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# NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL, ABUJA.

# SURVEY ON THE RELEVANCE AND IMPLEMENTATION OF THE NATIONAL POLICY ON EDUCATION IN NIGERIA

RESEARCH REPORT NO. 11

2006

# NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL, ABUJA.

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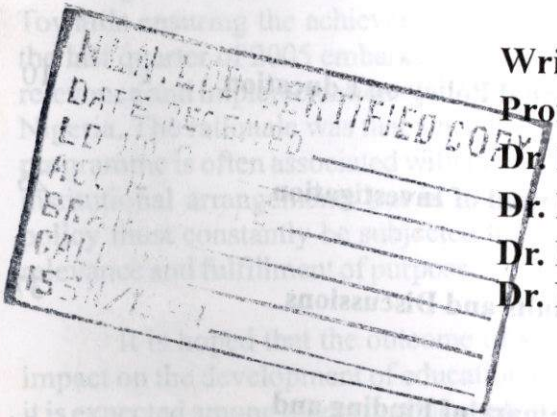
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# SURVEY ON THE RELEVANCE AND IMPLEMENTATION OF THE NATIONAL POLICY ON EDUCATION IN NIGERIA




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# Executive Summary

The Nigerian Educational Research and Development Council (NERDC) by the Decree 53 (Now Act 53) establishing it has as one of its core mandates to coordinate, promote, undertake, encourage and commission education research programs in Nigeria. Towards ensuring the achievement of its mandates, the Council in the last quarter of 2005 embarked on a study aimed at assessing the relevance and implementation of the National Policy on Education in Nigeria. The rationale was that since the success of any educational programme is often associated with the type of policy provisions and institutional arrangements put in place to drive the policy, then policy must constantly be subjected to an assessment of adequacy, relevance and fulfillment of purpose.

It is hoped that the outcome of such a study would have an impact on the development of education in general, and in particular it is expected among others that the study will

i) provide evidence as to the relevance and adequacy or otherwise of the philosophy and goals of Nigerian education.

ii) point succinctly to the lapses in the implementation of the policy.

iii) draw attention to gaps existing in the current edition of the NPE.

iv) inform whether there is a need or not to review the present NPE document with a view to giving direction to areas that need emphasis as well as those demanding special attention;

v) lead to the production of a more acceptable NPE that will cater for the yearnings and aspirations of Nigerians with resultant effect of fashioning education that is NEEDS driven.

A total of 4360 stakeholders in education randomly selected from all States of the Federation including the Federal Capital Territory (FCT), Abuja constituted the sample for the study. These stakeholders were chosen from eleven (11) sample units, using appropriate sampling procedures, as Heads of Primary school, Principals of Secondary Schools, Educational Administrators (SUBEB Chairmen, Provosts of Federal and State Colleges of Education, Rectors of Federal and State Polytechnics, Vice-chancellors of Federal and State Universities), Directors in the Federal and State Ministries of Education, Commissioners of Education, Chief Executive Officers of Parastatals of the Federal Ministry of Education, Teachers' Associations, Professional Bodies, National Planning Commission, New Partnership for African Development (NEPAD), Civil Society Organizations and Employers of labour.

A well designed and structured questionnaire was used for the study. The questionnaire was divided into five sections as follows:

Section 1: dealt with demographic data of respondent.

Section 2: Sought information as to the relevance of the philosophy of education in Nigeria.

Section 3: Was concerned with the stakeholders' perception of the national goals of education.

Section 4: Sought information on the state of implementation of major policy provisions.

Section 5: Required the respondents to list identified missing gaps and implementation lapses in the NPE.

This study was a survey on samples taken from the target population to obtain results. The research instrument was administered in the thirty-six (36) states of the Federation including the Federal Capital Territory, Abuja. For this purpose, the country was divided into six geopolitical zones using stratification similar to those adopted in the Federal Republic of Nigeria official gazette of 19th December 1997 Vol. 84, No. 74.

One NERDC Research officer was assigned to coordinate the administration and retrieval of questionnaires meant for the assigned zone. For ease of administration of research instrument, two strategies were adopted. First the NERDC research officers recruited and trained one or two field Assistants within the local community to whom letters of authority were issued to visit the relevant stakeholders. The Research officer visited relevant functionaries of the State Ministries of Education with a view to introducing the Field Assistant, who was armed with a letter of introduction, to administer the instrument to both the primary and secondary schools within the state, while NERDC Research Officer administered the questionnaires on the other identified members of the stakeholders.

The data collected from the retrieved questionnaires were analyzed using frequency counts, percentages and weighted means.

**A summary of the major findings is as follows:**

i) Based on data collected from 4,360 stakeholders selected from all the States of the Federation, only 89.6% of these were acquainted with NPE. The percentage of acquaintance varied from state to state and it ranged from 64.7% to 97.2% with Ogun and Ondo States leading with 97.2%; whilst Edo State had the least with 64.7%.

ii) The 1981 edition of the NPE was the most popular with the stakeholders, having attracted a percentage of 32.6%, while

1998, 2004 and 1977 editions followed in decreasing order of popularity with 26.4%, 19.9% and 13.9%, respectively.

iii) The level of awareness of the existence of the NPE document varied with different cadres of stakeholders with Rectors of Polytechnics recording the least level of acquaintance.

iv) Years of experience in office of stakeholders have no direct relationship with the level of acquaintance with the NPE.

v) The stakeholders were of the view that the philosophy of education is still as valid today as when they were formulated.

vi) It is significant to observe that stakeholders nationwide agreed that education in Nigeria serves as a transformational tool for effecting accelerated national development.

vii) The goals of education in Nigeria were found to be adequate for the present day Nigeria.

viii) The stakeholders rejected in very strong terms the view that the goal of education in Nigeria is to bring up elites who can work against the interest of the nation.

ix) In the stakeholders' opinion, the goals of education in Nigeria were rated in order of importance as:

- Inculcation of the right type of values and attitudes for the survival of the individual and Nigerian society;
- The development of mental, physical and social abilities and competencies as equipment for the individual to contribute to national development;
- Moral and spiritual principle in interpersonal and human relations;

- Promotion of the physical, emotional and psychological development of all children;
- The training of the mind in the understanding of the world around;
- Inculcation of national consciousness and national unity;
- Inculcation of respect for the worth and dignity of the individual;
- Faith in man's ability to make rational decisions;
- Acquisition of competencies necessary for self-reliance;
- The acquisition of appropriate skills.

x) The stakeholders sought modifications for the: "acquisition of appropriate skills" and "acquisition of competencies necessary for self-reliance" with a view to providing focus for their implementation.

xi) French is yet to be taught as a compulsory subject in most Junior secondary Schools across the country.

xii) A case was made for the constant review of the policy to make it responsive to the global trends and changing needs of the Nigerian people.

xiii) In the opinion of stakeholders, the lapses in the implementation of the NPE include, among others,

- Poor funding of education;
- Lack of political will to fully implement the National Policy on Education;
- Politicization of educational policies
- Poor continuous assessment practices
- Mismatch between most school textbooks and curriculum.
- Curriculum overload
- Lack of reliable statistics for planning.
- Dearth of qualified teachers, etc.

xiv) The identified gaps in the NPE document include:

- Non-existence of the legal framework to enforce strict compliance with the implementation of the NPE.
- No provision in the NPE document for strategic planning for educational development.
- The re-introduction of the Higher School Certificate (HSC) into the national education system is yet to be captured in the policy document.
- No specific guidelines in the policy document for the establishment, administration and control of pre-basic education/Early Child Care Development (ECCD).
- The newly approved structure for the 9-year Basic education in Nigeria has not been properly placed in the policy document.
- Disarticulation of the Junior Secondary school as approved by the National Council on Education is yet to be properly addressed in the policy.
- Emerging global issues such as HIV/AIDS, Value and Citizenship education, Independent Corrupt practices education, Population issues and Information and Communication Technology (ICT) are yet to receive

the required coverage in the policy document.

- Specific entrepreneurial skills to be inculcated in the Nigerian youths are not well spelt out in the policy document.
- The role of religious Organizations, Mass media and other non-formal agents were completely left out.
- Not all stakeholders at the Federal and State levels were involved in the preparation of the previous editions of the NPE document.

Based on the above findings, appropriate recommendations, implementation strategies and institutions responsible for implementing the recommendations were made. Areas for further research were also identified.

# CHAPTER ONE
# BACKGROUND INFORMATION

## 1.10. Introduction

The success of any educational programme is often associated with the type of policy provisions, efficiency in the implementation of such policy, the effectiveness of the policy in advancing national development and productivity, institutional arrangements put in place as well as educational opportunities provided for the citizens to actualize the policy content. Managing the educational system in Nigeria according to Onyene (2005) requires highly conceptual, technical and critical planning through the use of veritable policy initiation, strategies and effective implementation mechanism. Over the years, both and State governments have put in place a number of policy provisions to ensure that the goals of education at the various levels are achieved for national development. The National Policy on Education can be described as a document which defines specific provisions and strategies by levels and types; and adopts assumptions and workable Federal strategies for practical implementation to produce integrity. It is pertinent to reiterate that concise policy formulation and effective implementation measures are required to steer Nigerian educational system into growth, opportunities, cost effectiveness, internal efficiency and stringent resource utilization.

To this end, the Government of the Federal Republic

of Nigeria developed and published the first edition of the National Policy on Education (NPE) in 1977. The policy spelt out the expected roles of the various levels of education in achieving national education goals. Since education and policies are dynamic, the NPE must constantly be subjected to an assessment of adequacy, relevance and fulfillment of intended purpose of its formulation. It is in the light of this that since the publication of the first edition of the policy document in 1977, the NPE has been revised three times in 1981, 1998 and 2004, respectively for the document to keep pace with the dynamics of social change and demands on education which are occasioned by emerging issues, global concerns and advancements as well as addressing innovations and policy initiatives of government.

The 2004 edition of the NPE was necessitated by some policy innovations and changes, and the need to update the 1998 edition accordingly. However, the publication has elicited a barrage of comments and scathing criticisms from different strata of the society most especially the academia and stakeholders in education. There is a growing concern that educational institutions have not properly addressed the country's social, economic, political and industrial problems. For instance, there is a glaring mismatch between the skills acquired in schools and those required in the world of work. Unfortunately, these issues seem not to have received adequate attention in the latest edition of the NPE. There is a

school of taught that feels that only a selected few are usually involved in the review exercise. The ingenuity of such occurrence is supported by Obanya (2006) submission that there is the need to differentiate between a policy as internalized by all and a policy as chanted by a few. He opined that a policy in the real sense is the sum total of the overall developmental philosophy on which a policy is predicated as well as all the thinking, the consensus building exercise, the labour, the tense moments, the jokes and laughter, the trial and retrial, the backward and forward movements, the confrontation of ideas etc. that goes into the policy development process. He eventually observed that it is only persons who have been involved in the going on which lead to the development of a policy that are likely to have internalized its spirits while persons who come late into the "show" are likely to know only the letter. Some other people are of the view that the 2004 edition of the NPE was hastily reviewed and produced. In a multiethnic, multi-professional and multi-viewed society as Nigeria, a situation where a few selected educators are drawn to review such an important national document is unacceptable and should be discouraged.

## 1.2 The Problem

A major problem confronting the present edition of the NPE is the general acceptability of the document by all

parties connected with it. A situation where reservations or outright rejection are expressed in different quarters about the use of this document to advance expected educational prosperity culminate into a national problem that demands appropriate attention in order to proffer solutions. The fact that the present edition has failed to address major issues of National reforms that are central to this administration, constitutes a problem in another dimension. Reforms are driven by vehicles of national development for actualization of intention and education stands tall in the midst of such vehicles. If the primary document on educational operation fails to take into cognizance measures that could light up the glowing stick of reforms into flame, then there exists a staggering bottleneck that stands as cog in the wheel of progress. The dynamism of nature of education requires that there should be consistent overview of existing policy vis-à-vis the emerging/contemporary issues and the best practices that needs to be incorporated in the policy if such document is to keep pace with the present speed of development worldwide. One issue that stands out in this sphere of consideration is Information and Communications Technology (ICT) and the world of computers. The problem of making the policy relevant to cope with the rate of advancement in this area is enormous.

It is in an attempt to meet up with these mounting concerns and also be able to project future policy needs that

this research work was undertaken to investigate the relevance and the implementation of the National Policy on Education as perceived by relevant stakeholders.

## 1.3 Rationale for the Study.

Although the NPE (2004) stated that the edition was necessitated by some policy innovations and changes, and the need to update the 1998 edition accordingly, it was observed that there was no available data to show that there are policy gaps before the 1998 edition of the NPE was reviewed. Neither was there any empirical evidence that suggests the need for a review that culminated into the 2004 edition. For a review to be meaningful and meet with current trends in policy formulation, it is instructive to obtain authentic information from (as many as is technically possible) those whose responsibility it has been to formulate, implement and monitor/assess the policy's responsiveness to national needs and aspirations. It is against this background that this study is conceived to carry out a broad-based survey to solicit for information from stakeholders in education (e.g. educational planners/administrators, teachers, industrial/business personnel, Non- Governmental Organizations, Professional Associations etc) on the:

(i) probable lapses in the implementation of the NPE;

(ii) observable policy gaps in the NPE;

(iii) perceptions on the statements of educational goals and

philosophy for Nigeria; and

(iv) probable need for a further review of the current edition of the NPE.

It will also serve as an avenue to sensitize the policy makers to identify educational goals that are informed by the new initiatives of the Federal government that are needed to be made part of the National Policy on Education document.

## 1.4 The Objectives of the Study

The objectives of the study are to:

(i) assess the relevance and adequacy of the NPE to the needs of the Nigerian people;

(ii) ascertain the level of implementation of the NPE;

(iii) identify gaps in the present edition (2004 edition) of the NPE in the context of the reform initiatives of the government; and

(iv) prepare the ground for the revision of the NPE.

## 1.5 Research Questions

Although several social and political changes have taken place in the country over the years, the National Policy on Education (NPE) has remained a fairly stable policy document since 1981. Apart from laying the foundation for the present 6-3-3-4 system of education, the NPE continues to serve as a frame of reference for other educational initiatives

and curriculum development. It has therefore become necessary at this point to appraise the relevance, adequacy and implementation of the NPE.

The following research questions formed the basis of the appraisal:

1. What is the level of acquaintance of stakeholders with the NPE? How conversant are the stakeholders with the various editions of the NPE?
2. What is the relationship between stakeholders' years of experience and the currency with the NPE?
3. What is the general opinion of stakeholders on the philosophy of Nigerian education in terms of relevance and adequacy?
4. How adequate are the goals of education to the present needs of Nigerians in the context of reform initiatives of the Federal Government?
5. What are the general opinion of stakeholders on the implementation of the present National Policy on Education?
6. What are the observed lapses in the implementation of the NPE?
7. What are the policy gaps in the NPE?
8. What issues that inform the proposed review of the NPE?

## 1.6 Significance of the Study

It is expected that answers to the research questions posed to guide the study will greatly assist the policy makers in determining the extent to which the policy objectives have been achieved. Such answers will, among others:

(i) provide evidence as to the relevance and adequacy or otherwise of the philosophy and goals of Nigerian education.

(Ii) point succinctly to the lapses in the implementation of the policy.

(iii) draw attention to policy gaps existing in the 2004 edition of the NPE.

(iv) inform whether there is need or not to review the present NPE document with a view to giving direction to areas that need emphasis as well as those demanding special attention.

(v) lead to the production of more acceptable NPE that will cater for the yearnings and aspirations of Nigerians with resultant effect of fashioning education that is NEEDS driven and instrumental to accelerated national development.

## 1.7 Scope of the Study

The survey was conducted in the thirty six States of the federation and the Federal Capital Territory with a view to enhancing the generalization of the results of the study. All

critical stakeholders in the field of education at Federal, State and Local Government levels nationwide were involved in the study.

## 1.8 Constraints

The survey had its field administration and retrieval of questionnaires at a point in time when most government officers (both federal and State) are infected with the fever and panic of retrenchment purportedly informed by the demand of monetization. This had magnifying effect on the ease of securing the respondents' confidence in completing the questionnaire and consequently led to a lot of time wastage. Also, the bureaucratic bottle-necks created at various stages of data collection in gaining access to many Chief Executives, Commissioners, Vice-Chancellors, etc. was a notable cog in the wheel of field administration of the instrument. The non-challant attitude of some stakeholders to completing the questionnaire is another major problem encountered. Some of these people despite repeated visits to their offices and even repeated supply of the same questionnaire severally, still refused to return the completed questionnaires.

Political restiveness that resulted in demonstrations in some States hindered the process of data collection and accounted for low return of completed questionnaires in some of the States.

# CHAPTER TWO
## NATIONAL POLICY ON EDUCATION

**2.0 Introduction:**

Successive governments in Nigeria have used education as a vehicle for social, cultural, political, economic and technological development of the nation. The type of policies evolved to achieve its priorities reflects the character of each administration. The Federal Ministry of Education is statutorily responsible for formulating a national policy on education, which guides the nation in pursuit of its educational goals. The Nigerian educational system has witnessed tremendous changes occasioned by the need to develop human and institutional capacities to meet local and global challenges, promote national integration and self-reliance and forge international cooperation. The policy of regionalization in the 1951 Macpherson Constitution allowed each of the regions (East, North and West) a measure of autonomy. The policy was consolidated in 1954 when Nigeria became a federation with each region enacting different educational laws. This arrangement continued till October 1, 1960 when Nigerian attained independence. The regionalization of educational policies and programmes at that time was intended to take care of ethnic and geographical differences as well as rates of development.

As it might be anticipated, each regional government in the federation had educational policies and programmes

which differ remarkably from one another in terms of focus, priorities and implementation strategies. As a matter of fact, Nigerians saw the regional systems of education as not serving the needs, interests, yearnings and aspirations of the newly emerging nation.

## 2.1 The Genesis of the National Policy on Education

The educational problems confronting Nigeria at independence were varied and included the following:

- Regional imbalances in educational access and Attainment;
- Inadequate high-level manpower;
- A school curriculum regarded as bookish and lacking in science and technology;
- Inadequate provision at tertiary level;
- Fragmented education management;
- Few specialized professional and support services;
- Shortage of qualified primary and secondary school teachers;
- Lack of qualified teachers in vocational and t echnical education;
- Lack of a truly national educational policy

With these problems in mind and with the country's attainment of independence in 1960, Nigerians expressed their dissatisfaction in newspapers, feature articles and journals about the lapses in the colonial sponsored system of

education. As a result of this advocacy, there emerged a gradual but systematic call to fashion out a new direction for the nation's educational system. The result of this advocacy culminated in the hosting of a National Curriculum Conference by the Nigerian Educational Research Council (NERC), at the instance of the Federal Ministry of Education. The conference which was held between 8th and 12th September 1969 was to discuss a wide range of issues and problems affecting the nation's educational system with the following objectives in mind:

1. to review old and identify new national goals for education in Nigeria at all levels, and
2. provide guidelines on what the educational system should accomplish with respect to:
   (a) the socio-economic needs, values, aspirations and development of the Nigerian society;
   (b) the curriculum content for achieving these goals (NERC, 1972).

To achieve these objectives, nine specific areas of educational concerns were identified for deliberations at the conference. These include:

(i) national policy on education;
(ii) goals of primary education;
(iii) objectives of secondary education;
(Iv) purposes of tertiary education;

(v) the role of teacher education;
(vi) functions of science and technical education;
(vii) the place of women education;
(viii) education for living; and
(ix) control of public education.

Each of these areas was thoroughly examined in terms of relevance, adequacy, balance and economy, with a view to providing functional curriculum packages for the nation's educational system. The conference provided the conceptual framework on which to build a truly great Nigeria as contained in the report entitled "a Philosophy for Nigerian Education". For more precise details of the recommendations of the conference, see, for example, Fafunwa (1974), Nwuzor (1977) and Taiwo (1980), respectively. The importance of the conference lay in the fact that its 65 recommendations, as contained in NERC (1972), became a blueprint for educational development throughout the 1970s and their potentials have not been exhausted up till today. Specifically, the recommendations of the conference triggered off numerous curriculum development efforts and innovations by educational institutions, Ministries of Education, Professional Associations such as the Science Teachers' Association of Nigeria (STAN), among others. One of such efforts was the National Seminar organized by the Federal Ministry of Education in June, 1973, under the chairmanship of Chief S.O. Adebo, charged with the responsibility of evolving a truly

indigenous national policy on education for the country. It was on the report of the 1969 Curriculum Conference and other subsequent documents, i.e. the Report of the 1973 Seminar on the National Policy and the Federal Government's white paper published in 1979 and revised in 1981 that the Nigerian educational doctrine was firmly laid. The 1981 edition of the NPE was necessitated by the need to reflect the provisions of the Nigerian constitution of 1979 while the revisions carried out on the document in 1998 and 2004 were meant to address emerging issues such as people with special needs, early childcare education, Information and Communications Technology (ICT), among others.

## 2.2 The National Policy on Education (NPE) document

The NPE document is a perfect reflection of the Federal Government's acknowledgement of the role of education as an *instrument per excellence for national development.* Hence, a wide range of policy provisions, almost 123 of them, were made to cover all tiers of formal, non-formal, and informal types of education. Indeed, the National Policy on Education [Federal Republic of Nigeria 1977, revised ( 1981, 1998 and 2004)] can be aptly described as the most authentic and comprehensive policy statement by the Nigerian Government, designed to give the educational system a vibrant sense of direction. The important features of the policy were its outline of a philosophy for Nigerian

education, promotion of the teaching of Nigerian languages, introduction of guidance and counseling schools; diversified curriculum with pre-vocational and vocational/ technical subjects and a 6-3-3-4 educational structure for the country. This new structure provides for six years primary education, three years junior secondary, three years senior secondary education and four years tertiary education. The NPE also embraced pre-primary education, adult education, adult and non-formal education, distance education and special education, especially children with disabilities. With the firm adoption of the UBE policy, the 6-3-3-4 structure is expected to metamorphose into a 9-3-4 structure.

The National Policy on Education is based on broad national objectives, which were well spelt out in the preamble to the Second National Development Plan (1970-74), and the Nigerian Constitution (Federal Republic of Nigeria, 1999). These objectives include::

(i) A free and democratic society;
(ii) A just and egalitarian society;
(iii) A united, strong and self-reliant nation;
(iv) A great and dynamic economy; and
(v) A land full of bright opportunities for all citizens.

For an effective implementation of these objectives, the NPE in its entirety emphasized the need for the even spread of educational facilities not only to bridge the gap and

educational imbalance among the States but moreso:

> *"to integrate the individual into a sound and effective citizen, and an equal educational opportunities to all citizens of the nation at the primary, secondary and tertiary levels both inside and outside the formal school system" (NPE 2004:7)".*

The national policy seeks to achieve the above values by means of enriched institutional curricula at the various levels. By 1960, the structure and strategies for educational delivery had become so inadequate that a revised structure was inevitable if the content of education was to be relevant to the needs of a new and vibrant nation. For a start, this meant a widened curriculum which would give the pupils an opportunity to learn how to use their heads as well as their hands, and thus to appreciate the dignity of labour. This was a complete departure from the traditional system which had over-emphasized literary and under-played vocational education. The new structure provided many more options, both academic and technical at the various levels throughout the system.

The NPE as it evolved can therefore be seen as a major effort not merely to meet international commitments on the provision of education, but even more to use a state controlled, unified and secular system of education as an integrative force to achieve a more even and balanced development in a multi-ethnic country which also lacks

religious, cultural and linguistic coherence.

## 2.3 The Philosophy and Goals of Education in Nigeria.

The philosophical assumption underpinning the National Policy on Education was that every Nigerian child should have full access to quality education at all levels and his or her intellectual or technical ability will be the only limiting factor; that is to say, to educate every child to the limit of their ability, irrespective of the economic, political or religious status of their parents. The Nigeria's philosophy of education, as spelt out in the policy document, is based on the:

(i) development of the individual into a sound and effective citizen;

(ii) full integration of the individual into the community; and

(iii) 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.

For the philosophy to be in harmony with the Nigeria's national goals, education has to be geared towards self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress.

The national educational goals, which derive from the philosophy as enunciated in the NPE document are therefore stated as:

(i) inculcation of national consciousness and national unity;

(ii) inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;

(iii) training of the mind in the understanding of the world around; and

(iv) 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 the society.

In order to fully realize the achievement of these goals through the vehicle of education, the quality of instruction at all levels has to be oriented towards inculcating the values which are also well set out on page 8 of the policy document, namely;

(a) respect for the worth and dignity of the individual;

(b) faith in man's ability to make rational decisions;

(c) moral and spiritual principle in inter-personal and human relations;

(d) shared responsibility for the common good of society;

(E) promotion of the physical, emotional and

psychological development of all children; and

(f) acquisition of competencies necessary for self-reliance

The National Policy seeks to achieve the above lofty values by means of enriched institutional curricula at the various levels. During the 1980s, appropriate curriculum contents in line with the new visions, new philosophies and guided by NPE were developed for the school system. The 6-3-3-4 system which prescribes a six-year secondary school divided into a threeyear junior secondary and a three-year senior secondary course; and lastly a four-year university education was introduced for the attainment of the nation's educational objectives. In 1991 a National School Curriculum Review Conference was convened to prepare for review of curriculum introduced in the 1980s. But there was no follow up so the NERDC used its own initiative to organize conferences and studies as further preparation which culminated in the National Feedback Conference on school curriculum review (NERDC, 1997).

Meanwhile, the NPE on which the new curriculum was based had elicited barrage of comments and scathing criticism most especially from the academia and professional organizations. One observer opined it that it does not appear that the NPE has "succeeded in replacing the notion of western education with what could be called Nigerian education or African education or National education; while

we have changed the curriculum we have not abandoned the attitude that education is something external to us .... "(Ajayi, 1994). The view is that the NPE is essentially an expression of government intention, whereas the nation means more than government. The observer went on to urge that the National Policy ought to include the attitude and contributions of the people, the role of religious organizations, the mass media and other non-formal agents that contribute more to the total package of the education of youths and adults also. He went on to urge Nigeria "to view education as the process by which every society, as a people, acquire the skill and resources necessary for its survival, and transmit this through formal and informal means to the next generation"

## 2.4 Specific highlights of the NPE

The specific provisions of the policy include:

i. the introduction of the 6-3-3-4 system of education which replaced the old 6-5-1-3, 6-5-2-3, 7-5-4 systems practiced in the regions.

ii. evaluation procedure that emphasizes the use of continuous assessment.

iii. emphasis on physical and health education at all levels of the education system.

iv. a language policy whereby students are expected to learn at least one other indigenous language in

addition to their mother tongue, with a view to promoting social interaction and national cohesion; and preserving cultures.

v. prescription of French language in the primary and secondary school curriculum as a second official language.

vi. emphasis on free and compulsory 9-year basic education comprising 6 years of primary education and 3 years of junior secondary education.

vii. the establishment of pre-primary sections in existing public schools and encouraging both community/private effort in the provision of pre-primary education.

viii. introduction of Information and Communication Technology (ICT) into the school system.

ix. the lifting of the suspension order on Open and Distance Learning programme by Government.

x. prescription of minimum number of subjects to be taken by SSCE candidates.

xi. prescription of 1:25 teacher-pupil ratio at the primary school level and 1:40 at the secondary school level.

xii. great emphasis on the teaching of science and technology at all levels of the 6-3-3-4 structure, thus:

(a) primary education should lay a sound basis for scientific and reflective thinking;

(B) secondary school education should equip

students to live effectively in our modern age of science and technology;

(c) a great proportion of educational expenditure should be devoted to science and technology; and

(d) university intakes shall be of 60:40 ratio of science related courses to other non-science courses.

## 2.5 Implementation of the NPE

Following the adoption of the National Policy on Education, the Federal Government set up a national implementation committee whose terms of reference were to:

i. translate the policy into a workable blueprint and develop programme for the implementation of the policy;

ii. co-ordinate and monitor the implementation of the programmes developed under the policy.

iii. advice Government on, and to assist in providing the infrastructural and other requirements for policy implementation; and

iv. provide continuous review and assessment of the aims, objectives and targets of the Policy with a view to ensuring the adequacy and continued relevance of the Policy (and of

those programmes developed under it) to our national needs and aspirations, and to propose modifications on any aspects as may be found necessary.

Each State of the Federation was also enjoined to set up an Implementation Task Force.

## 2.5 Implementation Strategies for Policy Provisions

There were several steps taken by the implementation Committee to ensure an effective implementation of the policy. The first was to give publicity to the content of the NPE. This was achieved through hand bills, radio jingles, television programmes and lectures throughout the country, at educational institutions and public places, to teachers and parents alike.

The next step was the organization of workshops on the philosophy of the Policy, and on the preparations that were necessary for transition from primary to junior secondary, from junior secondary to senior secondary and from senior secondary to tertiary institutions. Simultaneously with these workshops, monitoring exercises were undertaken by the implementation committee to ensure compliance with the spirit and content of the policy.

These implementation strategies were directed towards:

i. eliminating the effect of regionalization in the

educational system;

ii. developing a virile school system capable of accomplishing the new national objectives;

iii. establishing a public system of education in which all tiers of government can effectively participate;

iv. evolving a system of education in which all Nigerian children are given equal opportunities for self-actualization and realization;

v. creating an enabling environment in which all agencies operating in the field of education can perform maximally; and

vi. promoting national unity by establishing unity schools in every State of the Federation.

In more specific terms, certain prescriptions are made in the policy document for implementing the provisions of the policy. For conciseness, a selection of these will suffice:

(i) science shall be taught to all children at the primary an secondary schools levels;

(ii) the teaching and learning of science shall be done in such a way as to develop the child in three domains (cognitive, affective and psychomotor) of educational objectives.

(iii) equal opportunity shall be given to all in terms of provision of curriculum materials,

resource persons and laboratory facilities.

(iv) every child shall take at least one science subject at the end of the secondary school course examination with mathematics being made compulsory; and

(v) local production of science equipment and the practice of improvisation shall be vigorously pursued.

In fulfillment of these policy provisions, mathematics and basic science are being offered at both primary and junior secondary schools as core subjects. At the senior secondary school, mathematics and at least one of physics, chemistry and biology are being offered as core subjects while technical subjects (i.e. woodwork, technical drawing, automechanics) are being taken as elective subjects.

Despite the attractive outlook of the policy content, issues probing into the efficacy of the educational system in Nigeria points accusing finger at the NPE. Therefore, the need for this exercise to investigate into the adequacy of policy provisions and implementation capabilities of the relevant stakeholders at the Federal and State levels.

# CHAPTER THREE

## 3.00 METHODS OF INVESTIGATION

### 3.10 Population and Sample

A national survey on the relevance and implementation of the National Policy on Education in Nigeria is a wholistic study involving all stakeholders in education across the country. These stake-holders include: All primary school heads, Principals of schools and Administrators who are responsible for the implementation of the National Policy on Education, as well as heads of parastatals at Federal and State Ministry of Education, National Planning Commission (NPC), New Partnership for Africa (NEPAD), Commissioners of Education, Teachers' Associations, Professional bodies, Civil Society Organizations and Employers of labour. This group constitutes the target population for the study.

The respondents for the study were chosen from eleven (11) sample units through the sampling procedures shown against each as depicted in Table 1.

**Table 1: The sample and sample unit for the study.**

| S/N | Sampling Unit | Number in Population | Number Per State | Total sample for the study | Sampling method used |
|---|---|---|---|---|---|
| 1. | Head of Primary schools | 59,131 | 10% per State | 2960 | Proportional sampling |
| 2 | Principals of secondary Schools | 10,570 | 20% per State | 2117 | Proportional sampling |
| 3 (i) | Educational Administrators: SUBEB Chairman | 37 | 1 | 37 | Wholistic Sampling |
| (ii) | Provost State Colleges of Education | 43 | 1 | 37 | Judgmental Sampling |
| (iii) | Provost Federal Colleges of Education | 20 | 1 | 20 | Wholistic |
| (iv) | Provosts State Polytechnics | 21 | 1 | 20 | Judgmental |
| (v) | Provosts Federal Polytechnics | 17 | 1 | 17 | Wholistic |
| (vi) | Vice Chancellors of State Universities | 21 | 1 | 21 | Wholistic |
| (vi) | Vice Chancellor of Federal Universities | 24 | 1 | 24 | Wholistic |
| 4 | Parastatals of FME | 21 | - | 21 | Wholistic |
| 5 | Commissioners of Education | 37 | 1 | 37 | Wholistic |
| 6 | Teachers' Association e.g. NUT | 37 | 1 | 37 | Wholistic |
| 7. | Professional Bodies STAN, MNA, CON, NAER | 100 | - | 10 | Judgmental |
| 8. | National Planning Commission | 1 | - | 1 | Wholistic |
| 9 | NEPAD | 1 | - | 1 | Wholistic |
| 10. | Civil society Organization | 37 | 1 | 37 | Wholistic |
| 11 | Employers of labour (industries) | | 2 | 74 | Judgmental |

In all a total of 5463 respondents constituted the sample for the study (Table 1). The selection of primary and secondary schools were evenly spread across both the local Government Area Councils and Senatorial districts making up the State. To this end, a combination of stratified, proportional and judgemental samples were used to select 10% of Primary schools per State and 20% of Secondary schools per State. Preferential sampling of Federal Government Colleges was also done. These activities were under the watchful eyes of the State Ministries of Education. These procedures were to ensure a fair representation of the target population in terms of school type and location. For obvious reasons, private tertiary institutions were not considered for this study. Detailed information regarding the respondents sampled by State are shown in Tables 2 and 3.

### 3.11 Data Sources

The data supplied by the respondents were assumed to be primary data as no reference materials like books or other sources were used in gathering information. Information were from respondents' personal experience, perception and inference. However, desk search for information by research officers involved the use of secondary sources like books, abstracts, journal publications, policy documents, etc.

## 3.12 Sampling Scheme.

The sampling scheme used in this study which included proportional sampling, wholistic sampling and judgmental sampling were such that ensured that there is a good representation of the population on which the result of this study will be generalized. The sample drawn from this study is a good representation of the population and this makes a generalization of the results valid and meaningful.

## 3.20 Instrumentation

A well designed and structured questionnaire tagged "Survey on the relevance and implementation of the National Policy on Education in Nigeria" was the instrument for the study. This questionnaire was for stakeholders in Education. It was designed and used to elicit information from the respondents.

## 3.21 The Instrument.

The questionnaire was made up of five sections.

Section I is made up of demographic data which required each respondent to supply the following information about themselves:

- Type of institution;
- Age range of respondent;
- Sex of respondent;
- Qualification;
- Post/rank;

- Year of experience; and
- Acquaintance with the NPE.

Section II: Consists of six items, and was intended to elicit information on the opinion of stakeholders on the Philosophy of education in Nigeria. Each item has four response options as Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (DA)

Section III: Is designed to elicit information on stakeholders' perception of national education goals. This section contains 12 statements and each statement has three response options as Very Adequate (VA), Adequate (A), and Not Adequate (NA).

Section IV: Deals with the implementation strategies and it contains 20 items with four response opinions as in Section II above.

Section V: Demanded stakeholders to list identified lapses using four items which required open responses.

A draft of the instrument was first subjected to face validation in an in-house seminar of the Educational Research Centre (ERC) presided over by the Departmental Head of Research Promotion and Coordination. Recommended amendments were duly effected. Copies of the revised draft were then pilot tested in Kogi State.

The purpose of the pilot testing was to determine the relevance and comprehensiveness or otherwise of the content of the instrument, the language and the ease or difficulty with

which the subjects would respond to each item. On the whole there was no problem with the questionnaire. Recommended corrections were effected, and the instrument was considered suitable and ready for field administration.

### 3.30 Procedure for Data Collection

The test instrument was administered in thirty six (36) States of the Federation and the Federal Capital Territory, Abuja. For this purpose the country was divided into six geopolitical zones using stratification similar to those adopted in the Federal Republic of Nigeria official gazette of 19th December 1997 Vol. 84, No. 74.

One NERDC research officer was assigned to coordinate the administration and retrieval of questionnaires meant for a given zone. The NERDC officers carried along with them letters of introduction to the Honourable Commissioner of Education in each State in the zones or Director of Education in the FCT Abuja as applicable, the Vice Chancellor of both Federal and State Universities in the zones, the Provosts of the Federal and State Colleges of Education in the zones, Rectors of the Federal and State Polytechnics, Principals of Unity Schools in the zone and Heads of Parastatals of FME in the zones.

Two strategies were adopted for the field administration of the instrument, first the NERDC research officers appointed one or two Field Assistants in each State to

whom they gave letters of authority to help in the administration of the instruments. The research team visited relevant functionaries of the State Ministries of Education with the Field Assistants for introduction. Thereafter, the Researcher Officers gave adequate orientation to the field Assistant(s) who were later sent to both the primary and secondary schools within the State. The procedure was repeated in every State within the zone. Having settled with the Assistants, the Research Officer administered the questionnaires on the other members of the stakeholders. This exercise was expected to be completed in ten (10) working days, however, additional days were used due to unanticipated problems encountered from one zone to another.

Table 2: DISTRIBUTION OF RESPONDENTS SAMPLED BY STATE AND BACKGROUND INFORMATION

| State | No of Respondents | Gender | | Age (In Years) | | | | | Qualification | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | 25-29 | 30-39 | 40-49 | 50-59 | 60-64 | 1 | 2 | 3 | 4 | 5 |
| ABIA | 108 | 48 | 60 | 1 | 8 | 41 | 57 | 1 | 16 | 62 | 15 | 13 | 2 |
| ADAMAWA | 93 | 81 | 12 | 6 | 12 | 40 | 35 | - | 24 | 38 | 21 | 9 | 1 |
| AKWA IBOM | 89 | 61 | 28 | 1 | 3 | 51 | 34 | - | 25 | 38 | 23 | 3 | - |
| ANAMBRA | 184 | 82 | 102 | 6 | 11 | 50 | 108 | 8 | 28 | 86 | 12 | 50 | 7 |
| BAUCHI | 108 | 100 | 8 | 3 | 20 | 66 | 16 | 3 | 63 | 26 | 16 | 2 | 1 |
| BAYELSA | 60 | 46 | 14 | 2 | 9 | 20 | 25 | 2 | 8 | 43 | 2 | 7 | - |
| BENUE | 212 | 145 | 67 | 1 | 74 | 103 | 24 | - | 90 | 98 | 11 | 13 | - |
| BORNO | 68 | 47 | 21 | 0 | 5 | 50 | 12 | 1 | 31 | 20 | 13 | 3 | 1 |
| CROSS RIVERS | 114 | 54 | 60 | 7 | 17 | 46 | 42 | 2 | 33 | 63 | 4 | 13 | 1 |
| DELTA | 102 | 30 | 72 | 3 | 14 | 33 | 45 | 7 | 33 | 51 | 6 | 12 | 0 |
| EBONYI | 90 | 71 | 19 | 4 | 27 | 49 | 10 | 0 | 19 | 59 | 7 | 7 | 1 |
| EDO | 133 | 71 | 62 | 6 | 49 | 71 | 7 | 0 | 15 | 63 | 38 | 15 | 2 |
| EKITI | 89 | 60 | 29 | 0 | 0 | 34 | 54 | 0 | 34 | 44 | 8 | 3 | 0 |
| ENUGU | 157 | 115 | 42 | 2 | 9 | 78 | 68 | 0 | 27 | 91 | 16 | 23 | 0 |
| GOMBE | 91 | 73 | 18 | 3 | 24 | 52 | 11 | 2 | 52 | 20 | 13 | 5 | 1 |
| IMO | 95 | 69 | 26 | - | 3 | 31 | 59 | 2 | 24 | 46 | 11 | 13 | 1 |
| JIGAWA | 117 | 82 | 35 | 1 | 34 | 79 | 3 | - | 57 | 23 | 12 | 3 | - |
| KADUNA | 246 | 167 | 79 | - | 67 | 149 | 29 | 1 | 132 | 84 | 10 | 6 | 1 |
| KANO | 206 | 184 | 22 | 6 | 48 | 114 | 38 | - | 76 | 81 | 43 | 5 | - |
| KATSINA | 126 | 85 | 41 | 4 | 22 | 62 | 37 | 1 | 58 | 45 | 17 | 5 | - |
| KEBBI | 45 | 37 | 8 | - | 6 | 31 | 8 | - | 23 | 13 | 6 | 3 | - |
| KOGI | 146 | 102 | 44 | 2 | 17 | 74 | 48 | 5 | 36 | 72 | 27 | 8 | 3 |
| KWARA | 139 | 88 | 51 | 0 | 7 | 57 | 71 | 4 | 18 | 65 | 12 | 37 | 7 |
| LAGOS | 123 | 56 | 67 | 5 | 13 | 49 | 56 | 0 | 8 | 81 | 11 | 20 | 3 |
| NASARAWA | 101 | 87 | 14 | 5 | 18 | 53 | 24 | 1 | 26 | 62 | 2 | 11 | 0 |
| NIGER | 161 | 125 | 36 | 6 | 56 | 77 | 22 | 0 | 95 | 39 | 21 | 6 | 0 |
| OGUN | 143 | 71 | 72 | 0 | 0 | 57 | 86 | 0 | 51 | 64 | 11 | 16 | 1 |
| ONDO | 180 | 105 | 75 | 1 | 7 | 57 | 110 | 5 | 54 | 68 | 44 | 12 | 2 |
| OSUN | 144 | 70 | 74 | 1 | 2 | 32 | 108 | 1 | 63 | 58 | 10 | 10 | 3 |
| OYO | 95 | 58 | 37 | - | 1 | 27 | 66 | - | 42 | 38 | 7 | 5 | 2 |
| PLATEAU | 104 | 74 | 30 | 1 | 12 | 49 | 42 | - | 20 | 53 | 2 | 25 | 4 |
| RIVERS | 147 | 954 | 52 | 0 | 20 | 57 | 71 | - | 45 | 63 | 25 | 19 | 1 |
| SOKOTO | 87 | 85 | 2 | 10 | 16 | 36 | 10 | 2 | 49 | 17 | 7 | 9 | - |
| TARABA | 81 | 66 | 15 | - | 10 | 49 | 22 | - | 21 | 42 | 17 | 1 | - |
| YOBE | 54 | 50 | 4 | - | 5 | 33 | 16 | - | 17 | 35 | 6 | 4 | - |
| ZAMFARA | 63 | 48 | 15 | 1 | 5 | 47 | 7 | - | 35 | 14 | 4 | 1 | 1 |
| FCT | 59 | 32 | 27 | - | 17 | 37 | 7 | - | 6 | 29 | 11 | 13 | - |
| TOTAL | 4360 | 2920 | 1440 | 88 | 668 | 2041 | 1488 | 48 | 1454 | 1894 | 521 | 410 | 46 |
| % | 100.0 | 67.0 | 33.0 | 2.0 | 15.4 | 47.1 | 34.3 | 1.1 | 33.6 | 43.8 | 12.0 | 9.5 | 1.1 |

**Key to Qualification:**

1. NCE
2. B. Ed/ (B.Sc (Ed))
3. BA/B.Sc
4. Masters degree
5. Ph.D

Table 3: DISTRIBUTION OF RESPONDENTS BY POST AND YEARS OF EXPERIENCE

| S/N | State | POSITION | | | | | | Years of Experience | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | Less than 5 | 5 and Above |
| 1 | ABIA | 49 | 40 | - | 2 | - | 17 | 33 | 75 |
| 2 | ADAMAWA | 22 | 16 | 1 | 19 | 4 | 19 | 29 | 64 |
| 3 | AKWA IBOM | 55 | 31 | 1 | 1 | - | 1 | 18 | 71 |
| 4 | ANAMBRA | 74 | 89 | 4 | 2 | 1 | 14 | 62 | 122 |
| 5 | BAUCHI | 77 | 22 | 2 | 4 | - | 3 | 36 | 72 |
| 6 | BAYELSA | 23 | 26 | - | 3 | 1 | 7 | 34 | 26 |
| 7 | BENUE | 120 | 70 | - | 2 | 2 | 8 | 181 | 31 |
| 8 | BORNO | 52 | 8 | 1 | 6 | 0 | 1 | 15 | 53 |
| 9 | CROSS RIVERS | 61 | 44 | 7 | 1 | 0 | 1 | 44 | 70 |
| 10 | DELTA | 51 | 41 | 2 | 4 | 0 | 4 | 66 | 36 |
| 11 | EBONYI | 41 | 24 | 1 | 4 | 1 | 21 | 18 | 72 |
| 12 | EDO | 54 | 60 | 4 | 2 | 0 | 13 | 91 | 42 |
| 13 | EKITI | 55 | 37 | 0 | 2 | 0 | 5 | 26 | 63 |
| 14 | ENUGU | 62 | 73 | 0 | 2 | 5 | 15 | 37 | 120 |
| 15 | GOMBE | 45 | 19 | 2 | 6 | 3 | 16 | 37 | 54 |
| 16 | IMO | 47 | 39 | 3 | 2 | 3 | 4 | 31 | 64 |
| 17 | JIGAWA | 80 | 27 | 2 | 1 | 1 | 6 | 53 | 64 |
| 18 | KADUNA | 164 | 67 | 3 | 2 | 2 | 8 | 149 | 9 |
| 19 | KANO | 58 | 46 | - | 5 | 42 | 55 | 79 | 127 |
| 20 | KATSINA | 31 | 32 | - | 2 | 27 | 34 | 38 | 88 |
| 21 | KEBBI | 23 | 13 | 2 | 2 | 1 | 4 | 17 | 18 |
| 22 | KOGI | 83 | 45 | 1 | 6 | 1 | 10 | 66 | 80 |
| 23 | KWARA | 59 | 51 | 2 | 6 | 2 | 19 | 39 | 100 |
| 24 | LAGOS | 50 | 41 | 0 | 1 | 0 | 31 | 31 | 100 |
| 25 | NASARAWA | 23 | 55 | 0 | 3 | 3 | 17 | 53 | 48 |
| 26 | NIGER | 125 | 31 | 3 | 0 | 0 | 2 | 71 | 90 |
| 27 | OGUN | 94 | 46 | 2 | 1 | 0 | 0 | 30 | 113 |
| 28 | ONDO | 76 | 102 | 0 | 0 | 0 | 2 | 37 | 143 |
| 29 | OSUN | 67 | 67 | 1 | 3 | 0 | 6 | 31 | 113 |
| 30 | OYO | 47 | 40 | - | 2 | - | 5 | 23 | 71 |
| 31 | PLATEAU | 34 | 54 | 4 | 1 | 5 | 5 | 39 | 65 |
| 32 | RIVERS | 84 | 63 | - | - | 2 | 1 | 36 | 111 |
| 33 | SOKOTO | 71 | 9 | 4 | 2 | 1 | 2 | 41 | 50 |
| 34 | TARABA | 28 | 28 | - | 6 | 8 | 11 | 33 | 48 |
| 35 | YOBE | 15 | 9 | - | 8 | 12 | 10 | 11 | 43 |

**Key to Position:** 1. Headmaster; 2. Principal of school
3. Head of Tertiary Institution;
4. Commissioner/Director of Educ., 5. Head of Parastatals in Education; 6. Others (Employers of labour, Member of Teachers' Association, Civil Society Organizations, etc).

## 3.40 Rate of Return of Completed Questionnaires

The rate of return of completed questionnaire varied from State to State. It ranged from 46.4% in Kebbi State to 100% (in Benue, Kaduna, Kwara, Rivers and FCT). All the questionnaires returned were effectively utilized for analysis.

Table 4 below shows details of the questionnaires returned and the percentages. A total of 4,360 duly completed questionnaires out of the 5527 administered were retrieved and this constituted 78.9% overall returns. This was considered adequate for analysis and inference.

## 3.50 Procedure for Analysis and Interpretation of Data

Frequency counts, weighted means, percentages and standard deviations were the main statistical tools used for the analysis of data. Since the focus of the study was on the relevance and implementation of the National Policy on education, questions were asked on the philosophy of Education in Nigeria, Educational goals, implementation,

missing gaps and implementation lapses. These areas sufficiently addressed the subject of the study

**Table 4: Questionnaire Returns As At February 28, 2006**

| S/N | STATE | No Administered | No. Retrieved | % Retrieved | Remark |
|---|---|---|---|---|---|
| 1 | ABIA | 116 | 108 | 93.10 | Excellent |
| 2 | ADAMAWA | 125 | 93 | 74.4 | V. Good |
| 3 | AKWA IBOM | 188 | 89 | 47.3 | Fair |
| 4 | ANAMBRA | 185 | 184 | 99.5 | Excellent |
| 5 | BAUCHI | 137 | 108 | 78.8 | V. Good |
| 6 | BAYELSA | 72 | 60 | 83.3 | V. Good |
| 7 | BENUE | 212 | 212 | 100.0 | Excellent |
| 8 | BORNO | 103 | 68 | 66.0 | Good |
| 9 | CROSS RIVERS | 179 | 114 | 63.7 | Good |
| 10 | DELTA | 205 | 102 | 49.8 | Fair |
| 11 | EBONYI | 92 | 90 | 97.8 | Excellent |
| 12 | EDO | 227 | 133 | 58.6 | Fair |
| 13 | EKITI | 94 | 89 | 94.7 | Excellent |
| 14 | ENUGU | 190 | 157 | 82.6 | V. Good |
| 15 | GOMBE | 100 | 91 | 91.0 | Excellent |
| 16 | IMO | 161 | 95 | 59.0 | Fair |
| 17 | JIGAWA | 122 | 117 | 95.9 | Excellent |
| 18 | KADUNA | 246 | 246 | 100.0 | Excellent |
| 19 | KANO | 234 | 206 | 88.0 | V. Good |
| 20 | KATSINA | 145 | 126 | 86.9 | V. Good |
| 21 | KEBBI | 97 | 45 | 46.4 | Fair |
| 22 | KOGI | 153 | 146 | 95.4 | Excellent |
| 23 | KWARA | 139 | 139 | 100.0 | Excellent |
| 24 | LAGOS | 211 | 123 | 58.3 | Fair |
| 25 | NASARAWA | 132 | 101 | 76.5 | V. Good |
| 26 | NIGER | 177 | 161 | 91.0 | Excellent |
| 27 | OGUN | 190 | 143 | 75.3 | V Good |
| 28 | ONDO | 193 | 180 | 93.3 | Excellent |
| 29 | OSUN | 150 | 144 | 96.0 | Excellent |
| 30 | OYO | 182 | 95 | 52.2 | Fair |
| 31 | PLATEAU | 180 | 104 | 57.8 | Fair |
| 32 | RIVERS | 147 | 147 | 100.0 | Excellent |
| 33 | SOKOTO | 140 | 87 | 62.1 | Good |
| 34 | TARABA | 119 | 81 | 68.1 | Good |
| 35 | YOBE | 68 | 54 | 79.4 | V. Good |
| 36 | ZAMFARA | 75 | 63 | 84.0 | V. Good |
| 37 | FCT | 59 | 59 | 100.0 | Excellent |
| | TOTAL | 5527 | 4360 | 78.9 | V. Good |

# CHAPTER FOUR

## RESULTS AND DISCUSSIONS

### 4.0 INTRODUCTION

In this chapter, the major findings from the field exploration, collation and analysis of information gathered as well as interpretation and inferences drawn are presented in logical sequences to provide answers to the research questions as posed in Chapter One. Presentation of findings is structured in accordance with the order in which research questions are listed.

### 4.10 *Research Question 1*

***What is the level of acquaintance of stakeholders with the NPE? How conversant are the stakeholders with the various editions of the NPE?***

The question sought to have an empirical information on how familiar the stakeholders in Education are with the document that could be described as the "Bible" or "Qurian" of Nigeria's education. It is inferred that familiarity with NPE should go beyond the concept of seeing or holding but extend to having a knowledge of what the document contains.

Table 5 below shows the frequency distribution and percentages of respondents' acquaintance with the National Policy on Education and the edition(s) they were acquitted

with by State. A close examination of Table 5 revealed that as many 3,907 or 89.6% respondents who were considered to be relevant stakeholders in education were acquainted with NPE. Only 10.4% of the respondents or 449 were not acquainted with the NPE. A situation where those that are supposed to own and use NPE provision are ignorant of its existence does not augur well for the development of education and for the achievement of the expected objectives. This is a wake-up call to all administrators for an urgent step to be taken to ensure that the National Policy becomes a document that is a compulsory possession of all levels of administration in education.

There are four published editions of the NPE document. An attempt was made to find out which of the editions, 1977, 1981, 1998 and 2004 were the stakeholders actually acquainted with. This was with a view to ascertaining if the current edition is properly circulated as it contains more recent innovations and is expected to impact more pragmatically on Nigerian Education. The result shows that 1981 edition is the most popular and familiar document among the sampled stakeholders with 36.1% of the respondents indicating acquaintance with it. This is closely followed in terms of popularity by 1998 edition with 29.5% while the 2004 edition which is the most recent and should have taken the place of all previous editions in use took the third position with 22.2%. The 1977 edition understandably

took the rear with 12.2% considering the fact that information in it could have almost become obsolete after about twenty seven years of its existence bearing in mind the dynamics of educational process and operations.

A probable explanation for the observed trend in popularity of the four editions of the NPE could be that the 1977 edition was used as experimental publication with little acceptability and also existed for a short period of about four years before it was reviewed to give birth to the 1981 edition. The 1981 edition experienced a marked improvement in content and focus over the previous one; coupled with the publicity and public attention drawn to its existence and importance both in the electronic and print media; and the fact that this particular edition existed for about seventeen years could have accounted for its widespread acceptance and popularity among the sampled stakeholders. What is actually pathetic is the limited acceptability accorded to subsequent editions of 1998 and 2004 that one could assume should have been an improvement over the 1981 edition. It is possible to infer that the 2004 edition remained obscure due to the fact that it was not readily available even from the source of production in NERDC.

It is also pertinent to record the fact that the 1977 edition is the most popular edition in Ondo State. This result gives an empirical evidence to confirm the opinion that the 2004 edition was done hastily and did not pass through the

recommended process of policy development that allows for " a policy as internalized by all" against "a policy as chanted by a few". The 2004 edition of NPE is more of the latter.

A consideration of the level of acquaintance of stakeholders according to States revealed a great disparity. Ogun and Osun States tied to top the ladder with 97.2% of the sampled respondents having acquaintance with the NPE document while Edo State recorded the least level of acquaintance with 64.7%. As much as 35.3% of the sampled stakeholders in Edo State were not in any way familiar with any of the four editions of NPE. This is quite worrisome. Other States ranged between these extremes but it is evident that there is no State in the federation where all sampled stakeholders are acquainted with the NPE. This calls for urgent attention. It becomes imperative that a sizable percentage of those expected to have averagely good insight into the NPE Policy provision for proper implementation and functional delivery of objectives are bankrupt.

Table 5: Frequency and Percentage Distributions of Respondents' Acquaintance with the NPE by State.

| S/N | STATE | No of Respondents | Acquaintance with NPE | | Edition Acquainted with | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Yes | No | 1977 | 1981 | 1998 | 2004 | None |
| 1 | ABIA | 108 | 95(88.0) | 139(12.0) | 10(9.3) | 45(41.7) | 22(20.4) | 18(16.7) | 13(12.0) |
| 2 | ADAMAWA | 93 | 88(74.6) | 5(5.4) | 13(14.0) | 33(35.5) | 23(24.7) | 19(20.4) | 5(5.4) |
| 3 | AKWA IBOM | 89 | 77(86.5) | 12(13.5) | 0(0.0) | 2(2.3) | 44(49.4) | 31(34.8) | 12(13.5) |
| 4 | ANAMBRA | 184 | 172(93.5) | 12(6.5) | 20(10.9) | 58(31.5) | 53(28.8) | 44(23.9) | 12(6.5) |
| 5 | BAUCHI | 108 | 104(96.3) | 4(3.7) | 23(21.3) | 51(47.2) | 18(16.7) | 12(11.1) | 4(3.7) |
| 6 | BAYELSA | 60 | 53(88.3) | 7(11.7) | 0(0.0) | 6(10.0) | 21(35.0) | 26(43.3) | 7(11.7) |
| 7 | BENUE | 212 | 181(85.4) | 31(14.6) | 34(16.0) | 108(50.9) | 14(6.6) | 15(7.1) | 31(14.6) |
| 8 | BORNO | 68 | 61 (89.7) | 7 (10.3) | 13 (19.1) | 18 (26.5) | 24 (35.3) | 8 (11.8) | 5 (7.4) |
| 9 | CROSS RIVERS | 114 | 109 (95.6) | 5 (4.4) | 35 (30.7) | 30 (26.3) | 14 (12.3) | 30 (26.3) | 5 (4.4) |
| 10 | DELTA | 102 | 94 (92.2) | 8 (7.8) | 5 (4.9) | 28 (27.5) | 37 (36.3) | 24 (23.5) | 8 (7.8) |
| 11 | EBONYI | 90 | 82 (91.1) | 8 (8.9) | 7 (7.8) | 25 (27.8) | 14 (15.6) | 37 (41.1) | 7 (7.8) |
| 12 | EDO | 133 | 86 (64.7) | 47 (35.3) | 12 (9.0) | 26 (19.5) | 40 (30.1) | 34 (25.6) | 21 (15.8) |
| 13 | EKITI | 89 | 87 (97.8) | 2 (2.2) | 4 (4.5) | 35 (39.3) | 37 (41.6) | 23 (25.8) | 0 (0.0) |
| 14 | ENUGU | 157 | 150 (95.5) | 7 (4.7) | 8 (5.1) | 74 (47.1) | 38 (24.2) | 31 (19.7) | 6 (3.8) |
| 15 | GOMBE | 91 | 85 (93.4) | 6 96.6) | 19 (20.9) | 31 (34.1) | 25 (27.5) | 12 (13.2) | 4 (4.4) |
| 16 | IMO | 95 | 84 (88.4) | 11 (11.6) | 14 (15.0) | 45 (47.4) | 16 (17.0) | 14 (15.0) | 6 (6.3) |
| 17 | JIGAWA | 117 | 103 (88.0) | 14 (12.0) | 7 (6.0) | 32 (27.8) | 42 935.9) | 23 (19.7) | 13 (11.1) |
| 18 | KADUNA | 246 | 191 (77.6) | 55 (22.4) | 15 (6.1) | 64 (26.8) | 78 (31.7) | 49 (20.0) | 40 (16.3) |
| 19 | KANO | 206 | 193 (93.7) | 10 (4.9) | 36 (17.5) | 84 (40.8) | 52 (25.2) | 24 (11.7) | 10 (4.9) |
| 20 | KATSINA | 126 | 117 (92.9) | 9 (7.1) | 20 (15.9) | 26 (20.6) | 32 (25.4) | 34 (27.0) | 14 (11.1) |
| 21 | KEBBI | 45 | 39 (86.7) | 6 (13.3) | 6 (13.3) | 15 (33.3) | 12 (26.7) | 6 (13.3) | 0(0.0) |
| 22 | KOGI | 146 | 135(92.5) | 11(7.5) | 27(18.5) | 59(40.4) | 40(27.4) | 18(12.3) | 2(1.4) |
| 23 | KWARA | 139 | 132(95.0) | 7(5.0) | 19(13.7) | 49(35.3) | 36(25.9) | 30(21.6) | 5(3.6) |
| 24 | LAGOS | 123 | 109(88.6) | 14(11.4) | 10(8.1) | 35(28.5) | 46(37.4) | 22(17.9) | 10(8.1) |
| 25 | NASSARAWA | 101 | 95(94.1) | 6(5.9) | 17(16.8) | 44(43.6) | 20(19.8) | 15(14.9) | 5(5.0) |
| 26 | NIGER | 161 | 141(87.6) | 20(12.4) | 25(15.5) | 69(42.9) | 42(26.1) | 25(15.5) | 0(0.0) |
| 27 | OGUN | 143 | 139(97.2) | 4(2.8) | 16(11.2) | 33(23.1) | 45(31.50 | 46(32.2) | 3(2.1) |
| 28 | ONDO | 180 | 175(97.2) | 5(2.8) | 66(36.7) | 42(23.3) | 42(23.30 | 30(16.7) | 0(0.0) |
| 29 | OSUN | 144 | 128(88.9) | 169(11.1) | 23(16.0) | 48(33.3) | 34(23.6) | 24(16.7) | 15(10.4) |
| 30 | OYO | 95 | 86(90.5) | 7(9.5) | 10(10.5) | 31(32.6) | 28(29.5) | 13(13.7) | 8(8.5) |
| 31 | PLATEAU | 104 | 99(95.2) | 5(4.8) | 6(5.8) | 32(30.8) | 18(17.3) | 42(40.4) | 6(5.8) |
| 32 | RIVERS | 147 | 111(75.5) | 36(24.5) | 43(29.3) | 32(21.8) | 40(27.2) | 18(12.2) | 0(0.0) |
| 33 | SOKOTO | 87 | 78(89.7) | 10(10.3) | 11(12.6) | 25(28.7) | 20(23.0) | 24(27.6) | 9(10.3) |
| 34 | TARABA | 81 | 72(88.9) | 9(11.1) | 12(14.8) | 23(28.4) | 32(39.5) | 10(12.3) | 8(9.9) |
| 35 | YOBE | 54 | 51(94.4) | 3(5.6) | 6(11.1) | 18(33.3) | 20(37.0) | 8(14.8) | 2(3.7) |
| 36 | ZAMFARA | 63 | 55(87.3) | 8(12.7) | 10(15.8) | 25(39.7) | 18(28.6) | 9(14.3) | 8(12.7) |
| 37 | FCT | 59 | 50(84.7) | 9(15.3) | 5(8.5) | 11(18.6) | 16(27.1) | 20(38.9) | 0(0.0) |
| | TOTAL | 4,360 | 3,907 | 449 | 607 | 1,412 | 1,153 | 868 | 344 |
| | % | | 89.6 | 10.3 | 13.9 | 32.6 | 26.4 | 19.9 | 7.9 |

Table 5a: Frequency and Percentage Distributions of Respondents' Acquaintance with the NPE by Status.

| Position | No of Respondents | Acquaintance with NPE | | | | Edition of NPE Acquainted with | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Yes | | No | | 1977 | | 1981 | | 1998 | | 2004 | | None | |
| | | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| Headmaster | 2084 | 533 | 1347 | 74 | 130 | 275 | 11 | 686 | 14 | 523 | 29 | 332 | 11 | 25 | 178 |
| Principal | 945 | 300 | 600 | 19 | 26 | 96 | 7 | 283 | 9 | 261 | 6 | 228 | 6 | 18 | 31 |
| Vice-Principal | 408 | 189 | 184 | 16 | 19 | 54 | 3 | 121 | 5 | 122 | 5 | 63 | 4 | 5 | 26 |
| Rector | 15 | 9 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 4 | 0 | 8 | 0 | 0 | 3 |
| Provost | 7 | 4 | 3 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 4 | 0 | 0 | 0 |
| Vice-Chancellor | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 |
| Executive Secretary/CEO | 56 | 36 | 19 | 0 | 1 | 5 | 0 | 20 | 0 | 17 | 0 | 11 | 0 | 1 | 2 |
| Director of Education | 115 | 50 | 61 | 0 | 4 | 14 | 0 | 26 | 0 | 26 | 2 | 40 | 1 | 1 | 5 |
| Commissioner | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Others | 640 | 195 | 355 | 27 | 63 | 66 | 1 | 188 | 6 | 168 | 5 | 112 | 8 | 8 | 78 |
| TOTAL | 4276 | 1319 | 2575 | 136 | 245 | 510 | 22 | 1326 | 34 | 1124 | 47 | 802 | 30 | 58 | 323 |
| % | 100.0 | 30.85 | 60.22 | 3.18 | 5.73 | 11.93 | 0.51 | 31.01 | 0.80 | 26.29 | 1.10 | 18.76 | 0.70 | 1.36 | 7.55 |

Key to Acquaintance with NPE:

1 = Less than 5 years of experience
2 = 5 and more years of experience.

The level of acquaintance of different cadre of sampled stakeholders was assessed and the revelations were shocking and alarming as well. The Rectors of polytechnic tailed the ladder with 80% of sampled Rector being acquainted while as many as 20% are

ignorant of the NPE. Conversely the Provosts of Colleges of Education, Vice Chancellors of Universities and State Commissioners of education tied at the top of the ladder with 100% although these categories of stakeholders are fewer in number. The Executive Secretaries of education parastatals ranked second with 98.2%, and the retrogression down the ladder shows the Director of Educations 96.5%, Principals 95.2%, Vice Principals 91.1%, Headmasters of Primary school 90.3% and others (who happened to be highly heterogeneous composites of employers of labour, NGO leaders, civil society leaders etc) 85.9%.

It is therefore evident from the foregoing that the level of acquaintance of stakeholders with NPE document is far from being perfect. If the stakeholders are not acquainted who else would be?

**4.20** ***Research Question 2***

***What is the relationship between stakeholders' years of experience and currency with the editions of the NPE?***

The aim of this question is to stimulate the assessment of the influence that years of experience in the education industry have on the stakeholders' acquaintance and currency with the NPE document. To this end, different categories of stakeholders were requested to indicate the years of working experience in the position in which they are acting to respond to the questionnaires. It was amazingly revealed that years of experience have no relationship with currency as even more

stakeholders with less years of experience express better intimacy with all the editions than those with longer years of working experience. The implication is that long years on the job is not a relevant factor to determine the degree of currency (Table 6b).

This result may not be surprising when viewed from the fact that most stakeholders stay in office for short periods and are most commonly political appointees who may not even be educationist. A case of a round peg in a square hole is the observable conditions continually operating in the appointment of Provosts, Vice Chancellors, Rector, Ministers and Executive Secretaries. The case is not different either for the Principals, Vice Principals, and Headmasters who most commonly rise through the rank and file to attain these positions and are expected to have been influenced by their years of experience in being articulately intimate with the National Policy on Education as their working tools. Neither of the explanations given above is a welcome development for the advancement of the educational system, if the country is to achieve the laudable provisions in the NPE.

Table 6b: Frequency and Percentage Distributions of Stakeholders' level of acquaintance with the NPE by years of experience and Status.

| Position | Years Of Experience | 1977 | 1981 | 1998 | 2004 | None | Total | % |
|---|---|---|---|---|---|---|---|---|
| Headmaster | 1 | 275 | 686 | 523 | 332 | 25 | 1841 | 88.34 |
| | 2 | 11 | 14 | 29 | 11 | 178 | 243 | 11.66 |
| Principal | 1 | 96 | 283 | 261 | 228 | 18 | 886 | 93.76 |
| | 2 | 7 | 9 | 6 | 6 | 31 | 59 | 6.24 |
| Vice-Principal | 1 | 54 | 121 | 122 | 63 | 5 | 365 | 89.46 |
| | 2 | 3 | 5 | 5 | 4 | 26 | 43 | 10.54 |
| Rector | 1 | 0 | 0 | 4 | 8 | 0 | 12 | 80.0 |
| | 2 | 0 | 0 | 0 | 0 | 3 | 3 | 20.0 |
| Provost | 1 | 0 | 1 | 2 | 4 | 0 | 7 | 100.0 |
| | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Vice-Chancellor | 1 | 0 | 0 | 1 | 2 | 0 | 3 | 100.0 |
| | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Executive Secretary/CEO | 1 | 5 | 20 | 17 | 11 | 1 | 54 | 96.43 |
| | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 3.57 |
| Director of Educ. | 1 | 14 | 26 | 26 | 40 | 1 | 107 | 93.04 |
| | 2 | 0 | 0 | 2 | 1 | 5 | 8 | 6.96 |
| Commissioner | 1 | 0 | 0 | 2 | 1 | 5 | 8 | 6.96 |
| | 2 | 0 | 1 | 0 | 2 | 0 | 3 | 100.0 |
| Others | 1 | 66 | 188 | 168 | 112 | 8 | 542 | 84.69 |
| | 2 | 1 | 6 | 5 | 8 | 78 | 98 | 15.31 |

Key to Years of Experience:

1 represents "Less than 5 years of experience"

2 represents "5 or more years of experience".

## *4.30 Research Question 3*

***What is the general opinion of stakeholders on the philosophy of Nigerian Education in terms of relevance and adequacy?***

The respondents, hereafter referred to as stakeholders, were requested to respond to each of the six items in section 2 of their questionnaire and these items spelt out the philosophy of Nigerian education. For the purposes of clarity and easy of reference the items are reproduced here.

1. Education in Nigeria is an instrument for effecting national development;
2. Education in Nigeria is used to foster the worth and development of the individual for the individual's sake and for the general development of the society;
3. Every Nigerian child now has a right to equal educational opportunities;
4. The development of the individual into a sound and effective citizen;
5. the full integration of the individual into the community;
6. Provision of equal access to educational opportunities for all citizens in Nigeria.

The questionnaire sought the opinion of the stakeholders as to the relevance and adequacy or otherwise of the above Statements which describe the philosophy of education in Nigeria. The weights and the response options for each item are:

1 = Strongly disagree (SD);
2 = Disagree (D);

3 = Agree (A);

4 = Strongly Agree (SA).

For each item, the mean of the aggregate of the weights representing the ratings on the item represents the degree to which the item is considered to be relevant and adequate. The weighted mean score is preferred and used in this study because of the inherent limitations of the other measures of central tendency (i.e. median and the mode).

The means and standard deviations of respondents' rating for each item were computed. The results are presented in Table 7 and 8. As a decision rule, an item that failed to attract mean rating score of 2.5 or more is regarded as no longer relevant to and/or adequate for the need of the present day Nigerians.

Table 7 shows the overall mean scores and standard deviations of the responses to each of the six items while Table 8 shows similar statistics across the thirty-six States of the Federation including the Federal Capital Territory.

**Table 7: Overall Frequency, Weighted mean scores, and Standard Deviation of Responses to items on the Philosophy of Education in Nigeria by State.**

| S/N | Statement | SA | A | D | SD | Weighted Mean | σ |
|---|---|---|---|---|---|---|---|
| 1. | Education in Nigeria is an instrument for effecting national development | 2842 | 1353 | 95 | 66 | **3.60** | **0.61** |
| 2. | Education in Nigeria is used to foster the worth and development of the individual for the individuals' sake and for the general development of the society. | 1,996 | 1,292 | 270 | 73 | **3.37** | **0.68** |
| 3. | Every Nigerian child now have right to equal educational opportunities | 1,293 | 1,248 | 1,103 | 576 | **2.77** | **1.03** |
| . | **The above three philosophies are based on:** | | | | | | |
| 4 | The development of the individual into a sound and effective citizen | 1,934 | 2,012 | 234 | 77 | **3.36** | **0.67** |
| 5 | The full integration of the individual into the community | 1,387 | 2,259 | 451 | 115 | **3.17** | **0.72** |
| 6 | Provision of equal access to educational opportunities for all citizens of Nigeria. | 1,351 | 1,686 | 856 | 347 | **2.95** | **0.92** |

It can be observed from Table 7 that the national mean scores range between 2.77 with standard deviation of 1.03 and 3.60 with a standard deviation of 0.61 suggesting that the Stakeholders in all the States of the Federation seem to be in agreement that the philosophy of education in Nigeria is still as valid today as when they were formulated.

However, when the mean score ratings were considered State by State, some variations in the perception of the stakeholder as to the relevance and adequacy of the philosophy of education become evident (see Table 8).

**Table 8: Distribution of Weighted Mean Scores and Standard deviations of responses to items on the Philosophy of Education in Nigeria by State.**

| S/N | STATE | | Statement of Philosophy of Education | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | ABIA | Mean | 3.69 | 3.58 | 2.59 | 3.32 | 3.13 | 2.92 |
| | | σ | 0.59 | 0.63 | 1.15 | 0.75 | 0.77 | 0.94 |
| 2. | ADAMAWA | Mean | 3.65 | 3.48 | 2.66 | 3.44 | 3.30 | 0.94 |
| | | σ | 0.48 | 0.63 | 0.96 | 0.56 | 0.60 | 3.04 |
| 3. | AKWA IBOM | Mean | 3.87 | 3.55 | 2.70 | 3.51 | 3.31 | 2.92 |
| | | σ | 0.33 | 0.55 | 1.05 | 0.59 | 0.63 | 0.94 |
| 4. | ANAMBRA | Mean | 3.55 | 3.47 | 2.52 | 3.55 | 3.26 | 2.90 |
| | | σ | 0.62 | 0.55 | 1.10 | 0.54 | 0.61 | 0.98 |
| 5. | BAUCHI | Mean | 3.52 | 3.23 | 2.92 | 3.22 | 3.23 | 2.99 |
| | | σ | 0.66 | 0.68 | 1.10 | 0.66 | 0.62 | 0.88 |
| 6. | BAYELSA | Mean | 3.54 | 3.52 | 1.82 | 2.78 | 2.64 | 2.22 |
| | | σ | 0.69 | 0.66 | 1.03 | 1.10 | 1.14 | 1.08 |
| 7 | BENUE | Mean | 3.60 | 3.53 | 2.75 | 3.37 | 3.20 | 2.91 |
| | | σ | 0.75 | 0.64 | 0.94 | 0.66 | 0.71 | 0.95 |
| 8. | BORNO | Mean | 3.65 | 3.29 | 3.02 | 3.41 | 3.32 | 3.21 |
| | | σ | 0.51 | 0.64 | 1.05 | 0.58 | 0.72 | 0.80 |
| 9. | CROSS RIVER | Mean | 3.60 | 3.51 | 3.09 | 3.36 | 3.22 | 3.36 |
| | | σ | 0.54 | 0.67 | 0.92 | 0.72 | 0.65 | 0.78 |
| 10 | DELTA | Mean | 3.62 | 2.95 | 2.60 | 3.53 | 2.96 | 2.77 |
| | | σ | 0.49 | 1.17 | 1.01 | 0.50 | 0.87 | 0. 88 |
| 11. | EBONYI | Mean | 3.79 | 3.57 | 3.44 | 3.52 | 3.26 | 3.24 |
| | | σ | 0.55 | 0.63 | 0.69 | 0.62 | 0.81 | 0.72 |
| 12. | EDO | Mean | 3.48 | 2.64 | 2.31 | 2.72 | 2.34 | 2.81 |
| | | σ | 0.89 | 0.91 | 1.19 | 1.06 | 0.88 | 0.95 |
| 13. | EKITI | Mean | 3.52 | 3.41 | 2.84 | 3.35 | 3.24 | 3.06 |
| | | σ | 0.75 | 0.58 | 1.00 | 0.62 | 0.60 | 0.90 |

| S/N | STATE | | Statement of Philosophy of Education | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | ENUGU | Mean | 3.68 | 3.47 | 2.77 | 3.36 | 3.19 | 2.83 |
| | | σ | 0.55 | 0.64 | 0.83 | 0.62 | 0.63 | 0.94 |
| 15. | GOMBE | Mean | 3.46 | 3.13 | 3.04 | 3.03 | 3.14 | 3.07 |
| | | σ | 0.76 | 0.85 | 0.90 | 0.64 | 0.69 | 0.81 |
| 16. | IMO | Mean | 3.69 | 3.4 | 2.83 | 3.42 | 3.24 | 3.03 |
| | | σ | 0.50 | 0.72 | 1.04 | 0.73 | 0.69 | 0.92 |
| 17 | JIGAWA | Mean | 3.46 | 3.24 | 3.18 | 3.17 | 3.27 | 3.08 |
| | | σ | 0.76 | 0.61 | 0.76 | 0.78 | 0.58 | 0.89 |
| 18. | KADUNA | Mean | 3.53 | 3.34 | 2.88 | 3.37 | 3.17 | 2.96 |
| | | σ | 0.62 | 0.52 | 0.93 | 0.66 | 0.72 | 0.91 |
| 19. | KANO | Mean | 3.67 | 3.25 | 2.91 | 3.31 | 3.16 | 2.94 |
| | | σ | 0.53 | 0.72 | 0.99 | 0.55 | 0.62 | 0.90 |
| 20 | KATSINA | Mean | 3.59 | 3.24 | 2.71 | 3.22 | 3.03 | 2.74 |
| | | σ | 0.58 | 0.67 | 1.05 | 0.63 | 0.62 | 0.85 |
| 21. | KEBBI | Mean | 3.68 | 3.42 | 2.91 | 3.26 | 2.98 | 2.75 |
| | | σ | 0.47 | 0.61 | 0.99 | 0.54 | 0.71 | 0.96 |
| 22. | KOGI | Mean | 3.69 | 3.49 | 2.79 | 3.43 | 3.36 | 3.03 |
| | | σ | 0.51 | 0.60 | 0.99 | 0.65 | 0.62 | 0.93 |
| 23. | KWARA | Mean | 3.58 | 3.37 | 2.76 | 3.37 | 3.23 | 2.98 |
| | | σ | 0.55 | 0.66 | 1.04 | 0.61 | 0.62 | 0.89 |
| 24. | LAGOS | Mean | 3.48 | 3.41 | 2.57 | 3.36 | 3.21 | 2.80 |
| | | σ | 0.64 | 0.61 | 1.09 | 0.69 | 0.70 | 1.02 |
| 25. | NASARAWA | Mean | 3.68 | 3.42 | 2.76 | 3.51 | 3.21 | 2.94 |
| | | σ | 0.56 | 0.65 | 1.00 | 0.59 | 0.66 | 0.97 |
| | | Σ | 0.60 | 0.64 | 1.00 | 0.73 | 0.75 | 0.93 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 26. | NIGER | Mean | 3.57 | 3.26 | 2.34 | 3.27 | 3.10 | 2.89 |
| | | σ | 0.60 | 0.64 | 1.00 | 0.73 | 0.75 | 0.93 |
| 27. | OGUN | Mean | 3.54 | 3.35 | 2.61 | 3.34 | 3.07 | 2.86 |
| | | σ | 0.58 | 0.55 | 1.02 | 0.58 | 0.62 | 0.85 |
| 28. | ONDO | Mean | 3.64 | 3.53 | 3.09 | 3.46 | 3.28 | 3.11 |
| | | σ | 0.57 | 0.59 | 0.98 | 0.58 | 0.87 | 0.80 |
| 29. | OSUN | Mean | 3.73 | 3.49 | 2.86 | 3.47 | 3.25 | 3.01 |
| | | σ | 0.44 | 0.63 | 1.02 | 0.57 | 0.67 | 0.93 |
| 30. | OYO | Mean | 3.66 | 3.52 | 3.01 | 3.45 | 3.34 | 3.05 |
| | | σ | 0.60 | 0.50 | 1.00 | 0.58 | 0.60 | 0.94 |
| 31. | PLATEAU | Mean | 3.60 | 3.39 | 2.46 | 3.37 | 3.30 | 2.86 |
| | | σ | 0.51 | 0.61 | 0.90 | 0.56 | 0.57 | 0.81 |
| 32. | RIVERS | Mean | 3.58 | 3.54 | 2.91 | 3.57 | 3.28 | 2.89 |
| | | σ | 0.61 | 0.55 | 1.05 | 0.64 | 0.69 | 0.96 |
| 33. | SOKOTO | Mean | 3.36 | 3.26 | 2.62 | 3.25 | 3.13 | 2.88 |
| | | σ | 0.88 | 0.65 | 1.11 | 0.68 | 0.74 | 0.97 |
| 34. | TARABA | Mean | 3.54 | 3.37 | 2.86 | 3.44 | 3.23 | 2.97 |
| | | σ | 0.52 | 0.73 | 1.03 | 0.57 | 0.72 | 0.87 |
| 35. | YOBE | Mean | 3.63 | 3.24 | 2.87 | 3.31 | 3.30 | 2.93 |
| | | σ | 0.52 | 0.66 | 1.04 | 0.60 | 0.56 | 0.90 |
| 36. | ZAMFARA | Mean | 3.75 | 2.41 | 2.89 | 3.66 | 3.61 | 3.44 |
| | | σ | 0.62 | 1.28 | 0.92 | 0.47 | 0.49 | 0.63 |
| 37. | FCT | Mean | 3.66 | 3.32 | 2.72 | 3.44 | 3.14 | 2.83 |
| | | σ | 0.57 | 0.70 | 0.85 | 0.62 | 0.71 | 0.98 |
| Overall Mean Score | | | 3.60 | 3.37 | 2.77 | 3.36 | 3.17 | 2.95 |
| Overall σ | | | 0.61 | 0.68 | 1.03 | 0.67 | 0.72 | 0.92 |

Key to Statement of Philosophy:

Item 1 = Education in Nigeria is an instrument for effecting national development

Item 2 = Education in Nigeria is used to foster the worth and development of the individual for the individual's sake and for the general development of the society.

Item 3 = Every Nigerian child now have right to equal educational opportunities.

Item 4 = The development of the individual into a sound and effective citizen.

Item 5 = The full integration of the individual into the community.

Item 6 = Provision of equal access to educational opportunities for all citizens of Nigeria.

For example, only Stakeholders in Zamfara State (mean = 2.41) share the view that education in Nigeria is used to foster the worth and development of the individuals' sake and for the general development of the society, while their counterparts from Bayelsa (Mean = 1.82), Edo (Mean = 2.31), Niger (Mean = 2.34) and Plateau (mean = 2.46) scored item 3 below the benchmark. This suggests that the Stakeholders from these States do not believe that every Nigeria now have right to equal educational opportunities. With regards to item 5, stakeholders from Edo (mean = 2.34) do not see education as it is presently delivered in Nigeria to have the capacity to fully integrate the beneficiary of such education into the community. In the same vein, the stakeholders from Bayelsa (mean = 2.22) are skeptical about the provision of equal access to educational opportunities for all citizens of Nigeria.

It is significant to observe that stakeholders nationwide unanimously agreed that education in Nigeria serves as an instrument for effecting national development (item 1), and also that education in Nigeria is capable of developing the individual into a sound and effective citizen (item 4).

The yearning in providing equal access to educational opportunities for all citizens in Nigeria as expressed by the stakeholders from Bayelsa, Edo, Niger and Plateau States deserves some attention. This suggests that the stakeholders in those four States do not believe that enough effort has been made to ensure equal access to educational opportunities. This also means that some parts of the country will experience rapid educational

development than others. This should not be allowed to continue if the overall objective of the policy is to be achieved.

### *4.40 Research Question 4*

***How adequate are the goals of education to the present needs of Nigerians in the context of the reform initiatives of the Federal Government?***

The focus of this research question is to assess the adequacy of the goals of education in relation to the present needs of Nigerians in the context of National Economic Empowerment and Development Strategy (NEEDS). The National educational goals sub-scale of the research instrument consists of 12 (twelve) items, each being a statement to which the respondents are to rate as very adequate or not adequate on a three point scale. For ease of reference, the items are re-stated below:

By way of reiteration, the education goals in the NEEDS context include:

- Enhance access to compulsory and free universal basic education to all citizens.
- Improve quality and standard through relevant and competency-based curricula
- Promote skills acquisition
- Enhance the efficiency, resourcefulness and competency of teachers and other educational personnel through training, capacity building

and motivation, among others.

These goals are geared towards empowering people through education to achieve national reorientation, poverty reduction, boost employment generation and create wealth. Twelve items as presented below were generated to solicit the response of the stakeholders:

1. Inculcation of national consciousness and national Unity;
2. 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;
4. The acquisition of appropriate skills;
5. The development of mental, physical and social abilities and competencies as equipment for the individual to contribute to national development.
6. bring up elites who can work against the interest of the nation;
7. Inculcation of respect for the worth and dignity of the individual;
8. Faith in man's ability to make rational decision;
9. Moral and spiritual principle in inter-personal and human relation;
10. Shared responsibility for the common good of society;
11. Promotion of the physical, emotional and psychological development of all children;

12. Acquisition of competencies necessary for self reliance.

To start with, it needs be pointed out that a careful examination of the goal of education in Nigeria would reveal that the statement of item number 6 (i.e. Bring up elites who can work against the interest of the nation) is not part of the goals. This item is included here to serve as a control against severity of errors that usually attend to the completion of a questionnaire of this nature by less committed respondents.

The respondents (stakeholders) were required to rate the above items, which are in section 3 of the questionnaire, with respect to their adequacy on a three point rating scale. The response options are:

1 = Not adequate
2 = Adequate
3 = Very adequate

The analysis required here is similar to that of Research Question 3 save for the rating which is now a three-point scale. For each item, the mean of the aggregate of the weights representing the ratings of the weights represents the degree of adequacy to which the item is considered by the respondents. For our purpose here, as a decision rule, an item that failed to attract a mean score of 2.0 or more is regarded as not adequate.

Table 9 shows the distribution of national mean scores and standard deviations of Stakeholders' responses to items on National educational goals in Nigeria.

**Table 9: Frequency, Weighted Mean Scores and Standard Deviation of Responses to items on National Educational Goals in Nigeria.**

| S/N | STATEMENT | VA | A | NA | Weighted Mean | σ |
|---|---|---|---|---|---|---|
| 1. | Inculcation of national consciousness and national unity. | 1,655 | 2,035 | 557 | 2.26 | 0.67 |
| 2. | Inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society. | 1,582 | 2,120 | 557 | 2.24 | 0.67 |
| 3. | The training of the mind in the understanding of the world around. | 1,647 | 2,401 | 512 | 2.25 | 0.64 |
| 4. | The acquisition of appropriate skills. | 1,385 | 1,928 | 902 | 2.11 | 0.73 |
| 5. | The development of mental, physical and social abilities and competencies as equipment for the individual to contribute to national development. | 1,910 | 1,772 | 582 | 2.31 | 0.70 |
| 6. | Bring up elites who can work against the interest of the nation. | 543 | 838 | 2,611 | 1.48 | 0.72 |
| 7. | Inculcation of respect for the worth and dignity of the individual. | 1,153 | 2,486 | 555 | 2.14 | 0.62 |
| 8. | Faith in man's ability to make rational decision. | 1,200 | 2,376 | 591 | 2.15 | 0.64 |
| 9. | Moral and spiritual principle in interpersonal and human relations. | 1,309 | 2,301 | 605 | 2.17 | 0.65 |
| 10. | Shared responsibility for the common good of society. | 1,324 | 2,143 | 718 | 2.14 | 0.68 |
| 11. | Promotion of the physical, emotional and psychological development of all children. | 1,537 | 1,849 | 600 | 2.28 | 0.70 |
| 12. | Acquisition of competencies necessary for self reliance. | 1,537 | 1,825 | 856 | 2.16 | 0.74 |

**Key to Rating scale:**
**VA = Very Adequate;**
**A = Adequate;**
**NA = Not Adequate.**

The results in Table 9 show that, with the exception of item 6 with a mean score of 1.48 and a standard deviation of 0.72, all other eleven items are considered by the stakeholders across the country to be adequate. The outright rejection of item 6 by the stakeholders is an indication that they responded to the items as diligently as they could.

In other words, stakeholders were strongly opposed to the view that the goal of education is to bring up elites who can work against the interest of the nation

In Table 10, the distribution of mean scores and standard deviations (σ) of stakeholders' responses to items on national educational goals in Nigeria by States are presented.

Table 10 Distribution of Weighted Mean scores and Standard deviation of responses to items on National Education goals in Nigeria by State.

| S/N | STATE | | Statement of National Goals | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1. | ABIA | Mean | 2.15 | 2.27 | 2.19 | 2.08 | 2.24 | 2.79 | 2.17 | 2.13 | 2.10 | 2.03 | 2.27 | 2.17 |
| | | σ | 0.68 | 0.64 | 0.55 | 0.76 | 0.72 | 0.57 | 0.63 | 0.64 | 0.68 | 0.68 | 0.78 | 0.79 |
| 2. | ADAMAWA | Mean | 2.18 | 2.24 | 2.23 | 2.06 | 2.19 | 2.42 | 3.13 | 2.08 | 2.03 | 1.96 | 2.25 | 2.04 |
| | | σ | 0.64 | 0.63 | 0.68 | 0.72 | 0.72 | 0.77 | 0.66 | 0.68 | 0.61 | 0.65 | 0.68 | 0.73 |
| 3. | AKWA IBOM | Mean | 2.76 | 2.55 | 2.30 | 2.39 | 2.49 | 2.27 | 2.47 | 2.42 | 2.44 | 2.35 | 2.53 | 2.42 |
| | | σ | 0.50 | 0.54 | 0.65 | 0.55 | 0.56 | 0.85 | 0.50 | 0.52 | 0.64 | 0.59 | 0.67 | 0.60 |
| 4. | ANAMBRA | Mean | 2.21 | 2.26 | 2.29 | 1.96 | 2.26 | 2.74 | 2.14 | 2.17 | 2.16 | 2.14 | 2.30 | 2.23 |
| | | σ | 0.69 | 0.69 | 0.63 | 0.81 | 0.76 | 0.60 | 0.64 | 0.63 | 0.72 | 0.74 | 0.67 | 0.77 |
| 5. | BAUCHI | Mean | 2.15 | 2.11 | 2.04 | 2.25 | 2.27 | 2.46 | 1.94 | 2.11 | 2.15 | 2.16 | 2.19 | 2.12 |
| | | σ | 0.69 | 0.68 | 0.57 | 0.70 | 0.72 | 0.71 | 0.67 | 0.67 | 0.62 | 0.71 | 0.73 | 0.68 |
| 6. | BAYELSA | Mean | 2.25 | 2.47 | 2.33 | 2.28 | 2.27 | 2.70 | 2.08 | 2.40 | 2.33 | 2.42 | 2.40 | 2.32 |
| | | σ | 0.67 | 0.54 | 0.76 | 0.78 | 0.73 | 0.59 | 0.72 | 0.59 | 0.68 | 0.74 | 0.64 | 0.65 |
| 7 | BENUE | Mean | 2.28 | 2.30 | 2.21 | 2.16 | 2.33 | 2.11 | 2.17 | 2.24 | 2.17 | 2.12 | 2.28 | 2.08 |
| | | σ | 0.72 | 0.67 | 0.68 | 0.76 | 0.66 | 0.79 | 0.68 | 0.63 | 0.66 | 0.71 | 0.73 | 0.80 |
| 8. | BORNO | Mean | 2.26 | 2.32 | 2.35 | 2.13 | 2.26 | 2.53 | 2.04 | 2.06 | 2.07 | 2.06 | 2.31 | 2.09 |
| | | σ | 0.63 | 0.55 | 0.54 | 0.68 | 0.66 | 0.72 | 0.47 | 0.68 | 0.65 | 0.66 | 0.71 | 0.70 |
| 9. | CROSS RIVER | Mean | 2.45 | 2.35 | 2.37 | 2.35 | 2.39 | 2.44 | 2.23 | 2.21 | 2.28 | 2.26 | 2.43 | 2.36 |
| | | σ | 0.56 | 0.71 | 0.65 | 0.69 | 0.79 | 0.82 | 0.74 | 0.68 | 0.70 | 0.72 | 0.66 | 0.78 |
| 10 | DELTA | Mean | 2.45 | 2.43 | 2.51 | 2.38 | 2.43 | 2.97 | 2.45 | 2.38 | 2.52 | 2.48 | 2.56 | 2.59 |
| | | σ | 0.54 | 0.53 | 0.50 | 0.51 | 0.57 | 0.22 | 0.55 | 0.54 | 0.50 | 0.50 | 0.52 | 0.49 |
| 11. | EBONYI | Mean | 2.52 | 2.66 | 2.60 | 2.49 | 2.61 | 2.01 | 2.50 | 2.48 | 2.40 | 2.42 | 2.53 | 2.59 |
| | | σ | 0.60 | 0.54 | 0.53 | 0.60 | 0.51 | 0.93 | 0.54 | 0.54 | 0.70 | 0.60 | 0.62 | 0.59 |
| 12. | EDO | Mean | 1.90 | 2.30 | 1.94 | 2.12 | 2.30 | 2.74 | 2.30 | 2.07 | 2.24 | 1.98 | 2.20 | 1.97 |
| | | σ | 0.67 | 0.75 | 0.73 | 0.71 | 0.82 | 0.56 | 0.63 | 0.63 | 0.76 | 0.76 | 0.71 | 0.67 |
| 13. | EKITI | Mean | 2.26 | 2.11 | 2.25 | 2.05 | 2.41 | 2.61 | 2.07 | 2.06 | 2.27 | 2.17 | 2.18 | 2.15 |
| | | σ | 0.79 | 0.75 | 0.66 | 0.70 | 0.72 | 0.66 | 0.63 | 0.57 | 0.61 | 0.75 | 0.66 | 0.68 |
| 14. | ENUGU | Mean | 2.09 | 2.12 | 2.18 | 1.90 | .20 | 2.72 | 2.03 | 2.12 | 2.98 | 1.98 | 2.13 | 2.03 |
| | | σ | 0.71 | 0.76 | 0.69 | 0.78 | 0.72 | 0.59 | 0.63 | 0.65 | 0.65 | 0.72 | 0.76 | 0.80 |
| 15. | GOMBE | Mean | 2.23 | 2.13 | 2.12 | 1.97 | 2.21 | 2.36 | 1.99 | 1.98 | 2.01 | 2.08 | 2.22 | 2.02 |
| | | σ | 0.65 | 0.58 | 0.61 | 0.62 | 0.64 | 0.67 | 0.59 | 0.51 | 0.59 | 0.60 | 0.66 | 0.68 |
| 16. | IMO | Mean | 2.28 | 2.23 | 2.40 | 2.28 | 2.48 | 2.61 | 2.26 | 2.21 | 2.09 | 2.20 | 2.27 | 2.26 |
| | | σ | 0.67 | 0.73 | 0.62 | 0.72 | 0.58 | 0.61 | 0.57 | 0.68 | 0.67 | 0.63 | 0.72 | 0.74 |

| S/N | STATE | | Statement of National Goals | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 17 | JIGAWA | Mean | 2.25 | 2.19 | 2.32 | 2.25 | 2.36 | 2.60 | 2.08 | 2.06 | 2.18 | 2.30 | 2.37 | 2.30 |
| | | σ | 0.72 | 0.71 | 0.62 | 0.70 | 0.70 | 0.67 | 0.61 | 0.65 | 0.59 | 0.62 | 0.66 | 0.70 |
| 18 | KADUNA | Mean | 2.46 | 2.33 | 2.30 | 2.17 | 2.29 | 2.10 | 2.33 | 2.33 | 2.25 | 2.30 | 2.30 | 2.11 |
| | | σ | 0.56 | 0.59 | 0.62 | 0.65 | 0.62 | 0.81 | 0.53 | 0.63 | 0.64 | 0.65 | 0.68 | 0.70 |
| 19 | KANO | Mean | 2.16 | 2.19 | 2.25 | 2.03 | 2.33 | 2.14 | 2.06 | 2.10 | 2.17 | 2.02 | 2.24 | 2.05 |
| | | σ | 0.69 | 0.62 | 0.63 | 0.73 | 0.69 | 0.74 | 0.60 | 0.69 | 0.63 | 0.60 | o.72 | 0.70 |
| 1.87 | KATSINA | Mean | 2.15 | 2.02 | 2.18 | 1.93 | 2.19 | 2.26 | 2.03 | 2.07 | 2.06 | 2.10 | 2.15 | 1.87 |
| | | σ | 0.62 | 0.63 | 0.62 | 0.71 | 0.72 | 0.78 | 0.53 | 0.60 | 0.65 | 0.62 | 0.70 | 0.69 |
| 21 | KEBBI | Mean | 2.22 | 2.22 | 2.10 | 1.91 | 2.39 | 2.51 | 2.07 | 2.00 | 2.12 | 2.10 | 2.20 | 2.23 |
| | | σ | 0.63 | 0.57 | 0.61 | 0.69 | 0.71 | 0.67 | 0.55 | 0.53 | 0.59 | 0.73 | 0.73 | 0.63 |
| 22 | KOGI | Mean | 2.30 | 2.27 | 2.29 | 2.14 | 2.25 | 2.49 | 2.09 | 2.18 | 2.20 | 2.20 | 2.27 | 2.18 |
| | | σ | 0.68 | 0.63 | 0.59 | 0.71 | 0.71 | 0.75 | 0.69 | 0.61 | 0.66 | 0.62 | 0.66 | 0.71 |
| 23 | KWARA | Mean | 2.26 | 2.19 | 2.16 | 2.03 | 2.31 | 2.60 | 2.23 | 2.10 | 2.14 | 2.19 | 2.36 | 2.25 |
| | | σ | 0.60 | 0.65 | 0.65 | 0.68 | 0.65 | 0.63 | 0.53 | 0.62 | 0.62 | 0.63 | 0.67 | 0.76 |
| 24 | LAGOS | Mean | 2.09 | 2.03 | 2.10 | 1.90 | 2.18 | 2.4 | 2.01 | 1.97 | 2.04 | 2.02 | 2.14 | 1.97 |
| | | σ | 0.76 | 0.74 | 0.71 | 0.76 | 0.70 | 0.81 | 0.65 | 0.63 | 0.56 | 0.67 | 0.76 | 0.78 |
| 25 | NASARAWA | Mean | 2.19 | 2.28 | 2.30 | 2.08 | 2.31 | 2.63 | 2.08 | 2.10 | 2.18 | 2.16 | 2.22 | 2.09 |
| | | σ | 0.64 | 0.63 | 0.68 | 0.74 | 0.69 | 0.64 | 0.65 | 0.70 | 0.63 | 0.72 | 0.71 | 0.77 |
| 26 | NIGER | Mean | 2.27 | 2.22 | 2.13 | 2.09 | 2.30 | 2.35 | 2.14 | 2.23 | 2.26 | 2.16 | 2.23 | 1.99 |
| | | σ | 0.61 | 0.68 | 0.64 | 0.70 | 0.70 | 0.77 | 0.62 | 0.63 | 0.62 | 0.68 | 0.67 | 0.73 |
| 27 | OGUN | Mean | 2.08 | 2.15 | 2.15 | 1.98 | 2.23 | 2.65 | 2.01 | 2.03 | 2.04 | 2.00 | 2.16 | 2.10 |
| | | σ | 0.62 | 0.62 | 0.67 | 0.69 | 0.67 | 0.60 | 0.60 | 0.61 | 0.58 | 0.62 | 0.71 | 0.69 |
| 28 | ONDO | Mean | 2.14 | 2.35 | 2.35 | 2.14 | 2.32 | 2.64 | 2.24 | 2.01 | 2.18 | 2.15 | 2.39 | 2.30 |
| | | σ | 0.60 | 0.59 | 0.58 | 0.72 | 0.70 | 0.62 | 0.64 | 0.62 | 0.59 | 0.71 | 0.60 | 0.66 |
| 29 | OSUN | Mean | 2.23 | 2.18 | 2.13 | 2.01 | 2.23 | 2.79 | 2.10 | 1.98 | 2.07 | 2.07 | 2.22 | 2.09 |
| | | σ | 0.65 | 0.67 | 0.70 | 0.74 | 0.70 | 0.57 | 0.55 | 0.66 | 0.66 | 0.67 | 0.68 | 0.71 |
| 30 | OYO | Mean | 2.25 | 2.17 | 2.25 | 2.04 | 2.38 | 1.48 | 2.14 | 1.99 | 2.02 | 2.13 | 2.24 | 2.10 |
| | | σ | 0.70 | 0.65 | 0.72 | 0.70 | 0.69 | 0.67 | 0.54 | 0.56 | 0.70 | 0.68 | 0.66 | 0.73 |
| 31 | PLATEAU | Mean | 2.18 | 2.14 | 2.28 | 2.08 | 2.27 | 1.31 | 2.13 | 2.16 | 2.11 | 2.09 | 2.16 | 2.10 |
| | | σ | 0.68 | 0.73 | 0.61 | 0.77 | 0.71 | 0.64 | 0.59 | 0.64 | 0.67 | 0.67 | 0.71 | 0.77 |
| 32 | RIVERS | Mean | 2.31 | 2.39 | 2.27 | 2.08 | 2.38 | 1.26 | 2.17 | 2.17 | 2.17 | 2.17 | 2.50 | 2.28 |
| | | σ | 0.67 | 0.72 | 0.75 | 0.71 | 0.81 | 0.61 | 0.57 | 0.61 | 0.66 | 0.70 | 0.66 | 0.77 |
| 33. | SOKOTO | Mean | 1.87 | 2.15 | 2.16 | 1.99 | 2.35 | 1.52 | 2.10 | 2.14 | 2.14 | 1.93 | 2.09 | 2.18 |
| | | σ | 0.73 | 0.65 | 0.71 | 0.71 | 0.67 | 0.70 | 0.59 | 0.71 | 0.65 | 0.75 | 0.71 | 0.72 |
| 34 | TARABA | Mean | 2.20 | 2.07 | 2.14 | 2.09 | 2.27 | 1.41 | 1.91 | 2.04 | 2.06 | 1.91 | 2.22 | 2.11 |
| | | σ | 0.81 | 0.78 | 0.72 | 0.74 | 0.75 | 0.72 | 0.55 | 0.66 | 0.67 | 0.71 | 0.68 | 0.75 |
| 35 | YOBE | Mean | 2.17 | 2.15 | 2.26 | 2.19 | 2.35 | 1.59 | 2.04 | 2.22 | 2.15 | 2.15 | 2.19 | 2.04 |
| | | σ | 0.57 | 0.56 | 0.61 | 0.72 | 0.72 | 0.71 | 0.58 | 0.63 | 0.56 | 0.73 | 0.72 | 0.69 |
| 36 | ZAMFARA | Mean | 2.45 | 2.43 | 2.47 | 2.46 | 2.57 | 1.58 | 2.21 | 2.23 | 2.48 | 2.48 | 2.57 | 2.49 |
| | | σ | 0.67 | 0.55 | 0.65 | 0.67 | 0.65 | 0.74 | 0.58 | 0.61 | 0.58 | 0.67 | 0.58 | 0.68 |
| 37 | FCT | Mean | 2.37 | 2.27 | 2.34 | 2.07 | 2.37 | 1.41 | 2.04 | 2.12 | 2.17 | 2.25 | 2.23 | 2.28 |
| | | σ | 0.67 | 0.71 | 0.70 | 0.78 | 0.73 | 0.73 | 0.72 | 0.58 | 0.66 | 0.69 | 0.70 | 0.79 |
| | Overall Mean | | 2.26 | 2.24 | 2.25 | 2.11 | 2.31 | 1.48 | 2.14 | 2.15 | 2.17 | 2.14 | 2.28 | 2.16 |
| | Overall σ | | 0.67 | 0.67 | 0.64 | 0.73 | 0.70 | 0.72 | 0.62 | 0.64 | 0.63 | 0.68 | 0.70 | 0.74 |

The first striking observation from the table is that the stakeholders from all the States and the Federal Capital Territory were in agreement as to the adequacy of the goals prescribed in items 2, 5, 9 and 11 for meeting the needs of Nigerians in the context of the reforms initiatives of the Federal government. Item 2 attracted a mean score ranging between 2.02 with a standard deviation of 0.63 and 2.66 with a standard deviation of 0.54. The high mean score ratings tend to suggest the importance accorded on this goal by the stakeholders.

Item 5 also attracted a mean score ranging between 2.18 with a standard deviation of 0.70 and 2.61 with a standard deviation of 0.57.

In the same vein, item 9 has its mean score rating ranging from 2.01 with a standard deviation of 0.59 and 2.98 with a standard deviation of 0.65, while the mean score for item 11 ranges between 2.09 with a standard deviation of 0.71 and 2.57 with a standard deviation of 0.58 of 0.71 and 2.57 with a standard deviation of 0.58. These high score ratings are indication of the emphasis the stakeholders placed on the items.

Unlike items 2, 5, 9 and 11 which were unanimously considered to be adequate by the generality of stakeholders across the Federation, the remaining items under this sub-scale had stakeholders from one or more States rating them below the benchmark of 2.0. The details are as follows:

*Item 1*: Rated below benchmark in Edo (mean = 1.90; $\sigma$ = 0.67) and Sokoto (mean = 1.87; $\sigma$ = 0.73) State;

*Item 3*: Rated below the benchmark in only Edo State (mean = 1.94; $\sigma$ = 0.73)

*Item 4*: Rated below benchmark in

Anambra (mean = 1.96; $\sigma$ = 0.81), Enugu (mean = 1.90; $\sigma$ = 0.78),

Gombe (mean = 1.97; $\sigma$ = 0.62), Katsina (mean = 1.93; $\sigma$ = 0.71),

Kebbi (mean = 1.91; $\sigma$ = 0.69), Lagos (mean = 1.90; $\sigma$ = 0.76),

Ogun (mean = 1.98; $\sigma$ = 0.69) and Sokoto (mean = 1.99; $\sigma$ = 0.71) States;

*Item 6*: rated below the benchmark in Oyo (mean = 1.48; $\sigma$ = 0.67),

Plateau (mean = 1.31; $\sigma$ = 0.64), Rivers (mean = 1.26; $\sigma$ = 0.61

Sokoto (mean = 1.52; $\sigma$ = 0.70), Taraba (mean = 1.41; $\sigma$ = 0.72)

Yobe (mean = 1.59; $\sigma$ = 71), Zamfara (mean = 1.58; $\sigma$ = 0.74) States and the FCT (mean = 1.41; $\sigma$ = 0.73);

*Item 7*: Rated below the benchmark in Bauchi (mean = 1.94; $\sigma$ = 0.67), Gombe (mean = 1.99; $\sigma$ = 0.59), and Taraba (mean = 1.91; $\sigma$ = 0.55);

*Item 8*: Rated below benchmark in Gombe (mean = 1.98; $\sigma$ = 0.51); Lagos (mean = 1.97; $\sigma$ = 0.63),

Osun (mean = 1.98; $\sigma$ = 0.66), and Oyo (mean = 1.99; $\sigma$ = 0.56) States

*Item 10*: Rated below benchmark in Adamawa (mean = 1.96; σ = 0.65), Edo (mean = 1.98; σ = 0.76); Enugu (mean = 1.98; σ = 0.72), Sokoto (mean = 1.93; σ = 0.75), and Taraba (mean = 1.91; σ = 0.71) States; and

*Item 12*: Edo (mean = 1.97; σ = 0.67), Katsina (mean = 1.87; σ = 0.69), Lagos (mean = 1.97; σ = 0.78), and Niger (mean = 1.99; σ = 0.73) State.

The import of these findings is that stakeholders from the listed States could not see the adequacy of the goals, in their present forms, to meet the challenges posed by the National Economic Empowerment and Development Strategy (NEEDS).

The decision of the stakeholder to rate the items the way they did could be as a result of the poor implementation of the policy itself and could also be attributed to the mismatch between the goals and the strategies put in place to achieve them. These factors are in those States, no doubt, capable of hampering the achievement of these goals.

**4.50** ***Research Question 5***

***What is the general opinion of stakeholders on the implementation of the present National Policy on Education?***

This question sets out to seek the stakeholders' opinion on the status of implementation of the present

National Policy on Education (Federal Policy on Education (2004)). It should be pointed out at this point that there are many policy provisions in the NPE document addressing various but different issues affecting education delivery in the country. For conciseness, we have restricted attention to the most salient but general ones. Thus, the stakeholders were requested to respond to each of the selected eighteen (18) items set to probe the status of implementation of the National Policy on Education. In order to guide the understanding of the tables that follow, and for ease of reference, the items are reproduced here:

1. There are adequate strategies mapped out for the implementation of the NPE.
2. The 6-3-3-4 system is not a solution to the nation's problems.
3. The sixth form of the past year should be brought back to the system.
4. Education and training facilities have continually expanded in response to societal needs.
5. Educational activities are centered on the learner for maximum self development and self fulfillment.
6. Universal basic education in a variety of forms depending on needs and possibilities have been provided for all citizens.
7. Education in the country is related to overall community needs.

8. Education system has been structured to develop the practice of self-learning.
9. Government now encourages the establishment of Young Readers' Clubs in schools.
10. Opportunity has been made for religious instructions in schools.
11. Physical and health education are now emphasized at all levels of the education system.
12. Every child in the Junior Secondary class learns at least one of the three major Nigerian languages.
13. French is being taught as a compulsory subject in all Junior secondary schools in Nigeria.
14. The present education system and policy are not relevant to the national needs, aspiration and goals of Nigeria.
15. The NPE has not sufficiently addressed the needs and aspirations of the Nigerian people.
16. The NPE is for now adequate for development in Nigeria provided it is properly implemented.
17. There is need to review the policy to make it relevant to Nigerian people.
18. Strategies for the implementation of the NPE are not gender sensitive.

The respondents were requested to rate each of the items on a four point scale. The response options are:

1 = Strongly Disagree;

2 = Disagree;

3 = Agree;

4 = Strongly disagree

For each item, the mean of the aggregate of weights representing the ratings on the items depicts the degree to which the item is considered to have been implemented. As before, the means and standard deviations of stakeholders' rating for each item were computed. As a decision rule, an item that failed to attract a mean rating score of 2.5 or more deserves further examination or is being outrightly rejected by the respondents.

Table 11 shows the distribution of the national overall mean scores and standard deviation of stakeholders' responses to items on the extent by which the National Policy on Education has been implemented.

Table 11a: Frequency, Weighted Mean scores and Standard deviation of responses to items on the implementation of the National Policy on Education.

| S/N | Statement | SA | A | D | SD | Weighted Mean | σ |
|---|---|---|---|---|---|---|---|
| 1. | There are adequate strategies mapped out for the implementation of the NPE. | 1,035 | 1,679 | 1,073 | 410 | 2.80 | 0.92 |
| 2. | The 6-3-3-4 system is not a solution to the nation's problems. | 1,030 | 1,616 | 982 | 553 | 2.75 | 0.97 |
| 3. | The sixth form of the past year should be brought back to the system. | 980 | 1,483 | 1,123 | 572 | 2.69 | 0.98 |
| 4. | Education and training facilities have continually expanded in response to societal needs. | 802 | 1,640 | 1,122 | 673 | 2.61 | 0.97 |
| 5. | Educational activities are centered on the learner for maximum self development and self fulfillment. | 1,086 | 2,100 | 770 | 290 | 2.94 | 0.81 |
| 6. | Universal Basic Education in a variety of forms depending on needs and possibilities have been provided for all citizens. | 727 | 1,547 | 1,223 | 716 | 2.54 | 0.94 |
| 7. | Education in the country is related to overall community needs. | 924 | 1,761 | 1,143 | 449 | 2.74 | 0.91 |
| 8. | Education system has been structured to develop the practice of self-learning. | 699 | 1,914 | 1,245 | 340 | 2.71 | 0.81 |
| 9. | Government now encourages the establishment of Young Readers' Clubs in schools. | 635 | 2,056 | 1,106 | 359 | 2.71 | 0.83 |
| 10. | Opportunity has been made for religious instructions in schools. | 1,005 | 2,324 | 629 | 230 | 2.98 | 0.78 |

Table 11 Contd....

| S/N | Statement | SA | A | D | SD | Weighted Mean | σ |
|---|---|---|---|---|---|---|---|
| 11. | Physical and Health education are now emphasized at all levels of the education system. | 935 | 1,937 | 979 | 351 | 2.82 | 0.87 |
| 12. | Every child in the Junior secondary class learns at least one of the three major Nigerian Languages. | 1,341 | 1,793 | 718 | 348 | 2.98 | 0.91 |
| 13. | French is being taught as a compulsory subject in all Junior secondary schools in Nigeria. | 355 | 924 | 1,690 | 1,263 | 2.09 | 0.92 |
| 14. | The present education system and policy are not relevant to the national needs, aspiration and goals of Nigerians. | 436 | 1,026 | 1,590 | 1,034 | 2.21 | 0.94 |
| 15. | The National Policy on Education (NPE) has not sufficiently addressed the needs and aspirations of the Nigerian people. | 767 | 1,912 | 1,098 | 483 | 2.69 | 0.90 |
| 16. | The NPE is for now adequate for development in Nigeria provided it is properly implemented. | 1,471 | 2,019 | 518 | 173 | 3.15 | 0.79 |
| 17. | There is need to review the policy to make it responsive to the needs of Nigerians. | 1,507 | 1,767 | 545 | 212 | 3.13 | 0.84 |
| 18. | Strategies for the implementation of the NPE are not gender sensitive. | 771 | 1,886 | 1,0.24 | 338 | 2.77 | 0.85 |

Key to the Rating Scale:
SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree.

A close examination of the results presented in Table 11 revealed that 16 out of 18 items under test are considered to have received the endorsement of the respondents. The two exceptions are items 13 and 14 which attracted mean scores of 2.09 with a standard deviation of 0.92 and 2.21 with a standard deviation of 0.94, respectively. These findings indicate that the stakeholders disagree

with the notion that French is being taught as a compulsory subject in all Junior Secondary Schools in Nigeria. The stakeholders' response to this item may not be surprising since the dearth of French teachers have been reported over the years. For example, going by a survey conducted in 1,558 schools nationwide by the Nigerian Educational Research and Development Council (NERDC (1997)), there were only 584 teachers of French with a teacher-pupil ratio of 1:622. However, with the call by the National Council on Education (Asaba, 1995) for the intensification of the study of French in secondary schools to enable Nigerians to interact more freely and meaningfully with their French-speaking neighbours, more teachers are likely to specialize in French.

It is also salutary to note that the stakeholders outrightly rejected the assertion portrayed in item 14 that the present education system and policy are not relevant to the national needs, aspirations and goals of Nigerians. This suggests that what we need are sound implementation strategies and institutional support to make the policy provisions achieve its desired objectives.

With the impressive national results obtained concerning the implementation of the National Policy on Education, can it now be said all is well with the implementation at the State level? To answer this question, the mean scores and standard deviations of stakeholders' responses were computed on State to State basis and the results are presented in Table 12.

**Table 12: Distribution of Weighted Mean scores and Standard deviations of responses to the items on the implementation of the NPE.**

| S/N | STATE | | STATEMENT IN RESPECT OF IMPLEMENTATION | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 1. | ABIA | Mean | 2.70 | 1.81 | 2.81 | 2.32 | 2.96 | 2.19 | 2.47 | 2.53 | 2.69 | 2.93 | 2.75 | 3.26 | 2.06 | 2.74 | 1.99 | 3.06 | 3.31 | 2.95 |
| | | σ | 0.94 | 0.81 | 0.89 | 1.00 | 0.92 | 1.03 | 0.98 | 0.90 | 0.90 | 0.68 | 0.84 | 0.84 | 0.87 | 0.98 | 0.73 | 0.82 | 0.75 | 0.78 |
| 2. | ADAMAWA | Mean | 2.94 | 2.08 | 2.87 | 2.61 | 3.09 | 2.41 | 2.69 | 2.64 | 2.52 | 3.14 | 2.83 | 2.89 | 2.13 | 2.67 | 2.40 | 3.02 | 3.15 | 2.67 |
| | | σ | 0.89 | 0.94 | 0.99 | 0.94 | 0.80 | 0.90 | 0.88 | 0.88 | 0.94 | 0.75 | 0.82 | 0.90 | 0.89 | 0.84 | 0.86 | 0.88 | 0.83 | 0.90 |
| 3. | AKWA IBOM | Mean | 3.30 | 1.85 | 2.46 | 2.61 | 3.35 | 2.80 | 3.27 | 3.13 | 2.76 | 3.00 | 3.21 | 2.71 | 3.01 | 3.15 | 2.12 | 3.48 | 3.33 | 1.64 |
| | | σ | 1.03 | 0.88 | 0.92 | 1.17 | 0.67 | 0.98 | 0.72 | 0.73 | 0.86 | 0.86 | 0.61 | 0.69 | 0.81 | 0.95 | 1.16 | 0.62 | 0.86 | 0.78 |
| 4. | ANAMBRA | Mean | 2.64 | 2.05 | 2.65 | 2.42 | 2.86 | 2.04 | 2.37 | 2.43 | 2.70 | 3.19 | 2.88 | 3.14 | 2.25 | 2.62 | 2.26 | 3.13 | 3.14 | 2.92 |
| | | σ | 0.98 | 1.00 | 0.98 | 1.03 | 0.93 | 0.92 | 0.98 | 1.00 | 0.89 | 0.60 | 0.87 | 0.92 | 1.02 | 1.00 | 0.92 | 0.75 | 0.89 | 0.91 |
| 5. | BAUCHI | Mean | 2.76 | 2.31 | 2.89 | 2.81 | 2.89 | 2.79 | 2.88 | 2.16 | 2.71 | 3.10 | 2.90 | 3.22 | 1.98 | 2.55 | 2.15 | 3.15 | 3.29 | 2.89 |
| | | σ | 0.93 | 0.94 | 0.87 | 0.86 | 0.83 | 0.90 | 0.86 | 0.69 | 0.77 | 0.69 | 0.80 | 0.82 | 1.03 | 0.86 | 0.77 | 0.75 | 0.72 | 0.80 |
| 6. | BAYELSA | Mean | 2.64 | 2.54 | 2.44 | 1.94 | 2.16 | 1.91 | 1.90 | 1.90 | 2.15 | 2.70 | 2.11 | 2.08 | 1.81 | 2.55 | 2.15 | 3.40 | 3.18 | 2.93 |
| | | σ | 1.03 | 1.09 | 1.11 | 0.97 | 1.07 | 1.03 | 1.00 | 0.96 | 1.03 | 1.05 | 1.05 | 1.06 | 1.03 | 1.12 | 1.04 | 0.71 | 0.70 | 1.05 |
| 7 | BENUE | Mean | 2.65 | 2.31 | 2.55 | 2.66 | 2.98 | 2.58 | 2.73 | 2.73 | 2.69 | 2.93 | 2.71 | 2.46 | 2.37 | 2.66 | 2.26 | 3.02 | 3.01 | 2.57 |
| | | σ | 1.04 | 0.97 | 0.98 | 0.93 | 1.00 | 1.02 | 0.95 | 0.82 | 0.90 | 0.92 | 1.03 | 1.04 | 0.97 | 0.99 | 0.91 | 0.88 | 0.83 | 0.95 |
| 8. | BORNO | Mean | 2.91 | 2.24 | 2.63 | 2.46 | 2.91 | 2.69 | 2.96 | 2.88 | 2.82 | 3.04 | 3.04 | 3.09 | 2.07 | 2.79 | 2.37 | 2.93 | 3.31 | 2.79 |
| | | σ | 0.94 | 0.93 | 0.92 | 1.04 | 0.78 | 0.86 | 0.78 | 0.74 | 0.71 | 0.74 | 0.74 | 0.59 | 0.81 | 0.88 | 0.89 | 0.73 | 0.60 | 0.78 |
| 9. | CROSS RIVER | Mean | 2.46 | 2.04 | 2.93 | 2.51 | 2.99 | 2.34 | 2.70 | 2.69 | 2.82 | 2.85 | 2.98 | 2.19 | 2.06 | 2.91 | 2.41 | 3.02 | 3.35 | 2.89 |
| | | σ | 0.76 | 0.98 | 0.86 | 0.96 | 0.92 | 1.01 | 0.89 | 0.77 | 0.84 | 0.96 | 0.88 | 0.90 | 0.93 | 0.89 | 0.94 | 0.82 | 0.76 | 0.81 |
| 10 | DELTA | Mean | 1.92 | 1.54 | 3.48 | 2.23 | 2.89 | 1.87 | 2.07 | 2.16 | 1.87 | 2.49 | 2.62 | 2.48 | 2.91 | 1.57 | 1.43 | 3.44 | 3.67 | 2.89 |
| | | σ | 0.95 | 0.57 | 0.76 | 0.98 | 0.92 | 0.54 | 0.87 | 0.87 | 0.74 | 0.99 | 1.03 | 0.92 | 0.90 | 0.80 | 0.62 | 0.80 | 0.91 | 0.94 |
| 11. | EBONYI | Mean | 3.26 | 2.02 | 3.04 | 3.18 | 3.27 | 3.13 | 3.20 | 3.03 | 3.02 | 3.21 | 3.21 | 3.27 | 2.41 | 2.36 | 2.02 | 3.30 | 3.31 | 3.03 |
| | | σ | 0.75 | 0.89 | 0.88 | 0.91 | 0.71 | 0.87 | 0.91 | 0.87 | 0.71 | 0.74 | 0.79 | 0.77 | 0.89 | 0.97 | 0.84 | 0.62 | 0.64 | 0.81 |
| 12. | EDO | Mean | 2.88 | 1.94 | 3.57 | 2.72 | 2.69 | 2.27 | 2.60 | 2.65 | 2.72 | 2.60 | 2.49 | 2.69 | 2.34 | 2.74 | 2.30 | 2.96 | 3.02 | 2.42 |
| | | σ | 1.09 | 0.98 | 1.07 | 0.98 | 0.97 | 1.06 | 0.88 | 1.07 | 1.02 | 0.81 | 1.19 | 1.17 | 0.95 | 0.90 | 0.92 | 0.85 | 0.95 | 1.00 |
| 13. | EKITI | Mean | 2.52 | 2.58 | 2.42 | 2.58 | 2.91 | 2.72 | 2.74 | 2.74 | 2.71 | 2.82 | 2.74 | 3.17 | 2.05 | 3.11 | 2.47 | 3.06 | 3.21 | 2.70 |
| | | σ | 0.79 | 0.98 | 1.04 | 0.90 | 0.83 | 0.86 | 0.84 | 0.84 | 0.77 | 0.89 | 0.81 | 0.82 | 0.81 | 0.83 | 0.97 | 0.77 | 0.77 | 0.76 |

| S/N | STATE | | STATEMENT IN RESPECT OF IMPLEMENTATION | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 14. | ENUGU | Mean | 2.51 | 2.15 | 2.66 | 2.30 | 2.95 | 2.11 | 2.45 | 2.42 | 2.65 | 2.87 | 2.69 | 3.29 | 1.75 | 2.85 | 2.13 | 3.03 | 3.08 | 2.67 |
| | | σ | 0.88 | 0.94 | 0.98 | 0.97 | 0.82 | 0.94 | 0.86 | 0.68 | 0.74 | 0.74 | 0.93 | 0.75 | 0.79 | 0.84 | 0.88 | 0.81 | 0.85 | 0.81 |
| 15. | GOMBE | Mean | 3.00 | 2.26 | 2.73 | 2.60 | 2.84 | 2.87 | 2.78 | 2.85 | 2.81 | 3.00 | 2.52 | 2.98 | 1.85 | 2.90 | 2.42 | 3.80 | 2.88 | 2.60 |
| | | σ | 0.81 | 0.86 | 0.79 | 0.74 | 0.70 | 0.84 | 0.78 | 0.72 | 0.85 | 0.71 | 0.79 | 0.66 | 0.71 | 0.71 | 0.83 | 0.78 | 0.74 | 0.71 |
| 16. | IMO | Mean | 2.79 | 1.09 | 2.77 | 2.76 | 2.86 | 2.21 | 2.49 | 2.36 | 2.76 | 2.92 | 2.77 | 3.16 | 2.29 | 2.49 | 1.93 | 3.20 | 3.20 | 2.92 |
| | | σ | 0.84 | 0.91 | 1.02 | 1.01 | 0.94 | 1.01 | 1.00 | 0.95 | 0.75 | 0.85 | 0.89 | 0.86 | 0.99 | 0.98 | 0.78 | 0.68 | 0.81 | 0.66 |
| 17 | JIGAWA | Mean | 3.00 | 2.60 | 2.52 | 2.92 | 2.97 | 2.97 | 3.08 | 3.18 | 3.07 | 3.14 | 2.68 | 2.66 | 1.89 | 2.94 | 2.80 | 2.97 | 2.63 | 3.21 |
| | | σ | 0.93 | 1.01 | 0.94 | 0.77 | 0.81 | 0.87 | 0.84 | 0.82 | 0.79 | 0.73 | 0.86 | 0.89 | 0.07 | 0.94 | 0.91 | 0.99 | 1.02 | 0.82 |
| 18. | KADUNA | Mean | 3.19 | 2.39 | 2.59 | 2.97 | 3.11 | 2.85 | 3.02 | 3.27 | 3.06 | 3.18 | 2.99 | 2.77 | 2.26 | 2.77 | 2.56 | 3.11 | 2.89 | 3.04 |
| | | σ | 0.78 | 1.06 | 0.99 | 0.81 | 0.74 | 0.87 | 0.79 | 0.66 | 0.75 | 0.63 | 0.74 | 0.79 | 0.93 | 0.96 | 1.02 | 0.84 | 1.03 | 0.71 |
| 19. | KANO | Mean | 2.82 | 2.36 | 2.71 | 2.70 | 2.92 | 2.88 | 2.93 | 2.77 | 2.71 | 3.22 | 2.96 | 3.23 | 1.63 | 2.82 | 2.35 | 3.25 | 3.15 | 2.85 |
| | | σ | 0.89 | 0.91 | 0.93 | 0.98 | 0.75 | 0.87 | 0.90 | 0.73 | 0.71 | 0.63 | 0.78 | 0.72 | 0.71 | 0.85 | 0.83 | 0.76 | 0.82 | 0.81 |
| 20 | KATSINA | Mean | 2.63 | 2.10 | 2.87 | 2.64 | 2.84 | 2.55 | 2.70 | 2.69 | 2.64 | 3.00 | 2.84 | 3.32 | 1.78 | 2.52 | 2.33 | 2.93 | 3.23 | 2.74 |
| | | σ | 0.88 | 0.98 | 0.92 | 0.84 | 0.68 | 0.93 | 0.93 | 0.74 | 0.77 | 0.72 | 0.80 | 0.73 | 0.73 | 0.90 | 0.82 | 0.76 | 0.70 | 0.73 |
| 21. | KEBBI | Mean | 2.56 | 2.28 | 2.66 | 2.91 | 2.91 | 2.71 | 2.67 | 2.76 | 2.76 | 3.07 | 2.93 | 3.09 | 2.22 | 2.98 | 2.53 | 3.09 | 3.09 | 2.68 |
| | | σ | 0.20 | 0.85 | 0.87 | 0.71 | 0.70 | 0.62 | 0.89 | 0.76 | 0.59 | 0.67 | 0.65 | 0.88 | 0.78 | 0.74 | 0.66 | 0.78 | 0.74 | 0.87 |
| 22. | KOGI | Mean | 2.82 | 2.28 | 2.64 | 2.48 | 2.82 | 2.40 | 2.75 | 2.70 | 2.58 | 2.97 | 2.83 | 2.57 | 2.00 | 3.06 | 2.54 | 3.09 | 2.84 | 2.65 |
| | | σ | 0.90 | 0.96 | 0.98 | 0.95 | 0.89 | 0.98 | 0.87 | 0.76 | 0.86 | 0.69 | 0.83 | 0.94 | 0.88 | 0.88 | 0.92 | 0.84 | 0.91 | 0.90 |
| 23 | KWARA | Mean | 2.93 | 2.23 | 2.80 | 2.50 | 2.84 | 2.66 | 2.69 | 2.55 | 2.58 | 2.98 | 2.70 | 3.12 | 2.07 | 2.77 | 2.24 | 3.15 | 3.22 | 2.77 |
| | | σ | 0.90 | 0.95 | 0.96 | 0.89 | 0.84 | 0.91 | 0.91 | 0.74 | 0.78 | 0.71 | 0.76 | 0.80 | 0.88 | 0.83 | 0.73 | 0.62 | 0.74 | 0.71 |
| 24. | LAGOS | Mean | 2.70 | 2.39 | 2.69 | 2.51 | 2.98 | 2.53 | 2.61 | 2.66 | 2.65 | 2.90 | 2.74 | 3.13 | 2.47 | 2.85 | 2.27 | 3.12 | 3.15 | 2.85 |
| | | σ | 0.94 | 0.90 | 1.00 | 0.96 | 0.86 | 0.89 | 0.92 | 0.82 | 0.80 | 0.71 | 0.89 | 0.85 | 0.86 | 0.87 | 0.79 | 0.75 | 0.78 | 0.77 |
| 25. | NASSARAWA | Mean | 2.86 | 2.34 | 2.62 | 2.42 | 2.89 | 2.40 | 2.68 | 2.74 | 2.75 | 3.16 | 2.87 | 2.80 | 1.96 | 2.87 | 2.27 | 3.10 | 3.06 | 2.81 |
| | | σ | 0.90 | 1.00 | 1.01 | 1.02 | 0.87 | 0.95 | 0.97 | 0.74 | 0.87 | 0.66 | 0.86 | 0.84 | 0.91 | 0.87 | 0.94 | 0.76 | 0.83 | 0.84 |
| 26. | NIGER | Mean | 2.94 | 2.41 | 2.68 | 2.72 | 2.92 | 2.56 | 2.93 | 2.91 | 2.77 | 3.30 | 2.96 | 2.91 | 1.82 | 2.56 | 2.17 | 3.27 | 3.22 | 2.73 |
| | | σ | 0.97 | 0.89 | 0.89 | 1.00 | 0.91 | 1.02 | 0.87 | 0.88 | 0.73 | 0.68 | 0.88 | 0.94 | 0.69 | 0.95 | 0.84 | 0.80 | 0.83 | 0.90 |
| 27. | OGUN | Mean | 2.73 | 2.74 | 2.38 | 2.38 | 2.82 | 2.43 | 2.66 | 2.62 | 2.71 | 2.81 | 2.70 | 3.26 | 2.12 | 3.05 | 2.48 | 3.33 | 2.92 | 2.54 |
| | | σ | 0.79 | 0.99 | 0.94 | 0.89 | 0.88 | 0.92 | 0.86 | 0.76 | 0.76 | 0.79 | 0.83 | 0.75 | 0.90 | 0.86 | 0.94 | 0.65 | 0.82 | 0.79 |

| S/N | STATE | | STATEMENT IN RESPECT OF IMPLEMENTATION | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 28. | ONDO | Mean | 2.88 | 2.39 | 2.85 | 2.85 | 2.98 | 2.55 | 2.86 | 2.85 | 2.85 | 2.75 | 2.59 | 3.36 | 2.04 | 3.15 | 2.49 | 3.22 | 3.38 | 2.72 |
| | | σ | 0.86 | 0.95 | 0.98 | 0.84 | 0.79 | 0.90 | 0.79 | 0.91 | 0.77 | 0.81 | 0.96 | 0.74 | 0.94 | 0.85 | 0.93 | 0.78 | 0.62 | 0.91 |
| 29. | OSUN | Mean | 2.85 | 2.39 | 2.82 | 2.56 | 3.06 | 2.58 | 2.65 | 2.65 | 2.62 | 2.74 | 2.72 | 3.40 | 1.73 | 3.09 | 2.39 | 3.28 | 3.15 | 2.61 |
| | | σ | 0.78 | 0.86 | 1.01 | 0.97 | 0.71 | 0.87 | 0.83 | 0.76 | 0.79 | 0.81 | 0.83 | 0.74 | 0.82 | 0.75 | 0.73 | 0.61 | 0.79 | 0.85 |
| 30 | OYO | Mean | 2.84 | 2.64 | 2.81 | 2.62 | 3.08 | 2.74 | 2.6 | 2.74 | 2.68 | 2.88 | 2.76 | 3.43 | 1.86 | 1.95 | 2.52 | 3.24 | 3.17 | 2.58 |
| | | σ | 0.76 | 0.89 | 1.01 | 0.86 | 0.66 | 0.81 | 0.88 | 0.70 | 0.72 | 0.82 | 0.78 | 0.68 | 0.82 | 0.77 | 0.89 | 0.63 | 0.75 | 0.76 |
| 31. | PLATEAU | Mean | 2.70 | 2.60 | 2.86 | 2.28 | 2.86 | 2.15 | 2.60 | 2.58 | 2.47 | 2.93 | 2.80 | 2.70 | 1.83 | 2.0 | 2.66 | 3.33 | 2.83 | 2.64 |
| | | σ | 0.85 | 0.90 | 0.91 | 0.94 | 0.95 | 0.88 | 0.84 | 0.93 | 0.81 | 0.79 | 0.86 | 0.92 | 0.72 | 0.81 | 0.87 | 0.73 | 0.88 | 0.75 |
| 32. | RIVERS | Mean | 2.80 | 2.75 | 2.63 | 2.68 | 3.11 | 2.62 | 2.86 | 2.59 | 2.71 | 2.99 | 3.07 | 2.41 | 2.08 | 2.11 | 2.92 | 3.15 | 3.33 | 2.80 |
| | | σ | 0.95 | 1.09 | 1.05 | 1.13 | 0.85 | 1.10 | 0.90 | 0.72 | 0.81 | 0.80 | 0.80 | 0.93 | 0.87 | 0.82 | 0.90 | 0.80 | 0.78 | 0.87 |
| 33. | SOKOTO | Mean | 2.89 | 2.87 | 2.63 | 2.72 | 2.96 | 2.88 | 2.98 | 2.83 | 2.78 | 3.15 | 2.93 | 3.28 | 2.24 | 2.29 | 2.67 | 3.04 | 3.06 | 2.77 |
| | | σ | 0.78 | 1.02 | 0.99 | 0.92 | 0.87 | 0.93 | 1.01 | 0.79 | 0.78 | 0.71 | 0.83 | 0.79 | 1.04 | 0.93 | 0.92 | 0.91 | 0.79 | 0.89 |
| 34. | TARABA | Mean | 2.80 | 2.68 | 2.78 | 2.43 | 2.88 | 2.74 | 2.81 | 2.69 | 2.58 | 3.04 | 2.99 | 3.05 | 1.91 | 2.3 | 2.9 | 2.99 | 3.24 | 2.75 |
| | | σ | 0.89 | 0.86 | 1.01 | 1.11 | 0.83 | 0.95 | 0.84 | 0.82 | 0.74 | 0.72 | 0.80 | 0.80 | 0.91 | 0.97 | 0.75 | 0.83 | 0.80 | 0.80 |
| 35. | YOBE | Mean | 2.78 | 2.80 | 2.94 | 2.54 | 2.96 | 2.65 | 2.44 | 2.57 | 2.69 | 3.06 | 2.85 | 2.98 | 2.06 | 2.24 | 2.59 | 3.02 | 3.06 | 2.65 |
| | | σ | 0.79 | 0.79 | 0.61 | 0.89 | 0.78 | 0.89 | 0.90 | 0.63 | 0.61 | 0.66 | 0.79 | 0.76 | 0.66 | 0.70 | 0.77 | 0.73 | 0.56 | 0.71 |
| 36. | ZAMFARA | Mean | 3.41 | 2.23 | 2.02 | 3.03 | 3.07 | 3.03 | 3.33 | 3.21 | 3.10 | 3.56 | 2.97 | 2.87 | 1.57 | 1.80 | 2.28 | 3.48 | 2.70 | 3.06 |
| | | σ | 0.70 | 1.13 | 1.05 | 0.81 | 0.62 | 0.84 | 0.68 | 0.72 | 0.83 | 0.58 | 0.74 | 0.96 | 0.70 | 0.95 | 0.99 | 0.56 | 1.17 | 0.91 |
| 37. | FCT | Mean | 2.87 | 2.55 | 2.41 | 2.53 | 3.04 | 2.38 | 2.56 | 2.93 | 3.0 | 3.07 | 3.10 | 3.22 | 2.29 | 2.27 | 2.71 | 3.17 | 3.02 | 2.88 |
| | | σ | 0.91 | 1.03 | 1.04 | 1.00 | 0.92 | 0.91 | 0.96 | 0.72 | 0.78 | 0.73 | 0.74 | 0.67 | 0.72 | 0.94 | 0.92 | 0.81 | 0.91 | 0.84 |
| Overall Mean | | | 2.80 | 2.75 | 2.69 | 2.61 | 2.94 | 2.54 | 2.74 | 2.71 | 2.71 | 2.98 | 2.92 | 2.98 | 2.09 | 2.21 | 2.69 | 3.15 | 3.13 | 2.77 |
| Overall σ | | | 0.92 | 0.97 | 0.98 | 0.97 | 0.84 | 0.97 | 0.91 | 0.84 | 0.83 | 0.78 | 0.87 | 0.91 | 0.92 | 0.94 | 0.90 | 0.79 | 0.84 | 0.85 |

From the table it is clear that the States have problems implementing the provisions of the National Policy on Education. However, the difficulties in implementing the policy vary from item to item. The details are as follows:

Stakeholders were in disagreement as to the fulfillment of the statements depicted as follows:

| | |
|---|---|
| Item 1: | In 3 States, namely, Bayelsa (mean = 2.04; σ = 1.03), Cross-River (mean =2.46; σ = 0.76) and Delta (mean = 1.92; σ = 0.95) States |
| Item 2: | In all States of the Federation with the exception of Ekiti, Jigawa, Ogun, Oyo, Plateau, Rivers, Sokoto, Taraba, Yobe and FCT |
| Item3: | In 6 including FCT:- Akwa Ibom 9mean 2.46; σ = 0.92), Bayelsa (mean = 2.44; σ = 1.11), Ekiti (mean = 2.42; σ = 1.04), Ogun (mean 2.38; σ = 0.94), Plateau (mean = 2.46; σ =0.91), Zamfara (mean = 2.02; σ = 1.05) and FCT (mean = 2.41; σ =1.08) |
| Item 4: | In eleven States: Abia (mean = 2.32; σ = 1.0), Anambra (mean = 2.42; σ = 1.03), Bayelsa (mean = 1.94; σ = 0.97), Borno (mean = 2.46; σ = 1.04), Delta (mean = 2.23; σ = 0.98), Enugu (mean = 2.30; σ = 0.97), Kogi (mean = 2.48; σ 0.95), Nassarawa (mean = 2.42; σ = 1.02), Ogun (mean = 2.38; σ 0.89), Plateau (mean = 2.28, σ 0.94), Taraba (mean = 2.43, σ 1.11). |
| Item 5: | In Bayelsa State (mean = 2.16; σ 1.07) |
| Item 6: | In 12 States including FCT: Abia (mean = 2.19; σ = 1.01), Adamawa (mean = 2.41; σ = 0.90), Anambra (mean = 2.04; σ 0.92), Bayelsa (mean = 1.91; σ = 1.03), Cross Rivers (mean = 2.34; σ 1.01), Delta (mean = 1.87; σ = 0.54), Enugu (mean = 2.11; σ = 0.94), Imo (mean = 2.21; σ = 1.01), Kogi (mean = 2.40; σ = 0.98), Nassarawa (mean = 2.40; σ = 0.95), Ogun (mean = 2.43; σ = 092), Plateau (mean = 2.15; σ = 0.88) and FCT (mean = 2.38; σ = 0.91). |
| Item 7: | In 6 States [Abia (mean = 2.47; σ = 0.98), Anambra (mean = 2.37, σ = 0.98), Bayelsa (mean = 1.90; σ = 1.0), Delta (mean = 2.07; σ = 0.87), Enugu (mean = 2.45; σ = 0.86), and Imo (mean = 2.49; σ 1.0)] |
| Item 8: | In six States [Anambra (mean = 2.43; σ = 1.0), Bauchi (mean = 2.46; σ = 0.69), Bayelsa (mean = 1.90; σ 0.96), Delta (mean = 2.16; σ 0.87), Enugu (mean = 2.42; σ = 0.68), and Imo (mean = 2.36; σ = 0.95)] |
| Item 9: | In three States [ Bayelsa (mean = 2.15; σ = 1.03), Delta (mean = 1.87; σ = 0.74), and Plateau (mean = 2.47; σ = 0.81)] |
| Item 10: | In three States [ Delta (mean = 2.49; σ = 0.99), Bayelsa (mean = 2.11; σ = 1.05), Edo (mean = 2.49; σ = 1.19)] |
| Item 11: | In two States [Bayelsa 9mean = 2.11; σ = 1.05) and Edo (mean = 2.49; σ = 1.19)] |
| Item 12: | In five States [Rivers (mean = 2.41; σ = 0.93), Bayelsa (mean = 2.08; σ 1.06), Benue (mean = 2.46; σ = 1.04), Cross River (mean = 2.19; σ = 0.90) and Delta (mean = 2.48; σ = 0.92). |
| Item 13: | In all the States of the Federation with exception of Akwa-Ibom, Benue, Delta, Edo, Kwara and Osun States. |
| Item 14: | In 9 States including FCT [Delta (mean = 1.57; σ = 0.80), Imo (mean = 2.49; σ = 0.98), Oyo (mean = 1.95; σ = 0.77), Plateau 9mean = 2.0; σ = 0.81), Rivers (mean = 2.11; σ = 0.82), Sokoto (mean = 2.29; σ = 0.93), Taraba (mean = 2.30; σ = 0.97), Yobe (mean = 2.24; σ = 0.70), Zamfara (mean = 1.80; σ = 0.95) and FCT (mean = 2.27, σ = 0.94) |
| Item 15: | In all States of the Federation except in Jigawa, Kaduna, Katsina, Kebbi, Kogi, Lagos, Nassarawa, Oyo, Plateau, Rivers, Sokoto, Taraba, Yobe and Zamfara States. |
| Item 18: | In all but two States namely Akwa-Ibom 9mean = 1.68; σ = 0.78) and Edo (mean = 2.42; σ = 1.0). |

For items 16 and 17, the stakeholders were unanimous in their agreement as to their achievement in all the states of the federation. In other words, stakeholders country wide were of the view that:

(i) the NPE is for now adequate for development in Nigeria provided it is properly implemented;

(ii) there is need to constantly review the policy to make it responsive to the changing needs of Nigerians.

The situational analysis of the items state by state paints a gloomy picture. There was a clear disparity among states in the implementation of the National Policy on Education. Significant observations from the table are as follows:

(i) Stakeholders from Bayelsa State had problems in agreeing with 12 out of the 18 items selected for study. This was closely followed by Delta State where the stakeholders rated eleven (11) of the items below the benchmark

(ii) Stakeholders from Anambra, Enugu and Imo States disagreed with seven of the items under test while Abia, Cross River and Plateau States had some skepticism with six of the statements under investigation.

(iii) Stakeholders from Ogun State contested the validity of five of the items under test while those of Adamawa, Akwa Ibom, Bauchi, Benue, Borno, Edo, Nassarawa, Zamfara and FCT had problems with only four of them.

(iv) Stakeholders from Ebonyi, Ekiti, Gombe, Kano, Niger, Ondo, Rivers and Taraba were each not in agreement with the fulfillment of three of the policy issues whereas those from Kaduna, Katsina, Kebbi, Kwara, Lagos, Osun, Oyo, Sokoto and Yobe States were contesting only two items each on the list.

(v) Stakeholders from Jigawa State had problem with only item 13 which is: "*French is being taught as a compulsory subject in Nigeria*". The import of their disagreement with this statement is that this state had problem offering French as a subject in their schools possibly due to the dearth of French teachers.

The causes of the disparity among states in the implementation of the National Policy on Education could arise from a number of factors. First, difficulties in the operating environment can inhibit the full attainment of policy objectives. Most importantly, school administrators did not receive adequate orientation so as to appreciate the requirements of the policy in terms of philosophy, curriculum offerings, counseling, continuous assessment and those other parameters that were new and designed to ensure effective and efficient implementation.

***4.60 Research Question 6:***

***What are the observed lapses in the implementation of the National Policy on Education (NPE)?***

A lapse, by definition, refers to a departure from what is necessary. Lapses in implementation as used in this study are those forgotten but necessary facts that should have aided the implementation of the National Policy on Education (NPE).

Respondents were asked to identify these lapses and they came up with lists that were grouped into five clusters as:

Cluster I: Federal Government related lapses

Cluster II: School related lapses

Cluster III: Education Resource Centre related lapses

Cluster IV: State Government related lapses

Cluster V: NERDC related lapses

Details of these lapses are as follows:

***Cluster I: Federal Government-Related lapses***

1. Dearth of qualified teachers
2. Lack of motivation and incentives for teachers
3. Inadequate/poor funding of education
4. Poor infrastructural facilities in schools
5. Shortage of technical teachers and personnel.
6. Inadequate library facilities in schools.
7. Basic education not absolutely free.
8. Insufficient provision of introductory technology facilities.
9. Poor maintenance culture.
10. Schools not adequately equipped for skill acquisition.

11. Lack of political will to fully implement the NPE.
12. Political instability.
13. No provision for special education in schools.
14. Unnecessary delay in the execution of projects/action.
15. Inadequate support staff in schools including laboratory and library attendants.
16. Over-ambitious goals of education.
17. No sanction for non-implementation or proper implementation of the policy.
18. No provision for proper placement of pupils at post JSS level.
19. Politicization of education policies (i.e. quota system, differential cut-off marks for admission, etc.)
20. Lack of commitment to the implementation of the Early Child Care and Development Education (ECCDE).

***Cluster II: School-Related Lapses***

1. Unconducive learning environment.
2. Non-challant attitude of teachers.
3. Lack of commitment on the part of the teachers.
4. Poor continuous assessment practices.

***Cluster III: Education Resources Centre-related Lapses***

1. Inadequate instructional materials

2. Mismatch between most school textbooks and curriculum.

***Cluster IV: State Government related Lapses***

1. Poor supervision and monitoring of schools.
2. Lack of reliable statistic for planning.
3. Lack of orientation for class teachers on the implementation of the NPE.
4. Much emphasis on theory at the implementation stage.
5. Capacity building for serving teachers not implemented.
6. Large classes in schools.
7. Mass promotion of pupils.

***Cluster V: NERDC related lapses.***

1. Lack of publicity/poor circulation of the NPE document.
2. curriculum overload
3. mismatch between most school textbooks and curriculum.

To gain a better insight into the spread of the lapses in the implementation of the NPE across the country, an attempt has been made to classify these lapses as high prevalence, medium prevalence and low prevalence. Lapses classified as high prevalence are those that occurred in at least 50% of the States of the Federation and the Federal Capital Territory, Abuja, while those that occurred in 30% to

49.99% of the States of the Federation are regarded as having medium prevalence. Lapses with low prevalence are those that occurred in less than 30% of the States of the federation.

Table 13 below shows the degree of prevalence of these lapses and the percentage distribution of States that expressed such lapses in the implementation of the NPE.

**Table 13: LEVEL OF PREVALENCE AND PERCENTAGE DISTRIBUTION OF STATES THAT EXPRESSED LAPSES IN THE IMPLEMENTATION OF THE NPE.**

| Prevalence Level | Implementation Lapses | States Affected | % |
|---|---|---|---|
| High | 1. Dearth of qualified teachers. | Abia, Adamawa, Akwa Ibom, Anambra, Bauchi, Bayelsa, Borno, Cross River, Delta, Ebonyi, Edo, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kogi, Kwara, Lagos, Nassarawa, Niger, Ogun, Ondo, Osun, Rivers, Taraba, Yobe, Zamfara and FCT. | 86.5 |
| | 2. Inadequate/poor funding of education. | Abia, Adamawa, Anambra, Bayelsa, Benue, Delta, Ebonyi, Edo, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kogi, Kwara, Lagos, Ogun, Ondo, Osun, Plateau, Rivers, Sokoto, Taraba, , Zamfara and FCT. | 75.7 |
| | 3. Poor infrastructural facilities in schools. | Abia, Adamawa, Akwa Ibom, Anambra, Benue Cross River, Delta, Ebonyi, Edo, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kogi, Kwara, Nassarawa, Niger, Ogun, Ondo, Osun, Oyo, Rivers, Sokoto, Taraba, Yobe, Zamfara and FCT. | 75.7 |
| | 4. Poor supervision and monitoring of schools. | Nassarawa, Abia, Bayelsa, Niger, Lagos, Ogun, Osun, Ekiti, Enugu, Ondo, Osun, Jigawa, Imo, Katsina, Kwara, Gombe, Kogi, Kaduna, Kano, Kebbi, FCT, Lagos, Rivers, Taraba, Zamfara and Anambra. | 73.0 |
| | 5. Unnecessary delay in the execution of projects/actions. | Akwa Ibom, Anambra, Bayelsa, Cross River, Ebonyi, Edo, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Lagos, Ogun, Ondo, Plateau, Rivers, Sokoto, Zamfara and FCT. | 64.9 |

Table 13 contd...

| Prevalence Level | Implementation Lapses | States Affected | % |
|---|---|---|---|
| | 6. Inadequate instructional materials. | Anambra, Benue, Nasarawa, Niger, Ogun, Ondo, Osun, Kogi, Jigawa, Imo, Katsina, Kebbi, Gombe, Kaduna, Kano, Kwara, Ebonyi, Borno, Enugu, Ondo, Osun, Lagos, Rivers and FCT. | 64.9 |
| | 7. Lack of motivation and incentives for teachers. | Akwa Ibom, Anambra, Bayelsa, Cross River, Ebonyi, Edo, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Lagos, Ogun, Ondo, Plateau, Rivers, Sokoto, Zamfara and FCT | 62.2 |
| | 8. Shortage of technical teachers and personnel. | Abia, Adamawa, Akwa Ibom, Anambra, Benue Cross River, Delta, Ebonyi, Edo, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kogi, Kwara, Nassarawa, Niger, Ogun, Ondo, Osun, Oyo, Rivers, Sokoto, Taraba, Yobe, Zamfara and FCT | 54.1 |
| | 9. Lack of publicity/poor circulation of the NPE document. | Nasarawa, Niger, Ogun, Ondo, Osun, Imo, Kano, Kaduna, Gombe, Kogi, Kwara, Imo, Ebonyi, Yobe, Zamfara, Lagos, Plateau and Anambra. | 51.4 |
| | 10. Inadequate library facilities in schools. | Akwa Ibom, Anambra, Ebonyi, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kwara, Lagos, Nasarawa, Niger, Ondo, Oyo, Plateau and FCT. | 51.2 |
| Medium | 1.Inadequate support staff in schools including laboratory and library attendants. | Abia, Anambra, Bayelsa, Gombe, Imo, Jigawa, Kaduna, Kano, Kebbi, Kogi, Lagos, Nasarawa, Niger, Ogun, Ondo and Osun. | 43.2 |
| | 2. Politicization of education policies (i.e. quota system, differential cut-off marks for admission, etc.) | Abia, Anambra, Gombe, Imo, Kaduna, Kano, Katsina, Kogi, Kwara, Lagos, Nasarawa, Ogun, Oyo, Plateau, Zamfara and FCT. | 43.2 |
| | 3.Insufficient provision of Introductory technology facilities | Akwa-Ibom, Anambra, Bayelsa, Edo, Enugu, Gombe, Imo, Kaduna, Katsina, Kebbi, Kogi, Kwara, Nasarawa, Osun and Yobe. | 40.5 |
| | 4. No sanction for non-implementation or improper implementation of the policy. | Abia, Anambra, Benue, Gombe, Jigawa, Kaduna, Kano, Katsina, Kogi, Kwara, Nasarawa, Niger, Osun, Sokoto and Zamfara. | 40.5 |

Table 13 contd...

| Prevalence Level | Implementation Lapses | States Affected | % |
|---|---|---|---|
| | 5. Much emphasis on theory at implementation stage.. | Abia, Nasarawa, Osun, Kaduna, Imo, Gombe, Kwara, Kano, Katsina, Yobe, Lagos, Plateau, Anambra, Rivers and Kwara. | 40.5 |
| | 6. No provision for proper placement of pupils at post JSS level. | Abia, Anambra, Gombe, Imo, Kaduna, Kano, Katsina, Kogi, Kwara, Lagos, Ogun, Oyo and Plateau. | 37.8 |
| | 7. Lack of orientation for class teachers on implementation of the NPE. | Nasarawa, Abia, Anambra, Niger, Ogun, Imo, Katsina, Kaduna, Kwara, Kebbi, Gombe, Kano, Rivers and FCT. | 37.8 |
| | 8. Large classes in schools | Abia, Anambra, Nasarawa, Lagos, Osun, Jigawa, Kano, Katsina, Kaduna, Imo, Kogi, Kwara, Gombe, Zamfara and Lagos. | 37.8 |
| | 9. Schools not adequately equipped for skill acquisition. | Abia, Adamawa, Anambara, Enugu, Gombe, Imo, Jigawa, Kaduna, Kebbi, Lagos, Ogun, Ondo, Osun and FCT. | 35.1 |
| | 10. Over ambitious goals of education. | Abia, Anambra, Gombe, Jigawa, Kaduna, Kano, Katsina, Kogi, Kwara, Nasarawa and Niger. | 35.1 |
| | 11. Basic education not absolutely free. | Anambra, Enugu, Gombe, Imo, Kaduna, Kano, Katsina, Kogi, Kwara, Niger, Ogun and Ondo. | 32.4 |
| | 12. Lack of political will to fully implement the NPE. | Abia, Anambra, Bauchi, Imo, Kaduna, Katsina, Kebbi, Lagos, Ogun, Osun and FCT. | 32.4 |
| | 13. No provision for special education in schools. | Abia, Benue, Gombe, Imo, Jigawa, Kaduna, Katsina, Kogi, Niger, Ogun and Rivers. | 32.4 |
| Low | 1.Inadequate capacity building for serving teachers | Niger, Ogun, Ondo, Kogi, Jigawa, Edo, Osun, River and FCT. | 29.7 |
| | 2. Political instability | Borno, Gombe, Imo, Katsina, Kogi, Niger, Osun, Oyo and FCT. | 27.0 |
| | 3. Lack of commitment to the implementation of the early child care and development education (ECCDE). | Anambra, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kogi and Kwara. | 27.0 |
| | 4. Unconducive learning environment. | Nasarawa, Kano, Katsina, Gombe, Imo, Kwara, Kogi, Niger, Osun and FCT. | 27.0 |

Table 13 contd...

| Prevalence Level | Implementation Lapses | States Affected | % |
|---|---|---|---|
| | 5. Lack of reliable statistics for planning. | Ondo, Kebbi, Gombe, Kaduna, Kano, Katsina, Kogi, Kwara, Imo and Enugu. | 27.0 |
| | 6. Poor maintenance culture | Abia, Kaduna, Kano, Kebbi, Nasarawa, Niger and FCT. | 21.6 |
| | 7. Poor continuous assessment practices. | Akwa Ibom, Bauchi, Niger, Ogun, Osun, Enugu, Ebonyi and Osun. | 21.6 |
| | 8. Curriculum overload. | Abia, Anambra, Kwara, Imo, Kebbi, Gombe and FCT. | 18.9 |
| | 9. Lack of commitment on the part of the teachers. | Anambra, Abia, Lagos, Enugu, Osun and Rivers. | 16.2 |
| | 10. Mismatch between school textbooks and curriculum. | Abia, Bayelsa, Niger, Yobe and Anambra | 13.5 |
| | 11. Non-challant attitude of teachers. | Ekiti, Niger and Osun. | 8.1 |
| | 12. Mass promotion of pupils. | Ondo, Osun and Anambra. | 8.1 |

The dearth of qualified teachers topped the list of high prevalent lapses and it affected 86.5% of the States and this is the highest percentage. This is followed by inadequate/poor funding of education and poor infrastructural facilities in schools which affected 75.7% of the States. It is interesting to note that these are mainly Federal Government, State Government, Education Resources Centre and NERDC related lapses. It is also worthy of mentioning that the dearth of qualified teachers is not necessarily with non-availability of such teachers (see NERDC (1991)). The inadequacy of the right caliber of teachers in our schools could be attributed to insufficient of funds to pay salaries if they are employed.

The medium prevalent lapses have thirteen items and these affected between 32.4% and 43.2% of the States while the low prevalent lapses is made up of twelve items and these affected between 8.1%

and 29.7% of the States.

**4.70** ***Research Question 7***

***What are the gaps in the National Policy on Education?***

A policy gap is a wide separation of ideas governing the policy. It creates a break and often times makes implementation of the policy difficult if not impossible.

In order to catch up with these gaps, respondents were asked to state if there are policy gaps in the document and they came up with the following:

1. There is no where in the policy document where an appropriate sanction is indicated for breach of the policy. In other words, there is no legal framework to ensure strict compliance with the implementation of the NPE.
2. There is no provision for strategic planning of educational development in the policy document.
3. The re-introduction of the Higher School Certificate into the National education system has not been captured in the policy document.
4. Specific guidelines for the establishment, administration and control of education have not been taken care of.
5. There is no national minimum standard up till now for Early Child Care Development (ECCD). Yet nursery schools are springing

up in every nook and corner of the country.

6. The policy thrusts of the National Economic Empowerment and Development Strategy (NEEDS) and other reform initiatives of the government such as school feeding programme have not been properly addressed in the policy.
7. The approved new structure for 9-year Basic Education in Nigeria is yet to be given a pride of place in the policy.
8. The issues of disarticulation of the Junior Secondary School which was approved by the National Council on Education at its 51st meeting held at Minna in 2004 is yet to find its way into the policy document.
9. Specific entrepreneurial skills to be inculcated in the Nigerian youths are not appropriately made explicit in the policy document.
10. Emerging government policies and global issues were left out in the latest edition of the NPE. These include HIV/AIDS, Value and Citizenship education, Population issues, among others.

These were the gaps identified by the respondents and they have serious implications for the growth and development of education in the country. Moreover, education is regarded as vital transformational tool and a formidable instrument for achieving the reform initiatives of the

government. Since education in Nigeria is driven by a well articulated policy, it becomes imperative to review the 2004 edition of the NPE to capture these identified gaps.

4.80 ***Research Question 8***

***What issues that inform the proposed review of the National Policy on Education?***

Although the National Policy on Education has been reviewed on three different occasions in 1981, 1998, and 2004, yet stakeholders in education have over the time called for a review of the document. This is to make it responsive to trends in educational development in the country and further to align it with global development. To do this, there is need to assess the issues which the policy must address to make it relevant. These issues can be viewed in two perspectives:

- Emerging Government policy issues
- Implementation lapses issues.

We live in an ever changing world and our education must be geared to face the challenges of these changes. Our education need to be forward looking in an ever changing world.

Apart from the policy gaps identified in Research Question 7. The dynamics of education impresses upon the government to formulate policies to respond to emerging situations in the education arena. In the recent past some of

these issues that have attracted governments' attention include: stock market issues, HIV/AIDS, values and citizenship education, population issues, school feeding programme, wealth creation, poverty eradication, entrepreneurial skills, new education structure occasioned by 9-year Basic Education, among others. Unfortunately these have not been reflected in the National Policy and therefore their implementation may be difficult due to the absence of guidelines to guide their successful implementation.

Quite a number of implementation lapses exist which are

1. Federal Government related;
2. School related;
3. Education resource centre related;
4. State Government related; and
5. NERDC related.

There is need to take care of these and other emerging issues such as the education of children in restive areas and others. These and a few other issues need to be reflected in a new edition of the National Policy on Education, and therefore inform the need to review the present policy.

These problems do vary in degrees between the different States of the Federation nevertheless, they are general problems and they have the potentials of adversely affecting the implementation processes.

# CHAPTER FIVE

## SUMMARY OF FINDINGS AND RECOMMENDATIONS

### 5.0 Introduction

In this chapter, the major findings of the study with particular reference to the research questions are recapitulated in summary form; identified policy gaps and lapses in the implementation of the present NPE are listed; and recommendations are provided to address areas of shortcomings.

### 5.10 Summary Of Findings

Below is a summary of the findings from the data obtained and analyzed in the course of the study. They are organized under the following headings:

### 5.11 Findings Arising from Acquaintance of Stakeholders with the NPE

5.11.1 Based on the 4,360 Stakeholders in education surveyed in 36 states of the Federation including the Federal Capital Territory Abuja, it was observed that as much as 10.3% of the Stakeholders were ignorant of the existence of the NP document, while 89.6% of this number were acquainted with one edition of the NPE or the other.

5.11.2 The 1981 edition of the NPE was the most popular among the stakeholders, having attracted a percentage of 32.6% while 1998, 2004 and 1977 editions followed in decreasing order of popularity with 26.4%, 19.9% and 13.9%, respectively.

5.11.3 Ogun and Osun states recorded the highest level of acquaintance with the NPE document with 97.2% while Edo State recorded the least with 64.7%.

5.11.4 Among the different cadre of stakeholders, the Rectors of

Polytechnics recorded the least level of awareness of the NPE document while the Vice-Chancellors of universities, Provosts of Colleges of Education and the Commissioners of Education, though few in number, recorded 100% acquaintance.

5.11.5 Years of experience in Office by the Stakeholders across various cadres involved in the study have no relationship with the level of their acquaintance with the NPE. This finding is not particularly surprising when viewed from the perspective that these groups of stakeholders are political appointees whose tenure is for a short period of time. In most cases, they may not be specialists in education.

## 5.12 Findings on the general opinion of Stakeholders on the Philosophy of Nigerian Education.

Based on the responses of the sampled stakeholders to items on the Philosophy of Nigerian Education, it was observed that:

5.12.1 the philosophy of education in Nigeria is still as valid today as when they were formulated.

5.12.2 It is significant to observe that stakeholders nationwide agreed that education in Nigeria serves as an instrument for effecting national development.

5.12.3 The yearning in providing equal access to educational opportunities for all citizens in Nigeria as expressed by the stakeholders from Bayelsa, Edo, Niger and Plateau States deserves some attention. This suggests that the realization of equity and accessibility objective of the NPE remains a far cry.

## 5.13 Findings on Goals of Education in Nigeria.

5.13.1 The stakeholders from all states of the Federation including

the Federal Capital Territory were in agreement as to the adequacy of the goals of education.

5.13.2 In the stakeholders' opinion, the goals of education in Nigeria should be rated in decreasing order of importance as:

(i) *inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;*

(ii) *The development of mental, physical and social abilities and competencies as equipment for the individual to contribute to national development;*

(iii) *Moral and spiritual principle in interpersonal and human relations;*

(iv) *Promotion of the physical, emotional and psychological development of all children;*

(v) *The training of the mind in the understanding of the world around;*

(vi) *Inculcation of national consciousness and national unity;*

(vii) *Inculcation of respect for the worth and dignity of the individual;*

(viii) *Faith in man's ability to make rational decisions;*

(ix) *Acquisition of competencies necessary for self-reliance;*

(x) *Shared responsibility for the common good of society;*

(xi) *The acquisition of appropriate skills.*

5.13.3 35 States including FCT or 97.3% with the exception of Edo and Sokoto States saw the need to inculcate national consciousness and national unity in the Nigerian youths but that this should be taken beyond mere rhetoric as it is the case now.

5.13.4 29 or 78.4% of the states supported the idea of "acquisition of appropriate skills" but 8 States (21.6%) [Anambra, Enugu, Gombe, Katsina, Kebbi, Lagos, Ogun and Sokoto States] felt very strongly that the skills to be acquired need to be explicitly stated to bring forth its intended meaning.

5.13.5 33 or 89.2% of the states considered the acquisition of competencies necessary for self-reliance as vital towards achieving one of the policy thrusts of NEEDS. However, 10.8% or 4 States [Edo, Katsina, Lagos and Niger] felt that the competencies in question need to be clearly and explicitly stated.

## 5.14 Findings on the general opinion of stakeholders on the implementation of the NPE.

The Stakeholders were of the opinion that:

5.14.1 The strategies already put in place are adequate for the implementation of the policy but there is need for a political will to make the strategies produce the desired results.

5.14.2 Young Readers' Club plays a significant role in improving the reading culture of the Nigerian youths.

5.14.3 The teaching of French as a compulsory subject has not received the general acceptability possibly due to environmental conditions which hinder its implementation.

5.14.4 The importance attached to religious instruction in schools is very appropriate.

5.14.5 Physical and health education has not gained the required popularity at all levels of education.

5.14.6 The present education system and the policy put in place to drive it are very relevant to the national needs and aspirations of the Nigerian people if the policy is faithfully implemented. However, there is need to constantly review the policy to make it responsive to the changing needs of Nigerians.

## 5.15 Observed lapses in the implementation of the NPE.

The successful implementation of the national Policy on Education in Nigeria is influenced, shaped and determined by a number of factors and circumstances. Problems of implementation arise from such issues as inappropriate interpretation by executing agencies, inadequate planning, operational inefficiency and fluctuations in the social, economic and political fortunes of the country.

In the opinion of the stakeholders, the major problems emanating from these lapses include:

(i) Dearth of qualified teachers.
(ii) Lack of motivation and incentives for teachers.
(iii) Inadequate/poor funding of education.
(iv) Poor infrastructural facilities in schools.
(v) Shortage of technical teachers and personnel.
(vi) Inadequate library facilities in schools.
(vii) Basic education not absolutely free.
(viii) Insufficient provision for introductory technology facilities.
(ix) Poor maintenance culture.
(x) Schools not adequately equipped for skill acquisition.
(xi) Lack of political will to fully implement the NPE.
(xii) Political instability.

(xiii) No provision for special education in schools.
(xiv) Unnecessary delay in the execution of developmental projects/actions.
(xv) Inadequate support staff in schools including laboratory and library attendants.
(xvi) No sanction for non-implementation or improper implementation of the policy.
(xvii) No provision for proper placement of pupils at post JSS level.
(xviii) Politicization of educational policies (i.e. quota system, differential cut-off marks for admission, etc.).
(xix) Lack of commitment to the implementation of the Early child-care and Development Education (ECCDE).
(xx) Unconducive learning environment.
(xxi) Lack of commitment on the part of the teachers.
(xxii) Poor continuous assessment practices.
(xxiii) Inadequate instructional materials.
(xxiv) Mismatch between most school textbooks and curriculum.
(xxv) Poor supervision and monitoring of schools.
(xxvi) Lack of reliable data for planning.
(xxvii) Lack of orientation for classroom teachers on the implementation stage.
(xxviii) Capacity building for serving teachers not implemented.
(xxix) Large classes in schools.
(xxx) Mass promotion of pupils.
(xxxi) Lack of publicity/poor circulation of the NPE document.
(xxxii) Curriculum overload.
(xxxiii) Mismatch between most school textbooks and curriculum.

These problems do vary in degrees between the different

states of the federation. Nevertheless, they are general problems and they have the potentials of adversely affecting the implementation process.

**5.16 Identified Gaps in the NPE.**

The following are the gaps that need to be filled in the NPE document:

5.16.1 There is no legal framework to enforce strict compliance with the implementation of the National Policy on Education by the executing/implementing agencies.

5.16.2 No provision in the NPE document for strategic planning of educational development.

5.16.3 The re-introduction of the Higher School Certificate into the national education system is yet to be included in the policy document.

5.16.4 No specific guidelines in the NPE document for the establishment, administration and control of pre-basic education/Early Child Care Development (ECCD).

5.16.5 The newly approved structure for the 9-year Basic education in Nigeria is yet to find a place in the policy document.

5.16.6 Disarticulation of the Junior secondary school as approved by the National Council on Education is yet to be properly addressed in the policy document.

5.16.7 Emerging global issues such as HIV/AIDS, values and citizenship education, population issues, and information and communications technology (ICT) have not received adequate coverage in the policy document.

5.16.8 Specific entrepreneurial skills to be inculcated in the Nigerian youths are not specifically stated in the policy document.

5.16.9 The role of religious organizations, Mass media and other non-formal agents were completely left out in the previous editions of the NPE.

5.16.10 Not all stakeholders at the Federal and state levels were involved in the preparation of the previous editions of the NPE document.

**5.17 Issues that inform the proposed revision of the NPE.**

Issues that inform the proposed revision of the NPE include the need to:

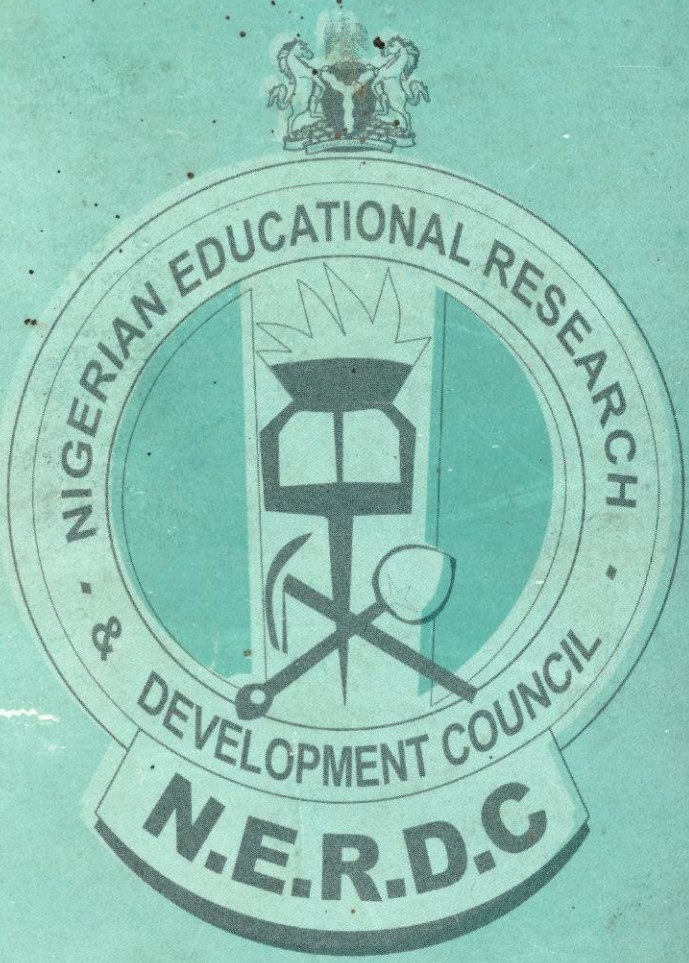
5.17.1 Align the policy with global development with a view to ensuring that our education is able to prepare citizens that can face the challenges of modern times.

5.17.2 Close the gaps identified in the NPE document.

5.17.3 Take care of the reform initiatives of the government and other emerging issues in education delivery.

5.17.4 Address the lapses observed in the implementation of the National Policy on Education.

5.17.5 Involve all stakeholders at the Federal and State levels in the preparation of the policy document.




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