

## FUNCTIONAL EDUCATION: PANACEA TO POVERTY ERADICATION

**Rebecca Adenike AFOLABI**

Department of Educational Management, Library and Information Science, Emmanuel Alayande University of Education, Oyo

### Abstract

Functional education produced qualitative manpower. The educational system of any nation determines the type, nature and caliber of manpower to be produced. Functional education is a leveler of opportunities. The paper examined functional education as panacea to poverty eradication in Ogbomosho Metropolis in Oyo State. The study adopted the descriptive survey research. The population consists of all public secondary schools in Ogbomosho Metropolis in Oyo State. There are eighty six (86) and two thousand one hundred and fifty (2,150) teachers in Ogbomosho Metropolis public secondary schools. Simple random sampling technique was used to select twenty two (22) public secondary schools. Also, Simple random sampling was used to select four hundred and thirty (430) teachers from the selected schools. The instrument used for this study was titled "Assessment of Functionality of Educational System Questionnaire (FESQ)". Validity was done by the experts in the field of Evaluation and Educational Management. The reliability of the instrument was ascertaining using Chronbach Alpha and reliability Coefficient of 0.73 was obtained. Data collected were analysed using descriptive statistics like frequent count and percentage. The findings revealed that the present curriculum does not possess any features that can make it functional; the functions of functional education, there are various challenges to functional education in Nigeria and revealed solutions to the challenges of functional education. Based on these findings the paper recommends that; the educational system should be structured to reflect features of functional education, Non-formal skills should be included in school curriculum especially basic education and Government at all levels should show their commitment and political-will to ensuring functional education through its funding, policy making, supervision and monitoring of educational projects and programmes

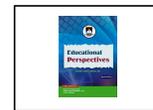
### Keywords:

Education,  
Eradication,  
Functional,  
Panacea, Poverty

**Word count:** 277

**Corresponding Author Email:**  
afolabiolowoporoku@gmail.com

**How to cite:** Afolabi, R.A . (2024). Functional Education: Panacea to Poverty Eradication. *Educational Perspectives*, 12(2), 161-171



## Introduction

Education is a catalyst for nation socio-economic and political development. It is an instrument per excellence for the development of any individual or nation. Thus, no responsible government would neglect its education system. This is because no nation can rise above the quality of its education. For any nation to succeed in tackling major of its developmental problems such as ignorance, poverty, inequality, unemployment and social vices can be traced to its educational system. (Efurhievwe (2012) submitted that education does not take place on a void environment, but on man who lives there to translate the educational values for transforming the environment. National growth depends on the kind of educational exposure the citizens have. Individual in the society can only be productive and self-reliant through functional education. Education is an inevitable tool for human survival and vital enterprises that touches the lives of both the present and future generations.

In addition, education is the most effective force that drives the development of any nation. It serves as the bedrock of all other professions that serve the various arms of government in Nigeria. The human capital essential to meet the challenges of the present and future can only be developed through functional, efficient, qualitative and effective education. Education is to develop individuals into morally and academically sound, effective and skilled citizens that are globally relevant. Therefore, the kind of education that can provide competitive advantage in the present global knowledge economy where knowledge and ideas are central to development must be of good quality (Federal Ministry of Education, FME, 2019). Educational institution is responsible for the systematic transmission of cultural values, knowledge and skills within a formally organized structure.

Obiora (2010) reported that many nations of the world have made efforts at using necessary and meaningful educational programmes to equip their youths with skills, knowledge, attitudes and values deemed necessary for them to preserve their values; function effectively and contribute to the overall development of the nation. While many nations such as Britain, France, United States of America, Germany and Russia have registered remarkable success in their educational system due to their commitment to ensuring a functional system in their countries. Furthermore, countries like Japan, Israel, Korea, and China have achieved developmental breakthrough because of their commitment to functional educational system. These developed nations have been able to overcome numerous developmental challenges such as inequality, poverty, ignorance, unemployment which are dangerous to human existence and whose presence could lead to other social ills like insecurity, robbery, kidnapping, crisis, conflicts and wars among other social ills.

However, countries like Nigeria and Mali have not quite achieved their set goals. These nations are poor and underdeveloped because they lack functional education system and innovation with population explosion without corresponding productivity and they are victims of slavery, colonial exploitation, neo-colonialism and colonization. The kind of education Nigeria inherited from her colonial master affected her education adversely because the system of education produce graduates that cannot be self-reliant, that were not transformed but wait for many years for jobs instead of becoming employers of labour. Fafunwa in Maduewesi (2002) opined that the old Nigerian must be transformed into a new Nigerian through practical and technical driven education. Likewise, Cooney in Maduewesi (2002) criticized the type of education that produced people with mere academic knowledge without the ability to produce things. Nigeria needs education that would be practical and skill development-oriented or functionally-driven to fortify its youths with skills needed to perform contemporary tasks.

Education is to direct individual towards selection of future occupation. It should also provide job-related training, and teaches the skills needed to perform roles in increasingly specialized occupations. The recurrent problems of inequality, poverty, insecurity, unemployment among other as a result of dysfunctional education have affected every developmental effort in Nigeria. It appears much has not been attained in reducing the problem of poverty in the country despite several intervention programmes by foreign government agencies and



Non-governmental organisations and various efforts made by successive governments in Nigeria to reduce poverty through programmes and policy measures.

#### Concept of Poverty

United Nations Development Programme (UNDP, 2009) defined poverty as lack of basic capacity to participate effectively in society. It is a denial of choices and opportunities, a violation of human dignity. It means powerlessness, insecurity and exclusion of persons, families and communities. It means not having enough to clothe and feed a family; not having a school or clinic to go to; not having the land on which to grow one's food or a job to earn one's living; not having access to credit. It means living in marginal or fragile environments, without access to clean water and sanitation and susceptibility to violence. Poverty is a condition in which persons and households cannot satisfy the basic needs of life such as shelter, food and clothing and other basic social services and privileges that will make them to live a quality life. Poverty encompasses poor access to clean water, and sanitation, low levels of health and education, lack of voice, inadequate physical security, and insufficient opportunity and capacity to better one's life (World Bank, 2004).

#### Concepts of Functional Education

Functional education is the type of education that equips the recipient with the knowledge and skills needed for performance of productive task. It is an education that is active; it brings out the ability and potential in an individual; stimulates and empowers an individual with saleable skills to positively solve immediate problems for an individual and the society. It is an education that brings out the best in the individual. Abdu (2005) defined functional education as the wholesome training of an individual that makes him/her useful to him/herself, the community and the nation as a whole. It works for the benefit of all to: understand his interest and vocation; lived ordered and disciplined life; and have the enthusiasm to succeed amidst all odds. Cookey as cited by Asaju and Adagba (2014) viewed functional education as that education in which the capability to do productive tasks is more stressed than the education that aims at producing ideological conformity. It is a kind of education that emphasizes practice more than theory.

Functional education seeks to prepare people, especially youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers who will contribute to economic development and sustainable communities (Arogundade, 2011). Idowu (1999) added that functional education is the entire process of bringing up individuals to develop their potentials (cognitive, affective and psychomotor domains) to the fullest and consequently be able to contribute greatly to the development of the society. Functional education can translate developing nation to a developed one by establishing and improving the infrastructures such as electricity, poverty reduction, improvement in people's standard of living, roads, education, political stability and patriotism, water supply, health, integrated rural development, reduction in crime and increase in economic growth (increase in agricultural production) and positive attitude to work especially government work.

#### Review of Literature

Fanon (2005) submitted that the current system of education in Nigeria has become irrelevant. The researcher stressed further that it lacks emphasis on productive work skills at the junior and senior secondary school levels and character development. Onyeachu (2009) observed the role of teachers in functional education, teachers as reservoirs of knowledge need good expertise and the determination to transform her citizens into people that are easily employable. They need training and re-training because no teacher teaches best what she\ he does not know.

Olaofe (2005) as cited by Asaju and Adagba (2104) reported that the underdevelopment and its challenges witnessed in Nigeria were as a result of lack of functional education. Thus, placed Nigeria far behind in the modernisation process and the defect has been the mother and father of all evil that follows; poverty, abuses of human right, corruption, debt burden, conflict, epileptic democratic government, abuses of power and killer.



Moreover, Omolayole (2002) reported that functional education is practical, stimulating and continuous in order to aid transfer and sustainability of the required positive skills, values and attitudes acquired through learning. The researcher recommended that Nigeria needs to double her efforts in improving her educational systems at all levels and make it more functionally-oriented. Nwaka (2012) opined that there is need for an overhaul of the educational programmes and the implementation processes of education in order to ensure the relevant curriculum, right human and material resources are employed. Thus, there is need to efficiently oversee the instruction being given to-ensure satisfactory compliance with the required academic standard. The researcher identified some challenges to functional education which include corruption, examination malpractice, teacher factor, nature of educational system, poor supervision, lack of non-formal skills.

Olowo-onyanemi and Edetanlen (2008) viewed that examination malpractice can lead to production of half-baked graduates due to lack of solid foundation rendering the individual less qualified to handle serious work assignments. Afolabi, (2023) reported that inadequate funding and inadequate planning of education in Nigeria affect the quality of her educational system and that all resources were inadequate except the students. The researcher recommended that there should be proper planning of education and adequate funding of education in Nigeria. For any educational system to a functional one it must possess some features as identified by Fuandai, Shiaki & Gbari (2007). Some of these features are: emphasizing the acquisition of practical skills and knowledge for gainful self-employment, self-reliance, accessibility, relevance, empowerment, involvement of stakeholders in its design; equipping recipients to harness their potentials.

### **Statement of Problem**

According to National Policy on Education in the Federal Republic of Nigeria (FRN, 2004) Nigeria's educational goals among others, are the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society and the acquisition of appropriate skills as well as the development of physical, mental and social abilities and competencies for the individual to live in and contribute to the development of the society. The policy stated further that functional education will be given to youths and adults outside the formal school system. Unfortunately, as at today, these good policies were not implemented religiously, the type of education learners presently received in Nigeria succeed in producing people with mere academic knowledge without the ability to produce things; our graduates roam about the streets and indulge in many social vices. It is observed that the present education in Nigeria is not relevant to the aspirations, present and anticipated needs and problems of the individual learner. Our graduates because they are not employable now form easy thugs for the ill-feted politicians of the present day. They are used and dumped without permanent jobs. Thus, this paper examines the present trend in the educational system with the view to identify its functionality as tool for poverty eradication in Nigeria.

### **Purpose of the Study**

The main purpose of the study was to investigate the functionality of present educational system in Ogbomosho Metropolis in Oyo State. The specific objectives are to:

1. assess the functionality of present educational system in Ogbomosho Metropolis in Oyo State.
2. assess the functions of functional education in Ogbomosho Metropolis in Oyo State.
3. assess the challenges of functional education in Ogbomosho Metropolis in Oyo State.
4. assess solutions to challenges of functional education in Ogbomosho Metropolis in Oyo State.

### **Research Questions**

The following questions were raised to guide the study



1. Does the present curriculum possess features of functional education in Ogbomoso Metropolis in Oyo State?
2. What are the functions of functional education in Ogbomoso Metropolis in Oyo State?
3. What are the challenges of functional education in Ogbomoso Metropolis in Oyo State?
4. What are the solutions to the challenges of functional education in Ogbomoso in Oyo State?

### Methods

The study adopted the descriptive survey research. The population consists of all public secondary schools in Ogbomoso Metropolis in Oyo State. There are eighty six (86) public secondary schools in Ogbomoso Metropolis. There are two thousand one hundred and fifty (2,150) teachers in Ogbomoso Metropolis public secondary schools. Simple random sampling technique was used to select twenty two (22) public secondary schools. Simple random sampling was used to select four hundred and thirty (430) teachers from the selected schools. The instrument used for this study was questionnaire; data collection and collation were based on questions raised through Assessment of Functionality of Educational System Questionnaire (FESQ) which was used to collect relevant information on the Functionality of Educational System. Each of the items has response options ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (DA).

The validity of the instrument was guaranteed by subjecting it to thorough scrutiny by experts in relevant fields. To determine the reliability of the instrument a trial test was done on three (3) public secondary schools outside the sample. The reliability of the instrument was ascertaining using Chronbach Alpha. The reliability Coefficient was found to be 0.73. The instrument was administered and collected by the researcher. Data collected were analysed using descriptive statistics like frequent count and percentage.

### Analysis of Results

#### Answering Research Questions

**Research Question 1:** Does the present curriculum possess the following features of functional education in Ogbomoso Metropolis in Oyo State?



**Table 1: Percentage Response on features of functional education**

S/N	ITEMS		SA	%	A	%		
D	%	SD						
		%						
1.	The present curriculum is tailored to suit the immediate and the future needs of learners and society		29	6.74	78	18.14	105	24.42
218	50.70	2.	There is provision of useful skills and knowledge		06	1.40	23	
05.35	94	21.86	307	71.40				
3.	There is equal accessibility to education		22	5.12	59	13.72	156	
36.27	193	44.89						
4.	The learner can easily put the skills acquired into use when the need arises		51	11.86	24	5.58	110	
25.58	245	56.98						
5.	The present curriculum equips learners who can be self-reliant after schooling		28	6.51	43	10.00	227	
52.79	132	30.70						
6.	The present educational system emphasis academic knowledge at the expense of skill acquisition		162	37.68	197	45.81	52	
12.09	19	04.42						
7.	The present educational system can reduce poverty		12	2.79	33	7.67	217	
50.47	165	39.07						

Table 1 revealed that many teachers disagreed that the present curriculum is tailored to suit the immediate and future needs of learners and society (24.42% disagree, 50.70% strongly disagree). A large numbers of teachers disagreed that there is provision of useful skills and knowledge (21.86% disagree, 71.40% strongly disagree). It also revealed that teachers disagreed that there is equal accessibility to education (36.27% Disagree, 44.88% strongly disagree). Majority of the teacher also affirmed that the learner cannot easily put the skills acquired into use when the need arises (25.58% disagree, 56.98% strongly disagree). The table also revealed that teachers disagreed that present curriculum equips learners who can be self-reliant after schooling (52.79% disagree, 30.70% strongly disagree).The table also shows that the present educational system emphasis academic knowledge at the expense of skill acquisition (37.68% strongly agree, 45.81% Agree). The table also revealed that the present educational system cannot reduce poverty (50.47% Disagree, 39.07% strongly disagree).

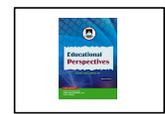
**Research Question 2:** What are the functions of functional education in Ogbomoso Metropolis in Oyo State?



**Table 2: Percentage Response on functions of functional education in Ogbomoso Metropolis in Oyo State**

S/N	ITEMS					SA	%			
A	%	D	%	SD	%					
1.	It equipped individual learner with requisite knowledge, skills and values					195	45.35	203	47.21	18
4.19	14	3.25								
2.	It provides opportunities for recipients to develop their Talents to the fullest					231	53.72	188	43.72	11
2.56										
3.	It raises the standard of living					185	43.00	216	50.24	26
6.05	03	0.70								
4.	It produces high level man power in different fields					117	27.21	285	66.28	22
5.12	06	1.39								
5.	It reduces unemployment					243	56.51	176	40.93	07
1.63	04	0.93								
6.	It reduces poverty					198	46.05	223	51.86	09
2.09										
7.	It enhances national development					179	41.63	236	54.88	13
3.02	02	0.47								
8.	It equips recipients with practical skills and knowledge to harness their potentials					147	34.19	253	61.16	15
3.49	05	1.16								
9.	It improves family income					169	39.30	243	56.51	08
1.86	10	2.33								
10.	It gives all round development					98	22.79	311	72.33	17
3.95	04	0.93								

Table 2 revealed that many teachers agreed that functional education equipped individual learner with requisite knowledge, skills and values (45.35% strongly agree, 47.21% agree). The table further revealed that it provides opportunities for recipients to develop their talents to the fullest (53.72% strongly agree, 43.72% agree). It also revealed that majority of teachers agreed that it raises the standard of living (43.00% strongly agree, 50.24% agree). Majority of the teacher also affirmed that functional education produces high level man power in different fields (27.21% strongly agree, 66.28% agree). The table also revealed that teachers agreed that functional education can reduce unemployment (56.51% strongly agree, 40.93% agree). The table further revealed that agreed that functional education reduces poverty (46.05% strongly agree, 51.86% agree). The table also revealed that functional education enhances national development (41.63% strongly agree, 54.88% agree). Many of the teachers also affirmed that functional education equips recipients with practical skills and knowledge to harness their potentials (34.19% strongly agree, 61.16% agree). The table further revealed that functional education improves family income (39.30% strongly agree, 56.51% agree). The table also revealed that functional education gives all round development (22.79% strongly agree, 72.33% agree).

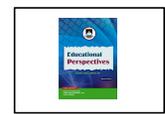


**Research Question 3:** What are the challenges of functional education in Ogbomoso Metropolis in Oyo State?

**Table 3: Percentage Response on challenges of functional education in Ogbomoso Metropolis in Oyo State**

S/N	ITEMS		SA		%		
A	%	D	%	SD	%		
1.	Inadequate funding	246	57.21	167	38.84	16	3.72
01	0.23						
2.	Inadequate planning of educational policy	164	38.14	219	50.93	33	7.67
14	3.26						
3.	Non- implementation of policy statement	201	46.74	197	45.82	27	6.28
05	1.16						
4.	Many teachers do not adapt their teaching learning process to meet the challenges of changing technology	172	40.00	256	59.53	02	0.47
5.	Lack of non- formal skills	214	49.77	186	43.26	13	
3.02	17 3.95						
6.	Nature of our educational system	151	35.12	271	63.02	08	1.86
7.	Corruption	284	66.04	143	33.26	03	
0.70							
8.	Examination malpractice	255	59.30	175	40.70		
9.	Poor educational facilities	143	33.26	278	64.67	07	
1.63	02 0.47						
10.	Poor supervision and monitoring	212	49.30	136	31.63	69	
16.05	13 3.02						

Result from table 3 revealed that majority of the respondents agreed that inadequate funding is one of the challenges of functional education with (57.21% strongly agree, 38.84% agreed). The table also revealed that inadequate planning of educational policy affect functional education with (38.14% strongly agreed and 50.93% agree) respectively. The table also revealed that Non- implementation of policy statement with (46.74% strongly agree and 45.85% agreed). The table further revealed that many teachers do not adapt their teaching learning process to meet the challenges of changing technology (40.00% strongly agree and 59.53% agree) respectively. The table also revealed that lack of non- formal skills is a challenge to functional education with (49.77% strongly agreed and 43.26% agree) respectively. The table revealed that nature of our educational system is also a challenge to functional education with (35.12% strongly agree and 62. 02% agree) respectively. The table further revealed that majority of teachers agreed that corruption is a major challenge to functional education with 66.04% strongly agree, 33.26% agree) respectively. The table revealed that majority of the respondents agreed that examination malpractice is also a major challenge to functional education with (59.30 % strongly agreed and 40.70% agree) respectively. It could also be deduced from the table that poor



educational facilities is a challenge to functional education (33.26 % strongly agree and 64.67% agree). The table finally revealed that poor supervision and monitoring is another challenge to functional education with (49.30 % strongly agreed and 31.63% agree) respectively.

**Research Question:** What are the solutions to challenges of functional education in Ogbomoso Metropolis in Oyo State?

**Table 4: Percentage Response on solutions to challenges of functional education in Ogbomoso Metropolis in Oyo State**

S/N	ITEMS			SA	%			
A	%	D	%	SD	%			
1.	Provision of adequate funding			261	60.70	160	37.21	04
0.93	05	1.16						
2.	Implementation of policy statement			249	57.91	167	38.84	12
02	0.46							2.79
3.	Teachers should adopt the use of technology in their teaching learning process			139	32.33	283	65.81	06
1.39	02	0.47						
4.	The nature of our educational system should reflect entrepreneurship education programs			274	63.72	128	29.77	
16	3.72	12	2.79					
5.	Non- formal skills should be included in school curriculum			188	43.72	231	53.72	11
2.56	-	-						
6.	There should be proper planning of education			246	57.21	183	42.56	01
-								0.23
7.	Corruption should be eliminated			133	30.93	275	63.95	15
1.63								3.49
8.	There should be heavy penalty for examination malpractice			266	61.86	153	35.58	03
08	1.86							0.70
9.	Provision of adequate educational facilities			124	28.83	288	66.98	10
2.33	08	1.86						
10.	Regular and adequate supervision and monitoring			227	52.79	195	45.35	05
1.16	03	0.70						

Table 4 revealed that majority of the respondents agreed that provision of adequate funding is one of the solutions to functional education with (60.70% strongly agree, 37.21% agreed). The table further revealed that proper implementation of policy statement is necessary for functional education with (57.91% strongly agree and 38.84% agree) respectively. The table revealed that teachers should adopt the use of technology in their



teaching learning process to meet the challenges of changing technology with (32.33% strongly agree and 65.81% agreed). The table also revealed that the nature of our educational system should reflect entrepreneurship education programs with (63.72% strongly agree and 29.77% agree) respectively. The table further revealed that lack of non- formal skills should be included in the school curriculum with (43.72% strongly agreed and 53.72% agree) respectively. The table revealed that there should be proper planning of education with (57.21% strongly agree and 42.56% agree) respectively. The table further revealed that majority of teachers agreed that corruption should be eliminated with 30.93% strongly agree, 63.95% agree) respectively. The table revealed that majority of the respondents agreed that there should be heavy penalty for those that involved in examination malpractice with (61.86 % strongly agreed and 35.58% agree) respectively. The table further revealed that majority of the respondents agreed that there should be provision of educational facilities with (28.83 % strongly agree and 66.98% agree). The table finally revealed that there should be regular and adequate supervision and monitoring supervision and monitoring is another challenge to functional education with (52.79 % strongly agreed and 45.35% agree) respectively.

### Discussion of Findings

The result from table 1 revealed that the present curriculum does not possess any features that can make it functional. The present curriculum is not tailored to suit the immediate and the future needs of learners and society, no provision of useful skills and knowledge, the learner cannot easily put the skills acquired into use when the need arises, present educational system emphasis academic at the expense of skills acquisition and the present curriculum cannot equips learners who can be self-reliant after schooling. This finding reflects the opinion of Cookey in Maduwesi (2002) who reported that the present type of education produced people with mere academic knowledge without the ability to produce things. The work is also in line with Fanon (2005) who submitted that the current system of education in Nigeria has become irrelevant, because it lacks emphasis on productive work skills at the junior and senior secondary school levels. Olaofe as cited by Asaju and Adagba (2014) submitted that the underdevelopment and its challenges witnessed in Nigeria were as a result of lack of functional education. The findings is supported by Fuandai, Shiaki & Gbari (2007) who identify some of these features as features of functional education.

The findings of the study revealed the functions of functional education which include: it raises the standard of living, it equips individual learner with requisite knowledge, skills and values, it reduces unemployment, it enhances national development, it provides opportunities for recipients to develop their talents to the fullest, it produces high level man power in different fields, It gives all round development and it reduces poverty. The findings is supported by Omolayole (2002) who opined that functional education is practical, stimulating and continuous in order to aid transfer and sustainability of the required positive skills, values and attitudes acquired through learning. Abdu (2005) also submitted that functional education empowers and stimulates an individual with saleable skills to positively solve immediate problems for self and the society.

The findings of the study revealed the challenges to functional education in Nigeria. Some of these challenges are: inadequate planning of educational policy, non- implementation of policy statement, corruption, inadequate funding, lack of non-formal skills, nature of our educational system, examination malpractice, poor supervision and monitoring, poor educational facilities and many teachers do not adapt their teaching learning process to meet the challenges of changing technology. The findings is supported by Onyeachu (2009) who viewed the role of teachers in functional education, teachers as reservoirs of knowledge need good expertise and the determination to transform her citizens into people that are easily employable. Thus they need training and re-training because no teacher teaches best what she\ he does not know. The findings also reflect the opinion of Afolabi, (2023) who stressed that inadequate planning of education policy and funding of education in Nigeria affect the quality of her educational system and that all resources were inadequate except the students. Olowo-nyanemi and Edetanlen (2008) in their study attested that examination malpractice can lead to production of



half-baked graduates due to lack of solid foundation rendering the individual less qualified to handle serious work assignments. The result of the finding corroborates the submission of Nwaka (2012) who also identified most of these challenges.

The result of the findings revealed solutions to the challenges of functional education. Some of the solutions are: provision of adequate funding, proper planning of education, educational system should reflect entrepreneurship education programs, implementation of policy statement, non- formal skills should be included in school curriculum, provision of adequate educational facilities, teachers should adopt the use of technology in their teaching learning process, corruption should be eliminated, regular and adequate supervision and monitoring and heavy penalty for examination malpractice. The findings is in line with Nwaka (2012) who opined that there is need for an overhaul of the educational programmes and the implementation processes of education in order to ensure the relevant curriculum, right human and material resources are employed.

The findings is in line with Coockey in Maduwesi (2002) who confirmed that Nigeria needs education that would be practical and skill development-oriented or functionally-driven to fortify its youths with skills needed to perform contemporary tasks.

### **Conclusion**

The findings of this study revealed that the present education system in Nigeria is not functional and that is why the level poverty is on increase daily. It could be deduced from the study that the curriculum does not possess any of the features of functional education. The study also revealed different functions of functional education, various challenges to functional education and solutions to these challenges. Thus, Nigeria needs functional education to overcome some of its developmental challenges such as inequality, poverty, ignorance, unemployment whose presence could lead to other social ills like insecurity, robbery, kidnapping, crisis, conflicts and wars among other social ills.

### **Recommendations**

Base on the findings the following recommendations were made:

1. The educational system should be structured to reflect features of functional education.
2. Government at all levels should show its commitment and political-will to ensuring functional education through its funding, policy making, supervision and monitoring of educational projects and programmes. Adequate funding will go a long way in providing adequate educational facilities that are ICT compliance, conducive environment for both learners and teachers so that learners can develop their latent skills.
3. The government should redesign the curriculum of teacher education so as to produce teachers with good expertise and determination who can transform her citizens into people that are easily employable.
4. The government should ensure that the objectives of our educational system are geared towards producing a total individual with necessary knowledge, skills and values relevant in this 21<sup>st</sup> century.
5. The nature of our educational system should reflect entrepreneurship education programs, thus, entrepreneurship education programmes should be properly implemented by the government.
6. Teachers should adopt the use of technology in their teaching learning process.
7. There should be heavy penalties for anybody that was involved in the act of examination malpractice.
8. Corruption should be eliminated in the country; there should be heavy penalties for the culprits.
9. There should be proper planning of education and proper implementation of policy statement
10. Non- formal skills should be included in school curriculum especially basic education



## References

- Abdu, A. (2005). Functional secondary education for self-reliance. The way forward. *Multi-dimensional Journal of Research and Development*. 5 (1), 101-108.
- Afolabi, R. A. (2023). Development- Driven Educational Policy Towards Transformation of Nigeria Society. Keynote Address presented at the 3<sup>rd</sup> National Conference of Colleges of Education Academic Staff Union, Ila, Ila- Orangun, Osun State. March, 28.
- Arogundade, B. B. (2011). Entrepreneurship Education: an Imperative for Sustainable Development in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 2(1)
- Asaju, K. & Adagba, O. S. (2014). Functional education in Nigeria: A catalyst for effective poverty alleviation. *Journal in Organizational Psychology and Educational Studies*. 3(4),313-318.
- Fanon. J. (2005). Investing in Africans future through its universities. *This Day*. September 25, 18.
- Fafunwa, A.B. (1974). History of Education in Nigeria. Ibadan: NPS Educational publishers.
- FME (2019). Federal Ministry of Education Hand book. [www.education.gov.ng](http://www.education.gov.ng). Retrieved 12/09/2023.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: NERDC.
- Fuandai, C. M., Shiaki, B. & Gbari, U. S. (2007). Functional education as a spring board for national development. *Multi-dimensional Journal of Research and Development*. 5 (2), 147-150.
- Efurhievwe, F. A. O. (2012). Utilization of education values for the development of national stability through democratic, process in Nigeria. *Journal of Qualitative Education*. 8 (2), 75-79.
- Cookey (nd) In Eze G.C (2003) Achieving Functional Education: The Essential Requirements. Nigerian Journal of Functional Education, 1(1).
- Idowu, A. (1999). Functional Educational and Nation Building: The challenge of the Next Millennium. Lead Paper presented at the 4th National Conference of the Federal College of Education, Kontagora. September 8.
- Maduwesi, E. J. (2002). Education for character and skills development. .In E. A. Yoloye & A, Osiyale (eds) *Education for character and skills development*. Fafunwa Educational Foundation. 1-9.
- Nwaka, N. G. (2012). The state of tertiary education in meeting the needs of the modern Nigeria society. In O. Ibcnerne, B. Alumode & H. Usoro (Eds). *The state of education in Nigeria*.Kano: West and Solomon Publishing Coy Ltd.
- Obiora, O. M. (2010).The role of education in sustainable development of Nigeria: A philosophical appraisal. -. *Journal of Educational Studies and Research*. 5 (1), 174-189.
- Olowo-onyanemiy Z. O. & Edetalen, M. E. (2008). Educational reforms in Nigeria: (Challenges and the way forward.
- Omolayole, M. O. (2002). Education for character and skills development. In E. A. Yoloye & A.O. Osiyale (eds). *Education for character and skills development*. Fafunwa Educational oundation Series, viix.
- Onyechu, J. A. E. (2009). Refocusing tertiary education in Nigeria towards entrepreneurship education: Challenges for the 21st century in
- P. Egbule, J. E. Tabotndip & D. A. Aboho (eds). *Refocusing education in Nigeria in the 21s' century*. Kano: West & Solomon Publishing Coy. Ltd.
- United Nations Development Programme (UNDP) (2009) Indicators of Poverty & Hunger In “Poverty” Wikipedia, the free encyclopaedia, *encyclopaedia. mht*.
- World Bank (2004). Poverty and Inequality Analysis In “Poverty” Wikipedia, the free encyclopedia. *Mht*.