

Educational inequalities as a hindrance for revisiting social studies curriculum innovations in Nigeria Secondary Schools

by

¹Unimna, F. A. Ph.D

abunimye23@gmail.com +2348184092732

²Udeme, Akaninyene Umo Ph.D

Udemeakanumo@yahoo.com, Udemeakanumo@unical.edu.ng

¹Abunimye, Peter Ikpatem

abunimyepetee@gmail.com +2348070925645

¹Ejikpese, Victoria Andornimye

¹Assoh, Eucheria Uyourbuo

¹Department of Social Science Education
Faculty of Arts and Social Science Education
University of Calabar, Calabar

²Department of Educational Foundations
Faculty of Educational Foundation Studies
University of Calabar,
Calabar

Abstract

This paper examines inequalities of education as it affects curriculum innovation in Nigerian schools. In the course of this paper, the concept of inequality was clearly stated, educational inequality, barriers to equality of educational opportunities in Nigeria, major hindrances to curriculum review/innovation as a result of inequality to educational opportunity and possible solutions were proffered. It was observed that curriculum review is a process that requires action from different angles and stakeholders who are directly involve in the implementation process. So many hindrances to it review as a result of different educational background need to be address so as to make the innovational review process a success for both educational sector and the nation at large. For social studies curriculum to be properly formulated, implemented and evaluated, there is a need to revisit the various processes through curriculum innovations and reviews.

Keywords: Educational inequalities, social studies, curriculum, innovations/reviews, secondary schools, Nigeria.

Introduction

The common “belief that expansion of schooling leads to greater equality of access to educational opportunity informs various government measures aimed at off-setting educational imbalance between classes, states and ethnic groups in Nigeria. Recognizing the important contribution of education to political, economic and social dynamics of the society, the National Policy on Education” (2004) states “not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources”. Unfortunately, the above resolution is not the case in Nigeria. As dynamic as the country, so it is with her educational system which tends to vary from either states or geopolitical lines with its adverse effects on the development of curriculum and subsequent review.

For instance, if the curriculum is to be reviewed to meet the desired changes and yearnings of the people or students for which it is meant for. The question now is: who is to review the curriculum? What is the curriculum being reviewed for? With what available resources to aid in the review? When is it necessary for the review of the said curriculum?

Curriculum review or innovation is more of a process than a product. It involves a lot of actions and reactions at its various levels. It involves certain questions relating to the person affecting the change, his reasons for the change, the beneficiary of the change, the available resources for the change, timing for the change, how quality is the person who wants to bring the change and for which ethnic group? All these barriers to curriculum review are so because of the different educational background of the country which affects the goals and objectives of curriculum review in Nigeria.

“Education is on the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs and habits, which enables a person function effectively and efficiently. Education is a vital tool which helps in the development of both an individual and the nation at large. The national policy on education (2004) as edited has the following aims/objectives of education: to contribute to national development through high level relevant manpower; to develop and inculcate proper values for survival of the individual and the society; to develop the intellectual capability of individual to understand and appreciate their local and external environment; to acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society; to promote and encourage scholarship and community service; to forge and cement national unity; to promote national and international understanding and interaction.

Social studies as a mother discipline is the study of man, his physical, social and spiritual environment. Ediyang et al (2015), social studies is viewed as a discipline that helps students become responsible citizens in a culturally diverse democratic society within an interdependent world. Social studies as an interdisciplinary course provide the learner with the following objectives as identified by Ediyang (2014) as:

- To help the learner fit into the society to which he belongs.
- Assisting the child to understand his environment.

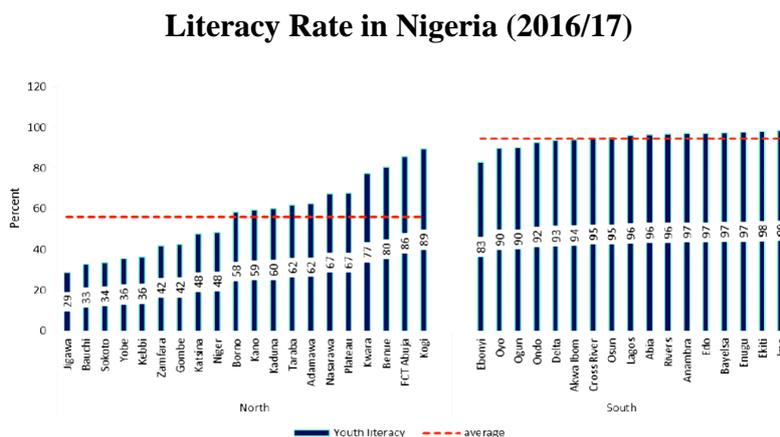
- Develop awareness and appreciate for inter-relatedness and inter-connectivity of human knowledge and life.
- To develop capacity for logical thinking and sound judgment.
- To develop in the pupils (learners) positive attitudes to citizenship and desire to make positive personal contribution to creation of prosperous united Nigeria.
- To make the students aware of the problems of his country and the world in general.

Educational inequality

The declaration of right of man (1789) state ‘men are born, and always continue, free and equal in respect of their right’. The American declaration of independence (1776) also asserts ‘we hold these truths to be self evident, that all men are created equal’... despite these pronouncements, what seems obvious is inequality of men against their equality.

Educational inequality is the unequal distribution of academic resource, including but not limited to school funding, qualified and experienced teachers, books, and technologies to socially excluded communities. This community that is excluded tends to be historically disadvantaged and oppressed. Individuals belong to these marginalized group are often denied access to schools with adequate resource. Inequality leads to major differences in the educational success or efficiency of this individual and ultimately suppressed social economic mobility.

The graphs below show the disparity in educational opportunity between the Southern and Northern Nigeria”.



Source: Multiple Indicator Cluster Survey (2016-2017); Authors’ Computation (2019)

Why should education be equal?

The National Policy on Education (2004) has spelled it clearly of the important of the Nigerian government to educate all the Nigerian children. The equality of educational opportunity is recognized as an ideal not only in Nigeria but in other countries of the world. In U.S.A, the famous assertion “That all men are created equal” during the declaration of independence include equality of educational opportunity. In Nigeria, every individual has the right of equal treatment before the law

and it is through education that the individual learns his rights and obligations to his country. Equality of educational opportunity is also seen as a means of achieving national unity because the provision of education will cut across ethnic, religious and social groupings. It will help in the mobilization of talents from all the citizens for the service of the country. Since education is linked with job, it can be justified in terms of equitable allocation of jobs in the modern sector of the economy.

In Nigeria, equality of educational opportunity will not be possible in the near future unless there is universal primary education and compulsory school attendance. The major concern for now will be to ensure equality of access to the available schools. Equality of access to the schools will of course be very difficult where parents consider the school not accessible to their children because it is very far away from their homes or if they cannot procure learning materials for their children or afford the payment of school fees. Even when fees are abolished and learning materials provided, there are still some Nigerian parents who will not send their children to school because of the services they render to them in the home or in the farm.

Apart from children who are not able to attend schools, those who are attending schools do not have equal educational opportunity because there is no equality in the allocation of resources to various schools. Some schools in the urban centres are better staffed than the schools in the rural areas even though all of them have the same objectives and are preparing the children for the same certificate examination. The physical facilities provided in various schools are not at par. Many older schools have better facilities than those built during the surge of expansion. Schools established when the economy was buoyant have better facilities than those established when there was downturn in the economy. There cannot be equality of educational opportunity for the children attending schools unless there is equality in resource input in all the schools.

The attainment of equal educational opportunity will also require the equality of curriculum content. In the present 6-3-3-4 system of education, there is a provision for the academic child and non academic child because the two have different abilities and different occupational destinations. This implies that the pupils attending school do not have common needs and as such should not have the same opportunity for gaining employment in the public service or for obtaining admission for university education. After sometime, the grammar school was criticized for not being suitable for African countries. Harvard University sponsored and developed a comprehensive secondary school in Nigeria which had open entry policy. This project failed because the school could not admit every child and fierce competition for the available places led to the introduction of entrance examination and school fees. As the school was forced to be selective, the curriculum became varied to suit the needs of the Pupils who were admitted.

The concept of equality of educational opportunity is behind the recognition of the specialized educational needs of the handicapped, the nomads and the various categories of people who are socially and culturally deprived; to enable them reach parity with other groups. However, in practice it is a mere recognition of social equality because it does not imply equal chance to success in the school system.

The issue of equality of educational opportunity is an ideal which is laid down in the framework of Utopia. It can never be completely realized because there are people who argue that progress should not be sacrificed to mechanical equality. According to those people, wealth and status are not assigned on the basis of birth or inherited status but on the basis of intellectual endowment as often manifested through success in examinations. It therefore follows that while education is good for everybody; the best brains in the country should be identified and should be allowed to rise to the top in different callings.

In Nigeria today where a child is born, the sex and the socio-economic background have a significant bearing on the child's chances of entering the school system and of achieving any measure of success. There cannot be equality of educational opportunity even when universal and compulsory school attendance is introduced because individual educational paths will become unequal at the end of compulsory school attendance when voluntary further education begins. It can also be argued that individual educational paths start in various homes before one is admitted in the school and not at the end of compulsory school attendance. There is yet nothing like basic minimum with regard to standards of home life and housing and the home is as important as the school in determining life chances of the children.

Schools can unintentionally, at times, encourage social stratification by streaming and classifying children. This is "one of the ways of promoting equality of opportunity by providing education appropriate to each child's ability and aptitude but the process of streaming can make education have other consequences and the final outcome will be unequal status apportioned to the products of the school system.

When education is made accessible or equal to all citizens, it helps the learner to benefit the following objectives:

- It encourages the students to be open-minded and be aware of prejudice.
- It helps to develop their self-esteem and to recognize that they are each valued as individual through actively encouraging their access to the full curriculum and extra-curriculum activities.
- It helps the students to achieve their full potentials.
- It enables the students or citizens to contribute actively to the process of education by bringing their experiences, values and prospective to it.
- It demonstrates that all citizens are responsible, respected as individuals.
- It helps the citizens to achieve the goals for which education was established for.
- It makes the citizens be sensitive about equal opportunity issues in the selection of teaching materials and be aware of images and text, which may stereotype or denigrate group of individuals.

Why social studies curriculum review

Social studies have been reviewed several times to meet the needs of the citizens. These reviews will surely continue since the needs of man are dynamic in nature. Therefore, the need to change the

curriculum since globalization calls for a drastic move from the contemporary view of social studies education. For instance, Castella (2010), pointed out social studies must produce new mode of awareness through the concentration of novel worldwide concepts and methods involve in information recovery. Social studies curriculum has to be redesign to accommodate global” realities that can increase international understanding and cooperation since man has universal problems such as hunger, diseases, hatred, transpiration and communication to contend with.

Barriers to equality of educational opportunity in Nigeria

- **Individual differences among pupils:** Individual differences amongst pupils pose a barrier to equal educational opportunity in Nigeria. The educational system does not take cognizance of the ability and aptitude of the individual pupils enrolled into our educational institute. Abolishing fees, providing common curricula, equipping schools with adequate instructional materials are not enough criteria for meeting educational needs of every child in a given society. Critics see the provision of a common curriculum as injustice since it is deemed unfair to give the same dose of education to pupils with different aptitudes and interests. Put in another way, it is a barrier rather than creating equality of educational opportunity, subjecting the same curriculum to both the mentally retarded and the normal child. In the same vein, it is rather absurd subjecting the same curriculum which would cater for the different aptitudes and abilities of individual pupils.
- **Selection method:** No country has succeeded in establishing the number of educational institutions that can absurd all children of school going age and their different abilities and interests. Hence the introduction of common examinations such as state and national selection examinations and the Unified Tertiary Matriculation Examination (UTME), used to select candidate into limited number of educational institutions in Nigeria. Such selection procures based on merit encourage inequality instead of equality since those who are unable to pass these competitive examinations are deprived of their right to attend educational institutions of their choice. Regrettably, however, the children of rich who have been specially prepared by attending high fee paying schools pass such examination easily.
- **Lack of relevant resources:** Curriculum review/innovation always fails due to lack of resources which are often shared inequitably among either schools or societies. These resources might be human or material in nature. They include funds, materials, equipment, space, personnel of different cadres and training, Ezeani (2003). Lack of certain technical infrastructure stalls innovators and reviewers efforts. Relevant personnel cannot be divorced from any successful curriculum review either. Most Nigerian curriculum review or innovations failed because of lack of necessary resources which are distributed equitably for their successful implementation. The U.P.E programme would have been very successful considering the wealth of the country at the time, but the caliber of personnel to execute it was not available. There were buildings and materials, but some of those materials could not be properly used by those involved and the buildings were allowed to face all kinds of cannibalization and vandalization due to lack of initiative on the part of the managers of the schools. The vocational education aspect of the new education system is collapsing due to the absence of the right type of teachers and personnel to handle the programme efficiently. At the beginning of the programme, all kinds of equipments were supplied to the secondary schools for immediate takeoff of the programme. The introductory technology equipment was left in the hands

of teachers who had no training in technical education and there were no trained auxiliary staff to take care of such equipments. This situation resulted in the greater damage suffered by some of the sophisticated equipment, while some of the hand tools found their ways into the market for the private use of local artisans. Invariably, for the two decades the new system of education had been used, its impact is yet to be felt due partly the low caliber and insufficient staff used for the implementation of aspects of the programme.

- **The “quota system of admission:** The application of the quota system of admission involves the principle of discriminating against prospective university candidates, simply because they happen to be citizen’s states of the federation. The policy according to proponents is to narrow the widening gap in education development of south and then North. The advocates of the quota system of admission to higher institutions of learning argue that the system helps to remove any sense of suspicion, domination and exclusion of certain ethnic groups if applied. According to them it would enhance national unity to admit students from all states of the federation to federal tertiary institutions to enable the youths to learn and interact together.

On the other hand, the exponents of the quota system of admission see the great emphasis attached to one’s place of birth as destabilizing instead of promoting unity in Nigeria. These critics query the offering of admissions to candidate with lower scores to the detriment of other candidates with higher scores just because they happen to come from different states. They claim that candidate who is cheated by their nation may consequently grow up indisciplined. They are of the view that the quota system of admissions consciously enthrones mediocrity, irrationality and injustice, since a well deserving candidate is robbed of his opportunity, all in the name of quota system.

The table below shows the admission quota between the South/West and Northern Nigeria.

University admission in South/West and Northern Nigeria

South/West State: Highest	North State: Lowest
Imo 78,495	Kaduna 2,180
Delta 66,221	Borno 3,076
Anambra 56,159	Katsina 2,449
Edo 54,368	Kebbi 2,190
Ogun 50,386	Taraba 2,149
Ondo 37,346	Zamfara 523
Total 348,680	Total 13,897

Source: JAMB Application Statistics, 2002

- **Unaffordable costs/transition rate from primary to secondary:** Poverty is one of the greatest threats of high quality education in any given Country. The national policy on education (2004) stipulates a hundred percent transition rate from primary to secondary schools, but the federation,

additional charges for uniforms, textbooks and transport fares schools create financial barriers for many parents. These consistently claim that these indirect costs are hindrance for sending their children to school.

In addition, many citizens are arguing that primary education certificates can hardly fetch a paid employment. They should rather be made to understand that it is a first step up the educational ladder. In Cross River State, First School Leaving Certificate are listed among certificates to be sighted before any job in the state Civil Service is offered to any employee. This makes the availability to the certificate a must for future educational success.

The inability of governments to ensure a hundred percent transition from primary to secondary does not augur well for our educational. It is a barrier to equality of educational opportunity in Nigeria.

- **Gender discrimination:** Girls in Nigeria face sets of barriers to equal educational opportunity. These include child marriage, early pregnancy, domestic labour and human and human trafficking. According to Wikipedia online press, Nigeria is a source, transit, and destination country for women and children subjected to trafficking in person. It further states that trafficked Nigerian children and women recruited from rural area within the country's borders-women and girls for involuntary domestic servitude and forced commercial sexual exploitation, and boys forced labour in street vending, domestic servitude, mining and begging.

In far North, some Muslim parents are reluctant for cultural and religious reasons, to send their daughters to school. Even in the southern part of the country, many parents are reluctant training their female children. Their reasons is traceable to old customs and values which sees female education as unnecessary as the womenfolk are deemed to have been designed for childbirth and domestic chores for the husband to be. In addition, men's perception of the educated women as a 'threat' to them in politics and economy has also made it difficult for families to train their daughters. This discrimination acts as barriers as fewer girls enroll and many who do often times drop out of school.

National summary of primary school statistic (1996 – 2005)

Year	Total enrolment	Male enrolment	%	Female enrolment	%	Remarks
1996	15,496,074	8,935,865	57.66	6,560,209	42.33	More male
1997	17,397,553	9,837,394	56.54	7,560,159	43.45	More male
1998	16,045,567	9,232,885	57.54	6,812,682	42.45	More male
1999	17,907,010	10,058,434	56.17	7,848,576	43.82	More male
2000	19,158,439	10,745,128	56.08	8,413,311	43.82	More male
2001	19,263,534	10,805,722	56.09	8,457,812	43.90	More male

2002	19,861,682	11,070,610	55.73	8,791,072	44.26	More male
2003	25,772,044	14,433,764	56.00	11,338,280	43.99	More male
2004	20,037,480	11,141,614	55.60	81,895,866	44.39	More male
2005	20,951,818	11,712,479	55.90	9,239,339	44.09	More male
Total	191,891,201	107,973,895	56.26	82,917,306	43.73	More male

Source: Universal Basic Education Commission, Abuja

National Bureau of Statistics” (Social Statistics in Nigeria, 2005)

Hindrance to curriculums innovation/review as a result of inequality to educational opportunity

The following are some of the problems that hinder curriculum innovation/review resulting from inequality in educational opportunity.

1. **Lack of Consensus Based on Educational Background:** This means that sometimes the users of such curriculum innovation/review do not agree with the objectives and method of implementation. The disagreement maybe because of their different views resulting from the background of education acquired or that such innovations do not fail or respond to their real need. To gain immediate consensus that will would facilitate learning and risk-taking on the part of the users, the teachers and the students cooperation must be solicited at all times. Co-operation of such users often emanate from perception of the programme as something that will be beneficial to them. The nomadic education programme in the country is very well conceived and the benefits are obvious but it lacks the necessary consensus and authority. It is collapsing because it lacks consensus. The Fulani nomads show their resistance in different ways in spite of the authority behind the programme. The Fulani nomadic teachers lack special training for their arduous assignment and the nomadic life. In spite of the financial benefits that may be attached, the supervisors of the programme may have cause to silently oppose it while pretending to be activity involved in the end, there might be no difference in the organization, and instructional process of the nomadic school and formal primary school. In the same way, all kind of innovation or review have been made in lesson planning which students teachers perfect in, during their teaching practice exercise and forget everything about them on graduation due to lack of contentious.

2. **Lack of vision:** Vision is a pivotal tool in both policy formulation and implantation. It is only a stakeholder in the curriculum development with vision that would identify the need for a review in curriculum; social studies curriculum, lack of expertist with the appropriate vision to counter the challenges falling its curriculum, hence review/innovation. “Without an appropriate vision, transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects. The biggest mistake done by leaders when review or implementing a curriculum change is to plunge ahead and imple-ment before crafting a vision as to how the implementation will go about,

that is, without making an implementation plan with expected projections. A school cannot function without a vision; the vision must be communicated to all stakeholders so that everyone remains focused. The principal should have a vision about where he/she wants the school to be in a certain period of time and work as a team with teachers for the attainment of the vision”.

3. **Increased workload/class ratio:** The ratio of students to teacher is an indication of how resources for education are allotted. Smaller students to teacher ratio aid in effective teaching and learning, hence providing appropriate attention and concentration on each individual student. The larger the class, the more complicated in control and focus. Appropriate ratio of students to teacher contributes to a better learning environment for the students, and improves working conditions for teachers and staff. School with smaller students to teacher tends to perform better than that with larger population of students. Effective classroom teaching and learning is expected to be 30 students to a teacher for concentration and appropriate instructional delivery by the teacher, NPE (2014 ed). With a moderate classroom of 30 students to 1 teacher, it therefore makes easier for a teaching to individualize instruction and assessing the extent of achievement of such instruction thereby improving on areas that need more emphasis. A class where the ratio is 50 students to 1 teacher becomes congested for the manager of the class (teacher) to concentrate, focus or individualize instruction which in turn has the reverse on teaching and learning effectiveness. For instance, the teacher will become confuse about who to concentrate in order that everybody benefit from such a class. The class becomes rowdy and noisy because of lack of comfort of the students. The social studies curriculum is yet to find solution to this menace of congested classroom situation because of lack of resource on the part of the government.

4. **Role conflict:** Social studies curriculum is a collective activity between the curriculum planners and the teachers who are the major stakeholders in the implementation process. Hardly would any curriculum achieve its goals and objective without effective collaboration amongst the major stakeholders. Most times in secondary schools, principals “are not aware of the clarity of their roles in curriculum management, hence their performance of curriculum management roles and responsibilities is ineffective. Some principals misconstrue the appointment of curriculum managers (that is, Head of Department) as indicating their failure to manage the curriculum.

Marsh (2003) puts it this way that principals’ roles are full of confusion and ambiguity. They are educational leaders, managers of people and resources, advocates of their schools and education generally and in the community at large. They are negotiators and representatives of Government authorities and unions. Principals act as specialists and models to members of the school community; they exercise authority to teachers and learners. In addition to the above, they are accountable to education authorities that in most cases put pressure on them. All this instigates challenges that principals face in curriculum management.

HoDs have the most curriculum responsibilities and may find their decision at odds with those of the principals and deputies because the HoDs lead the curriculum and guide other SMT members’ HoDs in their roles as curriculum managers are team leaders, monitors of teachers’ work, and organizers of phase development workshops, while at the same time dealing with their considerable teaching loads. Thus, some activities may be presumed as the responsibility of the principal or deputy principal because of the past management practice of apartheid policy that ignored shared decision-

making. The school management team (SMT) may struggle with these activities in understanding and deciding who is responsible for which area in curriculum management.

5. **Teachers' attitudes:** The success of any curriculum depends on the attitude of the teacher who is the implementer of the curriculum. In many cases, administrators force changes on school without providing the teacher training and resources and yet expect the change to be immediate and the realization of success to be prompt. The native attitudes from teachers who are the implementer of the curriculum can paralyze changes in social studies curriculum. Many teachers, for instance, often condemn their students as having dull brains and as good for nothing people who are no materials for education. In such a situation, what chance does any change have to be affected? In addition, students and parents may condemn teachers as not representing their interest well; administrators may condemn teachers as not being competent enough in their work; even the community may view the school and its staff as failures. If all these negative attitudes persist among the stakeholders, then the review of social studies curriculum may become frustrated and hindered. Nsibande (2002), noted that the success of curriculum innovation depends on the ability of teachers to understand curriculum changes they face on a daily basis.

6. **Lack of knowledge of innovation:** The performance of curriculum review roles requires that each member in a team is well versed with skills, expertise and knowledge of the curriculum. Many social studies have conservative attitudes towards curriculum review because they do not have the professional knowledge to back up the implementation of such changes or review. For instance, the library has advanced from mere stone of books to usher in computer technology for users. Digital technology is presently making great impact on school libraries. A classroom teacher/Liberian who acted as a custodian of the books in the 60's must have information technology (IT) skills to utilize the resource in present day school system. If he lacks such IT skills, he will not be able to implement any change in the library system. In the normal classroom, a new curriculum introduced without a corresponding professional knowledge of the teacher in that areas will not meet its objectives. For instance, when the educational system of 6-3-3-4 came on board, it was the federal government's plan to ensure that learners of the first "3" system become self-reliant at graduation. Expensive equipments were supplied to all the secondary schools for use of train the learners to become proficient in different vocations. Why did the plan collapse? It is because the manpower to implement the new curriculum was lacking. So, lack of professional knowledge by the teacher for the curriculum innovation was a barrier to the successful implementation of that laudable curriculum review.

7. **Poor funding:** The Nigerian education sector has been poorly funded in the past years, fallen below the United Nation Educational, Scientific and Cultural Organization (UNESCO) recommendation. This makes it difficult for the social studies curriculum innovation/review to be effective. The necessary financial funding which would have help in effective innovation is nowhere. Despite all these challenges faced by the Nigeria's education sector and calls for the government to increase funding to the sector, the present administration of President Muhammadu Buhari is proposing to give the sector its lowest allocation in 10 years, when measured as a percentage of the total spending plan. In the 2021 budget of ₦13.08 trillion proposals, only ₦742.5 billion was allocated to education".

The table below shows the percentage allotted to education since 2011 – date.

Year	Percentage
2011	9.3
2012	9.86
2013	10.1
2014	10.5
2015	10.7
2016	7.92
2017	7.4
2018	7.4
2019	7.05
2020	6.7
2021	5.6

Source: Vanguard Newspaper, November 10, 2020

The way forward for education equality

- “In stead of establishing more universities, federal government should empower universities to develop their virtual universities. It is interesting to note that university of India has a student population of over 10 million. This population was accommodated by their virtual university to take care of those students who are unable to get admission into their regular universities.

Distance learning education as practice in the national Open University of Nigeria should be Encouraged. Universities of Ibadan and Lagos which operate dual mode, regular student and open distance learning programmes, should have their virtual learning facilities expanded to enable each of them admit over one million students annually.

Increasing the quota allocation given to universities in the bid to increase their carrying capacities would only mean outstretching the existing infrastructure in those universities. Effective learning and teaching, it should be noted cannot take place, in our crowded classroom”.

- In the cases of increasing insurgency and armed conflicts in Nigeria, government must ensure that displaced youths do not lose out in their schooling. Recent destruction of classrooms and kidnap of students from their schools of their school environments could be stemmed if state and Para-military security men, man the school gate of the worst affected states. Closed circuit television (CCTV) camera could also be mounted in such schools to track the infiltration of suicide bombers who have of recent been having a field day dressing like the regular students and blowing up them the regular students and “blowing up themselves, thereby killing and maiming scores of innocent students in the North –East of Nigeria.

Students who are displaced by insurgency must be made to educational opportunities through the recently inaugurated safe school initiative (SSI) of the Federal Government. Emergency schools facilities must be provided and teachers recruited to teach them around the various refugee camps where they and their parents are being rehabilitated.

Schools located at the border towns where fighting is ongoing should be provided with perimeter fencing and security patrols provided to protect both teachers and students.

- Gender inequality is still high in the North Eastern part of Nigeria. Situation where the role of women has been relegated to child bearing and domestic chores does not fit the modern practice in the civilized world. Human potentials of girls and women are undermined and their creativity is diminished.

A total war should be declared to reverse the trend. Recruitment of under-aged boys and girls for involuntary domestic servitude and force labour must be discouraged. Street trading by young boys and girls of school age should be prohibited by national legislation.

- Unaffordable cost arising from transport cost to schools outside the pupil's neighborhood, charges for their school uniforms and textbooks should be taken care of by government if education is free at the primary level. More classrooms should be built to eliminate overcrowding, class size should be cut down and long travel distance to school release their daughters for schooling where pupils walk one or two hours to schools. Effort should also be made to refurbish dilapidated classrooms and as a rule pupils should not be allowed to sit under tree to learn.
- Quota system of admissions into tertiary institutions in Nigeria should be scrapped as it seen as a barrier instead of enthrone equality of access to educational institutions. It enthrone mediocrity and promotes injustice rather equity as envisaged by its proponents.
- Curriculum designers should aim at diversified curriculums to cater for children with different aptitude and interests. The current unified curriculum practiced in the country is a cog in the wheels of equalizing efforts of government to educational opportunities”.

Summary

In the course of this paper, curriculum review has been seen as an innovation including almost all ideas, practice, and materials artifacts known to man. Since all ideas and practices which may appear new may not be the achievement of the objectives of the programme because of different beliefs, dreams and aspiration of various aims of education by the different ethnic groups of Nigeria. The differences in educational background of a multi-cultural country as Nigeria make it so complex for a consensus in the review of her curriculum to meet the yearnings of the people (Ramahuta, 2007). Inequality in educational opportunity in Nigeria as regards its devastating effect on the focus of the national educational system has been the issue of how, what, whom, when, with, what, resources and what time the curriculum is to be reviewed to a diversify society as to block or cover up the different belief of different ethnic group on what education is to be considering their unequal educational acquisition.

REFERENCES

1. American Declaration of Independence, 1776.
2. Cassan, G. (2019). Affirmative Action, Education and Gender. Evidence from India Journal Development Economics, 136, 51-70.
3. Castella, M. (2010). Information Technology and Global Development in Maskew, M. (ed), Challenges of Globalization and South African Debates, London: Longman Publications.

4. Declaration of Rights and Man, 1789.
5. Divine, H. (2011). Admission Guidelines into Nigeria University: The Challenges in Vanguard Newspaper Limited, Sunday 17th May, 2020.
6. Ediyang, S. D. & Ubi, I. E. (2015). Gender, Socio-economic Status, Teacher Qualification and their Interaction on Students' Retention Ability in Social Studies in Akwa Ibom State Nigeria. International Knowledge Sharing Platform, 2, 35-40.
7. Ediyang, S. D. (2016). Social Studies Teaching Resources in the 21st Century. Social forum, 12(9), 36-41.
8. Ezeani, L. U. (2003). Major Barriers Factors in Curriculum Innovation in M. A. Mkpa & B. U. Maduewesi (eds), Readings in Curriculum Innovation, Warri: Genteel, 67-82.
9. Federal Ministry of Education (2004). National Policy of Education, Abuja: Federal Ministry of Education.
10. Federal Republic of Nigeria (2004). National Policy on Education, Lagos: NERDC Press.
11. JAMB Admission Guidelines (2018). Admission Guidelines. Retrieved March 15, 2019 from <http://ibass.jamb.gov.ng/>.
12. Kataka, J. K. (2014). The Quota System of Education and its Influence on National Unity: A Study of the Catholic University of Eastern Africa. Education journal, 3(5), 278-292.
13. Marsh, c. J. (2003). Planning Management and Ideology: Key Concepts for Understanding Curriculum, London: Routledge Falmer.
14. National Universities Commission (1999). Guidelines for University Admission, Abuja, Nigeria.
15. National University Commission (2005). National Bureau of Statistics. Annual Abstract of Statistics.
16. NBS (2005). National Bureau of Statistics (Social Statistics in Nigeria). Retrieve on 18th July, 2005.
17. Nsibande, N. (2002). Curriculum Transformation in South African Schools, Braamfontein: Centre for Education Policy Development.
18. Ramahuta, T. M. (2007). The Management of the Learner Support System for Grade 12 Learners in the Mankweng Area, Limpopo Province: MA-Dissertation, University of South Africa.
19. Vanguard New Paper (2020). Admission Guidelines into Nigeria University: The Challenges in Vanguard Newspaper Limited, Sunday 17th May, 2020.