

# **IMPROVEMENT OF SECONDARY SCHOOL CURRICULUM TOWARDS INTERNATIONALIZATION IN EDUCATION**

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## **Abstract**

Ordinarily Internationalization is a growth across national boundaries. In terms of education, it is the process of planning and implementing educational products and services. The task of internationalization provides development of the unified nation for the fact that basic and adolescent levels of education will find new knowledge and new opportunities, in Nigeria for instance there will be positive advancement 'in the reality of Massive further education, global integration, more socialized skills, growing trend towards modernization and subscribe to "the American dream". All these are very much concerned with the call for innovation embedded in globalization which is synonymous with internationalization. Globalization has the potentials to be a powerful force in the decolonization of indigenous peoples; globalization presents fresh challenges as well as new opportunities for success. Again it is the intensification of world social relation which link distant localities in such a way that local happenings, education, academics etc are shaped by events occurring many miles away and vice versa. The concept of internationalization

of secondary education is reflecting as a growing interdependence of world societies in Education and through Education. This paper discusses the following: Internationalization, concepts of UB Act/Goals of UBE, Rationale, Internationalization, the way forward, conclusion and recommendations were also made.

**Keywords:** Internationalization. UBE. Secondary Education

Education in a broad sense is a means of imparting knowledge. The Knowledge could be in different ways, such as systematic or organized, structured and unstructured but must lead to the acquisition of knowledge, skills, values, attitudes, beliefs by learners. Education obeys the characteristics of living things. It respire, moves from time to time, changes, reproduces people and shapes them.

Education has remained a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world.

Invariably, the major problem identified in the Nigerian UBE system lies in the automatic promotion, that is, 100% promotion and transition for 9 years.

This indeed is a mockery of any form of evaluation done at this level and is bound to reflect on the standard of education in no distant future. In particular the provision for the out of school population has remained

HI obscure since eight years of its introduction and inception. Yoloye (2004) observed that, the concept of Basic Education is not a completely new term to the Nigerian society and that within the last decade; it has assumed a global significance and its meanings has been broadened. The expanded visit on of UBE comprises the universalizing of access and promotion of equity, focusing on learning and enhancing the environment of earning and strengthening partnership. True to taste, education is life and life is in education because nobody can grow without education.

UBE means Universal Basic Education, comprising primary card Junior Sec education, which is compulsory, universal and free up to 9 years. The structure of the Nigeria educational system made up of levels the facilities and enhances teaching and learning in a manner that every matter is dealt with at the ages where the physical and mental capacity can cope with (Olaturde,1969, Asodike, etal 2014) according to Maduewesi Wikipedia (2014) basic education refers to the whole range of educational structures taking place in various settings (formal, non formal and informal) that aim to meet basic hearing needs. Federal Ministry of education (2009) defines basic education as the education offered to children aged between 3 and 14 years. It comprises 3 years of early childhood care development and education, 6 years of primary school and 3 years of junior secondary education, it also covers special interventions directed at normadic and migrate children, mass literacy as well as the almajiris and other vulnerable and

excluded group. For the international standard classification of education, (ISCED) in Wikipedia 2014 basic education comprises primary education (first stage of basic education) and lower secondary education (second stage) in Nigeria, basic education is known and called Universal Basic Education (UBE).

Universal Basic education, according to the Jomtien Declaration and Framework of Action on Education for All is not defined in terms of years of schooling. It is not limited to formal schooling and Jegede (2000) advocated for the non formal and informal media to work together complementarily to ensure that all categories of Nigerians have access to basic education. Obayan (2000) described basic education as that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly. To consolidate the skills of learning how to learn.

The UBE mission Statement observed that at the end of the nine years of continuous education every child that passes through the system should acquire appropriate levels of literacy. Other skills include numeracy, communication, and manipulation of life skills and be employable, useful to himself and society at large by possessing relevant ethical, moral and civic values. The mission statement states in part-working in concert with all stakeholders by mobilizing the nation's energies to ensure that education for all becomes the responsibilities of all. The scope includes programmes and initiatives for early childhood education and development, the six year primary education and the three year junior secondary school.

The Federal Government guidelines on implementation for the Universal Basic Education Programme (1999) proffer some strategies which are to serve as guidelines for implementation. These include the fact that provision of the educational programme should be universal, free and compulsory and efforts are to be made to counter the factors which have been impediments to global realization of previous education programmes not mentioned here.

As contained in the official Reference of the Federal Republic of Nigeria Gazette (2004), the act provides for compulsory universal basic education and stipulates penalties for parents who fail to comply with the provision. On the issue of relevance of the school curriculum to the society Ehindero (2000) Adesina (2000) have raised doubts as it has been observed that there is a growing rate of poverty which is an indicator of problems in the system. It was therefore suggested that it should be so structured that each individual will be equipped to perform some six life roles eg. role as an individual, as a producer, citizen, national consumer and as a family member, As far as the provision of human and material resources are concerned, Adebimpe (2001) opined that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. Salaries need to be paid as at when due because it serves as a motivation factor towards productivity.

### **Goals of UBE**

The objectives of the programme as specified in the implementation guideline by government in 1999 are as follows: Developing in the entire citizenry, a strong conscientiousness for education and a strong commitment to its vigorous promotion Provision of free Universal Basic Education for every Nigerian child of school going age - Reducing drastically the incidence of drop out from the formal school system Catering for young persons, their schooling as well as other out of school children or adolescent through appropriate form of complementary approaches to the provision of UBE - Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for the lifelong living.

In other words according to FRN in LEX National Policy on Education (2014), Education is an instrument par excellence for National Development and advancement. Usually, human beings are the raw materials that must be inputted to achieve greatness. It is the civic right of all citizens, as a public good and its own right. This is why the Federal Republic of Nigeria launched the Universal Basic Education (UBE) programme in order to showcase their, commitment to the International Conventions and Charter which included; the New Delhi Declaration of 1991; The Jormtoin Declaration of 1999 on the promotion of Basic Education and other stiff measures to reduce Illiteracy and Uneducability of some people. Nigeria has free and compulsory education, at least up to the junior secondary level.

However, the level of functionality and qualitiveness need to be improved. Quality is an index of good funding as according to Professor Ekong, (2016), qualitative education is the type of education that would develop in the beneficiary, the skills of creativity, independence determination, patience, perseverance, compassion, dedication, humility, modesty, the spirit of team work, industry and so on". That is to say that Quantitative Education is a construct in life to realize aspiration, peace of mind and holistic development of the individual.

Functional education is education for special purpose tailored to practicality, useful life to the world of work, it is education for utilitarianism. Functional education is learner Centered (Gopernican Education).

We cannot talk of qualitative and functional Education without the teacher at the nucleus. A teacher is a social engineer whose role is in the construction of human beings for professionalism in their call by providing these people with knowledge, skills, molding character and orientation for the general good (Uduokpong 2017).

In Nigeria, Nigeria Union of Teachers is the general umbrella shielding the teachers. The Union was established in 1931 as the most viable, veritable, organized trade union in Africa. Its formation is to foster unity and progress among all the teachers in Nigeria, by promoting, and advancing the course of education and teaching profession

throughout the federation and beyond. It is instructive to say that teachers are the springboard for economic, cultural scientific and technological, advancement.

### **Internationalization**

Internationalization of secondary education has to do with the imparting of knowledge, skills and values associated with universal appeal and application. It is a strong instrument for diversification of goals and objectives of secondary schools. Presently, there is urgent need to internationalize schools all over the world and Nigeria should not be left behind, Internationalization tends to address the increase in border crossing activities amidst national systems of education.

Internationalization can also occur in such a way that students acquire international skills without having to leave the country. Sometimes, it involves a shift from producing for national markets to international markets (Varghese, 2008).

Internationalization is “a process of change that increasingly places the understanding and ambition of staff and students in an international context (<https://www.sheffield.ac.uk/als/current!> Internationalization).

The scope of internationalization in the education environment is vast and includes a number of areas, such as:

- Supporting inclusive learning and teaching
- Offering international student exchanges
- Encouraging second-language learning
- Embedding international perspectives and opportunities for developing intercultural agility
- Recruiting international students
- Welcoming a multicultural academic staff and student body
- Considering issues of global citizenship such as sustainable development.

Ensuring that the curriculum content reflects an international context for teaching and research is increasingly important. From a learning and teaching perspective, internationalization impacts on many other areas, including curriculum design, assessment, employability, and academic support.

### **Benefits of Internationalization to Secondary Students**

Learning in an internationalized environment has the potential to impact on the student experience in several ways, including:

- Benefiting from an enriched curriculum that includes international perspectives.
- Studying with an increasingly diverse cohort.
- Developing intercultural competencies through classroom and Extracurricular activities
- Considering broader issues of global citizenship and social justice (<https9/www.sheffield.ac.uk/als/current/internationalisation>).

In addition, Internationalization in Nigeria allows students, including those who are not able to study abroad, to benefit from international perspectives, such as:

- Visiting guest teachers
- Partnering or group work with international students
- Virtual mobility

Whether providing a welcoming and supportive environment to international students or enhancing the international orientation of domestic students, internationalization has an impact on all students.

Academic Impact of Internationalization of secondary school

Internationalization can affect academic practices in a number of areas:

- internationalization of curriculum and its design
- teaching diverse groups and supporting domestic and international student integration in the learning environment
- Recognizing international contributions in assessment criteria; making sure that all students clearly understand assessment practices, including unfair means
- Preparing students for the academic learning style in advance of their arrival at Sheffield by incorporating more information on teaching and learning in pre-arrival information and induction programs.

### **Rationale for Internationalization of Upper Basic Education**

Secondary schools are nexus for academic activities, social event center tutorial. Centers and other spiritual activities. They are located with play grounds. They operate with the stipulated curriculum with free entry and exit. Internationalization starts by education and the proliferation of private schools. This can be summarized below with the under listed reasons:

1. There is high patronage of private schools due to negligence of government to perform her legitimate duties. Most of the owners of these private schools are either former government functionaries or appointees who willingly kill public schools for them to flourish.
2. Deceit of many private schools that they are International and Government approved.
3. Many private schools keep the students/pupils longer as most parents come in late from work or business. Many parents are civil servants and traders who come home late, while public schools close earlier.
4. Provision of colorful teaching and learning materials, including different uniforms that attract parents.
5. High net returns in terms of profit.
6. There is a bandwagon effect on the parents who latently compete with their neighbors or yard members and church members.
7. The claim that it is affordable by proprietors while deceiving parents with initial tuition fees, as others fees are collected within the term e.g. lesson exam, excursion etc.

8. The scheduling of birthday celebration every month for members of class whose gifts are given to class members,
9. Unemployment and underemployment forcing many schools to be established legally or illegally.
10. Promises of some private schools for overseas trip and International excursion.
11. Existence of miracle centers in most private schools as students must pass to attract candidates.
12. Regular strikes in many public schools because of Government negligence.

### **The Way Forward**

1. It is now imperative for the Nigeria Union of Teachers to partner with the State and Federal Government and Teachers Registration Council of Nigeria to rise to their responsibilities and in meeting with the sustainable Development Goals.
2. The gap between the rich and the poor should be closed through stringent measures for approved and functional inspection or supervision of school before and after.
3. An action plan, to start sensitization or awareness by the Nigeria 'Union of teachers should commence immediately.
4. The laws guiding registration and approval of government owned skills should be strengthened.
5. The Nigeria Union of Teachers should sponsor bills not only in the National Assembly and State Houses of Assembly but also of international markets.
6. NUT should start unionizing teachers in private schools by organizing and injecting advocacy programs
7. NUT should target key politicians on the need to equip the public schools, rehabilitate them and inject them with qualified teachers.
8. The teachers should be well motivated,
9. A task force should be created. in partnership with NUT and government for standardization
10. There is need not to compromise the working conditions of teachers in public school and when they retire their emoluments should be paid.

### **Conclusion**

It is the duty of both state and Federal Government to reach out, collaborate with other countries in order to strengthen education through internationalization and have the will power to implement the United Nations declarations. Our teachers should be willing to toil as they are facing challenges and competitions from the international schools.

We should disentangle ourselves from the mistakes of the past by adopting internationalization. It has a better advantage of dwindling only in a developing country like Nigeria.

### **Recommendations**

The following recommendations were proffered as they are necessary for achieving internationalization of secondary education:

1. There is need for a reorientation of parents, for them to understand that there is nothing osthernsious in studying internationally.
2. All issues about the implementation of internationalization should be enshrine in Nigeria constitution and national policy on education.
3. Implementation monitoring team on internationalization should be put in place.
4. The presence of an international certificate should also count as prerequisite for admission into the universities.
5. To appreciating the importance of internationalization in the educational process, government should consider it to be in the interest of national unity.

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