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will be invaluable for those wishing to trace the development of Education in Nigeria up to the early 1970s. A knowledge of the history and development of the Nigerian Education system, of the numerous and intensely varied personalities and beliefs which have combined and often conflicted to shape it, is indispensable to all students in colleges and universities studying to become teachers. It is this knowledge that Professor Fafunwa set out to provide, drawing on his wide experience as teacher writer and educationalist.

**History of Education in Nigeria** - A. Babs Fafunwa - 2018-10-03

Originally published in 1974, a comprehensive history of Nigerian Education, from early times right through to the time of publication, had long been needed by all concerned with Education in Nigeria, students, teachers and educational administrators. No one was better qualified than Professor Fafunwa to provide such a book, and in doing so he gave due emphasis to the beginnings of Education in its three main stages of indigenous, Muslim and Christian Education.

Nigerian Education had been considered all too often as a comparatively recent phenomenon, but this book points out from the start that ‘Education is as old as Man himself in Africa’ and that both Islam and Christianity were comparative newcomers in the field. A historical treatment of these three strands which have combined to make up the modern Educational system was vital to a clear understanding of what was needed for the future, and most of the first half of the book is concerned with these Educational beginnings. The imposing of a foreign colonial system on this framework did not always lead to a happy fusion of the systems, and the successes and the failures are examined in detail. There was no shortage of documentary evidence in the form of reports and statistics during the decades prior to publication, but this evidence was frequently scattered and inaccessible to the student, so that the author’s careful selection of key evidence and reports, often drawn from his own personal experience, will be invaluable for those wishing to trace the development of Education in Nigeria up to the early 1970s. A knowledge of the history and development of the Nigerian Education system, of the numerous and intensely varied personalities and beliefs which have combined and often conflicted to shape it, is indispensable.
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**Introduction to the Teaching Profession in Nigeria** - Victor Finipaya Peretomode - 1992

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**Teaching as a Profession in Nigeria** - Benjamin S. Okeke - 1984


This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992, the whole of 1993 and 1994 and the early months of 1995. Each entry provides names and addresses of the researchers, a detailed abstract, the source and amount of the grant(where applicable), the length of the project and details of published material about the research.


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**Handbook of Research on Teacher Education and Professional Development** - Martin, Christie - 2016-09-23

With the ever-changing climate of education around the globe, it is essential that educators stay abreast of the most updated teaching methods and applications. To do this, fostering teacher education programs that include innovative practices and initiatives within the field is imperative. The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs. Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs, this book is a pivotal reference source for academics, professionals, students, practitioners, and researchers.

**CHALLENGES AND PROSPECTS IN AFRICAN EDUCATION SYSTEMS** - SOJI ONI (Ph.D.) - 2013

Challenges and Prospects in African Education System: The general idea this book is trying to disseminate is to inform readers about the compelling challenges and prospects in African system of education. As we all know, when issues of Africa educational system is raised, the first set of thoughts that come to mind is decline in standard, deterioration of facilities, examination malpractices, cult crises or school-based violence, shortage of teachers, underqualified teachers, and poor teachers' performance, which results in poor learning standards, lack of classroom discipline that is exacerbated by insufficient resources and inadequate infrastructure, failure of appropriate inspection and monitoring, and confusion caused by changing curricula without proper communication and training. All these have led to massive demoralization and disillusionment among teachers and a negative and worsening perception of African system of education. This,
Therefore, calls for in-depth analysis aimed at tutoring every stakeholder in education on how their action and inactions have individually and collectively contributed to the collapsing state of education in Africa. However, the prospect is that Africa’s recovery and sustainable development can only be guaranteed through expansion and sustenance of both quantitative and qualitative of the continent's stock of human capital through education. In order for education to realize its key role in development, it must be provided to the younger segments of African society as quickly as human and financial resources permit, with the ultimate goal of developing a comprehensive, meaningful and sustainable system of education at all levels and for all age groups. This is the message that this book puts across in the six knitted sections.

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**Teacher Professional Knowledge and Development for Reflective and Inclusive Practices** - Ismail Hussein Amzat - 2017-06-14

This book brings together the practice of reflective teaching and the knowledge of inclusive practices in the context of teacher education and continuing professional development. It is a call to leverage reflective teaching for inclusive practices. The first part of the book provides an overview of what constitutes reflective practice in the 21st century and how teachers can become reflective practitioners. It also discusses how teacher professional development can be enhanced for reflective teaching practice. The second part of the book deals with teachers' knowledge development in order to create inclusive teaching and learning environments. It highlights the need for a responsive teaching climate, intercultural competency, pedagogical change and professional literacy. A reflective inclusive teacher is likely to anticipate the multiple needs of diverse learners in pluralistic settings, thus ensuring student success. This book will enhance the efforts of teacher educators and teaching professionals in building a culture of reflective and inclusive teaching practice in the classroom.

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Teachers’ Motivation and its Effects on Teachers’ Performance in Nigeria - Babajide Charles Falemara - 2018-04-10
Diploma Thesis from the year 2013 in the subject Pedagogy - School System, Educational and School Politics, grade: 3.4, University of Jos (National Teacher's Institute), course: Post graduate diploma in Education, language: English, abstract: The study investigated teachers’ motivation and its effect on teachers’ performance in Nigeria using a descriptive survey research design. Thirty teachers and 50 students were randomly selected from three government secondary schools in Jos North Local Government Area of Plateau State. Data was collected using a well-structured questionnaire. Responses were presented using descriptive statistics and analyzed using Pearson Product Moment Correlation Coefficient statistical method to confirm the hypotheses generated for the study at 5% probability level. The findings of this study reveal that there is a significant relationship between teachers’ remuneration and quality teaching in Nigeria. Based on the findings of this research study, teachers' remuneration significantly affect both extrinsic and intrinsic motivating factors, increased teacher absenteeism, teachers-students interpersonal relationships as well as commitment to work, consequently contributing to dwindling educational quality and academic performance of primary school students. As such, highly-motivated, well-trained and professionally supported teachers are crucial for an effective education system in Nigeria.

Current Issues in Nigerian Educational System - - 1998

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Diverse Contemporary Issues Facing Business Management Education - Khan, Mohammad Ayub - 2014-09-30
In today’s society, it is not only desirable but essential for a business to take on a global edge. The best way to ensure a successful future is to educate business students about global policies currently at play. Diverse Contemporary Issues Facing Business Management Education discusses the issues that are facing both large and small corporations and the students who are seeking employment there. Questioning not only what changes globalization has brought to the business world, but what ways our education system will have to change to keep up, this book is an essential reference source for business owners, educators, students, or anyone interested in the future globalization of the business market.

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A Handbook on Teaching Profession in Nigeria - Daniel Umoren - 2001

Language, Literacy and Learning in Primary Schools - Olatunde A. Adekola - 2007

Language, Literacy and Learning in Primary Schools is a synthesis of the findings arising from four years of policy research and development in Nigeria's primary schools that focused on the gap between what teachers should know and be able to do, and the realities of teaching and learning in classrooms. It begins by critically examining the outcomes of primary schooling as measured by learning achievement results from national assessments, and by identifying some core learning problems for Nigerian primary school children. It reviews the findings from recent research reports that studied teaching and learning processes in primary school classrooms, and it identifies the pedagogical issues in primary classrooms that contribute to poor learning achievements. This report describes a research and development program that set out to improve teaching and learning in core learning skill areas of the curriculum. This study identifies priority areas for teachers' professional development. It suggests a policy framework for the continuing professional development of primary school teachers, including the initial preparation of teachers and their induction into teaching. It proposes medium and long-term strategies to bring about the desired changes in teaching and learning through school-based approaches to teacher development.

The Bloomsbury Handbook of Global Education and Learning - Douglas Bourn - 2020-02-20

Learning about global issues and themes has become an increasingly recognised element of education in many countries around the world. Terms such as global learning, global citizenship and global education can be seen within national education policies and international initiatives led by the UN, UNESCO, European Commission and OECD. The Bloomsbury Handbook of Global Education and Learning brings together the main elements of the debates, provides analysis of policies, and suggests new directions for research in these areas. Written by internationally renowned scholars from Brazil, Canada, Finland, Germany, Ireland, Italy, Japan,
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Revitalizing Nigerian Education in Digital Age - Soji Oni - 2012

Revitalizing Nigerian Education in Digital Age: What most of the papers in this book have in common is the concern for the revitalization of Nigerian education in the digital age through ICT and other modern methods of making education functional and effective in the new modernity. While some of the chapters deal with conceptual issues, others consider the various role of education in this digital age and how Nigeria can be relevant. Most of the chapters present well-researched, detailed, and informative papers on how to reposition Nigerian education in the digital age. Specifically, the role of education in bringing Nigeria's new world about are discussed in simple language and then taken up in different forms all through the book. Since Nigeria has to act fast and decisively to be on the same development and education wavelength as the other members of today's global family, serious actions are being suggested in this book. Revitalizing Nigerian Education in Digital Age simply means taking the above desiderata seriously. Nigeria has a daunting task here in view of the heavy education burden. This is the message that this book puts across.

Issues in Nigerian Education - - 1992

Reshaping Education in Nigeria - Donatus O. Lawani - 2003

Current Issues in Nigerian Educational System - Felicia Onyemowo Agbo - 2004

Towards Gender Equality in Nigeria in the 21st Century - Chibuogwu V. Nnaka - 2001

Professional and Ethical Consideration for Early Childhood Leaders - Cunningham, Denise D. - 2020-06-19

Early childhood educators are keenly aware of
Early childhood educators are keenly aware of the importance of a child’s transition to “real school.” This transition is occurring earlier in a child’s life now that school districts nationwide are moving to pre-kindergarten experiences for 3- and 4-year olds. Annually, more than one million children attend public school pre-k programs overseen by elementary school principals who, although veteran educational leaders, were not trained to oversee these programs. Although pre-k classrooms are rapidly growing and deserve special attention, school leaders must be reminded that early childhood means more than pre-kindergarten; it extends through third grade. School leadership needs to understand the principles of early childhood education to effectively support all children age three to grade three. Professional and Ethical Consideration for Early Childhood Leaders is a collection of innovative research that crafts an overall understanding of the importance of early childhood leadership in today’s schools. The book employs strategies to improve support for children in early childhood years, examines the different roles of early childhood leadership, analyzes best practices for implementation in early childhood contexts, and explores improvements for leadership preparation for schools with pre-k through third-grade children. While highlighting a wide range of topics including advocacy, cultural responses, and professional development, this publication is ideally designed for educators, administrators, principals, early childhood development teachers, daycare instructors, curriculum developers, advocates, researchers, academicians, and students.

The International Journal of Indian Psychology, Volume 3, Issue 3, No. 1 - IJIP.In
- 2016-04-20
This gives me an immense pleasure to announce that ‘RED’SHINE Publication, Inc’ is coming out with its third volume of peer reviewed, international journal named as ‘The International Journal of Indian Psychology. IJIP Journal of Studies’ is a humble effort to come out with an affordable option of a low cost publication journal and high quality of publication services, at no profit no loss basis, with the objective of helping young, genius, scholars and seasoned academicians to show their psychological research works to the world at large and also to fulfill their academic aspirations.

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The Agonies of Nigerian Teachers - Lawrence Achimugu - 2000

Educational Administration Innovation for Sustainable Development - Aan Komariah - 2018-08-06
The International Conference on Research of Educational Administration and Management (ICREAM) held on October 17, 2017 in Bandung, West Java, Indonesia. The aim of ICREAM is to provide a platform for educators, administrators, managers, leaders, policy makers, researchers, scholars, principals, supervisors, graduate students, practitioners, academicians, professionals and teachers from different discipline backgrounds to present and discuss research, developments and innovations in the fields of educational administration. It provides opportunities for the delegates to exchange new ideas and application experiences, to establish business or research relations and to find global partners for future collaboration.

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Inaugural Lecture Series - - 1999

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Democracy and Educational Management in Nigeria - - 2002

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The Agonies of Nigerian Teachers - Lawrence Achimugu - 2000

Minimum Standards and Accountability in the Nigerian Educational System - Nigerian Academy of Education. Congress - 2004

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The past few years have been very traumatic ones for many Nigerians. With the exception of those in power or close to the seat of power, the changes of 1998 were a welcome relief given the tyranny and repression that the country had suffered under General Abacha. With many people in prison and more in exile, the death of Abacha was received with a sigh of relief. Many observers have seen the resilience that has come to signify the strength and potential of this once 'giant of Africa', as well as the destruction and the socio-political and economic decay of the past decades. The Nigerian people have endured the exploitation of their rights due to the lack of democratic leadership, and with this in mind, they have been called to attention to fight for their country.

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Youth development is as a core aspect of human and national progress in Nigeria. The study suggests the development of young people as the means of poverty reduction. It indicates that amidst cultural, ethnic, and religious diversities, and in the light of threats to human life and property, the development of the youth is the way to promoting peace and unity, justice, and security. The book argues on a two-fold contribution: While the Nigerian Church is to intensify efforts in the active participation of lay Christians in politics, the State is to tackle critical areas to ensure a decent standard of living for all.

A Concise History of Education in Nigeria - Maria Virginia Ajuzie - 1999

Contemporary Issues in International Law - B.C. Nirmal - 2018-02-13

This book explores the changing nature of international law and its ability to respond to the contemporary issues related to international environment, trade and information technology. The evolution of international law has reached a stage where we are witnessing diminishing power of the state and its capacity to deal with the economic matters challenging the existing notions of territory and sovereignty. Recent trends in international law and international relations show that states no longer have exclusive control over the decision-making process at the global level. Keeping this in mind, the book brings together the perspectives of various international and national scholars. The book considers diverse issues such as, sustainable development, climate change, global warming, Rio+20, technology transfer, agro-biodiversity and genetic resource, authority for protection of environment, human right to water, globalization, human rights, sui generis options in IP laws, impact of liberalization on higher education, regulation of international trade, intellectual property rights, collective administration of copyright, broadcast reproduction rights, implementation of copyright law, communication rights under copyright law, arbitration for IP disputes, doctrine of exhaustion of rights, trans-border reputation of trademark, information as an asset, cyber obscenity and pornography, e-governance, taxation of e-commerce, computer crime, information technology, domain names, research excellence in legal education, ideological perspective on legal education, challenges for law teachers, and clinical legal education. The topics, though diverse, are closely interrelated, with the common concern throughout being that the global environment, international trade, information technology and legal education need appropriate national normative and institutional responses as well as the global cooperation of members of the international community. Presenting reflections of a number of Asian, African and European scholars on these varied facets, the book is of great value to scholars, practitioners, teachers and students associated with contemporary international law.
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Music Education in Nigeria, 1842-2001 - Adebowale Oluranti Adeogun - 2013

This study traces the development of music education in Nigeria from its origins to the present day and clarifies how certain ideas and practices in Nigerian music education have originated. The study includes the discussions of the historical roots of modern music studies as based on indigenous African philosophy of education, later influenced by Islam and Islamic philosophy of education and Western systems of music education. The thesis looks historically and analytically at some problems of music education policy implementation and their implications or consequences (intended and unintended). Working from a postcolonial discursive perspective, the study narrates the story of Nigeria’s colonial encounters in a way that gives prominence to issues of educational policies and music curricula content that have, to date, been kept on the periphery of the education debate. This study examines the postcolonial Nigerian governments' attempts to promote African cultures and traditions and efforts to expand as well as reform the education sector to reflect the Nigerian heritage and culture. The efforts to expand have outstripped the efforts to reform. The efforts to reform the modern educational enterprise have led to the emergence of National Policy on Education, the Cultural Policy for Nigeria, the central control of education, and the provision of national music curricula. This study investigates the development of music education, policies and curricula since Nigeria’s independence in 1960, examines its current states and concludes that the attainment of independence has done little to erase the footprints of colonial music education ideology in Nigeria. Following an introduction to the music profession in Nigeria, the study provides an overview of the changes to tertiary music education since 1961 and analyses major issues currently faced by Nigerian tertiary music educators and scholars including: a shortage of qualified music academics, inappropriateness of imported music curriculum to the socio-cultural peculiarities of the Nigerian society, the unfit marriage of academic teaching and professional training in the music curricula, inability to produce realistic music teachers, policy makers,
of Nigerian experiences and aspirations as with texts, inadequate music research, and insensitivity to needs of the labour market. The study finds out that Nigeria has a rich musical heritage which includes the indigenous African, Afro-Islamic and Euro-American music. She has viable indigenous African philosophy, modes, and models of music education which is capable of imparting the modern African person with the human values and theoretical imperatives that can make the modern Nigerian person practice music in the modern global context. This legacy, which should empower the modern Nigerian person educationally to demonstrate national identity and mental authority locally and globally, is however, being repressed in schools and colleges curricula. Nigeria continues to struggle with music curricula that were laid down by colonial regime in the past but still continues to govern the development of musical life of Nigerian people. It is the finding of this study based on the analytical perspectives it adopts that the National University Commission (NUC) music curriculum content does not measure up with the criteria of validity, significance, interest, learnability, utility, contemporariness, relevance and consistence with social realities. The analysis of the curriculum content with Holmes (1981) theories also reveals that it is essentialism, encyclopaedic and less pragmatic in orientation while its objectives are more subject-centred than society-centred and student-centred. The study obtains evidence from observation of about 100 music lessons in ten tertiary departments of music, a tracer study of 400 music graduates, 105 students' evaluation of institutional resources, and 28 practitioners' and 22 academics' (50) rating of capabilities they considered essential in a music graduate. It sources further evidence from 15 employers' of music graduates who identified some strengths and weaknesses of music graduates they employed. From an evaluation of this evidence, the quality of the present tertiary music curriculum is judged to be generally poor and uninspiring. The study posits that tertiary music education in Nigeria needs a fundamental improvement. Based on its findings, the overriding recommendations of the study are that all aspects of music education in Nigeria should be indigenous music research-based, indigenous culture-sourced and continuously evaluated to insure that music education programmes in Nigeria are as effective as possible in the context

Nigerian students and other shareholders. It further recommends that music educators must adapt both music curricula and methods to the cultural backgrounds and needs of a changing Nigeria's student population.

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ensure that music education programmes in Nigeria are as effective as possible in the context of Nigerian experiences and aspirations as with Nigerian students and other shareholders. It further recommends that music educators must adapt both music curricula and methods to the cultural backgrounds and needs of a changing Nigeria's student population.

**Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies** - Ololube, Nwachukwu Prince - 2015-07-17

Before today's teachers are ready to instruct the intellectual leaders of tomorrow, they must first be trained themselves. Information and communication technology can greatly increase the effectiveness of this training and also aid teachers as they seek to bring the latest technological advancements into their own classrooms. The Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies explains the need to bring technology to the forefront of teacher training. With an emphasis on how information and communication technology can provide richer learning outcomes, this book is an essential reference source for researchers, academics, professionals, students, and technology developers in various disciplines.

**Gender Issues in Education and**