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## SUSTAINING THE VALUE FOR SELF-RELIANCE IN SECONDARY SCHOOL EDUCATION IN A DEMOCRATIC NIGERIA

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### **Abstract**

*This work assessed the sustainability of the value for self-reliance in secondary school education in a democratic Nigeria. The assessment considered the concept of secondary school education, secondary school education curriculum, the concept of self reliance, the basic features of value for self-reliance in the national policy on education and secondary education curriculum. Likewise, government, home, school and student factors were considered as variables that militate against value for self-reliance in secondary school education. Sustainability through government, school, students and parents' interventions were the way forward for sustenance of value for self-reliance in secondary education. Among the recommendations made was that the policy of streaming of students on completion of junior secondary school should be made compulsory in every school by the federal government and implementation carried out by the educational stakeholders.*

**Keywords:** Sustainability, self-reliance, secondary school education, government factor, school factor, student factor, parent factor.

### **Introduction**

Education is a prerequisite to change in any society. Therefore, education in Nigeria is not an exception. It is an instrument for effecting change in the development of individuals, communities as well as the entire Nigerian society. Education at all levels must have relevance to the needs of individuals and the society. It has to be the actuality of the environment and the modern world. These are the core values that make education a prerequisite for change.

Education with all its benefits to individuals and the society is not without challenges. Other

challenges are glaring. It is a common occurrence that many school leavers in our contemporary society are affected by the plague of unemployment. This becomes a challenge. Any form of education that offers what is contrary to its goals has failed as an instrument for self-reliance. It is in view of this that Kolawale and Olusola (2010) described the recent Nigerian educational system as unenviable because of its low quality and standard.

Currently, education that will prepare individuals for tomorrow is needed. Denga (2008) confirmed that the democratic Nigeria

needs an educational system that will promote the growth of self-reliance, sense of industry and commitment of government to grassroots. This will promote poverty-reducing attitude and technology among the people. Until this is achievable, education in a democratic Nigeria may not be said to have been able to offer the quality of instruction that geared towards acquisition of competencies necessary for self-reliance.

In the consideration of the above views, this paper is set to consider the sustainability of value for self reliance in secondary education. The concept of secondary school education, secondary school education curriculum and the concept of self-reliance will be discussed. Factors that militate against value for self reliance in secondary school education and the way forward will also be considered.

### **The Concept of Secondary School Education**

Education at all levels is a means through which knowledge and skills required for self-reliance are acquired. Secondary education in Nigeria is established in view of this. Secondary education according to the Federal Republic of Nigeria (FRN) (2013) is the education children receive after primary education and before the tertiary stage. The broad goals are to help an individual live usefully within the society. Among the specific goals as stressed in the FRN (2013:18) are as follows:

- (a) To offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
- (b) To provide trained manpower in the applied science, technology and commerce at sub professional grades.

- (c) To inspire students with a desire for self-improvement and achievement of excellence.
- (d) To raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
- (e) To provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

In other to realize the educational goals, secondary education, has the duration of six years. The six years is undertaken in two stages. These are three years at a Junior Secondary School and three years at a senior secondary school stage. The Nigerian secondary education system has a broad and specific goal. In spite of this, why do the school leavers graduate without self-reliance. This paper seeks answers to this question.

### **The Concept of Secondary School Educational Curriculum**

The school curriculum refers to the document of the subjects and their contents offered at a school. In 2006, the Nigerian Educational Research and Development Council (NERDC) through the directive of the National Council on Education (NCE), restructured and reviewed the former primary education curriculum and developed a 9 year Basic Education Curriculum for implementation of the Universal basic Education (UBE) Programme.



This was followed by a restructuring and renewing of the senior secondary education curriculum in 2007 (Egwu, 2007, and Obioma, 2014). The two stages of secondary education in Nigeria have different curriculum. The curriculum at the Junior secondary school is both pre-vocational and academic. Each subject at this level is to enhance further knowledge and skills.

According to the FRN (2013), the Junior Secondary school (Upper Basic) curriculum has eleven (11) core subjects and four (4) elective subjects as shown in Table 1. These are Core compulsory subjects; English studies, one major Nigerian Language (Igbo Hausa or Yoruba), Mathematics, Basic Science, Basic Technology, civil Education, Cultural & creative Arts, Religious Studies, Physical & Health Education, French Language and Computer Studies. The elective subjects include Agriculture, Home Economics, Arabic Language and Business Studies. At this level, each child must offer one elective subject but not more than three. A minimum of twelve (12) and a maximum of

fourteen (14) subjects are offered at this level of education.

On the completion of the junior secondary school, students are to be streamed into the senior secondary school, the technical college, an out-of-school vocational training centre or an apprenticeship scheme. The streaming has to be based on the test of academic ability, aptitude and vocational interest of each student (Federal Republic of Nigeria, 2014). The UBE curriculum has witnessed various stages of restructuring over time from 2006 to the presidential Education forum of 2011. The essence was to avoid repetition and to reduce overload of the curriculum (Obioma, 2014). The structure of the revised Basic Education curriculum is presented in Table 2. The stepwise implementation plan for this curriculum was from September, 2014 to July, 2015. As the learners progress, the old curriculum was gradually and systematically phased out.

**Table 1: The 9- Year Basic Education Curriculum Structure**

Basic Education Curriculum Levels	Core compulsory subjects	Electives
Lower Basic Education Curriculum (Primary 1-3)	<ol style="list-style-type: none"> <li>1. English studies</li> <li>2. One major Nigerian language (Igbo, Hausa, Yoruba)</li> <li>3. Mathematics</li> <li>4. Basic science and technology</li> <li>5. Social studies</li> <li>6. Civil education</li> <li>7. Cultural and creative arts (CCA)</li> <li>8. Religious studies (CRS or IRS)</li> <li>9. Physical and health education (PHE)</li> <li>10. Computer studies</li> </ol>	<ol style="list-style-type: none"> <li>1. Agriculture</li> <li>2. Home Economics</li> <li>3. Arabic</li> </ol> <p><b>Note:</b> Must offer 1 elective but not more than 2.</p>

Middle Basic Education Curriculum (Primary 4-6)	1. English studies 2. One major Nigerian language (Igbo, Hausa, Yoruba) 3. Mathematics 4. Basic science and technology 5. Social studies 6. Civil education 7. Cultural and creative arts (CCA) 8. Religious studies (CRS or IRS) 9. Physical and health education (PHE) 10. Computer studies/ICT 11. French Language	1. Agriculture 2. Home Economics 3. Arabic <b>Note:</b> Must offer 1 elective but not more than 2.
Upper Basic (JSS 1 -3) The Recent Curriculum	1. English studies 2. One major Nigerian language (Igbo, Hausa, Yoruba) 3. Mathematics 4. Basic science 5. Basic Technology 6. Civil education 7. Cultural and creative arts (CCA) 8. Religious studies (CRS or IS) 9. Physical and Health Education (PHE) 10. Computer studies/ICT 11. French Language	1. Agriculture 2. Home Economics 3. Arabic 4. Business Studies <b>Note:</b> Must offer 1 elective but not more than 3.

**Table 2: Structure of the Revised BEC**

S/N	SUBJECTS	REMARKS
1	<b>English studies</b>	<ul style="list-style-type: none"> <li>• Official national language</li> <li>• Medium of instruction in schools</li> <li>• The subject predisposes itself to the infusion of the following stand-alone curricula road safety curriculum, disaster risk reduction education curriculum, consumer education curriculum.</li> <li>• Should include literature-in-English</li> </ul>
2	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Fundamental discipline for science and technological development</li> <li>• Important for everyday life</li> </ul>
3	<b>Nigerian Languages (One Nigerian Language)</b>	<ul style="list-style-type: none"> <li>• Schools are free to select such Nigerian language to be taught</li> </ul>
4	<b>Basic Science And Technology (Bst)</b>	<ul style="list-style-type: none"> <li>• Each of the listed components will serve as theme for the</li> <li>• Basic science and technology curriculum</li> <li>• Climate change should be part of basic science theme</li> <li>• Disaster risk reduction education and consumer education are to be infused into basic science and technology curriculum</li> <li>• Create enabling environment for the subject in all schools by making computers available in schools.</li> </ul>

**Pre-Vocational Studies (PVS)**

- Home Economics
- Agriculture
- Entrepreneurship

- Each of the listed components will serve as theme for the pre-vocational studies curriculum
- Consumer education to be infused into pre-vocational studies curriculum.
- Create enabling environment for the teaching of pre-vocational studies in schools.

**Religious and National Values Education (RNVE)**

- Christian Religious Studies
- Islamic Studies
- Social Studies
- Civic Education
- Security Education

- Listed components will serve as themes in the Religious and Values Education Curriculum.
- Content should be planned for all children to take social studies civic education and security education themes.
- Separate classes should be run for Christian Religious Studies theme and Islamic Studies theme
- Disaster Risk reduction education to be infused into the civic education, social studies and security education themes.
- Create enabling environment for the subject in all schools.

**Cultural & Creative Arts (CCA)**

- Important for preservation of our cultural heritage and creativity.
- Tourism should be a theme in Cultural and Creative Arts Curriculum

**Business Studies**

- It is desirable for every child to have some idea of business enterprise.
- Entrepreneurship should be treated in Business Studies
- Consumer Education to be infused into Business Studies Curriculum

**French Language**

- Nigeria's Second Official Language
- Nigeria is Surrounded By Francophone countries
- The study of French language will make our children more competitive at the global level

**Arabic Language**

- Optional

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(Abuja: Office of the Executive Secretary, Nigerian Research and Development Council)

The senior secondary education curriculum was not left out because it has been in existence since late 1970's. Obioma (2014) confirmed that it became obsolete. Therefore, it was necessary to introduce innovations into the senior secondary curriculum to meet local needs and global competitiveness. The curriculum is structured in to four compulsory core cross cutting subjects that must be offered by all

students irrespective of the choice of discipline. These are English Language, General Mathematics, Civil Education, and One Trade/Entrepreneurship subject selected out of the thirty four (34) subjects spelt out in the curriculum.

Subsequently, there are four fields of studies at the senior secondary school. These are Science and Mathematics, Humanities (ARTS),

Business Studies (Commercial), Technology (Technical), (FGN, 2013). The Science and Mathematics field is made up of 8 subjects, Business studies field is made up of 5 subjects. Humanities field has 12 subjects and Technology

field has 10 subjects. The Trade and entrepreneurship subjects are 34. The structure of the curriculum is shown in Table 3.

**Table 3: The New Secondary Education Curriculum Structure**

<b>A. COMPULSORY/CROSS-CUTTING SUBJECTS</b>			
1. English Language			
2. General Mathematics			
3. Civic Education			
4. One Trade/Entrepreneurship subjects			
<b>B. FIELDS OF STUDIES</b>			
<b>HUMANITIES</b>	<b>SCIENCE &amp; MATHEMATICS</b>	<b>TECHNOLOGY</b>	<b>BUSINESS STUDIES</b>
1. Nigerian Languages	1. Biology	1. Technical Drawing	1. Accounting
2. Literature-in-English	2. Chemistry	2. General Metal work	2. Store Management
3. Geography	3. Physics	3. Basic electricity	3. Office Practice
4. Government	4. Further Mathematics	4. Electronics	4. Insurance
5. Christian Religious Studies	5. Agriculture	5. Autor-Mechanics	5. Commerce
6. Islamic Studies	6. Physical Education	6. Building construction	
7. History	7. Health Education	7. Wood-work	
8. Visual Arts	8. Computer/IT	8. Home management	
9. Music		9. Foods & Nutrition	
10. French		10. Clothing & textiles	
11. Arabic			
12. Economics			
<b>C. TRADE/ENTREPRENEURSHIP SUBJECTS</b>			
1. Auto body repair and spray painting		19. Dying and bleaching	
2. Auto electrical work		19. Printing craft practice	
3. Auto mechanical work		20. Cosmetology	
4. Auto parts merchandising		21. Leather goods manufacturing and repair	
5. Air conditioning refrigerator		22. Keyboarding	
6. Welding and fabrication engineering craft practice		23. Shorthand	
7. Electrical installation and maintenance work		24. Data processing	
8. Radio, TV and electrical work		25. Store keeping	
9. Block laying, Brick laying and concrete work		26. Book keeping	
10. Painting and decoration		27. GSM maintenance	
11. Plumbing and pipe fitting		28. Photograph	
12. Machine woodworking		29. Tourism	
13. Carpentry and joinery		30. Mining	
14. Furniture making		31. Animal husbandry	
15. Upholstery		32. Fisheries	
16. Catering and craft practice		33. Marketing	
17. Garment making		34. Salesmanship	
18. Textile trade			

(Abuja: Office of the Executive Secretary, Nigerian Research and Development Council)

Students at the senior secondary school must offer all four compulsory cross-cutting subjects, one trade/entrepreneurship subjects and three to four subjects from any chosen field of study. One elective subject could be offered outside the students chosen field of specialization. Each student is to offer a minimum of eight subjects and a maximum of nine subjects. The implementation of this new curriculum begun since September, 2011 and the old curriculum had been systematically phased out.

The new upper basic and senior secondary education curriculums are planned documents that have been developed by a high level policy committee. It embodies the framework and expertise that can bring the much expected transformation in the country through education. Obioma (2014) stressed that the curriculum has addressed such issues as value re-orientation, poverty eradication, peace and dialogue, human rights education, family life/HIV and AIDS education, critical thinking, entrepreneurship and life skills as well as encouraged innovative teaching and learning approaches and techniques. These show that the curriculum has placed much value on self-reliance but the Nigerian educational system has not been able to make this a reality. This fact about the new curriculum seems to work out on the contrary. This is because it has failed to produce individuals that are self-reliant while at school and as such many school leavers are ill prepared to be self-reliant after school. It is of great concern that Nigerians need to put quality into the educational system to ensure that learners and teachers respond to the national value on self-reliance as stipulated on educational policy.

### **The Concept of Self-reliance**

Self-reliance is the capacity to depend on one's own abilities and decisions in managing one's own affairs, judgments and to provide for one-self. It is the personal independence that is free from influence of another or others.

The value for self-reliance in this paper refers to the importance that is placed on secondary education by Nigerians as a means to personal independence of learners during and after school. Self-reliance in secondary education could be sustained in two stages. The success of the first stage depends on the success of the second stage.

The first stage is portrayed by the psychosocial stage of autonomy versus shame and doubt that is described in Erik Erikson's (1902-1994) psychosocial theory. The theory focused on the autonomy of the ego and development of personality through active involvement with the environment. Therefore how well a student may be able to develop his personality of self-reliance while at school determines his individuality later in his second stage of his relationship with the wider society after school.

At autonomy versus shame and doubt stage of psychosocial development, an individual develops physical autonomy. He is strong, mobile and investigative. These are the characteristics of secondary school students. If teachers, parents and the environment impose unnecessary restrictions and criticisms on the development of the child's self-reliance, the child feels that independent efforts are wrong, then shame, self-doubt develops but if these significant others in the student's life encourages the child to explore his environment with positive restrictions on certain acts, the student will develop a strong sense of autonomy and self-reliance that will enhance his success in life after school.



In most secondary schools, the students are experiencing psychosocial disorder. This hinders self-reliance. There are many things that are happening in the school system that work against self-reliance. One of such is examination malpractice which is the unlawful behaviour in an examination process by students, teachers, non-teaching staff, parents and school owners. This is the monster that destroys self-reliance during school and subsequent transfer into life after school. Mogbo (2014) confirmed that it is a wicked action that conceals and makes the hardworking students to live in a fool's paradise which enhances one's inability to defend his certificate. Examination malpractice is the restriction on the students' development of self-reliance and must be stopped if the benefit of self-reliance is to be a reality in a democratic Nigeria.

The benefit of self-reliance is enormous. Self-reliance is a means to interest in acquiring entrepreneurial skills. Various authorities and studies have supported the value for self-reliance. One of such is Sara and Mburza (2011) whose findings noted that self-reliance is a major determinant of self-employment. Likewise, Ralph Waldo Emerson (1803-1882) transcendental idealism are summarised thus; It enhances individuality, boosts self-confidence, strengthens resistance to outside help, enhances success, encourages hardwork, discourages compromise to one's value, encourages consistent access to survival, increases self-worth and self-esteem, encourages boldness and individual thinking, enhances self-growth (Deci & Ryan, 1985). The benefits of self-reliance are enormous, therefore, the National Policy on education (FGN, 2013) and the curriculum emphasised on individual differences, trained manpower for skill training, excellence through motivation and

hardwork, values and dignity of labour, connection of knowledge to life after school while secondary education curriculum features are; streaming of students to specified fields after junior secondary school, compulsory choice of provocative subjects, inclusion of different field of studies, and inclusion of trade subjects. The basic features of the policy and the curriculum have shown that Nigerians placed value on self-reliance in secondary school education but the reality of positive change in individuals is yet to be realised.

#### **Factors that Militate against Value for Self-reliance in Secondary School Education**

Nigerians know how to make rewarding policies but often times many factors always work against such policies. As confirmed by Abali (1999) such include insufficient political will to implement the policy and lack of consistency, continuity and funding. Apart from these, others are parental, school and student factors.

**Parental Factor:** The home is the major instrument of students' socialization. Students' early experiences with parents provide the background from which self-reliance is developed and established. According to Erickson (1970), Erick Erickson (1902-1994) in his psychosocial stage of industry versus inferiority assumed that early years enhanced the development of confidence, personal regards, self-esteem and competences in an individual. At the psychosocial stage of industry versus inferiority, the child wants to learn the skills and technology of his society. To achieve this he makes efforts to master anything he is asked to do in order to gain the reward and praise of the adults for his accomplishment. He takes pride in industry. In a situation where the child is

disregarded, he develops a sense of inferiority. Most parents are not sensitive to what their children can do. They do not take cognizance of the efforts of children by praising and supporting them with adequate school materials and supervision of the school work. Parents are absent in their children's life either physically or psychologically at the stage children suppose to cultivate the aptitude of industry. This makes the children to rely on others and societal vices as easy way to success. Likewise, parents realized it too late and run from pillar to post in buying success and pushing their children where their aptitude and interests slake. Parental affection, support and encouragement of every skill learnt and job well done could help to sustain self-reliance in children right from the early stage of their development.

**School Factor:** School is an educational institution for learning and teaching process. In the school, three variables are involved; these are the learner, the teacher and the learning environment. The positive functioning of these variables sustains self-reliance while the negative functioning hinders self-reliance of the students. A school, according to the World Bank Review (1995), priorities for education should be to support the continued expansion of knowledge and meet economies growing demands for self-reliance. Development of attitudes necessary for self-reliance, academic and vocational skills are to be imparted to learners in a school. It is on this note that schools, a stepping-stone to self-reliance of learners within the school system and after school are established by government and individuals in our democratic Nigeria.

The expected standard of schools is not matched by increase in funding, number and qualitative teachers, conducive teaching and

learning environment, good remuneration for teachers, adequate learning/teaching materials and infrastructure and professionals that will enhance the teaching of trade subjects. As such skills and attitudes for self-reliance are not acquired by students; hence they perform poorly in school and cheat in external examinations. Although some may manage to pass, Mogbo (2014) observed that the dwindling national economy makes such school graduates jobless because they lack credit in relevant subjects, skills needed in the world of work and lack of entrepreneurial skills.

The school system is fraught with malpractices that erode self-reliance. There are malpractices in administration of examinations, and lack of external control measures by regulatory agencies. The schools should be supervised to improve teaching and learning of the trade subjects. Standards that enhance self-reliance as stipulated in the school curriculum should be upheld.

**Student Factor:** Students are the learners in academic institutions. They occupy a very important place in the teaching and learning process. They are the persons whose behaviours must change from being dependant to being self-reliant to enable them function positively during and after school days. They have innate and external factors that hinder self-reliance. One of the innate factors is motivation, the drive to action. This is the heart of learning process. It is the inner will of an individual to act. For instance, a student who lacks motivation to study seriously at school and also learns the trade subjects may not be self-reliant and be self-employed after school. Likewise, a student who dislikes Mathematics, one of the core subjects is prone to examination malpractice. Some students may

have low self concept. The female students could assume that the learning of trade subjects leads one to male stereotypic professions and may see it as areas females must not venture at all.

The external factors include choice of career and peer group pressure. Students are faced with the problem of making the right choices of what they will become in life. Some may take to professions that will not help them to be self-reliant afterschool or may choose the subject areas that they lack aptitude for study. They need to be guided. Likewise, peer group pressure can influence student's capacity to be self-reliant. Peers serve as major socialization agents in students' life. As observed by Egu (2005) students' culture revolves around various peer group trademarks. These are observed in preferred dance-steps, entertainment idols, hair styles, distinctive jargons and slangs. The students easily accept anything that is in vogue. These constitute a challenge to self-reliance. In recent times, they are mostly engaged in indiscriminate use of phones. Their lifestyles have to be supervised by parents and significant others else it will constitute laziness and indiscipline. They are likely to engage in risky behaviours in order to fit into a group. A negative peer can motivate his peer to make choices and engage in behaviour that his or her values might otherwise be rejected (Focus Adolescent Services, 2014).

#### **The Way Forward in Sustaining Value for Self-reliance in Secondary Education**

Sustainability of self-reliance must be driven by the government besides the schools, students and their parents. The government of the day should match up the laudable educational curriculum with quality assurance. This could be realized through conducive teaching and learning

environment in rural and urban schools. Teacher's quality and quantity should be ensured by regulatory government agencies, through continuous appraisal of educational programmes and personnel. Dilapidated infrastructure is a common feature that hinders self-reliance. Functional classrooms, dormitories, halls, laboratories, libraries, workshops, tools electrical infrastructure and water supply are things of the past in most public schools. The schools without a well equipped infrastructure will find it very difficult to encourage the teaching and learning of trade subjects. Government should match the concept of self-reliance in the curriculum with availability of infrastructure in the schools. This will enhance students' acquisition of skills and competencies for successful transition from school to self-employment (Mogbo, 2014).

The school in a democratic Nigeria has roles to play in sustaining value for self-reliance. The head teachers and the teachers are significant individuals that could sustain or mar student's self-reliance. Teachers with professional qualifications, sufficient experience in teaching and classroom interaction should be employed in the schools. The employment of incompetent teachers and individuals to teach in the schools is the recent mistake in the educational system that mars students' self-reliance. Trade subjects cannot be taught by just anybody therefore, these subjects should be introduced into teacher education programmes. The turnover could produce enough teachers that will impart the skills in the students. Also, the head teachers should give the students free hand to make the choice of the trade subjects based on their interests and aptitudes. Students in most schools are forced to make their choices based on the school interest. Moreover, the head teacher with the help of the school counsellor should ensure that students at completion of the junior secondary school are streamed into specified

fields based on students' academic ability, aptitude and interest. That is, senior secondary school, technical college, out-of-school vocational training centres or an apprenticeship scheme. This could be achieved through public sensitization of parents on the need to support their children in accepting the streaming.

Students on their part should consider the benefits of self-reliance as an essential skill that underpins success in education, personal development, and self-employment after school. They should be sensitised by teachers, school counsellors and parents to understand the fact that self-reliance promotes the development of positive attitude and self confidence that will enable them break even in the world of work and be self-employed (Mogbo, 2014).

Examination malpractice, cultism and violent crimes are the monsters that hinder self reliance. These should be condemned and the culprits among the teachers and students punished by appropriate authorities to serve as deterrent to others. Likewise, motivation propels self-reliance. The students should have the internal force to direct their energies towards value for self-reliance. Motivation enhances self-confidence and competence (Deci & Ryan, 1985). With high intrinsic motivation, value for self-reliance will be sustained in secondary education.

Parents could also serve as external motivators to their children. A child who is motivated with care, love, attention at home and provided with school materials is bound to value self-reliance. Extrinsic motivation is the incentive/reinforcer that could boost the achievement behaviour of the learners. Therefore, parents should provide support physically and psychologically, to their children during their youthful ages to avoid scouting for special centres and impersonators for examination malpractice in later times.

## CONCLUSION AND RECOMMENDATIONS

Conclusively, sustaining value for self-reliance in secondary education demands the collective efforts of government, members of the school community, students and parents. The value for self-reliance should be practiced and sustained at school and the individual as well as the society will reap the benefits in the present and later times. On the whole, the following recommendations are made:

- (1) The policy of streaming of students on completion of junior secondary school should be made compulsory to every school by the federal government and implementation carried out by educational stakeholders.
- (2) The trade subjects should be integrated into teacher's education programmes for effective teaching of trades' subjects by specialist teachers.
- (3) School counsellors should be supported by government, communities, and philanthropic organizations to launch campaign to enlighten the masses on the value of sustaining self-reliance.
- (4) Students should be encouraged by members of the school community and parents on the value of work which leads to self-reliance and self-sufficiency.
- (5) Government should provide and maintain functional infrastructure in schools or central workshops.

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