

Transition from the 6-3-3-4 to the 9-3-4 System of Education in Nigeria: An Assessment of Its Implementation on Technology Subjects

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ABSTRACT The 6-3-3-4 system of education came into being in Nigeria in 1983 with the primary focus of meeting the educational needs of its citizenry and equipping the youths with sellable skills that will make them to be self reliant. Today, twenty-five years after, a new system of education called the Universal Basic Education (UBE) otherwise known as the 9-3-4 has been re-introduced, whose curriculum is expected to meet the Millennium Development Goals (MDGs) by 2020. This paper specifically examines the implementation of the technology subjects' aspect of the 6-3-3-4 system of education using Ekpoma as a case study; it examined the student-teacher ratio, laboratory or workshop-student ratio and availability of instructional materials for the teaching of the technology subjects particularly at the Junior Secondary School (JSS) classes. The results indicate that the problem of implementation is partly due to non-availability of personnel, materials, funds and administrative will. This programme has failed to achieve much not solely because of lack of human and material resources but largely due to poor implementation. The paper finally proffered various options towards solving the identified problems in the 6-3-3-4 system, so that the goals of the newly introduced 9-3-4 system will be attainable.