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BASIC EDUCATION FOR NIGERIAN SOCIO-ECONOMIC DEVELOPMENT: AN EXPOSITION OF PHILIPPINES' BARRIO SCHOOL APPROACH

BABALOLA, V.T

*Department of Science & Technical Education, Faculty of Education
Northwest University, Kano
lolababa85@ymail.com*

ABSTRACT

This paper examined the Basic Education for Nigerian Socio-economic Development, using the Philippines' Barrio School Approach (PBSA) of a Pangasinan educator; Pedro Orata. The methodology employed in this study is theoretically involved the multidisciplinary approach as well as the oral interviews of an expert (Prof. Fagbemi) in the field of Educational Administration and policy study. It is unexciting to note that Basic Education of the present day Nigeria is threading on the part of failure if not rescue, because its implementation stage is suffering from two major maladjustments. These include bankrupt School Administrators and under-funding. The bankrupt school administrators' part of the bargain provokes mismanagement of human, material and financial resources, while the under-funding aspects resulted to poor infrastructural facilities, shortage of teachers, adequate instructional materials, and lack of staff training and re-training among others. The study employed System theory as a theoretical frame-work to conceptualize the reasons behind the historic achievements of barrio (village) school of Philippines. In this regard, the study considered the Philippines Barrio School Approach as an important role model needed to be adopted into the present Nigeria situation to promote the required socio-economic development. Hence, the paper recommends among others that the School Administrators should employ the said Philippines Barrio School Approach at this implementation stage of Basic Education to spark the mandatory Socio-economic developments across the nation.

Keywords: Philippines' barrio School Approach, Basic Education, Socio-economic Development.

Introduction

The pre-colonial economy of Nigeria was highly diversified in nature. Apart from the people's traditional economy which was agriculture and associated activities such as hunting and fruit gathering, trade and Commerce formed part of the nation's means of livelihood. However, transcending these economic activities were local crafts and industries like soap making, cloth weaving, blacksmithing and pottery production (Erinosho & Osunkoya, 2013).

The period of hostilities also had a devastating blow on the economic production of Nigerians. According to Erinosho & Osunkoya (2013), the local producers and farmers were forced to stop production due to the incessant raids for slaves and foodstuffs.

Nonetheless, the euphoria of independence that greeted Nigeria in 1960, call for a number of graduates to fill the vacuums created by the outgoing Colonial masters. So, immediately after 1960, the nation relies completely on education to move the nation forward. Hence, education has to be planned so as to meet the manpower need of the nation. Therefore, Manpower Requirement Approach (MPRA) was adopted and adapted to the Nigerian situation.

All educated citizens as at the period were employed to fill in the existing vacancies and majority of them became front line personalities in the nation. This social class upward migration communicated to the Nigerians especially the parents and they professed education as a source of White collar jobs. So, they enrolled their children in schools so that they could become future leaders. The available manpower, infrastructural facilities such as classrooms, chair and tables, school library, etc, and instructional materials such as audio, visual, and audio-visual as well as general funds were inadequate to cater for the increased students enrollment. These resulted to a notable falling standard of education in the Nigerian education system.

Nevertheless, as the population of the nation and that of the educated elites were increasing, the probability of getting job was also reducing. Most of the students after graduating from rural schools migrated to the cities in search of jobs. This resulted to overcrowdings in Nigerian major cities. Hence, the major cities became the amphitheatre of struggle for survival.

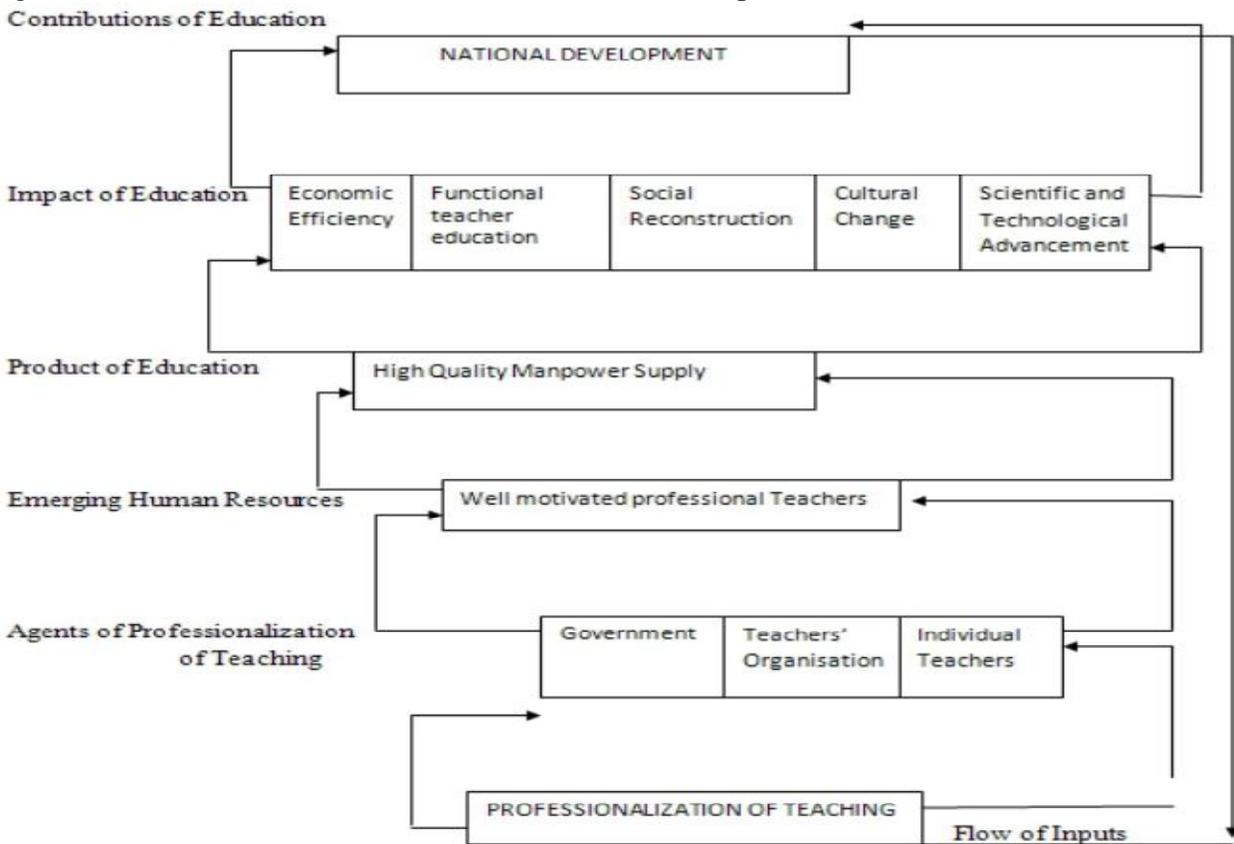
Thereafter, the initially planned education with manpower requirement Approach failed because, it does not take into consideration the future geography, demography and the population growth of the nation (Fagbemi, 2014). That is to say Educational planning is a sequential activity. At this juncture, it is good to note that a well-planned education may be unproductive as a parameter to move the nation forward if the implementation stage encountered problems of under-funding, inadequate manpower, inadequate instructional materials, poor training and retraining of teachers and others (Fagbemi, 2014).

The philosophy behind the 9years Basic Education system of the present day Nigeria is reductionism and prevention of school drop-out scenario which has been encapsulating the Nigerian Schools. In the past, many students do drop-out from schools before getting to the Basic Nine (formally Jss3). They usually stop after obtaining primary school leaving certificate at primary six (presently Basic Six). This menace of school drop-out before Basic Nine is barricading the victims from being self-reliant. Therefore, the ideological philosophy behind Basic Education is to make the minimum qualification in Nigeria, "Basic Nine Certificate". This is to ensure that every citizen is self-reliant, as well as to spark the required Socio-economic

development and the overall economic development of the nation. If this goal is achieved, the Present Nigerian Socio-economic problems such as unemployment, rubbery, and insecurity among others, may be drastically shrunk to a historical mirage. However, this Basic Education will surely be unsuccessful, if the Nigerian School Administrators especially those in the Barrios (Villages) at the implementation stage of this well-planned Education fail to employ the Philippines Barrio School Approach.

This work perused into the possibility of Nigerian Basic Education in promoting the Socio-economic Development of the nation using the Philippines Barrio School Approach.

Figure 1: A Model of Basic Education for National Development.



Source: Adapted from Yusuf, Afolabi & Oyetayo(2014)

According to Oranusi(2014), a good education transforms an individual mentally, physically, socially and emotionally. He stated further that these could be categorized under cognitive, affective and psychomotor domains. Education is an engine for national development. The fig.1 above is perhaps among the reasons why Oranusi (2014) posits that any educational practice that falls short of any of these behaviors earlier stated is a dysfunctional one and should not be encouraged. A nation that aims at achieving a buoyant and efficient economy and accelerated national development must improve the quality of the labour force through functional teacher education programme and the efforts of well motivated professional teachers at all level of education (Yusuf, Afolabi &Oyetayo, 2014),. The high quality manpower developed through education, would undoubtedly utilize the acquired knowledge, skills and attitudinal values to

attain and sustain, political consciousness and socio-economic development of the society, economic efficiency of an individual citizens and the overall national development.

Conceptual framework

Socio-economic Development: As a matter of fact, Socio-economic development is a compound word with three different important words. These include; Society, economy and Development. It is relevant to define what socio-economic development connotes, but before this is done it is important to define what economic development denotes. According to Sen (1983), economic development is a policy intervention endowed with aims economic and social well-being of people, economic growth is a phenomenon of market productivity and rise in GDP.

According to Uju & Joy (2014), socio-economic development is the process of identifying both the social and economic needs within a community, and seeks to create strategies that will address various issues and needs in ways that would affect the society over a long period of time. Sen (1983) posits that Socio-economic development is the process of social and economic development in a society, any programme that creates sustainable access to the economy for its beneficiaries. Uju & Joy (2014) concluded that the definition given by Sen (1983) above, tries to emphasize that contributors should concentrate on providing sustainable benefits for her citizens within her ambits.

Education has been rightly viewed by many scholars such as Amaele (2005) as an engine of national development. This could be seen from how education has successfully increased productivity in Brazil, Korea, Malaysia, Thailand and in South East Asia (World Bank, 1990). Initially, these nations were among the poorest nations in the world, but today education has changed their history for good. For instance, Nigerians citizens are presently on the run to Malaysia for individual educational development and this among others are seriously boosting their national economy. Also, USA, UK, among others which are referred to as the front line nations technologically today were able to climb this mantle of universal recognized development not in absence of education.

The Philippines's Barrio Schools Approach

According to Erwin (Undated), Pedro Orata was born on 27th of February 1899 in a barrio in the town of Urdaneta, now a city, in Pangasinan. After serving as senior specialist in education at the East-West Center in Hawaii producing eight books, Orata went back to the Philippines in 1965 to devote full-time and realize his concept of a community school in the form of Barrio High Schools (BHS), he started in 1964. The experiment he piloted in three barrios in Urdaneta and one barrio in Bautista, both in Pangasinan was highly a notable and ground breaking success. Although, its approval was conditional for one year, the favorable result with students from BHS excelling those from the Mother High School (MHS), the 25% retention rate in the BHS and the zero delinquency rate in the barrios proved to the authorities the novelty of the program so that President Ferdinand E. Marcos endorsed the Barrio High School Movement (BHSM) in December 1966; subsequently a law was passed in 1969 legalizing the BHS.

A Pangasinan educator Pedro Orata, Founder, Barrio Village Education Movement (BVEM) in the Philippines commented, that "If they had waited until all was well provided-buildings, textbooks, science equipment, well qualified teachers, etc., the 250,000 children and young

people who are now enrolled in some 1,500 barrio (village) high schools, 45 community colleges and 500 pre-schools would still be waiting for a chance to go to school” (Orata, 1969)

According to Fagbemi (2014) “The Swanson survey of public Schools of the Philippines, 1960, revealed that almost two million (2,000,000) young people, four-fifth (4/5) of the population in the age range 13-16years, were not in schools. This out-of school group represented a tremendous waste of human resources. The figures for other age groups were equally staggering. How could education be provided for children at all levels as quickly as possible, especially for children living in remote areas, without additional cost to the government since additional funds were just not available?

Community self-help was the only answer undaunted by lack of building and other resources, communities, rich only in imagination, ingenuity and determination, have gone ahead and set up self-help pre-school, multi-grade schools with first to six grade classes under one teacher, community colleges, and barrio (village) high schools. The projects were started in 1945, immediately after World War II. Today, throughout the Philippines, classrooms and schools have been set up that are used in rotation throughout the day for primary, secondary and higher education”.

Dr. Pedro Orata, the founder of the Barrio Village Education Movement in the Philippines for which work he was awarded the Ramon Magsaysay award, an award likened to a Nobel Prize, given to Asian leaders for outstanding contributions to public service. Fagbemi (2014) summarized the Barrio Village School Approach of Philippines that “With a view to providing education for children, especially those in remote areas, who would not otherwise receive any, communities (barrios) in the Philippines set up their own do-it-yourself schools. Using only what facilities were already available (often little, or none) and relying instead on their imagination, ingenuity and determination, communities have succeeded in bringing schools to within walking distance of the homes of pupils.

The curriculum is given a strong community-centered, rurally-oriented bias. Courses are adapted to the natural resources and industries at hand. Student activities are geared to their future roles as farmers and workers in the community. Being short of resources, considerable recourse is made to improvisation of facilities”.

The Nigerian Basic Education

This is a new system of education in which the formal primary school and Junior Secondary school has been amalgamated to form a complete Nine years programme. The section3, Item 15&16 of the National policy on Education (NPE) revised of the Federal Republic of Nigeria (FRN, 2004); states categorically in this regard, that Basic Education shall be of 9-year duration comprising 6years of primary education and 3years of junior secondary education. It shall be free and compulsory. It shall also include adult and non-formal education programmes at primary and junior secondary education levels for the adults and out-of-school youths.

The specific goals of the program shall be that of the levels of education to which it applies (i.e. primary education, junior secondary education and adult and non-formal education). The programme was targeted at eradicating the menace of students’ drop-out without being self-reliant. This can be seen in Section5, Item 24(a) of the same NPE of FRN (2004) revised, “The

junior secondary school (i.e. Upper Basic Education) shall be both pre-vocational and academic”. However, observations show that the Curriculum was constructed excellently well but the present implementation stage is creating a loophole for the future failure of the entire super-structure of the system.

Theoretical Framework

According to Babalola & Aliyu (2014), the school management brings in theory to help administrators in the effective management of the schools. Nevertheless, the theory will not work effectively without a system. A system can be defined as a set of interrelated elements working together as a unit to achieve a particular purpose (Fred& Allan, 2008). The components of a system include; input, transformation, output, feedback and the environment (Fred& Allan, 2008).

However, there are two types of system. These include; Open and the close system. A close system is the one which failed to depend on its environment for survival. Therefore, in most cases, a close system operates a close door policy because it does not depend on its environment for input factors. Contrary to this, is the open system in which basic education schools are strongly involved? According to Babalola & Aliyu(2014) Open system is a type of system which interacts greatly with its environment. The input factors needed for smooth running of the school is from the environment. As well, the open system produces for the environmental consumption. According to Fred& Allan (2008) in Babalola& Aliyu(2014), among other characteristics of open system such as input, output, negative entropy, equifinality and dynamic homeostasis, is the point of interest called “the cycle of events”.

The cycle of events states that if there is continuous inflow of input factors from the environment into the system, output would be discharging continuously into the environment from the system. Fig2, bellow shows a number of input factors utilized by Dr Orata during the implementation of barrio schools of Philippines. In this study, the same input factors are recommended for Nigerian basic education for the realization of its goals.

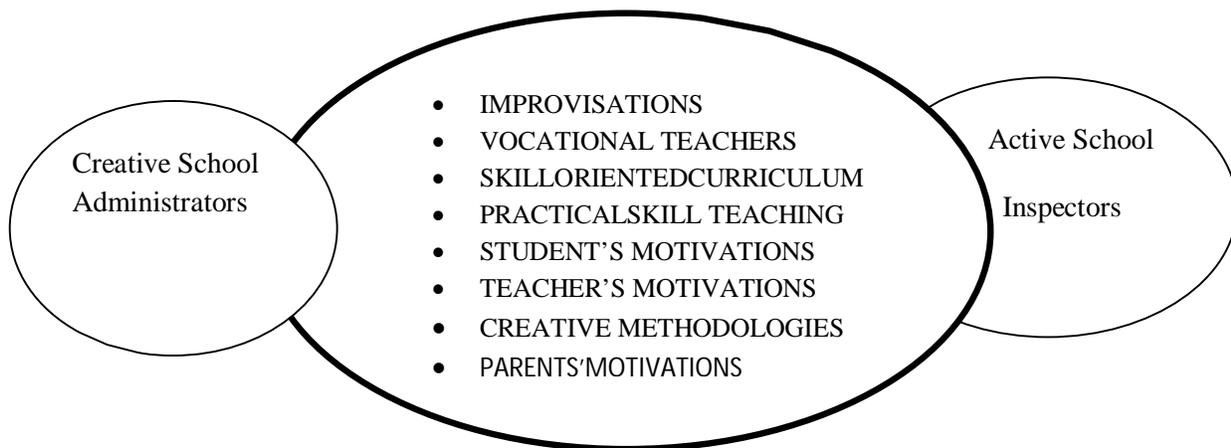


Fig.2. Model of Effective implementation stage for Basic Education; Source: writer

The model (fig.2) shows the researcher's proposed criteria for effective implementation of nine (9) years Basic Education program of Nigeria. The criteria are the components of the model. These criteria could be described as follow;

Teaching of Science with Improvisation: The teaching of science should be extended beyond the learning or memorizing facts and discovering principles by so called process or "discovery approach". This involves two steps further; firstly, teachers should make an effort to lead the pupils to apply the principle in every simple and practical ways such as selects seeds for planting or to lay out bamboo irrigation scheme from an artesian well; and secondly, the teachers should also guide the students to share what they knew and the benefit of what they did to apply scientific principles, with their classmates and neighbors.

Science Students should be guided to improvise scientific equipments, to save money, which was not available, and more importantly, to make science learning more meaningful and interesting as well as useful, to them. In the schools, in hospitals, in chemists' shops, and in homes of students there are innumerable objects that are discarded and thrown away; burned out electric bulbs, empty cans and bottles, worn-out tyres and inner tubes, broken glasses, corn husk, bamboo and wood. These are to be used to improvise science equipments for upper Basic classes and play equipment for pre-school children.

Recruitment of Vocational Teachers and Practical Skill Teaching: Nigeria is blessed with many Socio-ethnic groups as well as many vocations. Virtually, every family in Nigeria has a minimum of one vocational skill identified with it. Civilization and neo-colonialism is spontaneously eroding these natural gifts. This is perhaps because the Western system of Education was perceived by Nigerians to be Education for white collar jobs. However, reverse is the case in this 21st Century Nigeria where the crisis of unemployment is waging war against the national territorial unity of her ethnic groups. This is a true replica of things fall apart as the centre can no longer hold. The school administrators especially those in the Barrio (villages) should leas with Parents Teachers Association (PTA), Old Student Associations (OSA) as well as the philanthropists in the school communities. This is to obtain the supports needed to employ those Vocationally Skilled teachers. Vocational Skilled teachers should be employed into Nigerian Basic Education Schools. These teachers should be drawn among the experts of different Vocations within the Society. The level of Education of such teachers should not be considered, but the deepness of Vocational Skills needed. The important obsession is students understanding them during practical classes.

Nevertheless, if some of these experts are drawn from the school community and their children in the schools, they may voluntarily offer the help to the school without any payment. This will make the host community feel part of the school. Hence, the School Community Relationship is further strengthened.

Nevertheless, relying on young University graduates highly deficient in experience of Vocational Skills to teach the students will be like a blind showing road to the blinds. If this is not rectifying quickly a time is coming in Nigeria that it will be germane to hire and import foreigners as Bricklayers, Carpenters and Plumbers to build houses for Nigerians. This will be a great calamity to Nigeria economy because the higher the import the lower the value of currency of the country.

It is a truism and very logical, any school drop-out after Basic Education programme should be able to fall into one of these unavoidably engaged Vocational Skills. This can only be achieved through employment of sufficient and efficient Vocational Skilled teachers from within the school's host Communities.

Skills Oriented Curriculum: Section 5, Item 24 (a) B of the National Policy on Education of FRN (2004) revised, emphasized that every student should offer at least one subject from the following group of the pre-vocational elective subjects;

(i) Agriculture; (ii) Business Studies; (iii) Home Economics; (iv) Local Crafts; (v) Computer Education; (vi) Fine Arts; and (vii) Music

The policy Emphasizes that subjects in this group shall be on practice (Practical). This is good, but a critical peruse provided two emanating issues, these include; (1) who are to teach these vocational subjects? (2) What happens if a student's choice is not there?

It is relevant than usual that more vocational skill oriented subjects should be included into the Basic Education Curriculum. This will help students to make choices out of many available alternatives. Examples of these vocational skills subjects include; fishing & fisheries, Animal-husbandry & hunting, blacksmithing, wood carving, metal sculpturing, drumming & drum-making, Child-rearing & interior decorating, Fashion making, hair dressing, knitting, pot making, bead making, poultry keeping, barbing, shoe making, soap making, Electronic repair, Computer repair, Tailoring, Catherine service, dyeing (kampala-making), Telephone & GSM repairing, Carpentry, Bricklaying, House painting, Plumbing, Generator repairing, mat weaving and Traditional medicine. The Curriculum should be Community Centered. Similarly, it should be made flexible so as to enable the School Administrators in the rural barrio (village) schools adapt the Curriculum to be rurally oriented. This will go a long way to eradicate or minimize the following social threats;

- 1) Incessant Rural-urban Migration
- 2) Congestion and Vehicle trafficking in the major cities such as Kano and Lagos.
- 3) Unemployment and joblessness
- 4) Arm robbery and kidnapping for ransom
- 5) Juvenile delinquency and adolescent crimes
- 6) Vandalisms of social amenities and government properties and
- 7) Insecurity challenges of the nation

Creative Administrators, Inspectors and Supervisors: The school administrators and inspectors must be professionally trained, academically qualified, and should not be managerially bankrupt. They should be creative enough to supervise the implementation of this well planned Curriculum. So interesting a school in which there is a creative, approachable and friendly but strict school administrator is implementing socio-economic skill programmes. In the case of Philippines Barrio Schools Dr. Pedro T. Orata: a man of vision and mission was the inspector of the schools. If Basic Education System of Nigeria must achieve its goal and objectives with which the policy was formulated. Men and women of high integrity, vision and mission are required as the school Administrators and Inspectors. Also, the idea of hiring a supervisor of instruction should be adopted and adapted to the Nigeria situation.

Students' Motivation: Motivation of students towards the achievement of require goal and objectives of education has been a long last concern of educational psychologist as well as the school administrators. In this regard, many theories of motivations have been formulated by educational psychologist across the global world. For instance, B.F Skinner propounded a theory of motivation called Skinnerian's theory of Motivation.

However, B.F Skinner performed his experiment by putting a rat that he referred to as the "**Operant**" inside a cage. He also placed a lever inside the same cage. Anytime the rat presses the lever, skinner drops a tiny piece of bread into the cage for the rat to eat. As the rat finally discovered that anytime it presses the lever, food drops from where it doesn't know, the rat is strengthened and thus; presses the lever incessantly. B.F Skinner called the pressing action of the rat "**exhibition**" and the tiny drops of food "**positive reinforcement**". Thereafter, B.F. Skinner states his theory making use of these registers, thus; "If the exhibition of an Operant is coupled with Positive reinforcements, the Operant is strengthened" (B.F Skinner, 1976)

This shows that if the students are rewarded with praises, clapping, gifts or and scholarships for their excellent academic or/and moral performances, the students will be strengthened to work harder in order to achieve greatly. This is in turn making the teaching responsibilities easy for the teachers to perform. In the light of this, for Nigeria Basic Education to achieve its stated goals, the students need to be adequately motivated by the government, teachers, school administrators and the philanthropists in the Nigeria society.

Teachers' Motivations: Teachers, just as in the case of students earlier discussed, have to be motivated towards efficiency and productivity. The relevance of motivation is very crucial to the long-term growth of any educational system around the world. It probably ranks alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance.

In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Adequate teachers' motivations facilitate job satisfaction among them. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance (Ololube, Undated).

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However, it is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT) are in a constant stand-off over the increase in salaries, benefits, and improvements in working conditions of teachers. The federal and state governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. Specifically they argue that teachers' demands are beyond the government resources (Ololube, Undated).

Another problem is the government's position concerning the job performance of the teachers; they accuse the teachers of negligence, indolence, purposeful sluggishness, and lack of enthusiasm and passion to work. They further argue that teachers' level of efficiency and

effectiveness does not necessitate the constant demand for salary increase, incentives and better working conditions.

Although teachers on their part argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. They feel Nigeria's economy is not properly balanced; hence, their demands are not adequately supplied. In this case, some of them were not totally committed to the teaching profession. They are always looking for alternative ways to close the gap between their salary structure and that of their sisters' professions such as Medicine, law and engineering to mention just a few.

According to Ololube (Undated), Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. As well, the Ministry of Education demands a sky-scraping measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of educations' motivational methods and tools cannot be overemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube, 2005).

The Government needs to motivate teachers through public announcement of professionalization of teaching, good condition of service and remunerations. However, the task of teachers' motivation is not only limited to either the government or the personnel department of the Ministry of Education but significantly require immeasurable efforts of the school administrators and entire educational super-structure and its environments. This entails physical, social, political and the economic environments.

However, the school administrators have many roles to play concerning teachers' motivation in their respective schools. In doing this, the school administrators need to understand human behavior. Human behavior in any social system according to Fred & Allan (2008) can be defined as a function of the interaction between personal needs and institutional goals. Conformity to the institution, its roles, and its expectations results in organizational effectiveness, whereas conformity to individuals, their personalities, and their need-dispositions results in individual efficiency.

Also, school administrators should be skillful in the utilization of administrative theories. Most especially, the theory X and theory Y formulated by McGregor in 1960, yet still much relevant for effective consideration of teachers' behavior in the school so as to motivate them toward productivity and realization of school goals and objectives. The postulates of theory X according to James & Barry (2007) in IAAP (2009) supported by Bello (2014) are as follow;

- a) Employees inherently dislike work and whenever the opportunity arises will make attempt to avoid it.
- b) Because employees dislike work, they must be coerced, controlled, or threatened with punishment in order to achieve the desired goals.
- c) Employees will shirk responsibilities and seek formal direction whenever possible.
- d) Most workers place security above all other factors associated with work and will display little ambition.

The postulates of theory Y according to James & Barry (2007) in IAAP (2009) supported by Bello (2014) include the following;

- a) Employees can view work as natural as possible just as rest or play.
- b) Men and women will exercise self-direction and self-control if they are committed to achieve objectives.
- c) The average person can learn to accept, even seek, responsibility.
- d) The ability to make good decisions is widely dispersed throughout the population and is not necessarily the sole province of managers.

However, the school administrator should be able to identify the type of workers under his control and motivate them towards productivity. This may require the use of incentives, staff welfare and creation of appropriate atmospheres for staff academic, professional and managerial developments.

Creative Teaching Methodologies (CTM): It is imperative to define what Teaching Methodologies(TM) and Creative Teaching Methodologies (CTM) connote. But before this is done, it is very germane to define what Methodology denotes. However, Babalola (2013) defines Methodology simply as techniques of teaching. However, *TM* simply means techniques applied in teaching and learning process. He went further to define Teaching methodology as the application of various packaged techniques that helps to ensure a permanent change in the behavior of learners. Therefore, CTM can be defined as the application of various creative, innovative and new packaged techniques that helps to ensure a permanent change in the behavior of learners. Conversely, the basic possibilities of the teachers wanting to effect a change in the class room through teaching include; talking, picturing, demonstrating, gesturing, writing, reading and directing. These activities are hardly used in isolation as a teacher depends upon their combination in order to achieve learning objectives. Generally, teaching methods is therefore a combination of directed classroom activities by the teacher. Ibukun (2004) in this regard, states that teaching has gone beyond the dishing of acts through lecturing methods of instruction to the pragmatic and practical methods of instruction. The role of the teacher is changing. He is more of a supervisor, director, guardian, group leader, advisor and facilitator rather than the reservoir of all knowledge.

Parents' motivations: One of the major roles of the school administrators (principals & Headmasters) especially those at the Barrios (villages) are to promote School community Relationship through strategic motivation of parents. Naturally and psychologically, Parents wanted to be identified, recognized among equal and at the same time honored. This is perhaps one of the reasons while most managerially efficient school administrators hardly complain of lack of funds to run the school. School belongs to the Community.

Administrators comes administrator goes schools remains in the community and for the community. School administrators should capitalize on this truism and devise a means of motivating the parents and draw them closer to the school so that they can help the school financially. This is in accordance with what happened in Barrio Philippines schools where Dr T. Orata motivated the parents to build classes, buy textbooks and others for the school.

Similarly in Nigeria, there are many parents, Philanthropists, politicians, well to do Old students, Business Tycoons, Great farmers, Doctors, Lecturers, Lawyers and Vocational workers in Nigerian schools' host communities. They wanted their images to be promoted within the society. Actually, many of them must have future ambitions in either local, state or national politics. Therefore, when motivated to undertake capital projects within the school, they perceive it as an avenue to get popularity, social recognitions and community acceptance. For every successful capital project undertook in the school, they need to be motivated with an awards of Honors or appreciation of such efforts on the public media. This will strengthened those that have helping schools to continue. At the same time encourage others to help the school materially, financially and infrastructural. With this, public-private partnerships are capable of transforming the whole school into a small London.

Conclusion

This paper has perused into the heroic impacts of a Pangasinan educator; Pedro Orata concern universalism of education in Philippines around 1960. The Curriculum of barrio Philippines was highly vocational, Community Centered and rurally oriented bias. The teachers taught their students with locally made improvisations and the Science students were specially trained on how to prepare improvised instructional materials. The parents were motivated to contribute financially and materially to the development of the village schools.

This paper, therefore formulated a well structured model for effective implementation of Basic Education for the present day Nigeria. However, this paper is using the eyes of greatness to behold the future of Nigeria as a Society free of violence, amphitheater of melody and Social growth. This assertion is feasible, if this work and its recommendations are put into practice especially at the implementation stage of Basic Education programme. Therefore, the Philippines Barrio (village) schools of 1960, is more than relevant to Nigeria Basic Education Schools of 21st Century Nigeria to foster the required sustainable national and Socio-economic Development.

Recommendations

The recommendations are as follows;

- (i) The Curriculum planners should include more vocational subjects which are practical and rurally oriented bias into the School Curriculum so as to enable students make choices among alternatives. This will go a long way to promote self-reliance among the Basic education graduates.
- (ii) Government should employ vocational teachers into the Basic Education System to teach vocational subjects in the Basic Education Curriculum. Pending the time that the Government will respond to this, School Administrators should endeavour to motivate parents into helping the schools with funds and employ the vocational teachers from within the society.
- (iii) School Administrators in Nigerian villages should strive to adapt the Basic Education Curriculum to be rurally oriented bias and to the needs of the society and local industry around. This will help to reduce the menace of unemployment, incessant Rural-Urban migration, Urban congestions, arm robbery, vandalisms of Social amenities and

government properties, youth crime and juvenile delinquency, as well as insecurity challenges of the nation.

- (iv) Government should motivate School Administrators, teachers and outstanding parents that have been contributing immensely towards the school development with award of honours just as the way Dr Orata was honoured by the Philippines leader with “the Ramon Magsaysay award (an award likened to a Nobel Prize, given to Asian leaders for outstanding contributions to public service).
- (v) Students of Basic Education Schools should be motivated with gifts, promotions and Scholarships as the case may be.
- (vi) Ideas of supervisor of instruction and the inspectors should be restored into Nigerian Schools to Supervise and inspect Basic Education Schools.
- (vii) School Administrators and teachers in Basic Education schools should be trained and re-trained through refresher courses such as Seminars, Workshops, Symposia and Conferences.
- (viii) School Administrators should employ the Philippines Barrio School Approach at the implementation stage of the Basic Education Curriculum to spark the required Socio-economic developments across the nation.

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