

EDUCATIONAL POLICY AND PLANNING IN THE FEDERAL REPUBLIC OF NIGERIA

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ABSTRACT

This research study is on the basis of the educational policy and planning in Nigeria. The pattern of education system and qualitative New policy have been advocated the method of adopting national five year plan was use by using a soft ware computer package on the Neg library sub routine for programme to bring out the relationship component on education.

Key word: Education policy, planning Nigerian.

1.0 INTRODUCTION

In this chapter an attempt is made to analyze the relevance of educational policy in the Federal Republic of Nigeria during the period 1960-85. It is realized that many of the highly specialized nations which have a long tradition of formal and non formal education have succeeded in large measure in overcoming many of their national problems such as poverty ignorance, disease, social and political issues through a deliberate education policy and a programme of national development. The document of the fourth National Development in 1931-85 stated.

The central theme of the policy is that Education should serve the goal of social transformation and development of people. The strategy to achieve this aim would seek to consolidate the quantitative gains made during the proceeding plan periods through measures to improve the quality of education at all levels while maintaining a steady rate of increase in enrolment and classroom space. (Forth National Development Plan 1985)

Furthermore, two basic realities shape Nigeria education systems the foreign origin of the basic academic model and the indigenization of the universities as part of the development process. The impact of western academic models and institution has been significant from the beginning and it remains important even in the contemporary period. (Philp .G. Albarch, Eric Ashby 1966)

2.0 EDUCATIONAL POLICY

The imperial government saw that it could no longer be indifferent to the educational development of its subjects and initiated such policies as would make education in Nigeria a potent instrument for gradual religious, social and economic transformation of the people in response to the increasing inference of western civilization. As pace setters of the provision of education to Nigeria. The missionaries were directly responsible for financing education in the past. (New Nigeria 1987, Punch 1989)

However, the government was to get committed to the provision of education through its education ordinance as it adopted this system of granting aids to missionary schools. This idea is referred to as colonial government education policy of giving grants in aid to interested missionary schools that were inspected and had to be certified for the purpose. This obnoxious policy resulted in demarcating schools referred to assisted and non-assisted schools following the 1887 education ordinance.

This policy was to continue until Native Authority Schools started to emerge in the northern parts of the country when the colonial government had to begin directly to finance its own schools. Following the Ashby report of 1960, government attitude towards financing education became obviously that of an investment which relied on external borrowing.

3.0 EDUCATION AFTER INDEPENDENCE 1960

After independence, in 1960 Federal Government of the Republic of Nigeria had little influence on educational matters at primary and secondary school levels as this was the constitutional responsibility of the states of Nigeria. This resulted in increased multiplicity of educational policies practices and varying standards of education from one state to the other. The government has approved a number of policies and programmes which are scheduled for implementation. One of such important policy objectives in the spare of primary education is the Universal Primary Education. The scheme which started throughout the country in September 1976 is aimed at ultimately ensuring that all primary school age populated are in school. That is 100% primary school enrolment ratio. In preparation for this important programme serious effects were made to construct the necessary physical facilities class rooms etc and train enough teachers for the programme. Although the Nigerian educational system has been adapted very closely to that of the British patten, variations exist in the organization of the school system due to the diverse character, historical background and general complexity of the country. The total allocation under the Federal program is Naira 2.2 billion amounting to about 5.55 of the projected Federal Government capital investment during the plan period. (Nigeria Official hand book 1978-1979, Nigeria Plan Period 1984)

A significant distinction between the proposed programme and the proceeding 3rd plan is the complete absence of Federal investment in Primary education.

4.0 PATTERN OF EDUCATION SYSTEM IN NIGERIA

The differences in the organization pattern of the educational system are not peculiars to Nigeria. Even in some developed countries with highly developed systems of education differences do occur in type structure of courses and systems.

In 1976, the Federal Government of Nigeria approved the new national policy of education. This was a great achievement for the Nigerian educational authorities to bring on a greater degree of uniformity in terms of organization. Curricular standards nomenclature course and certification. Under this policy education has been reconstructed into primary

education for 6 years. Secondary education will be in two stages of three years duration of each and university education will take 4 years. The new 6-3-3-4 systems is an important achievement for Nigerian. (Ministry of Education 1982)

In this case the students could be able to undergo functional education. The aim of this is to make them appreciate the dignity of labour. It is essential in that the incidence of drop-outs would be highly minimized by the system. Consequently, it is designed or framed to cater for varying aptitudes and capabilities as far as possible. The governing bodies of three educational bodies have been set by the Federal Government.

5.0 QUALITATIVE NEW EDUCATION POLICY

The purpose of qualitative education is to ensure that students both boys and girls alike have a flair for science and technologies subjects which will enhance or broaden the horizon of the nation's manpower development. The findings of the Federal Ministry of Education revealed that from the new educational system, the first years, after the six years of primary education, would be as a preparatory ground for all students in general secondary education core subjects incorporated with mathematics, English language, two Nigeria language, science, social studies, art and music, practical agriculture, religions and moral instruction, physics education and two pre-vocational subjects which should be chosen from woodwork, metalwork, electronics, mechanics, local crafts, home economics and business studies. Furthermore, students who leave school at the end of the three years of the junior secondary school may then go on to an apprenticeship system or to any other of out of school vocational training scheme. However, those who are able and willing would go into the senior secondary school which would be comprehensive in outlook with science and arts core subjects and technical and business education subjects as selective. At the end of the senior secondary school pupils would go direct into the university as indicated in the Federal government document. In order to achieve these laudable goals in the new secondary education Federal Ministry of Education organized national workshops and seminars on the implementation and take the programme. New syllabuses and programmes for the training of technical and vocational teachers have been taken into considerable account. By so doing, the technological take off of

the Federal Republic of Nigeria is eminent. Conscious of the fact the provision of workshop. Workshop equipment, technical and trainers. Necessary for a successful implementation of the new educational systems would involve most state governments in colossal financial expenditure which they can hardly afford from their current slim financial resources the Federal Government entered into negotiations with some technological developed countries, such as Sweden, Hungary, Romania, Bulgaria, and Czechoslovakia and to a limited extent. Britain teacher trainers on export credit long term soft loan basis, for on lending to the states that want to benefit from this scheme, with a view of removing most of the each level of educational career, the new national educational policy provides for the introduction of the continuous assessment evaluation system in order to enhance quantitative education.

Through this system the success or failure of the new curricula reforms and innovations being introduced into the Nigerian educational system can be monitored and the performance and achievements of the pupils and students at various levels of education can be assessed continuously. Shortcomings in the different aspects of the system can be easily corrected of the completer change made without serious effects. In order to help disseminate knowledge in this system of evaluation. The evaluated units of the Federal government Ministry of Education organized 12 workshops and seminars throughout Nigeria, to train teachers and teacher's trainers in the different aspects of continuous assessment.

5.1 METHOD AND MATERIAL EDUCATIONAL PLANNING

The method adopted is on the relationship of education expenditure investment 1960-1980 and years 1960-1980 in million naira. The regression equation obtained is listed below the sign of the coefficient regression is positive. This indicates that adequate provision is made for the expenditure or investment in the Nigerian Educational system.

$$Y = -0.20367 \times 10^{-3} - 0.12413 \times 10^{-3} \times X \quad R^2 = 0.89957\%$$

$$S.D (0.1154 \times 10^{-3}) \quad (0.34795 \times 10^{-2})$$

$$F (84.19\%) \quad (98.11\%) \quad (0.9623)$$

equation 1.1

It is hypothesized that this can be achieved only if the government in power will not cut down the expenditure in education.

In the content of Nigeria, the development planning started in 1946 when the ten year plan of development and welfare was initiated. This plan was

formulated by the colonial government and was highly centralized. The plans were not truly national and were not comprehensive enough. The first national development plan was prepared with specified national objectives in 1962-68. After this, the second national development plan 1970-74 whose general objectives were stated as:

1. A united strong and self-reliant national
2. A great and dynamic economy
3. A just and egalitarian society
4. A land of bright and full opportunities for all citizens
5. A free and democratic society
- 6.

The third national development plan 1975-80 has the national objectives as the second one. This was more ambitious in the scale and magnitude of projects. It seeks to accomplish, and also in the amount voted naira 30 billion compared naira 1.4 billion in 1970-74 and naira 2.366 billion in the first plan 1962-68. Educational planning was not a separate package rather it was a part of the entire national planning programme. The experience of many developed countries has shown that there was a close relationship between educational growth and increased productivity and general development. In addition to this a well developed educational system would not only lead to the production of trained and skilled manpower such as doctors, engineers, administrators, lawyers, accountants, teachers, technicians and among other things, who are required to bring about social change but would also contribute substantially to the realization of the objectives of the government as set in the national policy and development plan. The Federal Government and state ministries of education are responsible for the educational planning in the Federal Republic of Nigeria. They prepare an integrated plan for the expanding educational system at state and Federal level. However, at Federal levels, the section is solely responsible for the formulation of national objectives and the coordination of the various proposals by the state governments.

The activities of the planning division in the Ministry of education are concerned with such matters as projection of enrolments. Compilation of school statistics contracts, education costing, establishment of new schools and the expansion of the existing ones. In Nigeria, there are various difficulties facing the education the educational planners. The most notable among them include:

- a. The shortage of trained manpower, the high cost of materials and a high rate of inflation
- b. The uncertainty about the populations census, the size of the primary and the post

primary age group and the net annual population growth

- c. The difficulty of estimating the revenue that will come to the government in succeeding years
- d. The further economic development of the states and the job opportunities likely to arise
- e. The relevance of school and college curricular to Nigeria life and problems
- f. Uncertainty regarding the numbers of different categories of teachers needed at deferent levels

Furthermore, the planning of education in northern state between 1962 and 1958 was closely guided by the report of Ashby commission which based its recommendations on the following targets that achieved in 1970.

1. 25% of all children to complete primary education.
2. 10% of all children to complete primary education and secondary education.
3. 30% of the those completing the school certificate course to be given higher training.

In 1976, universal primary education scheme was launched by the Federal Government. The overall percentage of primary stendance was about 17% through in Kwara and Benue state the enrolment percentage was much higher.

NATIONAL FIVE YEAR PLANS

The third National Development plan 1975-80 had some national objectives as the second one but was more ambitious in the scale and magnitude of the projects it seek to accomplish and also in the amount vote. The World Bank Working paper on Education of 1974 maintained that besides the basic primary level which should as soon as practicable, be made available to all people. Education should be primarily geared to the upgrading of knowledge and skill's necessary for the performance of economic and developmental roles. It also recommends that a national educational system should be view as a comprehensive and integrated learning system and that in the interest of Increased productivity and social equity, education should, as far as possible be made equally accessible to all individuals. The increased expenditure in education as expected resulted in increased in enrolment in and out turn from the various levels of the educational system. Nigerian document shows that total enrolment in the secondary schools more than tripoled during the period 1960-73 while enrolment in primary schools

increased by about 60% during the same period, and that while the increased in primary school enrolment was higher in more recent years the trend was the opposite in respect of secondary schools and teacher training colleges. Nigeria document further reveals that the recent increases in primary school enrolment are higher in the educational depressed states, for example Borno, Gongola, Sokoto, Niger, Kano, Rivers and Cross River state that in Lagos, Anambra, Imo, Oyo, Ondo, Ogun and Kwara states. Student's enrolment and outturn from technical institutions especially at the postsecondary level have similarly expanded in recent years with the establishment of new polytechnics and colleges of technologies. (NUC)

To substantiate this fact, there now a college of technology or polytechnic in almost every state of the Federations, but by 1970, there were only about six of such institutions. Nigerian document shows that enrolment and out-turn in Nigerian universities also increased substantially. Between 1963-76 and 1971-72 academic years for examples, total enrolment increased by more than three fold while out-turn of graduate almost doubled between 1969-70 and 1972-73. Despite remarkable expansion in terms of increased government expenditure in education and in student enrolment and turn -out a number of problems continued to plague Nigeria's educational system.

Firstly, the structure is unbalanced as it is heavily weighted in favour of the primary level. To substantiate this fact again we noticed that 90% of the students who in recent years enrolled in the formal educational system are in primary schools alone shows the extent of the imbalance of the educational pyramid. One school leavers are steadily poured into the labour market as there are no sufficient facilities for them to further their education. The primary school level, the enrolment ratio actual enrolment as a percentage of school age population still leaves much to be desired. Further the document shows for example that primary school enrolment ratio (national average) is definitely low. The ratios are much lower in some states (less than 10%) than in others (over 70%). This again reveals an imbalance in the distribution of educational facilities in Nigeria. Another structural imbalance in the educational system is the lack of emphasis on technical education particularly at the port secondary school level, which has continued tag far behind other forms of education, despite the ever increasing demand for technical and sub-professional manpower. The dearth of this caliber of manpower is attributable party to the

inadequacy of technical education facilities and partly to the fact that generally, technical education lacks the lure and prestige of university education and does not therefore attract sufficient number of students and competent staff. In respect of university education, the major problem has been that of once-ordained expansion which leads to wasteful duplication of facilities. Furthermore, expansion of courses in the universities has been unduly weighted in favour of some disciplines to the neglect of others.

An attempt has been made to capture the status of Education system prevalent in Nigeria. This has been done by computing quantities such as transport facilities and other facilities.

An attempt has also been made to study the impact of education development on socioeconomic parameters of Nigeria. For this purpose those economic variables, such as investments have been considered which are predominant ones as well as have ready availability of time series/cross sectional data pertaining to them. Linear Regression Models have been developed to find interdependence between economic variables and education system variables. It is observed that in most cases the nature of linkage is "positive" in the

sense that with the development of education facilities to economic activity also develops. Based on this analysis the thesis also recapitulates or estimates the future needs of the Nigerian education.

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