

Basic Concepts of Educational Planning and Administration

EME 102



University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

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ISBN 978-2828-45-9

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic

information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.



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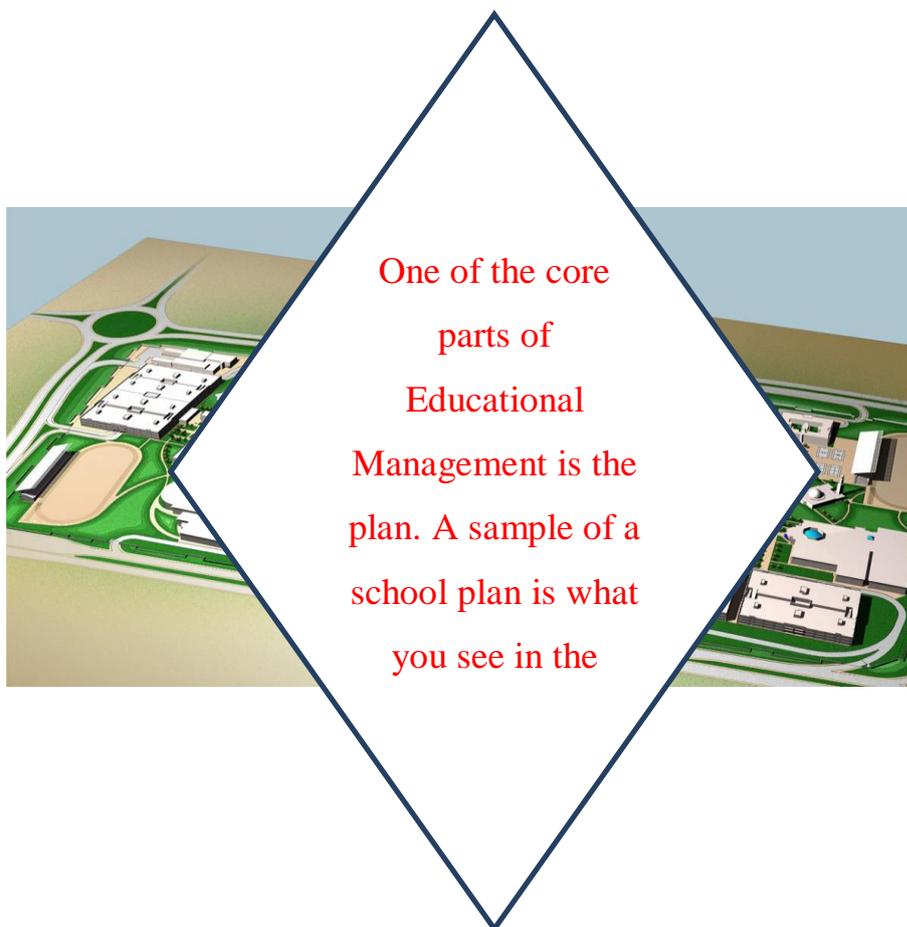
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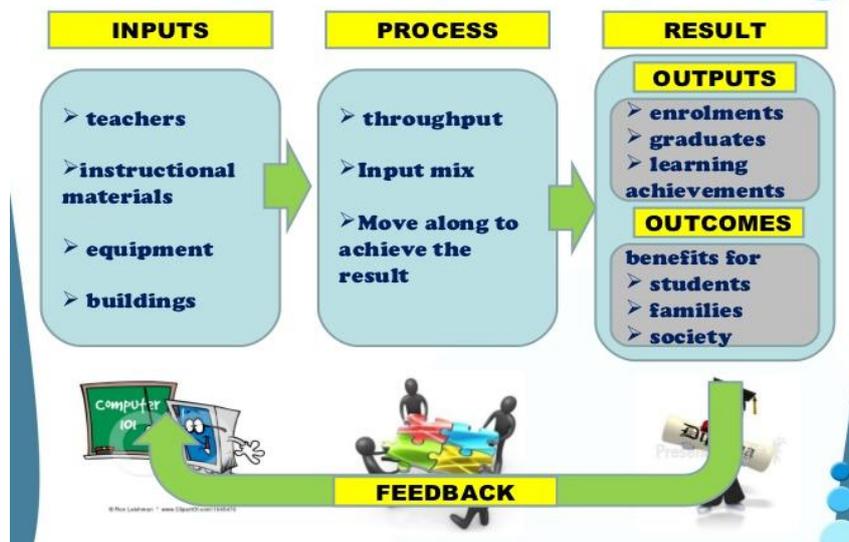
Study Session 1: Concept of Educational Management



Introduction

In this study, you should be open to learn about educational management. In addition, one of the two major areas of educational management, i.e. planning is discussed while the second aspect which is ‘administration’ would be discussed in a subsequent study. You would also be expected to attempt the definition of educational planning and further give definitions of educational planning as viewed by different authorities.

The Strategic Management Cycle



Learning Outcomes from Study Session 1

At the end of this study session, you should be able to:

- 1.1 Define the term 'Management'
- 1.2 Discuss Educational Planning

1.1 The Concept of Management

Do you have any idea of what management is before now? You can make an attempt at defining management in your own term and compare it with the way have defined it below. Management is referred to as a process of relating human resources to achieve the goals of an organization. It means the realization of organizational goals is very central to the concept of management.

In another definition, management is viewed as planning, organizing, leading, and controlling the efforts of organization members and by using all other organizational resources to achieve stated organizational goals.

Activity 1.1: Definition of Management

Duration: 10 Minutes

Could you compare your definition(s) with the two definitions given above. Are there similarities in key words? Could you redefine the term management in a better way?

Input-Process-Output and feedback in management, operations management are the transformation of inputs, i.e (labour, capital, equipment, land, buildings, materials and information) into outputs (goods and services) that provide additional value to customers.

The **transformation system** is the critical element in educational management that determines how well organization products meet customer needs. It does not matter whether the organization is a profit educational system or a non-profit organization (e.g. Religious organizations, hospitals, etc.), or a government agency; all organizations must strive to maximize the quality of their transformation processes to meet customer needs.

Transformation processes in an educational system that is learner centred produces the following results:

1. Changes in the physical characteristics of learners
2. Changes in the position of learners.
3. Changes in the ownership of information.
4. Storage or accommodation of materials, information or customers.
5. Changes in the purpose or form of information.
6. Changes in the physiological or psychological state of learners.

There are three types of input, which include:

- **Materials**
- **Information**
- **Customers**

Customer are transformed by the same organisation.

For example, withdrawing money from a bank account involves information about the customer's details such as account number, cheques and currency. Treating a patient in the hospital involves not only the customers state of health, but also any materials used in treatment and information about the patient.

In-Text Question

Management is simply referred to as a process of relating human resources to achieve the goals in an organization, TRUE/FALSE _____?

In-Text Answer

TRUE

1.1.1 What is Educational Management?

You shall try to link management with education in this section. Can you try the definition of 'Educational Management'? Alright, consider these definitions as guides in defining your own.

Educational management is the process of planning, organizing, influencing and controlling the efforts of the operators of the education system to achieve the stated goals of education. Further, educational management is the process primarily concerned with the overall formulation of plans, programmes and policies of the education enterprise.

You will observe that the two definitions are not too different from management definitions above. This is because the management is unique, you are only linking it with education.

The two major areas of educational management are planning and administration. You shall examine planning aspect before the administration aspect.

1.2 Planning

For proper understanding of the meaning of planning you can view the following authors' definition below:

Chwleduk (1966) looking at it from the socialist angle, said planning is the system of managing economic process involving production. Its essence consists in determining economic targets and methods for their implementation, especially, the allocation of the means of production and of labour to different uses. Invariably, planning is an instrument for economic strategy to achieve the optimum goal of national income or the maximum satisfaction for social needs.

Additionally, other experts such as Branch and Robinson (1968) agreed that planning is a deliberate, organized, continuous process of identifying different elements and aspects of organism, determining their present state and interaction, projecting them in concert through a period of future time, formulating and programming a set of actions so as to attain some desired results.

Nwankwo (1981) also defined planning as the activity that is concerned with developing both the short and long range guides that will most optimally use the best available resources targeted at achieving specified objectives.

Furthermore, **Akanji** and **Doguwa** (1992) **viewed** planning as a systematic attempt to influence the future of an institution or determining today what the business will be tomorrow by defining the objective, appraising those factors within and outside the environment that affect the achievements of the objectives and establishing comprehensive and flexible action plans to ensure that the set objectives are attained.

Longe (2003) said that planning is a process of establishing priorities for future actions in an attempt to solve economic problems, which stem from the existence of scarce resources. She added that planning implies giving thoughts to the goals, aspirations and priorities of a nation.

From all the examined definitions above, you will discover that planning is perceived to have economic undertones because of the emphasis on the utilization of resources, which are believed in economic parlance to be scarce. You will also find out that there is the target of achieving the stated objectives an achievement that is very important in whatever activity anybody is involved in.

Furthermore, there is the orientation of futurity. This means that planners believe that as human beings, you will be alive to witness many activities in 10, 20, 30, 40years' time. So, planning does not concern itself with the present moment alone; it also believes in the future that is yet to be witnessed. The activity of planning is continuously carried out, and so, planning is a continuous process.

In summary, planning involves what to do? Why it should be done? Who should do it? Where to do it? When doing it? In essence, planning permeates other management functions such as organizing, directing, coordinating, controlling, budgeting and evaluating.

Box 1.1: Recall: Planning

From all the examined definitions above, you will discover that planning is perceived to have economic undertones because of the emphasis on the utilization of resources, which are believed in economic parlance to be scarce. You will also find out that there is the target of achieving the stated objectives an achievement that is very important in whatever activity anybody is involved in.

1.2.1 Educational Planning

Many experts state that educational planning is, so that you too will be able to conceive personally a definition of educational planning. However, the focus of educational planning is the application of the various definitions ascribed to the planning of the educational system.

Nwankwo (1981) defined educational planning as a process of preparing a set of decisions about the educational enterprise in such a way that the goals and purposes of education will be sufficiently realized in the future with the available resources. In the view of **Adesina** (1981), educational planning is difficult to be given a universally accepted definition.

Additionally, **Longe** (1987) defined educational planning as concerned with the problem of allocating the limited resources devoted to the educational sector among different levels and types of education. She argued further that educational planning forms an integral part of development planning involved in the attempt to solve the problem of scarce resources relative to the growing needs of the national development.

Longe (2003) further considers educational planning as the process of taking decisions for future action with the view of achieving pre – determined objectives through optimum use of scarce resources. You will discover that from these definitions, the following statements are common, or implied and of great importance to educational planning; namely,

- a) Educational planning is a continuous process
- b) Educational planning involves making decisions on a rational use of scarce educational resources;
- c) It is future-oriented;
- d) It also aims at achieving a set of determining objectives and goals for the education sector; and
- e) It lays emphasis on the cost effectiveness of the education programmes and projects.

In their submission, **Ajayi** and **Ayodele** (2006) conceived educational planning as a rational decision making process which involves the efficient and effective use of

scarce resources devoted to education for the purpose of accomplishing pre-determined societal objectives in the future.

From the definitions, you have been able to view plan from a different perspective and have a personal definition of educational planning.

Activity 1.2: Educational Planning

Duration:15 minute

Define Educational Planning in your own words

Summary of Study Session 1

In this study, you have learnt that:

1. There are some basic concepts in educational management. These are management, educational management, educational planning, micro educational planning, macro educational planning, school, mapping, educational disparity and internal efficiency in education.
2. Management is referred to as a process of planning, organizing, coordinating, and controlling both human and material resources in an organization for the achievement of set goals while educational management is the process of planning, organizing, coordinating and controlling both human and material resources towards the achievement of educational goals.
3. Planning is defined in general terms as the process of deciding in advance what needs to be done, how to, when to do it, who is to do it and with what resources. Educational planning is rational and scientific process by which a given society consciously directs its future actions in education with a view to optimizing available resources used in the pursuit of desirable educational goals.

Self-Assessment Question for Study Session 1

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 1.1 (Test of learning outcome 1.1)

Define the term ‘Management’

SAQ 1.2 (Test of learning outcome 1.2)

What is educational planning?

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Notes on SAQs for Study Session 1

SAQ 1

Management is simply referred to as a process of relating human resources to achieve the goals in an organization. It means the realization of organizational goals is very central to the concept of management.

In another definition, management is viewed as planning, organizing, leading, and controlling the efforts of organization members and by using all other organizational resources to achieve stated organizational goals.

SAQ 2

Nwankwo (1981) defined educational planning as a process of preparing a set of decisions about the educational enterprise in such a way that the goals and purposes of education will be sufficiently realized in the future with the available resources. In the view of **Adesina** (1981), educational planning is difficult to be given a universally accepted definition.

Additionally, **Longe** (1987) defined educational planning as concerned with the problem of allocating the limited resources devoted to the educational sector among different levels and types of education. She argued further that educational planning forms an integral part of development planning involved in the attempt to solve the problem of scarce resources relative to the growing needs of the national development.

Study Session 2: Basic Terms in Planning

Introduction

There are many terms that are commonly used in planning. It is therefore imperative that these terms are well explained to you, for easy comprehension. Some of the basic terms that are explained include: development planning, sectoral planning, sectional planning, curriculum planning, technical planning, manpower planning, participatory planning, micro planning and macro planning.

Learning Outcomes from Study Session 2

At the end of this study session, you should be able to:

- 2.1 Explain the different terms used in planning; and
- 2.2 Explain at least five terms used in Strategic Planning

2.1 Terms Commonly Used in Educational Planning

You can examine various terms used in planning base on the following authors definitions below:

1. **Development Planning – Todaro** (1985) affirmed that development planning is the surest and most direct route to economic progress. To **Longe** (2003), development planning is concerned with the economic and social progress of a nation the primary aim of which is to influence and direct the economic and social development of that nation through the systematic ordering of her priorities.

Furthermore, **Fabunmi** (2005) referred to development planning as the process of deciding how the scarce resources in the economy will be used judiciously to achieve the national goals or objectives. A close look at above definitions shows that the realization of a nation's goals and objectives with the use of scarce nation's resources is at the core of development planning.

2. **Sectoral Planning** – Within a given economy, there are different sectors, such as education, health, transport, sports, tourism, and so on. There is allocation of scarce economic resources to these sectors to enable them work towards the realization of their respective stated objectives and goals. However, **Longe** (2003) referred to sectoral planning as the first phase in development planning.

The phase, according to her, is saddled with the responsibility of allocation of the nation's available resources to the various sectors of development, such as defense, education, agriculture, housing, industries, health, etc. To **Fabunmi** (2005), sectoral planning is the rational allocation of resources to the different sectors in an economy.

3. **Sectional Planning** – You need to know that a sector is made up of different sections. So, when I am examining education sector, it is made up of different sections, such as pre-primary, primary, secondary, higher education, teacher education, technical/vocational education, adult and non-formal education, special education, nomadic education, etc.

Therefore, sectional planning is one of the phases of development in which there is the allocation of scarce and limited resources to the differently spelt out sections that make up the education sector. According to **Longe** (2003), sectional planning is the planning within each of the sectors of development such as education, health, agriculture etc.

In the view of **Fabunmi** (2005), sectional planning is the rational allocation of resources to the units within an economy sector.

4. **Curriculum Planning** – This is identified with educational planning because it has to do with the planning carried out or performed by teachers in their different educational institutions right from the first level to the third level. Among the functions (planning) done by school teachers are preparation of curricula for the different subjects taught, time table(s) for each of the classes, organization of students for their continuous assessment and so on.

5. **Technical Planning** – This involves the formulation of quantitative targets about recruitment of teaching and non-teaching staff, provision of infrastructural facilities that are necessary for successful teaching and learning activities etc. In some cases where the institutions operate boarding facilities, there should be planning for students' feeding, beddings, uniforms, and so on.

6. **Manpower Planning** – **Longe** (2003) saw manpower planning as the process of determining the need for qualified manpower. This qualified manpower is those that have gone through formal education in any of the Nigerian tertiary institutions and have been officially certificated.

They are also professionally trained in their respective areas of calling. To **Adeagbo** (2005), manpower planning applies to the process of preparation and deployment of human resources for productive purposes.

7. **Participatory Planning** – **Fabunmi** (2005) coined the concept of ‘participatory planning’ as a model of planning which compels functional involvement of every unit of the society or representatives of all stakeholders, such as students, labour employers, individuals and different organizations.

However, **Longe** (2003) viewed participatory planning as that which requires the active participation of the other relevant specialists, such as curriculum specialists, interest groups such as the Parent/Teacher Association, Nigerian Union of Teachers (the umbrella union of teachers at the primary and secondary levels), and students’ representatives and so on.

8. **Micro Planning** – This is planning at the grassroots level or the local level (**Longe**, 2003; **Fabunmi**, 2005). It is sometimes referred to as planning at the institutional or district level. This is because it tries to focus on an in dept. study of the educational problems at that institutional, district or grassroots level.

Longe (2003) reiterated that micro planning reflects a desire to improve the functioning of the educational system by reinforcing planning activities at the grassroots. She, therefore, informed us of what micro planning deals with. According to **Longe** (2003), micro planning deals with problems linked to access to the educational system.

It also examines the problems of acquisition and maintenance of teaching equipment, attitudes of parents, pupils, teachers, community members and other beneficiaries of educated manpower etc. to education. It ensures that there is equality of allocation of educational resources and services to meet the needs of the people at the grassroots.

9. **Macro Planning**- This is the opposite of the micro planning. So, it is not planning at the grassroots level but at the national or global level. However, it is based on the budget of the nation or the state as the case or situation is applicable.

In-Text Question

_____ is identified with educational planning because it has to do with the planning carried out or performed by teachers in their different educational institutions right from the first level to the third level.

- a. Curriculum Planning
- b. Active Planning
- c. Sectoral planning
- d. Developmental planning

In-Text Answer

- (a) Curriculum Planning

2.2 Terms Used in Strategic Planning

The following are terminologies that can be used in Strategic Planning of an business organisation or enterprise.

Action plan: A detailed description of the strategies and steps used to implement a strategic plan.

Baseline: Base level of previous or current performance that can be used to set improvement goals and provide a basis for assessing future progress.

Benchmarking Gathering information about model efforts or best practices by other organizations engaged in similar endeavours to help establish project targets and goals.

Buy-in: Obtaining agreement from key stakeholders that the proposed plan is acceptable.

Capacity: The development of an organization's core skills and capabilities, such as building leadership, management, finance and fund-raising, programs and evaluation, in order to build the organization's effectiveness and sustainability. The process of assisting an individual or group to identify and address issues and gain the insights, knowledge, and experience needed to solve problems and implement change.

Capacity building: This is facilitated through the provision of technical support activities, including coaching, training, specific technical assistance, and resource networking.

Capital Assets: These are assets that are available for on-going business needs to produce income.

Capital Addition to an organization's fixed assets.

Capital improvement: This is the improvement result from an outlay of funds over a specific and finite period of time that results in a permanent addition to an organization's fixed assets.

Capital plan: A plan for maintaining assets to continue programs.

Case study: A study containing qualitative data (such as observations and information drawn from interviews) about one subject. These studies are typically based on what is termed anecdotal evidence. A series of case studies can provide useful information that something of significance is happening that may merit further study.

Client: Anyone whose interests are served by an organization, or who receives or uses an organization's resources or services. Clients can be internal to an organization, for example, one department may be the client of another department, or external to the organization.

Collaboration: To work together, sharing ideas and resources, especially in a joint intellectual effort.

Compensation: Money or another item of value given or received as payment or reparation for a service or loss.

Constituency: A group served by an organization or institution; a clientele.

Corporation: A group of individuals legally empowered to transact business as one body.

Cost-benefit: A management tool that involves calculating or estimating analysis the monetary costs and potential benefits of a proposed course of action.

Crosswalk: A research tool used to guide analysis and reporting, particularly when there are multiple data sources. A crosswalk does not present any of the findings or results, just the types of information that has been gathered from the different data sources.

Cultural A set of values, behaviours, attitudes, and practices which competence enable people to work effectively across racial/ethnic and cultural lines.

Demographics: The characteristics of human populations and population segments, especially when used to identify consumer markets. Descriptive numbers does describe or summarize information about a statistics sample. Three basic descriptive

statistics (generally known as measures of central tendencies), are the mode, median, and mean. The mode is the number, item, score or other value that occurs most often.

Empowerment: An evaluation approach that includes collaborative and evaluation training functions within a goal of the empowerment of management and program staff to continuously assure quality of services.

Evaluation A study to determine the extent to which a program or project reached its goals. External Analysis of the elements or forces that affect the Assessment environment in which an organization functions—also called an “environmental scan.”

Facilitator: A person who makes it easier for other people to accomplish objectives by offering advice and assistance in solving problems, either with technical issues or with other people.

Feasibility: Capable of being accomplished or brought about; possible.

Gap analysis: The identification of the difference between the desired and current state.

Goal: A desired end result.

Grant: A giving of funds for a specific purpose.

Impact Evaluations that look specifically at whether or not the evaluation program achieved its goals and had its intended effect. An outcome or impact evaluation measures the final results of a program or initiative. (See also, Outcome Evaluation).

Inclusivity Broadness in orientation or scope (frequently used in terms of broadness of culture and ethnicity).

Inputs: The “nouns” of projects; the resources that are used to make the project happen (such as people and equipment).

Instrument Research tool used to assess variables during an evaluation. Examples include surveys, questionnaires, telephone interview protocols, executive interview protocols, or focus group protocols.

Internal Analysis of an organization’s position, performance, assessment problems, and potential.

Interview: A research process that obtains structured information from an individual or group of individuals, usually based upon an established set of questions and/or probes.

Jurisdiction: The limits or territory within which authority may be exercised.

Legislation: A proposed or enacted law or group of laws.

Litmus test: A test that uses a single key indicator to prompt a decision.

Mission: A brief, comprehensive statement of purpose of an agency statement or program.

Monitoring: Assessing the inputs and activities of a project.

Needs: A structured process to determine the needs of a designated assessment survey field, i.e., individuals, an agency, a system, etc.

Objectives: Specific and measurable targets for accomplishing goals.

Operating: This is the day-to-day expenses incurred in running an organization costs or project, as opposed to costs associated with production.

Operational: Definitions for terms and research variables specific to one definitions program or project; a definition used within a program or project.

Research variables must be clearly defined. For example, if the term “recidivism” is being used in a study, it should be defined, such as “committing another criminal or juvenile offense.” How these variables are measured has a great impact on the success of the study. For example, is “committing another offense” measured by arrest data, conviction data, or interviews that may identify additional violations?

Outcomes: The long-term end goals that are influenced by the project, but that usually have other influences affecting them as well. Outcomes reflect the actual results achieved, as well as the impact or benefit, of a program.

Outcome: Evaluations that look specifically at whether or not the evaluation program achieved its goals and had its intended effect.

Output: A type of performance measure that focuses on the level of activity in a particular program.

Performance Tools or information used to measure results and ensure measures accountability.

Pilot study: A “scaled down” version of a major effort conducted before a larger study to test feasibility. For example, a pilot test might test proposed measurement instruments, hone the research methodology, or see if there is a preliminary basis for supporting the hypothesis.

Proactive: Acting in advance to deal with an expected difficulty.

Process: Investigates issues regarding the program’s current evaluation operations or the implementation of new initiatives.

Questions: most often focus on what the program does, who does it, and how it is done.

Project logic: A model that arrays the resources, activities and goals of a project to allow the relationships to be clearly viewed and understood.

Qualitative: Qualitative research is conducted in a more interpretive and research contextual fashion and goes beyond the “facts and figures” gathered by objective measures. Qualitative research attempts to measure the complexity of a given topic and often involves narrative responses to questions, rather than categorical responses.

Quantitative: Quantitative studies rely upon statistics and measures that research can be expressed numerically. In order to make valid inferences from quantitative research, certain rules need to be followed in terms of the research design and sampling methods.

Questionnaire: Written documents that contain a series of questions that are answered by respondents. Typically some form of objective response is required, such as “true-false” or numerical scales (for example, “1 to 5” rankings).

Quasi- These research designs are very typical in field research and experimental program evaluations where, unlike true experimental research designs, research subjects cannot be randomly assigned to design their respective grouping in the study (for actual or ethical reasons).

Research Questions that ask what variables can and will be questions manipulated and studied. For example, do restraining orders issued on stalkers reduce violence to victims? Does having a restraining order, the independent variable, result in a reduced likelihood of the stalker hurting the victim, the dependent variable? A research design is based on research questions.

Resource: The determination and allotment of resources or assets allocation necessary to carry out strategies and achieve objectives, within a priority framework.

Resource plan: Part of the definition statement stating how the program will be resource loaded and what supporting services, infrastructure, and third party services are required. Also, a component of the program definition statement stating how the program will be resourced, and specifying what supporting services, infrastructure and third party services are required.

Restitution: The act of restoring to the rightful owner something that has been taken away, lost, or surrendered.

Results: The “outputs” of the activities of a project, directly measurable and within the control and influence of the project.

Request form: A formal invitation containing a scope of work which seeks a Proposal(RFP) formal response (proposal) describing both methodology and compensation to form the basis of a contract. An RFP is prepared by the customer to solicit proposals from potential providers.

Sample: Some smaller part of a larger population that is being studied. One of the key aspects of a sample is whether it is truly representative of the larger population. To be representative, the methods of drawing the sample are critical.

Service delivery: The method used to provide services to a client.

Stakeholder: Any person or group with a vested interest in the outcome of a project or plan.

Survey: A study where data are collected by way of questionnaires or interviews. Surveys can either be observational, if no intervention or treatment occurred, or can be used as pre-test and post-test measures before and after some intervention or treatment.

Strategic plan: A practical, action-oriented guide based on an examination of internal and external factors that directs goal-setting and resource allocation to achieve meaningful results over time.

SWOT analysis: An abbreviation used to denote analysis of an organization’s internal Strengths and Weaknesses and external Opportunities and Threats. Also referred to as “internal/external assessment”

Survey: The research tool used to conduct a survey-for example, a instrument mailed questionnaire, a telephone script, etc.

Tracking Systems set up to monitor progress, compile management systems information, and keep goals on track.

Underserved Groups identified as potential clients who are not receiving populations the full extent of services an organization provides, often because of a history of exclusion due to race or ethnicity.

Unserved Groups: identified as potential clients who are not receiving populations any services an organization provides, often because of a history of exclusion due to race or ethnicity.

Values: A narrative description that outlines an organization’s beliefs statement and guiding principles.

Vision: A narrative description of a future state to help keep project statement teams focused. A concise statement of what needs to change, typically the promoter, sponsor, or leader’s “agenda.” A compelling, conceptual image of the desired future you want to attain.

Summary of Study Session 2

In this study, you have learnt that:

- 1) There are different terms that are commonly used in planning.
- 2) There are terminologies used in Strategic Planning whether in education or in business.

Self-Assessment Question for Study Session 2

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 2.1 (Test of learning outcome 2.1)

Explain five different terms used in planning; and

SAQ 2.2 (Test of learning outcome 2.2)

Explain at least five terms used in Strategic Planning

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Notes on SAQs for Study Session 2

SAQ 1

1. Development Planning – Todaro (1985) affirmed that development planning is the surest and most direct route to economic progress. To Longe (2003), development planning is concerned with the economic and social progress of a nation the primary aim of which is to influence and direct the economic and social development of that nation through the systematic ordering of her priorities.

2. Sectoral Planning – Within a given economy, there are different sectors, such as education, health, transport, sports, tourism, and so on. There is allocation of scarce economic resources to these sectors to enable them work towards the realization of their respective stated objectives and goals. However, Longe (2003) referred to sectoral planning as the first phase in development planning.

3. Sectional Planning – You need to know that a sector is made up of different sections. So, when I am examining education sector, it is made up of different sections, such as pre-primary, primary, secondary, higher education, teacher education, technical/vocational education, adult and non-formal education, special education, nomadic education, etc.

4. Curriculum Planning – This is identified with educational planning because it has to do with the planning carried out or performed by teachers in their different educational institutions right from the first level to the third level. Among the functions (planning) done by school teachers are preparation of curricula for the different subjects taught, time table(s) for each of the classes, organization of students for their continuous assessment and so on.

5. Technical Planning – This involves the formulation of quantitative targets about recruitment of teaching and non-teaching staff, provision of infrastructural facilities that are necessary for successful teaching and learning activities etc. In some cases where the institutions operate boarding facilities, there should be planning for students' feeding, beddings, uniforms, and so on.

SAQ 2

Capacity building: This is facilitated through the provision of technical support activities, including coaching, training, specific technical assistance, and resource networking.

Capital Assets: These are assets that are available for on-going business needs to produce income.

Capital Addition to an organization's fixed assets.

Capital improvement: This is the improvement result from an outlay of funds over a specific and finite period of time that results in a permanent addition to an organization's fixed assets.

Capital plan: A plan for maintaining assets to continue programs.

Study Session 3: Objectives of Educational Planning



Introduction

You might have at one time or the other set a personal goal for yourself and do everything possible to accomplish that goal which can also be called object, therefore in educational planning there are goals set by government and school authority for the benefit of the student, school and the society at large. It is important that you as a student to know some of these goals.

Considering the foregoing the study explains in detail the different objectives of educational planning in Nigeria. It is hoped that as a learner, you will be able to explain to other people within the society, and those that you interact with, the different objectives of Nigeria's educational plans. In this study, you will learn about the Objectives of Educational Planning.



Figure 3.1: A teacher observing how her student do the assignment

Learning Outcomes from Study Session 3

At the end of this study session, you should be able to:

- 3.1 Explain in detail the objectives of educational planning in Nigeria
- 3.2 Discuss the important features of educational planning.

3.1 Objectives of Educational Planning in Nigeria

Educational planning has the following objectives, which are given below. As a learner, you need to know these objectives to be able to defend and explain to many people in the public, why Nigeria has educational plans. The objectives are as follows:

1. To enhance educational growth and development – **Todaro** (1985) affirmed that every nation strives after development; though, it is one of the objectives that most people take for granted. Development, according to him, is not only an economic phenomenon because it is more than material and financial side of people's lives.

It could therefore be perceived as multi-dimensional process, which according to **Todaro** (1985), involves the re-organization and re-orientation of the whole economic and social systems. Furthermore, it has to do with radical changes and reduction in inequality. From economic perspective, you need to know that

economic growth is the steady process by which the productive capacity of the economy is increased over time to bring about rising levels of national income.

The rapid economic growth has always been the concern of planners, economists and even politicians in the less developed countries. Therefore, there is no thick line of demarcation between economic growth and development. So, economic growth is a sustained secular increase in total national income or national income per head of population.

2. Applying the above to education, growth and development is inevitable and that every nation should strive to plan towards it. There should be improvement in infrastructural facilities; there should be improved funding of the education sector as by experts in the education sector. It is one of the objectives of educational planning that there should be educational growth and development.

To ensure the production of the needed skilled manpower for different sectors of the economy - Skilled manpower represents the human capital of any nation and requires a lengthy building period. The skilled manpower is produced in varying tertiary schools, such as the polytechnics, colleges of education, universities, etc.

Since the economy is made up of many sectors that require trained manpower, it becomes imperative to our tertiary institutions to ensure regular production of this skilled manpower. To that end, the table below shows the summary of the graduating pupils for the 2005 and the 2006 convocation for higher degrees and postgraduate diplomas of the University of Ibadan.

Table 1: Summary of Graduands for 2005 and 2006 Convocation for Higher Degrees and Postgraduate Diploma of University of Ibadan

Faculties	PGD		Masters				M.Phil		MPH		Ph.D.		Total	
	2005	2006	Academic		Professional		2005	2006	2005	2006	2005	2006	2005	2006
			2005	2006	2005	2006								
1. Arts	15	3	236	284	20	26	03	04	-	-	42	23	316	340
2. Sciences	07	62	179	240	01	39	05	02	-	-	33	22	225	365
3. Basic Medical Sciences	-	-	86	49	-	-	01	-	-	-	04	07	91	56
4. Clinical Sciences	-	6	18	36	-	-	-	-	-	18	01	01	19	61
5. Public	-	-	29	32	-	-	01	-	19	17	02	08	51	57

Health														
6. Pharmacy	07	-	22	31	-	-	-	-	-	-	01	04	30	35
7. Agriculture & Forestry	-	-	152	210	03	09	02	05	-	-	35	38	192	262
8. The Social Sciences	-	-	210	186	420	498	01	-	-	-	19	14	650	698
9. Education	248	51	527	451	80	172	-	-	-	-	46	29	901	703
10. Technology	-	01	41	108	-	08	01	-	-	-	06	13	48	130
11. Law	-	-	57	10	-	-	-	-	-	-	-	-	57	10
12. Veterinary Medicine	-	-	19	20	-	-	-	-	-	-	08	07	27	27
13. Institute of African Studies	-	-	86	144	-	-	01	01	-	-	04	05	91	150
14. ARCIS	-	-	39	33	-	-	-	-	-	-	03	02	42	35
15. CEPACS	-	-	-	20	23	-	-	-	-	-			2	20
16. Institute of Education	85	-	23	61	-	-	-	-	-	-	05	08	113	69
Total	362	123	1724	1915	547	752	15	12	19	35	209	181	2876	3018

1. Research Frontiers. Bulletin of the Postgraduate School, University of Ibadan. Vol. 3, November, 2005.
2. Research Frontiers. Bulletin of the Postgraduate School, University of Ibadan, Vol. 5, November, 2006.

From the table, there is a reflection of the number of higher degree skilled manpower that are produced from different disciplines by the University of Ibadan. The different tertiary institutions in Nigeria are also producing in high numbers skilled manpower that are eventually absorbed by the different sectors of the Nigerian economy.

3.1.1 B7 Sources

1. To enhance both internal and external efficiency in the education system – According to Akangbou (1987), and Ayodele (2005) efficiency is the relationship between the inputs (or resources) used up by a system and the outputs (or objectives) produced (or achieved) by that system. A system or activity is said to

be efficient if such activity or system can bring forth (or produce) maximum output with a given quantity of input.

Put another way, a system is said to be efficient if the system can produce a given quantity of output with the available minimum quantity of input. However, **Ebhohimne** (1989) asserted that the efficiency of the educational system or its subsystem lies in its ability in converting those resource inputs employed in teaching and learning into producing useful outputs and with longer term benefits.

You can therefore see that efficiency has to do with resource inputs, such as time, money, efforts etc. and expected outputs or results, such as production of doctors, nurses, or teachers, bread, cement, etc. There is the internal efficiency, which has to do with relationship between the resource inputs within the system (e.g. education) and the outputs realized as a result of the imputed resources.

There is also the external efficiency which is the relationship that exists between the inputs from education sector (e.g. lawyers, doctors, teachers, nurses etc.) and the outputs of the economy as a whole. There is the expectation that inputs from the products of the education sector, when given conducive environment and other necessary things to work with, will lead to improved outputs of the national economy. However, if the imputed resources yield maximum outputs, the conclusion is that there is efficiency in the system. If the imputed resources do not yield maximum outputs, the system is said to be inefficient.

2. To ensure that rational decisions are made- Making of decisions has to do with determining the future of a given event or activity. The outcome of decisions taken is either favourable or not favourable. So, one of the objectives of educational planning is to ensure that rational decisions are made. Among the decisions that are rational are:
 - a. employment of needed manpower within the economy as and when necessary;
 - b. production of needed textbooks for students of primary, secondary and tertiary institutions; and
 - c. establishment of schools of agriculture by different states and federal government and so on.

Decisions that are not rational include:

- a. retrenchment of teachers without cogent reasons;

- b. wasting of scarce funds on items that are of no immediate need to the school;
and
- c. destruction of classrooms without any strong reasons for doing such

Other objectives of educational planning include:

- 3. To ensure efficient and effective allocation of human, material, financial, time and other necessary resources within the education system.
- 4. To enhance the social, economic, and political growth and development of any given nation.

In-Text Question

A system or activity is said to be efficient if such activity or system can bring forth (or produce) maximum output with a given quantity of input, TRUE/FALSE _____?

In-Text Answer

TRUE

3.2 Important Features of Educational Planning

Educational planning must have the following fundamental features, which distinguish it from other plans. These features are highlighted by Adepoju (1998):

- 1. The plan must be based on clearly defined and stated objectives that are meant to be achieved by the government, educational institution(s) or targeted individuals.
- 2. The plan must be flexible to allow for development to take place.
- 3. Educational plan must be timely and reasonable.
- 4. Educational plan must be based on available facts and sound premises and not on ordinary opinion or rule of thumb. This implies that there should be some scientifically or data proofs to back up the educational plan. This will give room for taking of rational decisions.
- 5. Educational plan should be communicated in clear language of instruction. The language might be English, Yoruba, Hausa or Igbo. This will give room for easy decoding of the contents of such plan(s) by the reader(s).

6. Educational plan must be attainable and feasible. This will help in ensuring that the contents of the plan are realized and not remain only a mirage.
7. Educational plan must be simple in all dimensions that can be thought of.
8. Educational plan must be economical - This feature is necessary because resources are scarce. Educational plan must not be a sort that will give room for extravagant spending.

Summary of Study Session 3

In this study, you have learnt:

- 1) The basic objectives of educational planning, here you saw the objectives as the achievement of educational growth and development, the provision of requisite manpower, the enhancement of both internal and external efficiency, the promotion of rational decision making, the promotion of efficient and effective allocation of education resources, and the enhancement of the growth and development of a nation.
- 2) The important features of educational planning.

Self-Assessment Question for Study Session 3

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ3.1 (Test of learning outcome 3.1)

Explain with relevant examples five of the objectives of educational planning.

SAQ 3.2 (Test of learning outcome 3.2)

Explain eight important features of educational planning in Nigeria.

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Notes on SAQs for Study Session 3

SAQ 1

1. To enhance educational growth and development – Todaro (1985) affirmed that every nation strives after development; though, it is one of the objectives that most people take for granted. Development, according to him, is not only an economic phenomenon because it is more than material and financial side of people's lives.
2. Applying the above to education, growth and development is inevitable and that every nation should strive to plan towards it. There should be improvement in infrastructural facilities; there should be improved funding of the education sector as by experts in the education sector. It is one of the objectives of educational planning that there should be educational growth and development.

SAQ 2

1. The plan must be based on clearly defined and stated objectives that are meant to be achieved by the government, educational institution(s) or targeted individuals.
2. The plan must be flexible to allow for development to take place.
3. Educational plan must be timely and reasonable.
4. Educational plan must be based on available facts and sound premises and not on ordinary opinion or rule of thumb. This implies that there should be some scientifically or data proofs to back up the educational plan. This will give room for taking of rational decisions.
5. Educational plan should be communicated in clear language of instruction. The language might be English, Yoruba, Hausa or Igbo. This will give room for easy decoding of the contents of such plan(s) by the reader(s).
6. Educational plan must be attainable and feasible. This will help in ensuring that the contents of the plan are realized and not remain only a mirage.
7. Educational plan must be simple in all dimensions that can be thought of.
8. Educational plan must be economical - This feature is necessary because resources are scarce. Educational plan must not be a sort that will give room for extravagant spending.

Study Session 4: Factors Guiding Educational Planning



Introduction

Have you ever imagine that every human activity involve educational planning? It also serve as an investment for research and development in implementing, policy, program and reform within educational system. But at local and international level.

Here in study session 4, focus will be on the factors that should be considered while making any educational plan. It is of great importance that the factors should be taken into consideration to ensure the successful formulation of such education plan.

Learning Outcomes from Study Session 4

At the end of this study session, you should be able to:

- 4.1 List the factors guiding educational planning;
- 4.2 Discuss three of the factors guiding educational planning; and
- 4.3 Explain the duration of plan

4.1 Factors Guiding Educational Planning

There are some important variables that should be taking into consideration whenever a nation is in the process of forming her educational plan. Among such factors as noted by **Adepoju** (1998) are:

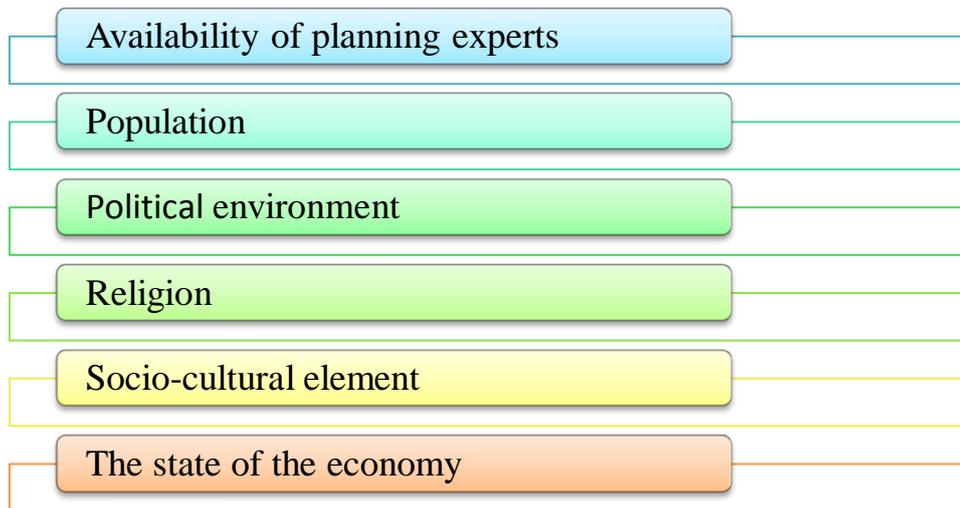


Figure 4.1: Factors Guiding Educational Planning

1. **Availability of planning experts:** Experts are individuals that have undergone formal training in recognized tertiary institutions and are certificated. In the course of being employed and carrying out their duties from time to time, the experts gather experiences on their job(s) and know or are aware of the knitty gritty of their work.

A Nigerian expert in the area of development and economic planning, Ayo (1988) once wrote that he had the opportunity of participating in the preparation and execution of all the four National Development plans in Nigeria and confirmed that the Nigerian economy that was still in the early 60s predominantly rural and under-developed has witnessed a lot of structural transformation after some decades of rigorous economic planning.

In as much as economic planning experts can give the above account, educational planning experts should also be able to do even better, because of their vast experience in the different reforms that the education sector has witnessed over years.

2. **Population growth:** Population growth is defined as the change in the population of a nation over a given period of time relative to such nation's population at the

beginning of the period. However, it is expected that the conduct of census goes a long way towards revealing the percentage of growth or decrease in the population of a country.

Once education is planned to be consumed by the population, the growth in population must be taken into consideration so as to guide against failure of a proposed education project as a result of unexpected increase in learner enrolment.

Information about the population growth will help the education planners to ensure that the type of education that is required by an industrial-based population is provided for them, while agriculture-based population will be given the type of education required by them. Furthermore, a commerce-based population will be given the type of education needed by such population.

3. **Political environment:** If any educational plan is to achieve its expected objectives, political environment must be favourable. If there is political instability as a result of coup and counter coups, good plans, according to **Adepoju** (1998), tend to fail. Political instability has made impossible in Nigeria, the realization of the stated educational objectives of the First, Second, Third, and the Fourth National Development Plans.

However, Ayo (1998) said that with the change of government in August 1985, an economic emergency was declared and a Structural Adjustment Programme (SAP) that was aimed at restructuring and diversifying the productive base of the economy was introduced.

4. **Religion:** There are many religious sects in the country that practice their beliefs. In the process of making educational plans, religion is a strong factor that should be taken into consideration. So, before planning for any type of education for any given group or community, adequate consideration must be given to such community's religious belief.

However, this is to ensure the acceptance of the proposed education plans for such community.

5. **Socio:** Cultural Elements: Each ethnic group is socio – culturally endowed; therefore, this must be taken into consideration in the process of planning for education. The socio- cultural elements will in fact be built into the curriculum of such community's education to ensure relevance in all dimensions.

6. **The State of the Economy:** The state of the economy is a strong factor to be taken into consideration in the process of educational planning. The state of the economy indicates how financially buoyant a country is, and this knowledge helps in determining whether educational programmes can be conveniently run by such country.

The foreign reserves of a nation, when taken into consideration, also go a long way in determining the state of economy of a nation. However, Adepoju (1998) affirmed that if the planning cannot be backed up with the required capital, its success may be doubtful and questionable. Therefore, any plan that is not economical may not end up achieving its expected objectives and may eventually be in disarray.

In-Text Question

The following are factors guiding Educational Planning EXCEPT one.

- a. Political Environment
- b. Religion
- c. Social-cultural element
- d. None of the above

In-Text Answer

d None of the above

4.2 Duration of a Plan

An adage says “time is money and it waits for nobody”. You should therefore discover that as a learner, you are expected to spend specified number of sessions on this programme that you are undergoing. The time may be four or five sessions as the case may be. Therefore, for any educational plan, there should be a time frame or specification as this will guide and tailor the realization of stated objectives of such plan within the ambits of the time.

Longe (1988) affirmed that time specification is very crucial in any form of planning because the main task of an educational planner is to construct strategies into a plan of action over an identified time – horizon, which may range from a few days to a number of years. A plan may then be a short- term plan, a medium – term plan, a long – term plan.

In fact, there can also be a single purpose plan targeted at realizing some stated goals (purposes) and it will be for a short period of time.

4.2.1 Short–Term Plan

There are different views of authors about what a short – term plan is. To Longe (1988, 2003), a short – term plan covers a period of one year or less. But to Adepoju (1998), and Atanda and Lameed (2006), a short – term plan extends over one to three years. The short – term plan can be adopted by a country as an inevitable alternative to medium – term planning and also for emergency or urgent reasons.

None of the Nigeria’s development plan took after the short – term, except in 1988 October when government felt that economic environment that led to use of shorter term planning instruments for managing the economy remained valid and would be so for the foreseeable future.

A cursory look at the development plan shows that: the First National Development Plan (1962-1968), the Second National Development Plan (1970 – 1974), the Third National Development Plan (1975-1980), the Fourth National Development Plan (1981-1985) were not short term plans.

For the Fifth National Development Plan, the instability in governance prevented its seeing the light of the day coupled with the adoption of a two – year Structural Adjustment Programme that established a clear policy direction for Nigeria’s economy for many years.

Box 4.1: Recall Planning

An adage says “time is money and it waits for nobody”. You should therefore discover that as a learner, you are expected to spend specified number of sessions on this programme that you are undergoing. The time may be four or five sessions as the case may be. Therefore, for any educational plan, there should be a time frame or specification as this will guide and tailor the realization of stated objectives of such plan within the ambits of the time.

4.2.2 Medium-Term Plan

A medium term plan is such that covers between 4 – 5years which is however thought of to be operationally the most efficient (Adepoju, 1998; Atanda, and Lameed,

2006). The efficiency element exists because both the goals and targets are defined with greater clarity and so, provides a sound foundation for action on such plan.

Longe (1988, 2003), **Adepoju** (1998) and **Atanda** and **Lameed** (2006) all agreed that medium term plan may be a fixed – term or a rolling plan. The fixed term plan refers to the habit (practice) where there is preparation of four to five years plan in succession as found with Nigeria’s National Development Plans for 1970 -75; 1975-1980; 1980-1985.

A medium term plan may be on a rolling basis in which there is the adoption of the practice where a plan is extended by one year at a time, while there is the revision of the targets based on the experience that is gained during the implementation of such plan(s). Nigeria targeted the operation of a 3 year rolling plan for 1990 – 1991- 1992.

But Ayo (1988) recorded that such rolling plan was not realizable because Nigeria went through a chequered period in her economic planning efforts.

In-Text Question

A short – term plan covers a period of _____?

- (a) 2 years
- (b) 1 year or less
- (c) 1 year more
- (d) 1 year

In-Text Answer

- (b) 1 year or less

4.2.3 Long–Term Plan

A long – term plan is otherwise called perspective plan, which spans from 10 to 25 years. Ayo (1988) made it known that the Nigerian government adopted the 15 – 20 year perspective plan for the period of 1990 – 2009 and with the expectation that the first phase of the perspective plan would constitute the Fifth National Development Plan.

Though, the perspective plan has its focus and this is to put in place a solid base for the long – term development of the economy, especially, with respect to some important sectors such as agriculture, manufacturing, mining, education, transport and

utilities and energy (power). The long – term plan helps in showing to the world the major landmarks realizable in educational development.

It must be noted that education is a social service, capital intensive and its results are only measurable only after a considerable time span that may extend over many decades. For example, the Ashby Commission Report that was commissioned in 1959 to investigate into middle and senior levels of educated manpower needs for a 20 - year period (1960 – 1980) is a sample of long – term plan.

A reflection on the period shows that there were jobs available for graduates of Polytechnics and Universities. It was at this period that different organizations moved round tertiary institutions in Nigeria to source for their workers and, at the same time, provide new cars and other incentives for such young graduates.

The car and other underlined benefits made many graduates work with such organizations that are either into manufacturing, exploration or the service sector, etc. How good it would have been if there were other commissions that would have planned for manpower needs for Nigeria for some 20 – 20 years? To a great extent, such commissions would have solved Nigeria’s problem of graduate’s unemployment. However a flashback on Ashby Commission’s tasks and results should propel Nigerian government under the present democratic dispensation to set up such manpower – need projection (body/ies) to help in looking into future with respect to Nigeria’s manpower need for the economy for some 20 to 30 years’ time.

Summary of Study Session 4

In this study, you have learnt that:

- 1) There are some important variables that should be taking into consideration whenever a nation is in the process of forming her educational plan. Which are:
 - a. Availability of planning experts.
 - b. Population.
 - c. Political environment
 - d. Religion.
 - e. Socio-cultural element.
 - f. The state of the economy.

- 2) A plan may then be a short- term plan, a medium – term plan, a long – term plan.

Self-Assessment Question for Study Session 4

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 4.1 (Test of learning outcome 4.1)

Explain two factors guiding educational planning

SAQ 4.2 (Test of learning outcome 4.2)

Explain a long term plan

References

- Adepoju, T.L. 1998. *Fundamentals of school administration, planning and supervision in Nigeria*. Ibadan: Alafas Nigeria Company
- Atanda, A.I. and Lameed, W.O. 2006. *Essentials of educational management*. Ibadan: Awemark Industrial Printers.
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Notes on SAQs for Study Session 4

SAQ 1

1. **Availability of planning experts:** Experts are individuals that have undergone formal training in recognized tertiary institutions and are certificated. In the course of being employed and carrying out their duties from time to time, the experts gather experiences on their job(s) and know or are aware of the knitty gritty of their work.

A Nigerian expert in the area of development and economic planning, Ayo (1988) once wrote that he had the opportunity of participating in the preparation and execution of all the four National Development plans in Nigeria and confirmed that the Nigerian economy that was still in the early 60s predominantly rural and under-developed has witnessed a lot of structural transformation after some decades of rigorous economic planning.

In as much as economic planning experts can give the above account, educational planning experts should also be able to do even better, because of their vast experience in the different reforms that the education sector has witnessed over years.

2. **Population growth:** Population growth is defined as the change in the population of a nation over a given period of time relative to such nation's population at the beginning of the period. However, it is expected that the conduct of census goes a long way towards revealing the percentage of growth or decrease in the population of a country.

Once education is planned to be consumed by the population, the growth in population must be taken into consideration so as to guide against failure of a proposed education project as a result of unexpected increase in learner enrolment.

Information about the population growth will help the education planners to ensure that the type of education that is required by an industrial-based population is provided for them, while agriculture-based population will be given the type of education required by them. Furthermore, a commerce-based population will be given the type of education needed by such population.

SAQ 2

A long – term plan is otherwise called perspective plan, which spans from 10 to 25 years. Ayo (1988) made it known that the Nigerian government adopted the 15 – 20 year perspective plan for the period of 1990 – 2009 and with the expectation that the first phase of the perspective plan would constitute the Fifth National Development Plan.

Though, the perspective plan has its focus and this is to put in place a solid base for the long – term development of the economy, especially, with respect to some important sectors such as agriculture, manufacturing, mining, education, transport and utilities and energy (power). The long – term plan helps in showing to the world the major landmarks realizable in educational development.

It must be noted that education is a social service, capital intensive and its results are only measurable only after a considerable time span that may extend over many decades. For example, the Ashby Commission Report that was commissioned in 1959 to investigate into middle and senior levels of educated manpower needs for a 20 - year period (1960 – 1980) is a sample of long – term plan.

Study Session 5: Stages in Planning Educational Programmes

Introduction

An adage says that life is in stages. This also applies to the process of planning educational Programmes. This planning starts right from the stage of definition and identification of needs to that of the formulation of, up till the stage of evaluation/review. In other words, there are phases involved in the planning process, which include policy making, plan formulation, plan implementation, and plan evaluation.

This study will examine the different stages of educational planning as well as the barriers to effective educational planning.

Learning Outcomes for Study Session 5

At the end of this study, you should be able to:

- 5.1 Discuss the factors guiding Educational Planning;
- 5.2 Explain the phases in the Planning Process; and
- 5.3 Discuss the barriers to effective Educational Planning.

5.1 Stages in Educational Planning Programs

Educational Planning revolves around the provision of different programmes, for the relevant consumers. These consumers are called students or school intakes that enroll at the different school levels as the case may be. The planning for different educational programmes does not occur in vacuum; it rather follows some spelt out stages. These stages, according to **Adepoju** (1998), are the following;

- ✚ Definition and Identification of needs
- ✚ Formulation of Problem
- ✚ Consideration of Premises
- ✚ Identification of alternatives
- ✚ Selection of the best alternative

- ✚ Implementation
- ✚ Evaluation/ Review

5.1.1 Definition and Identification of Needs

Organizations that are involved in the provision of educational programmes need to define their objectives, goals and targets, which must match those of the society at large. So, the needs of the system should reflect what policies of the organization are with respect to the programmes, manpower, finance and other not yet identified resources. For example, if it's a landscape you desire to get first.



Figure 5.1: A Landscape

Source: https://pixabay.com/static/uploads/photo/2014/07/27/20/29/landscape-403165_960_720.jpg

The objective here is to make sure that your program's development is informed by an awareness of existing initiatives. This awareness reduces idleness by uncovering groups and individuals that may have useful information or experience upon which you can build and depend upon. It provides the information that allows you to determine how and whether your program supports, complements, or contrasts with other programs.

The scope of your landscape survey should take into consideration the different aspects of the program you desire to develop. For example, if you intend to provide services to adults as well as children, find out about adult education and adult employment training programs (with or without a technology component) in your area

in addition to looking up youth development, after-school, and out-of-school programs for youth whichever way.

5.1.2 Formulation of Problem

Once the needs have been defined and identified within the system, proper problem statement must be made. Adepoju (1998) said that an adequate formulation of the problems will help in determining how effective the solutions or decisions are to enhance the decision making with respect to the problems. Below is a statement of problem for a hospital

STATEMENT 1

In order to provide excellent patient care at a minimal cost, in the school dispensary needs diagnostic procedures that are safe, efficient, and accurate. In addition, the procedures should not be overly painful for the patient.

STATEMENT 2

Right now, the school dispensary's main diagnostic tools are CAT scans and myelograms (spinal taps). The CAT scan fails to make clear diagnoses 60% of the time. When the CAT scan fails, doctors must resort to the myelogram. While the myelograms are accurate, this procedure is very painful and sometimes dangerous for the patient.

STATEMENT 3

If the school dispensary continues to do the two procedures, they will not only be wasting time and money, which jeopardizes their overall efficiency and earning potential. Also, undue suffering could lead patients to choose another hospital with more advanced facilities.

5.1.3 Consideration of Premises

This is an important stage in planning for educational programmes. Consideration of premises has to do with the environment in which plans have to be made. If the environment is hostile, no amount of good plans can be made. Therefore there is need

to take into consideration the favourability or unfavourability of the environment while planning for educational Programmes.

5.1.4 Identification of Alternatives

In an attempt to solve a problem, there will be a thousand and one solutions that will be available. This, however, shows to you that there is not only one solution to a problem at hand. These alternative solutions should be given thoughtful examination such that the educational planner will have to evaluate the costs, materials, energy and varying resources that will be needed in each of the available and identified alternatives.

5.1.5 Selection of the best Alternatives

Out of all the available solutions or alternatives that are identified while taking into consideration the cost and the resources, needed the planner has to choose the best alternative that will cost less in terms of human, time, monetary, material, and energy resources, and that will yield the best output or profit.

5.1.6 Implementation

This is a stage where the best chosen course of action is carried out (or implemented). At this stage, all staff in all the departments is required to work cooperatively such that the target of the organization will be attained within the stipulated time. Implementation requires an understanding of each audience and the use of the appropriate methods and tools to inform and engage each audience based on situation-specific needs.

The most effective community education programs take the time to make these determinations during the planning phase. Implementation is then keenly focused on:

- ✚ The building and nurturing of relationships an individual and organizational basis,
- ✚ Effectively and consistently communicating the Center's message; and
- ✚ Evaluating and re-evaluating progress.

5.1.7 Evaluation/Review

The accomplishment of stages one to six above will lead to this stage of evaluation or review. Once all the necessary steps have been taken, it behooves the planner to inquire about whether the stated goals are achieved. This, however, is to set the plans against its implementation and therefore, find out areas of deficiency. This is aimed at making out better areas where there are deficiencies or lapses.

A quick review of the stages in planning for educational Programmes helps at detecting stages or areas of weaknesses so as to make such areas strong and better.

The question is:

- a. Were the desired outcomes met?
- b. How did the program make a difference for participants?

Often this can't be measured for months or even years.

Steps in outcomes-based evaluation include:

1. Identify the objectives and desired outcomes. This was done in Step 3.
2. Specify evaluation standards (indicators). What constitutes a successful program?
3. Design evaluation tools and methods.
4. Analyze the data.
5. Determine if your short-, medium- or long-term desired outcomes were met.
6. Report the results.

No longer is the number of participants or their happiness with the program enough. The short-, medium- or long-term impacts on their lives are needed. If your program was designed to create awareness, then measuring increased awareness is the basis for your evaluation. If your program was designed to increase knowledge, then measuring knowledge gained is the basis for evaluation.

If your program was designed to support action or a change of behavior, then more time must pass before you evaluate whether the desired change was made. Be sure to align your evaluation tool with your desired outcomes.

In-Text Question

One of the following is NOT CORRECT as you have learnt from this study as the stages in educational planning programs;

- a. Definition and Identification of needs
- b. Formulation of Problem
- c. Formation of ideas
- d. Identification of alternatives

In-Text Answer

C. Formation of Ideas

5.2 Phases in the Planning Process

The following are the phases in the planning process, as noted by **Longe** (1988, 2003) and **Fabunmi** (2005):

1. **Policy Making:** This is the starting point of the planning process. This is usually carried out by the government in power through the legislative arm. A broad policy with broad objectives is initiated.
2. **Plan Formulation:** From the above policy, evolves plan(s). Plan formulation, according to **Longe** (2003), is a technical function that involves statistical analysis that is used to back up the plan. It can sometimes be called plan technology. At the plan formulation phase, the policy maker has a lot to do and among them is determination of whether or not there is reality (feasibility) in undertaking a given educational project.

Recommendation is made to the appropriate authority in the areas of the educational system that needs mostly the educational facilities.

3. **Plan Implementation:** The implementation of the plan is carried out with the monetary resources that are budgeted for the education sector. Annually, there is a prepared budget for different educational Programmes and projects. This is done because each of these Programmes and projects will meet the need of the populace.

4. **Plan Evaluation:** Plan evaluation is the final stage in the phases of the planning process. The evaluation can take place in two ways. Firstly, in the course of each of the phases of the planning process, there can be plan evaluation. This is good because there is a check on each of the phases, which prevents derailment from the set targets.

Secondly, plan evaluation can also take place at the end of a completed project. This prevents a sort of distraction in the course of implementation of the phases in the planning process.

In-Text Question

Policy Making is the starting point of the planning process. This is usually carried out by the government in power through the legislative arm. A broad policy with broad objectives is initiated, TRUE/FALSE?

In-Text Answer

TRUE

5.3 Barriers to Effective Educational Planning

There are many factors that serve as barriers or hindrances to effective educational planning. These factors have prevented very many good plans from seeing the light of the day. Such factors that serve as hindrances are highlighted as follows:

Administrative bottlenecks in terms of bureaucracy or red tapism by the officials of different ministries;

1. Economic problems;
2. Reluctance of the people, experts and the government to be committed to the set objectives;
3. Lack of adequate and efficient information on the part of the experts;
4. Lack of knowledge about the purpose and goals of the different units within the educational section and the educational system as a whole;
5. Lack of clearly stated objectives and targets of plans;
6. Lack of continuity of plans because of instability in the policy;
7. Incessant change in educational policies;
8. Lack of adequate training for the planners and the decision makers;

9. Wide gap between the planners and the implementers;
10. Lack of prior feasibility studies;
11. High level of illiteracy within the country; and
12. Poor monitoring and evaluation system.

Summary of Study Session 5

In this study, you have learnt that:

1. There are seven stages involved in the process of planning educational Programmes and among them are: definition and identification of needs, formulation of problem up till the last, which is evaluation/review.
2. There are four phases involved in the planning process. These are policy making, plan formulation, plan implementation and plan evaluation.
3. The barriers to effective educational planning which include: Administrative bottlenecks, Economic problems, Reluctance of the people; experts and the government to be committed to the set objectives, Lack of adequate and efficient information on the part of the experts, Lack of knowledge.

Self-Assessment Question for Study Session 5

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 5.1 (Test of learning outcome 5.1)

List the stages in Educational Planning Programs according to this study

SAQ 5.2 (Test of learning outcome 5.2)

Explain the phases in the planning process

SAQ 5.3 (Test of learning outcome 5.3)

State five barriers of Effective educational planning

References

- Adepoju, T.L. 1998. *Fundamentals of School administration, planning and supervision in Nigeria*. Ibadan: Alafas Nigeria Company.
- Longe, R.S. 1988. *Fundamentals of educational planning*. Akure: Fagbamigbe Publishers.
- Longe, R.S. 2003. Introduction to Educational Planning. In Babalola, J.B. (ed.) *Basic Text in Educational Planning*. Ibadan: Awemark Industrial Printers.

Notes on SAQs for Study Session 5

SAQ 1

- a. Definition and Identification of needs
- b. Formulation of Problem
- c. Consideration of Premises
- d. Identification of alternatives
- e. Selection of the best alternative
- f. Implementation
- g. Evaluation/ Review

SAQ 2

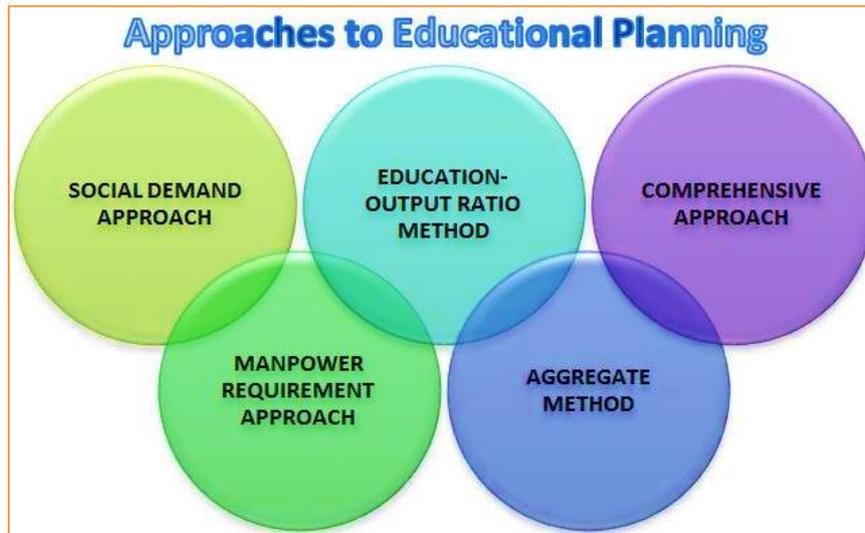
1. Policy Making: This is the starting point of the planning process. This is usually carried out by the government in power through the legislative arm. A broad policy with broad objectives is initiated.
2. Plan Formulation: From the above policy, evolves plan(s). Plan formulation, according to Longe (2003), is a technical function that involves statistical analysis that is used to back up the plan. It can sometimes be called plan technology. At the plan formulation phase, the policy maker has a lot to do and among them is determination of whether or not there is reality (feasibility) in undertaking a given educational project.
Recommendation is made to the appropriate authority in the areas of the educational system that needs mostly the educational facilities.
3. Plan Implementation: The implementation of the plan is carried out with the monetary resources that are budgeted for the education sector. Annually, there is a prepared budget for different educational Programmes and projects. This is done because each of these Programmes and projects will meet the need of the populace.
4. Plan Evaluation: Plan evaluation is the final stage in the phases of the planning process. The evaluation can take place in two ways. Firstly, in the course of each of the phases of the planning process, there can be plan evaluation. This is good because there is a check on each of the phases, which prevents derailment from the set targets.

Secondly, plan evaluation can also take place at the end of a completed project.

SAQ 3

1. Administrative bottlenecks in terms of bureaucracy or red tapism by the officials of different ministries;
2. Economic problems;
3. Reluctance of the people, experts and the government to be committed to the set objectives;
4. Lack of adequate and efficient information on the part of the experts;
5. Lack of knowledge about the purpose and goals of the different units within the educational section and the educational system as a whole.

Study Session 6 Approaches to Educational Planning I



Introduction

Attempts at planning education have been made by different countries and many approaches have been employed by the developing and developed nations. This study examines basically the different approaches that have been employed in planning education. These include: the social demand approach and the manpower forecasting approach. The study further explains the different methods of manpower forecasting, all targeted at educational planning.

Learning Outcomes for Study Session 6

At the end of this study, you should be able to:

- 6.1 Explain the social demand approach to educational planning;
- 6.2 Discuss the manpower forecasting approach to educational planning; and
- 6.3 Discuss the different methods of manpower forecasting approach to educational planning.

6.1 The Social Demand Approach

There are different approaches that are employed in the process of planning education for the first, second and third levels. As a student of educational management, it is of utmost importance that you are equipped with these approaches. Some of these are examined below.

6.1.1 The Social Demand Approach to Educational planning

The social demand approach to educational planning views education as consumption rather than investment or any other consideration, in that wise, a government's authority decides that education should be provided for all citizens that wish to attend schools, all those that have ability for schooling and will likely benefit from such schooling.

The Dutch educational principle, as recorded by **Longe** (2003), holds that :

“If a sufficiently qualified citizen stands at the door of any type of school, he/she must be admitted, and it is the responsibility of the appropriate government authorities to anticipate his/her requests so that school capacity will be adequate to accommodate him/her”.

Nwankwo (1981) had therefore found that the social demand approach is favourable to those who:

1. Recommend free and compulsory education as a tool for egalitarian and permissive society
2. Those who have strong attachment to traditional cultural values, and
3. Those (especially politicians) who respect public opinion or regard satisfaction of public demand as a key to social and political progress.

6.1.2 Guidelines to the Social Demand Approach

Pantchpakdi (1973) and **Adepoju** (1998) provided some brief guidelines to adoption of social demand approach and these are:

- ✚ Determination of prospective demographic development;
- ✚ Analysis of past and current trends of enrolment, including however, enrolment ratios, admission rates, graduation rate, etc;
- ✚ Determination of the desired trends of enrolments, aimed at keeping past enrolment ratios, constantly or allowing them to increase the goal of universal primary education; and
- ✚ The influence of income of a nation's citizens on the social demand approach for education.

6.1.3 Assumptions of the Social Demand Approach

These are certain assumptions of the social demand approach to educational planning:

1. Education is perceived as consumption rather than investment. This then implies that the government in power believes that her citizens must be given the opportunity to satisfy their desire for education. So, everything needed must be done by the government to ensure that education is provided for her citizens.
This was the situation in the former Western and Eastern regions of Nigeria in the early 1950s, when the Universal Primary Education (UPE) was introduced.
Recently, the Universal Basic Education (UBE) was also introduced, to provide year compulsory basic education to Nigerian citizens of school age.
2. Education is the fundamental right of the people rather than privilege and so, it should be provided by the government. In fact, the 1948 United Nations Charter on provision of fundamental human rights provided that each and every citizen of a state has right to education.
3. Demand for education will be greater than the supply. In situations where there are no strings attached to the provision of education for the citizens of a country, and instead of such string, it is encouragement of citizens to get educated, there will be high demand for education than its supply.
4. Educational provision for the citizens will create externalities, such as social, economic and non- economic benefits.

Box 1.1: The Social Demand Approach

The social demand approach to educational planning views education as consumption rather than investment or any other consideration, in that wise, a government's authority decides that education should be provided for all citizens that wish to attend schools, all those that have ability for schooling and will likely benefit from such schooling.

6.1.4 Limitations of the Social Demand Approach

1. The social demand approach to educational planning is greatly politically motivated. So, it is highly based on political consideration.
2. Social Demand Approach makes education available to as many people as interested in getting educated. Therefore, it leads to wastages in the educational system in terms of repetition, withdrawal and poor quality of educational or school output.
3. Due to the fact that the approach cares for so many school intakes, it is very expensive because of its requirements for teaching and non- teaching manpower whose salaries constitute (gulp) more than sixty- five (65%) percent of the available scarce monetary resources.
4. The Social Demand Approach can be practiced at the first and second levels of educational provision successfully.
5. There is political undertone in the process of sitting or location of schools. So, the school location might not be rationally carried out as it should be.
6. There is no financial involvement or consideration by the government while adopting the social demand approach. Moreover, that the target of the government that adopts the approach is ensuring educational provision is for as that many citizens as possible.

In-Text Question

The social demand approach to educational planning views education as consumption rather than investment TRUE/FALSE _____

In-Text Answer

FALSE

6.2 The Manpower Forecasting Approach

The manpower forecasting approach can also be called *manpower requirements approach*. This is an approach that is employed in forecasting the manpower needs of a given economy, or, otherwise put, as determining the relative distribution of the trained people in the various skills that are required by the labour market so as to produce a given level of development for a certain period.

This approach, according to **Nwankwo** (1981), **Akangbou** (1987), and **Longe** (2003), has great relevance to developing countries because of the continuous shortage of the right kind and number of qualified educated workers. **Nwankwo** (1981) recorded that the manpower forecasting approach has been used in forecasting the manpower needs for Nigeria and Ghana.

With respect to Nigeria, the Ashby Commission of 1960 used the manpower demand approach in working out the estimate for expansion of higher education for the period 1960 – 1980. Late **Professor Harbison** made the projections in 1960 and was known as Harbison's Rule of Thumb.



Figure 6.1: Late Professor Harbison

Source: [http://www.askaboutireland.ie/_internal/gxml!0/m6s6aicjogoampxnh1a9dzzq7k4g1nn\\$e9j663kx23bwgj8iew51rucfe6ce06h](http://www.askaboutireland.ie/_internal/gxml!0/m6s6aicjogoampxnh1a9dzzq7k4g1nn$e9j663kx23bwgj8iew51rucfe6ce06h)

The report assumed as follows that if the national economy is to achieve 4% rate of economic growth, both the senior and the intermediate manpower should grow at 8 and 13 percent respectively. Manpower planners are saddled with the responsibility of estimating the quantity of manpower that is needed by an economy if given the growth target of the Gross Domestic Product.

If, however, a given GDP growth rate is to be attained, the needed manpower (senior and intermediate) has to be supplied by the respective educational institutions (educational system).

Box 6.2: The Manpower Forecasting Approach

The variation between the labour demand and supply is the ultimate aim of manpower planners so as to determine whether the supply of labour is less or higher than the demand for labour or vice versa. If, however, some imbalances are discovered, it is expected that the educational system has to be adjusted in terms of getting such educational system expanded or otherwise as the case may be.

6.3 Methods of Manpower Forecasting

There are six methods of manpower forecasting that have been variously used and which are popular over time. These are:

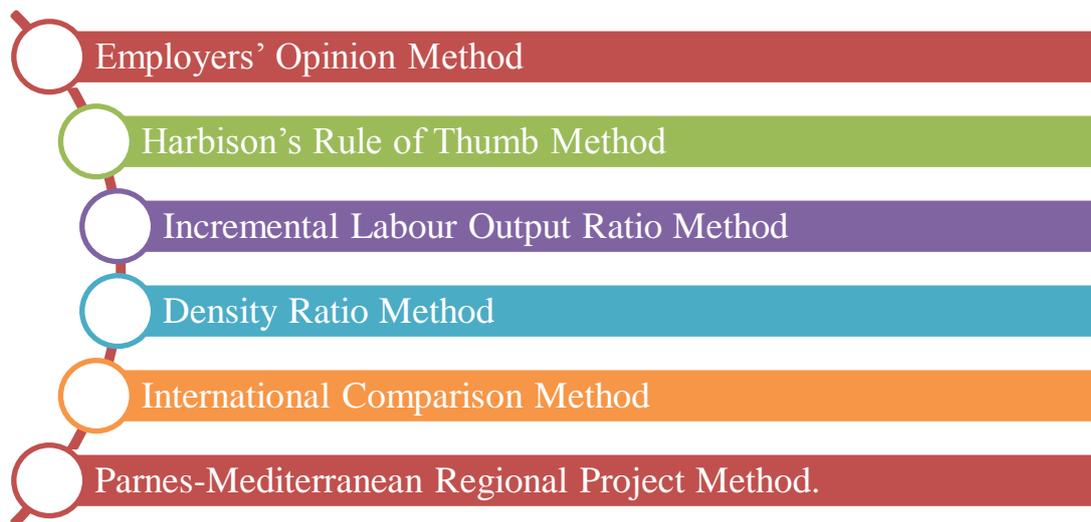


Figure 6.2: Methods of Manpower Forecasting

6.2.1 Employers' Opinion Method

This is one of the simplest methods of projecting the manpower needed for a target year. This is done by simply requesting that labour employers should indicate the type or kind of labour needed and in what quantity (Nwankwo, 1981; Akangbou, 1987; Adepoju, 1998; Longe, 2003; Atanda, and Lameed, 2006). The request from such employers is made known on instrument known as questionnaire.

In case all the employers' projections are taken together and estimated deaths, retirements and even migration are subtracted, then to some extent, there will be

arrival at some effectively demanded values. This method has been used by countries, such as France, Sweden, Canada, and United States.

In mathematical terms, employer opinion demand for educated manpower is stated as:

$$M_i^t = \sum_{i=1}^n \left[L_i^t - (R_i^t - D_i^t - G_i^t) \right] \quad i = 1, 2, 3 \dots n$$

Where L_i^t = quantity and quality of educated labour demanded by employer i in target year t ;

R_i^t = retirements in employer i 's establishment in target year t ;

D_i^t = deaths in employer i 's establishment in target year t ;

G_i^t = migration of employees from employer i 's establishment in target year t ; and

M_i^t = Manpower demanded by employers in target year t

The method is good in making short term employment forecasts; though, employers of labour can make some guess in the process of filing the questionnaires.

6.2.2 Harbison's Rule of Thumb

The **Harbison's** rule of thumb, according to **Akangbou** (1987) and **Atanda and Lameed** (2006), was first used by Professor Frederick **Harbison** in 1960 in Nigeria in the process of preparing report for the Ashby's Commission that projected for intermediate and senior level manpower need for Nigeria from 1960 – 1980.

The rule states that the amount of intermediate and senior level manpower needed by a country should be related to the country's expected income growth rate. So, as at 1960, **Harbinson** believed that the ratio of Nigeria's national income to senior and intermediate levels manpower was 1:2:3. Though, the ratio was not scientifically derived from any empirical testing, hence so the tag "rule of thumb", the adoption of this forecasting method of manpower does lead to underestimation or overestimation in the developing countries where income growth is externally determined.

6.2.3 Incremental Labour Output Ratio Method

The incremental labour output ratio method requires the use of time series data. The time series data is such that there will be generation (gathering) of data by years for a given period of time. This method emphasizes that there is a relationship between

output level and labour demand, and it is such that an increase in output level determines a likely increase in the demand for labour.

It should be noted that the limitation of this approach greatly rests on the limitation and availability of the needed time series data, which may not be readily available, especially, in the developing countries.

In-Text Question

_____method emphasizes that there is a relationship between output level and labour demand, and it is such that an increase in output level determines a likely increase in the demand for labour.

- a. Incremental labour Output
- b. Employers' Opinion Method
- c. Harbison's Rule of Thumb
- d. All of the above

In-Text Answer

(a) Incremental labour Output

6.2.4 Density Ratio Method

This method is otherwise called the ratio of saturation. It is mostly used by the Russians in forecasting their manpower needs. The method involves two stages which are given as follows:

1. Firstly, the estimation of stable fraction of qualified manpower in the labour force of the economic sector of a country. For instance, within the manufacturing sector of Nigerian's economy, a planner can estimate the number of engineers or accountants within such sector.

This is done by dividing the number of engineers by the total number of workers in the manufacturing sector.

This calculation can also be done for determining number of accountants within the manufacturing sector. The number obtained provides a fraction of the type of manpower in the sector.

2. Secondly, the stable fraction of qualified manpower is applied to the population forecast of the total labour force as distributed amongst the various sectors of one

economy. There are some noted limitations in the adoption of this method. Part of this is lack of reliable and updated population data which serves as constraints.

6.2.5 International Comparison Method

This is a method of manpower forecast that is adopted by developing nations that are deficient in adequate manpower data. So, a developing country that discovers that she has some common economic features with a developed country uses data from the developed country to forecast the needed manpower. Some of the economic characteristics considered are: productivity level, occupational groups and even levels of educational attainment.

Though, it should still be noted that the two countries will be at different levels of development. This method was used by Puerto Rico in 1957 when she wanted to forecast the distribution of her labour force by occupation and education for 1975.

Though, Puerto Rico lacked time series data, it was decided that the educational levels that were attained by the American occupational categories in 1950 could therefore be used as a model for Puerto Rico in her targeted year, 1975. The simple inference or logic that can be deduced was that there was a lag in productivity levels between Puerto Rico and America for 25 years.

From the above, the Puerto Rico's labour force was forecast for 1975 on the basis that equivalent levels of productivity can be attained in the two economies, based specifically on the fact that both nations have parallel occupational groups with equivalent educational features.

Akangbou (1987) recorded that the French also used the method by using information in other advanced countries to forecast the distribution of their labour force in 25 sectors of their economy.

In-Text Question

The International Comparison Method is a method of manpower forecast that is adopted by developing nations that are deficient in adequate manpower data, TRUE/FALSE?

In-Text Answer

TRUE

6.2.6 Parnes – Mediterranean Regional Project Method

This is a manpower forecasting approach that was developed in 1962. This was founded on the target of the Organisation for Economic Community and Development (OECD) to produce an educational plan that is based on a common conceptual framework for the countries in the Mediterranean region.

The project was tagged Mediterranean Regional Project (MRP) and was directed by Professor H.S. Parnes, which then earned the name: Parnes Mediterranean Regional Project Method. Among the countries in which the project was carried out are: Portugal, Greece, Yugoslavia, Italy, Spain and Turkey.

The method essentially moves from an initial projection of a target Gross National/Domestic Product in some future years, determined by an economic development plan, to a supply of educated manpower required to achieve the target GNP or GDP.

Summary of Study Session 6

In this study, you have learnt that:

1. There are approaches to educational planning. Among the approaches discussed were the social demand approach and manpower requirements approach. The social demand approach views education as consumption and so, education should be provided to as many qualified citizens as possible. The manpower forecasting approach is another approach to educational planning.
2. The manpower forecasting approach can also be called manpower requirements approach. This is an approach that is employed in forecasting the manpower needs of a given economy, or, otherwise put, as determining the relative distribution of the trained people in the various skills that are required by the labour market so as to produce a given level of development for a certain period.
3. There are six methods of manpower forecasting, which are: Employers' Opinion Method, Harbison's Rule of Thumb Method, Incremental Labour

Output Ratio Method, Density Ratio Method, International Comparison Method, Parnes – Mediterranean Regional Project Method.

Self-Assessment Question for Study Session 6

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 6. 1 (Test of learning outcome 6.1)

State the limitations of the Social Demand Approach

SAQ 6.2 (Test of learning outcome 6.2)

Explain the manpower forecasting approach to educational planning?

SAQ 6. 3 (Test of learning outcome 6.3)

List the four methods of manpower forecasting approach to educational planning

References

- Adepoju, T.L. 1998. *Fundamentals of School Administration, Planning and Supervision in Nigeria*. Ibadan: Alafas Nigeria Company.
- Akangbou, S.D. 1987. *The Economics of Education: An Introduction*. Ibadan. Shaneson Limited.
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- Nwankwo, J.I. 1981. *Educational Planning: Theory and Methods*. Karachi: Izharsons Printers.
- Panitchpakdi, S. 1973. *Educational Growth in Developing Countries: An Empirical Analysis*. Netherlands: Rotterdam University Press.

Notes on SAQs for Study Session 6

SAQ 1

Limitations of the Social Demand Approach

1. The social demand approach to educational planning is greatly politically motivated. So, it is highly based on political consideration.
2. Social Demand Approach makes education available to as many people as interested in getting educated. Therefore, it leads to wastages in the educational system in terms of repetition, withdrawal and poor quality of educational or school output.
3. Due to the fact that the approach cares for so many school intakes, it is very expensive because of its requirements for teaching and non- teaching manpower whose salaries constitute (gulp) more than sixty- five (65%) percent of the available scarce monetary resources.
4. The Social Demand Approach can be practiced at the first and second levels of educational provision successfully.
5. There is political undertone in the process of sitting or location of schools. So, the school location might not be rationally carried out as it should be.
6. There is no financial involvement or consideration by the government while adopting the social demand approach. Moreover, that the target of the government that adopts the approach is ensuring educational provision is for as that many citizens as possible.

SAQ 2

The manpower forecasting approach can also be called manpower requirements approach. This is an approach that is employed in forecasting the manpower needs of a given economy, or, otherwise put, as determining the relative distribution of the trained people in the various skills that are required by the labour market so as to produce a given level of development for a certain period.

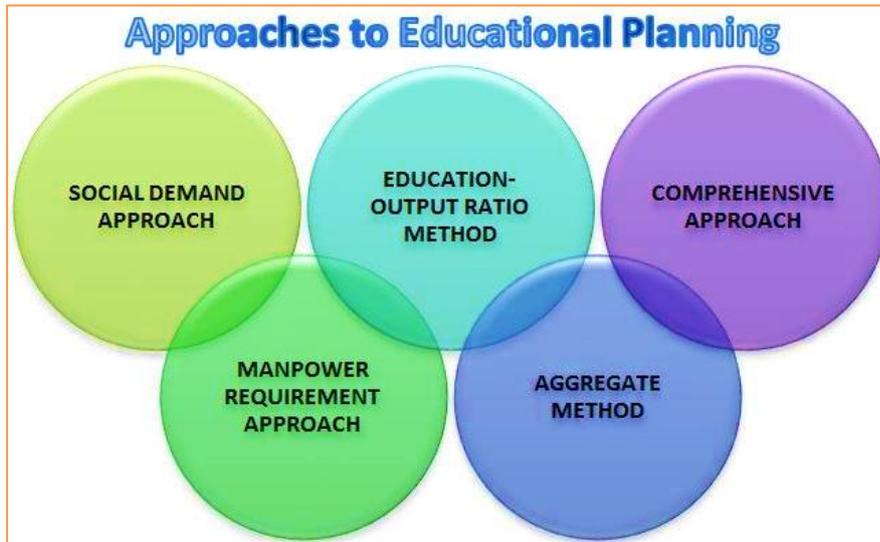
This approach, according to Nwankwo (1981), Akangbou (1987), and Longe (2003), has great relevance to developing countries because of the continuous shortage of the right kind and number of qualified educated workers. Nwankwo (1981) recorded that the manpower forecasting approach has been used in forecasting the manpower needs for Nigeria and Ghana.

SAQ 3

1. Employers' Opinion Method
2. Harbison's Rule of Thumb Method

3. Incremental Labour Output Ratio Method
4. Density Ratio Method
5. International Comparison Method
6. Parnes – Mediterranean Regional Project Method.

Study Session 7 Approaches to Educational Planning II



Introduction

In the last study session, we examine the approaches to educational planning. You were taught two approaches to educational planning which are; the social demand approach and the manpower forecasting approach. In this study, other approaches to educational planning would be treated, and these are the Rate of Return Approach, the Eclectic Approach, the Education-Output Ratio Method, the Aggregate Method, and the Comprehensive Approach.

Learning Outcomes for Study Session 7

At the end of the study, you should be able to:

- 7.1 Explain the rate of return approach to educational planning
- 7.2 Explain the eclectic approach to educational planning.
- 7.3 Discuss the Education-Output Ratio Method.
- 7.4 Discuss the Aggregate Method, and
- 7.5 Discuss the Comprehensive Approach.

7.1 The Rate of Return Approach

This approach is also known as the Cost Benefit Analysis or Investment Efficiency Approach. The approach views education as an investment good such that individuals within the society are equipped with skills and knowledge and in return, there will be

increased national output for the society. So, investment in education should be undertaken by a given society and individuals.

Furthermore, the society and individuals are encouraged to invest on those educational programmes that would substantially increase the rate of economic growth. To achieve the targeted returns, investment on education is weighted against investments on roads, health, communications, industry and so on within a nation.

There are four steps involved in the process of using/applying the Rate of Return Approach to educational planning, and these are:

- ✚ determination of the costs of various educational programmes;
- ✚ estimation of the expected benefits from the various educational programmes;
- ✚ comparisons of the costs with the benefits to obtain the rates of return that is expected from the programmes; and
- ✚ comparisons of the rates with alternative rates from other investments so as to determine the magnitude of resources allocated that can be shared among the various educational programmes **Longe 2003**.

Adepoju (1998) pointed out that the Rate of Return Approach is a technique normally used in evaluating public investment programmes and it merely points out the direction in which education can be steered by investing more or less.

Box 7.1: Note

Panitchpakdi (1973) had earlier affirmed that the main virtue of the approach is that it allows the educational planners to choose between alternative investments. So, resources are therefore invested on those types and levels of education that produce the greatest benefits in relation to their costs (**Adepoju**, 1998).

7.2 The Eclectic Approach

This approach is otherwise known as the Synthetic System or Approach to educational planning. The approach was developed by Layard (1972) and it tends to synthesize all the earlier discussed three approaches which are: the Social Demand Approach, the Manpower Requirements Approach and the Rate of Return Approach.

The Eclectic Approach is of great relevance to the developing countries, such as Nigeria where, according to **Adepoju** (1998), the Social Demand Approach has been used to plan primary and secondary levels of education and also where the Manpower Requirements Approach has been used to expand secondary technical education and higher education. The university education can be expanded by employing the Rate of Return Approach.

The logic behind the Eclectic Approach is that none of the earlier three approaches can be used to plan the three levels of education simultaneously. So, the approaches are limited to either one or two levels and it was on the basis of it, that Layard (1972) developed the approach, which comprises all the earlier three approaches to educational planning.

In-Text Question

The Eclectic Approach is otherwise known as the

- a. Synthetic System
- b. System approach
- c. Synthetic approach
- d. Education approach

In-Text Answer

- a. Synthetic System

7.3 Education-Output Ratio Method

The third method is based on the capital-output ratio approach and might be called the education-output ratio method. It relates the stock of educated people and the flow of children and learners completing education at the different levels directly to the national output of goods and services without passing through the intervening stage of making manpower forecasts.

A series of linear equations are set up relating the stock of persons who have completed a given level of education, and the number of learners at each level, to the aggregate volume of production. These equations will show how the structure of the educational system should change with different growth rates of the economy. This method is developed by Professor Tinbergen.

Every method has its difficulties and limitations. The problem here is that assumptions have to be made about teacher-learner ratios and about the adequacy of the relations of the education 'mix' to the product 'mix' at the base from which the projection is made. If these assumptions are incorrectly made they will invalidate the conclusions. Further, the differences of rates of growth in the different economic sectors, and increases of productivity, need to be included. The range of assumptions as to the technical coefficients is very wide. None the less this method, used with good informed judgment, is a useful exercise to be set alongside the other approaches.

Box 7.2: Note

A further difficulty common to both the manpower and the education output ratio approaches is the assumption that a given output requires a fixed volume of manpower with fixed amounts of education and training. The fact is, however, that certain latitude exists for substitution of capital for manpower in general, and for substituting additional education and training for man-hours.

A given output may be produced with a small number of highly trained workers or a large number of less trained workers. It may even be possible, through automation, to produce it with a smaller number of less highly trained workers.

In short, just as the choice of technology, and its implications for education, is an important aspect of development programming, so is the choice between more education and training and less employment, or less education and training and more employment in each sector. The broader the categories of output, and the broader the definition of educational inputs, the less fixed are the relations between them and the wider the area of choice.

In-Text Question

Education-Output Ratio Method is based on the capital-output ratio approach, TRUE/FALSE?

In-Text Answer

TRUE

7.4 Aggregate Method

The fourth is the aggregate method. This method tries to relate educational needs to the whole demand of society for education rather than to the level of output or to manpower, and is based on norms and patterns which emerge from an empirical study of the educational situation in countries at different stages of development. Among them are:

- a The proportion of GNP devoted to education globally and (if possible) by sector;
 - b The proportion of public expenditure devoted to education and its different sectors;
 - c The proportion of over-all investment devoted to education;
 - d The proportion of the population enrolled at the different educational levels;
 - e The above information corrected by estimates of wastage;
 - f The proportions of the school-age and learner population enrolled at different levels.
- Patterns of educational development in relation to over-all development can be seen by setting these coefficients against indices of economic growth and social attainment. Social indices can be used with the help of ranking techniques.

Use can also be made of data on what appear to be irreversible trends, e.g. the movement from primary to secondary and tertiary occupations, and estimates of the relative rates of growth of more highly qualified manpower in relation to the total growth of the labour force.

Box 7.3: Recall Aggregate Method

The fourth is the aggregate method. This method tries to relate educational needs to the whole demand of society for education rather than to the level of output or to manpower, and is based on norms and patterns which emerge from an empirical study of the educational situation in countries at different stages of development.

A number of problems arise in respect of the interpretation of the coefficients listed. For example, the proportion of GNP spent on education will vary with the age composition of the population and not reflect an equality of effort.

Another variant strongly influencing the comparison is the ratio of per capita teachers' salaries to per capita income, as the country differences are wide and the greatest proportion of educational cost is made-up of teachers' remuneration. A full study of this approach is contained in Professor Harbison's chapter in this volume.

In-Text Question

Social indices can be used with the help of ranking techniques. TRUE OR FALSE

In-Text Answer

TRUE

7.5 Comprehensive Approach

Fifth, there is what we may call the human resources assessment approach which is a comprehensive one. It was developed by **Professor Harbison**. It starts from the position that education is one of the main sources of human resource formation, other sources being measures in the fields of manpower, employment, training and health.

The strategy of human resource development consists of integrating these factors with general economic and social development planning.

It takes into consideration such factors as the scale of development feasible considering the availability of specialized manpower, the scale of development needed to absorb the backlog of unemployed and the new entrants to the labour force, the extent of in-service training in industry, the pattern of investment priorities envisaged in the plan and the broad economic, social and educational goals of development planning.

Summary of Study Session 7

In this study, you have learnt that:

1. This is the second part of our discussion on the approaches to educational planning. The study examined the Rate of Return Approach and the Eclectic Approach. The Rate of Return Approach otherwise called the Cost Benefit Analysis, views education as investment because of its capacity to increase the rate of economic growth.
2. The Eclectic Approach is otherwise called the Synthetic Approach. It synthesizes all the earlier three approaches social demand, manpower forecasting, and rate of Return.
3. The third method is based on the capital-output ratio approach and might be called the education-output ratio method.

4. The fourth is the aggregate method. This method tries to relate educational needs to the whole demand of society for education rather than to the level of output or to manpower, and is based on norms and patterns which emerge from an empirical study of the educational situation in countries at different stages of development.
5. Fifth, there is what we may call the human resources assessment approach which is a comprehensive one. It was developed by Professor Harbison.

Self-Assessment Question for Study Session 7

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 7.1 (Test of learning outcome 7.1)

Explain the Rate of Return Approach to educational planning.

SAQ 7.2 (Test of learning outcome 7.2)

Explain the Eclectic Approach to educational planning.

SAQ 7.3 (Test of learning outcome 7.3)

Discuss the Education-Output Ratio Method;

SAQ 7.4 (Test of learning outcome 7.4)

Discuss the Aggregate Method

SAQ 7.5 (Test of learning outcome 7.5)

Discuss the Comprehensive Approach

References

- Adepoju, T.L. 1998. *Fundamentals of School Administration, Planning and Supervision in Nigeria*. Ibadan: Alafas Nigeria Company
- Longe, R.S. 2003. Introduction to Educational Planning. In Babalola, J.B. (ed.). *Basic Text in Educational Planning*. Ibadan: Awemark Industrial Printers.

Notes on SAQs for Study Session 7

SAQ7. 1

This approach is also known as the Cost Benefit Analysis or Investment Efficiency Approach. The approach views education as an investment good such that individuals within the society are equipped with skills and knowledge and in return, there will be increased national output for the society. So, investment in education should be undertaken by a given society and individuals.

Furthermore, the society and individuals are encouraged to invest on those educational programmes that would substantially increase the rate of economic growth. To achieve the targeted returns, investment on education is weighted against investments on roads, health, communications, industry and so on within a nation.

There are four steps involved in the process of using/applying the Rate of Return Approach to educational planning, and these are:

- ✚ determination of the costs of various educational programmes;
- ✚ estimation of the expected benefits from the various educational programmes;
- ✚ comparisons of the costs with the benefits to obtain the rates of return that is expected from the programmes; and
- ✚ comparisons of the rates with alternative rates from other investments so as to determine the magnitude of resources allocated that can be shared among the various educational programmes **Longe 2003**.

SAQ 7.2

This approach is otherwise known as the Synthetic System or Approach to educational planning. The approach was developed by Layard (1972) and it tends to synthesize all the earlier discussed three approaches which are: the Social Demand Approach, the Manpower Requirements Approach and the Rate of Return Approach.

The Eclectic Approach is of great relevance to the developing countries, such as Nigeria where, according to **Adepoju** (1998), the Social Demand Approach has been used to plan primary and secondary levels of education and also where the Manpower Requirements Approach has been used to expand secondary technical education and higher education. The university education can be expanded by employing the Rate of Return Approach.

SAQ 7.3

The third method is based on the capital-output ratio approach and might be called the education-output ratio method. It relates the stock of educated people and the flow of children and learners completing education at the different levels directly to the national output of goods and services without passing through the intervening stage of making manpower forecasts.

A series of linear equations are set up relating the stock of persons who have completed a given level of education, and the number of learners at each level, to the aggregate volume of production.

SAQ7. 4

The fourth is the aggregate method. This method tries to relate educational needs to the whole demand of society for education rather than to the level of output or to manpower, and is based on norms and patterns which emerge from an empirical study of the educational situation in countries at different stages of development. Among them are:

- a The proportion of GNP devoted to education globally and (if possible) by sector;
- b The proportion of public expenditure devoted to education and its different sectors;
- c The proportion of over-all investment devoted to education;
- d The proportion of the population enrolled at the different educational levels;
- e The above information corrected by estimates of wastage;
- f The proportions of the school-age and learner population enrolled at different levels.

SAQ7. 5

Fifth, there is what we may call the human resources assessment approach which is a comprehensive one. It was developed by **Professor Harbison**. It starts from the position that education is one of the main sources of human resource formation, other sources being measures in the fields of manpower, employment, training and health.

The strategy of human resource development consists of integrating these factors with general economic and social development planning.

Study Session 8 National Policy on Education 1: Pre-Primary and Primary



Introduction

The National Policy on Education is a document that contains dreams of Nigeria which education could help realize. It provides the rules, guidelines, procedures and goals, not only of our educational system, but also of our national philosophy. Any stakeholder in education industry should be conversant with the contents of the document.

In this study, we shall examine, the National Policy in Education as it applies to both pre-primary and primary education systems.



Learning Outcomes for Study Session 8

At the end of this study, you should be able to:

- 8.1 Explain the National Policy on Education;
- 8.2 Discuss the Goals of Education in Nigeria,
- 8.3 Discuss the Philosophy of the Nigerian Education,
- 8.4 Define basic Education

8.1 Education Policy

Education policy is defined as definite courses of action proposed by government in power or an executive authority adopted as important to issues and problems of education. Education policies are usually created by the central government for the whole federation for the overall national development plans of the country. The first policy on education was formalized in 1977 and modified in 1981.

8.1.1 National Policy on Education

The genesis of the National Policy on Education is traceable to the publication of the 1969 Curriculum Conference titled *A Philosophy for Nigerian Education* containing proceedings from the National Curriculum Conference.

The book was edited by **Prof. Adeniyi Adaralegbe** who served as one of the resource persons at the conference. As a result of the publication of the book and other subsequent developments, the Federal and State Ministries of Education put up a draft National Policy on Education. In April 1972, the Head of State, General Gowon in a speech at the Balewa College, promised the nation, a national policy on education.



Figure 8.1: Prof. Adeniyi Adaralegbe

Source: <http://fe.oauife.edu.ng/images/adaralegbe.jpg>

Also in August 1972, fundamental changes in the constitution were made so as to increase radically and substantially the involvement of Federal Government in education. At its meeting in December of the same year, the National Council on Education (NCE) received and considered the draft national policy on education.

Arrangements were made to hold the seminar in 1973 under the chairmanship of **Chief Samuel O. Adebbo**, a former Permanent Representative of Nigeria at the United Nations, and the then Chairman of the National Universities Commission. The seminar was eventually held at the Institute of International Affairs, Victoria Island, Lagos 4th-8th June, 1973. The seminar was guided by the following basic documents:

- ❖ A National Policy on Education working paper produced by the Federal Ministry of Education.
- ❖ A Philosophy for Nigerian Education, report of the Nigeria (National) Curriculum Conference, 8th – 12th September, 1969.
- ❖ Learning to be: The World of Education Today and Tomorrow, UNESCO, 1972, and
- ❖ The opening address, “Charting Nigeria’s National Aspirations by the Federal Commissioner for Education, Chief A. Y. Eke.

The report of the seminar was submitted in the same month, June 1973, and was published for restricted circulation. The report was then referred to the State Governments, NERDC – The Nigerian Educational Research and Development Council and the Joint Consultative Committee on Education (J.C.C.) for their comments.

Their comments, together with the report were considered by the N.C.E. and as a result the Federal Ministry of Education put up to the Federal Government the recommendation for a national policy on education.

The Government white paper on the Federal Republic of Nigeria’s National Policy on Education was to be published when the 1975 coup occurred and thereby deferred the publication of the document till 1977. The Policy was revised in 1981 because of two factors, namely:

- ✚ The provision of the 1969 conference,
- ✚ The deficiencies discovered in the policy document it.

8.1.2 Major Provisions in the Policy Document

The National Policy on Education (2004) starts with general and specific statements of the orientation and philosophy of Nigerian education system. The provisions are:

1. Philosophy and Goals of Education in Nigeria
2. Early Childhood/Pre-Primary Education
3. Basic Education
4. Primary Education
5. Secondary education
6. Mass Literacy, Adult and Non-Formal Education
7. Science, Technical and Vocational Education
8. Tertiary Education
9. Open and Distance Education
10. Special Education
11. Educational Services
12. Planning, Administration and Supervision of Education
13. Finance of Education

In-Text Question

Education policy is defined as definite courses of action proposed by government in power or an executive authority adopted as important to issues and problems of education, TRUE/FALSE?

In-Text Answer

TRUE

8.2 Goals of Education in Nigeria

The Nigerian Government views education as an instrument “par excellence” for effecting national development.

Philosophy of Nigeria, according to the policy, is to:

1. Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation, founded on the principles of freedom, equality and justice; and
2. Promote inter-African solidarity and world peace through understanding.

8.2.1 National Goals

Five national goals have been endorsed as the necessary foundation for the National Policy on Education.

This focus on the building of:-

- ✚ a free and democratic society;
- ✚ a just and egalitarian society;
- ✚ a united, strong and self-reliant nation;
- ✚ a great and dynamic economy; and
- ✚ a land full of bright opportunities for all citizens.

8.3 The Philosophy of Nigerian Education

In Nigeria's philosophy of education, the belief is that:

1. Education is an instrument for national development, and to this end, the formulation of ideas, the integration for national development, and the interaction of persons and ideas are all aspects of education;
2. Education fosters the worth and development of the individual, for each individual's sake, and for the general development of the society;
3. There is need for equality of educational opportunities to all Nigerian children irrespective of any real or imagined disabilities each according to his or her ability;
4. There is need for functional education for the promotion of progressive, united Nigeria. To this end, school programmes need to be relevant, practical and comprehensive, while interest of and ability should determine individual direction in education.

Therefore, Nigeria's philosophy of education is based on:

1. The development of the individual into a sound and effective citizen;
2. The full integration of the individual into the community; and
3. The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.

8.3.1 National Education Goals

The National Education goals which derive from the philosophy are therefore:

1. The inculcation of national consciousness and national unity;
2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
3. The training of the mind in the understanding of the world around; and
4. The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

The quality of instruction at all levels, according to the policy, has to be oriented towards inculcating the following values:

1. Respect for the worth and dignity of individual;
2. Faith in man's ability to make rational decisions;
3. Moral and spiritual principles in inter-personal and human relations;
4. Shared responsibility for the common good of society;
5. Promotion of the physical, emotional and psychological development of all children; and
6. Acquisition of competencies necessary for self-reliance.

8.3.2 measures to implement the policy

Government of Nigeria intends to implement the policy by emphasizing that:

1. Education shall 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. Life-long education shall be the basis of the nation's educational policy;
3. Education and training facilities shall be expanded in line with societal needs;
4. Learners will be the central focus of teaching-learning activities;
5. Universal basic education in a variety of forms shall be provided for all citizens;
6. Community needs shall be considered in the provision of education,
7. Continuous assessment shall be put into consideration in educational assessment and evaluation;

8. Modern educational techniques shall be increasingly used and improved upon at all levels of the education system;
9. The education system shall be structured to develop the practice of self-learning;
10. At any state of the educational process after junior secondary education, an individual shall 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 shall 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 or her parents; and
12. Physical and health education shall be emphasized at all levels of the education system.

8.3.3 Early Childhood/Pre-Primary Education

The policy describes pre-primary education as the education given in an educational institution to children prior to their entering the primary school. It includes crèche, the nursery and kindergarten.

Objectives/Purpose of Pre-Primary Education

The objectives of this level of education, according to the policy shall be to:

1. Effect a smooth transition from the home to the school;
2. Prepare the child for the primary level of education;
3. Provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets, offices, etc.);
4. Inculcate social norms;
5. Inculcate in the child the spirit of enquiring and creativity through the exploration of nature, the environment, art, music and playing with toys, etc.
6. Develop a sense of cooperation and team spirit;
7. Learn good habits, especially, good health habits; and
8. Teach the rudiments of numbers, letters, colours, shapes, forms, etc., through play.

8.3.4 Government Effort to Implement the Policy

The policy document amplifies the government's position in implementing the pre-primary education. It states that then government shall:

1. Encourage private efforts in the provision of pre-primary education.
2. Make provision in teacher education of pre-primary education.
3. Ensure that the medium of instruction is principally the mother tongue or the language of the immediate community; and to this end, will.
 - a. Develop the orthography of many more nigerian languages, and
 - b. Produce textbooks in nigeria languages.
4. Ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this.
5. Regulate and control the operation of pre-primary education.

The government's inclusion of primary education into the NCC curriculum is in line with the provision of the policy. The policy states that government shall promote the training of qualified pre-primary schoolteachers in adequate number. Pre-primary education is embedded in the Primary Education Studies (PES).

Faculties of Education in few universities like University of Ibadan offer early childhood education, which encompasses both pre-primary and primary education curriculum. Considering the fact that the universities that offer pre-primary/primary education are inadequate in number, and there is continuous proliferation of pre-primary schools, then number of teachers at this level of education is very low.

However, the proliferation of pre-primary schools (Nursery schools) is not adequately regulated. The policy specified, among the responsibilities of government, the supervision and control of the quality of pre-primary institutions. Most pre-primary institutions have defied the expected standards. These are standards regarding space, pupils-teachers ratio, class size, facilities.

Furthermore, certification is grossly violated by the proprietors/proprietresses of these schools. The institutions spring up under uncompleted buildings, unhygienic environment as well as noisy environment.

Box 8.1: Note

In addition, the medium of instruction which is expected to be mother-tongue or language of immediate environment has been neglected. English Language has been the medium of instruction while mother-tongue has been relegated to the background. The alternative or preferred second language for instruction is French language.

Government's efforts at making the orthography of more Nigerian languages and the standardization of some principal languages are yielding result. The major languages, that is, Yoruba, Hausa and Igbo have been adopted to teach pupils at school but this is limited to public primary schools. The reason being that, parents who send their children to pre-primary institutions or nursery schools prefer English Language.

In-Text Question

The Nigerian Government views education as an instrument “par excellence” for effecting national development, TRUE/FALSE?

In-Text Answer

TRUE

8.4 Basic Education

According to the revised National Policy on Education (2004), Basic education is 9-year duration comprising 6 years of primary education and 3 years of Junior Secondary education. The Federal Government made basic education free and compulsory. Basic education also includes adult and non-formal education programmes at primary and junior secondary education levels for the adults and out-of-school youths.

8.4.1 Goals of Basic Education

The specific goals of basic education are the same as the goals of the levels of the levels of education to which it applies (i.e. primary education, junior secondary education and adult and non-formal education).

8.4.2 Primary Education

Primary education refers to education given in institutions for children aged 6 to 11 plus.

Goals of Primary Education

The goals of primary education, according to National Policy, on education are:

1. inculcation of permanent literacy and numeracy and ability to communicate effectively
2. laying a sound basis for scientific and reflective thinking;
3. giving citizenship education as a basis for effecting participation to the life of the society;
4. moulding the character and develop sound attitude and morals in the child;
5. developing in the child the ability to adapt to his changing environment;
6. giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;
7. providing the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Thus, in pursuance of the goals, primary education is expected to be:

1. free;
2. universal, and
3. compulsory

To demonstrate government's kind gesture and value for education, the Social Demand Approach was adopted in providing primary education in 1976. This was tagged Universal Primary Education (UPE). It was made free and it cut across all the states of the country (universal).

However, it was not made compulsory. At the implementation stage, a lot of problems ensued, ranging from shortage of fund, inadequate teachers, and inadequate classrooms to shortage of teaching materials. This was because of inadequate planning. The enrolment projection was below the turn out. In spite of high enrolment, a lot of pupils were not enrolled since it was not made compulsory.

In-Text Question

The following are levels of education; primary education, junior secondary education and adult and non-formal education, TRUE/FALSE?

In-Text Answer

TRUE

8.4.3 Curriculum of Primary Education

The curriculum of primary education includes:

1. Language
 - a. Language of environment
 - b. English
 - c. French
2. Mathematics
3. Science
4. Physical and Health Education
5. Religious knowledge
6. Agriculture/Home Economics
7. Social Studies and Citizenship Education
8. Cultural and Creative Arts (Drawing, Handicraft, Music and Cultural Activities)

8.4.4 Educational Services Expected in Primary Institutions

The document highlighted the following services to be provided in primary schools:

1. School library
2. Basic health scheme
3. Counselling
4. Educational Resource Centre
5. Specialist teachers for particular subjects such as Mathematics, Science, Physical Education, Language Arts (in relation to English and Nigerian Languages), Music, Fine Arts and Home Economics.

For years, primary schools (especially public) have been denied opportunity of well-equipped libraries. It is in the recent times, that Universal Basic Education Scheme incorporated the building of libraries. However, libraries are built in the specified number of schools, while schools are zoned for the purpose of utilization.

For instance, one or two libraries may be constructed in a local government. The schools in the constituency are divided to share the library. For the management of these libraries, teachers were picked across the schools for training (in-service training).

The problem still persists because majority of pupils cannot have access to the libraries since a local government with about fifty public primary schools may have one or two libraries. Even in schools where these libraries are built, the reading culture of students is low. The materials in these libraries are inadequate.

Box 8.2: Note

The provision of health scheme as promised by the document has not been realized fully. The common First Aid boxes could be seen in all schools but the essential first aids material may be lacking. The issue of counselling services in primary schools is an elusive dream. Even at the secondary school level, it is not all schools that could boast of qualified guidance counsellors.

Some primary schools are battling with space problem, not to talk of counselling room, whereas, the role of a qualified counsellor cannot be over-emphasized in educational industry. If the potentials of pupils will be realized fully, government should expedite necessary action at providing primary school with guidance counsellors.

With regard to educational resource centre, only few schools have resource room where teaching aids/instructional materials are kept. Some schools do not have ordinary charts. Knowing fully well the place of instructional resources in learning, the government should endeavour to equip schools with necessary resource needed to enhance teaching – learning process.

Schools are still facing the problem of inadequate science teachers and laboratories. The problem of inadequacy of science teachers starts from Colleges of Education and Faculties of Education in Universities. The population of student-teachers that offer science education is relatively small compared to colleagues in the humanities. Also, science facilities are inadequate in schools.

It is in recent times that the government stated building laboratories in public primary schools. However, limited number of schools is chosen for the construction of laboratories.

The effort of government at using language of the environment is demonstrated by writing some of textbooks in Yoruba, Hausa, Igbo and some other Nigerian languages. Pupils are taught science in their mother-tongue.

The adoption of this medium of instruction was due to the experiment performed some years ago by **Babs Fafunwa** and others. Children taught with mother-tongue performed better than their counterparts taught with English language in science.



Figure 8.2: Babs Fafunwa

Source: <https://nigeriadaily.files.wordpress.com/2010/10/prof-babatunde-fafunwa-21.jpg>

To ensure retention of pupils enrolled until the completion of their programmes, the government promised provision of adult and non-formal education to enable such early learners (drop-outs) to continue with their education. Also, the introduction of breakfast meal in some parts of the country, which is part of Universal Basic Education, has led to student's regularity in schools.

Some states are now enforcing it law that parents who deny their children educational opportunities will be charged to court. These measures will ensure management of wastage in education.

Self-Assessment Question for Study Session 8

Having studied this session, you can now assess how well you have learnt its learning outcomes by answering the following questions. It is advised that you answer the questions thoroughly and discuss your answers with your tutor in the next Study Support Meeting. Also, brief answers to the Self-Assessment Questions are provided at the end of this module as a guide.

SAQ 8.1 (Test of learning outcome 8.1)

Explain the National Policy on Education

SAQ 8.2 (Test of learning outcome 8.2)

Discuss the Goals of Education in Nigeria

SAQ 8.3 (Test of learning outcome 8.3)

Discuss the Philosophy of the Nigerian Education

SAQ 8.4 (Test of learning outcome 8.4)

Define basic Education

Reference

Federal Government of Nigeria 1988. National Policy on Education. Yaba: NERDC Press.

Notes on SAQs for Study Session 8

SAQ 1

National Policy on Education

The genesis of the National Policy on Education is traceable to the publication of the 1969 Curriculum Conference titled A Philosophy for Nigerian Education containing proceedings from the National Curriculum Conference.

The book was edited by Prof. Adeniyi Adaralegbe who served as one of the resource persons at the conference. As a result of the publication of the book and other subsequent developments, the Federal and State Ministries of Education put up a draft National Policy on Education. In April 1972, the Head of State, General Gowon in a speech at the Balewa College, promised the nation, a national policy on education.

SAQ 2

The Nigerian Government views education as an instrument “par excellence” for effecting national development.

Philosophy of Nigeria, according to the policy, is to:

1. Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation, founded on the principles of freedom, equality and justice; and
2. Promote inter-African solidarity and world peace through understanding.

SAQ 3

In Nigeria’s philosophy of education, the belief is that:

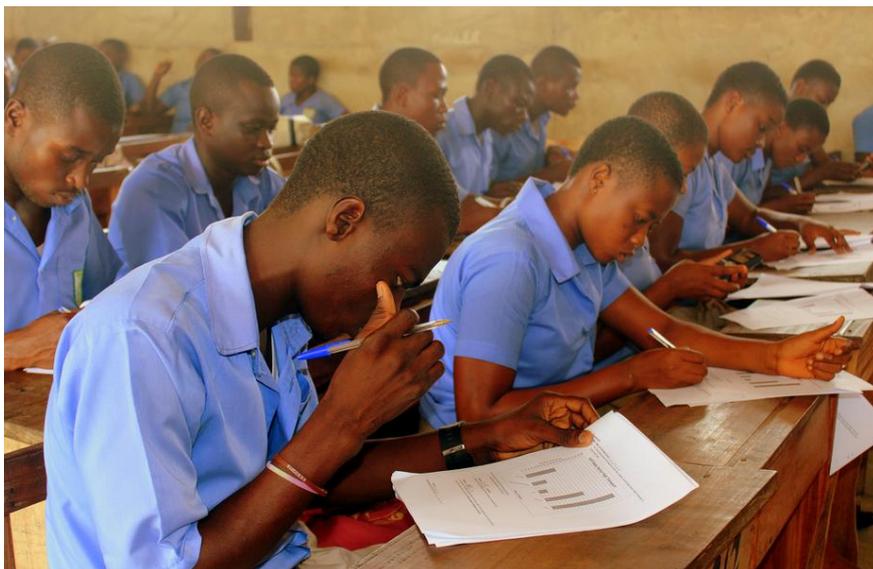
1. education is an instrument for national development, and to this end, the formulation of ideas, the integration for national development, and the interaction of persons and ideas are all aspects of education;
2. education fosters the worth and development of the individual, for each individual’s sake, and for the general development of the society;
3. there is need for equality of educational opportunities to all Nigerian children irrespective of any real or imagined disabilities each according to his or her ability;
4. there is need for functional education for the promotion of progressive, united Nigeria. To this end, school programmes need to be relevant, practical and

comprehensive, while interest of and ability should determine individual direction in education.

SAQ 4

According to the revised National Policy on Education (2004), Basic education is 9-year duration comprising 6 years of primary education and 3 years of Junior Secondary education. The Federal Government made basic education free and compulsory. Basic education also includes adult and non-formal education programmes at primary and junior secondary education levels for the adults and out-of-school youths.

Study Session 9: National Policy on Education II: Secondary Education



Introduction

The picture above shows the secondary school student in an examination hall, therefore your focus in this study session is on the national policy on education as well as the provision of National Policy on Education for secondary education. The definition, objectives/goals, curriculum and modality for the achievement of the goals of this level of education will be explored.

Learning Outcomes from Study Session 9

At the end of this study session, you should be able to:

- 9.1 Discuss National Policy on Education in Nigeria
- 9.2 Explain the relationship between National Policy on Education and Secondary education
- 9.3 Discuss the broad goals of secondary education.

9.1 National Policy on Education

The National Policy on Education (NPE) is the national guideline for the effective administration, management and implementation of education at all tiers of the government.

The National Policy on Education is a statement of intentions, expectations, goals, standards and requirements for quality education delivery in Nigeria.

The need for a National policy on education came about as a result of the 1969 National Curriculum Conference, which was attended by a cross-section of Nigerians. The conference was a culmination of expressions of general dissatisfaction with the existing education system which had become irrelevant to national needs, aspirations and goals.

After the National Curriculum Conference, a seminar of expert drawn from a wide range of interest groups within Nigeria was convened in 1973. The seminar, which includes voluntary agencies and external bodies, deliberated on what a national policy on education for an independent and sovereign Nigeria should be.

The outcome of the seminar was a draft document which, after due comments were received from the states and other interest groups, led to the final document, the National Policy on Education, first published in 1979.

Since the published of the first edition in 1979, the 2nd and 3rd editions were published in 1981 and 1998 respectively in keeping with the dynamics of social change and the demands on education.

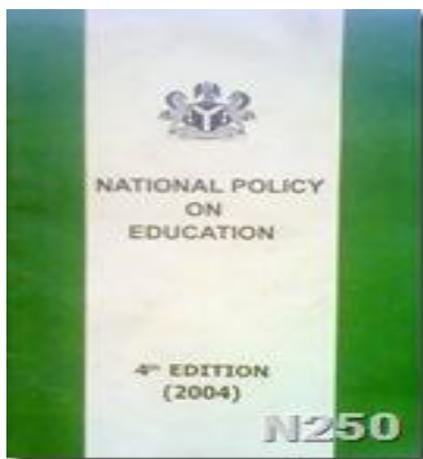


Figure 9.1 front cover national policy on education 4th edition
Source: http://www.goodbooksafrica.com/2011/08/national-policy-on-education-4th_31.html

This 4th edition was necessitated by some policy innovations and changes, and the need to update the 3rd edition (1998) accordingly.

These innovations and changes include:

1. The lifting of the suspension order on Open and Distance Learning Programme by Government
2. Revitalization and expansion of the National Mathematical Centre (NMC)
3. Establishment of Teachers Registration Council (TRC)
4. Introduction of information and Communication Technology (ICT) into the school curriculum as a second official language
5. Prescription of French Language in the primary and secondary schools, curriculum as second official language
6. Prescription of minimum number of subjects to take by SSCE candidates
7. The integration of basic education in the programme of Koranic schools, to ensure equal opportunity and effective implementation of UBE
8. Repositioning science, technical and vocational education in the scheme of national educational for optimum performance
9. General contextual change to reflect the state of professional practice in education, among others.

Box 9.1: Meaning of National Policy on Education

The National Policy on Education (NPE) is the national guideline for the effective administration, management and implementation of education at all tiers of the government.

The National Policy on Education is a statement of intentions, expectations, goals, standards and requirements for quality education delivery in Nigeria.

9.2 Secondary Education

Secondary education is the education children receive after primary education and before the tertiary stage. The broad goals of secondary education according to the policy include preparation of individuals for:

1. useful living within the society; and
2. higher education.

In specific term, this level of education is expected to:

3. provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
4. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
5. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
6. Develop and promote Nigerian languages, art and culture in the context of world cultural heritage;
7. Inspire its students with a desire for self improvement and achievement of excellence;
8. Foster national unity with an emphasis on the common ties that unite us in our diversity;
9. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad goals and live as good citizens;
10. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

To achieve the stated goals, secondary education is six years duration and to be given in two stages; a junior secondary school stage and a senior secondary school stage; each shall be of three years duration.

In-Text Question

One of the following can be adopted as a measure to improve quality of secondary education

- a. Increase in enrolment;
- b. Establishing more schools;
- c. Regular supervisory exercise;
- d. Closure of schools.

In-Text Answer

(a) Increase in enrolment

(d) Regular supervisory exercise

9.3 Junior Secondary School

The junior secondary school shall be both pre-vocational and academic. It is tuition free, universal and compulsory. Every student is expected to offer a minimum of 10 subjects and a maximum of 13 subjects. Thus, every student is expected to offer all subjects in group 'A' and at least one subject each from groups 'B' and 'C'.

Group A Core

1. English
2. French
3. Mathematics
4. Languages of environment to be taught is L1*
5. One major Nigerian Language other than that of the environment to be taught as L2*
6. Integrated Science
7. Social Studies and Citizenship Education
8. Introductory Technology.

Group B: Pre-Vocational electives

1. Agriculture
2. Business Studies
3. Home Economics
4. Local Crafts
5. Computer Education
6. Fine Arts
7. Music

The emphasis on subjects in group B shall be on practice.

Group C: Non-prevocational electives

- ✚ Religious Knowledge
- ✚ Physical and health education
- ✚ Arabic

On the completion of Junior Secondary School, students will be streamed into different advanced educational cadres i.e.

- The Senior Secondary School
- The Technical College
- An out-of-school vocational training centre
- The apprenticeship Scheme

In-Text Question

The need for a National policy on education came about as a result of the 1969 National Curriculum Conference, which was attended by a cross-section of Nigerians. True or False

In-Text Answer

True

Senior Secondary School

This is the second stage of secondary education. It is expected to be comprehensive with a core-curriculum designed to broaden.

Senior Secondary School Curriculum

The senior secondary school shall be comprehensive with a core-curriculum designed to broaden pupils' knowledge and outlook. Every student is expected to take the seven (6) core subjects in group A and a minimum of one and a maximum two (2) from the list of elective subjects in Groups B and C to give a minimum of seven (7) and maximum of eight (8) subjects. One of the three elective subjects may be dropped in the last year of senior secondary school course.



Figure 9.2 Senior secondary class

Sourcehttp://britishspringcollege.com/BritishSpringCollege_Welcome/Curriculum.as

px

Group ‘A’

1. English Language
2. Mathematics
3. A major Nigerian Language
4. One of Biology, Chemistry, Physics or Integrated Science
5. One of Literature in English, History, Geography or Social Studies
6. A Vocational subject

Group ‘B’ Vocational Electives

1. Agriculture
2. Applied Electricity
3. Auto-Mechanic
4. Book-keeping and Accounting
5. Building Construction
6. Commerce
7. Computer Education
8. Electronics
9. Clothing and Nutrition
10. Food and Nutrition
11. Home Management
12. Metal Work

13. Technical drawing
14. Woodwork
15. Shorthand
16. Typewriting
17. Fine Arts
18. Music

In-Text Question

One of these is not a core subject at the junior secondary school level:

- a. Science
- b. social studies
- c. physical education
- d. woodwork.

In-Text Answer

(d) woodwork

Group C: Non-Vocational Electives

1. Biology;
2. Chemistry
3. Physics
4. Further Mathematics
5. Health Education
6. Physical Education
7. Literature-in-English
8. History
9. Geography
10. Bible Knowledge
11. Islamic Studies
12. Arabic
13. Government
14. Economics
15. Any Nigerian Language that has orthography and literature etc.

In-Text Question

Which of the following is among the core subjects in senior secondary school?

- a. Agriculture;
- b. Metal Work;
- c. Commerce;
- d. One of Nigerian Language

In-Text Answer

Commerce

On the implementation of the programme, government allows the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools. This gave opportunity to the private individuals, associations and religious bodies in establishing schools. Another factor that encouraged the proliferation of private secondary schools was the strike action in the public schools in the 90's.

Besides, the public doubt about the quality of public secondary.

To ensure the quality of this level of education, government was saddled with responsibilities of issuance of regulations in the establishment of schools, supervision and inspection of schools.

Among the problems noticed in the management of secondary education are inadequate facilities such as furniture, laboratories, and libraries. For instance, oral English is an aspect of English Language which requires Language laboratory.

Most of the senior secondary schools do not have tape player not to talk of Language laboratory. Subjects like Physics, Chemistry and Biology are taught with the little attention to the practical aspects. Alternative to practical is common phenomenon.

The area of supervision and inspection is another obstacle militating against effective implementation of provision of this level of education. The concerned body (i.e. Inspectorate division) in the Ministries of Education complained of shortage of staff and necessary facilities like vehicle.

In addition, some of the teachers employed to teach some of these subjects are not professionally trained. It is the common practice to see a B.Sc. holder in Mathematics

teaching Mathematics or B.Sc. holder in Mechanical Engineering teaching Physics. The problem of methodology sets in here. The students will not benefit maximally in such situations. At present, government is making efforts to guard against this.

For instance, in Oyo State, some H.N.D. holders wrongly employed in 2005 were dropped in early 2006. As a mark of improvement, teachers who had been teaching for years without teaching qualification (i.e. education course) are now required to attend postgraduate diploma in education if they want to retain their jobs.

The government's decision on promotion of only qualified teachers with professional qualifications also compelled some teachers to seek educational qualification through postgraduate diploma. The introduction of Teacher Registration Council (TRC) is another development. Every teacher is expected to be licensed by this body if he/she wants to remain on the job.

The problem of congestion in public secondary schools situated in the cities is another impediment. Non expansion of existing plants coupled with increase in enrolment leads to inadequacy of space. More than forty students are found in some classes. This will not augur well for effective teaching-learning process.

If the objectives/goals of secondary education will be achieved effectively, there is need for improvement on the areas noticed. The school plants, such as building facilities have to be expanded to accommodate the demand for education. This is very important so as to meet up with education for all (EFA) and Millennium Development Goal. The average class size will be maintained where spaces are available.

There is urgent need for laboratories construction, as this will enhance effective teaching of practical oriented subject's thereby opening awareness for ease advanced study in practical oriented courses. Teachers' recruitment in the subjects where inadequacies occur is necessary because teachers are custodians of the education "good".

Their recruitment should be based on merit and relevance. Their placement too has to be done appropriately as well as regular motivation. The supervisory exercise has to be effective and regular to enhance quality of instruction.

Summary of Study Session 9

In this study session, you have learnt that:

1. Secondary education level is the intermediary between primary education and tertiary education. It prepares students for useful living within the society and higher education.
2. It has two streams, junior and senior secondary schools.
3. The junior secondary education prepares students for the senior secondary school, technical college, vocational training center and apprenticeship while senior secondary school prepares students for tertiary education

Self-Assessment Questions (SAQs) for Study Session 9

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 9.1 (Test of learning outcome 9.1)

Discuss National Policy on Education in Nigeria

SAQ 9.2 (Test of learning outcome 9.2)

Explain the relationship between National Policy on Education and Secondary education

SAQ 9.3 (Test of learning outcome 9.3)

Discuss the board goals of secondary education

Study Session 10: National Policy on Education III: Vocational, Tertiary, Technical, Adult and Special



Introduction

This study session further discusses the qualification of the National Policy on Education to the other levels of education in Nigeria. These are vocational education, tertiary education which encompasses (University, Teacher education, Polytechnic education and Monotechnic Education) Adult and non-formal education and special education.

Learning Outcomes for study session 10

At the end of this study session you should be able to:

- 10.1 Explain Mass Literacy, Adult and Non-Formal education
- 10.2 Discuss the goals of Tertiary education.
- 10.3 Understand the concept and goals of Open and Distance Education

10.1 Mass Literacy, Adult and Non-Formal education

These encompass all forms of functional education given to youths and adults outside the formal school system such as functional, remedial and vocational education.

The goals of mass literacy, adult and non-formal education includes:

1. To provide functional literacy and continuing education for adult and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disable and other categories or groups;
2. To provide functional and remedial education for those young people who did not complete secondary education;
3. To provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;
4. To provide in-service , on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills, and
5. To give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

Formal Education	Informal Education
Compulsory	Voluntary
Curriculum-based	Personal Interest
Teacher-directed	Self-directed
Set Times	Anytime
Ages 5-18	All ages, lifelong
Classrooms	Ubiquitous
Assessment	No tests or grades

Figure 10.1 Differences btw formal and informal education

Source http://seceij.net/seceij/summer11/friedman_sencer.html

To attain these goals, the Federal Government established a National Commission for Mass Literacy, Adult and Non-Formal Education. The Federal Ministry of Education is responsible for the determination of national policy on mass literacy, adult and non-formal education, while state agencies for mass education are concerned with implementation of the National Policy on Mass Literacy, Adult and Non-formal Education.

The responsibilities of state agencies include planning research, organizing, developing, managing and monitoring and ensuring quality control of state

programmes. The Local Government Education Authority (LGEA) is saddled with responsibilities of day-to-day control and administration of local mass literacy and adult education programmes, recruitment of part-time instructors and learners for functional literacy and post-literacy programmes;

Provision of physical facilities for rural libraries, reading rooms, television viewing centers and radio listeners' club; and feedback to the state and federal ministries of education in respect of curriculum and materials development, techniques of teaching and evaluation procedures and the collection of data.

This aspect of education is not popular in our country. Few local governments create awareness on this form of education. Efforts are only being made at formal school system to eradicate illiteracy whereas a lot of illiterate adults had not been encouraged through the expected avenue.

In-Text Question

What is the full meaning of NBTE?

- a. National Board for Technical Education
- b. National Business Technical Examination Board
- c. National Business Certificate
- d. Nigerian Board for Technical Education

In-Text Answer

(a) National Board for Technical Education

10.2.3 Goals of Technical and Vocational Education

The goals of vocational education include:

- To provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels.
- To provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development,
- To give training and impart the necessary skills to individual who shall be self-reliant economically.

This type of education is offered at technical colleges and it is structured to consist of four components: General education, theory and related courses, workshop practice and industrial training/production work.

The minimum entry requirement into technical college is the junior secondary school certificate (JSS). The entry is based on evidence of aptitude shown in the technical course and a reasonably good performance on Mathematics and Science. The length or duration of course in a technical college is three years for the craft level (NTC/NBC) and one year for the advanced craft level (ANTC/ANBC).

The range of course in the technical colleges include Agricultural Implements and equipment, Mechanic work, Automobile Engineering Practice, Air-conditioning and Refrigeration, Mechanical engineering, craft practice, Electrical Engineering trade, Building trades, Wood trades, Hospitality, Printing trades, Beauty culture trades, Business trade.

The National Board for Technical Education (NBTE) is saddled with the responsibility of restructuring courses offered by technical colleges. The National Business and Technical Examination Board (NABTEB) are expected to handle technical and business examinations and award the National Technical Certificate (NTC), the National Business Certificate (NBC), and the Advanced National Technical Certificate (ANTC).

The essence of technical education has been defeated. The reason is that the expected structure in JSS is not there. The workshops where practical are to be done were erected without expected tools and trained manpower. Every student is willing to go to senior secondary, thereby leading to low enrolment at technical colleges. Some of the technical colleges are disappearing owing to low patronage by the students.

Technical education is very important, most especially in developing countries like ours. Thus if Nigeria wants to compete with countries like Japan, Taiwan etc, there is need to re-strengthen technical education through employment of qualified staff in these technical colleges, strict implementation of JSS curriculum, promoting of enabling environment for the recipients or graduates of technical education.

In-Text Question

One of these is not vocational education goal.

- a. Provision of trained manpower in the applied sciences, technology etc.
- b. Provision of technical knowledge and vocational skills necessary for economic development
- c. Promotion of national and international understanding and interaction
- d. Offer training and impart the necessary skills to individual who shall be self-reliant economically.

In-Text Answer

c Promotion of national and international understanding and interaction

10.3 Tertiary Education

This is the education given after secondary education in Universities, Colleges of education, polytechnics, Monotechnics including those institutions offering correspondence courses.

10.3.1 Goals of Tertiary Education

1. To contribute to national development through high level relevant manpower training;
2. To develop and inculcate proper values for the survival of the individual and society;
3. To develop the intellectual capability of individuals to understand and appreciate their local and external environments.
4. To acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
5. To promote and encourage scholarship and community service;
6. To forge and cement national unity, and
7. To promote national and international understanding and interaction.

The goals are expected to be pursued by the institutions through:

- teaching
- research and development
- virile staff development programmes
- generation and dissemination of knowledge

- a variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich, etc.
- access to training funds such as those provided by the Industrial Training Fund (ITF).
- Students industrial work experience scheme (SIWES)
- Maintenance of minimum educational standards through appropriate agencies
- inter-institutional cooperation
- dedicated service to the community through extra-mural and extension services.

In addition, according to the policy, all teachers in tertiary institutions shall be encouraged to undergo training in the methods and techniques of teaching. The institutions are also allowed to enjoy academic freedom in such areas as:

- ✚ select their students, except where the law prescribes otherwise;
- ✚ appoint their staff,
- ✚ teach, select areas of research;
- ✚ determine the content of courses.

10.4 University Education

University education is expected to make optimum contribution to national development. This is achieved by intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation; making professional courses content to reflect our national requirements, and making all students, as part of general programme of all round improvement in University education.

Through the dissemination of their research results to government and industries, universities will achieve maximum contribution to development. Universities are to expend a greater proportion of their expenditure on science and technology.

The policy extends the opportunity of establishing universities to voluntary agencies, individuals and groups provided they comply with minimum standards laid down by the Federal Government.

10.5 Teacher Education

The policy emphasizes that no education may rise above the quality of its teachers that education shall continue to be given major emphasis in all educational planning and development. Therefore, it stressed that the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).

10.5.1 The Goals of Teacher Education

The goals of teacher education include -

1. Production of highly motivated , conscientious and efficient classroom teachers for all levels of our educational system;
2. Encouragement and furthering the spirit of enquiring and creativity in teachers;
3. Helping teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
4. Providing teachers the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
5. Enhancing teachers' commitment to the teaching profession.

Box 10.1: Teacher education is offered in the following institutions:

1. Colleges of education
2. Faculties of Education
3. Institutes of education
4. National Teachers Institute
5. School of Education in the polytechnics

Looking through the list of the institutions, Teacher Training College is not included. This is due to emphasis on NCE as minimum certificate as entry into the teaching career (i.e. from primary schools). At present, some states still give appointment to grade II graduates (i.e. Teacher Training Colleges). Institute like National Teacher Institute (NTI) still offers teacher training course leading to TC II certificate.

Both government and private institutions engage in the establishment of Colleges of education. These colleges offer both full-time and part-time programme through sandwich. Also, faculties of education in the Universities offer part-time and full-time programmes.

The part-time programme gives opportunity of in-service training to teachers who want to upgrade themselves. Some Universities award Bachelor of Education (B.Ed.), while others award Bachelor of Education and Science together, i.e. B.Sc (Ed.).

The polytechnics in the country have been directed to scrap schools of education in their campuses. This is to ensure production of quality teachers, since tutors in polytechnics are not professionally trained in education.

The future of teacher education is bright with the re-establishment of Teachers' Registration Council to control and regulate the practice of the profession.

10.6 Polytechnic Education

The specific goals of polytechnic education apart from the general goal of tertiary institutions include, to

- ✚ provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, business and management, leading to the production of trained manpower.
- ✚ Provide the technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria;
- ✚ Give training and impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant.
- ✚ Give exposure on professional studies in the technologies.

The polytechnics are to maintain a two-tier programme of studies, viz, the National Diploma (ND) and the Higher National Diploma (HND) with one year period of industrial experience serving as one of the pre-requisites for entry into the HND programmes. In addition, the policy states that polytechnics that meet the requirement will be allowed to run post-HND programmes

The admission into these institutions is through the Joint Admission and Matriculation Board (JAMB).tagged Polytechnic and Colleges Examination (PCE). The admission into the technology and business courses is to be weighed in the ratio of 70:30. The recent practice in some polytechnics negates this ratio. Business courses and some administration courses like public administration, local government administration etc. is given priority at the expense of technology which is reflected in the name of the institutions.

10.6.1 Monotechnic Education

The polytechnics are multi-subject technological institutions while Monotechnics are single-subject technological institutions for specialized programmes such as agriculture, fisheries, forestry, surveying, accountancy, nursing, mining, petroleum, etc.

The structure of the programmes is equivalent to those of polytechnics. The programmes run are regulated by the National Board for technical Education (NBTE). The objectives are in line with that of polytechnics.

10.7 Open and Distance Education

The concept of Distance Education should be all inclusive contact, no contact and part-time education. Open/Distance Education is the mode of teaching in which learners removed in time and space from the teacher.

10.7.1 Goals of Distance Education in Nigeria

Goals of Distance Education in Nigeria shall be:

- ✓ Provide access to quality education and equity in educational opportunities for those who otherwise would have been denied.
- Meet special needs of employers by mounting special certificate courses for their employees at their work place.
- Encourage internationalization especially of tertiary education curricula.
- Ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work.

10.8 Special Education

Special education is the education of children and adults who have learning difficulties because of different kinds of handicaps – blindness, partial sightedness, deafness, hardness-of-learning, mental retardation, social maladjustment, limb deformity or malformation, etc. due to circumstances of birth, inheritance, social position, mental and physical health patterns, or accident in later life.

Besides the physically handicaps, there are also the specially gifted and talented children who are intellectually precocious and find themselves insufficiently challenged by the programmes of the regular school.

10.8.1 Goals of Special Education

These include provision of:

- ✚ Adequate education for all special case;
- ✚ A diversified and appropriate curriculum for all the beneficiaries.

The Federal Ministry of education is expected to coordinate special education activities in Nigeria in collaboration with relevant non-governmental agencies. To this end, the federal and state ministries of education shall, in collaboration with appropriate bodies, provide special programmes for gifted children, the education of children with special needs shall be free at all levels.

All necessary facilities that would ensure easy access to education shall be provided, federal, state and local government shall fund these programmes within their areas of jurisdiction. In addition, it is emphasized that architectural designs of school buildings shall take into account the special needs of the handicapped, while schools are expected to arrange regular sensory, medical and psychological screening to identify any incidence of handicap.

Summary of Study Session 10

In this study session, you have learnt that:

1. Mass Literacy, Adult and Non-Formal education encompass all forms of functional education given to youths and adults outside the formal school system such as functional, remedial and vocational education.
2. Vocational education equips the recipients with practical skills, basic and scientific knowledge and attitude required as craftsmen and technicians at sub-professional level. On the other hand,
3. Tertiary education intends to contribute to national development through high level relevant manpower training. The institution where this type of education is offered includes University, Polytechnic, Monotechnic, and Colleges of Education.

Self-Assessment Questions (SAQs) for Study Session 10

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 10.1 (Test of learning outcome 10.1)

Explain Mass Literacy, Adult and Non-Formal education

SAQ 10.2 (Test of learning outcome 10.2)

Discuss the goals of Tertiary education.

SAQ 10.3 (Test of learning outcome 10.3)

Understand the concept and goals of Open and Distance Education

Study Session 11: School Finance, Administration and Supervision of Education.

Introduction

You are quite aware that school authority has a duty of managing the school resource either human, material and financial resources for the good of the school, most especially the financial resources.

This study therefore discusses financial aspect of education, administration of these institutions and the place of supervision in the achievement of educational objectives.

Learning Outcomes for study session 11

At the end of this study session you should be able to:

- 11.1 Explain what you understand by the term, 'school finance
- 11.2 Discuss sources of school finance

11.1 Financing of Education

To Okunnamiri (2000), educational financing refers to the source, allocation and management of public school revenues in the production of educational services in order to attain educational objectives.

Education is viewed as an expensive social service. Therefore, it requires the involvement of all tiers (3 levels) of government for successful implementation of the educational programmes: Federal, State and Local Governments and the private sector have joint responsibility of financing education.

To ease the burden of financing education, the following sources of funds are made available:

- Education Tax Fund
- Petroleum Trust Fund
- Industrial Training Fund
- National Science and Technology Fund.

The present administration (the Obasanjo Administration) scrapped Petroleum Trust Fund owing to the excuse that the fund was mismanaged.

Box 11.1: Sources of funds for financing Education

1. Education Tax Fund
2. Petroleum Trust Fund
3. Industrial Training Fund
4. National Science and Technology

11.1.1 Sources of Revenue for Maintenance of Education

Precisely, the sources of revenue for the maintenance of education in Nigeria include:

1. **Grants:** Grant is the fund provided by government for building of structures, repairs and purchase of necessary equipment, maintenance, payment of salaries and allowances of staff in the school. Grant falls into two categories.
The capital grant – it is the part of government grants which is meant for provision of physical resources or fixed assets such as libraries, buildings, offices, furniture. The Recurrent Grant – this is part of government grants that covers the payment of salaries and allowances of staff and all other consumable materials such as stationeries.
2. **School Fees:** It is the money paid as tuition and other payments such as boarding fees, uniform, and furniture fee. In private schools, school fees are important source of financing education.
3. **Donation and Endowment Funds:** This is the fund made available to education by corporation, association, individuals, and philanthropists. This can come in form of award of scholarship, construction of block of classrooms, offices and supply of books and equipment.
4. **Proceeds from School Project:** This is also known as internally-generated revenue (IGR). It is the fund derived from sale of school farm products, magazines, inter-house sports, competition, consultancy services and many others.
5. **International Aid Sources:** Educational finance also comes from international organizations. Notable organizations like World Bank (WB), United Nations Educational, Scientific and Cultural Organizations (UNESCO), United Nations

Development Fund (UNDF), and the World Health Organization. They provide support in terms of supply of textbooks, equipment, funding of education research among others.,

6. **Loan:** This is fund borrowed from bank which attracts payment of interest. Loan as a source of financing education is embarked upon by individuals as a last resort. It can also be sought from cooperative society.
7. **Community Participation:** Community lends helping hands to schools in terms of land donation, building of classrooms and payment of cash.

In-Text Question

Which of the following is among the sources of funds to education?

- a. Education Tax Fund
- b. Petroleum Trust Fund
- c. Industrial training Fund
- d. All of the above

In-Text Answer

All of the above

11.1.2 Budgeting/Budget in Education:

The available funds have to be planned through appropriate budgeting system. Governments at different levels will have to provide for education financially, i.e. Federal, State and Local Government. At the Federal level, Federal Ministry of Education through its planning/finance office will prepare budget on behalf of the Federal government. The same is done at the State government level, the state Ministry of Education has to do this through planning/finance division.

It requires experts in the area of account because of the technicality that is involved at the school level. The school administrator is required to be the account officer as well in case the school does not have a bursar.

11.1.3 What is Budget?

A budget is simply defined as a plan for total annual estimate which is based on the income accruing to the organization, institution or the government. From education

perspective, a budget can be defined as a financial plan through which educational objectives are implemented and translated into reality. Budgeting is the process involved in making financial plan to realize stated objectives.

No school administrator can effectively administer his/her school, no matter, how assiduous he/she is without financial resources at his/her disposal. In every school setting, money is needed to attract, retain and develop both academic and non-academic staff, to renovate the dilapidated school buildings, and put up new ones, to procure instructional materials, laboratory apparatus and technical workshop equipment.

In order to fulfill these financial obligations successfully, funds made available or expected fund have to be planned effectively. The budget, therefore, helps the school administrator in executing programmes in accordance with the accepted financial commitments.

In-Text Question

A plan for total annual estimate which is based on the income accruing is:

- a. Budget
- b. Planning
- c. Finance
- d. Auditing

In-Text Answer

(a) Budget

11.2 Monitoring, Inspection and Maintenance of Minimum Standards in Education

Human and material resources are needed to execute educational plan. The resources could achieve the desired objectives if various activities are tailored towards the expected ends by educational personnel.

To enhance the quality of our education, the National Policy on Education stated that Government shall establish efficient inspectorate services at Federal, State and Local government levels for monitoring and maintaining standards at all levels of education.

Thus, state ministries of education and Local Education Authorities in collaboration with the Federal Inspectorate Service are to be responsible for the organization of supervision and inspection of all educational institutes under their jurisdiction. There is need to know what educational supervision entails.

Obilade (1998) described educational supervision as behaviour formally provided by the organization for the purpose of directly influencing teaching behaviour in such a way to improve students' learning while Atanda (2002) defined it as a programme of activities designed by education ministry or the heads of schools to ensure that the teaching staff and non-teaching staff discharge their assigned duties adequately.

The task of school supervision as said earlier on is entrusted to inspectorate division of ministry of education. Why is this necessary?

11.2.1 The Goals of the Inspectorate Services

1. The goals of Inspectorate services according to the policy include:
2. To set, maintain and improve standards and in all aspects of the school system;
3. To ensure uniform standard and quality control of instructional activities in schools through regular inspection and continuous supervision;
4. To obtain information on problems and difficulties of teachers and institutions and offer practical solutions to them;
5. To encourage dissemination of information on innovation and progressive educational principles and practices in the school system through publications, workshops, meetings, seminars, conferences.

11.2.1 Problems of School Inspection in Nigeria

The objectives of school inspection have not been realized fully because of many constraints and challenges. According to Atanda and Lameed (2006), some of the problems militating against effective inspection in Nigeria are as follows:

1. Inadequate number of qualified inspectors;
2. Inadequate funds for effective inspection;
3. Inadequate working facilities such as office accommodation, necessary equipment, furniture, stationeries, computers;

4. Political instability and frequent policy changes, school calendar alterations which hamper quality control;
5. Lack of incentives and motivation;
6. Lack of in-service opportunity for training and retraining of school inspectors;
7. Lack of executive power to ensure implementation of recommendations in inspection reports;
8. Uncooperative attitude of principals and teachers;
9. Inspector's autocratic supervisory style;
10. Corrupt practices by some inspectors.

In-Text Question

Problems of school inspection in Nigeria include the following except:

- a. Inadequate number of qualified staff
- b. Inadequate funds
- c. Political instability
- d. Regular in-service training for staff

In-Text Answer

- d. Regular in-service training for staff

11.3 Measures to Improve Educational Supervisory Exercise

For the inspectorate division to perform the vital tasks as well as achieve the laudable objectives in the nearest future, the following measures are important:

Employment of Qualified and Adequate Number of Inspectors:

In order to get rid of the problem of inadequacy of staff in the inspectorate division, there is need to employ qualified hands. The modern supervision requires personnel that are well versed in the field. Thus their adequacy goes a long way in curbing the problem of irregularity in supervisory exercise.

Adequate Funding of Inspectorate Division:

The programmes meant to achieve the stated objectives of inspection are transformed into reality through finance. If the fund expected is not allocated to time, this could mar successful implementation of plans.

Supply of Adequate Facilities:

There are some facilities needed for the success of inspection. Government should come to the aid of the Inspectorate Division for adequate provision of the facilities required.

operation from the School Staff:

The school staff, starting from the principals should see the Inspectors as partners in progress. Necessary support should be given to the visiting Inspectors. This is the only way of ensuring a successful exercise.

Adoption of Democratic Style of Inspection:

If the Inspectors want maximum cooperation from the school staff, they too have to be democratic. They should not dominate the scene of the exercise; staff should not be seen as novice. The Inspectors can also learn from them.

Staff Development:

The staff in the Inspectorate Unit has to undergo regular training such as workshops, in-service-training, seminars, etc. Also, they should be encouraged to further their studies. This will be to the advantage of individual staffmember as well as the educational system as a whole.

Summary of Study Session 11

In this study session, you have learnt that:

1. To ease the burden of financing education, the following sources of funds are made available:
 - Education Tax Fund
 - Petroleum Trust Fund
 - Industrial Training Fund
 - National Science and Technology Fund.
2. A budget is simply defined as a plan for total annual estimate which is based on the income accruing to the organization, institution or the government. From education

perspective, a budget can be defined as a financial plan through which educational objectives are implemented and translated into reality

3. Some of the problems militating against effective inspection in Nigeria are as follows:

- Inadequate number of qualified inspectors;
- Inadequate funds for effective inspection;
- Inadequate working facilities such as office accommodation, necessary equipment, furniture, stationeries, computers;
- Political instability and frequent policy changes, school calendar alterations which hamper quality control;
- Lack of incentives and motivation;

Self-Assessment Questions (SAQs) for Study Session 11

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this study

SAQ 11.1 (Test of learning outcome 11.1)

Explain what you understand by the term, 'school finance

SAQ 11.2 (Test of learning outcome 11.2)

Discuss sources of school finance

Study Session 12: Educational Administration and Staff Motivation in Education

Introduction

In order to get the best out of your staff, there must be a motivating factor, this will encourage them to put in their best in whatever they do. The same thing apply to staff in the school system, the staff must be motivated to get best out of them.

This study therefore examine ways by which educational administration can motivate thier staff for better job performance.

Learning Outcomes for Study Session 12

At the end of this study session you should be able to:

- 12.1 Define administration
- 12.2 Explain the meaning of educational administration
- 12.3 Explain what staff motivation is all about in education
- 12.4 Discuss how staff motivation in education can be achieved.
- 12.5 Discuss the theories of motivation

12.1 The Concept of Administration

Administration is described as the guidance, leadership and control of the effort of a group of individuals towards some common goal. This definition implies that realization of organizational goals depends on guidance, leadership and control exerted through administration. Meaning that absence of administration in organization could result into goal displacement (Atanda, 2012).

In other words, Olagboye (2004) defined administration as the process of getting the people in an organization to achieve the aims of the organization through the efficient (doing things right) and effective (doing the right things) use of available scarce human and material resources.

This definition is similar to Ogunsanwo's (1991) submission, when he conceived administration as the ability to mobilize people, procedures and materials to achieve desired results.

He stressed that it is universal because it goes on in business, schools, government, the civil service, religion, public services, industries and the likes. There has been an argument on whether administration is art or science. In the next section, we shall link administration to education i.e. educational administration.

In-Text Question

_____ is described as the guidance, leadership and control of the effort of a group of individuals towards some common goal.

- a. Educational planning
- b. Educational Management
- c. Educational Administration
- d. Educational System

In-Text Answer

(c) Educational Administration

12.2 Educational Administration

Hope you still remember that we referred to administration as the process of getting the people in an organization to achieve the aims of the organization through the efficient and effective use of available scarce human resources.

It is also conceived as a dynamic process of arranging the scarce human and material resources available to an organization for the effective and efficient attainment of its aims. In summary, administration is the process of realizing organizational plans and policies with limited resources through cooperative efforts. Having understood administration as a concept, what is educational administration?

Nwankwo (1982) defined educational administration as "the process concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives of education".

In a related definition, Ogunsanwo (1991) said educational administration in the process by which principles, methods and practices are used in educational institutions

(as organizations) to establish, maintain and develop such institutions in line with the goals/objectives of the institution.

Thus, educational administration is the process of skillfully arranging the human and material resources and programmes available for education and carefully and systematically using them for the achievement of educational objectives.

This is why Atanda and Lameed (2006) submitted that, educational administration is essentially responsible for the organization and implementation of plans, policies and programmes for the realization of educational objectives.

Educational Administration is an essential element that gears every activity towards realization set objectives in educational institution (Atanda, 2012).

I am sure you have seen clearly that the task of educational administration with special reference to schools cannot be carried out by the school administrators alone. They need other people around them. Therefore, to facilitate effective administration, the subordinates who help in administration have to be catered for. Our next discussion is on motivation of these subordinates called staff .

12.3 Staff Motivation

You must learn how to motivate people in every human endeavor whether private or public, this will serve as a yardstick for staff to put their best in what ever they do.

School administrator is the professional and administrative head of the school. The position is given different titles according to educational levels. At the primary school, the title given to school administrator is Head Teacher/ Headmaster/Headmistress.

At the secondary school level, it is referred to as the Principal; at the Polytechnic level, it is called Rector while in the College of Education, it is called Provost. At the University level, it is referred to as the Vice-Chancellor. Whatever title is given, the school administrator plans, organizes, directs and coordinates all the affairs of staff and students.

School administrators must understand the various needs of his staff as well as students.

The school staff comes into the system with their different needs, and they are motivated if these needs are sufficiently provided. Therefore, what is motivation?

Motivation is derived from the word “motive”. Motive is the will within an individual driving or prompting the person to action. Babalola (2009) emphasized that, motive stirs up and sustains activity and it is the reason underlying the behaviour of an individual. Motivation is referred to as a management activity aimed at inducing others to act in ways that will be beneficial to the organization (Carlisle, 1982). In a related definition, Heller and Hindle (1998) said motivation is “the will to act”. Babalola (2009) concluded that, the motivation of people depends on the strength of their motives, needs, drives or impulses.

There are two types of motivation. These are Internal and External Motivation. The Internal Motivation is needs, wants and desires, which exist within an individual.

On the other hand, External Motivation includes the forces, which exist outside an individual as well as the factors controlled by the manager which of course, include job context, items such as salaries, working conditions, job content among others.

If the employer and the school administrator are able to provide their staff with these needs, the staff will be motivated; consequently they will be willing to offer their best to achieve the expected goal, thereby leading to high productivity.

In-Text Question

The strategy adopted by a manager to induce subordinates to act in a way that will be beneficial to the organization is -

- (a) Coordination
- (b) Motivation
- (c) Supervision
- (d) Planning

In-Text Answer

(b). Motivation

12.3.1 Motivational Theories

Scholars have tried to put up different theories of motivation. The theories are evidence of research conducted in organizations, which could be useful to administrators as well as organizational managers.

12.3.1.1 Maslow's Theory of Hierarchy of Needs

Abraham Maslow (1908-1970) concerned himself with motivation and personality. He constructed a theory based on what he called interpretation of man's basic needs. He classified human needs into five distinct hierarchical categories ranging from the lowest, and these include:

1. **Physiological Needs:** These are needs to satisfy individuals hunger, thirst, shelter, clothing, food, etc.
2. **Safety Needs:** These are individual needs for protection against danger, aggression, threat and deprivation.
3. **Social Needs:** These include individual needs of belongingness, association, competence, and knowledge.
4. **Personal Reputation/Esteem Needs:** These include individual needs for status uplift, recognition, respect and appreciation.
5. **Self Actualization Needs:** This is the highest level of need. It is the desire to get fulfilled realizing one's own potential, continued self-development, and creativity.



Figure 12.1: Maslow's Theory of Hierarchy of Needs

Source: <http://www.dreamstime.com/stock-image-hierarchy-needs-maslow-image19268631>

The most central point of Maslow's theory is that people tend to satisfy their needs systematically, starting with the basic physiological needs and then moving up the hierarchy. Until a particular group of needs is satisfied, they will dominate a person's behaviour. This satisfaction of needs gives rise to further needs for realizing one's potential.

12.3.1.2 McGregor's X&Y Theories

Douglas McGregor, an American social psychologist, proposed his famous X-Y theory in 1960. He maintained that there are two fundamental approaches to managing people. Many managers tend towards Theory X, and generally get poor results. Enlightened managers use Theory Y, which produces better performance and results.

Theory X (Authoritarian Management Style) has the following assumption about men:

- the average person dislikes work and will avoid it;
- the average person prefers to be directed, tries to avoid responsibility, and wants security; and
- most people must be forced with the threat of punishment to work towards organization objectives

Theory X managers are intolerant; they frequently issue deadlines and ultimatums. They are distant, detached, aloof and arrogant. They shout and issue instructions, directions and threats to make people follow them.

In-Text Question

Which of these comes first in the Hierarchy of Needs?

- (a) Social needs
- (b) Physiological needs
- (c) Safety needs
- (d) Self actualization

In-Text Answer

- (d) Self actualization

The assumptions of Theory Y (Participative Management Style) are as follows:

1. Effort in work is as natural as work and play.
2. People will apply self-central and self-direction in the pursuit of organizational objectives without external control or the threat of punishment.
3. Commitment to objectives is a function of rewards associated with their achievement.
4. People usually accept and often seek responsibility.

5. The capacity to use a high degree of imagination, ingenuity and creativity in solving organizational problems is widely, not narrowly, distributed in the population.
6. In industry, the intellectual potential of the average person is only partly realized.

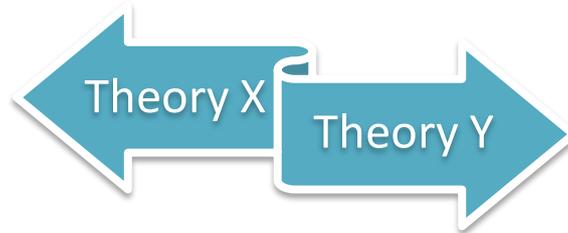


Figure 12.2: McGregor's X&Y Theories

12.3.1.3 Achievement Theory

David McClelland studied some motives (achievement, power and affiliation) that are relevant to the operation of an organization. Workers who have high need for achievement (n Ach) usually have desire to accomplish challenged tasks and achieve a standard of excellence. To motivate them, managers should take note of their two main characteristics, namely:

- ✚ they like to pursue moderately difficult tasks;
- ✚ they avoid extremely difficult goals, because they are afraid of failure

Secondly, workers in need of power (nP) are basically people with great desire to influence others and possibly control their environment. Thirdly, workers who need affiliation (nAff) are characterized by the desire to maintain warm friendly relationship with others. To motivate them, managers must endeavour to provide them with cooperative and supportive work environment.

McClelland, therefore, concluded that it is important for organizations to create the right kind of climate that will have an impact upon the motives of other people, thereby enhancing their contributions to the achievement of organization goal.

12.3.1.4 Hygiene Theory

In 1959, he propounded the Two Factor theory known also as the Hygiene Theory. The theory is the result of an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants. The central theme of this theory is that those factors, which relate to one's job satisfaction, are, in qualitative terms, different from those which are associated with job satisfaction.

Thus, we can state that Herzberg concentrated on satisfaction at work. Herzberg concluded that certain factors tended to lead to job satisfaction while others lead frequently to dissatisfaction. Herzberg called those factors that can give rise to satisfaction "motivators", which include the work itself, responsibility and advancement.

Herzberg pointed out that these factors are intimately related to the content of work (i.e. with the intrinsic challenge, interest and individual responses generated by them). The most important hygiene factors or those that can dissatisfy include company policy and administration, the technical aspects of supervision, salary, supervision and working conditions.

12.3.1.5 Expectancy Theory

Victor Vroom's Theory concerns inquiries into the impact of expectancy on behaviour. The mathematical model of expectancy theory given by Vroom is as follows:

$$M = f(EXV)$$

Where: M is Motivation

F is function

E is Individual's Expectation

V is Valence (utility of the outcome).

The equation explains the individual's perception of his environment and the probability of working successfully in it.

- **Valence** refers to the strength of a worker's preference for an outcome in relation to others. It is an expression of the amount of one's drive for a goal. For instance, if a staff prefers study leave to promotion, then study leave has high valence for him. The valence depends on each individual's internal self as determined by the individual's experience.

Valence may be negative (the staff who is promoted but loses shift allowance) or positive and it may also be zero if the individual is indifferent to the outcome. In such instances above, the outcomes are internal to the worker's control, and not subject to the organization's reward system.

- **Expectancy** is the faith that an action will be followed by particular outcome, the level of this ranging between zero (failure) and one (full attainment). It must be noted here that outcomes are determined by the management of the organization, since there is no guarantee that such an outcome must follow an action.
- **Motivation** in the expectancy model can be defined as the strength of drive towards action. The model reveals that a worker's motivation towards an action at a particular time is determined by expected value of the outcomes (valence) of the action multiplied by the strength of the worker's expectation (that is the action will lead to the outcomes).

Valence is internally dictated to the individual expectancy, which is also internally dictated, but determined externally of the individual. Thus:

Valence X Expectancy → Motivation → Action → Goals → Satisfaction

Relating this model to a worker's performance we arrive at the equation

$$P = f [S + \{VE\}]$$

Where: P is Performance;

E is Expectancy;

f is Function

S is Skills;

V is Valence

The above equation shows that the best results are obtained when there is valence and high expectancy resulting in high motivation. Where either expectancy or valence is low, it results in low or average motivation. Where both valence and expectancy are negative, then the worker will avoid such behaviour, and this result in inaction.

Summary of Study Session 12

In this study session, you have learnt that:

1. motivation is management activity aimed at inducing others to act in ways that will be beneficial to the organization.
2. The two types of motivation discussed are Internal and External motivation. Theories of motivation discussed are – Maslow’s Hierarchy of Needs, X & Y Theories of McGregor, Achievement Theory, Hygiene Theory and Expectancy Theory
3. Theory X (Authoritarian Management Style) has the following assumption about men:
 - the average person dislikes work and will avoid it;
 - the average person prefers to be directed, tries to avoid responsibility, and wants security.
4. The assumptions of Theory Y (Participative Management Style) are as follows:
 - Effort in work is as natural as work and play.
 - People will apply self-central and self-direction in the pursuit of organizational objectives without external control or the threat of punishment.
 - Commitment to objectives is a function of rewards associated with their achievement.
 - People usually accept and often seek responsibility.
 - The capacity to use a high degree of imagination, ingenuity and creativity in solving organizational problems is widely, not narrowly, distributed in the population.
 - In industry, the intellectual potential of the average person is only partly realized.

Self-Assessment Questions (SAQs) for Study Session 12

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 12.1 (Test of learning outcome 12.1)

Define administration

SAQ 12.2 (Test of learning outcome 12.2)

Explain the meaning of educational administration

SAQ 12.3 (Test of learning outcome 12.3)

Explain what staff motivation is all about in education

SAQ 12.4 (Test of learning outcome 12.4)

Discuss how staff motivation in education can be achieved.

SAQ 12.5 (Test of learning outcome 12.5)

Discuss the theories of motivation

Study Session 13: Control in School Administration

Introduction

The objective of school can only be realized in a conducive environment. The conduct of both staff and students has to be regulated through a particular measure. This session therefore discusses an important issue in school administration, which can enhance effectiveness and efficiency that is control.

Learning Outcomes for Study Session 13

At the end of this study session you should be able to:

- 13.1 Discuss the concept of ‘control’ as an administrative function
- 13.2 Explain the need for administrative control in schools
- 13.3 Explain how administrative control in schools can be effectively achieved.

13.1 Need for Control in Schools

The school as a system achieves its objectives through effective teaching and learning process. Teaching-learning process can only be fruitful under a conducive environment. The extent to which the students and other staff in the school system comply with rules and regulations goes a long way in determining the school success. (Atanda and Lameed, 2006). Therefore, effective control of students and staff is a precondition for effective teaching and learning to take place. What then is control?



Figure 13.1: Chrisland College

Source: <http://searchnigeria.net/websearch/index.php?page=search/images&search=chrisland+college+idimu&type=images>

13.1.1. Control

Control refers to the influence exerted in an organization to regulate activities for the achievement of organizational goal. Ogunsanwo (1991) refers to control as process of monitoring action of the organization, evaluating them and putting in necessary corrections where needed before things get out of hands. In an organization, there are three aspects to managerial control, which are applicable to school organization:

- Setting standards, which are determines what should be accomplished within a set period of time. It is based on plans created during the planning process.
- Measuring what has actually been accomplished and comparing this to what was anticipated.
- Taking action is necessary to correct serious deviations from plan.

A good school administrator/manager should not be found wanting here, so that unforeseen events would not cause the whole system to derail.

13.1.2. Requirements for Effective Control in School Administration

The following requirements are very important for effective control in school. Therefore, school administrators have to master and practice them:

- ❖ making effective planning for the use of human and material resources;
- ❖ adopting decentralization which involves delegation of authority (this should make the delegate innovative and capable of initiative); and
- ❖ establishing effective communication between him and both his staff and students

In-Text Question

The pre-condition for effective teaching is _____

- a. Effective Control
- b. Students' presence
- c. Availability of furniture
- d. Maintenance of average class size (ACS)

In-Text Answer

Effective Control

13.1.3 Class Control/Control in Class

A classroom is the geographical space, occupied by a category of pupils or students with similar characteristics. A measure of control is necessary in the classroom for the realization of stated objectives.

Class control refers to the influence a teacher (as the class leader) has over the students in terms of the decisions as well as class rules and regulations.

Taylor (1987) emphasized that the mark of a good teacher is that the teacher is in control of his class.

All the students in a class are under the control of a teacher. The control of students by teacher tends to be regarded as goal of classroom discipline.

You as a teacher the style of teaching you adopt has an effect on the behaviour of your student

The place of class control cannot be overemphasized in the school administration. This is because administrators are usually happy if a teacher never sends a student to the office, and they usually interpret this as proof that the teacher is in control and must be doing a good job.



Figure 13.2a classroom

Source: <http://www.dreamstime.com/stock-photography-empty-classrooms-college-image9021442>

13.1.4 Principles for Effective Control in Classroom

To maintain effective control in the classroom, the following principles could be of sufficient guide: The class teacher has to:

1. Exhibit self-discipline
2. Establish rapport with the students

3. Devote enough time to plan class work
4. Have the interest of students at heart
5. Treat all students equally
6. Treat students as individuals worthy of respect
7. Develop class morale and loyalty
8. Have positive expectations of students
9. Deal with students and situations constantly
10. Deal with misbehaviour in an impersonal manner
11. Provide opportunities for students to express themselves
12. Locate sources of misbehaviour
13. Watch for signs of trouble
14. Teach good manners and courtesy
15. Use punishment and reward wisely.

In-Text Question

A classroom is the geographical space, occupied by a category of pupils or students with similar characteristics. True or False

In-Text Answer

True

13.2 Relationship/Relations in School

In addition to the control measures highlighted, control can also be maintained through the cultivation and maintenance of healthy relations among stakeholders in school administration. These are discussed below.

13.2.1 Staff-Management Relations

This is a kind of mutual relationship established between the school management and the staff. The school administrator or manager alone cannot realize the school objectives. Both teaching and non-teaching staff have their significant input. In order to realize the school objectives, there is need for healthy relationship between the teachers, non-teaching staff and the management.

The staff should have due respect for the constituted authority, if they too desire such. The staff should not look for undue favours at the expense of other staff's job, while managers/administrators too should not have confidants among the staff. School administrator should be fair to all staff. He/She should be friend of all staff but not a special friend to any of the staff.

13.2.2 Student-Staff Relations

This is the interaction between the students and the staff in the school system. Healthy and formal relations between both parties are a measure of good control. The staff of the school includes the school head, teachers, librarian, laboratory attendant, food vendor, gardener, gateman, security man and school drivers.

The school administrator should come up with students' information handbook which specifies the rules guiding students' interaction with different categories of staff. The students should see these staff as substitutes to their parents in school. However, there should not be room for unnecessary familiarization.

The students should comport themselves well, learn not to give themselves up for any sexual abuse or harassment. Non-academic staff has to be respected by them.

On their own part, the staff too has to take the students as their children in the area of discipline. They should be ready to demonstrate parental love towards the students. Teachers should see themselves as counselors. They should shun favoritism and preferential treatment in their dealing with students.

The non-academic staff too has to respect themselves; Gatemen should support school management in effective control of students. They should not exploit students by collecting illegal token from them in order to allow them out of the school compound. Also, the secret of the school management should not leak through members of staff.

13.2.3 Parent-Staff Relations

Effective control is enhanced in school system when there is mutual relationship between the parents and the school staff. Since school is the representation of the home and the society at large in moulding the students into an expected personality, the school staff must keep parents informed of all the necessary information that concerns parents.

The teachers have to brief the parents about the progress report of their children and what they need to do for improvement. Cases of indiscipline have to be reported to parents for behaviour modification. On the other hand, the parents have to take the education of their children serious. Parents should be bothered by progress of their children.

To avert ineffective control which acts of indiscipline could cause, there is need for intimacy between the parents and the staff.



Figure 13.3 Parent-Staff Relations

Source: <http://www.wisegeek.org/how-do-i-handle-inappropriate-conduct-by-a-childs-teacher.htm>

To ensure adequate control in school administration through healthy parent-staff relations, school heads have to adopt measures like regular “open-day” where parents come to the school and relate with the teachers and the staff to know the status of their children and the use of suggestion box through which parents make their ideas known to the school authorities should also be considered. Openness in the administration is a good measure.

This does not mean that school heads (school administrators) should consume all the ideas brought by parents without due consideration for the usefulness, relevance and implication on the school objectives.

In summary, effective parent-staff relations is guaranteed through:

1. Functional PTA
2. The use of Suggestion Box
3. Regular visits by Parents to Schools
4. School Open Day Programme
5. Openness in School Administration
6. Teachers’ Visitation to students

Summary of Study Session 13

In this study session, you have learnt that:

1. Control refers to the influence exerted in an organization to regulate activities for the achievement of organizational goal.
2. The requirements for effective control in school administration include
Effective planning,
Edoption of centralization
Establishing effective communication.
3. Among the principles for effective control in classroom are, clear self-disciple, establishment of rapport with students, devotion of enough time to plan class work, deal with misbehaviour in an in-personal manner.
4. The expected relationships for smooth running of a school include staff-management relations, student-staff relations, and parent-staff relations.

Self-Assessment Questions (SAQs) for Study Session 13

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this study.

SAQ 13.1 (Test of learning outcome 13.1)

Discuss the concept of 'control' as an administrative function

SAQ 13.2 (Test of learning outcome 13.2)

Explain the need for administrative control in schools

SAQ 13.3 (Test of learning outcome 13.3)

Explain how administrative control in schools can be effectively achieved.

Study Session 14: School Records

Introduction

Schools are established to realize certain objectives as specified in the National Policy on Education. In order to actualize these objectives, necessary information on students, teaching and non-teaching staff have to be kept. This session discusses different school records and their usefulness in school administration.

Learning Outcomes for Study Session 14

At the end of this study session you should be able to:

- 14.1 Explain the term, 'school records
- 14.2 List the classifications of school records

14.1 School Records

School records an important aspect of school administration. A record is an account or information on something, somebody or event preserved and handed down from one generation to another.

School records are set of information, put down in books, files and other documents on every event that takes place or goes on in a school organization for the achievement of growth and development of the school.

School records can also be referred to as creation, storage retrieval, retention and disposition of all the information relating to what goes on in a school, about the personnel in the school, on the school equipment and other information for the achievement of the school growth.



Figure 14.1 school record

Source: <http://www.tangischools.org/Page/557>

In-Text Question

Records kept in school can be classified into _____ and _____

- a. Statutory and non-statutory;
- b. Statutory and legitimate,
- c. Non-statutory;
- d. Stationery and non-stationery.

In-Text Answer

statutory and non-statutory

14.1.1 Reasons for keeping school Records

The education law of every state of the federation enjoins schools to keep certain records. Among the reasons for keeping records are to:

1. Make for possible continuity in the administration of a school;
2. Adhere strictly to the requirements of educational laws on record keeping;
3. Find out if all legal requirements are met and thereby save the school from unnecessary legal tussle;
4. Find out if school funds are adequately and wisely expended;
5. Determine a basis for the objective assessment of the state of teaching and learning in a school, including staff and students performance by supervisors and inspectors;
6. Enable the parents and guardians to effectively monitor the progress of their children in school performance;

7. Ensure that administrative decisions and other changes are desirable;
8. Allow the school heads to have available facts about their staff and pupils for decision-making by higher authorities, the law courts and other government agencies when occasion demand;
9. Facilitate and enhance the provision of effective guidance and counseling services for pupils in the social, academic and career domain;
10. Serve as information bank where the educations stakeholders can tap up- to-date correct information.

14.2 Classification of School Records

School records can be classified into two main types, based on whether statutory or otherwise. The two types are:

- Statutory Records, and
- Non-Statutory Records

1. **Statutory Records:** Are records, which are specified or made compulsory under the education laws of a state or other regulatory provisions of education to be kept. Some of the Statutory records to be kept by each school under the education laws are:
 - a. Admission and Withdrawal Register
 - b. Pupils Attendance Register
 - c. Teachers' Attendance Register or time book
 - d. Log Book
 - e. Corporal Punishment Book
 - f. Diary of Works
 - g. Cumulative Record Card
 - h. Testimonial and Transfer Certificate Book
 - i. School Time Table
 - j. Visitors Book
 - k. Continuous Assessment Book
 - l. Lesson Note

In-Text Question

Which of the following is not the reason why records are kept

- a. Continuity in administration
- b. Requirement by Education Law
- c. Guide parents in monitoring their children
- d. Closure of the school

In-Text Answer

Closure of the school

Admission and Withdrawal Register:

This register is a permanent record of all the pupils who are admitted to a school. It contains the serial number and names of the pupils, their dates of birth, dates of admission to the school and the class to which admitted. It also contains a column for entering the date of pupil's withdrawal or migration from school as and when it takes place. Every student retains the admission as long as he remains in the school.

Pupil's Attendance Register:

This is a class attendance book that shows the presence or absence of a student in school every day. The register is marked once or twice daily by the teacher in charge. The attendance is marked in the morning when the school resumes and in the afternoon at the closing time or a little earlier. Presence is denoted by '√', absence '00' and leave by 'L',

Teachers' Attendance Register/Time Book:

This is a register that shows teachers' attendance. Every teacher puts down his/her name and initials in the provided column along with his/her time of arrival. Similarly, the teacher records his/her names at departure time at closing.

Log Book:

The log book records the facts and figures about major events in the school. Such events include visitation by important people, Inspectors, date of resumption and vacation, examination dates, change of staff, special occasions and functions. There is a provision in the log book for visitors or Inspectors to make entries of their remarks and observation about the school.

Corporal Punishment/Black Book:

This book is meant for recording of various offences committed by pupils/students. It contains the names of the pupils/students, the offences committed, the dates of the offence, and the type of corporal punishment such as flogging, whipping, hard knocks, felling of trees, digging of hole, expulsion, etc. and the names of the staff administering the punishment.

Diary of Works:

It normally shows the areas of the syllabus the teacher has covered. The book also shows the date/week in which the work was taught by the teacher with the teacher's and students' course book references.

Cumulative Record Book:

It is a document that contains a comprehensive record of the pupils/students. The document indicates the pupils/students' bio-data, date of admission, progress from year to year, attainment in various subjects and activities and intelligence. It also provides valuable information to future institutions and employers about the individual students concerned.

Transfer Certificate:

This certificate is usually issued to pupil/student who wishes to leave one school or transfer to another and on the request of the pupils (students, parent/guardian. The transfer certificate is issued by the school head with identification of reasons for leaving the school. It also assists receiving school in deciding whether or not to accept the student.

School Time Table:

School time table is a schedule showing the sequence of activities for any particular period of the day for each class on the curriculum of a school. The primary importance of a school time table is to regulate and show the routine the activities of the school.

Visitors' Book:

A visitor's book is a document or book that records the names of important visitors or personalities such as officials from the Ministry of Education and related agencies, Inspectors of education and others. It shows the dates, names, addresses and comments of all visitors to the school, including purpose of their visits.

Continuous Assessment Book:

This book contains comprehensive information about each pupil's performance and progress in academics, sports, social activities in the school. The new education policy emphasizes on the up to date keeping of pupils continuous assessment, which is used for various purposes.

In-Text Question

Which of the following records is kept by the school administrator

- a. Diary of work
- b. Log book
- c. Continuous Assessment book
- d. Lesson plan

In-Text Answer

b Log book

Lesson Note:

Every subject teacher prepares and keeps his lesson note. A lesson note shows the format to be used by the teacher in the class on daily or regular basis. It is a guide to the teacher in his teaching and also serves as an evidence of his teaching activities in the school lesson note contains the topic to be taught, instructional materials to be used, steps to be taken and evaluation system to be used. Lesson notes are submitted at the beginning of every week, all teachers, for assessment and signature by the head teacher or principal.

2. **Non-Statutory Records:** Non-statutory records are those records, which are not specifically prescribed or made compulsory by the law to be kept. However, they are important and provide a source of information to both the school and the community. Non-Statutory records usually help the school managers in his day-to-day management of the school's affair. These records include –

Duty Roster Book: This is the record or document that spells out specific duties apportioned to teachers or non-teaching staff during the week days. This is to guide the school administrator on knowing the concerned staff that is responsible for a particular assignment in the school.

Staff Movement Book: Movement book records the movement of school staff in the course of a normal school day. Each teacher is expected to sign the book whenever he/she is going out. The movement book shows the time a teacher is out of school, the destination, and time of return.

Health Record Book: This book carries information on the personal health of pupil/students it indicates the names, the nature of health complaint, date of complaint, diagnosis and treatment/drug administered and by whom. The book is expected to be checked regularly by the school head to enable him to appreciate the health problems in the school.

Stock Register/Book: This is a register that contains the record of all the immovable property of the school. Whenever new items are purchased or supplied into the school, they are duly entered in the stock register. The entry mentions the names of the article or item, quantity, price, date of purchase, the name of the supplier and the person ordering the purchase.

Cash Book: This book contains a day-to-day record of all the financial transactions of a school. The entire amount received by the school from fees levied donations and grants. All financial entries in the cash book are expected to be made without any delay for the sake of accountability.

School Calendar: The school calendar is the mirror of all the activities of the school. It is prepared at the beginning of the session and gives comprehensive information about dates of various events, tournaments, tests and holidays. This document allows the school head and teachers to arrange every activity and function well in time and methodically.

Record of Progress: This is a book which shows the progress of pupils/students from term to term and from year to year. The book summarizes the comprehensive information recorded in the cumulative record card.

Staff Minutes Book: This is a book that contains the official ideas, views, opinions and discussions taken at meeting affecting the members of staff. The minutes are always taken during the staff meeting.

Fees/Funds Register: The headmaster or the bursar is in charge of the fund. The register is used for recording and keeping a regular account of all monies received or expended. The register is to be submitted regularly to the departmental auditors and inspecting authorities, or on demand.

Announcement Book: This is a book that contains all the informative or regulatory announcements to be made to members of staff and the pupils/students on the assembly ground. The information or the announcements are written, signed and dated by the school head. The book is used as a platform of the pre-assembly meeting to pass information to staff.

Summary of Study Session 14

In this study session, you have learnt that:

1. School records refer to the process of creating, storage, retrieval, retention and disposition of all the information relating to what goes on within a given school systems.
2. The two categories of records are statutory and non-statutory.
3. Records are kept for various reasons, which include, for continuity in administration, as legal requirement enhance effective guidance and counseling program.

Self-Assessment Questions (SAQs) for Study Session 14

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 14.1 (Test of learning outcome 14.1)

Explain the term, 'school records

SAQ 14.2 (Test of learning outcome 14.2)

List the classifications of school records

Study Session 15: Students' Personnel Services

Introduction

School is a system of inter-relationships among the input, process and the output. The input in the school system includes both the human and the material resources. The human resources include the teaching and non-teaching staff as well as the students. The students as inputs are central to the entire system. Thus, they deserve adequate attention in the process phase for better output. This study session discusses what students personnel services entail in the school system.

Learning Outcomes for study session 15

At the end of this study session you should be able to:

- 15.1 Explain the term, 'student's personnel services
- 15.2 Discuss the services that aid regular classroom instructions

15.1 Students/Pupils Personnel Services

These involve the services rendered to students that compliment regular classroom instructions, such as student/pupil-personnel administration, organizing for extra-curricular activities, (sports, literary and debating), guidance and counseling service, health service, formation and coordination of different clubs like Boys Scout, Farmers' Club, JET Club, etc. Having known what student-personnel services involve, we shall take these services one after the other for discussion.

In Text Question

Who is the central focus of teaching and learning process?

- (a) Teacher
- (b) Parent

(c) Student

(d) Ssupervisor

In Text Answer

The answer is (C) Student

15.2 Student/Pupil Personnel Administration

This is the involvement of students in school administration by appointing them to perform some official duties in the school in order to effect law and order at any time of the school session. For the purpose of this, various leadership posts are entrusted on students. These include, head boy/senior boy, assistant head boy, head girl/senior girl, assistant head girl, health prefect, labour prefect, punctuality prefect, time keeper, librarian, food prefect, social prefect among others.

Head Boy/Senior Prefect:

This is the highest post given to a student in school. He sees to the general administration of the school. He heads a meeting of prefects and disseminates information from the principal or any organ of the school body to the students.

Assistant Head Boy:

He assists the head boy in all his functions; on the other hand he may be assigned a definite function.

Labour Prefect:

The labour prefect is responsible to the duty master of the day. He takes care of the beauty of the school premises.

Social Prefect:

The prefect is responsible for social activities of the school. He sees to the arrangement of social activities like debate, quiz and end of session drama within the school and against other schools.

Health Prefect:

Health they say is wealth. The health boy or girl takes care of first aids box and uses the materials in the box to give treatment to sick or injured students. He or she sees to the neatness of students, i.e. uniform, cutting of nail, combing of air, wearing of socks and shoes among others.

Time Keeper:

Time keeper handles the ringing of bell for the assembly, change of lesson period, break time and closing period.

Punctuality Prefect:

This position is always entrusted on more than one person. They see to regularity and punctuality of student in school.

Food Prefect:

The prefect sees to orderliness of students at the dining hall. The prefect also ensures that food vendors keep to the food table. Any irregularities are reported to appropriate authority.

Guidance and Counseling service:

This service is necessary at various educational levels. Students need professional advice on the choice of their academic career as well, as on psychological problems. The school management has provided counseling office furnished with required materials. Professionally trained counselor has to be in charge of the office so as to enhance student's academic performance.

The below picture indicate group of student going through counseling on choose of course in building their career pathway.



Figure15.1 Guidance and counselling

Source:http://www.aamu.edu/Academics/EHBS/SWPC/Psychology_and_Counseling/Documents/counselor.jpg

Organizing for Debate and Quiz Competition:

This is one of the importance of student personnel services that school management has to encourage. Students are organized under a debate forum to express their feelings, ideas, and opinions concerning a particular topic. In quiz competitions, a set of questions are prepared and students are asked to pick numbers at random. Debate and Quiz competitions can take place within the school setting and between schools. The school authority needs to plan for this so as to serve the purpose for which it is meant to serve.

Provision of Health Service:

Students' potentials could be fully realized when they are healthy. The school is expected to provide small scale health service, through which first aid treatment can be given to students before they are referred to dispensary or bigger hospital. First aids materials like blade, scissors, plasters, and drugs like paracetamol, phensic, spirit etc. have to be provided. A trained health officer can be in charge of this among teachers.

The school health prefect can also assist

Organizing Sports Activities:

The school activity is incomplete without sports. The three areas of learning are very important in the development of child's potentiality. Schools have to make provision for different games within the school premises, through which students can pick up game of their interest. Thus space for football field and other field events is essential. Inter-house sports have to be organized once in a session.

It is a programme in the school system where the psychomotor domain of students is developed. Students are grouped into number of houses, usually four houses. The common sport houses are Yellow, Green, Blue and Red. Events involved are hockey, relay race, short put, javelin throwing, long jump, swimming, march past and so on. The sport activities build the spirit of love and oneness in students.

In-Text Question

Student personnel services include the following except one

- a Guidance and counseling
- b Health service
- c Provision of recreational facilities
- d Staff welfare

In Text Answer

The answer is (d) Staff welfare

Summary of Study Session 15

In this study session, you have learnt that:

1. Student/Pupils personnel services involve the services rendered to students that compliment regular classroom instructions, such as student/pupil-personnel administration, organizing for extra-curricular activities, (sports, literary and debating), guidance and counseling service, health service, formation and coordination of different clubs like Boys Scout, Farmers' Club, JET Club, etc.
2. Student/ Pupil personel administration is the involvement of students in school administration by appointing them to perform some official duties in the school in order to effect law and order at any time of the school session. For the purpose of this, various leadership posts are entrusted on students. These include, head boy/senior boy, assistant head boy, head girl/senior girl, assistant head girl, health prefect, labour prefect, punctuality prefect, time keeper, librarian, food prefect, social prefect among others.

Self-Assessment Questions (SAQs) for Study Session 15

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this study.

SAQ 15.1 (Test of learning outcome 15.1)

Explain the term, 'student's personnel services

SAQ 15.2 (Test of learning outcome 15.2)

Discuss the services that aid regular classroom instructions