British Journal of Education

Vol. 2, No.3, pp. 1-21, July 2014

Published by European Centre for Research Training and Development UK (www.ea-journals.org)

STRATEGIES FOR IMPROVING THE IMAGINATIVE AND CREATIVE COMPETENCE OF STUDENTS IN SECONDARY SCHOOLS

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ABSTRACT: *Recognizing the several roles that education can play in turning a country around had prompted the Nigerian nation to change from the system of education that was bequeathed to her by the British colonialist into an education system that was believed, could move the country forward and accelerate a rapid growth and development. The Nigerian nation needed a system of education that could favorably compete with its developing counterparts in the area of science and technology, good governance and in socio-economic advancement; a system that could create a national consciousness in the citizens and a holistic development in all spheres of life. There was the need to have an education system that is result-focused and development-driven.With this challenge, it became binding and fundamental to design an education system that could transform the Nigerian nation in all respects and a system of education that is capable of building a sound and virile society for the Nigerian nation state. It was the general belief therefore, that the 6-3-3-4 system of education could make a dramatic and the desired change that the nation had long aspired to have. The system has taken more than a period of three decades now in practice, it is not too early nor out of purview to assess the product or take stock of its successes, failures, strengths and weaknesses. It is with this in view, that this paper has tried to look at one of the cardinal components of the New National Policy on Education, its functionality, how much it has impacted or challenged the imaginative and the creative competence of the Nigerian child especially at the secondary school level and how much it has transformed the beneficiaries of the system and the entire sectorial life of the Nigerian nation. In doing this, the paper has tried to look at few of the core techniques of teaching that are used often by teachers and how the traditional teaching techniques could be assisted to provoke the latent imaginative and the creative ability of the child by teachers in our secondary schools so as to achieve the goals that were set for the 6-3-3-4 system of education. To address this impasse, the study has stressed how the traditional teaching techniques could be fostered and be better strengthened through the use of strategies that could help to transform theories and practices learnt by students in the classroom to functional assets. In addition, how the strategies could synchronize with the existing teaching techniques to make a change in secondary school teaching and make learning easier was given a pertinent consideration. Recognizing the preponderance of the challenges foisted on our education system, some recommendations were made to the relevant bodies that oversee the running of education in Nigeria and, to those who are supposed to complement the efforts of those vested with the responsibility of managing the education industry in Nigeria.*

KEYWORDS: Imaginative competence, Creativity, Innovation, Self-realization, Self-actualization, Self-improvement.

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

INTRODUCTION

Modernity and civilization have both continued to launch some overarching power on man and knowledge; exerting man in all frontiers and posing challenges of the need for new discoveries and the need to translate thoughts into measurable and commendable achievements. They both have become a fulcrum, propelling and instigating efforts that promote the achievement of realities that transcend theoretical dreams, rhetoric and common wishes and aspirations. But in pro rata, man has been leveraged and snaffled to actualize the dream and the fantasies for greatness, and fill the missing links only through the use of his imaginative competence rather than through his disposition to shallow and myopic thoughts. In spite of the vastness of the knowledge acquired by man over time; spanning several decades, and indeed, centuries, the colossal achievements that were recorded in different sectors; correcting failures and improving on the existing achievements had not come through knowledge alone with ease, but contrastingly, through the profound and insightful use of imagination that had sensitized man into taking further steps to correct the ills, the challenges, the shortcomings and weaknesses, and in like manner, consolidate and strengthen the gains of those positive achievements that had been made proficiently over time. That technology and science have today lessened the pains of man and replaced hardship with tremendous comfort and pleasure is not in doubt. Again, that the need to continue to be relevant in the realm of service to humanity has equally subjected a plethora of other disciplines in humanities into rigorous and radical search for great discoveries, breakthroughs and a serious paradigm shift from old and traditional practices remains factual. The onus of the challenge for making learning become pleasurable lie in the ability of education system as well as teachers to instigate steps that provoke the ingenuity and the imaginative competence of the learner so as to match theories with principles and practice through the use of suitable teaching or instructional methods that promote both innovation and creativity.

Globalization and global citizenship have in unison, and in a frenzy that welcomes propitious moves, brought a great number of transformative developments that have immensely contributed in no small mean, into reshaping quite a number of disciplines and fields of study to better the lots and quality of lives and, inter alia, stimulate transformations and development that aimat changing the world view in major fronts. With globalization and global citizenship and the advancement in science and technology, it is today easy to be informed of the contributions of scholars in different disciplines in our respective remote villages and localities and, to unknot what must have been considered to be grey areas with ease and little stress. It is but pretty easy as well, for us to make more meanings to what others had done for the benefit of mankind in the time passed by. Achieving these great feats had been made possible through a deep reflection and imagination of what can be made of knowledge and of what knowledge can do to be relevant and be useful to man. For education to be relevant, not only to the learner or the recipients of any education system would demand a conducive learning environment that allows learners match their cognition and mental functioning with their latent endowment and their imaginative ability to explore what is hidden in them and something novel. The challenge to break new grounds, unearth the net and the self-worth of individuals have become fundamental to education the world over, but this could only be achieved when we have a sound and functional education.

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

In addressing this tide, the input of the school, through the provision and the improvisation of key and relevant instructional materials, and the ingenuity of the teacher, through the use of the right teaching techniques as may be demanded by any instructional situation all become necessary to record some level of success in the classroom and beyond. This indeed, remains the only way to give a pride of place to education and make it to be result-driven.

EDUCATION: A VERITABLE TOOL FOR SELF-REALIZATION AND SELF-ACTUALIZATION

One of the cardinal challenges to secondary education in Nigeria today remains the inability of education tochallenge thelatent inbuilt of the learner rather than the need for a constant overhaul of the system. The Nigerian education system, which now spans over a period of three decades of introduction, which is enough a time to measure success and achievements still remains inefficient and grossly ineffective due largely to planning and management problem. Of course the British system of education had failed to actualize the wishes and the aspirations of the Nigerian nation state after the independence in 1960, and had to a reasonable degree failed to inspire the Nigerian child to realize and actualize his dreams, the current system of education has nonetheless moved along a similar continuum of literacy and numeracy - a backdrop that was laid as a reason to juxtapose the need for a change of the British system of education in the '70s.Ayanniyi (2005) while quoting Bakie (2002) reports that the need to change the former British system of education was occasioned by a culmination and aggregate of several shortcomings and hindrances that were identifiable in the past system of education. The change, was of course a development that was met with a resounding applause because of the lameness of the system of education that had failed to guarantee a glowing and robust future to an emerging nation like Nigeria. The challenge to install an all-inspiring and a change inclined system became overwhelming and imperative if we were to sanitize the Nigerian nation state of those traits that did very little to uphold the principles of selfless service, unity and self-reliance as discovered and exposed by the educated Nigerian citizens. But this did not take place until after the National Curriculum Conference of 1969. The grand design of the Curriculum Conference for a change couldbe said to mark the beginning of designing an education system that was cognizant of self-realization and self- actualization. It was a design that had taken the need of the Nigerian nation and the citizens into consideration.

But despite the laudable ideas that trailed the need for change in the late '60s and the subsequent efforts that were stepped to identify with the need for change and a focused system of education, it suffices to say, that as it were today, though there was a change in nomenclature, the modus operandi that was used to teach the learner in the past; the traditional teaching techniques that could not exert the innovativeness of the child beyond the 3Rs appallingly remains a challenge till date .Broudy (1977) posits that knowing how individuals acquire knowledge was once a standard philosophical topic. While Descartes postulated the philosophical argument of 'innate ideas in which he says: 'I am certain that I can have no knowledge of what is outside me except by means of the ideas I have within me', John Lock denied their existence and instead, argued for tabula rasa on which ideas and expression of sense were recorded, combined and retrieved. Plato's theory of recollection and Aristotle's theory of cognitive functions all account for how knowledge is acquired. It is argued that the conclusion drawn by Plato and Aristotle, regarding sensation, perception, imagination, memory and reasoning of various sorts are still used in Psychology as

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

well as in Philosophy up till date. By asking about processes and entities that will be required to facilitate or explain the existence of opinion, belief and if possible, certainty by the trio of Aristotle, Plato and Descartes has brought the issue of methodology as a key factor in skill and knowledge acquisition into bare. Collins (1977) shares a sameness of view with Aristotle and others by asserting that the purpose of education must be twofold: to teach a variety of knowledge, and beyond this, to teach the skill(s) that are necessary for applying that knowledge to new problems or situations.

The question of knowledge acquisition and its usageareprime to education, irrespective of the system of education that is practiced; formal or informal, and equally prime is the technique or the appropriateness of the medium that is employed to achieve the education andits set goals and objectives. The ultimate aim of any system of education is to serve purposes that transcend mere literacy and numeracy. This by inference, is to argue that the utility value attached generally to education cannot however small be compromised or be treated with a wave of hand. To the extent that many of those who had passed through the 6-3-3-4 system of education could not do more than the mere grammarians of the old British system of education continue to cast some aspersion on the credibility and the efficiency of the education system that is currently in practice and its ability to promote the different sectors or serve as catalyst to self-reliance and self-independence of the Nigerian child. The various sections of the New National Policy on Education have unequivocally attested to the need for the attainment of self-independence and self-reliance at every stage of the secondary education curriculum, but in practice, the learner still finds him or herself confronted heavily by the albatross of educational fallacy arising from the inability of the education system to make the learner to be self-dependent or self-reliant. It was the projection of the new system of education ab initio, that the first three years of secondary education should be able to impart the learner with skills and knowledge that practically would make him be useful individual to himself and the society in technical areas of manpower need, at least, to some extent. This till date remains elusive and unrealistic as far as the education system is concerned, since the beneficiaries, several years after the commencement of the programme are still not more than theoristsand paper technologists. According to Iyayi, the kind of society you have depends on the kind of education that the people have and the quality of education that exists in the country. (Iyayi, 2013)

In the words of Douglass (1965), with more and more children going through secondary schools and with the increased attractiveness outside the school, the problem of stimulating interest in appropriate learning activities has become quite significant and necessary. Considering a number of environmental factors that impede on adolescent education in our communities today, peer influence and other extraneous interferences, it is but right to stem some proactive actions that make learning to be friendly and development-driven to the learner. This today becomes more of a challenge to the different stakeholders in education industry sequel to the continuous fall in standard and the challenge to the practicability of the skills and knowledge acquired through our education system and its questionable competence to engage the beneficiaries of the system in imaginative contest. Holt (1970) holds the belief that most people never develop more than a very small part of their latent intellectual capacity. Most it is argued, have their engines running at about ten percent of their power though, how much a learner has been able to achieve or positively use

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

of the knowledge acquired depends on those motivating factors that ginger the curiosity and the creative ability in him.

Breaking new grounds sometimes could be painstaking, arduous and exerting. The great and renowned scientists were at different times of their transcendence, faced with discouraging experiences. But because they had imagined what great success the final outcome of their efforts could bring to change the world view and make living better and astounding, rather than hold to a shallow and a perfunctory step that stagnates and limits man to underdevelopment and a stunted growth, they were compelled to think deeply of how to turn theoretical knowledge to practical realities of great achievements and hallmarks. Whatever discovery and success they had recorded could not have been possible without a deep reflection of what knowledge could do to serve man and his society. Okorocha (2013) in a lecture delivered at the University of Nigeria Nsukka affirms strongly that leaders do not look with the conventional eyes, rather, leaders as he emphasizes, look with the eyes of the mind. This in a sense is to say that training children as leaders of tomorrow for whatever purpose or calling should be conscious of moulding and developing their inner eyes - *the eyes of the mind* to be able to serve competently and beneficially in their future roles and, for them to be able to excel in such roles or tasks. The bottom line of imagination is to be able to use one's inner eyes to hypothesize, propound, and develop an uncommon, a new and a rare feat for the use and benefit of not only self but that of the society. Rather than making the teaching methodology to be result-based, development-driven and value adding,the traditional teaching techniques are majorly tailored and are often geared towards examining the learner in many of our secondary schools, covering bits of the course content covered or haphazardly taught to the learner within the time frame of the course or programme period for the term. How much the learner has been able to (re)produce through the series of tests that were administered, or the examination conducted determines his level of understanding and mastery of the subject matter and his level of success or failure. This as customary of traditional teaching techniques is further determined by the use of rubrics that could either be holistic or analytic with a scoring template that could be designed at uni or multi-dimensional level. This till date remains an albatross that trails teaching-learning situations in many of our secondary schools in Nigeria.

Kiyosaki and Lechter (1998) discovered as students, when they were in the usual manner told to follow set procedures and not deviate from rules, how such a schooling process, how such a straitjacketed tradition of training or teaching pupils and students alike actually discouraged creativity. It was not difficult for them to understand that schools were designed to produce good employees instead of employers and besides that the education system focuses and has as its mandate in preparing today's youth to get jobs by developing scholastic skills. This exactly is the case in a number of schools today; training the child for the purpose of passing an examination to secure employment rather than saleable knowledge that makes the learner to be self-reliant. Making some reforms on the teaching techniques that are used to impart programmed learning is therefore dependent on the teacher's discreet and his ability to use the appropriate teaching method that is decided by a number of factors; the lesson's objectives, the learners' age or level, the instructional aids needed, their availability and the appropriate knowledge of use of the instructional materials, the nature of the subject and, the previous knowledge of the learners all become tersely important to be considered within the short period needed to teach the subject or run the programme.

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

In a recent discovery in one of the Nigerian Private Secondary Schools in Lagos, a set of four female SS II students were reported to have succeeded in generating power from urine. This the young scientists had done through the use of a scientific process that turns urine to fuel for the use of generator. The recent problem of power outage in Nigeria and low power voltage have turned many small scale businesses as well as major companies and factories into sourcing privately forpower to run their businesses and so are households today in Nigeria. The challenge for the young learners was to think of alternative means for fuel - the need for something that can power generator; something to replace the conventional fuels without releasing any obnoxious substance like carbon monoxide into the environment. This aside, the new invention must be affordable according to the students; something that will be cheap for Nigerians to procure. This is aside of a project such as bomb detecting radar, which is needed by the Nigerian nation today, considering the present state of social insecurity and safety challenges and the cost involved in procuring the technology necessary to invent the gadget. (www.vanguardngr.com - Research & Development, 2013).

The issue here is not to condemn the efforts of the children or to pass some strictures and criticisms such that might discourage further innovation like it must have happened in the past. We may have to go further to improve on what the students have started, their efforts may require rebranding and fine-tuning but really not condemnation or vituperation. A feat like this could only be achieved, when an education system encourages the child or the recipient to unearth his or her latent gifts via imagination to strategize and develop some new things. He could be encouraged to critically assess the remarkable contributions that had placed others at the position of eminence or face the emerging challenges and the stalemates in our society impressively with an overwhelming ingenuity that surpasses what is ordinarily common and homespun. This is one of the ways to develop children's imaginative and creative competence beyond theories and mere classroom discussions. Skinner (1970) opines that most of the programmes suitable for schools or colleges are designed often either to transmit verbal knowledge or, to develop basic motor and perceptual skills. This it is remarked, comes from educational establishments rather than from the nature of programming hence the success of such works is often against, rather than in favour of the attainment of those special objectives that must have been set for the programme. If traditional teaching methods are less efficient in teaching some things according to Skinner, it is because they are always designed to teach other things as well - things which are not always within the reach of programmed instructions.

WHAT IS IMAGINATION?

Just like common techniques that are used daily by teachers; the play and project method, the question-answer method, the discussion and demonstration method, the problem-solving method and so the inquiry and field-trip method as means of instruction in Nigerian secondary schools, imaginative approach is also a fundamental strategy that is used in teaching-learning situation. As effective as the use of the conventional teaching techniques have been where and if properly used, the inability of teachers to effectively use the techniques to critically engage the learner to provoke the imaginative and the creative competence of the child have become a source of reproach and assault to the methods. Egan (1992) maintains that a child's imagination ought to be stimulated

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

and be developed in education, yet he says, few teachers understand what imagination is or how it lends credence to practical methods and techniques that can be used easily in classroom instruction.Skinner (1970) observes that using the traditional strategy to teach instruction designed simply to transmit what is already known has often neglected the teaching of thinking. But some recent reforms he says, have swung to the other extreme in making sure that the student learns how to think by neglecting the transmission of what is known. Incidentally, the alternative provided has not been thoroughly explored because it seems not compatible with the conventional traditional view of thinking. Skinner argues further that when we say we want students to think, what do we really want them to do? It is therefore as important to define the terminal behavior in teaching thinking as in teaching knowledge and in deeply engaging students in imagination.

The traditional view is that thinking is an obscure, intellectual, cognitive activity - something which goes on in the mind and that which requires the use of rational powers and faculties. In furtherance to this argument, it is posited that because thinking is so hard to study, cognitive psychologists tend to confine themselves to the structure of expressed thoughts - to the outcomes of thinking rather than thinking itself. Time perhaps is the best example: the products of various cognitive activities are studied as a function of age, as in the work of Piaget while sex, race, cultural history and personality are other variables which are said to affect thinking in this sense. In criticizing the traditional techniques of teaching, Wittrock (1973) observes that a selective mode of education or instruction is often characterized by minimal variation in the condition under which individuals are expected to learn. A narrow range of instructional options is often provided and a limited number of ways to succeed available, it is stated. Consequently, the adaptability of the system to student is limited and alternative paths that can be selected for students with different backgrounds and talents are thus restricted.

But what is Imagination? The construct - imagination is what we use nearly every day. Sometimes, imagination is interchangeably used to mean reflecting. Imagination in education goes beyond a mere common thinking, pondering, ruminating or reflecting. To imagine something is to form a particular sort of mental representation of that thing - something that is not perceived as real nor present to the senses. Imagining it is said can be typically distinguished from mental states such as perceiving, remembering and believing. (www.plato.stanford.edu/../imagination/). Imagination is a process that greatly enriches rational thinking. It is something that is hidden in the learner, something not open for others to scrutinize or visibly projected for outward assessment or critical analysis. In trying to know how imaginative a learner is, it is his sense of creativity, newness of the ideas that are produced, his articulation of certain uncommon discoveries and innovativeness that are evaluated rather than his inner endowment or his latent inbuilt which are not readily tenable for evaluation.In the words of Donaldson (1980) we approach the world wondering about it, entertaining hypotheses which we are eager to check. And we direct our questions not just to other people but to ourselves, giving ourselves the job of finding the answer by direct exploration of the world. It is but in this way, that we are able to build what is fashionable to call a model of the world - a kind of system of inner representations, the value of which is to help us to anticipate events and be ready to deal with them. Methodology as a key factor in teaching could be manipulated to espouse the imaginative ability and the creativity that are yet to be developed or are undeveloped in the child but this would depend greatly on the manipulative skills of the teacher who as a gardener, keeps watering the plants until they germinate, become blossom and finally

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

produce the fruit. To assess what linkage exists between imagination as a tool for scientific, technological, economic and socio- political development and transformation, and education system as a driver for the actualization of all these, brings us close to studying the relevant portion of our New National Policy on Education which was adopted in the '80s.

THE NEW NATIONAL POLICY ON EDUCATION AND THE ENIGMA OF CURRICULUM CENTRATION

Efforts continue to stem daily on how to improve our system of education such that it becomes relevant and functional aside of becoming a catalyst to our national growth and development. The need to address the stalemate was identified ab initio, with measures taken to checkmate the stampeding factors to educational development of the Nigerian child in the past, especially with respect to secondary schooling. But in spite of the efforts exerted to arrest the problem that fraught the effective implementation of the former system of education in the past, there remain some critical areas of ambiguities that demand for some attention and, an adequate planning framework that will make the system to be result oriented and development conscious. The implementation of a diversified curriculum that caters for difference in talents, opportunities and future roles as entrenched in our National Policy on Education is indeed applaudable and commendable. In any case, issues of curriculum centration, and the capacity to run such become core and fundamental to running a diversified curriculum that caters for difference in talents and so on, in as much as each of the components or units of the diversified curriculum shall be expected to focus on the competence, aptitude and interest of the child or learner for him to fit minimally or maximally into the system or programme of study. Schofield (1982) postulates that following the concept of child-centredness certain words, such as 'freedom' and 'kindness' gain some ready acceptance by the hearer because they are pleasant and not repugnant. Implicitly, constructs such as child-centred, or child-centred education draws the profound liking and support of the citizens who attach freedom and interest aside of kindness to such whenever programme or content designers raise a debate on that. But the concern according to Schofield in a critical situation like this should be to measure the effectiveness of the concept not by theiremotional appeal, but by how they stand to rational analysis. When we mention the term child or learner centred education, the contributions of scholars and thinkers like Rosseau, Pestalozzi, Froebel - the proponent of play-way method, Montessori - the advocate of teaching by apparatus all readily come to mentioning because of their astounding and remarkable contributions. In debating about curriculum centration or learner-centred education, the first thing we should note is that the term child or learner-centred is a term of protest and, an outright appeal for disengagement from a failing system of education.

Going by a policy provision that encourages running a diversified curriculum which shall cater for difference in talents, opportunities and future roles, and in like manner, inspire students with a desire for self improvement and achievement of excellence as contained in the National Policy on Education (2004) presupposes that such teething challenges like the provision of adequate personnel, facilities, equipment and instructional materials as aid to teaching and, as may be required by a *diversified curriculum* are all minimally provided at the onset of the programme and complemented with passage of time. These as it were, are cardinal things that are lacking in a number of our secondary schools today to run our education system efficiently and, for our diversified curriculum to be functional, productive and result-yielding. Both Nwakpa and Nwakwo

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

(2004) maintain that the extent at which our youth are trained to explore and develop their innate abilities depends to a large extent on such instructions which measure each student's accomplishments against the quality of work performed. This again, criticizes the aberration of terminal or sessional evaluations and assessment that are conducted to test the understanding of the volume of works covered within a particular period of time that is meant for the course to be run. It suffices to say that the cognitive, affective and psychomotor development of a child, though remain crucial and necessary in the educational development of the child, they are achieved, when the imagination of the child is sharpened as he grows and he is groomed through theories and principles.It is but imperative that an education system that aims at resolving developmental problems, social ills, economic under-development and owes as a duty, bridging those lacunae that have been identified in the society must not only build and pride itself on theoretical knowledge but rather, must try to adopt and, adapt to those other means that practically dispose the child to self-reliance, innovation and creativity.

It might be exigent to ask, as our education system begins to count decades of practicethe extent at which the education system has taken into cognizance the challenges and the exegeses of a diversified curriculum and the attendant challenges that trail efforts that aim at inspiring students to desire for self-improvement and achievement of excellence as enjoined by our National Policy on Education. Adewole (1989)) asserts that the idea of learner-centred education has been with us for quite some time. It is a concept that has substantially drawn its strength and backed by some measure of theorizing especially by writers in persons of Rousseau, Frobel, Pestalozzi who were later to be labeled 'progressive' and writers such as John Dewey, P.S. Wilson and the extreme deschoolers championed by Ivan Illich. Although there are slight variations in the views held by the progressives, Adewole argues that there is a common thread that runs through all these views except for the deschoolers who advocate the extreme view that society should be deschooled, that is to say, organized schools should not exist at all. The reason given for deschooling according to its propounders was that schools only exist to further the course and the interest of the ruling class.In the case of progressivism, its proponents argue that education should be the learner's own experience, his interests, needs and observed capacity.

The learner is not to be fed or be encumbered with books or with adult values. The learner, especially if a child, is not, according to the progressive - a miniature adult to be moulded into a pre-conceived adult role but an individual with his particular nature and potentialities that will naturally unfold, given the right environment. In Emile, Rousseau believes that the child's curriculum is to be drawn up in consultation with him. The teacher's role is seen as that of a gardener who only needs to provide a suitable environment while he (the teacher) watches his flowers (the learners) coming up beautifully, admirably but of course, naturally. The school according to those in this school of thought should be able to set out or devise the right environment for children, to allow them to be themselves and develop in the way and at the pace that is appropriate to them.

Setting the right learning environment or instructional situation for the child is fundamental to learning, drawing a curriculum orprogramme content in consultation with the learner could somehow be problematic since a learner could be lacking in idea as to what he would want to be taught, when and why and in what quantity.As stated in the National Policy on Education, if the

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

system of education were to be implemented with full commitment and efforts made toencourage, and truly inspire students to desire for self improvement and achievement of excellence, rather than operating pointlessly and without direction, it suffices to admit thatNigeria by now would have produced a crop of experts in different fields or disciplines. This again, would have been a great digression and a commendable departure from the British system of education that was found to be lacking in substance and in quality before the introduction of the 6-3-3-4 system of education. Providing the learner with knowledge and understanding of the complexity of the physical world, designing and promoting the effective participation of the learner in practical work, and making the teacher-student ratio to operate within the limit of 1:20 as stated in the Nigerian National Policy on Education are all commendable but impracticable in the circumstances that presently surround our school and the education system.

Talking of bringing the education system into world-class-standard in a country where strike or industrial actions drag for months as in the case of Federal Government-ASUU face-off which begun on 1st July, 2013 spanning several months, paralyzing academic activities that led to further devaluation of the country's educational fortunes could be a mismatch to drive for excellence and productivity. The government response to the strike, speaks volume of its nonchalant attitude to educational reform and productivity and the plight of education industry as a hub and a strong pillar that holds the stake of other sectors. The learning situation in many of our schools today remains pathetic and challenging to effective learning with teacher-student ratio both in secondary and tertiary institutions operating at an interface that is more than a class population that could be managed professionally by teachers. In many instances, students are exposed to unfovourable and harsh learning environment, with inadequate and falling seats for students to use in dilapidated classrooms or lecture halls, poor laboratories and libraries with near to nothing for teachers and students to use either as resource or learning materials. Combining these with the poor incentives for teachers and the culture of low human development especially at the secondary school level, the nation hardly could expect the achievement of excellence as anticipated by the education system. The dearth or non-availability of instructional materials, qualified teachers and technical personnel, facilities and infrastructure, a poor and unconducive learning environment all become a fundamental challenge that makes our education system to be more of a myth and fallacy aside of being a mirage for now.

In effect, it presupposes that as we run our education system, we should, though this could require some painstaking efforts, analyze and evaluate the different parts or the components that form the 'whole' or the 'structure', and by so doing, effect the necessary changes that efficiently support the whole to work to the benefit of the socio-political, scientific and technological life of the Nigerian nation andthe beneficiaries of the system of education.It therefore could not be taken as an admissible error to leave the system unevaluated first; to unearth the need of the education system and second,to measure the impact of the skills or the usefulness of the knowledge acquired by the recipients of our education system, and majorly, the impact on the Nigerian society itself. How much the system has been able to meet the aspirations of the Nigerian community is core in assessing our education system as we go along with the programme. While highlighting on the importance of structural functionalism, Enoh (2000) in his contribution aligns that structural functionalism views not only the society, but any unit in it; a social unit as constituting of parts which together make up the whole or structure. The idea of function it is argued, suggests that

ISSN 2054-6351 (print),
ISSN 2054-636X (online)

thesestructures and the accompanying parts all serve particular roles or functions without which the whole cannot exist or survive. In similar vein, the idea of structural functionalism further suggests that because the structure, though working in close affinity with the units, has some goals which secure the individual needs of constituting units. The units must be ready to function in a way that they do not undermine the larger goals of the structure. Simply put, a system of education becomes functional, efficient, and result-yielding and at the same time value adding, if it develops the individual beneficiaries such that it provokes the hidden and their untapped talents, their ingenuities, creative abilities and their innate potentials (their critical sense of imagination) to benefit the entire structure through the discoveries of new ideas and their translation into values that are of primacy to the entire society and the individuals - the parts and the whole or the units and the structure.

In trying to achieve this feat, Ukeje (1984) opines that more than literacy, education, calls for the development of wholesome attitudes and right ideas; it demands in particular, school experiences in permissive atmosphere with the right, the opportunity, and the freedom to participate. The process of education for the development of independent, self-reliant, free and responsible citizens should not, it is further argued, be characterized by indoctrination or the uncritical acceptance of the views of others but be built on critical analysis, experimentation and discovery. Thus, students as a rule should not be told things, but should be allowed to see, touch, experiment, analyze and discover things for and by themselves. This today is the new trend of education, the new trend of teaching and learning and the new trend of developing individuals to be useful members to their society, individuals that are capable of serving their communities in different capacities and in different facets of life. It is a process that goes beyond a mere paper speculation of what education can do or what it should be able to do. Education for wholesome attitudes and right ideas develops the hands and the brain, it promotes innovation, creativity, productivity, self-reliance and imagination.

Educationists have continued to make a case for the need for a premium to be placed on the Nigerian education sector to enable it compete favorably with the system in other countries.This according to analysts would demand for a consolidated increase in the annual fiscal vote for education to the tune of 26percent requirement for the funding of education as enjoined by the United Nations Educational and Scientific Organization, UNESCO. (Iyayi, 2013). Some analysts are of the opinion that one might not be wrong to submit that the policies of the successive governments in Nigeria have added little value to educational advancement. The most severe of the problems as argued is poor funding which has motivated some serious perennial setbacks in the education sector ranging from shortage of quality staff to dearth of infrastructure, inadequate classrooms and offices, brain drain, inadequate laboratories for teaching and research, shortage of books, poor remuneration to mention but a few. It is saddening that Nigeria, it is said, spends less than 9% of its annual budget on education whereas, smaller African nations like Botswana as at 2012 spends 19.0% on education with Lesotho spending 17.0%. Building a functional education has prompted South Africa to devote 25.8% of its annual budget to its education sector while Cote d'Ivoire has 30.0% committed to its education programme with Burkina Faso according its education programme some 16.8%. The need to place education on a high pedestal gave Ghana the impetus to fund its education industry up to 31%. Kenya has equally faced the funding challenge by investing on its education system up to 23%, while Uganda, Tunisia and Morocco

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had made 27.0%, 17.0%, and 17.7% level of funding to improve their education system respectively. (www.vanguardngr.com).

ENSURING A FUNCTIONAL EDUCATIONAL ACHIEVEMENT: MOTIVATION AS A FACTOR

The importance of motivation in education cannot be treated with levity. Ukeje (1984) agrees to the relevance of motivation in securing a functional educational achievementin any education system. Going by Maslow's ascription to hierarchical theory of motivation becomes expedient to justify the need for motivation as a tool for theeducational development of a child, withstanding not that the curriculum we use is that of child-centredness or any other curriculum package. Hjelle and Ziegler (1985) quoting from Maslow concur thatmuch of human behavior can be explained by the individual's tendency to seek personal goal states that make life rewarding and meaningful. Man as depicted by Maslow is a 'wanting animal' who rarely reaches a state of complete satisfaction. Human desires are said to be innate and are arranged in an ascending hierarchy of priority or potency. The needs which of course, must be satisfied in their order of priority remain a stalemate to development if they are left unmet or treated with neglect. It is therefore necessary for us to note as educators, policy makers, curriculum or content designers and more concernedly, government, that needs, such as basic biological needs, safety or security needs, belongingness and love needs, self-esteem and self-actualization needs or the need for personal fulfillment are all necessary needs that are to be minimally if not fully met or gratified in the educational life of a child or learner for education to pass through him and for him and for him to make a good utilization of it.

While it will be necessary to relay the necessity of all the needs as complementary toeducational development of a learner, it will be more pertinent to focus more on two: the physiological and the self-actualization needs. The physiological needs, without any conflict, remain the most basic and the obvious of all human needs. It is the need for human survival that hinges on the needs for food, drink, activity and sleep, sex, sensory stimulation and so on. They are directly concerned with the biological maintenance of the organism whose needs must be minimally met before an individual is motivated to the, or by higher-order needs. That we are able to achieve maximally or minimally from a set of programme content is a function of how much the minimum requirement of the learner has been met physiologically which in turn depends on the prevailing economic situation that could either be supportive or otherwise. In a harsh, and, in an impoverishing economic system where children are unable to access education because of the high cost involved, are not fairly fed and clothed, have their self-esteem reduced are driven home for one thing or the other from school, access schools where their creative and innovative endowments are unchallenged or undeveloped, creating a window of opportunities for now and future, inspiring students with a desire for self-improvement and craving the indulgence for the achievement of excellence all become an aberration, an enigma and of course a utopian dream. It is within the precinct of self-actualization need for a learner to become everything that he is capable of becoming according to Maslow. A learner, who has been able to achieve this, through whatever dint that is supportive of progression, upward movement and ascension, presses toward a full use and exploitation of his talents, capacities, creativity and potentialities. Self-actualization, Maslow posits further in his humanistic theory of personality, is a person's desire for self-improvement, his or her drive to make actual

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what he or she potentially is. In short, to self-actualize is to become the kind of a person one wants to become - to reach the peak of one's potential which of course is the ultimate desire of every education system.

STRATEGIES AND IDEAS FOR PROMOTING AND FOSTERING IMAGINATIVE COMPETENCE AND CREATIVITY IN STUDENTS

The present teaching techniques have failed to explore the creativity of the learner in learning context. Though a number of these methods are generally acknowledged for use in education sector, especially at the secondary school level, the bane remains in the inability of teachers to manipulate the techniques such thatthey will provoke the innate endowments of the child. For instance, methods such as inquiry, demonstration, question-answer, fieldtrip, play-way, assignment and a host lot of more are supposed to bring the learner close to the realization of his self or net worth. In many a classroom situation, what teachers do today is to read textbooks in nearly all the subjects like what pupils normally refer to as 'readers' just like in reading a comprehension passage in English language in schools. It is a common thing for teachers to order their pupils or students open a particular page of a recommended textbook in a non-English lesson or class and read, and thereafter explain scantly to them based on the ideas provided by the writer and sometimes with a minimum contribution or input by the teacher. There seems to be no critical challenge to the writer's opinion in many cases, neither are there appreciable inputs that tend to assist thestudents to make some informed decisions or a self-informed position. The new trend of teaching does not subject teaching to reading or picking ideas from textbooks alone, as in English language where students are expected to read passages, comprehensions, summaries, read about tenses, parts of speech and their definitions, grammar and idioms and most often, to regurgitate or reproduce the basic ideas with a minimum contribution that still retains the import of what they must have read or the impression of the writer.

Imaginative approach uses different techniques that stimulate and ginger the curiosity of the learner and probes into the personal contributions and ideas that factor the originality of the child into the learning process. It is a process that sees the teacher as a coordinator rather than a repository of knowledge. The teacher's basic role in the class is to guide and open the inner eye of the learner to seeing the hidden treasures that are buried inwardly in him. To the extent that a teacher has been able to do this successfully adds some value to his work as a teacher.Because the traditional teaching technique hardly challenges the creative and the innovative capability of the learner, educators have developed some strategies that could helpimprove the quality of teaching and learning even where the traditional methods remain in vogue orteaching paraphernalia for teachers to adopt.Skinner (1970) claims that every problem solved with the help of a teacher is one problem less for the student to know how to solve by himself. The more successfully the teacher spreads knowledge before the student as terra cognita (that is, something easy that the student does not need to exert a serious effort before knowing), the fewer the chances to learn to explore the unknown (that is, the terra incognita). Again, in full possession of the conclusion reached and decision taken by others, the child has no chance to learn how to conclude or decide. The better theacquaintance of a student with the established methods and views of others, the poorer is his opportunity to be original and creative. According to Bransford, Nitsch and Franks (1977), a potentially important factor in becoming an expert seems to involve a process of de-

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contextualization - that is using meanings or devices that are independent of the immediate meanings constructed for, or depicted by what is being read. Knowing they say becomes less context-bound, hence, experts may no longer need explicit, specific contextual support in order to understand something. As for Fisher (2006), creative thinking skills are essential for success in learning and success in life. It is a medium or a process that involves a range of skills that can be promoted across the curriculum and there is potential for creative thinking in all fields of human activity and, in all lessons.

Creative thinking is shown or demonstrated as stated by Fisher when children generate ideas, show imagination and originality, and can judge the value of what they have done. What promotes creativity is a questioning classroom, where teachers and pupils value diversity, ask unusual and challenging questions; make new connections; represent ideas in different ways - visually, physically and verbally; try fresh approaches and solutions to problems; and critically evaluate new ideas and actions. Classroom activities should endeavor to encourage creativity with words, objectives and pictures and this could be demonstrated by using the following procedures:

PROCEDURE FOR DEVELOPING AND FOSTERING THE IMAGINATIVE AND CREATIVE COMPETENCE OF CHILDREN

7.1 procedure I:

- *Using the 'connect' game as a teaching-learning strategy*. Creativity begins with generating ideas, speculating and creating new associations. As a warm-up or focusing activity, teachers would properly link the learners or their students with the subject matter by playing 'Connect'. You may for instance, ask a student to suggest a word that is related to the one you have given him, take for instance, if the word is 'football' you might say 'goal' while the child would in turn be expected to say 'football'. The next child then says a word connected with the previous word for example, 'goal', 'net'(forming 'goal-net' while another student might say 'goalkeeper') and so on. Children should be allowed thinking time in using the 'connect' game and should be briefed ahead of what the use of the game demands so that they are carried along in the brainstorming exercise. One of the advantages of using a teaching method like this is that it encourages role-playing and teamwork. Both intro and extroverts are all engaged and aside, it is in line with the usual *participatory approach* which is hardly used by teachers in today's lessons because of the poor understanding of how to use the method effectively within the stipulated time allotted for the lesson which in many of our secondary schools in Nigeria hardly spans beyond 40 minutes.
- *The use of Mystery object*. Creativity as argued involves developing ideas through suggesting hypotheses ('What if …?') and applying imagination. This activity encourages children to develop ideas that are original and have a purpose, which is to improve and add value to something that might end up not benefitting them alone but be of immense and a tremendous benefit to others as well. The teaching method encourages children to ask themselves questions such as 'How can this be improved?' The teacher may show a box that contains an unfamiliar or interesting 'mystery object' (or a picture of an object) without showing or saying what the object is or what the picture is like or describe the object's appearance (but ask a child to). Ask children to try to visualize what is described, to

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hypothesize what it might be and then ask questions to try to identify the object. The child who identifies the object must also describe it. Ask children to reflect on the description given and their ability to visualize it. Again, children could be subjected to a reasoning exercise by making them discuss what the object was made for or possibly made of, and its possible uses and what other substitute could have produced the same or similar object to serve the same or a near purpose or function. Further still, the teacher should ask for suggestions on how the object might be improved and what other purpose it could serve. The teacher's role here is not to serve as a repository of knowledge but rather he facilitates the process and serves as an anchor.Heencourages creative suggestions.

- *Circle stories*. One of the useful strategies to develop the creativity and the imaginative power of pupils especially as they are growing up is the use of circle stories. This according to Fisher could be used by teachers by giving children a worksheet of circle shapes and thereafter, ask them to draw as many different things they can by adding details to each circle, for instance, the circle could be turned to human face by adding mouth, eyes, nose and ears, or to sun, watch, cobweb, et cetera et cetera. In furtherance to this, the teacher should allow the children in pairs to compare their connection of circle drawings. They should be allowed to choose and cut out for instance six or more of their circle drawings and think of as many connections as they can between each of the drawings. For example. 'the face is smiling because the watch says it is lunchtime'. 'the sun is roundish, or it as round as an orange'.

Teaching strategies can be used to support creative thinking across the curriculum. Any lesson can develop creative thinking if it involves pupils or students generating ideas, suggesting hypotheses, applying imagination and finding new or innovative outcomes. Teachers should try to include creativity in the lessons they teach and look for evidence of pupils or students

- using imagination
- generating questions, ideas, and outcomes
- experimenting with alternatives
- being original
- expanding on what they know or say
- exercising their judgment

The following questions could assist in stimulating some creative ideas about any topic. For ease of usage for teachers and educators, the product has been grouped under the mnemonic or acronym of'CREATE'. A mnemonic is a device (such as a rhyme or an acronym) used to aid recall.

Combine: Can you add something else to it? Can you combine purposes, ideas?
Rearrange: Can parts of it be moved, changed or be restructured such that it serves the same purpose and usefulness? Children like dismantling and rearranging things like wooden blocks and so on.
Eliminate: What could you remove or replace - in part or whole? Can it be simplified?
Adapt: Can it be adapted? What else is this like? What does it suggest? In adapting this, what steps need to be taken and what problem are we anticipating? Can this be integrated or be subsumed to the existing one with no problem?

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Try another use: Can it be put to other uses-or given a new use if you change one part?
Extend: What could be added - words, pictures, symbols, functions, decoration, logo for easy understanding or assimilation? As teachers, we are challenged daily. As professionals we need to be original, think of noble and novel ideas, unique solutions, and design some original plans and a masterpiece. All these could be complemented by the class of learners we teach if we develop their imaginative competence and creative potentials. (Fisher, 2006)

Another strategy that could be adopted to spark and evoke a reasonable degree of the imaginative and the creativity of learners at secondary school level isto continue to use open-ended questions rather than closed-ended ones and to engage the learners in series of tasks; from simple to thought provoking ones. Sometimes, they are made to become resource persons or facilitators. Learners could be trained also on how to critique the existing order, appreciate, make a critical and constructive reform, evaluate or assess. The wisdom here is to ensure that to anappreciable degree, students are remoulded from their position of inactiveness, passiveness and receptiveness to active role playing, made to become change agents and rational individuals who rather than take to 'yes' always as an answer, probe into issues, enquire and ask questions.The following are a set of strategies that are useful for teachers in teaching-learning situations that are meant to mobilize for all these:

7.2 Procedure II:

- The use of open-ended questions.Allowing children to explain or show their method of reasoning rather than using closed questions which only allows for one or two word answersbecomes a fundamental medium in teaching today. Getting children to explain, prove and convince their peers of how they came to the correct answer where others are wrong enhances the children's communication and reasoning skills and this improves their self-esteem. Noting the poor reading culture that has developed in learners today and coupled with the use of internet and social media for explorative works; a medium which encourages the use of cut-and-paste in answering assignment questions in every subjects or field of studies; a development that kills initiatives rather than build or develop, it becomes relevant and a challenge for teachers to continue to develop some new ways of imparting knowledge to their students. Adopting too much use of assignment might today not bring the expected result of test of ability and capability, creativity and innovation in children, seeing the general and conscious use of the internet and social media by today's learners.
- The use of open-ended Tasks.For theremediation of the lapses discovered in the teaching techniques that are currently in use in our secondary schools, it has been argued thatgiving children some open-ended tasks could make a tremendous input into teaching-learning business. Giving the learners some open-ended tasks allows children to apply skills and understanding from the taught as well as from other subjects. It is a process that gives children the opportunity to work with other children through a teamwork technique to solve problems; exposing them to real life context questions gives children that extra bit of meaningful learning. It gives a mix of experiential approach to problem-solving with a wide range and a broad spectrum of mechanisms applied to tackle problems. Sometimes through trial and error, students arrive at a solution to a particular problem in a manner that

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is amazing, didactic and flexible to be adapted or be further improved to achieve a target result.

- The use of available resources. Giving children a wide selection of resources and allowing them access to such provides them the opportunity to develop a wide range of problem-solving skills. When children are given options, they are better placed to work within a pool of formulae, ideas, opinions, approaches and strategies. Limiting them to a narrow premise inhibits their ability to harness possible mechanisms that could be used to resolve a problem ortasks.
- Showing ideas from a different perspective using pictures or views of different people that go against normal beliefs. This allows children to develop higher order thinking and get them asking further questions, make a critical assessment, analyses and an informed opinion or decision and, an objective view of the things around them.
- Bringing the outside world into the classroom. This can be done in many ways, for instance, children bring in items from home, meet and interact or interview visitors, role-models, heroes, people that have excelled in different fields and can motivate them, internet and educative materials, embark onschool trips, using videos to show children concepts that they wouldn't be able to carry out themselves. All these could be fascinating and could ginger and provoke their thoughts.

Over all, it comes down to having the confidence to give your class the freedom to learn presumably, what they want to learn and allowing children to take the learning in different ways. (www.edrudge90.blogspot.com/2011/11/teac…). These are modern ways of bringing learning to the classroom with a view to engaging the learner fully and actively for the benefit of theindividual learner and his society and in a way, making education to be functional, purposeful and useful.

7.3 Procedure III:

- Engaging Children in Reflection and Deep Thinking: Another important technique to promote imagination and creativity in students is to ensure that topics taught are evaluated intermittently to engage children's reflection and deep thinking. The essence of this is to see whether or not the topic has been understood, its importance grasped and the content learned beneficially. Teachers can use any of the traditional and non-complex means to evaluate but this must be proficiently and be subtly done to address the problem in focus, and, to lead to the achievement of the target results and objectives. These could include discussion, syndicate and synergy group work, interactive session where participants all contribute, debate, produce things likeart work, take part in journal and article writing, carry out an experiment analysis which allow the teacher to know the degree of commitment that students bring into class or bring to the topic beyond what is required, the area of interest, additional and unexpected contributions made and their line of reasoning and resourcefulness are all discerned. It allows the teacher to discover the unusualness in the learners and the emerging changes and development that are beginning to showcase themselves in the children. (www.ierg.net>Home>About the IERG)

7.4 Procedure IV:

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Though rarely used in teaching by teachers,Walklin (1991) believes that using Henri Fayol's first approach to functional organisation in teaching becomes necessary for teachers to adopt as a manager of both learning resources and learning situation. Functional organisation requires that work and task be structured and be organised into 'bundles of skills' where everyone understands his own task. Of course as a rule in teaching, it is expected that teachers should prior to teaching the topic or the subject matter prepare their lesson plans, sometimes the lesson, due to poor facilitation and lack of effective management becomes haphazardly and ill delivered and boring to the learner.With this perennial problem, adopting the use of Henri Fayol's five essential elements of management becomes necessary in teaching-learning situations. The five elements of management are: (i) Planning(ii) Organising (iii) Co-ordinating (iv) Controlling and (v) Commanding.

Of the fundamental and traditional roles of a teacher is to plan for his lesson ahead of time, organise the lesson and the class such that a lot could be achieved within the stipulated period of time for the lesson and with less disruption through an effective class management, an effective co-ordination, to control and direct class activities and the tasks given to the class and above all, be in charge of the class by commanding the learners where and when required. The procedure is holistic and key to an effective utilization and implementation of procedures I - III stated above. In another sense, the strategy could be used by learners in joint problem-solving, in execution of projects or in a group work where adequate or strategic action plan might be necessary to be drawn, sub-groups organized to effect participation, group leaders chosen to co-ordinate and report to the plenary session on the different steps taken to solve the problem or arrive at an answer, lessons learnt, discoveries made and the challenges that almost checkmated or mar the process, how the processes were checked and controlled by reporting to the superior or the larger group at every stage of the project and who commanded what.

CONCLUSION

Though we have done a lot reviewing our education system from time to time, we are yet to develop some strategies and functional action plans and a strong policy framework that will serve as a roadmap to the actualization of the goals and the laudable objectives of our education system as a developing nation. Education remains a backbone to development, with a period of over three decades of practice, it is expected that the 6-3-3-4 system of education should by now produce a corps of beneficiaries that are different from what the British system of education had bequeathed to us - literate individuals that could serve their communities based on the legacy of 3Rs and individuals that are dependent on the state for job generation, employment creation and sustenance. While a similar legacy had been saddled on other countries by their colonizers, a dramatic turn had been made and a reverse of the status quoeffected within a short period of time to stymie the multiple cases and problems that could fraught development. No nation rises with a weak and a lame system of education.

The new education system is not a problem, the bane to our technological rise, and our inability to jolt from our passive position to a position that is promising all arise because of our lack of focus, poor implementation occasioning from poor funding, lack of commitment and a strong political will that can fast-track a positive change that guarantees the over-all success of our education

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system and the Nigerian project. To build a functional education system will require more than a mere daily policy pronouncement, constant strikes and labour disputes, paying lip services or bartering education for political gains. It indeed goes beyond a huge paper budgetary allocation that practically fails to show or sparsely show in the system.A functional system of education is an asset to any society. It provides an ample array of benefits and a window of opportunities for a nation and its teeming population when the creative and the imaginative competence of the recipients of the education are fully developed to purposely achieve results. An education system cannot therefore be reduced to politicking or the interplay of rhetoric and policy inconsistence both in formulation and implementation if a nation is to develop its sectorial life beyond myth and fallacy.

RECOMMENDATIONS

In view of the impasse posed by our present system of education, it becomes a critical challenge to stakeholders in education industry to ensure thatfactors that stampede the functionality of the system are removed and efforts at remedying the lapses are put in place. It is in view of this that the following are recommended:

i. There is the need for policy review to favor an adequate funding of the education system by increasing the annual budgetary allocation to 26% as enjoined by United Nations on member states so that relevant provisions are accorded secondary education to provoke the hidden talents and the latent endowments of the beneficiaries of the present system of our education in Nigeria

ii. It is necessary to embark on constant educational planning, effect a need and impact assessment of the education system from time to time so as to build a strategy that encourages a conducive and an enabling learning environment that could serve as a catalyst to imaginative, creative and intellectual development of the child

iii. There is the need to motivate and, to encourage the maximum input of secondary school teachers for an effective service delivery and, to stimulate the imaginative, innovative and creative proclivity or properties that are endowed in the Nigerian child

iv. Human resource development should be encouraged for teachers to be informed of the current developments in teaching profession at the local and global level so as to gain a currency of ideas and information on productive teaching techniques

v. It is fundamental and cardinal to provide the necessary facilities, instructional materials, a conducive learning environment and infrastructures that will correct the lapses in our current system of education and make the system to be functional and productive

vi. Government across the three tiers, development partners,the organized private sector and stakeholders in education industry should fund researches and development programmes at secondary and tertiary level with a view to injecting a quality manpower into the labour market

vii. Free education up to secondary level needs to be introduced and be sustained to discover and hunt for talents that could be developed at a later stage of the child's educational life

viii. With public schools now in moribund, and running into extinction, there is the need to resuscitate and bring an improved public school system back into life to encourage mass education at a minimum and bearable cost to develop more individuals that would become

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change agents in the different sectors, especially in science and technology. This is also because no country can get ahead if it leaves half of its people or population behind

ix. Private schools to be grant-aided, considering their effective service delivery in primary and secondary education in Nigeria todayand sequel to the caliber and the quality of the corps of pupils and students that they produce

x. Abolition by government across the three tiers, of spendings on ostentation, wasteful and extravagant services, programmes and overseas travels that drain national resources and put education and other sectors at grave risks

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