

## **CURRICULUM VITAE**

### **BACKGROUND OF INFORMATION**

Names (s): Onoguere, Ejiroghene Ohio  
Email Address: onogueree@gmail.com  
Date of Birth: 30<sup>th</sup> March, 1970  
L.G. Of Origin: Ughelli South  
State of Origin: Delta  
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### **INSTITUTION ATTENDED:**

Ovwor Mixed Sec. School Ovwor-Olomu.

University of Ibadan, Ibadan - Nigeria.

### **QUALIFICATION (S) OBTAINED WITH DATE:**

\*General Certificate Examination O/L (August, 1985 and December, 1988)

\* Bachelor of Education (Teacher Education) (English/Religious Studies August, 1995)

\*Master of Education (Educational History and Policy) (January, 2000).

### **ARTICLES PUBLISHED IN LEARNED JOURNAL**

\* Onoguere, E.O. (2000) The Demand for the of the Establishment of Nigeria's First and Second Generations University (Historical Perspectives), Ekpoma .Department Educational Foundation. Faculty of Education, Ambrose Ali University, Journal Teacher Education and Teaching, Volume 4 Number 1, Page 172-181.

\*Onoguere E.O.& Didijon D. (2000). The Contribution of Ancient Philosophers to present Educational Department in Nigeria, Ekpoma Department of Education Foundation Volume 4 Number 2, Page 132-137.

\*Onoguere E.O. & Didijon D. (2000) Teaching Practice and Supervision. It's Resourcefulness, Ekpoma Department of Physical and Health Education, Faculty of Education Journal of Human Volume 3 Number 1, Page 71-77.

\*Onoguere, E.O. (2000) Education for the Nigeria Nomads. (It Trend and Implementations 1990-2001) Ekpoma Department of Physical & Health Education Faculty of Education Volume 2 Number 1 page 61-65.

- \* Onoguere, E.O. (2004) Methods and Resources Materials for the Teaching of oral English at Primary School Level. (A Theoretical Perspective) Ekpoma Department of Teacher Education Volume 1 & 2 page 102-110.
- \*Onoguere, E. O. & Aigboje, C.D. (2005) Continues Assessment: a Vital Tool for Certificate at the Primary and Secondary Education, Ekpoma. Faculty of Education, Ambrose Alli University. Studies in Education Volume 1 (December) special edition page 16-32.
- \*Onoguere E.O. & Oghenekowho, J.O. (2010) Multiplicity of Private School in Ughelli Municipality of Delta State of Education Cause, Consequences and Remedies. Studies in Education. Journal of the Faculty of Education Ambrose Alli University, Ekpoma. Volume II (1).
- \*Onoguere, E. O., Nyorere, A. O. & Muraina, M. B. (2014) In-service Training: A Panacea for Improving the quality of Teaching at the Pre-basic and Basic Education Schooling. Studies in Education. Journal of the Faculty of Education, Ambrose Alli University, Ekpoma. January Edition, Vol. 14, Number 1.
- \*Onoguere, E. O., Muraina, M. B., & Nyorere, A.O. (2014) Selection and Integration of Instructional Materials: Implication for the attainment of quality Teacher Education goals. Studies in Education. Journal of the Faculty of Education, Ambrose Alli University, Ekpoma. July Edition, Vol. 14, Number 2.
- \*Onoguere, E.O., Jimoh, B. O. & Ojo-Maliki, V. A (2015) Growth and Development of Basic Education in Nigeria. Nigerian Journal of Educational Research. Journal of the Institute of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria. Volume 11, No 1, July Edition
- \*Onoguere, E. O & Ojebiyi, O. A (2016). Christian Missions and the Implantation of Western Education in the Pre and Post-Colonial Nigeria. African Journal of School Business. A Journal of the Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria. Volume 1, No 2, July Edition
- \*Kwembe, R.A., Ojebiyi, O. A. & Onoguere, E. O (2017) Education and Youth Empowerment through Imperative of Historical Education. Nigerian Journal of Educational Research. Journal of the Institute of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria. Volume 13, No 1, February Edition
- \*Onoguere, E. O & Ojebiyi, O. A (2017). Universal Basic Education in Nigeria: Its Implementation, Challenges and Way Forward. Studies in Education. Journal of the Faculty of Education, Ambrose Alli University, Ekpoma., Edo State, Nigeria. July Edition
- \*Onoguere, E. O & Ojebiyi, O. A (2017). Challenges Confronting the Effective Implementation of Technical and Vocational Education Training (TVET) Policies on Youth Empowerment. African Journal of Historical Sciences in Education. (A Journal of the History of Education Development Society of Nigeria (HSEDSON) An Affiliate of International Standing Conference for History of Education (ISCHE) August Edition

## **ACCEPTED ARTICLES(S) FOR PUBLICATION IN LEARNED JOURNAL**

\*Ojo-Maliki, VA., Onoguere, E. O. & Udele, A. (2017). Secondary School Components of Vocational and Technical Education in Nigeria: Challenges and Remedies for its effective Implementation in the 21<sup>st</sup> century. Nigerian Journal of Educational Research. Journal of the Institute of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

\*Ojebiyi, O. A., Onoguere, E. O. & Inufin, O. O. (2017). Alui Babatunde Fafunwa and his contribution to Educational Reformatations in Nigeria. Nigerian Journal of Educational Research. Journal of the Institute of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

\*Ojebiyi, O. A., Onoguere, E. O. & Inufin, O. O. (2017). Alui Babatunde Fafunwa and the Implantation of Mother Tongue in the Nigerian Educational Curriculum. African Journal of School Business. A Journal of the Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

## **INTERNATIONAL ARTICLES(S) PUBLISHED IN LEARNED JOURNAL**

\*Onoguere, E. O. (2014) Centennial Landmark in the Establishment of Basic Education in Nigeria. International Journal Research Development (IJIRD), India (October/November Edition)

\*Onoguere, E. O., Jimoh, B. O. & Ojo-Maliki, V. A (2014) Challenges of Teacher Education and Teaching in Nigeria. Journal of Pedagogical Thought. A Publication of the Faculty of Education Kampala International University College, Dar Es Salaam Tanzania. January Edition, Volume 11

## **CHAPTERS OF BOOKS CONTRIBUTED**

\*Onoguere E.O. (2007) Approaches to Comparative Education in Readings in Comparative Education. Benin City, Yuwa Concept Nig. Ltd. (Page 17-21).

\* Onoguere, E.O. & Osa-Edo, G.I. (2008). Education and Society in Philosophical and Sociological Foundation of Education Ekpoma. All Time Publishing Company (Page 82-91).

.\*Onoguere, E.O.(2008). The Historical Background and Methods to Sociology of Education in Sociology of Education Ekpoma. All Time Publishing Company Page 15-21.

\*Onoguere, E.O. (2008) Religion and Education in Sociology of Education Ekpoma. All Publishing Company Pages 75-85

\*Onoguere, E.O (2008) Deviant Behaviour in School and Community in Sociology of Education. All Times Publishing Company Pages 149-159

\* Onoguere, E.O. (2009) Existentialism and Education in Readings in Philosophy of Education. Benin City, Yuwa Concept (Nig).Co. Page 51-56.

\*Onoguere, E.O. (2009) Philosophy for Nigeria Education in Readings in Philosophy of Education. Benin City, Yuwa Concept (Nig) Co. Page 144-153.

\*Onoguere, E. O. (2016) Globalization and Educational Development in Nigeria since 1914. Faculty of Education, University of Port-Harcourt, Rivers State

## **LOCAL AND INTERNATIONAL CONFERENCE (S) PAPER(S) PRESENTED**

\* Aigboje C.D. Omoregie E.O. & Onoguere, E.O. (2002) Factor Influencing University Workers Job Motivation and Stratification. (A Case Study of Ambrose Alli University, Ekpoma); Zaria, A.B.U. NAWAC.

\* Onoguere, E.O. & Aigboje, C.D.(2005) Continuous Assessment: A Vital Tool for Certification at the Primary and Secondary Education. Ekpoma, Faculty of Education, Department Educational Foundations and Management, (First Conference).

\*Onoguere, E. O. (2012) Making of the Second State University in Nigeria: Historical Perspective. 9<sup>TH</sup> International Conference of History of Education of Nigeria (HOESON) Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: Privatisation and Development of Education in Nigeria December 4 – 7, 2012, Conference Hall, Emmanuel Alayande College, Oyo, Oyo State, Nigeria.

\*Onoguere, E.O (2011) Establishment of Primary School Education in Nigeria. 8<sup>th</sup> Annual International Conference of History of Education Society of Nigeria (HOESON) Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: Education Policy Formulation and Implementation December 6<sup>th</sup> to 9<sup>th</sup>, 2011, Conference Centre, University of Ibadan, Ibadan-Nigeria.

\*Onoguere, E. O. (2013) In-service Training: A Panacea to Improving the Quality of Teaching at the Pre-basic and Basic Education Schooling. 10<sup>TH</sup> Annual Conference of the History of Education Society of Nigeria (HEOSON) Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: Preparation of African Teachers for the New Generation. December 2<sup>ND</sup> – 6<sup>TH</sup>, 2013, Auditorium Hall, Federal College of Education, Okene, Kogi State, Nigeria.

\*Onoguere, E. O. & Muraina, M. B.(2014) Historical Antecedent of Development and Management of Educational Resources in Nigeria between 1914 and 2013. A paper presented at the 2014 Annual National Conference of the History of Education Society of Nigeria (HOESON) to commemorate the Centenary Celebration of the Birth of Nigeria. Theme: 100 YEARS OF NATIONHOOD: CHANGING PHASES OF EDUCATION IN NIGERIA. December 1<sup>st</sup> -5<sup>th</sup>, 2014, Large Theatre, Faculty of Education, University of Ibadan, Ibadan, Nigeria

\*Onoguere, E. O., Udele, J. A & Ojo-Maliki, V. A(2016). Implementation of the Secondary School Component of Vocational and Technical Education (VTE): Challenges and Remedies. A paper presented at the 3<sup>rd</sup> Annual National Faculty of Education Conference, THEME: Education and Best Practices in the 21<sup>st</sup> Century, July 18<sup>th</sup>-20<sup>th</sup>, Chris Oyakhilome Hall, Ambrose Alli University, Ekpoma, Edo State

\*Ojebiyi, O. A & Onoguere, E. O. (2016). Implementation of the Universal Basic Education (UBE): Challenges and Remedies. A paper presented at the 3<sup>rd</sup> Annual National Faculty of Education

Conference, THEME: Education and Best Practices in the 21<sup>st</sup> Century, July 18<sup>th</sup>-20<sup>th</sup>, Chris Oyakhilome Hall, Ambrose Alli University, Ekpoma, Edo State

\*Onoguere, E. O. & Ojebiyi, O. A (2016). Challenges confronting the Implementation of Technical and Vocational Education and Training (TVET) Policies in Nigeria, 13<sup>TH</sup> Annual Conference of the History of Education Society of Nigeria (HEOSON) Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: Nigerian Education and Youth Empowerment Past, Present and Future. October 24<sup>th</sup> – 28<sup>th</sup>, 2016, Auditorium Hall, Tai Solarin University of Education, Ijagun, Ijebu-Ode, Ogun State, Nigeria

\*Onoguere, E. O., Ojebiyi, O. A & Inufin, O. O.(2017). Aliu Babatunde Fafunwa and his contribution to National Development in Nigeria, 14<sup>TH</sup> Annual Conference of the History of Education Society of Nigeria (HEOSON) Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: History, Education National Development in Nigeria. October 9<sup>th</sup> – 13<sup>th</sup>, 2017, University Auditorium, Main Campus, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria

## **LOCAL AND INTERNATIONAL CONFERENCE(S) ATTENDED**

\*1<sup>st</sup> Conference of the Faculty of Education, Ambrose Alli University, Ekpoma-Nigeria. Theme: Credentialing Process in Nigerian School System, November 9<sup>TH</sup> – 11<sup>TH</sup>, 2005. University Pavaillion, Ambrose Alli University, Ekpoma, Edo State

\*8<sup>th</sup> International Conference of HISTORY OF EDUCATION SOCIETY OF NIGERIA (HOESON), (Affiliated to International Standing Conference for the History of Education). (ISCHE).Theme: Education Policy Formulation and Implementation, December, 7<sup>th</sup>-9<sup>th</sup> 2011 UNIVERSITY OF IBADAN, IBADAN, NIGERIA.

\*9<sup>TH</sup> Annual Conference of History of Education Society of Nigeria (HOESON) Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: Privatisation and Development of Education in Nigeria December 4 – 7, 2012, Conference Hall, Emmanuel Alayande College, Oyo, Oyo State, Nigeria.

\*10<sup>TH</sup> Annual Conference of History of Education Society of Nigeria (HOESON), Affiliated to the International Standing Conference for History of Education (ISCHE). Theme: Preparation of African Teachers for the New Generation. December 2 – 6, 2013. Auditorium Hall, Federal College of Education, Okene, Kogi State, Nigeria.

\*The 2014 Annual National Conference of the History of Education Society of Nigeria (HOESON), Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: 100 Years of Nationhood: Changing Phases of Education in Nigeria. December 1-5, 2014. Large Lecture Theatre, Faculty of Education, University of Ibadan, Ibadan, Nigeria.

\*The 3<sup>rd</sup> Annual National Faculty of Education Conference, THEME: Education and Best Practices in the 21<sup>st</sup> Century, 18<sup>th</sup>-20<sup>th</sup> July, 2016, Chris Oyakhilome Hall, Ambrose Alli University, Ekpoma, Edo State

\*The 13<sup>th</sup> Annual Conference of the Historians of Education Development Society of Nigeria (HOEDSON) Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: Nigerian Education and Youth Empowerment Past, Present and Future. October 24<sup>th</sup> – 28<sup>th</sup>, 2016, Auditorium Hall, Tai Solarin University of Education (TASUED), Ijagun, Ijebu-Ode, Ogun State, Nigeria

\*The 4<sup>th</sup> Annual National Faculty of Education Conference, THEME: Innovative Approaches to Education for Economic Development in Nigeria, 11<sup>th</sup>-13<sup>th</sup> July, 2017, Chris Oyakhilome Hall, Ambrose Alli University, Ekpoma, Edo State

\*The 14<sup>th</sup> Annual Conference of the History of Education Society of Nigeria (HEOSON) Affiliated to International Standing Conference for the History of Education (ISCHE). Theme: History, Education National Development in Nigeria. October 9<sup>th</sup> – 13<sup>th</sup>, 2017, University Auditorium, Main Campus, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria

## **SERMINAR/WORKSHOP**

\*Resource Person, Edo State Universal Basic Education Board (Teacher Professionalism Development- English Language /Social Studies) 2009 till date.

\*Faculty of Education One-Day Orientation and Refresher Programme for All Academic Staff and Instructors with THEME: Professional Ethics, Lecturing and Hierarchy, Interpersonal Relationship. Date: Thursday 28<sup>th</sup> September, 2017. Faculty of Education Board Room, Ambrose Alli University, Ekpoma, Edo State

## **POSITION (S) HELD WITH DATES**

- (1) Assistant lecturer 19<sup>th</sup> August, 1999 to October, 2002.
- (2) Lecturer 11: October, 2002-October
- (3) Lecturer 1: October, 2005 to March, 2011.
- (4) Lecturer 11: March, 2011-MARCH, 2014.
- (5) Lecturer 1: March, 2014 to the present day.

## **SPECIAL RESPONSIBILITIES**

\*Course Adviser French/History/Religious Studies.

\*Examination Officer.

**ABSTRACTS OF ARTICLES PUBLISHED IN LEARNED JOURNALS (LOCAL)**

**THE DEMAND FOR THE ESTABLISHMENT OF NIGERIA'S FIRST AND SECOND  
GENERATION UNIVERSITIES (HISTORICAL PERSPECTIVES)**

**By**

**ONOGUERE, E. O.**

**Abstract**

*The paper provided a historical perspective into the establishment of Nigeria's first and second generation universities. It showed that the establishment of these institutions was borne out of nation-wide agitation for the extension of educational facilities to all part of the country.*

# **THE CONTRIBUTIONS OF ANCIENT PHILOSOPHERS TO PRESENT EDUCATIONAL DEVELOPMENT IN NIGERIA**

By

ONOGUERE, Ejiroghene O.

## **Abstract**

*This paper examined the ideas of some notable philosophers who have contributed to educational development. The paper start with the philosophers like Socrates of the Ancient Greek to Friedrich Froebel of the Age of Enlightenment. These philosophers all have something in common because they see education as producing individual with well acceptable characteristics so that he could be useful to himself and the society. The characteristics expected must be mental emotion/morals and spiritual. They all advocated that education should be shouldered by the state (government).*



# **CONTINUOUS ASSESSMENT: A VITAL TOOL FOR CERTIFICATION AT THE PRIMARY AND SECONDARY EDUCATION**

By

ONOGUERE, E. O. & AIGBOJIE, C.D.

## **Abstract**

*This paper discusses the current policy stipulated and provisions for the evaluation procedure for certification through continuous assessment. The meaning, advantages and rationale for continuous assessment in both primary and secondary schools to enhance certification were discussed. Moreover, the problems militating against the use of continuous assessment that leads to examination malpractice were outlined to show the trend of certification. The recommendations for improving the use of continuous assessment were considered as prospects and the means of maintaining the integrity of certification.*

**Methods Resources Materials for the Teaching Oral English at Primary School Level:  
A Theoretical Perspective**

by  
Onoguere, Ejiroghene O.

**Abstract**

*This study examined the teaching of Oral English at the Primary School Level. It went further to treat some English consonants and vowels in relation to a local language, Urhobo. Also, in order to enhance the young pupils interest in learning, total acquisition and longer retention of factual knowledge, the mentioned methods and resources materials could be used by the teacher, Then, as for the teacher, he must have the basic knowledge and skills required for the effective utilisation of the resources materials.*

**Multiplicity of Private Schools in Ughelli Municipality of Delta State: Causes,  
Consequences and Remedies**

by

Onoguere, Ejiroghene Ohio

&

Oghenekowho, Jonathan

**Abstract**

*This paper examined the multiplicity of private schools (nursery, primary and secondary) in Ughelli Municipality of Delta State. The article x-rayed the evolution of private schools; the causes for the establishment of schools by private agencies like the missions, the consequences of the private schools on the educational sector of the nation and finally, the concluded that efforts should be made to overhaul the entire educational sector by adhering to the standard guide provide by the federal ministry of education.*

## **In-Service Training: A panacea for Improving of the Teaching at the Pre-Basic and Basic Education Levels**

km by

Onoguere, E. O., Nyorere, Alexandra O. & Muriana, M. B.

### **Abstract**

*This paper presents in-service training as a panacea for improving the quality of teaching in the pre-basic and basic education levels. It treats concepts such as in-service training, pre-basic schooling and basic schooling; their relevancies and constraints in Nigeria education context. Also, the paper observes government total commitment in achieving standard (qualitative) education through in-service training, but that the pace is fizzling down gradually by leaving it in the hands of individual teachers who are concerned with improving themselves. In-service training therefore needs re-awakening. One major advantage, the paper observes among others, is that teachers have become conscious of the need to make personal efforts to uplift themselves above their present status for both intrinsic and extrinsic considerations. The paper recommends among other the in-service training should be vigorously pursued and implemented through regular funding in order to reform positively the traditional stages of career awareness of learners at the pre-basic and basic education level and to give basic education to all by the year, 2015.*

## **Selection and Integration of Instructional Materials: Implications for the Attainment of Quality Teacher Education**

by

Onoguere, EO., Muriana, M. B. & Nyorere, Alexandra O.

### **Abstract**

*The study is on selecting and integrating of instructional materials: implication for the study for the attainment of quality teacher education. This paper there x-rayed how instructional materials could be selected and used to achieve the quality teacher education programme. In doing so, emphasis was given to concepts like teacher education, instructional materials, selection, integration and storage of instructional materials. Instructional materials are believed to be indispensable to the teacher/ teacher-to-be and learners in the teaching learning situation. When used properly they make learning more permanent and offer a reality, teacher-to-be/ would-be-teacher should be exposed to the appropriate skills of selecting and integrating instructional materials to the attainment if quality teacher education would be attained.*

# **GROWTH AND DEVELOPMENT OF BASIC EDUCATION EDUCATION PROGRAMME IN NIGERIA**

By

ONOGUERE, E. O., JIMOH, B.O. & OJO-MALIKI, V.A.

## **Abstract**

*The paper x-rayed formal education established by Christian missions/colonial government/government of Nigeria before and after independence and the challenges faced which culminated to inequality in education access; children/adult educational deprivation, among others. In order to address the challenges to a comparable set standard like other nations, the Nigerian government introduced educational programmes-the 1950s Regional Government Universal Primary Education (UPE), the 1976 Federal Government Universal Primary Education (UPE) and the 1990s Universal Basic Education (UBE). The paper recommends the the federal government should look into the setbacks: instability of government educational policies/programmes, inadequate funds, non-concrete data-base, inadequate teacher/staff, inadequate facilities/infrastructures, sectional educational gap/disparity, among others that hinders the previous ones, in other to have a successful programme by 2015.*

**Keywords:** Growth, Basic Education Programmes

# **CHRISTIAN MISSIONS AND THE IMPLANTATION OF WESTERN EDUCATION IN THE PRE AND POST COLONIAL NIGERIA**

By

OJEBIYI, O. A. & ONOQUERE, E. O.

## **Abstract**

*The paper x-rayed the role of Christian missions in the implantation of western education in Nigeria from pre-colonial era to the present day. The church and western (formal) education are in “pari-passu”, it means one could not devoid mentioning “the church” in relation to the establishment of western (formal) education in Nigeria. It is interesting to note that each mission emphasized the importance of her denomination to the converts through education. The implantation of western (formal) education in Nigeria shall be examined in three phases: pre-colonial era (the establishment and control of primary and secondary schools solely by the Christian missions); colonial era (the control/ partnership with missions in order to produce middle-class (clerical) workers for government services and business) and post-colonial era (establishment of institutions by missions due to governmental liberalization of educational policy). Challenges such as Emirs/Islamic religious inclination, traditional rulers’ authorities, acquisition of land and others faced by missions in order to establish schools were enormous. Features like collection of exorbitant fee, inadequate manpower, inadequate facilities and others are common in private institutions established. It was suggested that proper funding, adequate manpower, regular inspection/ accreditation of the established institutions should be enforced in all private institutions.*

**Keywords: Christian Missions, Western Education**

# UNIVERSAL BASIC EDUCATION SCHEME IN NIGERIA: ITS IMPLEMENTATION, CHALLENGES AND WAY FORWARD

By

OJEBIYI, O. A. & ONOQUERE, E. O.

## Abstract

*This paper x-rayed the meaning of Universal Basic Education (UBE) based on international documents: the 1990 Jomtien (Thailand) Declaration and Framework of Action on Education, the 2000 Dakar (Senegal) Declaration and Framework of Action on Education for All (EFA) and others which compel all government of nations to give education to her citizen and in the Nigeria context is discussed. Though, it is free and compulsory like the previous 1955 and 1976 education schemes but broader in scope, for it covers the followings: an early child care education and development; a nine year formal basic education for all school age children; nomadic education for school age children for pastoral nomads and migrant fishermen; and literacy and non-formal education for out-of-school-children, youths and adults. In seeking to achieve the aforementioned education sections, government tries to counter factors such as poor planning, inadequate funding, inadequate manpower (teachers) among others which hindered the previous education schemes of this nature. As a matter of urgency the writers that government should brace up to over-haul the planning strategies; provides adequate fund; recruit more teachers and among others in order to achieve education for all by year, 2015 AD or 2020 AD.*



**CHALLENGES CONFRONTING THE EFFECTIVE IMPLEMENTATION OF  
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING POLICIES ON  
YOUTH EMPOWERMENT IN NIGERIA**

By

OJEBIYI, Olufemi A., ONOQUERE, Ejiroghene O. & KWENBE, Richard

**Abstract**

*The paper treated the challenges confronting the effective implementation of Technical and Vocational Education (TVET) policies on youth empowerment in Nigeria. The writers believed that the development of any nation rest on the quality of education, economy, science and technology which give birth to Vocational and Technical Education. The writers examined traced the historical evolution TVET, as well examined the concept and components of TVET; the goals and objectives of each components of TVET, among others in line with the National Policy on Education (Federal Republic of Nigeria, 2013). Also the writers identified challenges confronting its implementation such as: inadequate funding; inadequate manpower; societal misconception of the disciplines among others based on review of past and current literatures (historical research). The paper therefore suggests that government should provide adequate funds; governmental partnership with the private sectors in order to assist in the funding of education among others.*

**Key words:** Technical Education, Vocational Education and Training Education

**SECONDARY SCHOOL COMPONENT OF VOCATIONAL AND TECHNICAL  
EDUCATION IN NIGERIA: CHALLENGES AND REMEDIES FOR ITS  
EFFECTIVE IMPLEMENTATION IN THE 21<sup>ST</sup> CENTURY**

BY  
OJO-MALIKI, VICTORIA ABIODU  
ONOGUERE, EJIROGHENE OHIO  
&  
UDELE, JONATHAN AHWEYEVU

**ABSTRACT**

*The article x-rayed the secondary school component of Vocational and Technical Educations (VTE), challenges and remedies to its effective implementation in Nigeria in the 21st century. The meaning of vocational education and technical education (VTE) was discussed. Also, Aims/ Objectives of VTE and the goals of technical colleges and the aftermath of programme based on functional education as contained in the National Policy Education (Federal Republic of Nigeria, 2004) were highlighted. A concise historical implantation of VTE in Nigeria was traced. The identified challenges facing VTE based on the review of current literature were: government lackadaisical attitude towards implementation of policy, inadequate manpower (teachers), societal misconception of VTE, inadequate teachers' motivation, inadequate workshops, among others. Remedies to the identified challenges include the provision of facilities, teachers' motivation, adequate funding of VTE, among others were highlighted. The VTE as an occupational discipline is to check unemployment, poverty, and enhance technology. Therefore, the paper among others recommended that the public private partnership and the non-governmental organizations efforts towards the promotion of VTE should be intensified because government funding alone can never meet the financial needs of VTE in Nigeria in the 21st century.*

**ABSTRACTS OF ARTICLES PUBLISHED IN LEARNED JOURNALS  
(INTERNATIONAL)**

**CENTENNIAL LANDMARKS IN THE DEVELOPMENT OF BASIC EDUCATION  
IN NIGERIA**

BY  
ONOGUERE, EJIROGHENE OHIO

**Abstract**

*The first level of education known as the primary school education with the duration of six years programme was changed in 1992 by the Federal Government due to education reforms based on expansion on duration of programme and its content. For instance the primary school education (six- year programme) was merged with junior secondary school (first three years in secondary school ) to form a nine- year programme for learners. Presently, the nine- year programme is the basic education level which is otherwise known as the first level of education in the Nigerian context. Primary school education started growing in Nigeria from the second half of the 19<sup>th</sup> century through the activities of the Christian missionaries. This paper x- rays landmarks in the development of primary/ basic education during these periods: Christian missionary/ Colonial Administration and education before the amalgamation in 1914; Colonial Administration/ Christian missionary and education from 1914 to the 1940s; the Era of Self- governance and education from 1950 to the 1960s; the reconstruction era and education in the 1970s to 1980s and the Federal Government task of executing Education For All (E.F.A) goals from the 1990s till date.*

**Keywords:** Centennial Landmark, Development, Basic Education.

# Challenges of Teacher Education and Teaching in Nigeria

by

Ojo-Maliki, V.A., Jimoh, B. O. & Onoguere, E.O.

## Abstract

*The paper examines the challenges of teacher education and teaching in Nigeria. It discusses the concept, objective and delivery of teacher education. It highlights some of the challenges faced by teacher education and teaching to include low student enrolment in teacher education programmes, poor societal image of the teaching career/poor conditions of service, non professionalization of teaching, inadequate teacher education curriculum/capacity building programmes, non-involvement of teachers in matters relating to their jobs and welfare of poor funding of education. Lastly, the paper made suggestions that could reduce some of these challenges and also enhance teacher education in Nigeria. These include creating incentives for trainee teachers, improving the working conditions for professional teachers, professionalizing teaching, enriching teacher education curriculum/capacity building programmes and increasing the funding of education.*

**Key words:** teacher education, teaching, challenges

## **CHAPTERS OF BOOK(S) CONTRIBUTED**

### **Approaches to Comparative Education.**

By

Onoguere E.O.

#### **Introduction**

The education provided by government of nations world-wide undergo various reforms from time to time. The desire to know about these reforms brought about the branch of education called Comparative Education (Whawo 1991; Kosemani 1995; Lawal 1999; Omozeghian 2002 and Nadimah 2005). So a knowledge of comparison in this field guides practitioners in the examining of the one or more educational systems and providing information for the masses, the forces and causes which produce the differences; and how to improve the system holistically. Kosemani. (1995) and Nadimah (2005) mentioned that in the later part of 18<sup>th</sup> century and the 19<sup>th</sup> century scholars based their patterns or strategies of writing and analyzing Comparative Education or mere description of educational institutions and its departments like teacher education, technical education and any other type of school that was of special interest to them particularly as they stayed in foreign countries.

While the 20<sup>th</sup> and 21<sup>st</sup> centuries witnessed traumatic changes or reforms in this discipline in relation to the introduction of one approach or the other by comparativist. Today, the patterns or strategies of analyzing or writing Comparative Education called APPROACH(ES) or METHOD(S) varies in terms of the “Area of investigation” Below are some approaches or methods treated.

By

Onoguere, E.O. & Osa-Edo, G.I.

## **Introduction**

The society is made up of several groups such as communities, families, schools, religions organizations and so on responsible for the socialization process by which the child (learner), learns to behave in a way that is acceptable to all. The other name for the mentioned socialization groups is social institutions (Ezewu, 1985, Peretomode, et. al. 1995, Bamisaiye, 1998, Igbo 2003 and Omozeghian 2005). Again, all the social institutions are in an entity (place) where learners live and set for transformation/ change through adaptation.

## **The Historical Background and Methods to Sociology of Education**

By

ONOGUERE, Ejiroghene O.

### **Introduction**

The chapter touches the historical trend to the discipline, Sociology of Education worldwide. It paved way for readers (scholars) to have the knowledge of the founding fathers, their contributions and the patterns used in writing behavioural sciences sources like Sociology and Sociology of Education.

**Deviant Behaviour in School and Community**

By

Onoguere, E.O

## **Introduction**

The issue of deviant behaviours among youths in our schools and the society at large has been a great concern to all (parents, families, government, psychologists, teachers, law-enforcement agents and so on). The bid to find the desire to find out the sources (roots) through theories formulated by experts, the forms of deviation, causes and remedies.

## **Existentialism and Education**

By

Onoguere, E.O.



## **Introduction**

There has been chains of philosophical schools of thought that have arisen from one time to another, many of which have survived the test of time while others have gone for good. The philosophical schools of thought are grouped due to core of beliefs/belief system that qualified them to be treated as one entity (school). There are two (2) categories of the schools of thought viz: Traditionalism and the progressivisms. Under the Traditionalism, we have Idealism, Realism Perennialism, and scholastic, while the Progressivisms are Existentialism, Communism, and others. As for the Traditionalists Essentialists/Conservatives, their core belief is the “existence of absolute and eternal principles while the progressives embrace “change” not “permanence” as the essence of reality. Examining the schools is very vital to the learner, teacher our learning institution and the society because our educational theories rest on them.

**Philosophy for Nigeria Education**

By

Onoguere, E.O.

## Introduction

The 1969 National Curriculum conference hosted by the Nigerian Education Research Council eventually gave birth to the educational policy document, National policy on Education. The discussion at that conference revealed the dissatisfaction of the masses (Nigerians) about the then existing education system because it was not relevant to the needs, aspirations and goals of the nation. This, therefore, culminated in the need for a concrete policy document on education for Nigeria.