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thesis entitled

RELATIONSHIPS BETWEEN EDUCATIONAL OBJECTIVES
AND THE OPINIONS OF PROFESSIONAL EDUCATORS
AS COMPARED WITH ACTUAL SECONDARY SCHOOL
PRACTICES IN OGUN STATE, NIGERIA
presented by

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1978

RELATIONSHIPS BETWEEN EDUCATIONAL OBJECTIVES AND THE OPINIONS OF PROFESSIONAL EDUCATORS AS COMPARED WITH ACTUAL SECONDARY SCHOOL PRACTICES IN OGUN STATE, NIGERIA

Ву

Samuel Olu Medahunsi

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ABSTRACT

RELATIONSHIPS BETWEEN EDUCATIONAL OBJECTIVES
AND THE OPINIONS OF PROFESSIONAL EDUCATORS
AS COMPARED WITH ACTUAL SECONDARY SCHOOL
PRACTICES IN OGUN STATE, NIGERIA

Вy

Samuel Olu Medahunsi

This study attempts to discover the extent to which secondary schools in Ogun State of Nigeria are trying to accomplish the national secondary school objectives.

The study describes four secondary schools particularly from the point of view of their history and curriculum; it details and discusses the national secondary school objectives in Nigeria and detects attitudes and opinions of teachers and administrators in the schools toward the school programs and toward the national objectives. It identifies barriers to attainment of the objectives as perceived by significant school and ministry personnel and provides information useful to appropriate personnel as they assess the effectiveness of the current programs and plan new programs in Ogun State.

To accomplish these goals, two different instruments were employed in data gathering. The first instrument was structured to extract in-depth information to describe the schools, their staffs and students and further clarify their programs and practices. The second instrument consists of carefully constructed questions which relate

to Nigeria's secondary school objectives. These questions were the result of an organized compilation of educational goals obtained through review of pertinent literature from a variety of sources. Respondents were asked to rate these objectives according to their importance and extent of their implementation in each school. The data used were collected from secondary school teachers and administrators in Ogun State and distinguished Ministry personnel in the Federal and nineteen other State Ministries of Education.

Letters were written to accompany all questionnaires. The content of the letters included the purpose and procedure of the study, a statement of support for the study and an invitation to recipients to participate. Prior to the researcher's departure to Nigeria, letters and subsequently, telegrams were sent to all school principals asking for permission to conduct the research. Two agencies were also contacted by mail. These were: the Nigeria Educational Research Council whose secretary wrote a letter to accompany all questionnaires and the Ogun State's Ministry of Education whose permanent secretary provided the researcher with a letter of introduction to all schools.

The tangible data collected from this exercise were carefully analyzed, using the Statistical Packages for the Social Sciences (SPSS) computer technique at

Michigan State University.

In so far as the evidences resulting from the data can be trusted, the study found that emphasis on the implementation of educational objectives is weak in respect to their perceived importance as rated by respondents. The schools are currently plagued with an acute shortage of teaching personnel both in quantity as well as in quality. These shortages are uneven among the schools. In addition to a shortage of supplementary teaching materials, it was also found that the school authorities lack genuine effort to utilize community resources. These and other problems have resulted in teachers' dissatisfaction and have led to students' lack of interest with consequent problems in discipline across the schools.

Dedicated to the entire Secondary School Pupils in Nigeria

ACKNOWLEDGMENTS

On the title page of this study, one author is given credit for the final product. In reality, a dissertation is the product of the efforts of the author, the guidance committee, former instructors, research consultants, respondents, typists, friends and family. While space will not permit me to acknowledge the assistance and encouragement of all, I would like to give special thanks to those who have contributed directly or indirectly to make this study a reality.

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CHAPTER I

THE PROBLEM

Introduction

It was the recognition of the crucial importance of education that motivated the former Western State

Government of Nigeria (part of which now forms the Ogun State) and some private individuals to embark on a vast program of secondary education including the Ijebu-Ode

Grammar School in 1913, the Mayflower School in 1956,

Comprehensive High School Aiyetoro in 1962, and the Luba

Comprehensive Secondary School in 1972.

These schools are representative of four different periods in the development of Nigeria's educational system: the period of missionary activities, the period of active government participation, the post self-governing periods, and the post independence era. On the one hand, these schools were intended to represent a new development in the nature and organization of the educational pyramid in Nigeria. On the other, they were the pivots around which the educational system would develop. They were to represent the point where corrective action was to be taken to arouse the interest of students and challenge their abilities, to acquaint students with various academic and occupational skills which would make them better equipped as they entered

the labor force, and to raise the level and standard of education for those who would move into upper secondary and higher education.

Need for the Study

Evidence obtained from pertinent literature such as the UNESCO World Survey, report of the Seminar of 1973, the National Curriculum Conferences and related publications by the Federal Ministry of Education in Lagos show that all 19 current Nigeria State Governments and numerous Boards of Education are seeking the development of goal-based planning and evaluation systems. The public increasingly demands to know what is happening in the schools before they will approve and support educational programs. The current research project aims at helping school leaders to do the following:

- make decisions about what the school should teach;
- 2. plan long-range educational development and
- evaluate effectiveness of regular and experimental instruction.

Making Decisions About What the School Should Teach

In Nigeria today, there is a growing movement to involve students, teachers, school board members, parents,

¹Tai Solarin, <u>Mayflower: The Story of a School.</u>
John West Publication Limited, Lagos, Nigeria, 1970, p. 2.

professionals and local community citizens in determining both elementary and secondary school curricula. If this is to be channeled into constructive paths, it is necessary that educational objectives be classified for better understanding. It is hoped that this research project will prove an important resource in improving the effectiveness of personnel in determining goals and objectives.

Long-Range Planning and Educational Development

If events during the past seventeen years of Nigerian independence have proved anything, it is that potential benefits of educational experimentation and development are not being fully realized. This is, at best, disconcerting in view of the millions of Naira poured into educational development at all levels of schooling. It seems evident that without clear, unambiguous and consistent statements of objectives, the ability of Nigerian

²Babs A. Fafunwa, "The Need For A Systematic Curriculum Development Process in Nigeria," <u>Guidelines on Primary School Curriculum</u>. Nigeria Educational Research Council, (Nigeria), April 26 - May 8, 1971, p. 18.

³J.D. Lee, "The Practical Training of Teachers: A Survey of Techniques," West African Journal of Education. Vol. XVII, No. 2, June 1973, p. 195.

Governor Mobolaji Johnson, (Former Military Governor of Lagos State) "Education; Big Plan for Expansion,"
Daily Times. Monday, March 31, 1975, pp. 16 - 17.

school systems to determine the effectiveness of various innovations is virtually nil. It is hoped that this project will result in a set of organized educational objectives so comprehensive that they will represent most of the desired learning.

Evaluating Effectiveness of Regular and Experimental Instruction

Educational objectives provide a resource for schools to improve the quality of their research and evaluation. 5

By identifying commonly accepted and validated objectives in conventional learning areas such as English and mathematics, experimental program methodologies can be varied to better achieve the same goal. With common goals it is also possible to use common measuring instruments, which conform to the selected objectives. This will ensure greater measurement validity and eliminate problems of interpretation which often arise when goals vary from one program to another.

Crucial to evaluation of regular instructional programs are well defined objectives in all areas. 6 These objectives should provide comprehensive coverage of curricula areas to

⁵O. Ozoro, "Introducing Technology into Nigerian Secondary Schools: The Philosophy, Objectives and Pattern,"

West African Journal of Education. Vol. XVII, No. 2, June

1973, pp. 243 - 244.

⁶J. M. Akintola, "Means and Ends," Base Paper I, National Secondary Curriculum Workshop, Lagos, 9th - 23rd September 1973, p. 3.

assist schools in developing goals and evaluation programs appropriate for almost every program commonly offered.

Statement of the Problem

This study attempts to determine the extent to which secondary schools in Ogun State of Nigeria are pursuing objectives consistent with national goals.

Since their founding, some of these schools have been controversial possibly because of the lack of information available regarding what the schools were really doing.

The opposition arose from traditional concepts of secondary school academic standards, from fear of lowered standards and of changes in the education system that would result from the institutional innovation.

Even today the philosophies, aims and objectives of these schools remain obscured from the Nigerian public.

Currently available literature offers little insight into the particular achievements and difficulties of the schools.

One of the most recent articles on the secondary schools in Ogun State was a doctoral thesis presented to Washington University in 1973 by Michael Olanrawaju Alafe-Aluko. His study was a critical analysis of

Michael Olanrewaju Alafe-Aluko, A Critical Analysis of Aiyetoro Comprehensive School. (Thesis, Ph.D.) Washington University, 1973, p. 1.

Aiyetoro Comprehensive School "in its historical setting from March 1962 up to October 1972." This ten-year historical overview is seen as a basis for an inquiry into what these schools are doing.

Long before the adoption of "Universal Primary Education" (UPE) on September 3, 1976, the government began to express support for some of the schools.

"...In the interest of national unity and security, the Federal Government is resolved to promote an expanded, diversified and comprehensive system of secondary education supported by Federal funds."8

Institutions of secondary education across the country are now designed along the comprehensive lines established by some of these secondary schools. For example, secondary programs will be moving toward expansion to absorb a greater proportion of primary school graduates with less examination screening. In his new series "Education and Employment in Nigeria", the former Western Nigeria Minister of Education Professor S. Oluwole Awokoya, has pointed out that ultimately the schools are to have adequate physical facilities to permit the intake of 1000 students per institution. In

⁸ Federal Government of Nigeria, Educational Develop-1961-70. Sessional Paper No. 3 of 1961, Lagos, Government Printer, 1961, p. 5.

⁹ UNESCO, World Survey of Education V. UNESCO, Paris 1971, p. 291.

¹⁰ S. Oluwole Awokoya, "Education and Employment in Nigeria," Sunday Sketch. (Nigeria), Sunday, March 23, 1975, p. 9.

addition, some existing grammar schools are to be reconstructed and reequipped with a view to updating their quality. The Nigerian Government has decided to reduce fees in all secondary schools and "peg" them at the same level throughout the country. Vocational and technical training have been given top priority (along with academic studies) consistent with skilled manpower requirements of the economy. 12

Accordingly, some of the secondary schools of Ogun State stand at a significant crossroads. Programs in other schools are now going to be promoted on the basis of their experience, but adequate information about this experience appears lacking. It is likely that benefits might be derived - both for the new schools in Ogun State and for the extensions being promoted by the Nigerian Government - if better understanding could be reached about the present experiences, achievements, problems, and prospects of the new schools in terms of government expectations. This task will be accomplished by:

- documenting the National Secondary School objectives of the Federal Republic of Nigeria;
- comparing school practices with the stated national objectives; and

UNESCO World Survey, op. cit. p. 922.

¹² S. Oluwole Awokoya, op. cit. p. 9.

3. identifying possible roadblocks in the schools in their efforts to achieve the national objectives.

Significance of the Study

The significance of this study encompasses the following:

- 1. The documentary aspects of the study will serve a number of purposes:
 - a. it will describe the practices that exist in four secondary schools;
 - b. it may spot trends and detect weaknesses;
 - c. it will disclose differences in the practices of selected schools and will evaluate the relationship of National Secondary School objectives to what is being taught;
 - d. it will determine the attitudes and interests of related teachers, administrators and selected Ministry personnel toward the new secondary schools programs and toward the national objectives;
 - e. it will set priorities, based on the opinions of professional educators, for the National Secondary School Objectives.
- 2. It may help determine the strengths or weaknesses of the new secondary schools in Ogun State.
- 3. It will appraise and can offer recommendations designed to strengthen the new secondary school programs in Ogun State in particular, and other Nigerian States in general.
- 4. If individual secondary school programs are to be evaluated and improved and if comparisons are to be made among them, a common body of information needs to be collected and maintained. This study will contribute to that end.
- 5. As an initial study of secondary school objectives in Ogun State, it can provide information that will prove valuable to appropriate personnel as they assess the effectiveness of current programs and plan future programs.

Statement of the Delimitations

This study will be concerned with the educational objectives, processes and outcomes in selected secondary schools in Ogun State. It will investigate what is and what is not included in the programs and solicit information about school subjects and time allotments for such subjects.

This study does not sample all secondary schools either in Nigeria or in Ogun State. It focuses on four secondary schools of the latter because of their establishment at different periods in the history of education in Nigeria.

The findings may suggest conclusions about the programs in the selected secondary schools, but without comparisons with other types of post-primary institutions in other Nigerian States, the findings will not be all-inclusive. The findings will be representative of the identified secondary schools in Ogun State.

This study assumes that all answers to the questionnaire will be sincere and forthright. The questionnaire will be confined to teachers and administrators of selected schools and Permanent Secretaries and/or Principal Inspectors of Schools in nineteen Nigerian State Ministries of Education.

The study assumes that respondents will be able to discern and report accurately information related to programs in which they are currently engaged.

Definition of Key Terms

The National Curriculum Conference: refers to a body of people appointed by the Nigerian Government to review school curriculum in 1969 and 1973 respectively at both elementary and secondary levels.

The National Manpower Board: refers to a body appointed by Nigerian Government, to consider the manpower situation in Nigeria. Its primary duty is to delineate major manpower problems with which the country is concerned.

West African School Certificate: refers to the basic level for access to higher education. It is awarded after six to seven years of primary followed by five years of secondary education. Holders of the school certificate are eligible for concessional entrance examinations conducted separately by each university or may enter the sixth form to obtain the higher school certificate.

National Secondary School Objectives: refers to a statement of condition or action which specifies ideals the Nigerian Government considers desirable and worthy of achieving for school programs in secondary education. This term is used interchangeably with school goals throughout this study.

<u>Priorities:</u> refers to those things of such importance to the Nigerian Government that they become concomitant to all aspects of the educational program in the

secondary schools e.g. the secondary school objectives.

The Nigeria Educational Research Council: is an autonomous body primarily concerned with curriculum development for various levels of education in Nigeria.

The Science Equipment Center: refers to a body of government designed to help secondary schools with the maintenance and repair of science equipment on a free basis. Its officials travel around the country to run courses for science teachers and laboratory attendants on school laboratory management.

The Language Center: refers to a body of government responsible for the learning and teaching of languages within Nigeria, particularly in so far as this is integral to the whole process of curriculum development. Among its main objectives is to develop and encourage the development of materials for teaching both English and the various Nigerian languages.

The National Book Development Council: refers to a body established by the government to expand the production of books to meet the growing needs of the country's educational program and to ensure ready availability of books in the country's areas of need.

Ministry Personnel: refers to Permanent

Secretaries and/or Principal Inspectors of Schools in the

20 Nigeria Ministries of Education. The latter term is

also used interchangeably with Senior Inspectors of

Education in different states in Nigeria. They are

government representatives directly concerned with the

education of youth in Ogun State.

<u>Professionally Trained Teacher(s):</u> refers to graduates of a teacher training college.

Respondent(s): refers to the members of population identified in the study.

Secondary School(s): refers to any institution offering instructions from class I to class V or "upper six" (7th to 12th grade).

Secondary School Teacher(s): is applied to any member of the teaching staff of a secondary school regardless of degree possessed, training acquired, subject taught or status held.

Comprehensive Secondary School: refers to schools developed along multiple lines. It is intended to be a combination of modern, grammar, technical and secondary schools all existing in one school. Any school that offers courses beyond the arts and the sciences is, in the Nigerian setting called a "comprehensive school".

The Research Questions

This study is designed to assess principals', teachers', and Ministry Personnel opinions regarding the practicality of the National Secondary School Objectives and how they feel any obstacle might be overcome. The study seeks to answer the following questions.

1. What are the national philosophy and objectives for education in Nigeria?

- 2. What are the national objectives for secondary education in Nigeria?
- 3. What agreement exists between the stated national secondary school objectives and the actual school practices?
- 4. What barriers are perceived (by significant personnel) to be standing in the way of attainment of national objectives?

Statement of the Procedures

This study will be descriptive:

- it will describe four schools; it will indicate how much importance respondents believe is or ought to be attached in those schools to each objective;
- it will describe the practices of secondary schools in Ogun State;
- it will identify barriers to the realization of national objectives as perceived by respondents and
- 4. it will make recommendations for improved programs in Ogun State and in other Nigerian schools.

Kinds of Data

Instruments (see Appendices) were designed to elicit vital statistics such as student and teacher populations, the school curriculum, trends in enrollment, audio-visual materials, teachers' academic backgrounds and experience, success or difficulty in achieving stated objectives and the role of outside agencies in achieving the objectives. Included were questions to measure how much emphasis ought to be placed on each of the

national secondary school objectives. Information was obtained from participants indicating how well they perceive the school is fulfilling each objective.

The instruments also solicited information concerning any additional objectives respondents might deem important for Nigerian secondary education.

Sources of Data

The data required for this study were collected from the following sources. A list of national objectives for secondary schools was derived by reviewing authoritative sources, including the Report of the UNESCO World Survey of Education, Report of the Curriculum Conference of 1969, Report of the National Secondary School Curriculum Workshop of September, 1973 and related publications by the Nigeria Educational Research Council.

Data relating to the relative perceived importance in efforts of schools to achieve their goals were obtained from the questionnaire responses of school teachers, school administrators and Ministry personnel.

Methods of Securing Data

The four schools studied can be considered representative of secondary schools falling within the following areas:

- 1. a rural agricultural area; (Mayflower School);
- a rural small town; (Comprehensive High School, Aiyetoro) and
- 3. an urban area. (Ijebu-Ode Grammar School).

 Luba Comprehensive School is located approximately two miles away from a major city.

It is assumed that the opinions of school personnel in these diverse areas will represent a cross-section of secondary schools in Ogun State. These schools range from the oldest to the newest in the history of education in the country.

the early pioneering schools are different from later private or government schools. 13 The earlier ones were few and far between. Later ones came between 1906 and 1930. There were only six secondary schools in what was then the Western State of Nigeria. Ijebu-Ode Grammar School came during this period. Between 1930 and 1945, the number of these schools increased to fourteen.

Between 1946 and 1960, the number rose to 207. It was then the Mayflower School came into being. The period of most rapid growth was the five years between 1960 and 1965 when 138 grammar schools were founded. During this period, the Comprehensive High School Aiyetoro was also

¹³ Tai Solarin, Ibid p. 2.

founded. The Luba Comprehensive School in 1972 was a late comer in the scene. It will be regarded as a private school.

Instruments were developed to describe each school as a unit. Questionnaires were administered to school teachers and school principals on their school premises during a regular working day. The questionnaire was administered by the investigator. Telegrams were sent to all schools to alert personnel to the investigator's visit. Questionnaires were mailed to the Ministry Officials in the 19 Nigerian State Ministries of Education and the Federal Ministry of Education through the Nigeria Educational Research Council. Each was accompanied by a stamped self-addressed envelope.

Letters accompanied all questionnaires. Content of the letter included a statement of support for the project and the purpose and procedure of the study. Letters also invited recipients' participation. Copies of letters and questionnaires are to be found in an appendix. Details will be given in a later chapter.

Data Analysis

In analyzing these data, statistical packages for the Social sciences (SPSS) computer system were used.

Since the study is descriptive and exploratory in nature, data are presented in tabulated form showing Means, Standard Deviations and Rankings to allow for descriptive comparisons.

Statistical tests were not performed because of unequal number of respondents representing teachers, administrators and Ministry personnel. The means and standard deviations were too close to call for such tests. More details are given in a later chapter.

SUMMARY

The recognition of the importance of education has lead to an ambitious program of secondary education development in Ogun State during the last century.

Evidence from literature shows that Nigeria wants to develop a goal-based planning and evaluation systems, yet, her educational philosophies and objectives remain obscured from the Nigerian public. So far there has been no research to alleviate this problem.

Secondary education across the country are now designed along the comprehensive lines, established by some schools in Ogun State but adequate information about this experience appears lacking. Both the new schools and the extention being promoted may benefit if better understanding could be reached about the present achievements and problems of the new schools in terms of government expectations.

This study will bridge this gap by assessing school and Ministry personnel opinions regarding the practicality of the national secondary school objectives and how they feel any obstacle might be overcome.

CHAPTER II

BACKGROUND LITERATURE

Introduction

The field of secondary education impacts upon many disciplines as it grows and assumes significance in a society. The following review of research and literature will be generally limited to concepts in secondary education emphasizing efforts of individuals and the State or Federal Governments of Nigeria to link the education of secondary pupils to individual, national, economic and social development needs.

The present review has been organized around six topics. These include the national secondary school objectives, education and nation building, school enrollment, manpower production and youth employment, manpower development and the introduction of vocational and technical subjects into the secondary school in Nigeria.

Nigeria Educational Research Council, "Curriculum Guidelines for Primary School Social Studies Program,"

Report of the National Workshop on Primary Education.

April 26 - May 8, 1971, p. 262.

The National Secondary School Objectives

An examination of the literature reveals that the National Objectives for secondary schools in Nigeria have been stated at different times in various reports.

The most comprehensive statement was made by the National Curriculum Conference in their 1969 report. It was reiterated in a number of subsequent publications including the one released by UNESCO in 1971, in Fafunwa's New Perspectives in African Education published 1967 and reprinted in 1971, in the Reports on the Supply of Secondary Level Teachers in English Speaking Africa, edited by Dr. Hanson in 1973, in the report of Skapski and Somade entitled

"A Demonstration Comprehensive School for Western Nigeria" and in the newly published government

²A. Adaralegbe, ed. <u>A Philosophy for Nigerian</u>
<u>Education.</u> Proceeding of the Nigeria National Curriculum
Conference, 2 - 12 December, 1969, Ibadan, Heinemann
Educational Books, (Nigeria) Ltd., 1972, p. 40.

³UNESCO, <u>World Survey of Education</u> Educational Policy, Legislation and Adminstration; UNESCO, Paris, 1971, p. 921.

A. Babs Fafunwa, New Perspectives in African Education. Macmillan & Co., (Nigeria) Ltd., 1971, p. 51.

⁵J.W. Hanson, ed., <u>Supply of Secondary Level</u>
<u>Teachers in English Speaking African Countries.</u> Michigan
State University, 1973

⁶A. Skapski and B. Somade, "A Demonstration Comprehensive School for Western Nigeria," West African Journal of Education Vol. VI, No. 2, June 1962, pp. 69-79.

white paper, The National Policy on Education of the Federal Republic of Nigeria 1977. It is assumed by this study that educators in Nigeria recognized that well-stated objectives are essential to professional improvement of schools. However, little research has been done to determine needs or the importance of school goals in the country.

Approaches to secondary program evaluation may vary from one study to another. However, authors agree that three conditions undergird most approaches to evaluation. These are: (1) a statement of objectives of the school program. These objectives should be stated in a manner which permits measurement and verification through observation. (2) Criteria should be developed to measure progress toward attainment of these objectives. They will include specific activities and practices provided to realize the objectives. (3) Collection of assessment data to determine progress toward the objectives in accord with specified criteria. This will be dealt with in a later chapter

Related Research

At this time in Ogun State and in all of Nigeria, it appears that no specific research has been ventured to answer questions about secondary school objectives. Such questions need to be fielded in order to determine whether or not agreement exists between the National Secondary School Objectives and actual secondary school practices in

Ogun State. They (the questions) need to be fielded to help determine whether an equal opportunity for quality secondary school education is available for all children as referred to in the National Policy of Education (Section 4: 18 a & b).

Part of the problem in locating research relating to the proposed study is explained by the fact that there is little research in the United States dealing with the utilization of secondary school objectives or with agreement between national objectives and school practices.

The use of educational objectives in Nigerian schools has become an inherent part of the school system and no one apparently regards objectives as crucial factors worthy of special treatment. Educational goals in general however, are constantly being written and evaluated in the United States.

Olanrewaju Alafe-Aluko has produced an important document that will continue to stimulate research in Nigerian education. 8 In his study of the "Demonstration Comprehensive School, Aiyetoro" he traces and analyses the historical development of that institution along with

⁷Federal Republic of Nigeria, <u>National Policy on Education</u>. Federal Ministry of Information Printing Division, Lagos, Nigeria, 1977, p. 10.

⁸M. Alafe-Aluko, "The Historical Development of the Comprehensive School, Aiyetoro, Nigeria," Thesis (Ph. D.), Washington University, 1973.

similar institutions in Great Britain, the United States and Sweden. In his analysis, the author shows the influence of practices in these countries on the new Nigerian secondary school and considers its development and its advantages when compared with the traditional grammar school. Outlining the changes which have taken place over a ten-year period, the descriptive account points out some of the difficulties of a bilateral educational plan between the United States and Nigeria.

As a point of departure from its predecessors, this study describes four schools and considers their practices as related to the national secondary school objectives. Although the authors of previous research attempt to show the positive role the school has played in the education of Nigerian youth, it remains to be seen how the educational objectives affect the achievements or failures experienced to date. This study will bridge that gap and will serve as an extension of inquiry into secondary education in Nigeria.

The Alafe-Aluko study is an historical analysis of a single school which was established by the former Western State Government of Nigeria in cooperation with the Ford Foundation, USAID, and the Harvard Graduate School of Education. On the one hand, any conclusion drawn from the study can only be generalized to one

⁹M. Alafe-Aluko, op. cit. p. 352.

"heavily financed" post primary institution. On the other hand, the experiences of personnel in privately sponsored schools such as Mayflower or Luba or Ijebu-Ode Grammar School which have less financial support, may not be the same. On this study examines four secondary schools in differing social and geographical environments. As a descriptive study, it also uses survey questionnaires to solicit information from concerned school teachers, school administrators of the four schools and Permanent Secretaries and/or Chief or Principal Inspectors of Education from all the nineteen Nigerian States.

Education and Nation Building

Patrick Van Rensburg believes and has emphasized in a study conducted in another African country (Serowe, Botswana), that the secondary schools should provide basic literacy skills to remedial cases as well as providing normal academic instruction at every class level. We can find support for the emphasis in the words:

"A school should not only try to cater for the academically less bright and academically bright; it should help to prevent the creation of a "status structure" in society... The post primary school students must be equipped not only with the commitment to fight ignorance and disease paralyzing their fellowmen but also be equipped with knowledge and skill to personally solve the problems facing their country."

 $^{^{10}}$ Tai Solarin, op. cit. pp. 1 - 20.

¹¹ Patric Van Rensburg, Report From Swaneng Hill. Almquist & Wiksell, Sweden, 1974, pp. 27 - 28.

Nigeria's second National Development Plan has linked education with nation building. 12 In its 23rd chapter the plan identifies current problems in secondary schools as: 1) low enrollment: 2) lack of quality education; 3) shortage of teachers and 4) lack of coordination. 13 For example, while Nigeria required more than 57,150 workers trained at the secondary level for jobs ranging from the professions to technical and craftsmen in 1970, her total supply was only about 15,146 leaving a gap of about 42,004. 14 Even if the shortfall of 42,004 did not increase over time, with only 2,000 trained each year it would take approximately 21 years to bridge it. But, as industry develops in the country new job opportunities arise and the gap tends to widen each year unless the educational system can develop a means of increasing the output of secondary-trained personnel (Appendix B-1 Table 22). It was against this background that the new secondary school idea was conceived with the deliberate intention of bridging the gap between the number of jobs available and the number of persons trained to fill

¹² Federal Republic of Nigeria, Second National Development Plan 1970 - 74. Lagos, Federal Ministry of Information, 1970, p. 240.

¹³ loc. cit.

¹⁴National Manpower Board, op. cit. pp. 35, 45.

the jobs. If the school populations continues to increase as indicated above and if the secondary school is to be linked with national development, well defined objectives backed by a sound educational philosophy are essential as a vehicle for quality programs.

School Enrollment

Statistics indicate that secondary school capacity in Ogun State has not been able to keep pace with growth in the number of elementary graduates, even with the current increase in annual intake. There has been a great upsurge in education in the whole country during this decade. Universal (Free) Primary Education (UPE) was launched in September 1976, increasing the number of secondary enrollees drastically. More secondary schools have been opened. More are scheduled to be established and/or expanded to absorb the primary school graduates. Even the universities increased from six in 1974 to 13 in 1977. Dr. A. Adaralegbe's report on the former Western Nigeria takes note of the enrollment for 1970. There were 77,374 students. His trend study shows that primary school enrollment increased by 8.4% while secondary grammar school enrollment increased by 18.5%. The population of primary graduates in secondary

¹⁵J.W. Hanson, ed., Report on the Supply of Secondary School Teachers in English Speaking Africa. Michigan State University, 1973, p. 42.

grammar school increased by 20% in 1970 while the number of primary school graduates in other secondary institutions rose by 31.0%. 16 (Appendix B-1, Table 23). A projected estimate of secondary school enrollment for 1975 was expected to add up to 155,100 students at "upper limit" and 136,960 students at "lower limit". 17 (Appendix B-1. Table 24). Due mostly to the introduction of Universal Primary Education (UPE), secondary school admission will double, if not triple, within the next six to ten years. As the student population continues to grow, so will the educational, vocational and personal social problems in the schools. There is no question about the need for well-documented educational objectives which will enhance flexibility in Nigerian School Programs and help them better cope with the floods of new enrollees.

Manpower Production and Youth Employment

The Manpower board has observed that the Federal Government of Nigeria places particular emphasis on the production of high-level manpower with a bias towards science and technology. 18 Of grave concern to the public

¹⁶ loc. cit.

¹⁷ loc cit.

National Manpower Board, Manpower Study No. 2,
Nigeria's High-Level Manpower 1963 - 70. Nigerian National
Press, Apapa, p. 1.

in Nigeria today is the lack of job prospects of secondary school leavers. Omoboriowo associates this problem with the academic traditions of the colonial era which, for many years, have dominated the Nigerian systems.

In a recent article published by the Daily Times of Nigeria, Ocho points out the continuing problem of unemployment of school leavers in Nigeria.

"If we are to continue in our present system of education which makes school-leavers unwilling to remain in the village and engage in the occupation, trade and craft of the locality, then unemployment will multiply several times its present size." 20

Unemployment problems can be traced back to the research published in 1963 in which Dr. Albert Mcqueen examines the aspirations and goals of Ibo and Yoruba youth as well as their outlook for the future. The author looked at the characteristics of students at different secondary schools in the former Southern Nigeria. His findings reveal that unemployment among secondary school leavers is due to "governments and governmental officials not executing their responsibilities properly". 21

¹⁹ Akin Omoboriowo, "My Type of Education for Nigeria," Nigerian Tribune. Thursday, March 13, 1975, p. 4.

²⁰ Lawrence Offie Ocho, "Unemployment of School-Leavers," Daily Times. Nigeria, Monday March 8, 1976, p. 7.

²¹ Albert J. McQueen, Aspirations and Problems of Nigerian School-Leavers. Institute for Social and Economic Research, University of Ibadan, 1963, p. 35 - 42.

He also identifies unemployment with the pervasive characteristic of education to create an imbalance between the development of primary and secondary education and to the community surrounding them. McQueen's report states that the immediate problem of a Nigerian secondary school student is to find a job, "any job" which will provide enough earnings to meeting his/her needs. It was argued that this problem stems from lack of wageearning unskilled jobs in the modern sector of the economy and the small income to be gained in "traditionbound" peasant farming. In congruence with Ocho's article, McQueen asserts that "the Nigerian school leavers are not opposed to farming per se; the determining factor in their attitude toward farming is whether it is in the traditional or modern mode". About 67.3% of his respondents considered the latter as highly desirable. This would mean that the Nigerian Government, according to the author, can easily entice these young school leavers back to the land if the conditions of work and income are favorable. 22

 $^{^{22}}$ Albert J. McQueen, op. cit. pp. 35 - 42.

"There is no more merit in having read a thousand books than in having plowed a thousand fields. There is no more merit in being able to attach a correct description to a picture than in being able to find out what is wrong with a stalled In each case it is special knowledge. motor car. The stockbroker has his knowledge too and so has the artisan. It is a silly prejudice of the intellectual that his is the only one that counts. The True, the Good, and the Beautiful are not the prerequisites of those who have been to expensive schools, burrowed in libraries and frequented The artist has no excuse when he uses others with condescension. He is a fool if he thinks his knowledge is more important than theirs and an oaf if he cannot comfortably meet them on an equal footing". 23

Manpower Development

The second and third Development Plans place a high priority on manpower development as a key to effective economic growth. For example, the Federal Government White Paper on Educational Development for the period (1961 - 70: 235) was primarily based on the concept of education as a means of producing trained workers in sufficient numbers with varying skills to enable the Nigerian economy to dispense with assistance from outside.

"It is now known that while there are critical manpower shortages in some fields, particularly the scientific, technological, agricultural and some of the teaching fields, there is an overproduction of high-level manpower in other areas". 24

The National Manpower Board's Report of 1963-70

Somerset Maughan, The Summing Up. New York: Double-Day, 1938.

²⁴ UNESCO, World Survey of Education V UNESCO, Paris, 1971, p. 915.

reveals that a major purpose of secondary school is to satisfy the economy's need for Nigerian youth with some measure of secondary education. At its meeting in 1962, the Board considered a report of the secretary of the manpower situation in Nigeria. The report outlined some of the major manpower problems with which the Federation of Nigeria was confronted. It was emphasized that manpower planning, training and effective utilization must receive continuous consideration to ensure rapid economic progress. The need to assist the schools in formulating specific objectives relating to course offerings and subsequently establishing relevant vocational programs become evident. At present, choice of educational program in the State of Nigeria is left to chance or parental dictation.

"Nigeria cannot afford to leave education to the whims and caprices of the individual choice. Available resources for development are highly limited. Public policies in the field of education must therefore take full account of the needs of the country in terms of development, manpower and skills". 26

²⁵ National Manpower Board, op. cit. 1 & 2.

Federal Republic of Nigeria, Second National

Development Plan. (Lagos) Federal Ministry of Information,

1970.

Vocational and Technical Education

The pairing of vocational and technical education programs with manpower requirements has often been a major challenge.

Taiwo has made a number of suggestions for the development of vocational and technical training in Nigerian secondary schools. His suggestions were intended to make sense of what he felt was the muddled thinking implicit in any discussion of merging practical training with academic studies. 27

A popular journal, The Nigerian Teacher, once carried a record of efforts and achievements in prevocational and technical education in Nigerian schools. 28 Fresh efforts by the government in the 50's led to the establishment of few trade centers, technical schools, farm institutes, craft schools, modern schools and an experimental comprehensive school. The Ashby Commission devoted a section of its report to vocational and technical education in Nigeria's primary and secondary schools. 29 The government responded some years later

²⁷C.O. Taiwo, "Pre-Vocational and Pre-Technical Education in Schools," West African Journal of Education. Vol. XVIII, No. 1, Feb. 1974, pp. 33 - 38.

The Nigerian Teacher, Nos. 1 - 9, Nigeria, Lagos, Education Department. 1970.

²⁹ Sir Eric Ashby et. al., <u>Investment in Education</u>. Lagos, Government Printers, 1960, p. 18.

in its Nigerian Enterprises Promotion Decree of 1972 (popularly known as the Indigenization Decree), which stated that priority should be given to training in technology and industry. The intent of the Decree was to increase participation by Nigerians in the development of the country.

Under the auspices of the Ford Foundation,

Adam Skapski led the Comparative Technical Education

Seminar which made copious recommendations on vocational and technical education in Nigeria.

Uka affirms that it is the duty of schools to provide youth in secondary schools with the educational experiences relevant to their future vocational plans. Uka justifies his statement by referring to the traditional family training which is fast fading away. This he claims will necessitate a school program within which Nigerian children can learn some general skills which will be useful for gainful employment outside the family. Such a program, he suggests, should consider the childrens' background.

Nigerian Enterprises Decree 1972 - Decree No. 4, Lagos. Government Printer, 1972.

Adam Skapski et. al., Report of the Comparative Technical Education. Lagos, African Education Press, 1966.

"The problems and circumstances of the Nigerian children are different. They need not only theoretical knowledge but also how to apply that knowledge to the solution of the problems of everyday life". 32

Taiwo believes that trades in schools should be relevant to the environment with respect to resources and occupations.

... Many villages lack the essential services of carpenters, electricians, masons, radio mechanics, blacksmiths, shoe repairs, watch repairs and agricultural mechanics. 33

Taiwo is not only concerned with the relevancy of school programs to the pupils' needs, like Seymour Wolfbein he also advocates the use of local materials and stresses the importance of guidance and counselling teachers in all schools including the secondary schools. 34

According to Uka, ³⁵ challenging content of the secondary school program in the new Nigerian secondary schools cannot be overemphasized. To the author, the plan for each student should not be a listing of courses, rather, it should be an inventory of experiences which will best help him attain his occupational goal. In

³² N. Uka, "The Nigerian Youth and Vocational Education," West African Journal of Education. Nigeria, Vol. XVIII, No., Feb. 1974, pp. 39 - 43.

³³C.O. Taiwo, op. cit. p. 35.

³⁴ Seymour L. Wolfbein, "Informational and Counselor Needs in the Transition Process". From School to Work. Washington, April 1976, p. 178.

³⁵N. Uka, op. cit. p. 41.

addition, Ewart Brundrett has suggested a co-operative program between schools and industries and recommended that full-time industrial co-ordinators be utilized to act as student counsellors during work experience. He proposed that student enrollment be guided by the needs of the participating companies. 36

Fafunwa states that vocational and technical education, as integral parts of the total educational program, embrace the concept that each individual "must learn to function effectively" in a minimum of six life roles: learner, individual producer, citizen, consumer and family member. 37

Using the producer role as a focal point, it is held that vocational and technical education provides, within the curriculum, learning experiences to develop the attitudes, knowledge and skills which allow each pupil to perform successfully in an occupational role and to assist him in related life roles. ³⁸ Learning experience is believed to center around four major objectives:

- to enhance learning about oneself as a basis for career decisions;
- to provide awareness and exploration of potential vocational and technical fields;

³⁶Ewart Brundrett, "Co-operative Education for Students of Applied Science and Technology," West African Journal of Education. Vol. 18, No. 1, February 1974, pp. 45-54.

³⁷ A. Babs Fafunwa, op. cit. p. 77.

³⁸Ibid, p. 77.

- 3. to provide vocational preparation in occupational clusters, leading to competencies for employment and for further education and
- 4. to develop advanced competencies needed for effective performance in a specific vocational area. 39

Ozoro reiterates that the infusion of vocational and technical education into the secondary school curriculum can make both education and life more meaningful. 40 Ogusiobo suggests that such infusion can help the learner to:

- "1. experience some opportunities for success and thus grow measurably in self-assurance and self-concept;
 - develop positive attitudes toward others and appreciate individual differences among people;
 - 3. be equipped after graduation with the vocational and technical skills, self-understanding, and vocational and technical decision-making skills which are essential for making a successful transition from school to work and maintain a role of productivity in Nigeria". 41

Ohikhena's article on vocational and technical education was based on two premises:

³⁹Ibid, p. 77.

^{400.} Ozoro, "Introducing Technology into Nigerian Secondary Schools," West African Journal of Education. Vol. 17, No. 2, June 1973, p. 242.

O.N. Ogusiobo, "Implication of Vocational Education Programs for the Nigerian School System," West African Journal of Education. Vol. 17, No. 1, February 1973, p. 52.

- that systematic and mass application of technology is indispensable if Nigeria in particular, and Africa in general, is to attain self sustained national development and
- 2. that educational objectives should be aimed at developing technology if we want to assume a dominant role in national development. 42

In agreement with his colleagues, Ohikhena sees no other way to fit secondary school leavers to life than through vocational and technical education. "Vocational education is a new culture". The condition for rapid development now taking shape in Nigeria, the author notes, requires the penetration of modern techniques into all fields of daily life. Like Brundrett, Uka and Taiwo, he suggests the selection of content in this area be consistent with local circumstances with the immediate and future needs of the state in mind. Mouele of the UNESCO Regional Office was saying the same thing when he wrote:

"By introducing technology in general education programmes, a new scientific outlook will be created which will allow young Africans to participate actively in the making of history rather than just submit themselves to it. It will be a way out of the 'lazy attitudes' which feed on superstition and irrationality". 43

T.O. Ohikhena, "Introducing Elementary Technology into Secondary Education in Nigeria," West African Journal of Education. Vol. XVIII, No. 1, February 1974, p. 25.

⁴³ E.N. Mouele, The Introduction of Technology Into General Secondary Education in Africa. Dakar, UNESCO Regional Office for Education in Africa, 1970.

In order to meet this demand efforts at vocational and technical education at the secondary level, he notes, need to be intensified.

The Role of Agriculture

Ogun State of Nigeria consists of Abeokuta and Ijebu Provinces with state headquarters at Abeokuta. It is bordered in the north by Oyo State, in the east by Ondo State, in the south by the Lagos State and in the West by Benin (formerly Dahomey).

Ogun State is generally an agricultural area, in which root crops are produced for the home market. Other crops such as palm oil, cocoa and rubber are grown for sale overseas. Bush fallowing (a process by which an area of bush is cleared by hoe, cutlass or fire, cultivated for three to four years until the soil begins to lose fertility and then abandoned for a new patch of land) is dominant in Ogun State. There is market gardening around the big towns.

Some farms in Ogun State are quite large in relation to simple implements used. The unit of work is usually the family. There are also a few plantations and cooperative farms. While the hoe remains the most common farming tool, other forms of machinery are now widely used.

It is considered that schools in Ogun State will benefit from increased agricultural training.

Dr. Adaralegbe says, "the former Western Nigeria", out of which Ogun State was carved in 1976, "is still a predominantly agricultural community". He estimates that 80% of the male working population are engaged in traditional agriculture and 65% of GNP comes from agriculture, yet fewer than 25% of the secondary schools include agriculture in their programs.

"A rapidly increasing population, and a decreasing proportion of farmers, raises the problem of food shortages in the future. The answer to this problem includes the improvement of farming methods, increasing crop yields, and interesting everybody in farming". 44

Because of the importance of modern agriculture in the economy of Nigeria, F. O. Aboaba suggests that increasing emphasis be placed on the local training of agricultural engineering personnel at all levels but particularly at intermediate level. He advocates a four-year program with more emphasis on basic engineering subjects.

How much use is made of the national objectives in developing educational programs related to the areas reviewed above is not known. This study seeks to discover how the school program relates to the National Objectives.

⁴⁴ Adeniji Adaralegbe, op. cit. pp. 36 & 43.

F.O. Aboaba, "Agricultural Engineering Education in Nigeria," West African Journal of Education. Vol. XVIII, No. 1, February 1974, pp. 55 - 62.

SUMMARY

Secondary education encompasses many disciplines as it is expanded and achieves greater importance in the economy. Central to the National Secondary School objectives in Nigeria is the idea of making education relevant to individual, national, economic and social development needs.

Literature reveals that secondary schools in Nigeria and particularly in Ogun State are faced with such problems as unemployment of school leavers, lack of space for expansion, shortage of teachers and lack of coordination.

In order to alleviate some of these problems, it has been suggested that efforts at vocational and technical education in secondary school across the country be intensified. Such education, it was emphasized, must consider the childrens' backgrounds in order to make the training relevant to their future vocational plans.

The offering of vocational and technical education alongside with academic studies is seen as a way to fit Nigerian secondary school students for productive and satisfying lives. It will provide within the curriculum, learning experiences to develop the attitudes, knowledge and skills which will allow each pupil to perform successfully in an occupational role and

bring a new scientific look to African education.

Maximum use of local materials and of guidance and counselling teachers were envisaged. Vocational and technical teacher training was suggested. A cooperative program between schools and industries utilizing full-time industrial coordinators, is proposed. Such coordinators will act as student counsellors during both work and academic programs.

It is believed that Ogun State will benefit from the emphasis on agricultural training in this educational plan, but many schools are yet to adopt it. How much the school programs are addressed to and meet national objectives remain a big question.

CHAPTER III

DESIGN OF THE STUDY

This study attempts to achieve four goals:

- to describe four schools in Ogun State of Nigeria (particularly their history and curriculum);
- to document the national secondary school objectives in Nigeria;
- to measure agreement between the national school objectives and actual school practices and
- 4. to identify barriers to goal achievement as perceived by respondents.

Source of Data

The data used in this study was collected from secondary school teachers and administrators in Ogun State and from Ministry Personnel (Permanent Secretaries and/or Principal or Chief Inspector of Education) in the 20 Nigerian Ministries of Education. The collection of data was accomplished mostly through the administration of two different instruments:

Instrument A - structured questionnaire forms designed to obtain useful, in-depth descriptive information from

school records and school administrators. These elicit information about the student body, the staff, school/ community relations and the school curriculum. Responses cover all educational opportunities provided secondary school students by the total programs of four secondary schools in Ogun State.

Instrument B - is a combination of scaled and open-ended questions.

PROCEDURES

Population of the Study

The study population consists of four schools of different ages scattered throughout Ogun State and of twenty Ministries of Education including the Federal Ministry. It was assumed that the problems associated with these schools will vary because of their ages as shown below.

Birth of Four Schools

SCHOOL	DATE ESTABLISHED		AGE
	Month	Year	(in Years)
Ijebu-Ode Grammar School	1	1913	64
Mayflower School	*	1956	21
Comprehensive High School Aiyetoro	2	1963	15
Luba Comprehensive School	1	1972	5

The population studied included all available school teachers and school administrators from these schools.

In addition, at least one Permanent Secretary and/or Principal Inspector of Education and/or whoever was designated for each State Ministry of Education were asked to respond to a questionnaire. These persons are supposed to be directly connected with secondary education in their respective states.

Distribution of the school personnel was as follows:

SCHOOL	No. OF TEACHERS	No. OF ADMINISTRATORS
Ijebu-Ode Grammar School	14	2
Mayflower School	20	3
Comprehensive High School, Aiyetoro	48	4
Luba Comprehensive School	17	2

These respondents were classified by the roles they play in the education of secondary school pupils in Nigeria.

All participants in this study were persons with known reputations for interest and skill in dealing with problems of administration, curriculum and program development in secondary education. They are decision-makers in matters affecting education in Nigeria.

Groups

The staff of the Northern California Program

Development Center of Chico has developed a program for establishing educational goals and performance

objectives through a grant from the U.S. Office of Education. ¹ The program makes provision for the involvement of members of the community, professional staff and students in ranking educational goals by their importance and in assessing how well current educational programs are meeting these goals.

It was suggested that either of the three groups could be utilized effectively as a target population in ranking educational objectives. These are: (1) Citizens at large; (2) Citizens directly involved in the educational process; and (3) Students. This study uses the second approach, "citizens directly involved in the educational process", sampling opinions of school administrators, classroom teachers, and classified Ministry personnel (Permanent Secretaries or their designated officials) in 20 Nigerian Ministries of Education.

The <u>Unstructured Selection Technique</u> was used in the four schools. This explains the fact that there is no numerical limitations placed on participation of school teachers and administrators. This technique is chosen because the researcher believes that an open invitation should be extended to all teachers and administrators in the identified schools to participate

The Northern California Program Development Center of Chico, A Program for Establishing Educational Goals and Performance Objectives. 1971, pp. 1 - 23.

in the identification, ranking and assessment of Nigerian educational objectives. This strategy, according to the staff of Northern California Program Development Center, is best for this particular situation because the population is small. The unstructured selection technique as identified by the above organization is advantageous because involvement of the total academic staff in the four identified schools will be possible. In addition, the strategy will be readily defensible at least within the four school communities.

Three groups are present in this study. They include people who are:

- currently holding teaching appointments in the four identified secondary schools;
- currently holding administrative positions in the four identified secondary schools and
- 3. the higherst executives and advisers on matters affecting education in their respective State Ministries and the Federal Ministry as recognized by the Nigerian Government.

They hold a variety of professional career positions but all participate in the daily operation of secondary schools.

INSTRUMENTS AND DATA COLLECTION

Instrument A - Describing the Schools

An instrument was created for describing the schools. It consists of forms in seven major areas that are related to educational, personal and professional information. The seven areas include school curriculum, student withdrawal, audiovisual materials, trends in enrollment and graduation of students, the staff personnel, training and certification of staff and utilization of community resources.

In describing the schools the following steps were taken:

- 1. detailing the courses in each of four schools;
- identifying differences and similarities among the courses offered in the schools and
- 3. determine the success or failure of the schools to meet and fulfill government stated objectives.
 Data obtained through use of Instrument A was tabulated by hand.

<u>Instrument B - Respondents' Rating</u> of Objectives and Practices

A list of secondary school objectives was obtained from sources such as the UNESCO World Survey of Education, the National Curriculum Conference Reports and related literature. These objectives were restated and categorized to form an orderly compilation. They were put in the form of a questionnaire submitted to the

participants for rating. this will be discussed in a later chapter.

Most of the data was gathered with the help of Instrument B. It consists of open-ended and scaled questions except the ninth question which asks for personal data. This instrument was administered to all teachers and administrators in the schools studied.

Questions 1, 2, 3 and 5 in the teachers/administrators instrument were administered by mail to all Ministry Personnel in the population.

In the first question, purposes for secondary education which focus on end-products or long-range aims of schooling were listed. Secondary school principals, teachers and Ministry personnel were asked to rank-order the end-products on a 5-point scale by assigning a numerical value of 1, 2, 3, 4 or 5 (the smallest number carrying the highest value). They were asked to rate, according to their own opinion, the importance of these goals as results for Nigerian secondary education. This question is designed to reflect how much importance subjects feel ought to be attached to each of these end-products in the list and not how much is being attached to each at the present time. It is assumed that the responses to this question will increase understanding of the long-range objectives to which each participant is prepared to commit himself

in spite of the degree to which this commitment is currently being met.

The second question lists eleven educational objectives which relate to discrete skills, knowledge and attitudes which the school can impart and which contribute to the development of effective adults. A 3-point scale labeled "Extremely Important", "Moderately Important", and "Of Less Importance" was used to measure the relative importance of the objectives on the basis of ratings by significant personnel. Each participant was asked to assign each of eleven objectives to one of these categories by writing its item number in the appropriate box. Teachers, administrators and ministry personnel were instructed to assign no more than four item numbers to each box. These boxes were later assigned numerical values of 1, 2, and 3 to facilitate scoring.

The third question solicits any additional objectives respondent feels are important which are not included in the previous list. This permits study participants the opportunity to suggest objectives which may be missing and which may be equally worthy in their opinions.

The fourth question is asked to obtain participants' perceptions as to the most important barriers or obstacles which prohibit or impede Nigerian secondary schools in achieving the objectives stated in question two. This section of the questionnaire is designed

to assist the investigator in identifying secondary school problems in Ogun State and in suggesting improvements for program development.

Question four repeats the first eleven objectives and solicits information from the teachers and administrators as to how well they perceive their school is meeting each objective. They respond by indicating on a 3-point scale, which ranges from "Extremely Successfully" through "Moderately Successfully" to "Not as Successfully as We Would Like" How well their school is meeting each objective. This question is designed to measure the degree to which the schools are practicing the objectives and to track any discrepancies that may exist between this and the rating of importance in question two.

Correspondence

Letters were written by the researcher to accompany the questionnaire in Instrument B. The content of the letters includes a statement of support for the project, the purpose and procedure of the study and invites recipients' participation. Copies of letters from the Secretary, Nigeria Educational Research Council and the Permanent Secretary, Ministry of Education, Ogun State also accompany the questionnaire. Prior to the researcher's departure for Nigeria, letters were mailed to all principals of participating schools. Letters and telegrams were sent to significant personnel in the Federal and Ogun State Ministry of Education to obtain permission for the research. Copies of letters will be found in Appendix.

Method of Analysis

Throughout the previous chapters, there has been reference to stated secondary school objectives in Nigeria. A copy of categorized compilation of these objectives is included in a later chapter. They were used as a base for most of the research data. They are divided into two areas that were the major concern of this research:

Most of the items on the questionnaire (Instrument B) related to one of the two objectives areas. These objectives areas were used as a basis for all the tables that related to the objectives.

The tangible data collected were analyzed, using the Statistical Packages for the Social Sciences (SPSS) computer technique at Michigan State University. Since the study is exploratory, data from Instrument B were presented in percentages, means and standard deviations, to allow for descriptive comparisons.

The tables were broken down further for more detailed analysis to present the perceptions of teachers and administrators, teachers and administrators by school and teachers by school. These were included in the Appendix.

Because of unequal number of respondents from classified population (teachers, administrators and State personnel), and the fact that in most cases the means and standard deviations of the results were very close prohibits inferential statistical tests.

SUMMARY

This study is descriptive. Study participants are 99 teachers and 11 administrators in four secondary schools in Ogun State and 20 Permanent Secretaries and/or Principal Inspectors of Schools in 20 Nigerian Ministries of Education (including the Federal Capital).

Two instruments were used in collecting data.

Instrument A is structured for extracting in-depth and useful information to describe student body, the staff and the curriculum in the schools.

Instrument B consists of questions relating to secondary school objectives. Questions were obtained from a compilation of Nigerian educational objectives determined through review of the pertinent literature.

Teachers, administrators and ministry personnel were requested to rate the objectives according to the relative degree of importance which is and ought to be attached to each. Questionnaires were administered by mail and by personal contact.

Letters were written to accompany the questionnaires

(Instrument B) by the coordinator, and by significant personnel
in Nigeria. Copies of letters are to be found in the appendix.

Some measures of central tendency, means and standard deviations, were used to establish the range of rating for each objective to show how closely respondents agree on the importance attached to each objectives.

Further tests were not performed due to unequal sizes of respondents from classified population.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Four secondary schools established at different periods in Ogun State of Nigeria were chosen for this study. Instruments to record readily available information and a survey questionnaire were the data gathering devices used. Within each school the principal, assistant principals and available subject area teachers comprised the population. Permanent Secretaries and/or Chief Inspectors of Schools in twenty Nigerian Ministries of Education were surveyed by mail.

This chapter is written in two parts with the first part divided into sub-sections A and B. Part IA describes the founding and presents the subject areas of each school while Part IB discusses and compares the four schools with respect to their environments, populations and teachers' qualifications and experience. It also discusses efforts made by each school to utilize supplementary teaching materials and community resources to achieve desired objectives. The second part presents data relating to compiled secondary school objectives, their importance and their implementation by individual schools.

PART IA

THE FOUNDING AND SUBJECT AREAS OF FOUR SCHOOLS

Ijebu-Ode Grammar School

Ijebu-Ode Grammar School was founded by the
Anglican Mission of Nigeria. Started in the private
home of a philanthropist, Pastor J. B. Sadare, it had
fourteen students but expanded quickly and moved in
1915 to a Curate's house at St. Saviour's Church, Ijasi.
Rev. (later Bishop) S. C. Philips arrived in 1915 as the
first full-time principal. He was succeeded in 1919
by the Rev. I. O. Ransome Kuti, who actually gave the
school its present name. In 1932, the standard of the
school reached what was then known as the Senior
Cambridge - an equivalent of what we know today as the
Higher School Certificate (See Definition of Terms).
On its Silver Jubilee in 1938, the school moved to its
present site in the heart of Ijebu-Ode township.

Ijebu-Ode Grammar School was the first secondary school in Ijebu Province to be approved for Higher School Certificate Courses in December 1960. The curriculum in this pioneer school was closely patterned after that of the Abeokuta Grammar School which had been founded in 1908. Two more schools followed:

Ibadan Grammar School, founded in March 1913, and Ondo Boys' High School founded in February 1919.

These three schools with Ijebu-Ode Grammar School formed the foundation membership of the IONIAN

group of schools. Their subjects included scripture, history, English language, English literature, arithmetic, algebra, geometry, bookkeeping, Latin, physiology and drawing (Art).

The program currently offered by Ijebu-Ode Grammar School is listed in the table below.

Table 1: Subject Area, Period and Time Allocation (Ijebu-Ode Grammar School)

Subject Area	# of Periods	<pre># hours allotted per week</pre>
Geography	3	2
History	3	2
English language	6	4
English literature	3	2
Yoruba	3	2
Biology	3	2
Chemistry	3	2
Physics	3	2
Technical drawing	3	2
Elementary mathematics	6	4
Additional methematics	3	2
Bible knowledge	3 .	2
Total 12	42	28

The Mayflower School

The Mayflower School was a private institution that was separate from any religious body as the founder believed that education should be secular. The literature reveals the school is oriented toward work, physically and academically. For example, it was stated that the proprietor, Dr. Tai Sloarin, the teachers and the students of the school toiled to put up the first two-classroom-building and subsequent buildings until the early seventies. To effect these goals, all kind of crude implements were used, including a disused blockmaking machine. "The students made their own blocks, dug their sand from the river-bed, obtained their pebbles from breaking large stones, mixed their own cement and plastered the floor themselves" to get the buildings off the ground.

The seventy pioneering students started the tradition of hard physical labor which has continued ever since. Today the students clean their own areas, do their washing, cut each other's hair and run day-to-day errands for the school. They plant crops, cook their own meals, repair damaged water-pipes, wire the

Tai Solarin, Mayflower: The Story of a School.

John West Publication Limited, Lagos, Nigeria, 1970,
p. 2 - 10.

²Ibid.

schoolbuildings, paint the houses and classrooms and play an important role in the every day operation of the school.

The Mayflower School program currently offers the following subjects to fulfill the needs of its students and the Nigerian community.

Table 2: Subject Area, Period and Time Allocation (Mayflower School)

Subject Area	# of Periods	<pre># hours allotted per week</pre>
Geography	3	1.75
History	3	1.75
English language	6	3.5
English literature	6	3.5
French	4	2.33
Oral english	6	3.5
Yoruba	3	1.75
Economics	3	1.75
Agricultural science	4	2.33
Biology	3	1.75
Chemistry	3	1.75
General science	3	1.75
Physics	3	1.75
Elementary mathematics	3	1.75
Additional mathematics	2	1.16
Domestic science	3	1.75
Total 16	58	32.47

Comprehensive High School, Aiyetoro

It was mentioned earlier in this chapter that there was a growing need for a variety of human resources shortly after the attainment of Nigeria's independence in October 1, 1960. The Ashby Commission amply pointed out in its report that critical needs existed in technical, managerial, social and economic areas.

It was the urge to fulfill some of these needs that led Dr. Adam Skapski and Chief B. Somade to write their innovative paper, A Demonstration Comprehensive School for Western Nigeria. The paper went a long way in exploring the possibility of making Aiyetoro School a reality. Shortly afterward, the Banjo Commission was appointed to review the state of secondary education in the State.

The two reports had amply demonstrated the gross inadequacies in facilities provided, and a lack of competency in the graduates of the secondary schools.

An alternate secondary school was suggested by Skapski

³Erick Ashby, <u>Investment in Education</u>, <u>The Report of the Commission on Post School Certificate and Higher Education in Nigeria</u>. Federal Government Printer, 1960.

Adam Skapski; B. Somade, "A Demonstration Comprehensive School for Western Nigeria," in West African Journal of Education. Vol. VI, No. 2, June 1962, pp. 69-79.

S.A. Banjo et. al. Report of the Commission
Appointed to Review the Educational System of Western
Nigeria. Federal Government Printer, Ibadan, 1961.

and Somade.

In their proposal, the authors reiterated that the new secondary school should incorporate all the elements of existing grammar schools while at the same time providing courses in vocational and technical areas. The school would be for both boarding and day students. To be built on a sound educational philosophy, the school would meet the educational needs and the requirements of the society for the kinds of services desired, and would educate democratically minded citizens aware of their country's social, political, and economic problems.

In light of these recommendations, the government of Western Nigeria requested assistance from the United States Agency for International Development (USAID). A further step was taken when the latter approached the Harvard Graduate School of Education to go to Nigeria and conduct a survey for the project.

In 1962 a team of four American educators, led by Dr. Judson T. Shaplin, Associate Dean of the Graduate School of Education, Harvard University, arrived in Nigeria. 6 The team carried out the exploratory

Judson T. Shaplin, et. al., <u>Survey Report</u>,

<u>Demonstration Comprehensive Secondary School</u>. Western

Nigeria. USAID, 2400 P10/T 620-45-601-3-10056. Harvard

Account # 41-716-7019-2, March 26, 1962.

work and went back to report their findings to the USAID, and subsequently to the Western Nigeria Government.

Their report which covered the different phases of the project, outlined the comprehensive aspect of Aiyetoro School. It explained what the general characteristics of the school should be and justified the existence of Aiyetoro Comprehensive School as a part of Nigeria's total economic plan.

The Comprehensive School Aiyetoro was first proposed for the City of Akure, West of Ibadan but, for political reasons was moved to Aiyetoro, Abeokuta which now serves as the permanent site for the school. The school was scheduled to open in 1962 but, because of delays in meeting the building contract schedule, the opening was postponed to February 27, 1963. For this reason, the pioneer students met for their first term of classes in a nearby Muslim Secondary Modern School.

The Comprehensive High School Aiyetoro currently offers the following program.

Table 3: Subject Area, Period and Time Allocation (Aiyetoro Comprehensive High School)

Subject Area	of Periods	<pre># hours allotted per week</pre>
Fine Art	3	2
Geography	3	2
History	3	2
Social studies	3	2
English language	5	3.33
English literature	4	2.66
French	4	2.66
Yoruba	3	2
Accounting	3	2
Business methods	3	2
Business studie s	3	2
Commercial arithmetic	2	1.33
Economics	3	2
Element of commerce	2	1.33
Shorthand	3	2
Typing	3	2
Agricultural science	4	2.66
Biology	4	2.66
General science	3	2
Physics	4	2.66
Applied electricity	3	2
Auto mechanics	3	2
Basic electricity	3	2
Technical drawing	3	2
Metal work	3	2
Woodwork	4	2.66
Workshop technology	4	2.66
Elementary mathematics	5	3.33
Additional mathematics	3	2
Cookery	3	2
Home economics	3	2
Needle work	3	2
Total 32	105	69.94

Luba (Olubamowo) Comprehensive School, Ijebu-Ode

The secondary section of Luba Comprehensive School was started with one hundred and forty students in January 1972 shortly after the Nigerian Civil War. The institution was originally established as a nursery school in January 1963 with fourteen pupils. In 1967, approval was granted by the then Western Region of Nigeria for the school to exist as a fee-paying primary school.

According to its proprietor, Mr. A. O. Sanni, Luba School sets out not only to create positive attitudes in its students. The school recognizes that the conservative function of education may be overstressed and the creative function ignored.

One unique program witnessed in the new school during the researcher's visit was the school's techniques of socializing elementary pupils with their secondary counterparts.

The school has started to change the expectations, conventions and traditions which structure the patterns of intergenerational relations between primary and secondary children. Luba puts no walls between these two groups. Both are housed together; they eat together, play together and attend their respective classes under the same roof.

Below is an outline of subjects taught at Luba Comprehensive School to accommodate pupils needs within the socializing conceptual framework unique to this program.

Table 4: Subject Area, Period and Time Allocation (Luba Comprehensive School)

Subject Area	# of Periods	# hours allotted per week		
Fine Art	3	2		
Geography	3	2		
Government	3	2		
History	3	2		
Arabic	3	2		
English language	4	2.66		
English literature	3	2		
French	3	2		
Yoruba	3	2		
Accounting	3	2		
Economics	3	2		
Agricultural science	3	2		
Biology	3	2		
Chemistry	3	2		
General science	3	2		
Physics	3	2		
Elementary mathematics	5	3.33		
Additional mathematics	3	2		
Bible knowledge	3	2		
Islamic studies	3	2		
Total 20	60	41.99		

Conclusion

As study of the above table reveals, the unique aspect of the Comprehensive High School, Aiyetoro is its emphasis on vocational and technical programs as well as home economics. While the Mayflower School concentrates on a science program, Ijebu-Ode Grammar School offers academic subjects almost exclusively. In further contrast, the latter also allocates more time to arts than science subjects. Periods and time allotment tend to be more evenly distributed among subjects at Aiyetoro and Luba Comprehensive Schools. As a new institution, Luba seems to be laying a standard foundation in its present subject offerings.

Among the four institutions, Mayflower School is observed to have a very strong social emphasis. When interviewed, the proprietor, Dr. Solarin indicated he considers this a life situation in which secondary school pupils learn the values of good citizenship.

However, with respect to the new Government policy and regulations, it is not known what will become of the innovations in these schools and in other similar institutions. Decisions on whether they will or will not continue rest absolutely in the hands of the Nigerian Government.

For example, during the researcher's stay at the campus of each school, more buildings were under construction. The one at Luba School is intended to

accommodate the secondary section of the school. The same project is going on at Mayflower School. But, unlike Luba, the new constructions at Mayflower was meant to house the elementary section which was recently added to the school. One positive thing about these projects is that they were funded by the Federal Government of Nigeria.

PART IB

THE PRACTICES OF FOUR SECONDARY SCHOOLS

Despite many provisions that are common to all secondary schools in Ogun State, there are features which distinguish one school from another.

Apart from the common belief in their pursuit of education via curricula prescribed by the West African Examinations Council, (See Appendix) principals and teachers in each school are encouraged to develop and improve their school in some way, to make it more relevant to the needs of the state and the country. This section will look into these varying aspects.

Student and Teacher Population

Among the many problems confronting secondary schools in Ogun State is the increased student enrollment and a declining teacher supply. The table below summarizes the present state of student and teacher populations in the four secondary schools.

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Table 5: Student and Teacher Populations of Four Secondary Schools 1976 - 77

POPULATIONS	Ijebu-Ode Grammar School	Mayflower School	Comprehensive High School Aiyetoro	Luba Comprehensive School
STUDENT				
Maximum Enroll- ment Intended	1000	1000	1000	1000
No. of Students Enrolled	905	1095	918	572
Maximum Class Size	40	45	50	40
TEACHING STAFF				
Total Number	16	23	52	19
No. of Universit Graduates	y 13	11	42	11

A comparison of the student and teacher populations of these four schools shows a common sanctioned intention to accommodate a maximum of 1,000 students. These schools currently all have six streams (classes in each grade) but data indicates that Mayflower School has more than the stipulated number of students. All else being equal, and we know of no reason to mistrust the data, we can infer only that there is a keener competition among elementary school graduates and transfer students to fill the few annual vacancies at Mayflower. So far the

school has the largest student enrollment.

Comparison of student population with teacher population shows remarkable contrast. It appears that, proportionate to pupil enrollment, Aiyetoro Comprehensive School has the largest number of university graduates among its staff. It also has more teachers below the graduate level and a lower population of students as compared with Mayflower School. The latter (Mayflower School) and Luba School have the fewest teachers. Ijebu-Ode Grammar School has two more non-graduate teachers and an average of five non-graduate teachers less than Mayflower and Luba.

Students Withdrawal

A study of Illustration I below suggests what may be considered a low percentage of drop-outs in terms of the overall population in all four schools. This is explained by the fact that concerned parents make sacrifices sometimes even beyond their means, to see that their children receive a good secondary education. Their reward is the pupils' successful completion of their respective school programs.

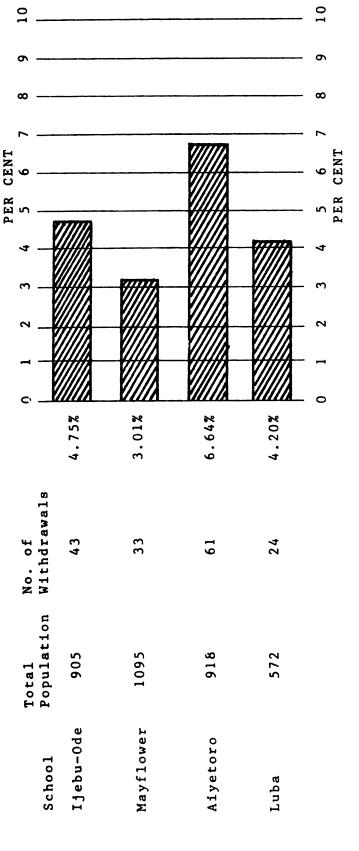


Illustration 1: Students Withdrawal From Four Schools Within the Last One Year

THE SCHOOL ENVIRONMENT

These secondary schools, except Ijebu-Ode Grammar School, have large areas of land for future expansion. Some of the extra space on the campuses is occupied by staff accomodations including a house for the school principal and flats for teachers. Mayflower, Aiyetoro and Luba Schools are the most fortunate in having large playing grounds adequate for all kinds of recreational activities. Because of surrounding city housing and small industries, the Ijebu-Ode Grammar School playing field is reduced to that size considered desirable for a modern secondary school in Nigeria. The Mayflower School uses a large section of its sloping site for agricultural experimentation while Luba Comprehensive School has one of the best fish-ponds in its valley, constructed a few yards away from the school buildings. All four campuses boast modern buildings with wellkept lawns which are made colorful with tropical flowers and potted plants. Aiyetoro Comprehensive School has a particularly attractive outer fringe of coconut trees while Ijebu-Ode Grammar School is surrounded by a six-foot concrete wall. A similar iron-gated wall surrounds the Comprehensive School, Aiyetoro.

TEACHER QUALIFICATIONS

Through the State Ministry of Education the Federal Government controls the registration of professional teachers and ensures the maintenance of standards of conduct for all secondary school teachers. As a result of manpower shortage at the secondary school level, it is currently difficult to require that all teachers in Ogun State be certified. Qualifications and experience of secondary school teachers are described below.

Teachers appointed in secondary schools in Ogun

State may be classified according to their training and teaching experience as described below.

Principal

He is the head teacher at the secondary school level. He must have obtained certification as a trained teacher and have completed 3-5 years teaching after certification. Most principals have degrees from recognized universities but this is not a necessary requirement.

Graduate Teacher

Any teacher so classified has obtained a degree from a recognized university in subjects approved by the Nigerian Government. Teachers in this category may be further classfied into those with and those without the Teachers' Certificate.

N.C.E. Teachers

In consideration of the serious shortage of suitably qualified teachers for secondary schools, the Ashby Commission in its report "Investment in Education". first stressed the need for additional teacher training. The Federal Government in its White Paper on the Ashby Report also noted this shortage of qualified teachers in all fields of education across the country and proposed to expand teacher training colleges in the The first, called the Federal Advanced Teachers nation. College, was opened in Yaba, Lagos in November 1962. The college awards the Nigeria Certificate in Education (NCE) for which certificate students must complete the prescribed course of study and satisfy the examiners in the final examinations. The program includes practical experience and as part of their course students are required to undergo practice teaching in secondary schools and training colleges.

Trained Teacher

This is a teacher who has successfully completed the final year of a course in a teachers' college and possesses the Grade II or Grade I or the

⁷ Sir Eric Ashby et. al., <u>Investment in Education</u>. Lagos, Government Printers, 1960, p. 18.

NCE certificate awarded by a teachers' college or other appropriate institution of higher learning.

Technical Teacher or Specialist

This refers to a teacher who has been graduated from a Federal Technical Training College (FTTC) or other university recognized by the Federal Government which includes a diploma or certificate in a practical subject. A candidate so classified must also have the West African School Certificate (WASC) or the General Certificate of Education (GCE) or equivalent teachers' certificate from a recognized Teachers' institution.

(Information Provided by the Federal Ministry of Education).

In summary, it is evident that teacher training in Nigeria is becoming increasingly more sophisticated and is supplying Nigerian secondary schools with more fully trained teachers. This conclusion is supported by the data found in Table 6.

It is the policy of the Federal Ministry of
Education that secondary schools across the country
be equipped with more amenities and staffed by
trained personnel in their various fields of specialization. The Federal Advanced Teachers' Colleges
located across the nation are providing courses to
train competent secondary teachers. The

pre-requisite entry qualification for these colleges is the Teachers' Grade Two Certificate or its equivalent.

Uncertified university graduates are still employed to teach in secondary schools (See Table 5 on page 67). Currently, all principals surveyed in this study are university graduates but it is not impossible to find some principals with long years of experience still serving without a university degree. A vice principal (V.P.) may be required to have a university certificate or its equivalent in education.

Two schools, Mayflower and Luba, are seriously affected by the lack of available teachers, probably because they are located away from the city.

Through its inspectorate divisions the Federal and State Ministries of Education provide supervisory staff whose responsibility it is to visit secondary schools and advise the principals on such matters as school administration, program organization, and staff employment. They also advise classroom teachers on general teaching methods and provide the Ministry with feed-back information from the schools.

Teacher Experience

What year did you complete your training as a teacher? (Teachers and Administrators)

Table 6: Data of Completion of Teacher Training (Teachers and Administrators)

Period	Sch ₁	Sch_2	Sch ₃	Sch ₄	Total	%
No Training	4	6	8	6	24	21.81
1976 - 1977: Less l yr.	2	3	14	3	22	20.00
1971 - 1975: 1 - 5 yrs.	4	8	8	5	25	22.72
1966 - 1970: 5 - 10 yrs.	1	2	11	5	19	17.27
1961 - 1965: 10 - 15 yrs.	2	-	7	5	9	8.18
1956 - 1960: 15 - 20 yrs.	1	1	2	_	4	3.63
1951 - 1955: 22 - 25 yrs.	-	1	_	_	1	.90
1946 - 1950: 20 - 30 yrs.	-	2	1	-	3	2.72
1941 - 1945: 30 - 35 yrs.	-	_	1	_	1	.90
1936 - 1940: 35 - 40 yrs.	-	_	_	_	-	-
1931 - 1935: 40 - 45 yrs.	1	_	-	_	1	.90
1925 - 1930: 45 - 50 yrs.	1	-	-	-	1	.90
Total	16	23	52	19	110	100

Table 7: Years of Experience as a Teacher (Teachers and Administrators)

			N = 11	0		
	Sch ₁	Sch ₂	Sch ₃	Sch ₄	Total	Percentage
0 - 5 yrs.	7	15	28	11	61	55.45
6 - 10 yrs.	2	2	10	6	20	18.18
11 - 20 yrs.	7	6	14	2	29	26.36
Total	16	23	52	19	110	100

The two tables above give an indication of considerable turn-over and instability among the teaching staff in four schools. The evidence suggests that very few teachers have worked in one particular school for more than five years. A look at Table 7 indicates that 61 teachers (55.45%) have fewer than 6 years of experience; 20 teachers (18.18%) have taught for over 6 years; 29 of them (26.36%) have had longer experience, ranging from 11 through 20 years.

Table 6 reveals that 66 (59.99%) of the total number of teachers and administrators in the four schools were hired by their respective schools between 1970 and 1977.

It is not surprising that teachers in these schools have minimal experience since it has been very few years since they completed their training.

The data further reveals that 100 (90.91%) of the teachers and administrators completed their training less than six years previously. Only Ijebu-Ode Grammar School has staff (two) trained before 1936, while Aiyetoro Comprehensive School tends to have a larger number of experienced teachers than the other schools. Twenty-two of its staff had completed their teacher training before 1970 compared with ten in Luba,

six in Mayflower and six in Ijebu-Ode Grammar Schools.

It is hard to determine what may be responsible for these differences since teacher salaries are regulated across the country by the Federal Government.

UTILIZATION OF COMMUNITY RESOURCES

School authorities (principals and assistant principals) in the four schools responded to the question regarding their staff's use of community resources by responding to one of the seven forms designed to gather readily available data - Instrument A (See Appendix). As far as the responses can be trusted, Mayflower School used community resources by seeking help from agencies such as the international Institute for Tropical Agriculture, the Ogun State's Ministry of Agriculture, and the National Horticulture Institute in order to obtain advice and better seeds and stock. The other three schools do not indicate that they utilize community resources at all. this result, it can only be deduced that the employment of community resources for the instruction of youth constitutes one of the major areas of neglect in the four secondary schools in this study. It could be true that in a vast majority of cases, secondary schools in Ogun State have made only token efforts in this direction or that they have applied the principle of offering only lip-service to community resource utilization.

It is admitted in this study that one example does exist where a school staff has taken advantage of the community approach. However it is doubted that even in this case the full advantage of community resources has been realized. With a result such as this, we might infer that many secondary school teachers in the sample schools are unaware of this resource of instructional materials or of its importance. The result may also suggest a lack of any program, within the schools or in the Ministry of Education, to initiate teachers in the use of instructional resources available in the community.

What audio-visual materials are available to these schools?

Table 8: List of Audio-Visual Materials in Four Schools

School School			SOURCE		
	Name of Material	Amount	Permanent Possession	Borrowed from outside agent	
Ijebu-Ode Grammar	a. Charts	Few			
School School	b. Biological specimens	Few	Х		
	a. 16 mm projector	1 "Defun	ct"		
	b. Micro projector (slides)	1 .			
Mayflower School	c. Radio cassette recorder	1	X		
	d. Maps	Few			
	e. Science charts	Few			
	f. Biological specimens	Few			
Comprehensive	a. Projector	1		X	
High School	b. Charts	Few	X		
Aiyetoro	c. Biological specimens	Few			
	a. Radio cassette	1			
Luba Comprehensive	b. Charts	Many			
School	c. Monograph	Few	X		
	d. Biological specimens	Many			

These lists were submitted by individual school administrators in response to the above question and indicate whether the schools own or borrow audio-visual equipments.

In some instances respondents used such terms as "defunct", "few" and "many" to specify the state or condition of certain materials in quantity or quality. When asked to further explain these terms, the following information was obtained:

"defunct" = no longer in use

"few" = scarcely any
"many" = enough for the school's need.

Insofar as this evidence is reliable it is observed that there is little opportunity for teaching personnel to use a variety of audio-visual aids in these schools. Also the lists seem to indicate that audio-visual materials or special facilities for the preparation of them are not provided by the Ministry of Education.

Apparently, scarcity of teaching materials, including audio-visual, may not be due to lack of interest on the part of teachers; rather, the scarcity could be associated with lack of funds, lack of materials available within the Ministry itself, and/or lack of adequately trained staff in audio-visual aids.

It appears that most teachers in the four schools lack information about sources of audio-visual materials in their state or in universities and other government agencies such as the Ministry of Information. This apparent lack of know-ledge on the part of teachers may result from limited budget, perhaps so limited as to make even rental fees prohibitive.

PART II

THE OBJECTIVES

It will be recalled from the preceding chapter that Nigeria has taken a forward step in formulating a written statement of broad educational objectives for the nation. These objectives are reported to have been developed in close cooperation with some of the professional educational community. Notwithstanding, a clear statement of specific educational priorities which lists objectives in some order of importance and relationship is lacking. This is essential in order to translate the objectives into directions for curriculum planning.

There were four research questions for which data were sought through the survey questionnaire. The questionnaire was administered to the teaching staff in each school at a meeting called by the principal in the staffroom.

There were four questions dealing specifically with National Objectives common to each of two questionnaires. The questions were designed to provide research data in this area.

The Nigerian way of achieving National Objectives, using education as a tool, is through the broad aims published in the Federal Republic of Nigeria National

Policy on Education. Since no policy on education can be formulated without first identifying the overrall philosophy and objectives of the society concerned, this research sets out to document the Nigeria's National objectives for its secondary schools.

Research Question 1

What are the national philosophy and objectives for education in Nigeria?

Philosophy of Nigerian Education

The second National Development Plan identifies five main objectives which the government has endorsed as necessary for the foundation of National Policy on Education. These are the building of:

- "(1) a free and democratic society;
 - (2) a just and egalitarian society;
 - (3) a united, strong and self-reliant nation;
 - (4) a great and dynamic economy and
 - (5) a land of bright and full opportunities for all citizens". 10

The government recognizes the importance of a sound philosophy of education based on the integration

⁸Federal Ministry of Education, <u>Federal Republic</u> of <u>Nigeria National Policy on Education</u>. <u>Federal Ministry</u> of Information Printing Division, Lagos, 1977, p. 4.

⁹Federal Republic of Nigeria, <u>Second National</u> <u>Development Plan 1970-74</u>. Lagos, Federal Ministry of <u>Information Printing Division</u>, 1970.

¹⁰ loc. cit.

of the individual into a sound and effective citizen.

It has thus been specified that the quality of instruction at all levels of education should be oriented towards the following human values:

- "(1) respect for the worth and dignity of the individual;
 - (2) faith in man's ability to make rational decisions;
 - (3) moral and spiritual values in inter-personal and human relations;
 - (4) shared responsibility for the common good of society;
 - (5) respect for the dignity of labour and
 - (6) promotion of the emotional, physical and psychological health of all children". 11

The government also states that it is crucial for the national philosophy of education to be in harmony with the national objectives. In order to effect this, the government personnel take the view that such philosophy needs to be geared towards "self-realization, better human relationships, individual and national consciousness and national unity as well as social, cultural, economic, political, scientific and technological progress". Therefore, the Nigerian educational objectives to which the philosophy is linked are:

"(1) the inculcation of national consciousness and national unity;

¹¹ loc. cit.

¹² loc cit.

- (2) the inculcation of the right type of values and attitudes for the survival of the individual and Nigerian society;
- (3) the training of the mind in the understanding of the world around and
- (4) the acquisition of appropriate skills, abilities and competencies (sic) both mental and physical as equipment for the individual to live within and contribute to the development of his society". 13

To implement this policy the government has announced that:

- "(1) education will continue to be highly rated in the national development plans, because education is the most important instrument of change. Any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution.
 - (2) lifelong education will be the basis for the nation's educational policies.
 - (3) educational and training facilities will be multiplied and made more accessible to afford the individual a more diversified and flexible choice.
 - (4) educational activity will be centered on the learner for maximum self-development and fulfillment.
 - (5) universal basic education in a variety of forms, will be provided for all citizens.
 - (6) efforts will be made to relate education to overall community needs.
 - (7) educational assessment and evaluation will be liberalized by basing them in whole or in part on continuous assessment of the progress of the individual.
 - (8) modern educational techniques will be increasingly used and improved at all levels of the education system.

^{13&}lt;sub>loc. cit.</sub>

- (9) the education system will be structured to develop the practice of self-learning.
- (10) at any stage of the educational process after primary education, an individual will be able to choose between continuing his full-time studies, combining work with study, or embarking on full-time employment without excluding the prospect of resuming studies later on.
- (11) opportunity will continue to be made available for religious instruction. No child will be forced to accept any religious instruction which is contrary to the wishes of his parents and
- (12) physical education will be emphasized at all levels of the education system.". 14

The Importance of Language

The government places emphasis on language not only as a medium of communication but also as a unifying agent in a culturally diversified society.

"In addition to appreciating the importance of language in the educational process, and as a means of preserving the people's culture, the government considers it to be in the interest of national unity that each child should be encouraged to learn one of three major languages other than his own mother-tongue. In this connection, the Government considers the three major languages in Nigeria to be Hausa, Ibo and Yoruba". 15

Research Question 2

What are the National Objectives for Secondary Education in Nigeria?

^{14&}lt;sub>1</sub>loc. cit.

¹⁵ loc. cit.

Secondary education in Nigeria is viewed by the government as an important segment of the educational ladder. It has been described as "the form of education children receive after primary education and before the tertiary stage". The general aim of secondary education in Nigeria is defined as:

- "(1) preparation for useful living within the society and
 - (2) preparation for higher education". 16

In specific terms the secondary school should: -

- "(a) provide an increasing number of primary schools pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious, and ethnic background;
 - (b) diversify its curriculum to cater to the differences in talents, opportunities and roles possessed by or open to students after their secondary school course;
 - (c) equip students to live effectively in our modern age of science and technology;
 - (d) develop and project Nigerian culture, art, and languages as well as the world's cultural heritage;
 - (e) 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;
 - (f) foster Nigerian unity with an emphasis on the common ties that unite us in our diversity;

¹⁶ Federal Republic of Nigeria, op. cit. p. 10.

(g) inspire its students with a desire for achievement and self-improvement at school and in later life". 17

DEVELOPMENT OF CONSENSUS EDUCATIONAL OBJECTIVES

The list of educational objectives as provided in the National Policy above seem too broadly defined for the purpose of this study. It does not make it possible to rate the responses as to the importance or implementation. On the one hand the objectives summarize the conceptual basis for secondary education. On the other hand the list emphasizes the need to correct the imbalance between the national supply of and the demand for secondary school graduates.

A more detailed comprehensive statement of objectives for secondary school was desirable and was compiled for the purpose of this study.

To obtain the list of objectives which was presented to respondents, 39 statements of objectives were compiled from sources listed on pages 19 and 20 in chapter II.

In the process all similar statements of objectives reflecting identical meaning were grouped together. Each group was summarized into a simple modified statement which was further defined to express the point intended in the original sources.

 $^{17}$ Federal Republic of Nigeria, National Policy op. cit. p. 10.

SKILLS a.

- Acquire skills in using language 1. and numbers
- Acquire skills in problem solving and reflective thinking
- Acquire vocational and technical 3. skills

KNOWLEDGE Ъ.

- Understand basic facts about health 4. and sanitation
- Understand the role of citizen 5.
- 6. Understand one's cultural heritage
- 7. Understand the world outside one's environment

OR

PURPOSES

OR

ATTITUDES c.

- Develop a scientific attitude toward 8. problem solving
- 9. Appreciate the value and dignity of labor
- Value one's cultural heritage 10.
- 11. Appreciate the role and tasks of citizenship

LIFE ROLES d.

- 12. Become efficient producers of goods
- 13. Become useful home and family members OUTCOME
- 14. Become efficient citizens

15. Become efficient consumers of goods

END-PRODUCT

16. Become well-integrated individuals

Illustration 2: Categories of Compiled Secondary School Objectives.

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This process disclosed two general kinds of goal statement:

- those which referred to instrumental or prerequisite knowledge, skills and attitudes, and
- those which referred to outcomes or end-products of the educational process.

The resultant consensus list of objectives was as in Illustration 2.

Research Question 3

What agreement exists between the national secondary school objectives and actual school practices?

In order to verify the extent of agreement between the national school objectives and actual school practices, respondents were asked to rate the importance and the fulfillment of the compiled objectives. To verify the extent of harmony between the two, respondents were indirectly asked to rate two questions through Instrument B in questionnaire items 1, 2 and 4 (see Appendix) for comparison.

Questionnaire item 1 (Long-Range Objectives)

Respondents were requested to rate a set of objectives that relate to long-range purposes of schooling. They were to rate the items by assigning them a numerical value of 1, 2, 3, 4 and 5, based on their perceptions of the importance of each objective.

All respondents (Total N=130) unanimously rate objective item \underline{c} , "Become useful home and family members" as most important, with a mean of 1.75. Objective items \underline{e} , \underline{b} , \underline{a} and \underline{d} were rated in that order in terms of perceived importance.

Based on the overall results, respondents appear to be consistent in the rating of the objective items. This is evidenced by the degree of consensus in the Tables 13, 14 and 15 (See Appendix). Only in Table 13, for items \underline{b} , \underline{c} and \underline{e} ; and Table 15, items \underline{b} and \underline{e} , were there slight differences in ranking. The following table presents the results.

Table 9: Perception of Importance of Long-Range Objectives by Respondents

OBJECTIVES

N = 130

	OBJECTIVES	MEAN	STANDARD DEVIATION	RANK
8	Become effective citizens	3.49	96.	7
þ.	Become well-integrated individuals	2.73	96.	e
	Become useful home and family members	1.75	. 92	-
d.	Become efficient producers of goods	4.70	99.	S
a •	Become efficient consumer of goods	2.32	1.30	2

Note: The lower the mean, the higher the degree of importance.

Questionnaire item 2 (Objectives Relating to Skills, Knowledge and Attitudes)

Respondents were asked to rate the importance of eleven objectives which relate to skills, knowledge and attitudes on a 3-point scale (See Table 10).

In determining which objective is perceived as most important, all respondents rated objective item 3, "Developing a scientific attitude toward problem-solving", as most important with a mean value of 1.59. This was followed by objective item 5, "Acquire skills in problem-solving and reflective thinking", with a mean Objective 9, "Appreciate the value and value of 1.65. dignity of labor", was rated third highest with a mean score of 1.70. It appears that there is a significant consistency in the rankings by teachers, administrators and state personnel. This was evident by the rank-order correlations between the objectives ratings as shown in Tables 16, 17 and 18 in Appendix. These results should however be tempered due to the varying number of respondents from identified population.

When teachers' ratings were examined according to the school in which they teach, the statistics were consistent across the four schools. If we combine ratings by teachers and administrators for each school, there are similar results.

Table 10: Ranking of the Importance of Educational Objectives by all respondents.

N = 130

	OJBECTIVE	MEAN	STANDARD DEVIATION	RANK
l .	Acquire skills in using lan- guages and numbers	1.77	.75	5
2.	Understand basic facts about health and sanitation	1.85	.68	7
3.	Develop scientific attitude toward problem-solving	1.59	.69	1
	Understand the role and responsibilities of a citizen	1.72	.82	4
j.	Acquire skills in problem- solving and reflective thinking	1.65	.75	2
.	Understand one's cultural heritage	2.45	.68	10
	Acquire vocational and technical skills	1.93	.84	8
3.	Understand the world outside one's own environment	2.16	.72	9
).	Appreciate the value and dignity of labor	1.70	.75	3
).	Value one's cultural heritage	2.48	.64	11
•	Appreciate and value the role and tasks of citizenship	1.82	.82	6

Note: The lower the mean, the higher the degree of importance.

Questionnaire item 4

In an attempt to examine the extent to which school personnel perceive that their schools are fulfilling each objective, they were requested to rate, according to their experiences, the programs of their own schools.

All school personnel (teachers and administrators)

perceived objective 5, "Acquire skills in problem-solving

and reflective thinking" as most highly fulfilled with

a mean score of 1.70 (Table 12).

In considering the ratings of fulfillment by school, there appears to be a discrepancy in the perception of priority among the objectives, in terms of their desirability vs. their degree of fulfillment. This was evidenced by the large number of similar ratings given different objective items (Tables 19, 20 and 21 in Appendix). However there is good consensus in the degree of fulfillment of educational objectives by the schools, if the entire respondents of each school is taken into account. This is determined by the rank-order correlation. To find out if any discrepancy does occur between the degree of importance and the degree of fulfillment, the result of the two responses (Tables 10 and 11) were compared (Table 12). Here the correlation matrix of the comparison appear to be extremely low (0.16). result suggests a lack of agreement between the degree of importance and the degree of implementation.

Table 11: Perceptions of Teachers and Administrators on the Degree of Fulfillment of National Secondary School Objectives.

N = 110

	OBJECTIVE To help students to:	MEAN	STANDARD DEVIATION	RANK
1.	Acquire skills in using lan- guages and numbers	2.07	.78	10
2.	Understand basic facts about health and sanitation	1.96	.68	6
3.	Develop a scientific attitude toward problem-solving	1.85	.79	4
4.	Understand the role and responsibilities of a citizen	1.96	.71	6
5.	Acquire skills in problem- solving and reflective think- ing	1.70	.70	1
6.	Understand one's cultural heritage	1.99	.71	8
7.	Acquire vocational and technical skills	2.15	.81	11
8.	Understand the world outside one's own environment	1.75	.70	2
9.	Appreciate the dignity and value of labor	1.02	.75	9
0.	Value one's cultural heritage	1.95	.69	5
1.	Appreciate and value the role and task of citizen	1.82	.69	3

Note: The lower the mean, the higher the degree of fulfillment.

Table 12: Comparison Between Importance and Fulfillment of National Secondary School Objectives As Perceived by Respondents.

N = 110

		Degree of Importance			Degree of Fulfillment		
	OBJECTIVE	Mean	SD	RK	Mean	SD	RK
1.	Acquire skills in using lan- guages and numbers	1.77	.75	5	2.07	.78	10
2.	Understand basic facts about health and sanitation	1.85	.68	7	1.96	.68	6
3.	Develop scientific attitude toward problem-solving	1.59	. 69	1	1.85	.79	4
4.	Understand the roles and responsibilities of a citizen	1.72	.82	4	1.96	.71	6
5.	Acquire skills in problem- solving and reflective thinking	1.65	.72	2	1.70	. 70	1
6.	Understand one's cultural heritage	2.45	.68	10	1.99	.71	8
7.	Acquire vocational and technical skills	1.93	.84	8	2.15	.81	11
8.	Understand the world outside one's own environment	2.16	.72	9	1.75	.70	2
9.	Appreciate the dignity and value of labor	1.70	.75	3	2.02	.75	9
10.	Value one's cultural heritage	2.48	.64	11	1.95	.69	5
11.	Appreciate and value the role and tasks of citizenship	1.82	.82	6	1.82	. 69	3

Note: The lower the mean, the higher the degree of importance/fulfillment.

Correlation Matrix for Table 12

	DEGREE OF IMPORTANCE	DEGREE OF IMPLEMENTATION
Degree of Importance	1.00	
Degree of Implementation	0.16	1.00

Research Question 4

What barriers are perceived (by significant personnel) to be impeding attainment of national objectives?

Questionnaire item 5

Respondents were asked to list the five most important barriers they perceived as hindering their efforts to achieve the objectives stated. The following is a rank-ordered list of perceived barriers as supplied by respondents. Subjects displayed considerable enthusiasm in responding to this question evidenced by a large number of respondents who listed barriers far beyond the stipulated number.

"Lack of discipline in students"	RANK 1	FREQUENCY 65
"Lack of teaching materials"	2	56
"Low rate of adult literacy"	3	53
"Shortage of teachers in the academic vocational and technical areas"	4	49
"Shortage of qualified teaching personnel"	5	47
"Lack of the desired dedication and devotion to duty on the part of the teaching staff	6	44
"Colonial approach to problems by the school authority"	7	40
"Lack of funds for educational expansion"	8	37
"Poor conditions of service for teachers"	9	35
"The school curriculum is too academic	10	32
"Inadequate basic amenities such as light, water, and sanitary facilities	11	31

	RANK	FREQUENCY
"Absence of individual attention to students"	12	28
"Poor environmental influence"	13	22
"Overcrowding in the classrooms and in the few boarding houses"	1 4	18
"Too much government interference in the administration of the		
schools"	15	17
"Inadequate health facilities	16	1 4
"Lack of communication among the school staff, the school board, the Ministry of Education and		
the community"	17	11
"Low quality of primary education"	18	9
"Disunity and tribal sentiment among community members"	19	8
"Heavy teaching loads"	20	6
"Poor intake of post-primary students"	21	5
"Lack of understanding of English language because it is foreign:		
we need a Nigerian lingua-franca"	22	4
"Lack of practicality"	23	3
"Lack of commitment on the part of school administrators"	24	3
"Inequality of educational provision"	25	3
"Lack of space for expansion"	26	3

This lists suggests that "lack of discipline on the part of students" is one of the main concerns of school personnel in these schools. The respondents are also aware of the drastic shortage in supplementary teaching materials including audio-visual equipment. This

list suggests lack of cooperation and lack of interest on the part of parents and/or community people ("Low rate of adult literacy") which indicate their lack of knowledge about what is happening in the schools. The evidence also suggests shortages of qualified teaching personnel in all four schools.

Questionnaire item 3

Despite the number of authoritative sources explored, this study does not claim to encompass all of the desirable objectives for secondary education.

In order to gain insight into any area that might have been left out, and to afford the respondents the opportunity to contribute to the list, they were requested to add whatever objectives they thought were of extreme importance. Below is a list of additional objectives suggested by some of the participants.

The responses are rank-ordered.

Suggested Objectives	Frequency
"Education for self-reliance"	3
"Develop better attitude towards women via education"	1
"Encourage for life-long education"	1
"Strict discipline measures by able hands"	1
"Understand oneself"	1
"Preparation for further education"	1
"Foster Nigerian unity with emphasis on the common ties that unite the people"	1

	Frequency
"Develop a desirable degree of tolerance and endurance"	1
"Develop leadership traits by assigning responsibilities"	1
"Exposure to healthful physical activities"	1

There were few responses to this question, and 80% of the suggested objectives appear to paraphrase or closely relate to the 16 objective items listed in the questionnaire.

For lack of any other obvious reasons for the low response, the researcher only attributes it to the comprehensiveness of the objectives as stated.

SUMMARY

In this chapter, the four schools were described in relation to their programs, staff, students, use of supplementary teaching materials including audio-visual equipment, and use of outside community resources. The analysis of the data was presented. Results obtained from questionnaire responses and the four research questions, using the SPSS computer technique revealed differences in degree of importance and implementation of secondary school objectives. The findings also show an apparent lack of supplementary teaching equipment. In Chapter V, the summary, conclusions, suggested recommendations and implications for further research are presented.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Through this study, a significant wealth of information resulted from the responses to instruments A and B. In addition, oral interviews with school and ministry personnel enhance the availability of vital information beyond the scope of the questionnaire. It is difficult to document such information but also difficult to ignore significant information for this study simply because it could not be conclusively documented by tangible data.

This chapter presents significant and relevant findings from instruments A and B in the form of summary, conclusions and recommendations. The data results were looked at through the questions that were fielded.

SUMMARY

In this study, an effort is made to:

- describe four schools;
- detail and discuss the national secondary school objectives in Nigeria;
- detect attitudes and opinions of teachers and administrators in the four schools toward the school programs and toward the national objectives;
- 4. identify barriers to attainment of the objectives as perceived by significant school and ministry personnel and

5. provide information useful to appropriate personnel as they assess the effectiveness of the current programs and plan new programs in Ogun State.

Data obtained as a result of questionnaire item 5 in this study suggest that the problems confronting secondary schools in light of national educational objectives in Ogun State of Nigeria are many, deeply rooted and diverse. In this chapter attempts to summarize the findings and examine some of the problem areas are undertaken so that improvement may be stimulated in the future. Some of the problems may be summarized as follows:

(1) When Nigeria became independent in October 1960 she had inherited a secondary educational system which was academically oriented in the British tradition.

Secondary schools in Ogun State likewise continue the patterns adopted by its predecessor - the Western State of Nigeria. It is not surprising that "Colonial approach to problems by the school authority" was recognized as one of the greatest barriers to meeting the national objectives. It (the barrier) ranked among the top ten in the list. This colonial approach, according to respondents, is explained as a failure to include vocational and technical subjects in the school curriculum. These are needed to meet the country's needs for a skilled work force and the students need to develop modern skills.

- a statement of policy and objectives at all levels of education. This study showed that there is more consistency in the ratings between objective items relating to long-range purposes than the objective items relating to skills, knowledge and attitudes. In the former, for example, there is no significant difference in the means. (See Tables 13, 14 and 15 in Appendix). None of these three tables have a correlation less than 0.70.
- (3) It does appear in this study that only one of four schools has made an effort to utilize community resources. The other three do not.
- (4) In four secondary schools, Table 8 shows that there were two radio projectors, one micro slide projector, two radio cassettes, and some quantity of charts, monograph and biological specimens. One of the two 16 mm projectors in the list was reported to be damaged beyond repair ("defunct"). The other was borrowed from an outside agent by a school. There is an acute shortage of these as well as other teaching materials as reported by respondents in question 5. The comment ranked second in the list with a frequency of 56 (see p.97).
- (5) In 1976-77 year percentages of student with-drawal in four schools stands as follows: Ijebu-Ode Grammar School 4.75%, Mayflower School 3.01%, Comprehensive High School, Aiyetoro 6.64% and Luba School 4.20% (Illustration 1).

- (6) Data reveals that 61 teachers (55.45%) have fewer than six years of experience, 20 teachers (18.18%) have taught for over 6 years, 29 of them (26.36%) have had longer experience ranging from 11 through 20 years. Sixty-six teachers and administrators (59.99%) were hired between 1970 and 1977. Thusly 100 (99.91%) teachers and administrators completed their training less than six years ago. Of the four schools, only Ijebu-Ode Grammar School has staff (two) trained before 1936.
- (7) Among the four schools, the Comprehensive
 High School, Aiyetoro tends to have more graduate teachers
 on its staff. There are 42 compared to 13 at
 Ijebu-Ode Grammar School and 11 each at Mayflower and
 Luba Schools.

This summary suggests that there are significant educational problems at the secondary level in Ogun State and after stipulating the conclusions of the study, a further look will be taken at how these findings may be applied in practice to effect improvement.

CONCLUSION

(1) The old pioneer schools with traditional curriculums, such as Ijebu-Ode Grammar School and the later schools that followed, provided generations of Nigerian youth with opportunities to grow into productive, informed adults. They have played a major part in the development of Nigerian culture and deserve recognition for all that they have added to her heritage.

But, with the present focus on the growing requirements of a new Ogun State for technical and skilled personnel, the present educational system in the four identified schools is one that needs a program more adequate to the new tasks. Based on the information provided in Tables one, two, three and four in the first part of Chapter IV, this goal is far from being realized. A comparison of the present programs in these schools shows that Ijebu-Ode Grammar School presently operates with 12 subject areas contrasted with 32 in the Comprehensive School, Aiyetoro. Mayflower and Luba Schools offer four and eight more subjects respectively than Ijebu-Ode Grammar School. It is worthwhile to note that what might be identified as vocational or technical training in the Ijebu-Ode School program is nothing more than one class of "technical drawing" allotted two hours per week. Yet, the Nigerian Government suggested shortly after independence, a comprehensive program for all secondary schools that placed a high priority on vocational and technical skills training. The two main factors probably responsible for this lack of expansion in some schools curriculums may be lack of funds and lack of willingness to change.

(2) Data provided in Table 5 in part one of Chapter four suggests a keen competition among elementary graduates and transfer students to fill the few annual vacancies in Mayflower School. Its

population of 1,095 has exceeded the planned for 1,000 by 95 students while Ijebu-Ode and Aiyetoro schools still fall short of their capacities by 95 and 82 respectively. Six years after its founding, Luba has 572 enrolled in its program. This can be considered a good beginning for the new school. Evidences to support what may be called a low percentage of drop-outs is presented in Illustration 1 on page 69.

(3) In spite of the upward trend in student enrollment however, there are data in Table 5 to support a general shortage in teacher supply and a shortage of graduate teachers, especially in rural schools. In view of their student population as shown in "2" above current teacher supply in four schools stands as follows:

Ijebu-Ode - 29, Mayflower - 34, Aiyetoro - 94 and Luba - 30.

Of the 77 graduate teachers in these schools,
Aiyetoro has 42 (54.55). Ijebu-Ode follows with 13
while Mayflower and Luba have 11 graduates each. These
data suggests a discrepancy in the distribution of
graduate teachers in the four schools. As far as these
data can be interpreted, the scarcity of graduate
teachers evident in Mayflower and Luba schools comes as
no surprise. These two schools are located away
from urban centers. The former is 15 to 25 miles from
Ikene - a small town, and the latter about two miles

from Ijebu-Ode - a large city. This factor may suggest that highly trained Nigerian university graduates are less willing to take jobs distant from city environments. Ijebu-Ode Grammar and Aiyetoro Comprehensive Schools are located within cities with immediate access to all facilities and have attracted proportionately more graduate teachers to their faculties.

The secondary school objectives stated in the newly published National Policy of Education in Nigeria are too broadly stated to allow for ratings of importance and implementation of discrete items by respondents. Responses to a more detailed statement of objectives in Table 12 indicates a lack of consistency between the degree of importance and the degree of implementation of these objectives by school personnel. The correlation matrix for Table 12 suggests that emphasis on implementation of certain objectives tends to be weak in respect to their perceived importance (0.16). This can be interpreted to mean that these schools have educational lags in their practices. Based on the overall results, respondents appear to be consistent in the rating of long-range objectives as shown in Tables 13, 14, and 15 in the Appendix. Among the five listed out-comes, "Become useful home and family members" is given the highest rating with a mean of 1.75. On the objective items relating to skills and attitudes, "Develop scientific attitude toward problem-solving" tops

the ratings with a mean of 1.59. One of four schools in this study - Mayflower - tends to be maximizing its program to achieve this objective in view of its concentration on scientific subjects. It is surprising however to see that objective item 10 "Value one's cultural heritage" featured at the very bottom of the list (with a mean score of 2.48) in spite of the outcry for cultural appreciation in Nigerian society.

(5) Data provided on page 77, shows that staff in these schools do not make serious efforts to take advantage of resources outside the schools to stimulate learning. This is particularly unfortunate because many educators believe that input from community is necessary if the new skills and knowledge of a developing society are to be shared with its youth, the next generation of workers. For example, only one of four schools - Mayflower School - indicated they use community resources by seeking help from outside agencies to obtain advice for better seeds and stock. The others do not. This may lead to lack of interest in classroom instruction and consequently lack of discipline on the part of students especially where there is also an acute shortage of supplementary teaching materials such as slide films, radio, television, recording tape and more (See Table 8). This conclusion is not far-fetched. Respondents have described this in the study as "Lack of discipline in students", "Lack of teaching

materials" and "Lack of desired dedication and devotion to duty on the part of the teaching staff". (See page 97). These comments are ranked among the top six of 26 responses for questionnaire item 5.

DISCUSSION AND RECOMMENDATIONS

It is not possible to say that the problems confronting Ogun State Schools are more or less severe than those of other states in Nigeria. Problems vary in significance and scope. Since the researcher's interest in this study was not only to document and analyze data that resulted from the questions discussed in Chapter IV, some personal comments and recommendations based on but not necessarily limited to the data will be discussed.

The Problem

There is enough evidence from the findings to show that secondary school programs in Ogun State have serious shortcomings even including lack of basic instructional materials and equipment. These problems demand immediate and extensive attention. On the one hand, the schools are expected to solve problems which are new to them and for which they are poorly prepared. On the other hand they are teaching a thousand or more pupils in one school. Teaching large concentrations of new elementary school graduates successfully in

a formal setting is a large order. Finding ways to relate the old school practices to new national educational objectives is a new problem. Finding ways to renew the strength of the existing school organization to re-structure school programs is a new problem.

Confronting the diversity of tribal or ethnic cultures is a new problem. Notwithstanding, it is necessary to remember that our educational revolution stands along with the industrial and the democratic revolutions as a major force in transforming the life of the Nigerian people. With large student loads and new objectives, our secondary schools are in grave trouble.

It is not probable that secondary education will decline in our society, and if it did, the writer is convinced that it would be a tragedy for the nation. In a period of rapid development, more jobs will require more training than ever before and this trend will continue. This signifies that individual states, individual communities, and individual schools must make more complex decisions, with longer time horizons as the state or community and its schoools become more complex.

The present study does not cover all aspects of secondary education in Ogun State. No single study can do this adequately, and the researcher is unwilling to make generalizations which go beyond the scope of his own research. It is also true that the uneven distribution of the population in the study will not permit such generalization.

Nevertheless, the writer feels committed to offer some recommendations which are interrelated with and somewhat dependent on other areas of secondary education. With some limitations, the researcher would venture to offer the following recommendations, which are based largely but not exclusively on his data.

The National Secondary School Objectives

The Federal Government of Nigeria, through the Adebo

Commission has played a paternalistic role by providing the entire Federation with the new National Policy on Education. Without such directives it would be much harder for some new states to lay their educational foundations and to make future evaluations of how well their systems are performing, thus planning for further growth and justifying their existence to the larger public.

In viewing the existing secondary school programs and their relation to the examinations system, some educators in Nigeria tend to assume that schooling remains uniform, a changeless ritual submitted to by generation after generation. Seemingly the same things must be taught consistent with the external test given by the West African Examinations Council. Grades must be assigned to justify the West African School Certificate and school teachers across the country must maneuver to achieve a semblance of decorum much as they always

Federal Republic of Nigeria, National Policy, op. cit. p. 3.

have done. But in a developing country like Nigeria, this should not be so. Surface appearances of school subjects may be similar from one state to the next but beneath the outer veneer there may be a vast number of subtle permutations, perpetuated by a wide array of forces. Consequently, secondary school curriculum is a topic for endless study. Embodied in it are considerations going far beyond the mere determination of what knowledge is to be taught. Also involved are methods of instruction, the organization scheme through which students are grouped, time allotments, linkages with other learning experiences in the lives of the students, the construction of instructional materials and more. Secondary school curriculum, in short, is at the heart of the secondary educational enterprise and is, therefore, correspondingly complex. It is this complexity, in fact, that makes secondary school objectives, their importance and their priority for implementation the central focus of this study.

Along with implementation of these objectives should evolve effective machinery to guide educational activities toward attainment of their goals in all Nigerian secondary schools.

It is interesting to note that respondents in this study feel the stated objectives are highly important for the improvement of students and for national economic growth.

If secondary schools are to be effective and develop purposefully in Ogun State, it is recommended, in light of the above statement, that the framework of national objectives be adopted with modifications to suit Ogun State conditions.

This study has provided a more comprehensive statement of objectives which does not duplicate other material but which is more detailed and written in to encourage further translation into specific course objectives.

Subsequently, state and school personnel have assigned varied degrees of importance to these subcategories of educational objectives by numerical ratings. Our next task and probably the most difficult task is in the area of implementation which most educators now talk about but lack the operational procedure to carry out.

This study seeks to suggest a model.

The Model

To ensure a smooth transition, it is recommended that a special agency be set up at the state level to organize and manage the schools' instructional system. The agency which may be called The State Instructional
Management Board would function under the State
Ministry of Education. Its purpose would be instructional management at elementary and secondary levels and the coordination and development of learning resources. Its tasks would include management

and operation of all secondary schools. Agency staff would work in close contact with the National Curriculum Committee, the Nigeria Educational Research Council, the Science Equipment Center, and the Language Center which are located in the Federal capital (See definition of key terms).

The major activities of the State Instructional

Management Board would be in carrying out, either directly
or by delegated authority, those goals and policies

adopted by the Federal and the State governments. The
activity would include the translation of stated goals
into specific objectives and the necessary design and
implementation of secondary programs to achieve those
objectives.

There is a wide range of methods by which these objectives can be implemented. Following are suggested steps that may be followed. This model was adapted from Educational Technology, published in 1975 by the (U.S.) National Center for Education Statistics (NCES).

National Center for Education Statistics, Educational Technilogy. U.S. Department of Health, Education and Welfare, Education Division, Washington D.C., 1975, pp. 194-198.

STEP 1 PLANNING FOR IMPLEMENTATION (Designing implementation program or operation)

a. Select and/ or identify spe- cific goals from the stated national secon-	b. Set Priorities	c. Formulate courses of action in terms of the national	costs of	e. Consider spe- fic criteria for measure- ment of courses action
I.				
1 -	I	i	1	1

STEP 2

PROVIDING INFORMATION FOR IMPLEMENTATION
(Systematic study and gathering of data to provide information for the planning and development of various courses of action in implementing the national secondary school objectives)

a.
Research and statistical operations

Program

ъ.

STEP 3

APPLICATION OF IMPLEMENTATION (Actual conduct of a program or operation to implement the objectives)

ALLOCATION AND DISTRIBUTION OF RESOURCES
-Money, manpower, supplies, equipment, and information - to a chosen course of action

STEP 4

ASSESSMENT OF IMPLEMENTATION
(Ascertaining the success of the outcome of the chosen course of action by careful appraisal of previously specified criteria)

FORMATIVE
Assessment during the implementation (to provide information about needed changes)

SUMMATIVE

Assessment at the end of the course of action (to provide a final overall assessment)

Audio-Visual Materials

The old and new secondary schools in Ogun State should invest in new equipment geared to its educational program. In order to cope with greatly increased numbers of secondary school students, Ogun State schools will need to find ways of providing educational services to greater numbers of students without a proportionate increase in teaching personnel and money.

Responses from subjects in this study are replete with problems such as "Lack of teaching materials", "Shortage of teachers in the academic, vocational and technical areas", "Shortage of qualified teaching personnel", and "Overcrowding in the classrooms". (See page 97). With these in mind, it is the researcher's view that educational administrators in Ogun State must be concerned with the economics of learning. The student should not have to tolerate slow ways of teaching when equally effective faster ways exist. For example, listing of supplementary instructional materials in the four schools in this study yielded up little more than a handfull of wall charts and biological specimens.

The application of modern technology to the educational process in Ogun State, particularly the use of television and radio could facilitate and expand the curriculum greatly. On the one hand, it could help the schools compensate for the shortage of trained teachers and bring instruction in general education and in

specialized skills within reach of a larger number of pupils. On the other hand, if properly managed, it could increase the efficiency of the learning process and reduce pupil wastage, a costly factor in communities where educational resources are severely limited and shortage of trained manpower acute.

Other kinds of audio-visual aids that would be helpful include films, tapes, language laboratories, tape recorders, wall charts, posters, flashcards, overhead projectors, slides, filmstrips, magnet boards and flannelgraphs. These bring learners in contact with widely varied realistic learning experiences. is unfortunate that, in spite of the diverse media now available, the bulk of learning in Ogun State secondary schools is still through books and lectures. Exclusive reliance on such a narrow range of instructional techniques impedes progress toward the more modern educational process needed. To achieve more effective, relevant education in this state, it is recommended that Ogun State of Nigeria invest in the use of these supplementary teaching materials for classroom instruction, along with other locally available resources.

The Utilization of Community Resources

Wood has stated that many teachers have failed to recognize the rich educational resources in the local community surrounding the school. Pupils, he emphasized, were in contact with these resources constantly, yet fail to realize that they were actually learning materials. Wood's statement is nothing short of the truth in analyzing Ogun State's secondary schools.

Not only does much research support the maximum use of community resources, many educators believe that of all the types of materials, community resources represent one of the most important. Not only do they utilize the environment in the learning process, they also bring actual activities and experiences in every day living into the classroom.

The American Association of School Administrators has issued a strong argument for the utilization of community resources.

...if the people in this country are on the move to new areas and will take up quarters in new neighborhoods, the improvement of the quality of living in local communities become the object of universal, not local concern. School programs suited to community needs and making full use of community resources in instruction are not thereby in any sense provincial or narrow. Education has the power to help people solve the common problems. It can and should show ways in which traditional learning contributes to such problem solving.

In light of this argument, secondary school staff

Hugh B. Wood, <u>Foundation of Curriculum Planning and Development</u>. Eugene, Oregon: University of Oregon, 1940, pp. 88-91 (Memeographed).

American Association of School Administrators,

Administration in a Changing Community. Washington D.C.,
NEA, 1959.

in Ogun State need to encourage use of the many educational resources which exist in their community.

It does not require any special ability to see, from page 77 in Chapter IV, that little use is presently being made of the community resources by the schools. One of the strategies for solution to this problem is to break down artificial barriers between the formal institutions which we commonly identify as educational. These are schools, colleges, museums, libraries and other repositories of information, skills, and processes within the community.

In addition to using other educational resources, school programs which use the total community, including the business sector provide far greater advantages to students, in this researchers opinion.

Ogun State has a wealth of unrecognized educational resources both inside and outside the schools to help secondary teachers. A few immediately available ones are: other teachers in the school; the school administrators; Inspectors of Education from Ogun State Ministry of Education; and new personnel including writers, journalists, newspapermen, and radio broadcasters. All efforts should be made to encourage their participation and cooperation in the secondary school program and their willingness to help the teachers.

Other secondary sources to help teachers could be identified. They are: the teacher's former college or university professors, government officials in Ministries such as Agriculture, Information,

Communication and Local and Chieftancy Affairs. There are public libraries, Ogun State Television Service, local health officials, the local police department, government buildings, farms, business industries, museums, historic sights and a wide variety of people to be visited. There are speakers and other persons living in the community who are willing to be interviewed or otherwise make contributions to classroom experiences; printed and pictorial materials about the community, the state and the country at large.

From the researcher's informal interview with some school teachers it appears that they are concerned with the growing isolation of the schools from the community. They seem to be saying that if secondary schools in Ogun State are to fully utilize community resources, leadership on the part of the school principals or someone in the Ministry of Education is both desirable and necessary.

Since independence, much has been said and written about the use of local materials to attain desired objectives, but almost nobody is doing anything about the implementation. Questions that point up the seriousness of this lack are: What is it that must be taught in our schools? How will we know when we have taught it? What materials can work best for teaching the willing learners? What procedures will enhance the utilization of these materials?

The major concern that underlies these questions is the future of the secondary school leavers, who at the end of their 5 or 6 years of secondary schooling can not get a suitable job. This is due to a lack of relevance in the school programs to the outside world of work and hence to the nation's economic and manpower needs.

If we are to attain the national objectives in secondary schools, not only must these questions be answered to teach effectively, the order in which they are answered is just as important. With this in mind, the study suggests a line of approach which may be followed at the school level, in a diagram form (See Illustration 4).

A modest program such as the one below or one similar to it ought to be planned first at the school level. It may later grow from a modest beginning to a major undertaking by the state. It is believed that a simple beginning with a policy for expansion will offer the greatest chance for a success. It will involve continued and concentrated effort on the part of all staff. Further community support should be built upon its accomplishment and actual contributions to the learning rather than on what it might accomplish. This would include evaluation of the instructional program, involvement of all school personnel, and

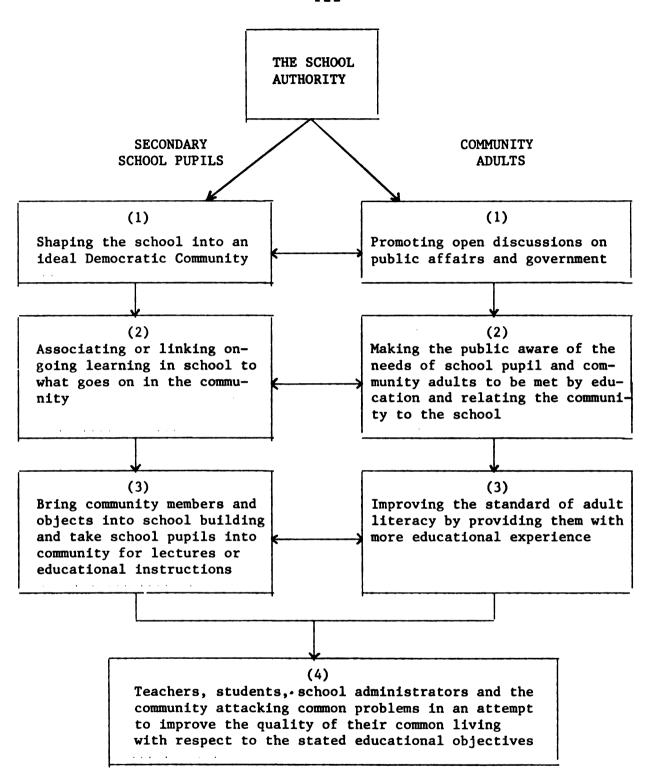


Illustration 4: A Model Program for Utilizing Community Resources

incorporation of ways and means of achieving desired objectives. The plan will also include the stimulation of thinking which would result in action among teachers.

It is thus recommended that those involved in the implementation, as well as other community members, should participate in a continuous process of improving secondary schools.

IMPLICATIONS FOR FURTHER STUDY

Great shortcomings exist in the present secondary school programs in Ogun State. It has been found through ratings by school personnel that the degree of importance of educational objectives is out of tune with the degree of implementation. The present practices are the results of an organization in which passing academic examinations was more valued than the acquisition of general skills. It has been revealed also that a considerable problem exists with the selection and use of supplementary teaching materials including audio-visual equipment. A lack of adequate physical facilities poses serious problems to secondary education in the State.

The potentiality of using educational objectives as a dynamic force for changing secondary school programs in Ogun State is obvious. If the manpower needed by the State is to be forthcoming in the

numbers in which it is needed, the spirit of original enquiry and investigation, reflective thinking and problem-solving skills must be fostered in the schools.

The secondary school objectives should be taken into account so that from the first to the last year of secondary schooling, programs are structured and courses are planned to meet the needs of individual students and the society. It is in this area of syllabi, that further research is needed. It is therefore recommended that studies concerning the relationship between the content of the secondary school programs and the State needs be undertaken.

Further studies of the relationship between teaching methods and the attitude of secondary school pupils towards the school program are recommended.

What is crucial in this area is an approach to teaching systems in which the teacher, the student and national needs, and school programs are defined in relation to one another, bearing in mind feasible teaching objectives, learning characteristics of the pupils and available local resources.

In so far as the findings in this study are reliable, a study of the extent to which training in the audio-visual aids is part of the training of teachers is suggested. Also needed is a study of the availability of in-service teacher training programs

in audio-visual aids offered by the State in the schools. A study of the teaching material locally available for educational programs on the secondary level is desirable. Equally invaluable will be a study determining the value of certain audio-visual aids in various areas of secondary school programs.

The importance of education for effective citizenship in a new State such as Ogun cannot be overemphasized. That school personnel agree has been aptly demonstrated in the rating of long-range objectives. In Ogun State thinking about secondary education has been shallow and few have understood its larger purposes. School programs have been badly constructed and are lacking in richness and perspective. A new State such as Ogun needs people with talent, new technical and academic skills, intelligence, good health, open minds and dedication in order to accomplish the task of nation building. is no doubt that restructuring secondary school programs to reflect the national objectives will offer a strong basis for the future, a foundation for the State's aspirations, and a bridge to a brighter tomorrow. It is hoped that this study will contribute to the improvement of Ogun State secondary school program development towards the ends.

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APPENDICES

APPENDIX A

Instrument For Describing the Schools

NAME OF SCHOOL											_ D <i>i</i>	ATE .		_		
		DS I LAST					ID GF	RADU	ATIO	N OF	STU	JDEN'	TS I	N		
		19	72/7	73	19	973/	74	19	74/7	5	19	975/	76	19	76/7	77
CLASS OR GRADE	Age Range	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
lst Year																
2nd Year																
3rd Year																
4th Year																
5th Year																
TOTAL																
GRAD.: Number per yr.																

NAME OF SCHOOL _			DATE	
. ADDRESS				
STUDENT WITHDRAW	AL WITH	IN THE L	AST ONE YEAR	
			ТО	TAL
REASONS FOR WITHDRAWAL	Boys	Girls	Full-Time Equivalent of all Members	Part-Time Equivalent of all Members
Financial difficulty				
Illness				
Employment				
Marriage				
Disciplinary problems				
Poor academic performance				
Transfer to another school				
Internal family problem				
Death				
Other reasons:				
Reason not known				
TOTAL				

					TOTAL																																
		Ī			S2 +																																
1	1			EXPERIENCE	20-24																																
					61-91																																
					10-14																																
				S OF	6-9																																
				YEARS	1- 4																																
DATE					I-																																
a 					DOCTORAL																																
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					0																																
			4	e t-	Гетаје																																
			STAFF	Part- Time	Male																																
			OF SERS	Full- Time	Female																																
00 F		STAFF	N ME	Ful	Male																																
NAME OF SCHOOL	ADDRESS	00 00			STAFF						TOTAL																										

NAME OF SCHOOL ADDRESS NUMBER OF STAFF TE SUBJECT AREA		DATE	
	No. of Te	eachers	Percent of all
SUBJECT AREA	Male	Female	Teacher Population
		<u> </u>	
		<u> </u>	
TOTAL			

	NAME OF SCHOOL	DATE _	
	Are you currently mak agencies or community desired goals for you	resources to achieve	side ve the
	THE UTILIZATION OF CO	OMMUNITY RESOURCES	
No.	Name of Agencies	Functions	No. of Hours Wk.

	NAME OF SCHOOL						DATE				
	ADDRESS										
	YEAR OF ESTABLISHMENT		19								
		# uoi	70 8	ENROLI	-17	.eqs	۸ĠŞ	a- cular?	lo e exic	PER W	WEEK
0	FIELD AND SUBJECT	gect	esef3 Beara	Boys	Girls	Requir	Electi	ratx3 ianu0	Range	No. of Periods	Total Hours

NAME OF SCHOOL ADDRESS LIST OF AUDIO-VI			
TYPE OF MATERIAL	Number in Permanent Possession of the School	Number Borrowed from Govt. Agent	Number Borrowed or Rented from Out- side Sources

APPENDIX A-1
Survey Questionnaires

with cover letters

Samuel Olu Medahunsi c/o Nigeria Educational Research Council P. O. Box 8058 Lagos, Nigeria April 29, 1977

Ladies and Gentlemen,

The professionally trained school administrator recognizes that the teaching staff exerts a powerful influence on program development. Therefore, it is essential that teachers opinions be determined and assessed in order to make wise dicisions. This instrument is designed to accomplish three goals:

- 1. to assess teacher opinion toward certain aspects of the school.
- to provide teacher recommendations for improvement;
- 3. to provide valuable data for the school administrator to guide in decision making program development, policy faculty development and community relation

There are no right or wrong answers. The answers you give will be completely confidential. Unless you wish to do otherwise, do not sign your name or identify yourself in any way.

Remember that the data collected will assist school personnel of Ogun State in making better decisions toward improving your school.

Yours sincerely,

Samuel Olu Medahunsi.

QUESTIONNAIRE FOR TEACHERS AND SCHOOL ADMINISTRATORS.

WE ARE INTERESTED IN DETERMINING HOW SIGNIFICANT GROUPS OF EDUCATORS CONCEIVE OBJECTIVES FOR SECONDARY EDUCATION IN NIGERIA. WE HAVE REVIEWED THE LITERATURE RELATING TO THE TOPIC OF OBJECTIVES FOR NIGERIAN SECONDARY SCHOOLS AND HAVE DEVELOPED LISTS WHICH REPRESENT A COMPOSITE OR A CONSENSUS BASED ON THE OPINIONS OF SEVERAL AUTHORITIES.

Below is a set of purposes for secondary education which focuses on the end-products or long range purposes of schooling. Please rank order these according to your opinion of their importance as outcomes for Nigerian education. Assign the numeral (1) to the objective you regard as most important, (2) to the next most important, and (3) to the next most, etc. We are asking your opinion of how much importance ought to be attached to each of these objectives, not how much is being attached to each at the present time.

10	help	stud	ents	:	
			a.	become	efficient producers of goods
			b.	become	useful home and family members
			с.	become	effecitve citizens
			d.	become	efficient consumers of goods
			Α.	hecome	well-integrated individuals

Ore. for teachers, cont.

2. Below is a set of educational objectives which relate to discrete skills, knowledge, and attitudes which the school can impart and which contribute to the development of effective adults. There are three boxes, labeled "extremely important", "moderately important", and "of lesser importance". Please assign each objective to one of these three categories by writing its item number in the appropriate box, but do not assign more than four objectives to any one of the three boxes. In other words, no more than four of the objectives can be rated as "extremely important", and so on.

To help students:

- 1. Acquire skills in using language and numbers
- 2. Understand basic facts about health and sanitation
- 3. Develop a scientific attitude toward problem-solving
- 4. Understand the role and responsibilities of a citizen
- 5. Acquire skills in problem solving and reflective thinking
- 6. Understand one's cultural heritage
- 7. Acquire vocational and technical skills
- 8. Understand the world outside one's own environment
- 9. Appreciate the value and dignity of labour
- 10. Value one's cultural heritage
- 11. Appreciate and value the role and tasks of citizenship

Extremely	Moderately	Of lesser
Important	Important	Importance

Ore for	teachers,	cont.
---------	-----------	-------

Q1 C	tor ceachers, conc.				
3.	Are there any other objectives for secondary not included in this list that you think a importance? If so, please list them below	are	educ of e	cation extreme	
4.	Now examine the program of your own schooling again the following list of objectives cate how well you perceive that the schooleach objective by placing a mark in the agolumn.	s, p lis	leas fu	se indi: filling	-
	To help students:	Extremely successfully	Moderately successfully	Not as successfully as we would like	
	to nerp students:		-		\dashv
1.	Acquire skills in using language and numbers				
2.	Understand basic facts about health and sanitation				
3.	Develop a scientific attitude toward problem-solving				
4.	Understand the role and responsibi- lities of a citizen				
5.	Acquire skills in problem-solving and reflective thinking				
6.	Understand one's cultural heritage				
7.	Acquire vocational and technical skills				
8.	Understand the world outside one's own environment				
9.	Appreciate the dignity and value of labour				
10.	Value one's cultural heritage				
11.	Appreciate and value the role and tasks of citizenship				

Qre. for teachers, cont.

5.	Notwithstanding the importance of any of the stated
	objectives for Nigerian secondary education, the
	realities of the situation impose obstacles which
	make the attainment of such objectives difficult, and
	which cause the system to fall short of its mark. In
	your opinion, what are the most important barriers or
	obstacles to the ability of your own secondary school
	to reach the objectives we have been discussing here?
	Please list what you perceive to be the most important
	barriers below:

l.	
2.	
3.	
1.	
5.	

6. In your opinion, how much influence do you think each of the following groups has in the determination of educational objectives for this school?

	No Influ- ence	A little infl.	Some infl.	A great deal of infl.
Teachers				
School Administrators				
Government Planners				
Local Community Representatives				
Students				
Other (please indicate)				

Qre. for teachers, cont.

7. In your opinion, how much influence should each of the following groups have in the determination of educational objectives for this school?

	No infl- ence	A little infl.	A great deal of infl.
Teachers			
School Administrators			
Government Planners			
Local Community Representatives			
Students			
Other (please indicate)			

8. When you must make a decision about what lessons to teach them, how influential is each of the following in helping you to make up your mind?

	A little infl.	A great deal of infl.
the syllabus for the course		
your own understanding of the importance of subject matter		
the needs of the students in your class as you perceive them		
the expectations of your prin- cipal as you perceive them		
the expectations of the West African Examinations Council		
the needs of your students as they express them		
other (please indicate)		

9.	Ple	ase indicate the following:
	a.	Male Female
	b.	Your major field
	с.	Subject taught now
	d.	Years of experience as a teacher:
		(i) 0 - 5 years
		(ii) 6 - 10 years
		(iii) 11 - 20 years
	е.	What year did you complete your training as a teacher? 19
	f.	How long have you been teaching in this school?
	g.	Will you like to have a summary of this report?
		YesNo

Samuel Olu Medahunsi c/o Nigeria Educational Researcj Council P. O. Box 8058 Lagos, Nigeria April 29, 1977

Gentlemen.

The critical problems facing secondary education, and the potential of secondary program development to resolve these suggest the value of securing a consensus of expert opinion regarding directions in which we in secondary education should be planning to move during the next twenty years.

Your position of responsibility and recognized professional accomplishments make you uniquely qualified to assess desirable objectives for secondary education.

Your assistance in completing this questionnaire will be appreciated. The data collected will assist school personnel in this country to make better decisions toward improving their schools.

Please return your responses on or before May 20, 1977.

The results will be shared with you

Yours sincerely,

Samuel Olu Medahunsi

SOM/cm

QUESTIONNAIRE FOR MINISTRY OF EDUCATION PERSONNEL

WE ARE INTERESTED IN DETERMINING HOW SIGNIFICANT GROUPS OF EDUCATORS CONCEIVE OBJECTIVES FOR SECONDARY EDUCATION IN NIGERIA. WE HAVE REVIEWED THE LITERATURE RELATING TO THE TOPIC OF OBJECTIVES FOR NIGERIAN SECONDARY SCHOOLS AND HAVE DEVELOPED LISTS WHICH REPRESENT A COMPOSITE OR A CONSENSUS BASED ON THE OPINIONS OF SEVERAL AUTHORITIES.

1. Below is a set of purposes for secondary education which focuses on the end-products or long range purposes of schooling. Please rank order these according to your own opinion of their importance as outcomes for Nigerian education. Assign the numeral (1) to the objective you regard as most important, (2) to the next most important, and (3) to the next most, etc. We are asking your opinion of how much importance ought to be attached to each of these objectives, not how much is being attached to each at the present time.

, , , , , , , , , , , , , , , , , , ,			
	a.	become	efficient producers of goods
	b.	become	useful home and family members
	с.	become	effective citizens
	d.	become	efficient consumers of goods
	e.	become	well-integrated individuals

To help students:

Ore. for Ministry personnel, cont.

- 2. Below is a set of educational objectives which relates to discrete skills, knowledge, and attitudes which the school can impart and which contribute to the development of effective adults. There are three boxes, labeled "extremely important", "moderately important", and "of lesser importance". Please assign each objective to one of these three categories by writing its item number in the appropriate box, but do not assign more than four objectives to any of the three boxes. In other words, no more than four of the objectives can be rated as "extremely important", and so on.
 - 1. Acquire skills in using language and numbers
 - 2. Understand basic facts about health and sanitation
 - 3. Develop a scientific attitude toward problem-solving
 - 4. Understand the role of citizen
 - 5. Acquire skills in problem solving and reflective thinking
 - 6. Understand one's cultural heritage
 - 7. Acquire vocational and technical skills
 - 8. Understand the world outside one's own environment
 - 9. Appreciate the value and dignity of labour
 - 10. Value one's cultural heritage
 - 11. Appreciate the role and tasks of citizenship

Extremely	Moderately	Of lesser
Important	Important	Importance
1		
1		

Qre. for Ministry personnel, cont.

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ties atta the what the the list belo	of inmersystems are ability objections.	the some to the	situ f su o fa mos of t es w	iati ich ill it i che ve h	obj sho mpo Nig ave	ect rt rta eri be	ive of nt an en	s c its bar sec dis	dif m rri con scu	ficarlers dan	les cul c. s o ry ing	t, I sc	hid ar n y obs hod ere	nd /ou sta ols e?	ma wh ir icl F	ke ich opi es o r lea	the can can to read
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APPENDIX A-2

Correspondence

NIGERIA EDUCATIONAL RESEARCH COUNCIL

Office:- 6, Obanta Road, Apapa.

Telephone: 41593.

P. O. Box 8058, Lagos,

Telegrams: Edusearch Lagos.

Nigeria.

Our Ref

Date ___30th April__1977

TO WHOM IT HAY CONCERN

Please this Council finds the study which is the object of the attached questionnaires relevant to the development and advancement of the National educational system and will greatly appreciate any assistance you can give by filling and returning the questionnaires promptly.

Thank you in anticipation of your kind cooperation.

J. N. Adintola

Styler Steadyle

SECRETARY

MINISTRY OF



EDUCATION

ABEOKUTA · OGUN STATE, NIGERIA

Your	Ref.	No		
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eddre:	ssed to	o the Perma	nent Secre	tary
quotir	ıg	C.151	1048	_

Dale May, 1977

The Principal, Comprehensive High School, Aiyetoro.

The Principal,
Mayflwoer School,
Ikenne.

The Principal,
Ijebu-Ode Grammar School,
Ijebu-Ode.

Research into Curriculum Development in Schools

The bearer of this letter, Mr. S. O. Medahunsi, is conducting a research on the above subject and the Ministry is interested in this project.

- 2. Please make available to him all the facilities he would need in carrying out this study in your School.
- 3. It is hoped that the findings of this project would be useful in the improvement of the curriculum in your School. He will therefore make available to the Ministry the results of the research which may be communicated to you later.
- 4. Thanks for your co-operation.

(S. O. Adelaja)
for Permanent Secretary

P. M. B. 2042

TELEPHONE: 2010

TELEGRAMS : JOGS IJEBU-ODE.

OUR REF. IOGS.No.50/61/77



IJEBU-ODE GRAMMAR SCHOOL, IJEBU-ODE, OGUN STATE NIGERIA.

6th May, 1977.

Mr. S. O. Medahunsi, c/o Nigeria Educational Research Council, P. O. Box 8058, Lagos.

Dear Sir,

Relative to the letter of 30th April 1977 received from the Sec-retary of the N. E. R. C., Lagos, I write to inform you that you are free to conduct the exercise connected with the said questionnaires.

Mishing you all the best.

Yours sincerely,



YOUR REF

OUR REF: M7/1/5/77.

MAYFLOWER SCHOOL

IKENNE VIA SHAGAMU NIGERIA Nay 5th, 1977.

Mr. S.O. Medahunsi, Michigan State University, East Lansing, Michigan, U. S. A.

Research: Mr. Samuel O. Medahunsi.

I consent that you should have access to our statistical records and all other requigite information needed for your research.

These facts are to be kept confidential by you.

Yours faithfully,

T. F. Odubanjo,

Principa 1.

TFO/JOO.



MINISTRY OF

EDUCATION

COMPREHENSIVE HIGH SCHOOL P.M.B. 0001. AIYETORO, EGBADO WESTERN STATE OF NIGERIA

Date 6 May, 1977

Mr. S. O. Medahunsi, c/o Nigeria Educational Research Council, P. O. Box 8058, Lagos, Nigeria.

Special Research Project

Your cablegram was received and your request to use this school among others, for your research project, is granted. You are assured of the cooperation of the entire staff and students of the school.

Principal,
Comprehensive High School,
Ayetoro-Egbado.

LUBA COMPREHENSIVE SCHOOL

TELEPHONE 2511

REF NOLCS. 2/69/254.



P. M. B. 2049,

April 18, 10 77.

ALL COMMUNICATIONS ON THIS MATTER

3. Olu Medahunsi Esqr., c/o. Nigeria Educational Research Council, P.O.Box 8058, Lacos.

Dear Mr. Medahunsi.

Letter of Consent: Education Research Programme

It is a pleasure to refer to the discussions Fr. A.O. Sanni, Chairman Opun State Schools Board - one time Frincipal of this School had with me on your behalf and the subsequent cablegram received from you; about your intention to conduct an educational research programme in my school.

I hereby write to confirm that not only will I personally love to participate in the programme but that the staff, students and the administrative personnel of the school have expressed their willingness to co-operate fully to bring to fruition the object of your programme.

"Education in an era of mechanization and space exploration is being challenged as never before. No longer can the schools remain complacent, relying on historical precedent alone. Just as the educational demands of today are different from those of yesterday, so will the educational demands of tomorrow be different from those of today." K.H. Hoover.

In the light of the above, we cannot but cross our fingers and await anxiously for your arrival to commence the research.

JA/LAB:

AMBA COMPREHENSIVE SCHOOL, IJEBUSOOF

APPENDIX B

Tables on the Importance and Implementation of Secondary School Objectives by Teacher by School

Table 13: Table of Means, Standard Deviations and Ranks on Perception of Long-Range Educational Objectives by Teachers, Administrators and State Personnel

	TEA	TEACHERS		ADM	ADMINISTRATORS	ATORS	STA	STATE PERSONNEL	ONNEL
OBJECTIVE	<u> </u>	(N=99)			(N=11)	<u></u>		(N=20)	
	Σ	SD	RK	Σ	SD	RK	X	SD	RK
Become efficient producers	3.54	66.	4	3.46	. 94	7	3.30	.80	4
b. Become useful home and family members	2.77 1.01	1.01	ო	2.55	.82	ო	2.65	.81	2
c. Become effective citizens	1.79	.98	1	2.18	.87	2	1.35	67.	-
d. Become efficient consumers of goods	4.73	.60	۷.	4.91	.30	2	4.45	.95	2
e. Become well-integrated individuals	2.17 1.23	1.23	2	1.91 1.45	1.45	1	3.25 1.65	1.65	က
Note: The lower the mean, the highe	r the d	legree	he higher the degree of importance.	nce.					
COI	relatio	n Matr	Correlation Matrix for Table 13	le 13					
	TEACHERS	ERS	¥	ADMINISTRATORS	RATORS		STATE	STATE PERSONNEL	NEL
Teachers	1.00	0							
Administrators	0.90	0		1.00					
State Personnel	0.90	0		0.70			-	1.00	

Table 14: Table of Means, Standard Deviations and Ranks on Perception of Long-Range Objectives by Teachers and Administrators by Schools

	SC	SCHOOL 1		s	SCHOOL 2 N=20	2	ွှ	SCHOOL 3	ω		SCHOOL 4 N=17	4
OBJECTIVES	×	SD	RK	X	SD	RK	X	SD	RK	×	SD	RK
a. Become efficient producers of goods 3.56 1.03 4	3.56	1.03	4	3.39	1.08	4	3.71	. 85	4	4 3.16 1.16	1.16	4
b. Become useful home and family members	2.25	1.00 3	ω	3.09	1.20	ω	2.73	.91	ω	2.79 .79	.79	ω
c. Become effective citizens	2.13	1.03	-	1.61	.84	_	1.83	.92	1	1.84 1.17	1.17	-
d. Become efficient consumer of goods	4.88	. 50	5	4.65	. 65	5	4.83	.43	5	4.53	.84	G
e. Become well-integrated individuals 2.19 1.05 2	2.19	1.05	2	2.22	1.04	2	1.90 1.0	1.0	2	2.68 1.60		2

	Correlatio	Correlation Matrix for Table 1	Table 14	
	SCH. 1	SCH. 2	SCH. 3	SCH. 4
Sch. 1	1.00			
Sch. 2	1.00	1.00		
Sch. 3	1.00	1.00	1.00	
Sch. 4	1.00	1.00	1.00	1.00

Table 15: Table of Means, Standard Deviations and Ranks on Perception of Long-Range Objectives by Teachers by Schools

			TEACHERS	RS 1	H	TEACHERS	2	н	TEACHERS 3	ω	TE	TEACHERS 4	4
			N=14	•		N=20			N=48			N=17	
	OJBECTIVES	Z	SD	RK	Z	SD	RK	Z	SD	RK	ĸ	SD	RK
<u>ه</u>	Become efficient producers of goods	3.50 1.09	1.09	4	3.30 1.13	1.13	4	3.73	.84	4	3.29 1.11	1	4
•	Become useful home and family members	2.21	1.05	2	3.20	1.24	ω	2.73	.94	w	2.82	.64	w
c.	Become effective citizens	2.14 1.03	1.03	-	1.55	. 83	-	1.81	.94	-	1.71 1.16	1.16	-
.	Become efficient consumers of goods	4.86	.54	G	4.60	.68	5	4.81	. 45	5	4.53 .87	.87	5
е	e. Become well-integrated individuals	2.29 1.07	1.07	ω	2.30 1.03	1.03	2	1.92 .97	.97	2	2.65 1.54	1.54	2

0	0	0		50	
).90).90	.90	1.00	3CH. 1	Correlat
1.00	1.00	1.00		SCH. 2	Correlation Matrix for Table 1
1.00	1.00			SCH. 3	c Table 15
1.00				SCH. 4	

Sch. 1 Sch. 2 Sch. 3 Sch. 4

Table 16: Perceived Importance of Educational Objectives by Teachers, Administrators and State Personnel

			TEACHERS N=99	ŝ	ADN	ADMINISTRATORS N=11	ATORS	STA	STATE PERSONNEL N=20	ONNEL
	OBJECTIVES	Z	SD	RK	Z	SD	RK	Z	SD	RK
-	Acquire skills in using languages									
	and numbers	1.79	. 73	5	1.46	. 69	w	1.85	. 88	5
2.	Understand basic facts about									
	health and sanitation	1.83	. 69	6	1.82	. 60	4	2.00	. 73	œ
ω ·	Develop scientific attitude									
	toward problem-solving	1.60	.71	-	1.91	.70	6	1.40	.50	р
4.	Understand the role and respon-									
	sibilities of citizen	1.64	.76	2	2.09	&3	7	1.95	1.00	6
5	Acquire skills in problem-									
	solving and reflective thinking	1.68	.77	w	1.36	.51	2	1.70	. 80	ω
6.	Understand one's cultural									
	heritage	2.37	. 69	10	2.82	.41	11	2.65	.67	11
7.	Acquire vocational and techni-									
	cal skills	1.94	. 86	∞	1.82	. 87	4	1.95	.76	6
.	Understand the world outside									
	one's environment	2.15	.73	9	2.18	.75	œ	2.20	.70	9
9	Appreciate the dignity and value									
	of labor	1.75	. 76	4	1.09	. 30	-	1.80	.77	4
10.	Value one's cultural heritage	2.53	.66	11	2.36	.67	10	2.30	.47	10
	Appreciate and value the role									
	and task of citizen	1.84	82	7	2.27	. 79	9	1.50	.76	2

State Personnel	Administrators	Teachers		
0.76	0.61	1.00	TEACHERS	Correlation Mat
0.52	1.00		ADMINISTRATORS	Correlation Matrix for Table 16
1.00			STATE PERSONNEL	

Table 17: Perceived Importance of Educational Objectives by Teachers and Administrators by School

	OBJECTIVES	Sch (N	School 1 (N=16)		Scho	School 2 (N=23)		Schoo1 (N=52)	01 3 52)		Schoo1 (N=19)	Ë ŏ
	CECECITYES	Z (SD	RK	X (SD	RK	·~	SD	R	1 3 (2)	100
-	Acquire skills in using languages											
		1.81	. 83	6	1.78	. 80	6	1.77	.70	5	1.63	. 68
2	Understand basic facts about											
	health and sanitation	1.69	.60	ω	1.65 .71	.71	2	2.00	.71	7	1.68	.48
ယ	Develop scientific attitude											
	toward problem-solving	1.69	.70	ω	1.65 .78	. 78	2	1.62	. 69	-	1.58	.77
4.	Understand the role and respon-											
	sibilities of citizen	1.94	.93	7	1.74 .75	.75	4	1.69	.78	w	1.37	. 60
5	Acquire skills in problem-											
	solving and reflective thinking	1.75	. 86	5	1.61 .66	.66	—	1.69	. 80	w	1.47	.61
6.	Understand one's cultural											
	heritage	2.44	.73	11	2.39	.72	10	2.35	. 65	10	2.63	. 68
7.	Acquire vocational and techni-											
	cal skills	1.63	.72	-	1.87 .92	.92	7	2.06	. 87	œ	1.90	. 81
œ	Understand the world outside											
	their own environment	2.25	. 68	9	2.09	.73	9	2.19	.77	9	2.05	. 71
9.	Appreciate the dignity and											
	value of labor	1.63	.62	-	1.74 .81	. 81	4	1.62	. 75	-	1.84	
10.	Value one's cultural heritage	2.25	. 68	10	2.61	. 58	11	2.40	.66		2.90	. 32
11.	Appreciate and value the role											
	and task of citizen	2.00	. 89	œ	1.96 .71	.71	œ	1.77	. 88	5	2.00	.75

Table 18: Perceived Degree of Importance of Educational Objectives by Teachers by Schools

	TEA	TEACHER 1		TEACHER	HER 2		TEACHER	HER 3		TEACHER	HER 4	
OBJECTIVES	!			Z				48		N=17	17	
	X	SD	RK	×	SD	RK	M	SD	RK	M	SD	RK
 Acquire skills in using languages 												
	1.93	83	6	1.80	.77	5	1.79	.71	4	1.65	.70	w
Understand basic facts about												
health and sanitation	1.64	. 63	–	1.70	. 73	4	2.00	.72	7	1.65	.49	ω
 Develop scientific attitude 												
	1.64	. 75	_	1.65	. 81	2	1.54	. 65	-	1.65	. 79	w
4. Understand the role and respon-												
sibilities of citizen	1.93	.92	6	1.65	.75	2	1.69	.78	w	1.24	.44	,
Acquire skills in problem-												
solving and reflective thinking	1.89	. 86	տ	1.60	.68	_	1.71	. 82	5	1.53	. 62	2
Understand one's cultural												
heritage	2.36	. 75	11	2.35	. 75	10	2.31	.66	10	2.59	.71	10
 Acquire vocational and techni- 												
cal skills	1.71	. 73	4	1.80	. 89	S	2.06	. 89	œ	1.94	83	6
8. Understand the world outside												
one's own environment	2.21	.70	9	2.15	.67	9	2.17	.78	9	2.06	.75	9
9. Appreciate the dignity and				÷								
	1.64	63	-	1.85	. 81	7	1.67	.75	2	1.94	83	6
10. Value one's cultural heritage	2.21	. 89	9	2.65	. 59	11	2.44	.65	1	2.88	33	11
 Appreciate and value the role 												
and task of citizen	1.93	.92	6	1.90	.72	œ	1.75	. 86	6	1.94	.75	6

		2 0.63 1.00	1,00	1 SCH. 2 SCH. 3	Correlation Matrix for Table 18
0.73 1.00	1.00			SCH. 3 SCH. 4	DIE 10

Table 19: Perceived Degree of Fulfillment of National Objectives by Teachers and Administrators

		별	TEACHERS		~	ADMINISTRATORS	RATORS
	OBJECTIVE						
	To help students:	×	SD	RK	×	SD	RK
	Acquire skills in using language and numbers	2.06	.78	9	2.18	.75	8
2.	Understand basic facts about health and						
	sanitation	1.91	. 69	5	2.36	.51	11
ω •	Develop a scientific attitude toward						
	problem-solving	1.85	. 79	4	1.82	. 87	2
4.	Understand the role and responsibilities						
	of a citizen	1.97	. 73	7	1.91	.54	4
5.	Acquire skills in problem-solving and						
	reflective thinking	1.72	. 70	_	1.55	. 69	–
6.	Understand one's cultural heritage	1.98	.71	8	2.18	.75	∞
7.	Acquire vocational and technical skills	2.16	83	10	2.00	63	6
∞	Understand the world outside one's						
	environment	1.74	.71	2	1.82	.60	2
9.	Appreciate the dignity and value of labor	2.01	.75	8	2.09	&3	7
10.	Value one's cultural heritage	1.91	. 67	5	2.27	.79	10
-	Appreciate and value the role and task						
	of citizenship	1.81	.71	ω	1.91	.54	4

Note: The lower the mean, the higher the degree of fulfillment.

0.55	1.00	TEACHERS	Correlation Matrix for Table 19
1.00		ADMINISTRATORS	<u>le 19</u>

Administrators

Teachers

Table 20: Perceived Degree of Fulfillment of National Objectives by Teachers and Administrators by School

. 56	2.26	_	.72	1.73	4	. 65	1.65 .65	2	. 66	1.81	task of citizenship
•	1.90	6	.71	1.92	11	.67	2.08	5	.72	1.88	10. Value one's cultural heritage
. 65	2.26	7	.75	1.94	10	. 88	2.04	7	. 68	1.94	labor
											9. Appreciate the dignity and value of
. 73	1.74	2	. 71	1.83	2	. 59	1.52 .59	2	.75	1.81	environment
											8. Understand the world outside one's
. 7	1.84	11	. 70	2.50	œ	.80	2.00	_	.73	1.56	Acquire vocational and technical skills
. 68		9	.76	2.12	တ	.60	2.00	9	. 63	2.00	Understand one's cultural heritage
. 7		4	. 69	1.90	_	.47	1.30	2	. 66	1.81	and reflective thinking
											Acquire skills in problem-solving
. 54	2.21	4	.72	1.90	6	.76	1.87	7	.77	1.94	bilities of a citizen
											Understand the role and responsi-
.77	1.58	∞	. 80	2.06	ယ	.66	1.57	5	. 81	1.88	problem-solving
											Develop a scientific attitude toward
. 63	2.21	2	. 68	1.83	7	.56	1.96	10	. 85	2.06	and sanitation
											Understand basic facts about health
. 88	2.00	10	. 79	2.17	5	.64	1.70 .64	11	. 62	2.38	numbers
											 Acquire skills in using language and
SD	3	쯧	SD	3	RK	SD	3	RK	SD	3	To help students:
											OBJECTIVE
:19	N=19		N=52	Z		N=23			N=16		
ŏ	School		School 3	Sch	2	School 2	Scl	_	School	ເດ	

Note: The lower the mean, the higher the degree of fulfillment

0.29	0.16	0.30	1.00	SCH. 1	Correlation
0.42	0.36	1.00		SCH. 2	Correlation Matrix for Table 20
-0.34	1.00			SCH. 3	Table 20
1.00				SCH. 4	

Sch. 1Sch. 2Sch. 3Sch. 4

Table 21: Perceived Degree of Fulfillment of National Objectives by Teachers by School

		о н Э	TEACHER	ַ [™]	TEA	TEACHER		TEA(TEACHER		TEACHER	HER	į
	OJBECTIVE	ç	SCHOOL N=14	-	SCH	N=20		SCHO	N=48		SCHOOL 4 N=17	OL 4 17	
		×	SD	R	Z	SD	R	×	SD	RK	Z	SD	RK
:	Acquire skills in using language and												
	numbers	2.36	. 63	11	1.60	. 60	4	2.19	.79	10	10 2.00	.87	7
2.	Understand basic facts about health												
	and sanitation	1.93	.83	œ	1.90	. 55	7	1.79	.68	w	2.24	. 66	œ
<u>ယ</u>	Develop a scientific attitude toward												
	problem-solving	1.79	.80	w	1.55	.61	ယ	2.06	. 81	œ	1.65	.79	2
4.	Understand the role and responsi-												
	bilities of a citizen	1.93	83	œ	1.85	. 81	6	1.96	. 71	5	2.24	. 56	œ
5	Acquire skills in problem-solving												
	and reflective thinking	1.71	.61	2	1.30	.47	-	1.94	. 70	6	1.59	. 80	-
6.	Understand one's cultural heritage	2.00	. 68	10	1.95	.61	∞	2.08	.74	9	1.65	.70	2
7.	Acquire vocational and technical skills	1.57	.76	—	2.00	. 86	10	2.50	. 72	11	1.88	.78	5
<u></u>	Understand the world outside one's												
	environment	1.79	. 80	w	1.45	.51	2	1.81	. 73	4	1.82	.73	4
9.	Appreciate the dignity of labor	1.86	.66	7	1.95	. 89	∞	2.00	.74	7	2.24	.66	œ
10.	Value one's cultural heritage	1.79	.70	ယ	2.05	.61	1	1.70	. 69	_	1.88	.70	5
11.	Appreciate and value the role and												
	task of citizenship	1.79	. 70	w	1.60	. 60	4	1.73	.74	2	2.29	. 59	=

Note: The lower the mean, the higher the degree of perceived fulfillment.

	Correlation	Correlation Matrix for Table 21	able 21	
	SCH. 1	SCH. 2	SCH. 3	SCH. 4
Sch. 1	1.00			
Sch. 2	0.13	1.00		
Sch. 3	0.14	0.04	1.00	
Sch. 4	0.31	0.29	-0.35	1.00

Tables on Secondary School Enrollments in Western Nigeria 1967 - 1970

VPPENDIX B-1

Table 22: Secondary School Enrollments in Western State, 1967-1970

				
otal School Enrollment	746 ' 19	116,82	£09 ' 59	ታ ዩ ረ '
io, of Girls	086'41	21,257	(3)	76,226
io. of Boys	34,042	750' 28	(3)	850'87
io. of Schools	707	202	516	221
econdary Grammar Schools				
otal School Enrollment	550,72	919'57	897,75	(3)
lo. of Girls	10,053	182 6	(3)	(3)
lo. of Boys	786'91	SEE*91	(3)	(3)
io, of Schools	310	782	897	526
econdary Modern Schools				
	14961	18961	z ⁶⁹⁶ 1	0461

*Mestern State of Nigeria, Annual Digest of Education Statistics, 1968, Vol. VIII, Ibadan: Ministry of Economic Planning and Social Development, pp. 1 & 7.

Western State, A Summary of Current Education Statistics, Ibadan: Ministry of Economic Planning and Social Development, 1970, pp. 1, 4, & 5.

John Hanson, (Ed.) Secondary Level Teachers: Supply and Demand in Migeria. Michigan State University, 1973, pp. 41 - 42.

Table 23: Trends in School Enrollment in Western State 1967-1970

9	ς	þ	3	7	
% of Primary	% of Primary	Secondary	Secondary	Primary	
гоочэг	гсроот	Grammar	Wodern	гсроот	
Leavers in	Leavers in	гсроот	гооцэг	Enrollment	
Secondary	Secondary	Enrollment	Enrollment	% Increase	
Education	Crammar	% Increase	% Increase		
+21.0	427.0	412.0	0.2-	+3.0	896
1.12+	T.02+	412.7	5.8+	8.4+	696
431.0	450.0	418.5	+52°	ታ 8+	046

Source: John Hanson (Ed.) Secondary Level Teachers: Supply and Demand in Nigeria. Michigan State University, 1973, p. 42.

Shows increase per cent

As derived by A. Adaralegbe from Table 22 - Shows decrease per cent

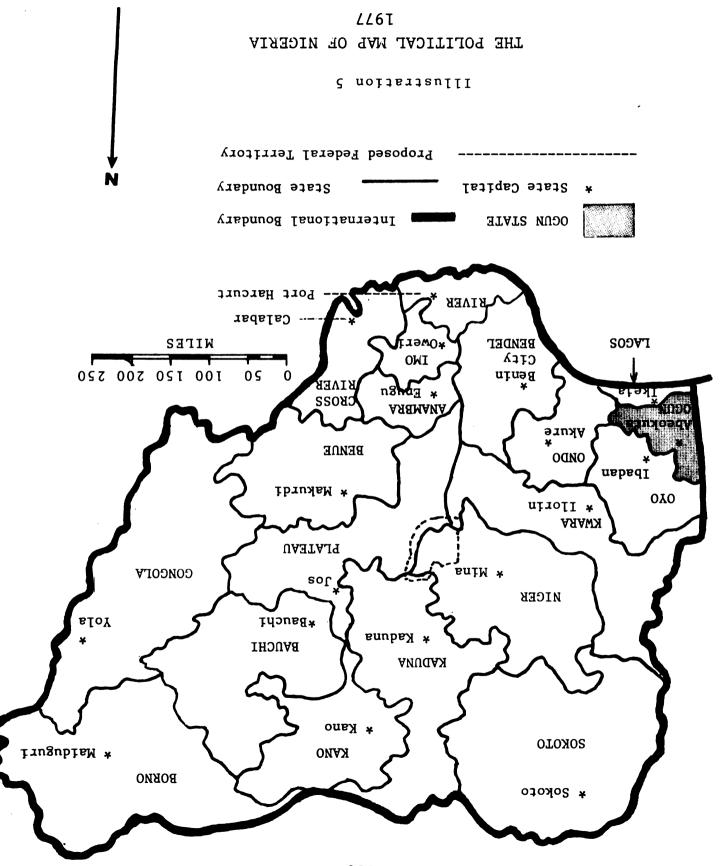
Table 24: Projected Estimate of Secondary School Enrollments, Western State, 1970-1975

136,960	122,300	109,200	055'26	080,78	- JATOT	_	784.76	TOTAL
007 15	006 57	000'17	059'98	35,740	Girls		977 67 =	Girls
095'58	007'94	002'89	006'09	0 ታ €'ታS	Boys	LOWER	805*87 =	роуѕ
152,100	134,800	072,711	102,810	007'68	JATOT			
005,72	000'05	055 የ5	079*88	33,600	slito -			
009'76	008'78	008,87	041'79	008'55	Boys	UPPER		Actua
S/6I		1973 1973	р R О 1972	1261			169	I970

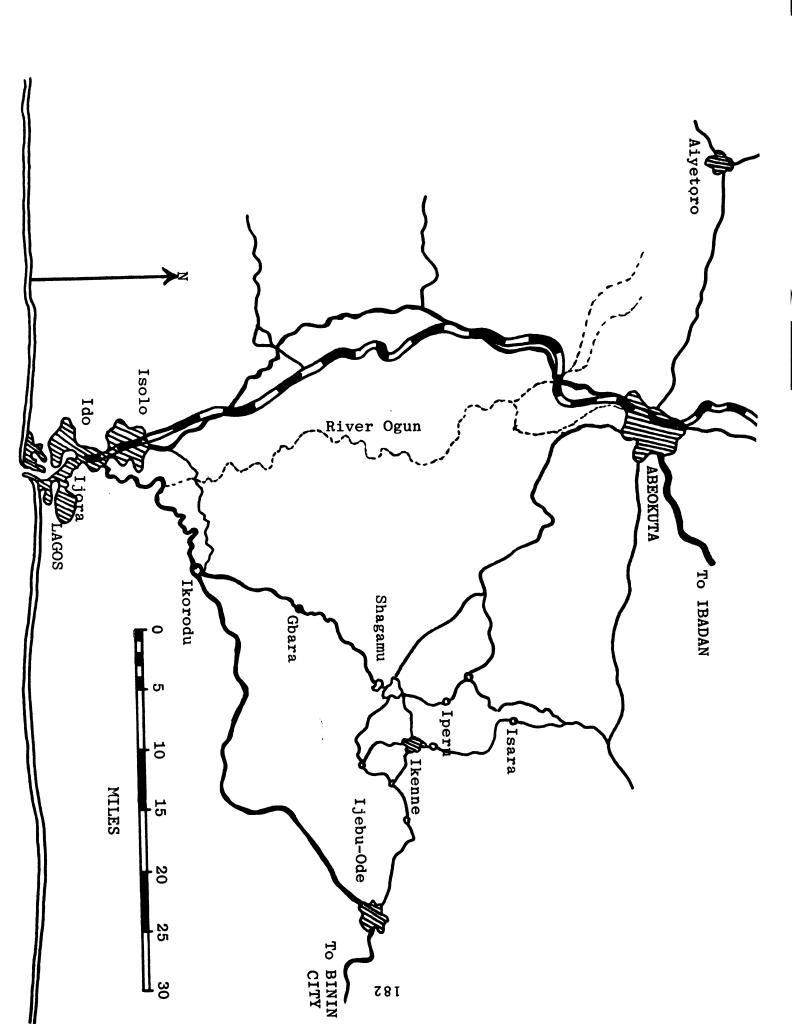
Source: John Hanson, (Ed.) Secondary Level Teachers: Supply and Demand in Nigeria. Michigan State University, 1973, pp. 44.

The Political Map of Nigeria

VPPENDIX C



Showing the Research Areas Spowing the Research Areas



The Legal Framework of Educational Planning and APPENDIX C-2

AND ADMINISTRATION IN NIGERIA THE LEGAL FRAMEWORK OF EDUCATIONAL PLANNING

Organization and Control of the Secondary Schools 1977

In an effort to formalize the implementation of its

new educational policies, the Federal Government of Nigeria has issued a Mational Scheme of Education which reaffirms the 3-3 plan as the basic pattern for organizing the secondary educational system in Nigeria.

The plan proposes to commence with the first gra-

duates of the Universal Primary Education (U.P.E.)
within the next five years. The 3-3 secondary school
for Nigeria, including Ogun State, is to be broken into
two parts - 3 years of junior secondary and 3 years of
senior secondary schooling. With this plan the

existing 5-year secondary schooling for all elementary school products will automatically extend to 6 years, for ages lit through l7t. A detailed description of secondary education for the country was given in the Federal Republic of Nigeria National Policy on Education.

The document outlined the country's education expansion program, her education policy and reforms - a major focus of which was the development of secondary education for all Nigerians.

In an effort to make this plan work, the Federal

Education. Federal Ministry of Information Printing Division, Lagos, 1977, pp. 10 - 13.

Illustration 7: The New Secondary School System of Nigeria

LIFE LONG EDUCATION

	3 years	6 years		3 years	4 years +	Duration
0 - 2	2+ - 5+	5+ - 11+	11+ - 14 +	14+ - 17 +	17 - 21 + & over	Age
		BASIC	11+ - 14 + Professional	Basic & Pre	Professional	Type
	Pre-Primary Schools	Primary Schools	Secondary Schools		Higher Institutions	· · · · · · · · · · · · · · · · · · ·
		General		Vocational & General	VOCATIONAL	Content
		Primary	Decondary	2	HIGHER	Level

Source: Federal Republic of Nigeria National Policy on Education. Lagos, Nigeria, Federal Ministry of Information Printing Division, 1977, p. 36.

In-School Education

Out of School Education

Pre-Education

POPULATION SPREAD

Government of Nigeria has established the National Council on Education composed of the Education Commissioners, and the Joint Consultative Committee on Education (J.C.C). The latter is made of two parts: local education officials and outside educations of the thousand experts. Under these bodies will operate the tional experts. Under these bodies will operate the planning, administrative, inspectorate, advisory and financial services whose functions are:

"a. to ensure adequate and effective planning for education;
b. to provide efficient administrative and
and improvement of the system;
c. to ensure quality control through regular
inspection and continuous supervision of
instructional services and
instructional services and
for all educational services"

for all educational services"

The secondary schools in Ogun State form a part of this centralized system of education in Nigeria.

Their objectives, finance, administration, teachers and facilities are controlled at the national level by new policy, the numerical flow of pupils and the progress of the individual student through the secondary gress of the individual student through the secondary education system is similarly controlled, both vertically between the subjection of the secondary school types. This control is exercised largely by means of age limitations and annual examination con-

ducted by the West African Examinations Council.

Nigerian Mational Policy, op. cit. p. 31.

APPENDIX C-3

The Examinations System and the Role of the West African Examinations Council

The Examination System

that they can do university work.

point average in certain required courses to guarantee through an examination and must have made a high gradewho wish to enroll in a university course must qualify certificate of a secondary school for entrance. Pupils and rigid. No university in Nigeria accepts the tions conducted by external authorities may seem formal (in fact the entire Nigerian) system of mass examinacolleges will accept their graduates, the Ogun State system of accrediting secondary schools so that classroom tests administered in high schools and the To an American reader familiar with the frequent

88 I

From the beginning, the West African School to dominate the educational procedures. over the work done. In some of the States it seems examination provides a powerful control by the State prominent part in the life of the students. outside of the individual schools. It plays a examination is prepared and corrected by an authority since the attainment of Migerian independence. эчл colonial period, but it has undergone some liberalization This examination system has existed since the

scpoor contses. It is conducted by the West African Certificate have been taken at the end of the secondary

Examinations Council.

The Role of the West African Examinations Council

The West African Examinations Council (WAEC) serves the entire English-speaking West Africa with the exception of Liberia. The Council operates with its expert committees and panels for the formation and review of the syllabus of secondary school subjects for which it sets examinations.

The syllabus for the secondary schools is also

prescribed by the Council. A number of vocational courses at the secondary level, however, still follow syllabuses dictated by the overseas examining bodies in collaboration with the WAEC. These examinations include the Royal Society of Arts of the Pitmans and the City and Guild of London. The overseas examining bodies are officially recognized by the Nigerian Government. The courses offered in some of the schools in the State and the courses offered in some of the schools ducted by these bodies.

Information provided by the Federal Ministry of Education, Lagos.