



Papua New Guinea Educational Goals Achieved Through Confucian Educational Philosophy

Betty Wakia

Wuhan University of Technology, Wuhan

Corresponding Author: Betty Wakia bwakia@gmail.com

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ABSTRACT

Without a doubt, education plays a pivotal role in the development of any given community. Despite the passage of many decades since the implementation of PNG's National Policy of Education, achieving the necessary educational goals for the country's advancement has mostly proven to be a challenging endeavor. Consequently, the nation grapples with alarming levels of social stability and underdevelopment. Given the prevailing debate and pursuit of more favourable results in relation to the country's educational goals, this study conducts a critical examination of the primary obstacles that hinder the achievement of these objectives. This paper proposes using Confucius' philosophy of education as a conceptual framework for reforming the PNG education system in order to achieve the nation's educational goals more effectively. This present study uses the analytical, critical, and predictive methodologies of philosophical inquiry

INTRODUCTION

There is no possible way to overstate the significance of education to both the development of individuals and the growth of nations. According to Moses Hadas (1963, page 3), education is the most significant endeavour that man undertakes. He makes this statement in appreciation of the significance of education. Plato (524d-526d) proposes that the state should control and make education compulsory for all citizens, both females and males, making it the fundamental focus of his Republic. The goal is to emphasise the significance of education for the growth of both individuals and the nation as a whole. Immanuel Kant (1960, page 3) is of the opinion that "education is the only means by which man can become man." He is nothing more than a product of his education. In a similar spirit, Confucius asserts in the Analects, chapter 15.38, that education is an essential component responsible for the formation and maintenance of social balance.

PNG widely recognises education as a highly effective tool for achieving the country's national goals and objectives. A sovereign and evolving country grappling with the challenges of constructing a cohesive nation, fostering social cohesion, and promoting economic progress sees and embraces education as a strategy to address the significant issue of national advancement. Under the aforementioned objective, the PNG government implemented a national policy on education in the 1970s. This policy serves to articulate the standards, structures, methods, and recommendations necessary for the attainment of the national education objectives in PNG.

Despite the successful implementation of this policy document for many years, there remains ample opportunity to enhance the country's capacity to achieve the established educational goals. When considering the education system in PNG, it is evident that the sector is now facing significant challenges, characterised by a lack of clarity, declining financial prospects, and the production of substandard outcomes. According to the projected outcomes, the potential negative impacts of this phenomenon on the country's stability and economic development are substantial and cause concern. A significant number of individuals have accurately attributed the imminent collapse of the state of PNG to the efficacy of its education system, and they have advocated for a comprehensive overhaul of the system. The fundamental shortcomings of PNG's education system may be the cause of its socio-political backwardness.

Given philosophy's inherent role in shaping educational endeavours, this study aims to engage in a philosophical analysis of the obstacles that hinder the successful achievement of educational objectives in PNG. This proposal advocates for the integration of Confucius' concept of education into PNG's educational sector. The aim is to address the underlying issues hindering growth in the system and promote a more efficient achievement of the nation's educational objectives.

LITERATURE REVIEW

The word "education" is a comprehensive concept that may be subject to several interpretations, depending upon an individual's ideological perspective. To achieve the goal of this article, many notable meanings of the word must be considered. Drawing upon the perspective of R.S. Peters (1967, p. 45), education may be conceptualised as the process of imparting valuable knowledge and skills to individuals who demonstrate a dedicated commitment to their pursuit. According to J. Cumming (1975, 424), education may be defined as the methodical dissemination of knowledge with the aim of facilitating an individual's assimilation into their cultural milieu. As defined by Babs Fafunwa (2004, p. 3), education encompasses the whole range of procedures by which individuals, regardless of age, acquire and cultivate skills, attitudes, and behaviours that promote constructive societal contributions.

The aforementioned criteria suggest that education aims to instill a societally accepted culture in the younger generation, thereby equipping them with the necessary skills to lead a satisfying life and contribute significantly to its progress and advancement. According to William Frankena (1973, p. 1), the concept of education involves the cultivation of certain dispositions in individuals via their engagement in various activities. Nevertheless, it is important to note that the term "education" typically carries a commendatory and morally significant connotation. When referring to the act of X educating Y, it implies that X is fostering desirable and morally acceptable attitudes through morally acceptable methods. Otherwise, it does not qualify as education. As highlighted by Samuel Amaele (2007, p. 5), the essence of education lies in the dissemination and cultivation of virtues. According to Peters (1967, p. 6), it is important to note that naming X as education Y would not be appropriate if X were promoting unwanted and morally objectionable attitudes or using undesirable and ethically problematic approaches.

Although the individual often remains the primary recipient of educational initiatives, it is important to acknowledge that the broader society is ultimately the benefactor. Hence, in order for any society to achieve significant development and advancement, it is imperative that its citizens possess a comprehensive education and are adequately prepared to use their knowledge as a means to address the multifaceted and intricate challenges that confront the community. This, in turn, will facilitate significant transformation and foster positive progress within society. Education may be informal or formal. Informal education refers to the broader societal mechanism by which individuals acquire the necessary information and competencies for societal functioning outside of the official academic setting. In structured academic settings, formal education is defined as the systematic instruction provided by instructors to pupils. The present study focuses on the latter.

The Philosophy and Goals of Papua New Guinea's Education

Education determines a country's future destiny. Examining the historical trajectory of educational advancement in PNG can help us understand the challenges and accomplishments of the current education policy. Analysing the historical progression of our education system and engaging in critical analysis of the observed outcomes is therefore a crucial

undertaking in comprehending the present trajectory of education inside the nation. On Yule Island, French missionaries established Christian education as a structured educational institution for youths in 1901. The missionary's report to the Head Quarter asserted that providing high-quality Christian education was critical for the nation's future. During the colonial period, missionaries were among the three factions responsible for rule in PNG. Their goal for PNG was to engage in evangelization. The major objective of introducing literacy and elementary education was to facilitate the translation of the Bible and propagate their religious beliefs, with the aim of converting the indigenous population to Christianity. Additional objectives included the dissemination of Western morals, beliefs, and values to foster civilisation, the establishment of self-sufficient Christian communities, and the protection of indigenous populations against colonial exploitation. Furthermore, the aim was to cultivate qualified individuals for missionary endeavours in the fields of pastorship, catechism, education, and skilled craftsmanship.

Occasionally, the philosophy and objectives of a country's education system may deviate from the broader aspirations of its populace, perceived as the acknowledged social values that education aims to uphold or attain. Under the guiding principles of PNG's educational philosophy, which prioritises the cultivation of individuals into responsible and productive members of society, as well as the equitable provision of educational opportunities across all levels of education. The National Policy on Education in PNG outlines the following educational goals that the nation aspires to accomplish:

- Integral Human Development
- Sustainable Development Goal 4 (SDG-4)
- National Education Plan 2020-2029
- Universal Basic Education Plan 2010-2019
- Tuition Fee Free Education
- Reform of curriculum to provide quality education
- Development of literacy skills for all
- Improved Technical and Vocational Education

The primary responsibility of educational institutions in PNG is to ensure the achievement of the aforementioned objectives, thus laying the groundwork for the country's overall development. To ensure successful achievement of these objectives and capitalize on their impact on national progress, the government must implement several essential measures outlined in the policy document. These measures include providing sufficient financial resources for education and promoting learner-centered educational activities. Additionally, teaching methods should be practical, activity-based, experimental, and supported by Information and Communication Technology (ICT). Additionally, we should align education with the broader needs of the community. Furthermore, all levels of government should actively encourage the establishment of reading clubs in schools and community libraries. Each level of the education system should provide special provisions and incentives

for the study of sciences, and ensure that continuing education is an integral part of the education system.

The PNG government has advocated for the education system to prioritise the cultivation of necessary social attitudes, skills, and knowledge that contribute to community development, in accordance with the principles of integral human development as delineated in the National Constitution and the Philosophy of Education Report. In order to facilitate the development of Papua New Guinean citizens, it is imperative to complement their education with a certain level of proficiency in English, mathematics, and science. This will enable them to cultivate a robust moral framework that prioritises personal integrity, equality among all members of society, and the significance and applicability of traditional values in contemporary society. Additionally, these individuals should demonstrate a steadfast commitment to their own personal growth and perceive education as an ongoing and lifelong endeavour. Furthermore, they should exhibit a productive work ethic and recognise the value of urban and rural community development initiatives in the pursuit of national progress. Finally, they should be able to adapt to different communities and gain additional training to meet workforce needs.

In PNG, the attainment of suitable skills and the cultivation of cognitive, physical, and interpersonal capacities and proficiencies, which serve as tools for individuals to lead fulfilling lives and make meaningful contributions to societal progress, remain mostly elusive. The prevailing assumption is that education should play a role in fostering national development by equipping Papua New Guineans with a competent workforce and enhancing their ability to train. However, we widely acknowledge the significant dysfunction in our educational system, which is characterised by inadequate funding and an excessively irrelevant curriculum, making the achievement of this objective a formidable task. The current state of our educational system is in-congruent with the prevailing societal conditions, resulting in the creation of a class that lacks relevance to any endeavours aimed at fostering a more equitable public society.

The underlying rationale for the seventh educational goal is to ensure that Papua New Guinean citizens possess the necessary levels of numeracy, literacy, communicative, manipulative, and life skills. This is crucial in light of society's intricate and contemporary nature, as it lays the groundwork for critical thinking and equips them with the necessary abilities to effectively participate in global competition. The aforementioned concept is inferred from the cognitive process of understanding the surrounding environment. Given this reasoning, the eighth educational goal emphasises the importance of the nation's commitment to technical and vocational education and training. Regrettable and discouraging experiences characterise the current state of Papua New Guinean society, suggesting a lack of substantial advancements in this particular sphere. A significant number of children in PNG continue to lack access to education. Furthermore, inadequate pedagogical approaches and inadequately qualified and equipped educators often suppress the inclination towards inquiry within educational institutions. It is evident that threats, drills,

and indoctrination are prevalent instructional approaches used in educational institutions, as opposed to learner-centred teaching techniques that foster inquiry and self-exploration among students.

As a result, the quality of education in the country has significantly declined, marked by widespread failures and instances of test malpractice. The emergence of organised syndicates of students, teachers, and parents has exacerbated these deficiencies, causing significant disruption to the country's education system. This phenomenon results in a higher proportion of university graduates being unable to get employment, despite having acquired relevant degrees from their respective institutions. Moreover, the nation is currently facing a significant productivity challenge due to a severe shortage of technicians in the industrial and skilled labourers and service sectors. Furthermore, PNG's economy regularly exhibits inadequate development rates, accompanied by a persistently elevated level of unemployment.

In contemporary times, the dynamic landscape of labour, technological advancements, and intensified competitiveness within the worldwide market have proven to surpass the educational provisions offered by the PNG educational system. Higher education institutions in PNG are increasingly producing graduates with limited skills and knowledge due to overcrowded and outdated facilities. Contemporary society exhibits a notable decline in the overall dedication towards the pursuit of education and scholarly endeavors. The current situation has resulted in graduates who society deems less relevant due to their inadequate education. These findings indicate a lack of success in achieving the primary educational objective of the country.

However, despite the development of this policy and the approval of these objectives, the nation's execution of the policy and the achievement of these objectives continue to fall short of expectations. Several issues confront the nation's education sector, providing significant barriers to the successful achievement of these objectives. The nation's experiences and consequences from this failure are diverse. In contrast to the aspiration for a suitable value orientation among Papua New Guineans, which is crucial for fostering unity and national consciousness, as outlined in the aforementioned first and fifth national goals, ethnocentrism continues to pose a significant challenge to the nation's ability to achieve national unity and development. A significant number of individuals in PNG, regardless of their level of education, exhibit a pronounced inclination towards cultural prejudice and a tendency to hold a belief in the superiority of their own ethnic culture while simultaneously displaying disdain towards others. Individuals with such a cognitive orientation tend to exhibit persistent dominance and oppression, leading to polarisation and the pursuit of narrow interests and unrestricted privileges, often to the detriment of others in their social interactions.

Political crises in PNG stem primarily from ethnic politics and the assertion of ethnic dominance. PNG intentionally employs a range of favouritism, nepotism, and other preferential practices in order to distribute possibilities for individual advancement. People in PNG widely view ecocentrism as a contributing factor to the perpetuation of resource disputes,

primarily through mechanisms of social exclusion and ethnic violence. According to scholarly investigations, ethnocentrism has been recognised as a prominent determinant in the increasing occurrence of ethno-religious disputes and violence, nepotism, ethnic politics, ethnic agitations, ethnic tensions and mistrust, and projected risks of ethnic secession across the country. The present condition of society provides evidence of the insufficiency of the educational system in PNG, underscoring the country's failure to adequately cultivate a shared national identity and unity among its populace via substantial educational endeavours.

Furthermore, the nation aims to achieve the third educational goal, which emphasises the role of education in fostering improved human relationships and promoting effective citizenship. To achieve this, the nation cultivates attitudes and virtues such as fairness, appreciation of diversity, and mutual reciprocity, all of which are critical for its continued existence. Nevertheless, the current state of affairs in the nation reveals a conspicuous inability to attain this commendable objective. In contrast, PNG society has a significant prevalence of deviant and anti-social behaviours that directly contradict prevailing attitudes and values. These actions pose a persistent threat to the nation's survival and development, as the absence of moral values is the primary hindrance to our country's progress.

There is evidence to suggest that numerous educational institutions within the nation have deviated from their original purpose as institutions for personal growth and have instead transformed into environments conducive to the proliferation of criminal elements such as thieves, cultists, and gangsters. These individuals employ tactics of intimidation towards their teachers, as well as the use of lethal weapons to eliminate rival cult members and innocent students, all in an attempt to assert their dominance over other factions. The nation is confronted with a significant prevalence of examination sexual immorality and malpractices within educational institutions, as well as instances of banditry, armed robbery, kidnapping, drug abuse, embezzlement of public funds, corruption, oppression and domination of minority groups by majority factions, religious intolerance, terrorism, and various other criminal activities that have permeated the country. As a result, the nation's many organs struggle to function properly. The nation's economic state, like other societal, political, and religious frameworks, has collapsed, resulting in unprecedented hardships for the populace. The prevailing conditions in the country have become progressively arduous, precarious, and dissatisfying. Presently, our citizens endure a state of apprehension due to the lack of security surrounding their lives and possessions. In this context, one could argue that the education system has failed to foster and cultivate the necessary value orientation for an individual's societal survival.

METHODOLOGY

Educational Problems in Papua New Guinea

As PNG's political and economic growth advances, one significant issue that the country must address is an adequate supply of education for its population. The nation of PNG is now facing a critical phase in its development,

when the achievement of its maximum capabilities depends on efficiently addressing the urgent problem of limited access to affordable and high-quality higher education. Rapid progress and persistent challenges characterise the educational landscape of PNG. The primary objective of this research is to examine the current challenges faced by students in PNG, evaluate the consequences of limited access to higher education, and propose approaches to mitigate economic inequality and foster a more favourable future for subsequent cohorts. One of the primary obstacles to higher education access in PNG is the substantial financial strain imposed by tuition fees. A significant number of potential students, particularly those originating from socioeconomically disadvantaged backgrounds, have financial limitations that prevent them from meeting the significant costs involved with tuition, textbooks, and other essential educational resources.

This financial burden significantly constrains their chances of pursuing further education and deprives them of the opportunity to enhance their talents and make valuable contributions to national progress. Regional inequalities compound the issue of diminished availability of cost-effective higher education in PNG. Students originating from geographically isolated and rural regions often encounter heightened obstacles as a result of inadequate educational infrastructure, including both higher education institutions and community colleges. Because of the exorbitant costs associated with metropolitan relocation and the limited availability of transportation alternatives, the pursuit of higher education remains an unreachable aspiration for a significant portion of the population. The restricted availability of scholarships and financial aid initiatives also contributes significantly to the constrained opportunities for pursuing higher education in PNG. Insufficient implementation of comprehensive merit-based and need-based scholarship programs disproportionately affects highly capable students who possess the capacity to significantly contribute to the advancement of the nation. The lack of sufficient financial assistance hinders their goals, resulting in failure to achieve their future dreams. Insufficient capacity and poor facilities within PNG's higher education system contribute to the current accessibility dilemma. Insufficient resources and overcrowded classrooms pose challenges for institutions as they strive to meet the increasing demand for high-quality education. The lack of highly skilled faculty members intensifies the challenges, lowering the overall standard of education and impeding students' academic progress.

A consequence of the restricted availability of high-quality higher education in PNG is the phenomenon of brain drain, whereby several highly skilled individuals pursue educational prospects elsewhere. This problem hinders the nation's ability to attract and retain its most talented individuals, hence impeding ongoing national progress. Furthermore, it maintains a recurring pattern of reliance on foreign knowledge and hinders the development of a proficient labour force capable of guiding PNG towards self-reliance and long-term economic growth. PNG must implement a comprehensive and inclusive strategy to effectively tackle the problem of

limited availability of high-quality and reasonably priced higher education. It is essential for the government, educational institutions, and foreign partners to collaborate in order to effectively execute necessary changes. This may include increasing the amount of financial resources allocated to the field of education, extending the scope of scholarship initiatives, and forging alliances with academic institutions and professional entities to improve accessibility and diversify educational prospects. It is critical to prioritise the empowerment of distant and rural populations as a means of addressing and alleviating regional inequities. Strategic investments in educational infrastructure, such as the establishment of satellite campuses and the implementation of online learning platforms, may help to achieve this goal. Collaborative efforts between urban and rural campuses may also ease the exchange of information and allocation of resources, therefore promoting inclusion and ensuring equitable access to higher education.

The prosperity and sustainable development of PNG are contingent upon the mitigation of obstacles that hinder the availability of high-quality and affordable higher education. PNG has the potential to unleash its young population's capabilities, stimulate creativity, and provide future generations with the essential competencies and understanding required to design a bright future through strategic investments in education, the expansion of scholarships, and the improvement of educational infrastructure. To foster a more fair and successful society for everyone, PNG must place a high priority on providing accessible education. The educational system has seen several transformations, transitioning from a tight bureaucratic framework to an outcomes-orientated methodology. The recent implementation of the 1+6+6 academic framework has the potential to enhance the curriculum's efficacy. However, unresolved issues in teacher preparation persist, potentially influencing the effectiveness of this novel program. The above research elucidates that several variables contribute to the comparatively unfavourable result in terms of achieving the intended educational objectives in PNG. Outlined below are some key factors:

Inadequate Financing

The primary obstacle impeding the achievement of educational objectives in PNG is the insufficient allocation of funds by governmental entities at all levels within the nation. The PNG government has a notable lack of political determination to allocate sufficient funds towards education, thereby hindering the successful achievement of various educational objectives. The government has always prioritised education as a crucial policy objective; nonetheless, it has not been exempt from budget reductions in recent years, commencing in 2017. The expenditure on education in 2017 amounted to K1,162.5 million (US\$290.5 million), which is an 11.4% decrease compared to the supplemental budget of K1,312.5 million (US\$327.9 million) in 2016. Recent trends indicate a notable change in allocations, with the education sector seeing a decrease in its share of funding over the last several years. The education sector received an allocation of K1,293.4 million (US\$323.2 million) in 2018 and another allocation of K1,378.2 million (US\$344.4 million) in 2019, indicating a

6.2% marginal growth. The allocation of funds to the education sector fell from K1,242.7 million (US\$310.5 million) in 2020 to K1,094.8 million (US\$273.5 million) in 2021, representing an 11.9% drop. However, in 2023, there was a 13% rise in the education budget (World Bank, 2023). The persistent reduction in funding has perpetuated the presence of disparities and inequalities in the distribution of monies among various sub-sectors within the field of education. The presence of disparity and inequality persists in the absence of a comprehensive justification for the appropriate allocation of government funding to certain institutions in order to generate high-quality outcomes.

The formal education system encompasses both primary and secondary levels of instruction. Public funding for education has been the government's top focus. The average yearly budget allocated to basic and secondary education between 2017 and 2021 was K370.3 million (equivalent to US\$92.5 million). From 2017 to 2021, the allocation of public funds for elementary, primary, and secondary education accounted for around 30% of the overall public expenditure on education. In general, basic education accounts for 16.2% of the total public spending on education, while secondary education accounts for 13.8% of the total expenditure. The situation is equally dire in both state and municipal governments. This elucidates the deficient and severe scarcity of educational infrastructure and facilities throughout all tiers of education in the nation, rendering them inadequate for the effective provision of educational services. The educational institutions lack resources, and instructors receive inadequate compensation and motivation, impeding their ability to effectively teach.

The existing framework of the national education system indicates a lack of foundation for implementing Early Childhood Care and Development (ECCD). Currently, there is no financial allocation for the implementation of ECCD. Equity stands as a fundamental cornerstone within the framework of the Universal Basic Education (UBE) initiative. The concept of equity has several aspects, and one particular aspect that is gaining recognition is the consideration of the educational needs of children with diverse learning difficulties, sometimes referred to as children with disabilities. The education sector funding has not sufficiently prioritised this specific domain. Special needs education received an average allocation of K1.09 million (equivalent to US\$272,000) from 2017 to 2021. This figure corresponds to 0.1% of the overall public spending allocated to education.

The Department of Education (DoE) has implemented the national literacy policy through the National Literacy and Awareness Secretariat (NLAS). The National Literacy and Assessment Service (NLAS), responsible for the coordination of literacy programs, has had challenges in effectively carrying out its duties as a result of persistent under funding. According to available data, the average yearly budget allocated to NLAS between 2017 and 2021 amounts to around K13.7 million (US\$3.4 million), equivalent to 1.26% of the DoE budget. Despite yearly funding allocations for the management and implementation of Flexible Open Distance Education (FODE) initiatives, these funds have not been sufficient to adequately cover the operational and

sustainability costs of this extensive educational system. The mean yearly allocation for FODE amounts to K13.7 million (US\$3.4 million), which represents 1.26% of the Department of Education's budget. Inequities exist in the allocation of government financial assistance towards Technical and Vocational Education Training (TVET). The education budget indicates that several Technical and Vocational Education and Training (TVET) institutions are not getting sufficient financial resources from governmental and non-governmental sources to adequately sustain their existing student population while maintaining an acceptable standard of quality. From 2017 to 2021, the average yearly budget allocated to Technical and Vocational Education and Training (TVET) totals K28.19 million, equivalent to US\$7 million or 2.59% of the overall public spending on education.

Poor Teachers' Training and Welfare

Teaching professionals serve as exemplars whose overall attitudes, actions, and presence have the potential to have a significant impact on the social and emotional growth of pupils. Teachers have a crucial role in ensuring optimal education. The provision of adequate salary, lodging, health benefits, and other relevant personal assistance by the relevant authorities will serve as a motivating factor for educators to effectively serve the students under their supervision. Educational settings that provide a pleasant teaching environment have the potential to motivate instructors to excel in their instructional practices, hence enhancing the overall quality of teaching. Scholars widely acknowledge that the provision of high-quality instruction significantly influences, if not primary, the academic achievements of pupils. Quality instructors are of utmost significance in PNG. The extant body of literature lacks consensus and cannot universally acknowledge the notion of excellent teaching. However, this concept's definition varies significantly or is based on different assumptions.

The efficacy of an education system is dependent on the calibre of its instructors, and no country can surpass the capabilities of its educational framework. The inadequate quality of instructors in classrooms and unfavourable working circumstances, which fail to inspire teacher motivation and hinder optimal performance, are responsible for the compromised quality of education in PNG. The lack of adequate training facilities at colleges and universities, coupled with a dearth of regular in-service training for teachers, has resulted in a significant influx of inadequately trained and untrained teaching personnel within our educational system. Therefore, the current state of teacher education in PNG fails to cultivate sufficient knowledge and skills among educators to effectively carry out their duties in schools. They exhibit a deficiency in fundamental literacy skills, instructional framework, ethical principles, and comprehensive knowledge in their respective fields. A significant proportion, namely 50 percent, of educators employed in both public and private educational establishments lack the necessary qualifications and professionalism. The prevalence of incompetent instructors in schools throughout the country promotes a significant kind of academic underachievement.

Moreover, the state of teachers' welfare and working conditions in the nation is very unfavourable, to the extent that it may be seen as a burdensome circumstance for educators in PNG. This matter is of considerable importance and needs careful consideration. Insufficient housing provisions present a significant challenge for educators in PNG. Educators in many parts of the country lack easy access to decent accommodation because of their rural or otherwise remote locations. Many parts of the country are quite isolated, which makes it hard for provinces to provide adequate educational services to such areas. PNG's challenging physical characteristics, including rough mountains and terrains, have prompted the implementation of various measures, including the remote schools allowance, to encourage teachers to work in the nation's most challenging regions. Moreover, the Department of Education (2009) has launched a groundbreaking initiative to provide scholarships to students pursuing teaching careers in regions where there is a significant shortage of educators. Nevertheless, there exists a hesitancy among educators to relocate to distant regions, and this lack of desire contributes to the elevated rates of teacher attrition and scarcity. The aforementioned phenomenon may result in lower levels of work satisfaction and have a negative impact on people's overall well-being.

According to an article by *The National*, educators in PNG often encounter substantial instructional burdens as a result of accommodating huge class numbers, constrained resources, and elevated student-teacher ratios. An overwhelming workload has the potential to result in burnout, affecting the overall quality of education provided. Understanding and addressing this issue is critical to the well-being of educators. People often perceive the current remuneration for educators in PNG as insufficient to meet their basic economic needs. The financial challenges faced by educators are particularly apparent in light of the exorbitant cost of living. Implementing enhanced remuneration structures and ensuring prompt and sufficient payment can significantly contribute to the enhancement of teachers' well-being. Educational professionals in PNG often face a range of socio-economic difficulties, including restricted availability of healthcare facilities, transportation obstacles, and insufficient infrastructure in geographically isolated regions. The aforementioned challenges have the potential to impact the morale of educators and contribute to higher rates of turnover within the teaching profession. Implementing transparent and timely appointment processes is critical for ensuring teachers' well-being. Instances of delays or inconsistencies in the appointment process have the potential to generate a sense of uncertainty and demotivation among both prospective and current educators. The limited accessibility and insufficient use of technology in educational settings exacerbate the difficulties faced by PNG educators. The absence of adequate access to digital materials and lack of training in successfully using technology pose obstacles to teachers' capacity to provide a stimulating and dynamic learning environment. Geographical and budgetary limitations sometimes make it difficult for educational professionals in distant regions to obtain their

rightful leave entitlements. As a result, teachers face challenges in their ability to visit their families or avail themselves of critical services while on vacation.

The teaching profession has acquired a negative reputation in PNG. The unsatisfactory state of service undermines teachers' commitment to their profession, fostering instances of irregularities and unethical conduct within their ranks. As a result of the substandard state of service, there is a significant prevalence of brain drain syndrome in the nation when talented educators depart from the educational domain in pursuit of more favourable opportunities both domestically and internationally. A considerable number of educators now pursue a career in teaching as a last option, demonstrating a willingness to depart with the advent of more favourable prospects. Furthermore, this phenomenon serves as a catalyst for the recurrent occurrence of industrial strikes or demonstrations initiated by educators and students across different educational tiers, resulting in persistent disruptions and delays to academic endeavours.

Notwithstanding the myriad of obstacles encountered by educators, there are some prospects for improvement. It is recommended that the government enhance its funding for education, with a specific focus on improving the well-being of teachers. In order to improve teachers overall well-being, it is critical to allocate sufficient resources towards the provision of lodging, infrastructure development, and training programs for teachers in order to improve their overall well-being. Regular professional development opportunities and ongoing training programs for educators would effectively equip them with essential competencies, such as proficient use of technology. This intervention is expected to increase educators' pedagogical approaches and positively impact work happiness. Implementing periodic wage framework evaluations and ensuring equitable compensation for educators in accordance with the prevailing cost of living will effectively recruit and retain highly skilled instructors. This intervention has the potential to enhance individuals' overall well-being and motivation and eventually advance the standard of education. In order to enhance the efficiency and effectiveness of appointment processes, it is essential to prioritise openness, fairness, and accountability throughout the recruiting process. This measure is expected to enhance the confidence and morale of instructors. It is essential for the government to accord priority to the advancement of infrastructure, particularly in geographically isolated and rural regions. This includes providing adequate housing facilities, implementing measures to improve access to key services, and improving connectivity.

Enhancing the welfare of teachers in PNG requires a comprehensive approach that encompasses several aspects. These include addressing lodging difficulties, alleviating teaching burdens, improving remuneration frameworks, resolving hardships, optimising appointment processes, and advocating for the efficient integration of technology in educational settings. It is imperative for the government, education ministries, and other stakeholders to collaborate in order to effectively prioritise and allocate resources towards enhancing the well-being of teachers. Enhancing teachers' working conditions would not only

benefit their personal well-being but also make a significant contribution to PNG's overall advancement and growth.

Irrelevant Curriculum

Another significant obstacle to education in PNG is the lack of relevant curriculum material. This curriculum fails to sufficiently prepare students to make meaningful contributions to society and effectively address the difficulties posed by the contemporary world beyond the instructional period. Ajeyalemi and Aloy (1987) describe this as a lack of organisation within our educational system and a disregard for the relevance of the curriculum. As a result, a significant proportion of the educated population in PNG experiences unemployment, while a substantial number of job opportunities remain unfilled due to the scarcity of individuals possessing the requisite education, training, and abilities. The majority of the nation's labour market prefers to hire graduates from international colleges for key roles, particularly in the telecom, oil, and industrial sectors, because they perceive PNG graduates as unsuitable.

The PNG National Research Institute's 2021 publication highlights potential challenges that PNG schools may encounter as a result of the new education system's implementation. Over the last four decades, the education system in PNG has seen significant transformations, transitioning from the Objective-Based Curriculum (OBC) to the Outcome-Based Curriculum (OBC) and subsequently to the Standard-Based Curriculum (SBC), a new educational framework. Many experts, including the public, have suggested that the PNG education system's failure was due to OBE. While OBE was beneficial in theory and design, it failed in practice. The educators responsible for implementing the change were unprepared and unresponsive to it. Furthermore, the use of alien notions and terminology compromised their psychological well-being. One of the primary obstacles encountered included the development of activities that were both grade-appropriate and contextually appropriate, catering to the varied requirements of kids. One additional challenge was improving instructors' ability to effectively administer the curriculum. The government's implementation of comprehensive training programs at higher institutional levels was insufficient in effectively addressing this issue.

Furthermore, the monitoring and inspection processes exhibited deficiencies. There have been numerous assertions about the adverse effects of Outcome-Based Education (OBE) on the broader school system. In response to popular outcry, the government of PNG abolished OBE. The SBC is now in its early developmental phase. The SBC is characterised by its open-mindedness and adaptability, fostering the cultivation of critical thinking abilities and the acquisition of practical skills for personal growth (National, 2023). Upon completion of grades 10 or 12, students will possess the necessary problem-solving abilities imparted to them along their educational journey, enabling them to effectively navigate survival challenges. In contrast, the implementation of outcome-based education (OBE) engenders a scenario of limited progress, rendering grade 10 and 12 dropouts more destitute and without the necessary skills to secure a sustainable livelihood.

Indiscipline among Students.

Over the last several years, there has been a concerning pattern of escalating disruptive behaviour seen at elementary and secondary educational institutions across PNG. The issue of indiscipline in schools in PNG has consistently raised significant concerns among stakeholders due to its detrimental impact on mental, emotional, and physical well-being within the population. It is upsetting to see the increasing prevalence of kids who openly direct their aggression towards their own educators. The observed behaviour raises concerns about the overall state of education and the prospects for the next generation. In contemporary times, the era in which instructors held authority and reverence over their pupils has ended. In the present day, it seems that some pupils perceive their educators as rivals rather than mentors. The previously established hierarchical structure has undergone erosion, resulting in a gap characterised by a pervasive atmosphere of disdain and animosity.

Educational professionals, who initially embarked on their careers driven by a fervent desire to disseminate information, now encounter a perpetual state of vigilance as they navigate a vast expanse of indifference and resistance. Within contemporary society, individuals are no longer seen as authoritative entities but rather as impediments that may be questioned and subverted. The increase in indiscipline may be ascribed to several sources. The proliferation of social media platforms and the widespread use of cellphones have played a significant role in the erosion of reverence for positions of authority. Educational institutions expose students to a continuous influx of incorrect information, unadulterated viewpoints, and detrimental influences, potentially distorting their understanding of socially acceptable conduct.

Furthermore, the erosion of familial frameworks and social norms has become evident through the manifestation of disruptive behaviour within educational institutions. Insufficient parental direction and a lack of self-control among pupils often result in their inclination to pursue authority and dominance within the educational setting. The students see their educators as vulnerable to manipulation, resistance, and maybe even acts of physical aggression. The high student-to-teacher ratio in PNG schools exacerbates the problem. Educational professionals face challenges in efficiently overseeing large classes and delivering personalised instruction to pupils, resulting in a potential classroom management deficiency. The insufficient use of disciplinary actions in educational institutions is another obstacle. Numerous educational institutions lack methodologies and frameworks for properly managing disciplinary matters. The imposition of punishments often exhibits excessive leniency or uneven enforcement, resulting in a dearth of repercussions for students' misconduct.

The urgency of addressing this situation cannot be overstated. Our education system's efficacy and the welfare of our educators and learners are in jeopardy. The implementation of comprehensive programs aimed at fostering discipline, respect, and empathy within educational institutions is vital. It is essential for these programs to prioritise not just punitive measures but also strategic approaches to prevention and rehabilitation. It is critical to educate

children on the importance of showing respect and empathy towards their teachers. It is critical to cultivate within individuals the understanding that a cohesive teacher-student rapport serves as the fundamental basis for a successful educational trajectory. To mitigate the prevalence of unacceptable conduct within educational institutions, it is critical to cultivate an atmosphere characterised by mutual respect and comprehension.

RESULTS

Confucius Philosophy of Education

Once we identify the challenges impeding the successful achievement of educational objectives and their underlying causes, we must analyse Confucius' philosophical perspectives on education. In doing so, we aim to ascertain fundamental principles that can contribute to a successful educational process and facilitate the attainment of educational goals in PNG. Confucius, a Chinese philosopher, established the social and ethical philosophy framework known as Confucianism during the ancient period of China (551–479 BCE). Confucius' teachings on education had a significant influence on the educational system and growth of China (Zhao, 2017, p. 789). Confucius posits that education plays a crucial role in fostering social stability and facilitating societal progress (Analects, 15.38). According to his perspective, education serves as a mechanism for individuals to undergo transformation, gain insights into human nature, and foster the development of their character. Education cultivates and integrates virtues, ultimately contributing to the overall well-being of both the individual and society. According to the author, it is essential for education to cultivate an individual's character since their ability to rule others is contingent upon their ability to govern themselves. The author posits that those who lack the capacity to manage themselves are ill-equipped to govern others (as cited in Zhao, 2017, p. 790). Furthermore, it is essential that education be both pragmatic and instrumental in facilitating societal reform. However, he holds the belief that education should cultivate critical thinking skills and foster self-sufficiency in individuals.

According to Confucius, education is critical for facilitating successful social interactions and contributing to society's public duty. Because of this rationale, his goal was to rejuvenate Chinese social institutions, including the school, home, state, community, and kingdom, through educational intervention. He posits that due to its pivotal significance within society, it is imperative to provide equitable access to education for all individuals (Analects, 15.38). Furthermore, he espouses the notion of universal education and acknowledges the transformative power of education in dismantling societal barriers and class divisions. Confucius advocates for student-centred teaching and learning, prioritising the holistic development of the learner (Tan, 2015, p. 428). From his viewpoint, the quest for knowledge should focus on understanding and realising one's own identity, not on seeking external validation. According to his perspective, the acquisition of skills and knowledge should enable individuals to uncover their inherent capabilities.

Confucius' curriculum of study was more than a mere assortment of contemporary human talents and abilities. Rather, it was a comprehensive

syllabus that he saw as embodying the cohesive cultural perspective of the ancient sage rulers (Yao, 1996, p. 179). Confucius referred to his comprehensive curriculum as Tao (Dao), a term that initially signified a trajectory or a methodology and is often interpreted as a way to include both of these connotations. Confucius viewed his Tao (Dao) as a tool for achieving personal and societal excellence, a concept he had unearthed and passed down throughout history. Once acquired, this Tao bestowed upon humans a comprehensive framework of knowledge and abilities. Confucius devised a curriculum that included four key elements: the acquisition of literary knowledge, adherence to ethical standards, commitment to duty, and the concept of promise. According to his perspective, teaching students cultural information is of utmost importance, with an even greater emphasis on the transformation of their moral character. The acquisition of cultural information serves as a fundamental basis for moulding future behaviour. Students' knowledge acquisition is critical for their comprehension of various facts, which then guides their adherence to these principles in order to exercise restraint in their speech and actions. The process encompasses a progression from basic to deep. The Confucian perspective posits that this educational system has the potential to cultivate an individual of impeccable refinement. According to his perspective, a state under the leadership of an exemplary gentleman would radiate tranquilly, stability, and prosperity. This is because the ideal gentleman would demonstrate justice, impartiality, and a commitment to establishing equitable wealth, thus fostering societal security and concord.

The Confucian educational paradigm encompasses five sequential stages of learning: thorough study, precise inquiry, meticulous thinking, critical differentiation, and diligent practice. The first two phases are key components of the learning process. Critical thinking and precise differentiation are integral components of the cognitive process. Earnest practice refers to the systematic application of acquired information (as cited in Chen, 1990, p. 19). The Confucian philosophy promotes the active construction of beliefs among pupils. He encourages students' involvement in the process of establishing connections as a means of facilitating subject comprehension. Nevertheless, Confucius posits that pupils possess diverse aptitudes and various interests. Given this perspective, he strives to comprehend and actively engage with his students throughout the instructional process. It is important for educators to take into account the unique requirements and features of their students, including age and ability, while delivering instruction.

Therefore, he supports the implementation of a differentiated education approach that takes into account the individual interests, skills, cognitive capacities, and characteristics of pupils based on the teaching principle (Analects, 6.19). Furthermore, he advocates for the heuristic teaching approach, which posits that the student should assume the role of an autonomous learner. To the greatest extent possible, this pedagogical approach positions students as researchers. In this approach, the student is required to independently determine the solution to their difficulty through independent effort, with the aim of instinctively exploring their own needs and identifying the route that

they see as the most gratifying, pragmatic, and captivating. This approach, characterised by deductive reasoning and reliance on experiential knowledge, involves presenting learners with a problem and requesting them to identify a solution.

Confucius posits that the acquisition of knowledge is contingent upon autonomous study. Consequently, he promotes the cultivation of enthusiasm among students, fostering a sense of responsibility for their own learning and facilitating sophisticated cognitive processes. He says, "I refrain from divulging any information or providing explanations to those who lack enthusiasm or conversational skills" (Analects 7:8). Again, he said that if an individual is unable to retrieve the other three corners after raising one corner, they are not permitted to go forward. Furthermore, the Confucius asserts that the act of learning without critical thinking is inherently futile, while the act of thinking without learning is perilous (Analects 2:15). Nevertheless, he asserts that in cases where a student exhibits a positive mindset towards a certain issue and has a strong desire to solve it but has not yet arrived at a solution, it is imperative for the instructor to intervene and provide guidance in order to facilitate the student's cognitive process. It is important for educators to assist students in elucidating their cognitive processes and fundamental characteristics, thus enabling them to articulate their ideas with more precision. Confucius opposes the traditional approach of passive learning through rote memorisation (as cited in Tan, 2015, p. 429). In his work, Tan (2015) argues against the practice of memorisation and instead promotes the cultivation of critical thinking skills, including but not limited to analysis, interpretation, evaluation, summarisation, and synthesis (p. 429). In order to ensure the achievement of educational goals and objectives, instructors must actively promote and provide comprehensive support to students' initiative in their academic pursuits.

Confucius emphasises the importance of teachers serving as outstanding role models, demonstrating principles and behaviours that align with their teachings (as cited in Watson, 2007, p. 29). According to Woods and Lamond (2011), the author posits that the essential duties of a teacher include the cultivation of students' moral values, the transmission of information, and the enhancement of students' talents (p. 666). Therefore, an effective educator demonstrates attentiveness towards their pupils, exhibiting qualities like affection, tolerance, compassion, and understanding while efficiently imparting knowledge without succumbing to fatigue (Analects 7. 2). In the realm of education, it is important for teachers to possess comprehensive expertise in their respective fields, have an awareness of pupils' aptitude, and foster a gradual and systematic approach to learning. Confucius posits that the processes of teaching and learning are interconnected and mutually advantageous. According to his teachings (Analects 7. 2), pupils get benefits from the acquisition of information via the teacher, while instructors may enhance their own understanding through the act of teaching.

DISCUSSION

Implications for Papua New Guinea Educational System

Despite the complex challenges, PNG's education has the potential to overcome them. Addressing the challenges and realigning the sector is of paramount importance for ensuring national stability and fostering growth. The aforementioned investigation of Confucius' philosophical perspectives on education reveals distinct concepts that have the potential to significantly enhance the successful attainment of our educational objectives. Given Confucius' perspective on the significance of education in fostering social stability and progress, as well as the imperative of ensuring its availability to all members of society, it is imperative for all tiers of government in PNG to recognise the necessity of delivering high-quality and easily accessible education to the populace. This recognition is critical for achieving social stability and development, which are essential goals within our educational framework. This highlights the need for the current administration to give precedence to education by guaranteeing sufficient funding, creating an environment conducive to successful learning in public schools equipped with proper facilities, and offering competitive compensation to instructors.

Within this framework, it is essential for the government to devote a minimum of 26% of its yearly budget into the higher education sector. Implementing a comprehensive monitoring strategy is critical in order to ensure the effective allocation of funds for their designated objectives. The government should facilitate textbook subsidies for students and provide refunds to educational institutions for the importation of books and other educational equipment. The provision of substantial attention and financial resources to the educational sector would facilitate the adoption of efficient and uniform pedagogical approaches within educational institutions. This initiative is expected to foster increased investments in research, development, and innovations within the educational sector, therefore facilitating the attainment of our educational goals. The efficacy of an educational system is dependent on the quality of the pedagogical approach used. The prevailing consensus among individuals is that teachers who do not possess the requisite credentials will hinder, rather than facilitate, a nation's growth. It is very important for educators to have the skills and tools they need to deal with these problems in their professional roles so that students are fully prepared for life and cultural values, knowledge, comprehension, and skills are successfully taught so that students can become good citizens.

The perspective of Confucius, which posits that education serves as a mechanism for personal growth, the exploration of human nature, and the development of character, ought to raise awareness among stakeholders within the education sector about the significance of moral education within our educational institutions. Taking this measure is imperative to achieve the desired value-orientated educational objectives for the betterment of the country. Undoubtedly, the attainment of a comprehensive education among individuals, along with the cultivation of strong moral principles, will inevitably contribute to the subsequent advancement of both economic and political spheres. Therefore, it is imperative that education include not only the

cognitive and psychomotor aspects of learner development, but also the emotional growth of our pupils. In light of this, it is imperative to prioritise moral and civic education within our educational institutions. In order to attain the educational objective of fostering political literacy, human development, responsible citizenship, and inter-cultural awareness, it is imperative to cultivate moral principles such as hard work, punctuality, patriotism, justice, honesty, patience, courage, obedience, tolerance of diversity, respect, and complementary existence within our educational institutions. Undoubtedly, it is important for educators to endeavour to embody virtuous role models for their pupils.

The concept of learner-centred teaching and learning, as proposed by Confucius, is a valuable alternative approach to education that may effectively contribute to the advancement of our educational objectives within the nation. Therefore, in order to achieve our educational objectives, it is crucial to adopt Confucius' concept by prioritising learner-centred educational activities to facilitate optimal self-growth. In light of this, it is essential for educators to foster and provide comprehensive assistance to students' autonomy in the pursuit of academic endeavours. Hence, it is essential for educators to actively encourage their students to adopt critical thinking skills and engage in independent exploration, while also fostering a genuine commitment to the practical application of acquired information. The cultivation of reflective and critical thinking is fundamentally philosophical and serves as a valuable asset in achieving the country's educational goals. It is advisable to shift the focus away from paper qualifications in order to foster a work ethic among students, motivating them to prioritise the production of high-quality outcomes rather than just quantitative ones.

Furthermore, our educational curriculum must acknowledge the contemporary problems posed by industrial and technological advancements, just as Confucius' studies curriculum addressed the practical requirements of his day. The curriculum's future trajectory in PNG will ultimately hinge on its ability to cater to the needs of both individual students and the wider community. Addressing the disparity between industry, economy, and academia is a critical requirement. Our educational institutions will be prepared to produce individuals with the necessary intellectual aptitude to contribute significantly to the growth, stability, and development of our nation, in line with our educational objectives.

CONCLUSIONS AND RECOMMENDATIONS

The education system in PNG has shown a significantly unsatisfactory trajectory in its pursuit of educational goals aimed at fostering stability, progress, and development. This phenomenon is clearly indicated by insufficient financial resources, subpar educational infrastructure, insufficiently qualified and unmotivated instructors, a decline in moral standards, a significant incidence of illiteracy, and a dearth of employable graduates. In light of the prevailing notion that no nation can exceed its educational accomplishments, this phenomenon has substantial ramifications for the stability, advancement, and development of the country. When we look at our

education system's poor results, Confucianism's ideas can help change things for the better. These ideas underscore the significance of prioritizing and ensuring universal access to educational services, implementing a learner-centred teaching approach, fostering introspective thinking, and demonstrating the practical application of knowledge in everyday life. They can help PNG reach its educational goals.

FURTHER STUDY

This research still has limitations so further research is needed related to the topic of Papua New Guinea Educational Goals Achieved Through Confucian Educational Philosophy in order to perfect this research and increase insight for readers.

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