelationship with their students and the student's guardians. Effective teaching and adequate teacher training at all levels of the education system is very crucial in the achievement of quality education and development. “the school is an important agent needed to bring about a positive and desirable modification in behavior of learners in a more systematic way, the quality of teaching must be very good to yield desired results”.¹⁴ A high quality education is required to adequately prepare pupils for adult life roles. Hence:

Teachers striving to develop the intellectual abilities of the child rather than force feeding him with facts that are easily forgotten. He described these facts forced on learners as foreign substances without any connection to the child's life. He rather advocated the use of functional instruction which will enable the learner gain thinking habits and develop the technical means needed for them. He pointed out that this would enhance their ability involving practical problems.¹⁵

Politicization Education: Another problem of education most especially in Nigerian schools today is the politicization of education; which seriously reduces the quality of education.¹⁶ In Nigeria, Politicization of education is another problem. In some institutions, cases where tribal and political affiliations influence admission and employment processes have been reported. This is not a good precedence as it denies those who are duly qualified employment opportunities or opportunity to study. Parents today use their political influences for the education of their children. This comes in two factors: firstly, many people today are after securing job for their children just to have meal ticket or to maintain a political bond, not bothering whether their wards are qualified or not to fit into that sector, thus rendering the competent ones to the base of unemployment. The second aspect is parents choosing a discipline for their children so that their high profile will be maintained. This posit a problem to real education because the child will be in pretense to love what he or she is not interested in, there by producing fake personnel's in that field.

Academic Fraud, Corruption and Indiscipline: In Nigeria, there have been numerous reports of corruption and indiscipline in Nigeria's education system, most especially in the higher institutions where cases of cultism in schools have been on the rise as well as bribery to pass exams. Academic fraud is endemic at all levels of education. Other forms

academic misconducts that has plagued the Nigerian education system ranges from cheating during examinations to more serious inglorious acts such as impersonation, falsifying academic records, paying for grades or certificates with gifts, money or sexual favours, terrorizing examiners and assaulting invigilators etc. This manifested crises in our schools today has led to “brain-drain”.¹⁷ Following up this is poor parental guidance; many parents lack caring, protection and guidance as such, no adequate provision of basic needs for their children to keep him or her up in order to meet the challenges of life.

Poor Standard of Living and Bad Governance: The issue of bad governance associated with most African countries with Nigeria inclusive has also affected the growth of education in Nigeria as the continuous bad governance has also increased the level of poverty in the country. Many impoverished parents are unable to send their wards to school due to the hardship and inability to meet up with the school fees. Also, the government hasn't been able to fully deliver on its promises of free basic education to its citizens.

Failure to Accommodate the Rising Population Demands: The total population of Nigeria as at independence stands at 45.2million, but this isn't the case now as the country has witnessed an astronomical rise in its population. As at 2015, Nigeria's population was estimated to be 182.2million, this is a major problem for the country as the education system has not been able to fully enroll its rapidly rising population. For instance, Nigeria's basic education sector is overburdened by strong population growth. In 2015, the country's population under the age of 15 was about 44 percent. The system fails to integrate large parts of this growing youth population. According to the United Nations, 8.73million elementary school-aged children in 2010 did not participate in education at all, most of which were the *Almajiri* children. They constitute the largest group of out-of-school children in Nigeria. These boys are sent to Qur'anic teachers to receive an Islamic education, which includes; vocational or apprenticeship training. Some are involved in street begging. The Ministry of Education estimated that there were 9.5million *Almajiri* children in the northern part of the country in 2010, making Nigeria the country with the highest number of out-of-school children in the world. The net enrollment rate at the elementary level was 63.8 percent compared to a global average of 88:8 percent. This low rate of enrollment to basic education in Nigeria has further increased illiteracy level in Nigeria. The country in 2015 had a youth literacy rate of 72.8 percent and an adult literacy rate of 59.6 percent compared to global rates of 90.6 percent and 85.3 percent in 2010 respectively (data reported by the World Bank).

Low University Admission Capacity: According to the statistics JAMB provides on its website. In 2015, only 415,500 out of 1,428,379 applicants were admitted to university. The admission crisis is one of Nigeria's biggest challenges in higher education, due to the growing youth population. Nigeria's system of education presently leaves over a million qualified university admission applicant without access to university education on an annual basis. This tends to slow down economic growth as only a few educated

professionals are available in the country; it also leads to brain drain. There are numerous educational problems that are obtainable especially in the Nigerian society but the above problems listed can go a long way to expose why there is lack and ineffectiveness in the academic performance of the Nigerian children. To bring about social development, the following measures are needed so as to have a society that is balanced and pleasurable to live in through the effort to quality and intensive educational scheme.

- a. Adequate teacher education training: this will enable the society to produce teachers with in depth specialization so as to teach the younger ones the ideal in education. Also, employment of professionals to instruct the instructors.
- b. Adequate budgetary provision: funding of educational sector and proper management of the fund is needed.
- c. Empowerment approach to education by providing learning equipment
- d. Provision of child friendly and teacher friendly school environment.
- e. Review of school curricula for promoting relevant learning and extra curricula activities.
- f. Admission of students to schools based on merit not on political ground.
- g. Encouraging the teachers based on salary incentives.
- h. Government providing a system that will accordance all and sundry in terms of subsidising high cost of education.
- i. Quality assurance in terms of class size, number of teachers and instructional materials.
- j. Revamping of the goals of technical educational to increase employment and industrial growth.

Restructuring 6-3-3-4 to 9-3-4 Educational System for Self-Employment

There is no magic to improving our educational system. It takes knowledge restructuring because I think that knowledge imbalance equals reorientation. Another magic is resources, consistent policy, and sustained dedication to reverse the decay in our educational system. The Organization for Economic Cooperation and Development conducts the Programme for International Assessment tests. The PISA, which is administered every three years, tests 15years old in 72 countries in the areas of Maths, Reading and Science. The 2015 results showed Singapore in first place for all three areas.

Singapore got its independence in 1965, and has had a consistent education policy, sustained over decades. The first and main strategy was to invest heavily in the quality its teaching force. The objective was to raise the prestige and status of teaching and to attract the best graduates to teaching positions. Today, teachers are recruited from the top 5% of graduates in a highly-centralized system. All teachers are trained at the National Institute of Education to ensure quality control.

Another country that consistently features on the top 10 of the PISA results is Finland. In a YouTube broadcast on the channel, TopTenz, Host Simon Whistler lists the Top 10 Reasons why Finland has World's Best School System. Briefly, some of the reasons are as

follows:

- “Top-notch teachers with extensive training”- teachers in Finland are highly regarded, on the same level as lawyers and doctors. A master's degree is required for teaching.
- “High levels of teaching autonomy” – teachers are given wide latitude to develop innovative teaching methods and strategies as well as determine the content of their lessons,
- “Ample funds to help weak students catch up” – the emphasis in the Finnish system is equality. Poor children, and special needs children are provided with the support they need to catch up and keep up with other students. The nationwide objective is to achieve equity and that flows into the educational structure.
- “Teachers don't teach to the test” – there are no standardized tests until students get to their final year of high school. Teachers have flexibility on what to focus on which allows for them to take into consideration the human aspect of teaching and learning. One size does not fit all in learning and teachers have enough latitude to take that into consideration and give individual students the attention that they need.
- “Kids start school late” – kids start school at age 7 in Finland. Before that they are in day care and pre-school where they focus is on experiential learning, not on reading or writing. They do not start learning to read until age 7 when they start school.
- “Joy and play are part of the curriculum” - there is a Finnish saying that, “Those things you learn without joy you will forget easily”. The learning atmosphere is more relaxed. There is little to no home work assigned and kids have 15minutes breaks at least four times a day.
- “Everyone attends public schools” – there are very few independent schools in Finland and even those are subsidized by the government. Because every child attends public school, everyone is invested in the success of public schools.
- “Finnish kids have bright futures tailored to their strengths and interests” – 93% of students graduate from either a vocational or academic High School. At age 16, children choose between a vocational programme which prepares them for work in different fields or to go on a polytechnic, or an academic programme which prepares them for university. Forty per cent of students choose the vocational route. Whether they go on to university or polytechnic, study is paid for by the government.

The top reason given for why Finland has the World's Best School system is, “Equality amongst schools.” There is one key thing to note in both Finland and Singapore: in both countries, the focus is on elevating the quality and prestige of teachers. Both countries also dedicate the funds to actualize their vision for their educational systems. We cannot wish for better foundational education without deploying the necessary resources to provide the structures and human resources required to reverse the decay in our educational

system and prepare a generation that is expected to contribute to the development of Nigeria. It will not happen by magic. Change in the educational system can only happen by sustained and dedicated effort through the balance of Knowledge with proper reorientation.

As we consider most especially the Nigerian educational systems that have been practiced all these while we will take to cognizance that the most viable one as regards employment and nation's sustenance that propels societal development is the 6-3-3-4 system. The provision of the 6-3-3-4 system of education was that a child will spend 6 years in primary school, and then in the post primary level, he spend the first three years in junior secondary, and then spend another three years in the senior secondary before proceeding to complete the last four years in the tertiary institution.¹⁸ We can say that the most striking concern is the first '3' factor that represents the technical and vocational dimension studied in the junior secondary.

This system of education encourages entrepreneurial development in the school syllabus, and this will lead to employment as the young ones graduated from college engage themselves profitably; “Thus making them ready for both higher education and the world of work”.¹⁹

Prior to advent of the 6-3-3-4 educational system in 1982, secondary education was organized in grammar, technical, vocational and commercial schools which was inherited from the British and American system which is the 6-5-4 system which segmented the interests of the students; but this idea gave no room for holistic formation as regards to the youth to fit in another system if the one of his interest fails due to some unforeseen circumstances. Thus, this prompted The National Policy on Education to make a radical departure to introduce a system that is comprehensive of the above school, in effect, every secondary school became comprehensive in composition and objective.²⁰

In a developing country like Nigeria, its educational dimension especially in the secondary schools is to prepare the majority of young people for the labour market and a selected few for higher education so that development will be balanced as regards vocational and technical orientation in various fields and as well produce professional in white collar training. This system faced a challenge by the advent of the new system 9-3-4, as a kind of restructuring in order to remedy the educational stagnancy but still it did not succeed in its quest.

It is not surprising to that there are general problems in the educational sector in Nigeria, not basically due to the system but “because of poor implementation as well as availability of personnel's, materials, funds and administrative will.”²¹ Thus, in order to stabilize the educational system in Nigeria; intensive care should be given to the educational sector by the three tiers of government, most especially in terms of funds. In other to improve in the technological target of our country Nigeria so as to measure up in the global world of fast rise in science and technology, it is worthwhile that encouragement should be given to the technical schools so as to boost their productivity.

While the economy of Nigeria is not moving at a better pace is because of the *laissez faire* orientation of Nigerian youth as seeking solace to only cooperate works in government offices, relegating the use of their 3H (Head, Heart and Hand, in terms of technical work) to make a living. If achieved, the 6-3-- system will go a long way in lifting the standard of education should guide against inconsistency in implementing policies already established as regards maintaining the 6-3-3-4 system, which will help to guide a child who is not academically sound after his junior secondary into technical or vocational studies. "This way, he will have a bright future. This is one of the reasons a lot of public-school children are confused and don't do well academically, and if not for some good private schools that help guide them, only God knows what would become of them."²²

Evaluation/ Conclusion

Rousseau's *Emile* was judged by some at the beginning of the twentieth century to be the best book ever written on education. However, it may be well to add that by some it was criticized as more misguided than true or wise. But it was widely read and studied by scholars interested in education. Today Rousseau's ideas on the natural development of the child can be seen to be at work among those who may refer to themselves as "progressive". In fact, it has been claimed that the progressive education movement is almost as indebted to Rousseau as to Dewey. This is not to imply that the philosophical positions of the two men are identical.

It is worthwhile to recognize the fact that Rousseau's education has a naturalistic dimension in the 18th century philosophy of education and was based on the assumption that nature represents the wholeness or reality. Rousseau emphasized that traditional and formal educational was man-made. He believes that "education is the development of child's inner disposition and it is certainly not about imparting information or seeking knowledge."²³ Education comes to us by nature, man, and things.²⁴ Here, he regards nature as equal to endowment; accordingly nature is repeatedly interpreted to the development of the child. For Rousseau, "the naturalist child is the measure of all things, the centre around which revolves every aspect of education."²⁵ he expressed that the first and the most important part of education, precisely, that which the entire world neglects is that of preparing a child to receive education; the interplay between the child and his environment.

Endnotes

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