



Educational Domains and Development in the Third World Countries

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ABSTRACT

The article examined educational domains and development in the third world countries (the Nigeria example). The study centred on the curriculum that recognizes the three academic domains such as cognitive, affective and psych motive domains that has been experienced in the face or knowledge scope in the third world countries (the Nigeria example) against the content or empirical scope that is paving waves to Western world making more successes in using academic empirical knowledge to combat and defeat illiteracy and poverty. The context of the study of educational development in the third world countries (Nigeria as a case study) x-ray the development of primary education in Nigeria; the development of secondary education in Nigeria; the development of technical and vocational education in Nigeria; the development of teacher education in Nigeria and the role of higher education in Nigeria. It was concluded that governmental agencies and organizations that support and promote quality education for all children must move beyond traditional models to help children develop the cognitive, affective and psycho motive skills that are relevant to their lives and that can lift them out of poverty. Whereas it was recommended that through this unique combination of relevant content, practical implementation. and student empowerment, school planners should help children develop the cognitive skills that will enable them to succeed and thrive when they leave school, whether they are headed toward college or remain in their communities, noble professionals ensure that affective behaviour is positively pervasive, consistent, predictable, and most importantly reflect in the characteristic of the learner and government should help to develop a robust educational model that combines psycho motive content with critically important financial, health, and administrative skills, which can be delivered via existing school systems and teachers.

Keywords: Education, Development, Third World

INTRODUCTION

The essence of governance all over the world is to provide a sense of direction through good policy formulation and implementation for the people to find their way in life. In line with this, Nigeria Policy on Education provides for qualitative education, which is comprehensive, functional and relevant to all her citizens, the difference however, with other advanced systems is in how to achieve these goals. It is also agreed that quality of education as a goal is not a destination in itself but the pursuit of the goal will determine how soon the attainment of the goal will be successful. According to Anderson (2008), the significance of education to the growth and development of a country makes different nations of the world to adopt different systems of education. No system of education practice is void of the three prominent academic domains such as cognitive, affective and psych motive domains, nevertheless the

system of education a nation adopts and implements determine the level of its development and the rate of such development depends strongly on the policies developed, adopted and practiced to achieve a balance in both physical growth of the nation and the general well-being of the citizens.

In all human societies, education is meant to pass on to the new generations the existing knowledge of their physical environment, to introduce individuals to the organization of society, give them skills for performing their daily jobs and enjoying their leisure, as well as inculcate sound morals in them for their own benefit and that of the society. In other words, education is a process by which the society assists the younger generation to understand the heritage of their past, participate productively in the society of the present as well as contribute to the future (Esu & Junaid, 2010). Based on these reasons, education draws inspiration and nourishment from a society but in turn, it contributes to the growth, renewal and development of that society.

The period, 1966-1969 were initially years of crisis in Nigeria, followed from 1970 by years of reconciliation, reconstruction and rehabilitation. In these years, the military, in seeking a way out of the complexities of inter-ethnic rivalries and geopolitical dis-equilibrium, sets its eyes firmly on educational diffusion throughout Nigeria (De-Jorre cited in Jegede, 2010). The immediate post-independence period was marked by the problem of fear, the South was afraid of political domination by the North, the North was afraid of educational and economic domination by the South. The military came into solving these problems by breaking up the country into small units which no one entity was in a position to threaten the corporate existence of the nation. The military therefore, within this period, placed education at the forefront as a major tool in bringing about reconciliation in the nation (International Labour Office cited in Ogbaji, 2012). However, the period preceding the era under study was the traditional education system. Educational systems existed in third world societies prior to the coming of the Europeans. Such education was for the induction of members of the society into activities and mode of thoughts that were considered worthwhile. African societies were noted for their rich culture heritage which was preserved and transmitted from generation to generation through a system of traditional education (Esu & Junaid, 2010). However, to ensure that both the State and privately owned educational institutions provide the right quality of education requires good governance structure to be put in place. This governance structure through proper supervision will ensure the aggregation of such factors that will increase students' academic performance in schools to meet up with the overall aim of right quality of education as the philosophy emphasized. Such factors of development according to the research by Routledge (2015) has been identified to include the academic domains such as cognitive, affective and psych motive domains, others imbedded are social, psychological, economic, environmental and personal factors for the students to attain the highest level of education. The effect of these factors on students' performance is known to vary from student to student and also from one country to another. If the question is asked as to how far has our educational system since independence achieved the goal of developing the individual into a sound and effective citizen who is functional and relevant to the society, then the indices of measurement of good governance according Visigah (2019) include: overall governance of nations, safety and rule of law, participation citizens and human rights, sustainable economic opportunities and human development. Note that infrastructural sub-category is further subdivided into: transport, infrastructure, electricity, digital and IT, access to water, and water and sanitation services. The public management sub-category is said to be the most deteriorated even though Nigeria was ranked 19th and has above average value for African countries at 46.1%. Since education is the sub-category under human development, it is noted that the sector includes: education provision, education quality, education system, primary school completion, secondary school enrolment, tertiary education enrolment and literacy level. In this sub-category, Nigeria was ranked 36th out of 54 countries with a score of 42.1%, third world countries average of 47.9% and a trend over 2015 report of -2.8. This report has shown beyond words that the country's' educational system need to be improved upon if both the goals and philosophy of the National policy on Education is to be achieved. In this regard, the physical environment of learning and other aspects of human, material, equipment, funding, governance, policy and governance structure need to be improved drastically from what it is today for the attainment of the nations educational goals. This is in consonance with Adesina

(2015) observation that educationist in Nigeria are in agreement on the need for improvement in resources (funds, manpower, etc.) available for education.

The Educational Developmental Domains

Nigeria is made up of Heterogeneous-people with diverse social, ethnic and cultural backgrounds. However, several mechanisms are usually adopted to achieve unity in diversity. The educational system is one of the many potent instruments for fostering unity, Bloom cited in Adesina (2015) ascribed education as the ability to build nationhood out of a multiplicity of elements and Moore & William cited in Visigah (2019) believed that education must be a tool for unity not for division, tolerance not prejudice, understanding not ethno-centrism and peace not for war. The ability of education to foster unity rests largely in the school curriculum. This discourse explains the school curriculum and examines some salient aspects of the curriculum which promotes unity in diversity.

The main national goals of Nigeria endorsed as the necessary foundation for the National Policy on Education (2014) are:

- a. A free and democratic society;
- b. A just and egalitarian society;
- c. A great and dynamic economy;
- d. A land full of bright opportunities for all citizens;
- e. A unity strong and self-reliant nation.

According to Bloom cited in Adesina (2015) school curriculum is a product from three learning domains such as cognition, affective and psycho motive domains that has strategically, positively influence and develops the behaviour of a scholar towards nation building. School curriculum represents all the manifest and latent activities carried out at school with the aim of achieving broad goals and related specific goals, the school curriculum has all the experiences the child learns under the aegis of the school and represents the total situation through which the school makes behavioural changes in those who pass through it including children and adults.

Many other explanations of the curriculum agree that it is a variety of learning activities that learners engage in under the guidance of the teachers. It embraces the subjects, the content, the scope, the method of teaching and evaluating as well as the physical and psychological environment inside and outside the classroom. Bloom's taxonomy cited in Hampel (2010) is considered to be a foundational and essential element in the school curriculum within the education community, be it distance or conventional educational. One of the most widely used ways of organizing levels of expertise according to Blooms Taxonomy of educational objectives. Bloom's Taxonomy uses a multi-tiered scale to express the level of expertise required to achieve each measurable student outcome vis-a-vis national development. Organizing measurable student outcomes in this way will allow us to select appropriate classroom assessment techniques for the course.

There are three taxonomies which are used for a given measurable students' outcome depending upon the original goal to which the measurable students' outcome is connected. There are knowledge-based goals, skills-based goals, and affective goals (affective: values, attitudes, and interests); accordingly, there is a taxonomy for each within each taxonomy; levels of expertise are listed in order of increasing complexity (Bloom cited in Hampel, 2010). Measurable student outcomes that require the higher levels of expertise will require more sophisticated classroom assessment techniques or strategies. The study goal is that student understands proper dental hygiene - is an example of a knowledge-based goal. It is knowledge-based or cognitive because it requires that the learner learn certain facts and concepts. An example of a skills-based goal is student flosses teeth properly. Finally, an affective goal for a learner cares about proper oral hygiene. This is an affective goal because it requires that the student's values, attitudes, or interests be affected by the course.

Note that Bloom's taxonomy need not be applied exclusively after course goals have been defined. Indeed, Bloom's Taxonomy and the words associated with its different categories can help in the goals-defining process itself. Thus, Bloom's taxonomy can be used in an iterative fashion to first state and then

refine course goals. Bloom's Taxonomy can finally be used to identify which classroom assessment techniques are most appropriate for measuring these goals toward educational development in Nigeria (Bloom cited in Walsh, 2007).

The Educational Cognitive Development (Domain)

The cognitive domain involves knowledge and the development of intellectual skills (Bloom cited in Walsh, 2007). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual ability and skills.

Bloom's Taxonomy of Educational Objectives for Knowledge-Based are:

- a. Knowledge recalls recognition of terms, ideas, procedure, theories, etc.
- b. Comprehension translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation.
- c. Application applies abstractions, general principles, or methods to specific concrete situations.
- d. Analysis separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts.
- e. Synthesis creative, mental construction of ideas and concepts from multiple sources to form complex ideas into a new, integrated, and meaningful pattern subject to be given.
- f. Evaluation to make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalized.

The Educational Affective Development (Domain)

The academic affective domain (Bloom cited in Vaughn, 2010) included the manner in which we deal with things emotionally such as feelings, values, appreciation, enthusiasms, motivations and attitudes. The five major categories are listed from the simplest behaviour to the most complex:

1. **Receiving Phenomena:** Awareness, willingness to hear, selected attention.
2. **Responding to Phenomena:** Active participation on the part of the learners: attends and reacts to a particular phenomenon. Learning outcome may emphasize compliance in responding, willingness to respond or satisfaction in responding (motivation).
3. **Valuing:** The worth or value of person attaches to a particular object, phenomenon or behaviour. This ranges from acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behaviour and are often identifiable.
4. **Organization:** Organizes value into priorities by contrasting different values, resolving conflicts between them and creating a unique value system. The emphasis is on comparing, relating and synthesizing values.
5. **Internalizing Values (Characterization):** Has a value system that controls their behaviour. Institutional objectives are concerned with the students' general patterns of adjustment (personal, social, emotional).

To determine the level of expertise required for each measurable student outcome, first decide which of these three broad categories (knowledge-based, skills-based, and affective) the corresponding course goal belongs to. Then, using the appropriate Bloom's taxonomy, look over the descriptions of the various levels of expertise. Determine which description most closely matches that measurable student outcome. A thorough and strategies examination and implementation will lead to educational development in Nigeria. Bloom's Taxonomy is a convenient way to describe the degree to which Nigerian students to understand and use concepts, to demonstrate particular skills, and to have their values, attitudes, and interests affected.

The Educational Psycho motive Development (Domain)

The psycho motive domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice, and is measured techniques in execution for educational development in Nigeria. The Bloom cited in Adesina (2015) seven major categories is listed from the simplest behaviour to the most complex.

1. **Perception (Awareness):** The ability to use sensory cues to finds motor activity. This ranges from sensory stimulation, through cue selection, to transaction.
2. **Set:** Readiness to act. This includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets.)
3. **Guided Response:** The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.
4. **Mechanism (Basic Proficiency):** This is intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.
5. **Complex overt Responses (Expert):** The skillful performance of motor acts that involves complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.
6. **Adaptation:** Skills are well developed and the individual can modify movement patterns to fit special requirements.
7. **Origination:** Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

Development in the Third World Countries (Nigeria as a Case Study)

Looking at the trends in the development of education since the '40s', you will notice that the development was becoming increasingly systematic. Series of educational plans right from 1942 saw the upsurge in the development of primary, secondary, teacher and university education. These will now be considered separately.

The Development of Primary Education in Nigeria

The development of primary education after independence was based on the Ashby recommendations. The Government of the Northern Region felt that the greatest need was to accelerate the expansion of the primary schools. Its aim was to attain the Ashby report target of 25% of children of school age to be in school by 1970. The Government also designed a programme that was to advance the region into Universal Primary Education as soon as possible. At the same time infrastructures were to be laid in terms of post-primary facilities in order to ensure a balanced education development (Jegede, 2008).

The Eastern and Western Regions were already enrolling a high proportion of primary school population through their universal primary education programmes. However, Jegede (2008) reiterated that problems were becoming enormous because of poor quality staff and falling standards amidst the high cost of education. The East had to scrap its own UPE and directed its attention to teacher training with a view to achieving high quality work in the schools. In the West, the successful implementation of the UPE since 1955 left them with the time to concentrate on raising the standard of teaching in schools.

The Development of Secondary Education

According to Routledge (2015), the Post-Independence development of secondary education centred around the following problem areas;

1. The expansion in primary education created a high demand for secondary education.
2. The Ashby Commission had called for increased number in the secondary school population and a revision of its curriculum.

3. Some commissions appointed to review the educational system found out that the content of secondary school education as well as the methods of instruction in such schools was inappropriate.
4. Other problems identified included the over emphasis on book education in the secondary schools. Pupils despised manual work. Science curriculum was poor. All these contributed to the so-called falling standards in education.

Government saw the root cause of all these problems as the poor quality and quantity of secondary school teachers. The graduate teachers were in very short supply. Government tried to have expatriate teachers to meet this demand. But paying for the passages and allowances of the expatriate teachers meant much on the lean resources of the regional governments. And, worse still, many of these hirelings stayed only for a term of two years or three and refused to renew their contract. However, to meet the increasing number of secondary school students, Government opened many new secondary schools. Generally, Visigah (2019) stipulated that the curriculum was English Language, Mathematics, History, Geography, Religious Knowledge, Local Languages, Fine and Applied Arts, General Science, Biology, Chemistry and Physics. French was introduced gradually to replace Latin and Greek. The grammar school kept its lead and remained the darling of both parents and students. The higher school i.e. sixth form was not so successful except in a few government well established schools with enough graduate teachers and laboratory equipment (Ertmer & Newby, 2013). This was because the curriculum was tailored to meet the requirement of foreign examinations; hence the available resources in the schools could not meet these.

The Development of Technical and Vocational Education

After independence the government of the Northern Region established twelve craft centres and three technical schools all over the region. A technical institute at Kaduna admitted students from all parts of the North. By 1960, the Eastern Region had thirty-three technical and vocational institutions of various kinds. A College of Technology, now the Institute of Management and Technology was established at Enugu. In the Western Region, Jegede (2010) reinstated that government established four trade centres and the women's occupational centre at Abeokuta. A Technical Institute now the Auchi Polytechnic was established at Auchi. In Lagos, we had the Yaba College of Technology and the Yaba Trade school at Surulere. It is important to observe that a number of the bigger industrial firms like the United African Company (UAC), departments and corporations like the Public Works Department (PWD) or the Ministry of Works, Posts and Telegraph (P&T), the Nigerian Railways and the Nigerian Coal Corporation had technical schools in which they trained artisans in their specific industries. Last but not the least is the roadside mechanics who acquire their skills from self-employed artisans while many girls acquire skills in needle work, sewing, catering and domestic science from such roadside artisans as well (Ertmer & Newby, 2013).

The Development of Teacher Education in Nigeria

After independence, teacher education had two major problems low output of teachers and poor quality of the teachers produced. To meet the two problems government granted the provision of additional Grade II Training Colleges and extra streams to the existing ones. To make up for the poor quality, government approved the up-grading of most of the Grade III Training Colleges to Grade II. Then, new Grade II Teachers' Colleges were to be established (Walsh, 2007).

Unfortunately, the Ashby recommendation for the establishment of Teachers' Grade I Colleges was not vigorously pursued. However, the Western Government introduced the Ohio Project, a normal science centre admitting teachers with Grade II teacher's certificate. Lagos had the Government Teachers' Training College at Surulere. The Eastern Region established a science centre at Umudike, near Umuahia for the production of Teachers Grade I Certificates. Soon, the Teachers' Grade I programme gave way to the Nigerian Certificate in Education (NCE) for the preparation of teachers for the lower forms of secondary schools and for the teacher training colleges. They were three-year-programme institutions. Walsh (2007) said the Advanced Teachers' Colleges as they were initially called were established in Lagos in 1962, Ibadan 1962 (but in 1964 it became Adevemi College of Education Ondo). Zaria in 1962

(but moved to Kano in 1964) and Owerri in 1963. In 1968 one was established at Abraka in Bendel State but took the name College of Education.

When the University of Nigeria, Nsukka, was established, it took the lead in starting a new teachers programme known as the B.A., B.Sc. and B.Ed in Education. This meant that a student could combine education courses with one or two teaching subjects and offer them throughout the student's four years to graduate. This replaced the traditional system of taking a degree before coming for a one year diploma in education.

The Role of Higher Education

By 1960, the University College Ibadan had established itself as a reputable institution of higher learning. It was also making a great contribution to the man-power needs of Nigeria. But the need for a larger output of University graduates was increasingly felt and commonly expressed. For example, as far back as 1955, there were serious thoughts and attempts to establish another University. Ibadan was criticized for its low annual intake said to be conditioned by its residential nature. Partly because of these criticisms, the Federal Minister for Education, on behalf of the Federal and Regional Governments appointed the Ashby Commission. The commission's recommendation gave support to the establishment of the University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife, Ile-Ife and the University of Lagos, Lagos. It was after 1970, that state governments joined in the establishment of Universities while the Federal Government started to establish Universities of Technology and others for Agriculture. Each of these 21 States of the Nigerian Federation then nearly has two Universities (Vaughan, 2010).

CONCLUSION

The traditional definition of school quality in the developing world is based on content mastery. But using traditional schooling approaches during the few precious years most children will spend in school leads to wasted resources and forgone opportunities for individuals and communities. Governmental agencies and organizations that support and promote quality education for all children must move beyond traditional models to help children develop the cognitive, affective and psycho motive skills that are relevant to their lives and that can lift them out of poverty.

RECOMMENDATIONS

- 1) Through this unique combination of relevant content, practical implementation, and student empowerment, school planners should help children develop the cognitive skills that will enable them to succeed and thrive when they leave school, whether they are headed toward college or remain in their communities.
- 2) Noble professionals ensure that affective behaviour is positively pervasive, consistent, predictable, and most importantly reflect in the characteristic of the learner
- 3) Government should help to develop a robust educational model that combines psycho motive content with critically important financial, health, and administrative skills, which can be delivered via existing school systems and teachers.

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