



100 Years of Administration and Planning Secondary Education in Nigeria: Issues, Challenges and the Way Forward

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ABSTRACT

This paper tries to look at secondary education in general over the 100 years of amalgamation of the Southern and Northern Protectorates. It shows an historical analysis of the administration and planning of secondary education in Nigeria from 1914 to date. Also, the paper investigates some commissions and conferences which influence the development of education in Nigeria and look at the UPE programmes of the Western, Eastern and Northern regions and the UBE programme of Nigeria. The paper examines education in Nigeria in two sub-headings, 100 years of administration and planning of secondary education in Nigeria during the colonial era and administration and planning of secondary education in Nigeria after the colonial era to date. The paper also discussed brief history of Nigeria and the challenges facing education in Nigeria over the 100 years of amalgamation like lack of uniformity in the education system between the North and South, faulty curriculum content during the colonial era, poor planning, poor funding, lack of qualified teachers and too many strike actions in the education system. Also, the paper examines the way forward for education in Nigeria which includes increase funding by government, proper planning of education programmes, modification of the curriculum content to unite and integrate the nations, private sector participation in the administration and planning of educational programmes and finally carrying out regular supervision of educational programmes and facilities. Also, the paper made five suggestions.

Keywords: Education, Secondary Education, Colonial Era, Planning, Administration, Region, Challenges, Prospect

INTRODUCTION

The history of Nigeria is traced back to prehistoric settlers living in the area as early as 11,000BC (Kosemani, 2002). Numerous ancient African civilization settled in the region that is today Nigeria. Nigeria was colonized by the British in 1885, and became a British protectorate in 1901. Nigeria is an amalgam of ancient kingdom, Caliphates, Empires, and City states with a long history of organized societies.

The name Nigeria was adopted in the year 1887 by Flora Shaw to designate the British protectorates on the River Niger. In 1914, the Southern and the Northern Protectorates were amalgamated to form a single colony of Nigeria. Thus, recently, Nigeria celebrated her centenary to mark 100 years of existence as a Nation.

Nigeria witnessed the emergency of Islamic Education before the Christians Missionary who were motivated by their guest to propagate the Christian faith brought Western (formal) education to the Nigerian Colony in 1842 (Kosemani, 2002). According to Dienye (2003), Modern Education started in Nigeria when Mr & Mrs. Decraft established the first school in Badagry on their arrival in 1842 which they named Nursery of the infant church . Amongst, the Christian missionaries who pioneered the western education in Nigeria were.

The Christian Missionary Society (CMS) that made the greatest contribution towards the development and expansion of education on the Nigeria soil. Thus, as primary education began to gain popularity. With other missionary societies, like the Methodist, Presbyterian and later Catholics founding their own primary education centers, efforts geared, towards the production of required manpower by the colonial administrators led to the establishment of Grammar Schools. Girls' Grammar School was opened in Lagos in 1859 while the Catholic Mission founded theirs also in Lagos in 1878.

According to Fafunwa in Kosemani (2002) education is defined as the process by which a young child or adult develops the abilities and other behavioural forms which are of positive or acceptable value to the society in which he lives. Education is the process whereby our generation passes on to the next its knowledge and wisdom. Also, education is a process that develops the human mind, the personality, the potential and impacts useful and relevant skills, to individuals thereby enhancing the growth of the society (Kosemani, 2002).

In every society or Nation, education is a common practice no society can survive without education. In the nucleus of the life of every society lies education irrespective of how it is organized Education accounts for a society's prosperity, preservation of values, socio-political reforms, economics growth etc. Education in Nigeria started even before the arrival of the colonial masters (Daka, 2004). Nigeria had a traditional system of education although comparative to what is today known as Western education, it had its flaws in terms of organization. Thus, it is worthy of note that, it significantly accomplished the goals of education given the needs of the society as at that time.

Education is primarily aimed or concerned with meeting the developmental needs of the society be it formal or informal education and making the learner functional in the society. The traditional system of education according to Kosemani (2002) contributed to the development and formation of young folks into responsible and functional adults and preservation of cultural values, morals and folkways. It also help in sustaining the political and economic structures of the pre-colonial era.

An Overview of Secondary of Education Administration and Planning in Nigeria

Educational administration and planning in Nigeria started from the colonial period when Nigeria was ruled by then British Government. The foundation for education was laid by the early missionaries who brought Christianity to West Africa. The initial aim of education was to train people to act as interpreters and recorders (clerks) for the missionaries (Akpan, 2018). Inam (2012) stated that the aim of education was to enable the recipients to learn and read the bible in English and local language, gardening and agriculture as well as train local school masters, catechists, and other clergymen. Education in the colonial era was controlled and administered through education ordinances.

The Phelps-Stokes commission report on education in British West African territories was another milestone in the development of educational administration and planning Nigeria. The commission was established in 1920 by the American Baptized Foreign Missionary Society to study the needs and resources of Africa with particular reference to the quantity and quality of education provided for the people and the study was funded by Phelps-stokes fund (Akpan, 2018). The commission after an extensive study, reported that education should be adopted to meet the needs of the people and the community. Thus, the recommendation of this commission led to the review of the educational system in Nigeria in 1929 by Mr. E.R.J Hussey, the then Director of Education for the amalgamated education departments of Northern and Southern provinces. He proposed a three levels of education for Nigeria, namely:

- (a) Primary education with duration of 6 years
- (b) Secondary education with duration of 6 years
- (c) Vocational higher education which was to provide vocational courses

Issues in Secondary Educational Administration and Planning

Administration and planning of education in Nigeria in the period under review will be accessed or discussed under two sub-headings. These sub-headings are as follows:-

1. Administration and Planning of secondary education in Nigeria during the colonial era between 1914-1960, and
2. Administration and planning of secondary education in Nigeria after the colonial era between 1960-2014

Administration and Planning of Secondary Education in Nigeria during the Colonial Era between 1914-1960

The colonial era in Nigeria started at the 18th century, but the colonial period started properly in the 1900 and ended in 1960. In 1960, the Niger Coast Protectorate and some territories of the Royal Niger Company were united to form the Southern Nigeria Protectorate while other Royal Niger Company territories became the Northern Nigeria Protectorate. In 1914, the Northern and Southern Nigeria Protectorates were unified into the Colony and Protectorate of Nigeria at the time of amalgamation in 1914. There were four major educational issues which according to Kosememi (2002) had plagued the development of education in Nigeria for over sixty years. These issues were:

1. Uneven distribution of schools and pupils between the Southern and Northern Nigeria. For instance, while the Southern Nigeria with an estimated population of 7,858,699 in 1913 had a minimum pupils enrolment of 37,100. The Northern Province with an estimated population of 9,000,000 had only 1,131 pupils in schools. Also, the Southern province had none.
2. Dual control of education by the missionaries and government (including native administration which was very pre-dominant in the North because of the indirect rule system).
3. The educational gap between the Southern and Northern Nigeria due to geographical, religious and political reasons.
4. Intensive rivalry among Christian mission in Southern Nigeria which led to the indiscriminate establishment of unviable or mushroom schools as they were called.

This was the state of educational affairs in 1914 when the colony and protectorates of Southern and Northern Nigeria were politically amalgamated with Lord Lugard as the Governor-General.

Thus, administration and planning of education and by extension secondary education during the colonial era was by the colonial government and the missionaries in 1914. Lugard drafted an education ordinance and regulations for grant-in-aid to voluntary agency schools and in 1916, Lugard's draft was finally 21st December, 1916 after due consultations between the government and mission officials. This ordinance became the first broad educational policy covering the whole country (Kosemeni, 2002). But however, the educational practices in the North and South remained different because the code which broke down

the ordinance to the level of implementation applied only to the Southern provinces, that is to say, the ordinance was implemented only in the South while the North continued with its old system.

Furthermore, the ordinance included an increase in the financial participation in education by government and a measure of government control and supervision of all schools both as assisted and non-assisted by the government were amended to give the government power to inspect all voluntary agency schools and to close down schools where necessary. After the 1916 educational ordinance, other ordinances and educational commissions were set up for the effective administration and planning of secondary education in Nigeria. They include:

- The Phelps's-Stoke Commission (1920)
- The 1926 Education Ordinance in Nigeria
- Eric Hussey and the Amalgamation of the Education Department of Nigeria 1929
- The Morri's Ten-years Educational Development Plan 1942

It is worthy of note that, during the colonial era before and after the World War 11, administration and planning of secondary education in Nigeria was carried out by the Colonial Government and the Missionaries who were the voluntary agents and education at this period was westernized and Christianized and its curriculum as well was geared towards making the learners to work in the civil service. Traditional education during this period took the back seat and was a shadow of itself (Kosemani, 2002).

Here, the regional, local governments and missionaries were in charge in the administration and planning of education in Nigeria. During the colonial period, Nigeria had regions and these were the Northern, Western and Eastern regions, and they had the responsibilities for the establishment and administration of schools in their various regions with the Federal Government providing financial assistance and plays supervisory roles.

In the Western region, the leader of the government Chief Obafemi Awolowo in his first budgetary speech, indicated health and education as his priority areas. In July of the same year, the Western Minister of Education Chief Awokoya presented to the House a comprehensive proposal for the introduction and implementation of a Universal (free) Primary Education (UPE) scheme, in 1955 by extension secondary education which saw the introduction of secondary technical education and secondary modern schools and building of new classroom blocks. This free education was funded from the allocation gotten from the sales of cocoa. Also special tax paid by all taxable adults in the region contributed immensely to the funding of education. Planning of the programme was adequately done and the preparation for the implementation of the programme started early in 1952, while the actual implementation of the scheme in January 1958, which means that three good years were spent on planning. However, as a result of inadequate statistics for planning, the scheme experienced a few setbacks due to a preponderance of untrained teachers in the school system coupled with inadequate personnel.

In the Eastern region, administration and planning for education was done by the Eastern Regional Government in line with the Universal Primary Education (UPE) in early 1956. The UPE programme grew from major to monumental proportions because government bore 100 percent cost of the programme. The assumed local contribution immensely subsidized government expenditure on education. Kosemani (2002), stated that in 1956 alone, the Local Government spent \$725,717 on education and when the Regional Government abolished education rates, the Local Government saved approximately 3-4 million pounds in 1957 alone. According to Osokoya (2010) this marked the beginning of an educational revolution in Nigeria. This educational programme was free and compulsory. However, the programme crashed because of lack of consultations, lack of adequate finance and planning. Also, enrolment into schools became more than what was planned and estimated for by the Government.

In the Northern Region, formal western education was slow compared to the progress made in the Southern and Eastern Nigeria. Certain religions, political, social and geographical factors were responsible for this relatively slow progress. These were made possible because the North saw western education as Christian education, so they became suspicious of the gains of western education. Hence, there were more children in Koremic schools than the formal western schools.

Kosemani (2002) stated that the Northern elites realized that education was the key to social and economic growth and progress, without which the population of the North could not reasonably be expected to play any meaningful role in the affairs of an independent Nigeria. Thus, efforts were made to develop and expand educational facilities in Northern Nigeria between 1958 and 1960 in readiness for independence and beyond. The number of secondary schools rose from 5 in 1951 to 30 in 1958 and teacher institutes from 9 in 1946 to 36 in 1958.

Administration and Planning of Secondary Education in Nigeria during the past Colonial Era between 1960 - 2014

This period witnessed the government takeover of the administration and planning of schools from the missionaries and established more public secondary schools and unity Federal schools. The regions were replaced by states and the federal government allowed for states to establish and fund secondary schools. Thus, the first effective step in the direction of state control of education in Nigeria was taken in 1968. In that year, the Western States of Nigeria formulated Edict No.21 which established the states schools' board and local schools' board. The state schools' board was to take control of the teaching staff in secondary schools. According to article 62.A(1) (p.58) of the edict, the state board and local board: shall have power to appoint teachers (including power to make appointment and transfer) and to dismiss and exercise disciplinary control over them". However, with the takeover of schools in the early 1970's the first and most far reaching step taken to overcome the divisiveness of voluntary agency control of Nigerian education was the introduction of the Universal (free) Primary Education (UPE) by the Federal Government in 1976. Under the UPE programme, the first three years of the secondary education was free.

This followed in 1977 by the National Policy on Education which gives comprehensive direction for the education system. For the first time, a unified policy replaced the various policies that originally characterized the education system. For the first time, the Nigerian was identified and in these objectives the Nigerian leaders indicated the type of society they envisaged, the type of individual they expect Nigerians to be and the type of idea they want to encourage. Consequently, the aims of education were necessarily derived from these five objectives in the National Policy on Education. With the publications of the National policy on Education, Local and State educational policies ceased to operate, for instance, before the introduction of the UPE programme on a national basis in 1976, the various states had their own educational policies. The North had a seven year primary school system, the West and East had six and this affected the entry level into secondary school in the North.

The Federal Government also took steps to eradicate the education system by launching the 6-3-3-4 system of education. That is, six years of primary education, three years of junior secondary education, another three years of senior secondary education and a minimum duration of four years for all degree programmes. At the primary levels, emphasis was placed on continuous assessment to the extent that first school leaving certificate is to be abolished when the implementation of the policy is at its fullest. At the post-primary levels, continuous assessment is to account for 40% of the grading system while at the tertiary level, the percentage is less but all the same, made compulsory as a component of the over-all grades of students.

The recent development in secondary education in Nigeria, is the introduction of the Universal Basic Education (UBE) programme. The UBE scheme was launched on 30th September, 1999 in Sokoto, Sokoto state by then President Olusegun Obasanjo to specifically address the primary and junior secondary school levels. The UBE programme is a nine year basic educational programme, and its aim is to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

Various Education Plan in Nigeria

Educational planning in Nigeria has gone through various stages in Nigeria, starting from the pre-colonial era down to the post-independent era. These plans include the following:-

- The 1942 Education Plan
- The 1944 Ten-year Education Plan
- The 1952 Education Plan
- The Eastern Region Education Plan (1953)
- The 1976 Education Plan
- The 1982 Education Plan
- The 1999 Education Plan: The UBE Programme

The 4-year Strategic Plan for the Development of the Education Sector, 2011-2015.

Challenges Faced in Secondary Educational Administration and Planning in Nigeria

Education in Nigeria by extension secondary education for the past 100 years plus has faced several challenges in administration and planning. These challenges have to an extent affected the administration and planning of secondary education in the country.

Firstly, there is the challenge of uniformity. Before, the amalgamation of the Northern and Southern protectorates, the North and South had different educational system and after the amalgamation, the North went ahead with her Koranic schools and did not embraced the Western education, while in the South, Western education was embraced to the fullest. Also, during the pre-independent era, while the West and East had UPE programmes running for six years that of the North was nine years.

Secondly, the curriculum content of education during the colonial era was just to read and write and to enable the learner function in the civil service, these posed a great challenge for the locals.

Thirdly, lack of adequate funding is another challenge faced by secondary education in Nigeria in her 100 years of administration and planning. The UPE and UBE programmes were poorly funded and schools were not fully equipped to meet up with the standard abroad.

Fourthly, the challenges of poor planning. Planning involves decision making, projecting futuristic activities and goal oriented. The various educational programmes in Nigeria have been marred by poor planning in the sense that, the enrolment of students were more than the structures on ground and that led to the collapse of the UPE programme in Eastern Nigeria and presently our secondary schools are overcrowded by students, this is as result of poor planning.

Fifthly, lack of adequate and qualified teachers. Most secondary schools in Nigeria lacks adequate and qualified teachers. Some teachers in our secondary schools today are not even qualified to teach because most of them are not even registered with the Teachers' Registration Council of Nigeria (TRCN). The Teachers Registration Council of Nigeria TRCN (2004) stipulates that teachers in Nigerian schools must be registered members, but reverse seems to be the case in practice.

Lastly, is the challenge of strike. Secondary education in Nigeria has suffered from several strike actions from the Nigeria Union of Teachers, (NUT), Labour Union etc. No doubt, strike has slowed down the development of secondary education in Nigeria and this has also affected the quality of education in Nigeria.

The Way Forward

Having discussed or accessed the challenges faced by the administration and planning of secondary education in Nigeria during the pre-colonial and post-independence era, the various ways forward were proposed by the paper.

- (1) The government and relevant stakeholders like private organizations, multi-national companies, NGOs etc should make adequate funds available to the educational section through regular donations, grants, etc.
- (2) There should be proper and adequate planning of educational programmes and activities to accommodate the growing population in the country through the establishment of more schools and rehabilitation of dilapidated old structures and more vocational programmes should be introduced in secondary schools to enhance skills acquisition and self-reliance.

- (3) The curriculum content of secondary education should be modified to accommodate the unity and integrate all ethnic groups in the country. Civic education should be taught and made compulsory in our secondary schools.
- (4) The government should allow private sector participation in the administration and planning of education in Nigeria and encourage them to establish schools by extension secondary schools and also give them tax free holidays.
- (5) The government should be up and doing in terms of supervision and inspection of educational activities, structures and programme through regular supervision and inspection of educational activities, structure and programmes, so as to maintain and keep up with the standard of education.

CONCLUSION

100 years of education in Nigeria more especially the administration and planning of secondary education has gone through so many challenges, and it has also been characterized by so many failed programmes because of poor funding, planning of education programmes and poor implementation of educational policies and programme by the government just because they lack the political will to do so as well as administrative incompetence to manage and plan for education in Nigeria. These now gave rise to private sector to go into the establishment, administration, planning and management of education in Nigeria by establishing private schools with little or no proper planning thereby contributing to the falling quality of education in Nigeria.

Thus, if education in Nigeria should accomplish its aims and objectives as stated in the National Policy on Education NPE (2004) in the next 100 years, the government should live up to its responsibilities and put education in its priority list by increasing the budgetary allocation on education to the stipulated percentage given by the United Nations (UN) and the building of more educational facilities to accommodate secondary education and maintenance of the old dilapidated structures as well. If this is done, then, the next 100 years of secondary education in Nigeria will meet up with the goals and objectives of the Nation.

RECOMMENDATIONS

The paper made the following suggestions:

1. The Government and relevant stockholder should invest or allocate more budgetary funds into secondary education to enable it meet up of with the skilled manpower needs of the country.
2. The relevant authority through the Federal Ministry of Education and State Ministries of Education should come together and have a uniform education system. Up till now, the North still have Koranic Education as opposed to Western education. Also, the UBE programme for Junior Secondary Education should be the same Nationwide.
3. The relevant authorities should ensure that the curriculum content in the south in the same as that of the North. Every education system in the country should have a uniforms curriculum irrespective of their religious background. Also the policy of Educationally Advantage Areas or States and Educationally Less Disadvantaged/Developed Area or state and catchment Areas and cutoff marks for unity schools should be abolished to give a balance in the admission process into these unity schools.
4. Government should carry out proper planning before introducing any programme into secondary education. UPE programme failed in some part of the country and the programme was replaced by UBE programme due to lack of proper planning. Presently, the UBE programme is having some challenges.
5. Teachers are the ones importing knowledge and skills into the learners, therefore they need to be trained and retrained to meet up with modern practices. Government should employ only qualified teachers who are registered with the Teachers' Registration Council of Nigeria (TRCN) to teach in secondary schools Nigeria.

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