

**INFLUENCE OF GOVERNMENT POLICIES ON THE STABILITY OF  
SECONDARY SCHOOLS EDUCATION IN YOLA NORTH L.G.A**

**BY**

**ABUBAKAR Umar  
PGDE/SCE/16/0857**

**AUGUST, 2017.**

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**A PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF SCIENCE  
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AWARD OF POST GRADUATE DIPLOMA IN EDUCATION (PGDE) IN  
EDUCATION.**

**AUGUST, 2017.**

## **DECLARATION**

I hereby declare that this project report was written by me and it is a record of my own research work. It has not been presented before in any previous application for a higher degree. All reference has been dully acknowledged.

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ABUBAKAR UMAR

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Date

## **DEDICATION**

This project dedicated to my father (Umar Aliyu) and my Mother (Hadiza Muhammed) for their love care and support during my study.

## APPROVAL

This project report titled ‘‘Influence Of Government Policies On The Stability Of Secondary Schools Education in Yola North L.G.A’’ Meets the regulations governing the award of Post Graduate Diploma in Education of Modibbo Adama University of Technology, Yola and is approved for its contributions to knowledge and literary presentation.

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## **ACKNOWLEDGEMENTS**

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## **ABSTRACT**

This study sought to examine the Influence of Government Policies on the Stability of Educational System in Secondary School Education in Yola North L.G.A. The specific objectives of the study were to determine the planning and implementation of the educational policies towards the stability in secondary education, examine the effectiveness of the influence of government policies on the stability of educational system in secondary education and determine factors affecting the implementation of government policies on secondary school education. The use of descriptive sampling technique was used for the data presentation. The findings of study include educational policy formulation in Nigeria and Area of study has a lot of implications for both educational planning and policy implementation. The educational policies had shortcoming of not taking into account of local peculiarities and not involving secondary schools across the country in the formulation. It is also essential to integrate all the good parts of earlier education policies, whether past or present, into any proposed education policy. The participatory model of planning education and formulating educational policies is the most appropriate for a multi-ethnic nation like Nigeria. There was relative solutions and amiable recommendations made on the said topic respectively.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Since independence, the demand for a well-defined national policy in education has generated much debate. This debate has led to many federal and state commissions, all of which have made recommendations that would help to eliminate the strong bias toward the traditional literary and academic subject Ozigi & Ocho, (1981).

In 1969, the National Curriculum Conference was convened which reviewed the educational system of education and its goals, and identified new national goals for Nigeria which would determine the future and direction of education in the country Nigeria Educational Research Development Council, (1972). Furthermore, the period was marked by federal government takeover of mission schools as education was regarded as a huge government venture and no longer a private enterprise. By 1976, when the states of the federation were increased to nineteen, each state promulgated an edict for the regulation of education, and its provision and management. Each state also amended the federal education law when necessary Fagbunmi, (2004). In 1976 due to substantially improved revenue position brought about by oil boom, the federal government of Nigeria, embarked on very ambitious universal free primary education (UPE) programme and expanded access into tertiary education and increase the number of unity schools in the country. the most significant changes of the period was the takeover of schools from the missionaries by the government resulting in unified educational system based on the 7-5-2-3 educational policy: 7 years of primary education, 5 years of secondary school, 2 years higher school certificate levels, and 3 years of university education. This was in the stead of the 8-5-2-3 educational policy: 8 years of primary education, 5 years of secondary school, 2 years higher school certificate levels, and 3 years of university education. Taiwo, (1980) has made reference to the ambitious nature of the national policy on education which was conceived during a period when Nigeria's national economy was at its Zenith, but born in a period of economic decline. The policy introduced the 6-3-3-4 educational system modeled after the American system of 6 years of primary education, 3 years of junior. Secondary school educational, three years of senior secondary school, and 4 years of university education Nwagwu, (2007). Although primary education was free, it was not compulsory and the policy sought to make universal free primary education (UPE) compulsory for all children as soon as it is practicable.

In 1979, a new constitution Federal Republic of Nigeria, (1979) ushered in Nigeria's second attempt at democratic governance, and legal basis of education was provided and education was placed on the concurrent legislative list. This provision for education in 1979 constitution, culminated in the first revised national policy on education Federal Government of Nigeria, (1981). In the revised educational policy of 1981, it was yet again proposed that the government would make the UPE compulsory as soon as possible. The UPE policy which eliminated school fees in 1976 aimed to have a comparatively limited impact on primary school environment in the educationally developed states, while having large effects in the educationally less developed status. The revised national policy on education Federal Republic of Nigeria (1998) prescribed a Universal Basic Education (UBE) Programme, which is compulsory for all children in the country, given into the form of nine years continued education in the form of six years primary education and three years junior secondary schooling. Consequently in 1999, the Federal Government of Nigeria, Flagged the UBE programme as a means of achieving equal educational opportunities and eradicating illiteracy. However, even though policy prescribed a compulsory UBE, it was not enforced. The federal government had adopted the national policy on Education as an instrument for excellence for affecting national development Federal Republic of Nigeria, (1998). In 2004, the National policy on Education was once more revised. Generally, the National policy on education in Nigeria is based on its dynamic model of formulating educational policies, which is adaptive to changes and most appropriate for a developing country and multi-ethnic national like Nigeria. The policy has the following peculiarities FRG, (2004).

1. It set specific objectives for the nation and its education
2. It addressed the problems of unity and laid foundation for national integration
3. It aimed at realizing a self-reliant and self-sufficient national to meet the country's developmental needs.
4. It gave a comprehensive structure of educational system and laid the foundation for the 6-3-3-4 system of education in Nigeria (i.e. six years primary schooling, three years junior secondary education, three years senior secondary school and four years university education) etc.

## **1.2 Statement of the problem**

Education in Nigeria is the bedrock of development but unfortunately, education in Nigeria is bisected with myriads of problems. These includes: poor funding and thus poor educational infrastructures, inadequate classrooms, teaching (projectors, computers and poor/pounced learning environment. In addition to these inadequacies, our school system is plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption. The condition of education in Nigeria shows that unplanned and uncontrolled expansion of the system, inadequate funding, corruption, misplacement of priority and poor management are mainly responsible for the many types of crises there are today.

Since the creation of Adamawa State, post primary schools have been established without considering how governmental policies have shaped secondary school educational. Lack of map showing the distribution pattern of the schools in the study area has made it very difficult for people to see at a glance how these schools are spread. This has necessitated the need to have a map that will show the distribution pattern of the post primary schools in Yola North L.G.A of Adamawa State. Also, to my knowledge, the use of statistical analysis to determine how and where these schools are located has not been utilized.

The organizational climate is not conducive to serious teaching and learning. Nigeria in her attempts to transform the education sector has formulated several education policies. Billions of Naira voted to transform the education sector and various policies have shown no little improvement. Instead, there is stagnation and depredations with despise illiteracy and ignorance. As observed by Obee (1983) our policies are ideas of distinguished scholars with foresight and believe in what they write for future. The problems come when translate to practical from theory. This means that the persisting low standard of education after so much input for external assistance and various education policies could not promote sustainable development in the education sector of Adamawa state. It is against the above backdrop that the following questions are posed to guide the inquiry:

1. Is there any relationship between Government policy implementation and the falling standard in the secondary school education in Yola North local government Area of Adamawa state?
2. Does lack of proper education planning affect the secondary schools education sector in Yola North?
3. Does lack of understanding of teachers on education policy contribute to underdevelopment of the secondary schools educational sector in Yola North Local Government Area?

### **1.3 Purpose of the Study**

The purpose of the study was to examine the influence of government policies on the stability of secondary school education in Yola North L.G.A. The specific objectives are to:

1. To analyze the planning of the educational policies towards the stability in secondary education in Yola North Local Government Area.
2. Investigating the effectiveness of government policies on the stability of educational system in secondary education in Yola North Local Government Area.
3. Determine factors affecting the implementation of government policies on secondary school education in Yola North Local Government Area.

### **1.4 Research Questions**

1. What are government measures in planning of educational polices of secondary school education in Yola North Local Government Area?
2. To what extent do government polices influence the stability of secondary school educational system in Yola North Local Government Area?
3. How has implementation of government policies influence secondary education in Yola North Local Government Area?

### **1.5 Research Hypothesis**

The following hypotheses:

1. **H<sub>0</sub>:** There is no significant relationship between planning of the educational policies towards the stability on secondary education.  
**H<sub>1</sub>:** There is a significant relationship between planning of the educational policies towards the stability in secondary education.
2. **H<sub>0</sub>:** There is no significant difference between the effectiveness of .government policies on the stability of educational system in secondary education.  
**H<sub>1</sub>:** There is a significant difference between the effectiveness of government policies on the stability of educational system in secondary education.

### **1.6 Significance of the Study**

The study will be significant to educational planners, teachers, student and the society at large. The research work or findings will be of benefit to the entire Nigerian community especially the citizens and students of Yola North L.G.A who seek for better learning environment for the good of education sector in Nigeria, and learners, teachers, government and the entire people within and outside it environment in which this research work was carried out.

Educational planners may inculcate policy issues in the school curriculum, student text and relevant materials for effective teaching and learning process. The study will be useful to the teacher by using policy issues to teaching for effectiveness. This study will go in suggesting way of improving the policy making process that affects student academic performance in schools there by improving the learning condition of the student. It will bring the notice of the government on various factors that affect the policies set aside on secondary school education. This would also help in providing useful information that will aid secondary schools administration in planning the school activities, and will also reduce some of the factors that affect student academic performance and suggest ways of tackling it.

### **1.7 Delimitation of the Study**

This research work titled “Influence of Government Policies on the Stability of Educational System in Secondary school Education” covering purposes which include to determine the influence of Government Policies on Stability of Educational System, examine the proper implementation of Government Policies Educational Policies, find out factors hindering implementation of the Educational Policies and to suggest strategies towards implementation of Educational Policies for stable Educational System in secondary schools in Yola North, Adamawa State of Nigeria.

### **1.8 Operational Definition of Terms**

**Policy:** in this research work, policy simply means the government plant, principle, perception of doing things, put in written to stir the affairs of educational communities to achieve their gods.

**Stability:** the state in which the schools run smoothly without any interference by external agents.

**Planning:** Planning is the process of determining in advance, what is to be done, including classification of goals, establishment of policies, mapping out of programmes and campaigns and determining specific methods or procedures and fixing day to day schedules. It is also a blue print for action towards organization goal attainment in the most effective and efficient manner.

**Implementation:** this is process of carrying out a set-aside goals and objectives of any activity in an organization, a country or community as the case may be. This can also be the act of putting planned work into operation or used to weather the goal in mind is achievable or not.

**School:** This is a place where people go and learn a particular subject or skills.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The review of literature under the chapter was based on the following sub headings:

2.1 Conceptual Framework

2.2 Planning of Educational Policies and Stability of Secondary School Education.

2.3 Government Policies on Stability of Secondary School Education.

2.4. Implementation of Government Policies and Stability of Secondary School Education

2.5. Summary of Literature Review

#### **2.1 Conceptual Framework**

##### **Historical Overview of Government Policy on Education in Nigeria**

The history of public policy on education in Nigeria would help us to view by way of comparison the standard and quality of education in Nigeria since colonial period to date.

##### **2.1 The Colonial Era**

Nigeria education policy during the colonial era was geared towards regulating the voluntary agencies efforts. The attempt of colonial masters to promote education were only in training of personnel like court interpreters, clerks and shop assistants, and the resultant effect was that the few schools were preoccupied with the production of clerks and the like. The important subjects taught at that time were reading writing and arithmetic. The colonial education policy started with Christian missions who established churches and founded primary schools in the town and villages in southern Nigeria. By 1900, some teacher training colleges were established to train teachers to head the established schools. At a later date, secondary schools were established by the mission. The education system pursuits were each local church to maintain its own school, while budget was supplemented by the fee paid by the students. Thus, the schools were owned by churches and teachers were provided by the missions. To all intend and purposes, the school is the church and the village teacher is also the village evangelist, Murray (1963).

##### **Civilian Era**

After independence in 1960, serious thought to formulate a public policy on education at all level arose. The public policy on education before the first republic was theoreticians which only performed duties which were only of benefit to the colonialist. The greatest gift of the independence was the Ashby Report which aimed at expansion of education at all levels but particularly at the university level to produce manpower for management and administrative posts.

The report was titled “Investment in Education” and was published in 1960. Some of its recommendations were, that by 1970, of 1,000 children entering the primary schools in the south, there was to be provision for all of them to complete their primary education. In the North, the target was 250 out of 1,000 to complete senior primary schooling. At the secondary level, the intake in the country was over 30,000 and some 3,500 were to go on to the south for work. In teacher education, by 1970, half of the teaching staff of the secondary schools, technical institutions and teacher training colleges to graduate as qualified teachers. The report was accepted by the federal government and steps were taken to implement its recommendations. To meet the needs of high level manpower, five autonomous universities were established in the early 1960s. These were University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Lagos, Lagos, University of Ife, Ife and University of Ibadan, Ibadan Ezenne (1980). It should be noted however that, the 1973 public policy on education was in practice before it was revised by the shagari administration between 1979 and 1983. The structure of Nigeria education system during the second republic until 1984, was six years of primary schools, five to seven years of post primary schools (Secondary, Teacher Training College), four to six years of tertiary education (College of Education, Polytechnics, Colleges of Technology and University Education).

The third republic as the case may be was a military handling over of General Mohamadu Buhari to General Ibrahim B. Babangida. The administration provided a policy of 6-3-3-4 system of education as against the old 6-5-4 system of education. The first six years according to the policy will be general basic education with pre-vocational subjects like wood work, metal work, shorthand, typewriting, book keeping and technical drawing, so that students who wish to leave the system at this stage will be employable. The next three years will be general education leading to some remarkable skills apart from training in science and will be made to learn a skill. While the last four years, will be for university education and professional courses of varying duration. The fourth republic, starting from 1999 to date has witnessed a lot of development in the education sector. The major public policy on education initiated by the dispensations under this republic is the policy of the Universal Basic Education Scheme. The scheme is to enable the foundation for sustainable life-long learning. It provides reading, writing and numeracy skills. It comprises a wide variety of formal and non-formal education activities and programmes designed to enable learners acquire functional literacy. In the Nigerian context, basic education includes primary, junior secondary and nomadic education as well as adult literacy. The implementation scheme of the Universal Basic Education programme varies as follows: September 30, 1999, the National

launching of the UBE Scheme was done in Sokoto state. October/November 1999, consultations between the Federal Ministry of Education, state government, international community and other stakeholders on areas of intervention and implementation strategies, National Mini-summit on the implementation of the scheme, production of an implementation of the UBE scheme, collation and analysis of relevant statistics. January 2000, take off of the scheme at the primary level and adult literacy level. September 2002, take off of UBE at JSS 1.

### **Military Era**

Nigeria has experienced series of military regime starting from 1966. The first military head of state (Gen. Aguyi Ironsi) however did not last in power as a result of the ethnic crisis that engulfs the army during the early period of Nigeria military rule. The regime of Ironsi therefore did not actually formulate any tangible public policy on education. What was in existence was the Ashby report which was published in 1960. The taken over of power from Gen. Aguyi Ironsi by Gen. Yakubu Gowon in 1967 brought a lot of changes in the education sector in Nigeria. The National Curriculum Conference of September 1969 was a major landmark in the history of education in Nigeria. The conference was concerned with the review of old goals and identifying new ones for the Nigerian education, so that adequate provision was made for the social and economic development of the individual and the society at large. Following the report of the conference, the federal and state ministries of education together put up a new policy for Nigerian education. In formulating a public policy on education therefore, the following five national objectives embodied in the Second National Development Plan were endorsed:

- i. A united, strong and self-reliant national
- ii. A great and dynamic economy
- iii. A just and egalitarian society
- iv. A land of bright and full opportunities
- v. A free and democratic society (National Policy on Education, 1973).

Policy is the most meticulous indicator of how the nation planned to improve or bring about those necessary developmental changes in the society through formal and non-formal manpower training and development for elevating the social, spiritual and economic well being of Nigerians. The universal primary education scheme of 1976 is a major contribution to education in Nigeria and indeed it is of immense benefit to the country in terms of mobilizing its human resources, adjusting its educational imbalance and providing equal opportunity and access to education for Nigeria children. The policy however, was

announced by the head of the military government, Gen. Yakubu Gowon in January 1974. It was to feature in the Third National Development Plan of 1975-1980. The regime of Gen. Yakubu Gowon as the case may be, did not see the reality of the Third National Development Plan as it was overthrown by the then military government of Gen. Murita/Obasanjo 1975-1979. The Universal Primary Education scheme (UPE) was launched on the 6th September 1976. The programme provides free universal primary education throughout the country. It was to become compulsory from 1979. The military government of Major Gen. Mohamadu Buhari (1983-1985) took over power from a democratically elected president, Alhaji Shehu Shagari in 1984. Within his period in power, there was no tangible change on the previous education system. The structure of Nigeria education system was 6-5-4 as it was inherited from the previous regime. Though, the regime did not last in power. The military government of Gen. Sani Abacha (1993-1998) was to make an impact on the education sector except that, he was busy trying to adopt a transition to civil rule programme which almost eat up his regime. He adopted no new policy on education. He was to follow the 6-3-3-4 policy initiated by Babangida administration. General Abdul Salam Abubakar (1998-1999) succeeded Gen. Sani Abacha. He did not last in power. He had no record of public policy on education.

Education policy issues continue to be a question of critical concern in developing countries in Africa (Tikly, 2001) as a tool for development. The relationship between education and development has been established, such that education is now internationally accepted as a key development index and it is in recognition of this importance that governments all over the world have made commitments in their countries' educational policies for their citizens to have access to education (Odukoya, 2009).

Thus from 1944 to independence in 1960 was a period of self-determination and educational expansion in Nigeria. This development formed the basis for the promulgation of the 1948 Education Ordinance, which decentralized educational administration in the country. The Colonial government additionally reviewed its ten years educational plan for Nigeria, and appointed a Director of Education as well as mapped out a clear cut procedure for assessing grants-in-aid by mission schools (Fagbunmi, 2005). At the time the educational system in the southern part Nigeria comprised a four year junior primary education, which was followed by year senior primary education and a six year secondary education, while in the more established secondary schools, the School Certificate examination was taken in Class 5 (Taiwo, 1980).

In the northern part of Nigeria, on the other hand, the school system comprised of four years of junior primary schooling, three-year middle school and secondary classes 1 to 6 and

in some places, middle school classes 1 to 6. The educational system was not uniform throughout the country. These differences notwithstanding, the 1948 Educational Ordinance was a mile stone in British colonial educational policy in Nigeria, because it was the first educational legislation that covered the whole country (Fafunwa, 2004). Ethnicity and religious differences gained a stronger foothold than that of national identity. This is despite the fact that national stability and strength depend on effective integration of plural traditions (Tikly, 2001, p. 151). Reviewing the educational policy under colonialism, the period 1944 to independence in 1960 it was a time when:

- a) the role of state and that of Missionaries in the governance of education was defined,
- b) the school system was geared towards producing the desired manpower for the civil service,
- c) introduction of universal primary education in the 1950s in western and eastern regions of the country further widened the existing education gap between the north and southern parts of the country; and

The western, Qur'anic and traditional education thrived as parallel modes with Qur'anic education being the preferred mode in the largely Muslim north amongst the rural communities.

## **2.2. Planning Of Educational Policies and Stability of Secondary School Education**

In Nigeria, educational policy at independence was most concerned with using schools to develop manpower for economic development and Africanisation of the civil service (Woolman, 2001). Further, the educational policy was narrow in scope and did not meet the hopes and aspirations of Nigerians. Criticisms of the educational policy include irrelevant curricula, obsolete methods, high drop-out and repetition rates, and the fact that many graduates were dependent, and low on initiative (Rwomire, 1998). Similarly, Uchendu (1979) identified problems that included inequality of access, rural-urban disparities, the educational gap between ethnic groups and differences in the curriculum of mission and non-mission based education.

Viewing the educational policy in Nigeria during the first 13 years of independence, the following are pertinent:

1. The influence of political change on the educational policy;
2. The roles of the Federal and states government in the regulation and control of education;

3. The promotion of education to the level of a huge government enterprise by expanding education access to raise enrolments and presumably bridge the educational gap.

The 1977 National Policy on Education was geared towards addressing the problems of educational relevance to the needs and aspirations of Nigerians as well as promoting Nigeria's unity and laying the foundation for national integration. Also, due to the high level of underdevelopment, the policy aimed at realizing a self-reliant and self-sufficient nation to meet the country's developmental needs. In order to achieve the objectives, the policy made education in Nigeria give the Federal Government's responsibility in terms of centralized control and funding of education. Such centralization was a departure from the colonial education policy of financing of education based on cost sharing between the proprietary bodies, local community, parents/guardians and the government (Ibadin, 2004).

In 1979, a new Constitution (Federal Republic of Nigeria, 1979) ushered in Nigeria's second attempt at democratic governance, the legal basis of education was provided and education was placed on the concurrent legislative list. In the revised educational policy of 1981, it was yet again proposed that the government would make the UPE compulsory as soon as possible.

### **2.2.1 National Policy on Education: Secondary Education Section**

In an attempt to use education for the benefit of all citizens in Nigeria, in terms of its relevance to the needs of the individual and the desired society, the federal Government in 1973 summoned a seminar of distinguished educational experts under the chairmanship of Chief S. O. Adebayo to deliberate on all aspects of a national policy on education. The recommendations of this seminar formed the twelve sections of the national policy on education first published in 1977 and revised in 1981. The broad aims of secondary education within the overall national objective, as contained in section 4 subsection 18 of the policy (1981, p. 16) are:

1. Provide an increasing number of primary school pupils with no opportunity for education of a higher quality, irrespective of sex or social, religious, and ethnic background;
2. Diversify its curriculum to cater for difference in talents, opportunities and roles possessed by or open to students after their secondary school course,
3. Equip students to live effectively in our modern age of science and technology;

4. Develop and project Nigerian culture, art and language as well as the world's cultural heritage;
5. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims, and live as good citizens:
6. Foster Nigerian unity with an emphasis on the common ties that unite us in our diversity;
7. Inspire its students with a desire for achievement and self-improvement both at school and in late life.

Government, therefore, planned secondary education of six-year duration in two stages; junior secondary school and senior secondary school stages, each being of three year duration. Students who leave school at the end of the junior high school stage may then go on to an apprenticeship system or some other scheme for out-of-school vocational training. The senior secondary school will be for those *able and willing* (emphasis mine) to have a complete six-year secondary education.

Since the national policy on education came into operation, it has become universally accepted as the reference point for the development of secondary education in Nigeria.

Acceptable, though the expression "able and willing" used in relation to those who are expected to enter senior secondary schools needs modification, in order that the policy implementation would bring a greater degree of social justice and equal educational opportunity to ensure the identification and development of talent vital to the requirements of a highly complex technological society. Questions need be asked whether equality of educational opportunity and selective senior secondary school can go together. Secondly, the expression "able and willing" for those going to senior secondary school appears equally questionable in a policy which aims to minimize, if not completely remove drop outs.

### **2.2.2 The Educational Policies of 1999-2004**

1. The Constitution of the Federal Republic of Nigeria (Promulgation) Decree of 1999, chapter 11, Section 18 re-states the objectives of Secondary education in Nigeria as contained in the 1979 constitution of Nigeria and the third edition of the National Policy on Education (FRG, 1998) which states the following as the objectives of Nigerian education: the inculcation of national consciousness and unity;
2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
3. The training of the mind in the understanding of the world around; and

4. The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

### **2.2.3 Implications for Educational Planning and Policy of Secondary Education**

This historical analysis of educational policy formulation in Nigeria has a lot of implications for both educational planning and policy. Most of the colonial educational policies had the shortcoming of not taking into account our local peculiarities and not involving Nigerians in their formulation. It is also essential to integrate all the good parts of earlier education policies, whether colonial or post-colonial, into any proposed education policy. The participatory model of planning education and formulating educational policies is the most appropriate for a multi-ethnic nation like Nigeria. Nigeria has about three hundred and fifty four ethnic nationalities. Each of these groups strive to get the best and a fair share of the available educational services (Fabunmi, 2003). In order to minimize conflict and protest, it is good for both educational planners and policy makers to involve adequate representatives of the society, particularly stakeholders in education, in educational planning and policy formulation.

### **2.2.4 Key Issues and Challenges For Basic Education In Nigeria**

Despite the country's national objective of providing free and compulsory basic education to all children of school age, a large number of them remain out of school (2009 EFA GMR, P.62). This trend is being reversed through government education programmes such as Almajiri Education project and other similar programmes.

The challenges facing the UBE programme in Nigeria are many and varied. They are not, however, insurmountable but rather provide opportunities for better planning and re-direction of the programme towards the achievement of the country's vision and goals in education. Some of these challenges are described below:

#### **1. Misinterpretation of the "expanded vision of UBE"**

The expanded vision of basic education espoused at Jomtien was in the earlier years reduced to a simple emphasis on putting more children into school. Most attention and resources thus went into increasing primary school enrolment and reducing gender disparities. Far less attention has been given to meeting the basic learning needs of adults and out-of-school youth.

#### **2. Structural defects in implementation mechanism**

The trend to create a Parastatal for every development challenge has caught up strongly with the UBE programme in Nigeria, and this has been further worsened by the non-

recognition of UBE as synonymous with Education for All (EFA). According to Obanya (2009), UBE was originally conceived as Nigeria's articulation of EFA, as well as its domestication. Government created a different organ to plan EFA. This he observed, is "a clear case of discordant dancing to the same musical tune". Nigeria's UBE was originally conceived with the requirements of Jomtien and Dakar in mind, and therefore there was to be a coordinated response to the challenge of basic education. This however has not been so, as there are three distinct parastatals for basic education, the Universal Basic Education Commission, the National Commission for Adult and Non-Formal Education (NMEC) and the National Commission on Nomadic Education (NCNE).

This unwieldy arrangement is replicated down to the State level. At the State level, the situation is further compounded by two other phenomena. First, the primary section of UBE is controlled by the State Universal Basic Education Board (SUBEB), while the Junior Secondary segment is under the control of a Secondary Education Board.

Second, the Chair of SUBEB is a direct appointee of the State Governor and stands on the same pedestal as the head of Education Sector in the State – the Commissioner for Education.

Consequently, there is a situation in which a State Universal Basic Education Board is headed by an 'Executive Chairman', who reports directly to the State Governor. By the Act establishing the SUBEBs, it means that a large bulk of the school system is under the direct control of the State Universal Education Boards excluding the State Ministries of Education (SMoEs).

### **3. Unified curriculum (National Prescription)**

In a federation such as Nigeria, a curriculum that fits all sizes should seriously be re-examined. This place a burden of passivity on States who no longer bother even to localize the curriculum. It is possible in Nigeria to have a common curriculum and allow for each state to add locally relevant content to it. This will illustrate a good example of the utility of concurrent responsibility arrangements as a federation.

### **4. Funding and other financial Issues**

The under-utilized of UBE Funds has become a major challenge in the implementation of the UBE programme. Several reasons have been given for non-accessibility of the funds:

- a) insufficient consultation with the states in the design and implementation of the UBE
- b) Programme, including project selection;

- c) inadequate policy coordination across three tiers of government in the implementation of the UBE programme;
- d) Lack of capacity within States to use funds in accordance with the guidelines;
- e) Complex conditions for accessing the funds and the associated bureaucracy;
- f) Lack of capacity and political will at the federal level to amend guidelines in light of experience and to drive through disbursements;
- g) The suspension of disbursements due to “sharp practices” in expenditure, which has occurred in several states;
- h) A lack of willingness of States to give counterpart funding for matching grants.
- i) Pace of disbursement on the part of UBEC which has been subject to major delays.
- j) The fact that quarterly allocations can be rolled over indefinitely does not provide a strong incentive for State governments to commit their matching funding.

#### **5. Accumulated un-accessed Funds**

Funds allocated and not accessed have become another major challenge that confronts the UBE programme. It is on record that between 2000 and 2008, the sum of N22.6 billion that had been allocated to some public tertiary institutions, State Ministries of Education and Universal Basic Education Boards by the Education Trust Fund was not accessed during the period Mahmood Yakubu publication, (2009).

#### **6. Establishing actual progress towards UBE**

This is a major challenge given the poor quality of data available at both Federal and State levels. This challenge has both political and technical dimensions. For this reason, projections based on population figures (like net and gross enrolments) have remained in the realm of conjectures. At the technical level, the human capacity is seriously deficient. There is even an attitudinal/ behavioural dimension to the problem, arising from a general apathy towards record keeping and to use facts and figures for planning and decision-making.

There is no doubt that some progress has been made in recent years in this direction in improving the data profile of the nation. The National Planning Commission in the presidency is experiencing a turn-around. The Education Management Information System (EMIS) is coming into the system, though slowly, but somewhat steadily.

#### **7. Top-down Policy Making Culture**

It is quite clear that Nigeria’s Constitution confers the control of primary education to local governments. The grip that States have on Local governments have not allowed this to happen in reality. Similarly, the Federal Government has consistently gone beyond its powers

of assistance to the States and Local Governments in Nigeria for purposes of uniform and qualitative education throughout Nigeria. Major education programmes that touch the lives of children in the states and local communities have overpowering influence and direction of the Federal Government even on issues that are best handled at the local level.

Although progress has been made in basic education provision at primary and junior secondary levels, much more remains to be done, both in quantity and quality. The quality of education given at basic education level is still adjudged below standard as evidenced in the products of this level SER, (2013). The report attributes this to lack of inputs such as qualified teachers, standard infrastructure, effective methodology of teaching, instructional materials, and effective supervision. The report states that States need to do more to improve on enrolment, attendance and transition rates, reduce repetition rates by making sure qualitative teaching goes on in schools. It recommends the recruitment of qualified teachers and regular retraining to keep them abreast of their counterparts around the world. The consequences of these issues are summarized as follows:

a) Participation in primary education is still low in comparison with primary school age population, with enrolment being particularly problematic, especially in some of the Northern States.

b) The high quality of the national school curriculum is undermined by the generally low quality of teachers to implement it, translating into low levels of learning achievement.

c) Infrastructure and furniture are inadequate and in dilapidated states; sanitary facilities and toilets are inadequate.

d) The system of collecting comprehensive, relevant data for planning is weak.

e) There are social and cultural barriers that are hindrances to female participation.

f) Lack of enforcement of the UBE Act, 2004 on enrolment and retention.

g) Non-accessing of FGN intervention funds by some SUBEBES.

h) Child labour.

i) Poverty.

j) Insecurity issues, especially in parts of the Northern States.

### **2.3 Government Policies and Stability of Secondary School Education**

The Nigeria National Policy on Education was a significant attempt not only to plan but also to develop education to such a level that it would enhance the progress of the nation. This education policy is no doubt very wonderful in theory, a dependable document, brilliantly conceived and excellently documented but still unachievable up to date. Its provisions have a foresight and dynamism which can be a relevant launching pad to

Nigerians yearning for national unity, stability and advancement of science and technological education. In practice however, only a few aspects of the policy are being realized by our leaders, the rest remain a mirage. This unfortunate situation could be blamed on lack of patriotic leadership, lack of determination on the part of policy implementers, religious intolerance or fundamentalism, ethnic chauvinism, that leads to placement of unsuitable personnel to man education sector, schools have registered more failure than success and wide spread examination irregularities has become the order of the day. It is against this backdrop that this study was embarked upon.

## **2.4 Implementation of Government Policies and Stability of Secondary School Education in Nigeria**

It is the responsibility of the government to see that educational policies are implemented to achieve results by providing enabling environments. Implementation of educational policies or plans means carrying out the decisions of government strictly so as to achieve the objectives of the plan.

### **2.4.1 Factors Influencing Policy Implementation in Secondary School Education in Nigeria.**

Resource supplies and handling have been identified as the critical factors influencing policy implementation at this level of education.

1. **Teaching personnel supplies and retention:** Teaching personnel consists of the classroom teachers and the head-teachers. It is the policy of the Federal Republic of Nigeria that the least formal paper qualification of a teacher shall be the Nigeria Certificate in Education (N.C.E), or B.Sc. holder. Unfortunately, full compliance with the national policy expectations in terms of quantity and quality is yet to be realized in Nigeria. For instance Nwakpa (2005) found that some TC II and WAEC holders are still teaching in some Secondary schools in Ebonyi State, and also found the teacher-student ratio of 1:50 in Ebonyi State. In the same vein, Osadolor (2006) found that about 74% of the teaching personnel were qualified to teach in Secondary schools in Edo State of Nigeria, and discovered that teacher-student ratio was 1:90 as against the prescribed 1:35 by the policy.

2. **Teacher Quality and Retention:** In Nigeria, education is perceived as an instrument “per excellence” for effecting National Development (FRN, 2004) while the belief and confidence in education as the process of unlocking the doors to development, it can also be hypothesized that the teacher holds the key to that door. It is agreed that no education system may rise above the quality of its teachers (FRN, 2004) also Adaralegbe (1985) asserted that

the teacher is the key person in the nation education enterprise whose quality of training could mar or improve the education results.

Starting from the point of their admission, as they enter the teacher education, training programmes, the Nigeria teachers including those for the secondary schools suffer from low morale. In the good old days training institutions had the opportunity to be involved in the process of selecting their prospective entrants for certain desirable qualities (Osadolor, 2006). Today, recruitment into the Colleges of Education and Faculties of Education is the prerogative of the Joint Admission and Matriculation Board (JAMB). So far, majority of those recruited into the teacher education programmes are generally of poor quality (Udofot, 2005). He also posited that trainees with low academic qualifications and poor JAMB scores go into teacher education, perhaps because they lack alternative professional choices. Udofot further stressed other factors that contribute towards low quality of teachers are lack of built-in-incentives, inadequate scheduling of duties and lack of support from supervisors who ought to be seen as professional colleagues. Teachers in the system are traumatized and demotivated. In this regard, he concludes that even when they retire from service, some of them are not paid their retirement entitlements till they die. He added that this phenomenon does not only affect job performance but also his psyche, hence retaining teachers on their job is difficult. The situation is that teachers stay on the job while waiting for better alternation.

#### **2.4.2 Facilities Shortage**

Facilities are the part of the major production variables in Secondary education. Facilities required at this level other than those included in educational services are furnished classrooms, science laboratories, workshops, sports equipment and even play ground. Over the years these kinds of facilities have dwindled in schools. Where they once existed they are not made available (Ajayi 2004). FRN (2004) in the National Policy in Education provides that Science, Agriculture, Home Economics and Computer Education be taught at primary level of education. But in many primary schools in Nigeria, particularly those located in the rural areas, facilities for instruction in those subject areas were never supplied adequately (Ajayi 2004). Okecha (2006), reports that in Edo State of Nigeria, out of the 23,654 classrooms required for effective learning, only 1400 or 5.9% were made available. She added that, out of the required 473076 pair of seats and Desks, only 12,900 or 12% were supplied. Facilities supply has been very epileptic, while its management has been very porous in the secondary schools. Facilities are seen as government property and are therefore handled poorly.

Nwakpa (2005) found gross inadequacies in the supply of laboratories, library; water closet, pit toilets, staff rooms, classroom in Ebonyi State of Nigeria. He further found that the few available school facilities were not adequately maintained by the concerned authorities.

#### **2.4.3 The Emerging Problems/Challenges of Secondary Schools**

Nowadays, there are a number of factors, which pose threats and challenges to policy implementation of Secondary School education in Nigeria. These problems or challenges include:

1. **Medium of instruction:** The FRN (2004) in the National Policy on Education provides that the medium of instruction at this level shall be the language of the immediate environment. But, unfortunately, what one observes as the practice is that the medium of instruction in the schools right from primary level is English language. The language of the immediate environment is completely relegated. Unfortunately, even the parents appreciate the situation, hence English language has replaced local language in many homes in Nigeria. What a pity!

2. **Increasing Number of Private Schools:** In some decades ago, private secondary schools were not popular because public secondary schools then were performing very well in terms of academics and morality. But in the last few years, there has an upsurge of privately owned secondary schools across the country, approved and unproved. Although the increasing number of privately owned schools could be seen as a vote against the public schools, the operation of these schools deserves attention. In private schools, most of which are not government approved, operate in uncompleted buildings where pupils are stocked in little spaces, ordinarily built as bedrooms.

Similarly, observations indicate that teachers in most private schools do not possess the qualifications stipulated by the policy. Thus, the inadequacies found in majority of these private secondary schools are enough to attract serious government attention.

3. **Politicization of the Secondary Education:** The politicization of secondary education in Nigeria in recent years has been identified as one of the factors giving rise to crises in the implementation process of secondary education policies. In terms of control, the external bodies in charge of management of secondary education are the State Ministries of Education through the offices of the Chief Inspectors of Education. There are other interventional bodies established to ameliorate the problems of the public secondary school system. They include the Local Government Basic Education Board. As usual, appointments into the governing boards and councils of these bodies are often politicized. Serious considerations may be given to professionalism and competency at the Federal level. At the State and Local Government

levels, appointments into these bodies are mainly based on political consideration. This is because the governing boards of these bodies are seen as the juicy; as a result, appointees into the boards are cronies of the state chief executives and party loyalists. The over bearing influence of government extends beyond the composition of these boards. It is visible in the recruitment and promotion of teachers. It should be noted that politics and intrigues can only breed incompetence and arises in the system management particularly at the schools level. In effect, policy implementation is in jeopardy.

**4. Admission and Graduation of Under Aged Children:** The required age of those entering secondary school is also Ten years. But nowadays children aged 8-9 years are admitted into our private owned secondary schools contrary to the government policy on secondary education. Private owned secondary schools no longer allow their student to spend up to six years but just five years or even four years. Thus, producing under-aged secondary school graduates, that is pupils between the ages of 13-14 years. This phenomenon is a distortion of the policy and has serious educational implications for the management of the system. In this circumstance, teachers and school heads are being compelled to dish instructions to under –aged children.

**5. Examination Malpractices:** Certification at the secondary schools is expected to be based only on Continuous Assessment and to be done locally by the principals of the schools. Unfortunately however, the prevailing practices are that certification is done on the basis of examination administered for the purpose by the state’s ministry of education. Most times the conduct of these examinations are usually shroud with malpractices, a phenomenon which has rendered most Nigerian certificates worthless. Visits to examination centers or halls reveal massive examination malpractices in Nigeria secondary schools. It is highly contended that no problem is as threatening to the secondary education as that of examination malpractices. It shall be too devastating if the practices are not checked, controlled and eliminated at all cost at this level of education. This is because subsequent levels of education would be built on porous foundation.

Examination malpractice is a product of corruption and social decay of the Nigeria society. This situation has become a pull-down factor in the policy implementation efforts in the schools. As things are now there may be no immediate solution to this ugly phenomenon. This is because; teachers and even parents are collaborators in the shameful game of examination malpractice. The situation is likely to be worsened when eventually head teachers start to issue certificates locally. At that time, certification especially favourable good grades are likely to be on “cash and carry” basis.

6. Yes, it is a fact that private sector participation in the provision of secondary education is on the increase. As a private business, it is profit driven and client controlled. This situation coupled with the need to keep children busy beyond 2.00pm as their mothers remain at work has forced many private school owners to introduce after school lesson. Since after school lesson have become a veritable source of additional financial resources to the school and the teachers, many public schools in the urban areas have joined in the practice. Although the policy did not specify the number of hours which constitute a school day, the extension of the school day by a minimum of about two hours can be counter productive. As the popularity of “after school lessons” increases in the secondary schools, there is need for a more result oriented management approach in the circumstance. This should be with a view to enhancing productivity and protecting the physiological and psychological development of the child.

7. **Foreign Language Orientation:** A growing practice in some secondary schools particularly those founded to meet the needs of children of the elites, is the teaching of many foreign languages. In these schools, apart from English, French German, Dutch, Italian languages are taught at the expense of our local languages, which the national policy on education stressed should be properly taught and used as a medium of instruction. In this country, people emulate elites a lot, rightly or wrongly. Therefore, in the near future, it is envisaged that management of secondary schools will be contending with the burden of making provisions for instructions in foreign languages. The schools will be compelled to do so in order to remain relevant in the contemporary society.

8. **Dwindling Collaborative Efforts:** The management of the schools is not the sole responsibility of the head teachers and their colleagues. It was in this regard that the Parents – Teachers-Association, school committee Board of Governors were formed and encouraged as collaborative out fits in school management. The FRN (2004) gave impetus to this when it stated that government welcomes and encourages the participation of local communities, individuals and organization”. Until in the recent years, these collaborative out fits were used to source for resources for schools. This was to ensure the provision of teachers where they were found to be under supplied or inadequate, and in some schools, dilapidating buildings were rehabilitated, while obsolete equipment were replaced.

9. **Indiscipline in schools:** There are a lot of problems relating to indiscipline in Nigeria secondary schools. Edem (1982) states that indiscipline is a violation of school rules and regulations, and it is capable of obstructing the smooth and the orderly function of the school system.

## **Empirical Review**

National policy on education and several coordination mechanisms have been put in place to ensure that the highest standards are maintained in curriculum, infrastructure and manpower development. Successive government has tried to address the issue of educational development through some educational-related programmes and policies (Ogboru 2008).

Serious policy formulation process, which started with bargaining, is an exceedingly important feature of policy process for without a “minimum winning coalition”. Policy formulation process which requires a far greater dependency upon descriptive or behaviour theory (how individuals actually proceed in formulating policy rather than upon normative theory, how individuals should proceed). Policy formulation consists of three (3) processes: decision making, management and policy revision. One generally assumes that, the implementation, management and readjustment of policy to internal and external changes are major features of policy formulation (John, 2007). John (2007) further argues that, decision-making is not the same with policy formulation but feature of it. Decision-making is specifically a cognitive activity, it is essentially to recognize the most fundamental pillar of policy formulation. Meaning that, there is no best solution to a policy problem. Policy implementation is as important as plan itself. A policy that cannot be implemented is equivalent to planning without fact. It involves transformation of resources to reality. In other words, all the objectives of a policy must also be linked to the instrument of execution Amdi (1980). In execution of a policy, monitoring techniques must be worked out such that, when it is allowed, the implementer can carry out the ideas to its logical conclusion Sagasti (1976).

However, in economy like Nigeria, there are many problems or obstacles that prevents against mutual relationship between policy and implementation. This include what may be called bureaucratic red-tapism, poor monitoring techniques, inadequate resources, the inter-play of market forces, for example, effects of prices on implementation of policy, dominant vices like corruption greatly affects implementation. According to Charles Reich (1971), resources especially public type usually diverted to private gain of implementers through such practices, attitudinal behaviour of bureaucrats in terms of work commitment, poor results, disorientation, attitude, inefficient decision making process and lack of adequate control on the part of government apparatus.

Ware (1994), opined that, education policies have an important role to play in the progress of any nation that aspired towards development. A conflict which deserves attention seems to arise in the promotion of education for development purposes vis-avis population control activities as regards finance. This is because Nigeria’s desire to improve the education sector has increased. Utibe (2001) asserted that each of the policy existed and was established by

different government administration and was criticized when a new government rides into power. Bauer (1976) acknowledged that, regardless of one's perspective about true policy, a parameter – shaping action that is given serious consideration is more difficult to arrive at and at the same time difficult and important to study. Any good policy must have the following features:

Graham Allison (1971) said policy is articulated planning. A plan is a guideline designed to achieve a given objective. A plan may be normative or developmental. When it is normative, it is largely a guideline to monitor those who execute the plan, while a developmental plan is geared towards development. Obee (1983) said that, policies are written by knowledgeable proposal writers, who have foresight and believe strongly in what they write for the future. The problem however comes when translating theory into practice.

## **2.5 Summary of the Literature Review**

It is necessary to examine briefly the present system of education and its immediate past in order to appreciate the nature, causes and magnitude of the different types of changes in the system. The National Policy on Education (NPE) popularly referred to as the 6-3-3-4 system, was introduced in 1977 and then revised in 1981 (Federal Republic of Nigeria, 1981). It marked a radical departure from the British system of education which Nigeria inherited at independence in 1960. Basically it adopted the American system of 6 years of primary education, 3 years of junior secondary school, 3 years of senior secondary school, and 4 years of university education. Primary education is free, but not compulsory. Junior secondary education is supposed to be free, but it is not yet so in any of the 36 states in the federation. The transition from primary to junior secondary education was planned to be automatic but many states conduct competitive entrance examinations since the available junior secondary schools cannot accommodate all the aspirants. A major emphasis in the NPE is the teaching of pre-vocational subjects to all students at the junior secondary level.

Examination malpractices take place under such an environment. Any education system that emphasizes growth and expansion without due regard to the development of reliable sources of funding, an adequate supply of trained teachers for different academic programmes, infrastructural facilities to accommodate natural and stimulated increases in school population and a dynamic economy to absorb its graduates from the schools is laying the seeds that will, on germination, create an environment in which all types of crises will flourish. Such is the experience of the Nigerian education system.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter deals with the procedures, techniques and strategies employed in the study. It specifically covers such sub topics: research design, area of the study, population of the study, sample and sampling techniques, instrumentation, validation of the instrument, reliability of the instrument, methods of data collection and methods of data analysis.

#### **3.1 Research Design**

The research design adopted in this research work was descriptive research design. Descriptive research design involves collecting data in order to test hypotheses or to answer research questions concerning the current status of subject of study. The essence of adopting this method was to allow the researcher to observe the nature of the variables under consideration, collect data and to easily analyze and interpret them to produce answers to the various research questions raised in the course of the study.

#### **3.2 Area of the Study**

The geographical area of the study is Yola North Local Government Area of Adamawa State. Yola North government Area is located in the central zone of Adamawa state, boarding with Yola south local government area from the East and Girei local government to the north. Majority of the population are civil servants constituting about 60%, while business Men/women constitute about 30% of the population, the remaining 10% are farmers and fishermen.

#### **3.3 Population of the Study**

The population of the study consists of all the teachers in all the secondary schools in Yola North L.G.A.

**Table 3.3 Selected samples from the population**

S/No	Name of Schools	No of Schools	No of Teachers
1	Capital Day Secondary School Yola	1	26
2	G.M.M.C Secondary School Yola	1	38

3	Government Girls Secondary School Yola	1	32
4	Doubeli Government Day Secondary School Yola	1	23
5	Old G.R.A Government Secondary School Yola	1	34
6	Federal Government Girls Secondary School Yola	1	42
7	Government Day Secondary School Gida Bawa	1	28
8	Ladi Atiku Girls Secondary School Yola	1	31
	<b>Total</b>	<b>8</b>	<b>382</b>

**Source: Field Survey.**

### 3.4 Sample and Sampling Technique

The sample for this study was 195 teachers, selected using stratified proportionate sampling technique. Stratified proportionate sampling was chosen because the teachers in the secondary schools have special features common to them.

To determine the sample size, the formula as presented by Yammen (2009) was applied. The formula is given as:

$$n = \frac{N}{1+N(e)^2}$$

Where:

- n = sample size
- N = total population
- E = the level of significance (5%)
- 1 = constant area

The level of significance = 5% = 0.05

$$n = \frac{382}{1+382(0.05)^2}$$

$$n = \frac{382}{1+382(0.0025)}$$

$$n = \frac{382}{1+0.755}$$

$$n = \frac{302}{1.755}$$

$$n = 195$$

Stratified sampling technique: this will be done in order to group the respondents into different strata, while simple random sampling was used to select the respondents from the selected schools. This will give all the elements equal chance of being chosen. The sample size was 195 teachers from eight schools within the local government area.

### **3.5 Instrumentation**

The research instrument used for this study was the researcher developed questionnaire titled **Influence of Government Policies on the Stability of Secondary School Education**. The questionnaires will be structured on closed ended format with five point likert scale as follows: SA- Strongly Agree, A- Agree, UN- Undecided, D-Disagree and SD- Strongly Disagree. The questionnaire seeked information on the influence of government policy and stability of secondary school education.

### **3.6 Validation of the Instrument**

The instrument that was subjected to validation. Three experts from Science Education Department determined the appropriateness of the questionnaire items. The instrument was validated for both face and content validity. The copies of the initial questionnaire was also given to experienced teachers from secondary school for vetting. This modifies and reconstructs the questionnaire items and rates the relevance items with the purpose of meeting the objectives of the study. This formed the basis for drafting the final copy of the questionnaire, which was finally used for the study.

### **3.7 Reliability of the Instrument**

This is a measure of the degree of consistency of the instrument. The reliability will access the correctness and appropriateness of the questionnaire to collect the needed data from the teachers of the selected secondary schools. Test-retest method was used to determine the reliability of the instrument which was tested on 30 students from a school in Yola North. It was corrected by spearman brown proficiency formula and a reliability coefficient of 0.75 was obtained.

### **3.8 Method of Data Collection**

An introductory letter was collected from the researchers department (Science Education Department, Modibbo Adama University of Technology, Yola). To help establish report and facilitate the administration of the respondent involve the study. A total of 195 questionnaires were produced and administered on the subject (sample) directly by the researcher. The

questionnaires were collected on the spot to ensure that no questionnaire gets lost. Only correctly fill or completed questionnaire was used for the data analysis.

### **3.9 Method of Data Analysis**

The data were organized and analysed using mean scores and standard deviation method to answer the research questions. The Z-test statistics was used to test the two null hypotheses at 0.05 level of significance.

Mean Range Decision

3.50 – 4.00 – Strongly Agree- (SA)

2.50 – 3.49 – Agree-(A)

1.50 – 2.49 – Disagree- (D)

0.00 – 1.49 – Strongly Disagree (SD)

**CHAPTER FOUR**  
**DATA PRESENTATION AND ANALYSIS**

The chapter present the data collected from the field which was analysed.

**4.1 Data Analysis and Presentation**

The responses for the questionnaire were categorized as follows:

Strongly Agree	=	5
Agree	=	4
Undecided	=	3
Disagree	=	2
Strongly Disagree	=	1

**Research Question 1:** What are government measures in planning of educational polices of secondary school education in Yola North Local Government Area?

**Table 4.1: Mean rating (x) and standard Deviation (SD) of the Respondent of government measures in planning of educational polices of secondary school education in Yola North Local Government Area (N=195)**

S/N	ITEMS	MEAN	SD	DECISION
1.	Proper planning has significant influence on the stability of secondary education.	3.62	0.49	Strongly Agree
2.	Rapid unplanned expansion of secondary education of the system negatively influenced government policies.	3.60	0.49	Strongly Agree
3.	Educational expert does not actively get involved in any planning process due to political reason.	3.59	0.49	Strongly Agree
4.	Government does not adequately fund stakeholders responsible for planning process.	3.48	0.49	Agree
5.	A major problem of teacher's active participation in planning process arising from lack of government intervention.	3.44	0.51	Agree
6.	Frequent changes in educational policies negatively influenced the stability of secondary school education.	3.51	0.49	Strongly Agree
7.	Political interference by the government unrealistic	3.53	0.53	Strongly

	promises lead to unstable policies of educational system in secondary education.				Agree
8.	Factors like socio-cultural belief negatively influenced government policies towards stability of secondary education.	3.44	0.50		Agree
9.	Faulty statistics negatively influence government policies towards the educational system in secondary education.	3.48	0.51		Agree
10.	Lack of political will on the part of political leaders lead to unstable educational system in secondary education.	3.48	0.51		Agree
11.	The implementation of educational policies has not received much support from the government.	3.44	0.51		Agree
<b>Grand Mean</b>		<b>3.52</b>	<b>28</b>		<b>Strongly Agree</b>

**Key:**

**Mean Range Decision**

**3.50 – 4.00 – Strongly Agree- (SA)**

**2.50 – 3.49 – Agree-(A)**

**1.50 – 2.49 – Disagree- (D)**

**0.00 – 1.49 – Strongly Disagree (SD)**

The data presented on table 4.1 revealed that all the 11 items had their mean ranged from 3.44 to 3.62. This showed that the means were above the cut-off point of 2.50 indicating, therefore, that the respondents agreed that the items were the perceived government measures in planning of educational polices of secondary school education in Yola North Local Government Area.

**Hypothesis I:**

There is no significant difference ( $P < 0.05$ ) between the mean responses of significant relationship between planning of the educational policies towards the stability on secondary education.

**Table 4:2 Z-test of mean responses on government measures in planning of educational polices of secondary school education in Yola North Local Government Area.**

	Mean	SD	N	DF	Z-cal	Z-crit	Decision
Government	3.62	2.843	195	2			
Secondary School	2.32	2.038	195		3.16	1.96	Accept

The result in table 4.2 above reveals that the calculated value  $z$  (3.16) is greater than the critical value of  $z$  (1.97) at 0.05 level of significance, degree of freedom (df)= 2. This means that there is a significance difference between the mean responses of government measures in planning of educational policies of secondary school education in Yola North Local Government Area.

**Research Question 2:** To what extent do government policies influence the stability of secondary school educational system in Yola North Local Government Area?

**Table 4.3: Mean rating ( $\bar{x}$ ) and standard Deviation (SD) of the Respondent of government policies influence the stability of secondary school educational system in Yola North Local Government Area (N=195)**

S/N	ITEMS	MEAN	SD	DECISION
1.	Delayed of implementation of policies turn cases unstable in educational system particularly in secondary school.	3.56	0.52	Strongly Agree
2.	Frequent change of government affects educational policies in secondary school.	3.49	0.51	Agree
3.	Funds entrusted for policies implementation were stolen for self-aggrandizement.	3.63	0.48	Strongly Agree
4.	Most of the data in Nigeria are grossly inadequate due to political reasons before implementation.	3.66	0.48	Strongly Agree
5.	The curriculum implementation in Secondary School is partially done.	3.58	0.50	Agree
6.	Adequate teaching facilities are essential factors for effective implementation of curriculum contents.	3.52	0.49	Strongly Agree
7.	Instructional materials facilitate implementation of curriculum content	3.53	0.50	Strongly Agree
8.	Keeping of up-date record by teachers facilitate curriculum implementation in schools.	3.44	0.54	Agree
9.	Student participation encourages curriculum implementation in Secondary School.	3.48	0.51	Agree
<b>Grand Mean</b>		<b>3.53</b>	<b>.27</b>	<b>Strongly Agree</b>

The data presented on table 4.3 revealed that all the 9 items had their mean ranged from 3.44 to 3.53. This showed that the means were above the cut-off point of 2.50 indicating, therefore, that the respondents agreed that the items were the perceived extent at which government polices influence the stability of secondary school educational system in Yola North Local Government Area.

**Hypothesis 11:**

There is no significant difference ( $P < 0.05$ ) between the mean responses of significant relationship between There is no significant difference between the effectiveness of government policies on the stability of educational system in secondary education.

**Table 4:2 Z-test of mean responses of government policies on the stability of educational system in secondary education.**

	Mean	SD	N	DF	Z-cal	Z-crit	Decision
Government	3.53	2.278	195	2			
Secondary School Teachers	2.27	2.278	195		3.53	1.96	Accept

The result in table 4.2 above reveals that the calculated value z (3.53) is greater than the critical value of z (1.97) at 0.05 level of significance, degree of freedom (df)= 2. This means that there is a significance difference between the mean responses of government measures in planning of educational polices of secondary school education in Yola North Local Government Area.

**4.4 Summary of Research Findings**

Based on the four research questions and hypothesis formulated and the data analyzed. The following findings were made:

1. This historical analysis of educational policy formulation in Nigeria and Area of study has a lot of implications for both educational planning and policy implementation.
2. Most of the educational policies had shortcoming of not taking into account of local peculiarities and not involving secondary schools across the country in the formulation. It is also essential to integrate all the good parts of earlier education policies, whether past or present, into any proposed education policy.
3. The participatory model of planning education and formulating educational policies is the most appropriate for a multi-ethnic nation like Nigeria. Nigeria has about three hundred and fifty four ethnic nationalities. Each of these groups strive to get the best and a fair share of the available educational services (Fabunmi, 2003).
4. In order to minimize conflict and protest, it is good for both educational planners and policy makers to involve adequate representatives of the society, particularly stakeholders in education, in educational planning and policy formulation.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The Study focused on the Influence of Government Policies on the Stability of Educational System in Secondary School Education in Yola North L.G.A Nigeria: problems and solutions. The study stressed on various definitions of planning, implementation of educational policies in Nigeria over the years. It stressed much on various problems inhibiting policy implementation in our secondary schools. The study finally ended with some recommendations as solutions in solving the identified problems confronting educational policy implementation in secondary schools in Nigeria.

#### **5.2 Conclusion**

The study dealt with planning and implementation of secondary school education policies in Nigeria. Shortage of facilities supply is an impediment to the success of implementation of policy on secondary school education matters. Also poor maintenance of the four available educational resources in our secondary schools is a very big bottleneck to the success of implementation of educational policies, so the few available resources should be maintained adequately. All the stakeholders in secondary education should cooperate adequately in all matters concerning secondary schools in Nigeria in order to see that the goals of secondary schools education are achieved. Finally, the recommended solutions in this study if judiciously and religiously respected, all the cobwebs surrounding implementation of Secondary school education policies in Nigeria will be brought under control.

### **5.3 Recommendation**

Based on the findings of the study were made the following recommendations are:

- 1) Adequate human resources for (teachers) to match with the teeming school population orchestrated by the policy of free and compulsory secondary school education.
- 2) Government should see that adequate school facilities are provided to enhance teaching and learning.
- 3) Secondary school principals should see that thorough internal school supervision is carried out periodically in order to make teachers to work very hard.
- 4) External supervision should be made effective to ensure that schools are properly managed by the concerned authorities.
- 5) All hands must be on deck to see that examination malpractice is totally checked, controlled and brought to the lowest elbow or barest minimum if not eliminated completely.
- 6) Absenteeism especially on the part of teachers should be checked by ensuring that those who do not come to school are adequately surcharged and quarried by the concerned authorities, while students could be subjected to serious manual work or and suspension. Suspended student should be made to bring their parents with a letter of undertaking.
- 7) Principals found wanting could be demoted, suspended punished, withdrawn and redeployed to school board.
- 8) Since a free education is a capital intensive project, the concerned authorities should prepare to map out adequate financial outlet for the implementation of the programme, if we want the policy to succeed.
- 9) The ministries of education in various states of the federation should ensure that every private owned secondary school is compelled to obey all the stipulated policies concerning secondary education in Nigeria, while the recalcitrant ones should be closed down on the ground of disobedience. A servant cannot be greater than his master. Thus, no private owned secondary school is greater than the government. After all laws are made for people to obey or face the wrath of the law.

### **Suggestion for Further Research**

- (1). The present study should be replicated in another local government area or extended to cover the entire state.
- (2). Influence of government policies on special education can be investigated.
- (3). Impact of government policies and gender on secondary school education.

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**APPENDIX A:**

Department of Science Education  
School of Technology and Science Education  
Modibbo Adama University of Technology, Yola  
August, 2017

Dear Respondents,

**QUESTIONNAIRE FOR RESPONDENTS**

I am a Student of the above mentioned institution studying Postgraduate Diploma in Education (PGDE) presently undertaking a project research on the topic “ **Influence Of Government Policies On The Stability Of Educational System on Secondary School Education in Yola North L.G.A** “. Therefore, I would like you to honestly fill the questions contained in this questionnaire.

You are assured that the responses you provided will be strictly used for academic purpose and it will be treated with utmost confidentiality. Thanks for your anticipated cooperation.

Yours faithfully,

**ABUBAKAR UMAR**

PGDE/SCE/16/0857

**Influence of Government Policies on the Stability of Educational System on Secondary School Education in Yola North L.G.A**

**Instructions:**

From the list of options labeled, select only one option by ticking [✓] in the space provided to indicate the extent to which you agree with the statement.

**SECTION A:**

**PERSONAL DATA**

**1. Gender**

(a). Male [ ]

(b). Female [ ]

**2. Age**

(a). 20-30 years [ ]

(b). 31 – 30 years [ ]

(c). 41 – 50 [ ]

(d). 51 and above [ ]

**3. Academic Qualification**

(a). HND or NCE [ ]

(b). B.Sc. [ ]

(c). M.Sc. [ ]

(d). Others [ ]

**Instruction:** Please state to what extent you agree or disagree with each of the statement by ticking (✓) appropriately the column responding with your response.

**Note:**

- SA = 5 points
- A = 4 points
- UD = 3 points
- D = 2 points
- SD = 1 points

**Section A**

Proper Planning of Educational Policies and Stability of Secondary School Education.

S/N	Item Questions	SA	A	UD	D	SD
1	Proper planning has significant influence on the stability of secondary education.					
2	Rapid unplanned expansion of secondary education of the system negatively influenced government policies.					
3	Educational expert does not actively get involved in any planning process due to political reason.					
4	Government does not adequately fund stakeholders responsible for planning process.					
5	A major problem of teacher’s active participation in planning process arising from lack of government intervention.					

**Section B**

Government policies and stability of secondary school education system

S/N	Items Questions	SA	A	UD	D	SD
6	Frequent changes in educational policies negatively					

	influenced the stability of secondary school education.					
7	Political interference by the government unrealistic promises lead to unstable policies of educational system in secondary education.					
8	Factors like socio-cultural belief negatively influenced government policies towards stability of secondary education.					
9	Faulty statistics negatively influence government policies towards the educational system in secondary education.					
10	Lack of political will on the part of political leaders lead to unstable educational system in secondary education.					

### Section C

Implementation of government policies on secondary education

S/N	Item Questions	SA	A	UD	D	SD
11	The implementation of educational policies has not received much support from the government.					
12	Delayed of implementation of policies turn cases unstable in educational system particularly in secondary school.					
13	Frequent change of government affects educational policies in secondary school.					
14	Funds entrusted for policies implementation were stolen for self-aggrandizement.					
15	Most of the data in Nigeria are grossly inadequate due to political reasons before implementation.					

### Section D

The level of curriculum implementation in Secondary School Education is below standard.

S/N	Item Questions	SA	A	UD	D	SD
16	The curriculum implementation in Secondary School is					

	partially done.					
17	Adequate teaching facilities are essential factors for effective implementation of curriculum contents.					
18	Instructional materials facilitate implementation of curriculum content					
19	Keeping of up-date record by teachers facilitate curriculum implementation in schools.					
20	Student participation encourages curriculum implementation in Secondary School.					

## APPENDIX B

TABLE 3.1

Table 3.1 the Number of Schools and Teachers

S/No	Name of Schools	No of Schools	No of Teachers
1	Capital Day Secondary School Yola	1	26
2	G.M.M.C Secondary School Yola	1	38
3	Government Girls Secondary School Yola	1	32
4	Doubeli Government Day Secondary School Yola	1	23
5	Old G.R.A Government Secondary School Yola	1	34
6	Federal Government Girls Secondary School Yola	1	42
7	Government Day Secondary School Gida Bawa	1	28
8	Ladi Atiku Girls Secondary School Yola	1	31
Total		8	254

Source: Field Survey 2017