CONTEMPORARY MANAGEMENT CHALLENGE! IN THE NIGERIAN EDUCATION SECTOR A STUDY OF NIGER STATE POLYTECHNIC, ZUNGERU.

BY

KOLO,JAMES BAKE

REG. NO. G97BAF 7053

*

OCTOBER, 1998

CONTEMPORARY MANAGEMENT CHALLENGES IN THE NIGERIAN EDUCATION SECTOR A STUDY OF NIGER STATE POLYTECHNIC, ZUNGERU.

A PROJECT SUBMITTED TO THE POSTGRADUATE SCHOOL AHMADU BELLO UNIVERSITY, ZARIA.

IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION.

BY

KOLO, JAMES BAKE

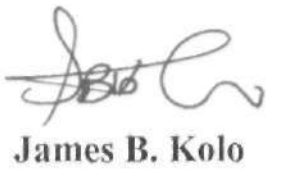
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DECLARATION

I Mr. James B. Kolo do solemnly declare that this thesis titled contemporary management challenges in the Nigeria Education Sector (A case study of Niger State Polytechnic Zungeru) is wholly my research effort.

That none of its type has been presented elsewhere for any academic programme of this nature.



James B. Kolo

CERTIFICATION

This thesis titled **Contemporary Management Challenges in the Nigerian Educational Sector (A case study of Niger State Polytechnic Zungeru)** by James Bake, has met all the requirements for the award of the degree of Master of Business Administration of Ahmadu Bello University, Zaria, and is approved by the undersigned for its contribution to knowledge.

..... 27/10/98
Supervisor Date

..... 22/3/2004
Head of Department Date

..... 1-4-99
External Examiner Date

.....
Chairman Supervisory Committee Date

.....
Dean School of Postgraduate Studies Date

ACKNOWLEDGEMENTS.

I am most grateful to God almighty for His mercies, grace and provisions to this day. My sincere gratitude and thanks to my supervisor Mal. B. D. Imam, for his remarkable contributions towards the successful and timely completion of this project.

I am particularly indebted to Dr. F. N. Gana for his valuable and experienced suggestions. Thank you for your encouragement and guidance.

My special respect and appreciation to the following families for their prayers especially at critical periods: Dr. F. N. Gana, Mr. O. Jiya, Mr. E. N. Gana, Mr. Moses Yisa, Mr. Solomon David, Mr. S. Majinga, Mr. D. Salka, Dr. Attima, Mr. P. Gana, Mr. K. Oluigbo, Mr. E. Agha and entire members of St. Barnabas Anglican Church, Wushishi.

I whole heartedly recognise the effort of Mr. Elijah Santali for giving me a fundamental guide into higher education. I also wish to thank my colleagues Mr.T.Y. Tsado, Mal. L. Mohd, Mal. N. Umar, Mal.Y.Tsado, Mr. I Ndakotsu, Mr. D.B. Gara, Insp. T. Yisa, Mr. N. Santali, Mal. Mosoud, Mal. Y.M. Gana, Mal. A.A. Kutigi, Mal. M.Z. Bawa, Mal. G.K. Mohd, Alh. A.G. Daniyan, Alh Mahmud B. Kutigi, Mal. K.M. Idris, Mrs. A. Akin and Mrs. Taibat Mustapha. In addition, my other academic and senior staff of the polytechnic made very important contributions towards formulation and execution of this research project.

Finally, I am grateful to Mr. Samuel Kolo, Mrs Rhoda Kolo, Mr. Daniel Kolo, Mr. Peter Kolo, Mr. Ezekiel Kolo and Helen O. Abah for their support and understanding.

DEDICATION

TO

ALMIGHTY GOD THE FATHER

JESUS CHRIST THE SON

AND

THE HOLY SPIRIT

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ABSRACT

The study was directed at analysing contemporary management challenges in the Nigeria Educational Sector. The broad aims of this study are : to identify the major source of funding to Niger State Polytechnic, Zungeru, the availability of instructional and study materials, the state of mind of academic staff to making career in teaching, and to recommend ways and means to enhance their performance.

Information were collected through questionnaire administered to management staff, lecturers and students, interview and historical records. Documents from the Bursary, the polytechnic, Library, the Registry, the Rectory and the academic office were examined. Some officers of the above units were interviewed. Analysis of the Data involved the use of tables, chi-square etc.

The following major findings were made. Firstly, the polytechnic' s major source of income through subvention from the government is inadequate. Secondly, because of poor funding, there are inadequate instructional aids and study materials to meet the challenges of tertiary education. Thirdly, the inadequate instructional aids and study materials has negatively affected students and staff performance. Fourthly, there is serious interference with management standard and fifthly, most of the academic staff would not make their career in teaching.

Lastly the institution should exploit other avenues to boost its revenue base and staff welfare be improved upon.

CHAPTER ONE

1.0 INTRODUCTION

Education is very important to all facets of human life. it is a veritable counterweight against illiteracy; an instrument of transformation from the stark darkness of ignorance. To produce a large number of educated people who are both good leaders and efficient servants is a political and management challenge that taxes, to the utmost, the ingenuity of policy-makers and managers in the country (Aminu, 1977).

Management is regarded as a concomitant of any human action (Peterson et al, 1962). Human action is invariably directed toward the attainment of a goal, and often aims at deriving the maximum benefit from a given effort. Efforts generally involve commitment of both human and material resources. And in view of their relative scarcity, there is the need to commit such resources to optimum uses. The decisions and activities involved in achieving such goals constitute the functions of management. The five basic functions of management are generally identified as planning, organising, mobilising resources, directing and controlling (Newman, 1951).

In Nigeria, there are special agencies charged with the responsibility of ensuring that minimum standards are maintained at every level of education. There is the National Primary Education Commission (NPEC); The Federal Inspectorate for Education for the Secondary School, National Board for Technical Education (NBTE) for all engineering, technical and management courses including

agriculture; The National Commission for Colleges of Education for all Teachers Education courses; and the National University Commission for all degree programmes.

The most pressing management challenge is to achieve total coverage of the target group at any level of education, especially as the population is building up. Therefore three managerial essentials are crucial to the administration of educational sector. The elements are effectiveness of education, quality of education and efficiency of education.

Effectiveness is a question of value addition; of how much is learnt; of the tasks that can be performed; of leadership and service and of attaining the goals of education (Aminu, 1977). Efficiency is increased by a number of management decisions like eliciting economics of scale for enrolment, identical classes to reduce preparation time, increase in student; staff ratio for optimum utilisation of space and equipment, cost cutting innovations, non residential tuition etc. (Aminu 1977). Quality is the principal measure of the effectiveness of education. It is what makes education worthwhile and is the most vulnerable attribute. High quality is another name for the content of education. The content of education is determined by the subjects taught and the length of time given to teach them.

One other challenge facing tertiary education is the paucity of well trained and sufficiently experienced manpower to prepare students properly in character and in learning. It is open secret that owing to low remuneration and generally poor conditions of

service, qualified teachers have left the service (Akpata, 1998). Nonetheless, the few who have not left the service kept themselves in more materially rewarding engagements.

The sorry state of manpower availability at the tertiary level of the educational system is further worsened by lack of instructional aids. Not only are libraries not getting new books because of poor funding and mismanagement, existing books and journals are either stolen or defaced. As telephone service do not exist, the internet which gives access to up-to-date libraries overseas is discussed theoretically.

A mention must be made of the fact that, the grossly inadequate facilities are in such a poor state of dilapidation that they cannot be useful in addressing the challenges. Specifically such facilities include residential and office accommodation seats, tables, recreational e.t.c.

Institutions of higher learning are characterised by unhealthy interference with management standards with regards to entry requirement, academic performance, disciplinary measures e.t.c. Examination malpractice, drug trafficking and abuse, and cultism has seriously affected and ridicule our educational system (Adamu, 1998).

The poor manpower, facilities and infrastructure conditions (Akpata, 1998) are already telling on the students. Consequently, we may have in the terms of Paulo Freire abandoned critical education for the banking concept of education in which the possession of a certificate appears to matter more than the

contents of what is learned.

Times without number, these problems have constituted great challenges in the administration of Nigerian educational sector. And worthy of studying are the trends these challenges are culminating into rendering management inefficient in accomplishing the objective of our institutions of learning. Resources have remained and will continue to be scarce, competing needs are becoming more enormous. There are two or more alternative courses of action that could be taken, there is a state of doubt as to which course of action maximise the attainment of the objectives and management must respond to the "new needs" of students, staff and the general society.

Therefore, it becomes more glaring than ever that only a well managerially equipped tertiary education can address significantly these issues of global concern. And researching into these challenges would be of great important to modern management policies. After all, our educational sector must be delivered from these cancer like ailments, because they are capable of bringing into total collapse the Nigerian educational system.

1.1 STATEMENT OF THE PROBLEM

Schools are not easy places to run. They are the scene of potential controversy between conflicting interests in society. They consist of large numbers of young people whose views, habits and behaviour are very varied and may reflect a sample of the full range of interests and conduct found in the wider community (Paisey, 1981). The teaching staff often hold differing views and

expect to be able to have considerable autonomy on the basis of professional qualification and standing. To bring a school to the point of being a harmonious and purposeful collective enterprise is a difficult feat of leadership and organisational ability. Time and resources in all organisations are always subject to alternative uses, making it difficult but necessary to achieve an optimum deployment and use of staff, accommodation, finance, materials and equipment (Paisey 1981).

Tertiary education in Nigeria (Akpata, 1998), is beset with shortage of properly trained and experienced teaching personnel, shortage of instructional aids which at any rate are in a deplorable state of deterioration, shortage of residential and classroom accommodation as well as other facilities necessary for conducive learning, and student populations ill-prepared to learn and plagued by cultism as earlier discussed.

Unless concerted effort is made by all and sundry, including alumni associations to address these problems, tertiary education in Nigeria has a bleak future indeed. And for reasons enumerated above, the study is undertaken to unravel how challenging they have been to the management to the extent of impeding the achievement of educational sector's objectives. And as a guide, the following hypothesis have been considered paramount to the analysis of this study.

A. Niger State Polytechnic has been grossly underfunded.

B. Because of poor funding there are inadequate instructional aids and study materials to meet the challenges of tertiary

for alternative sources to supplement the predominantly, and in most cases, the only subvention from the proprietor.

The study could equally serve the purpose of examining the strategies for improving the perception of the roles of the management personnel of the educational system with a view to enhancing their performance.

And finally, it is hoped that this work will contribute to the existing literature on the contemporary management challenges in the Nigerian educational sector.

1.3 SIGNIFICANCE OF THE STUDY

Management involves values, attitudes, techniques, and behavioural patterns at both strategic and tactical levels. All these, however, do not constitute an indivisible whole which may be either accepted or rejected. They are varying in nature and are as much a part of the infinite variety of reality as anything else. Difference types of organisation call for different types of management, different situations within a particular organisation require specific skills. The realisation that organisation in education should be properly managed is incumbent on every one.

Educational managers must realise that to achieve the need of the economy, yesterday's way of administering educational sector has become inappropriate if not counter productive. The study therefore should conscientise administrators on the fact that the problems faced by them arise from social and technological changes that have come within a very short space of time. And that these problems have to be solved within context of political and

administrative institutions anchored in a past when a static view of society prevailed and when local and sectional interests were of paramount important.

Our educational system has helped to transmit not only knowledge and skills, but also attitudes and legacies, both the good and the bad. There has not been much transmission of values. This is simply because we have ditched the software aspects of our past and embraced too quickly the concept of an evolving society (Aminu, 1998).

What we need, and for which we have to work and to pray, is a new form of national leadership which must be acknowledged as serious, competent and endowed with vision, courage, commitment and consistency.

1.4 RESEARCH METHODOLOGY

Two principal methods of gathering information has been adopted viz-primary and secondary methods respectively.

The primary method involve the use of interview technique and administering of questionnaires. Thus, quite a reasonable number of the principal officers have been interviewed as to what makes critical in eliciting worthy performance. The same officers have been served with questionnaires also relating to their contemporary challenges at work.

The secondary source of data had remained very crucial for this study. Severally writers view have been examined many of which are related to the topic of this write up. Hence, information useful to this study has been generated from past

projects, newspapers, magazines, government publications, just to mention a few, predominantly from the Polytechnic, Colleges of Education and Ahmadu Bello University libraries respectively as well as other important centres designated for such.

Quite a number of statistical techniques have been employed for data classification and interpretations as well as conclusions reached. Such techniques include chi-square. Adopting or employing the technique, rational generalisations have been made and state of relationships between variables of the research environment have been established.

1.5 SCOPE OF THE STUDY

At tertiary level, management has been identified to include; the proprietor, the governing council and the Polytechnic management. However, emphasis of this study is on the Polytechnic management. And it should be noted that the said emphasis is not independent of other levels of management.

Moreso, much of the data and analysis made is routed in Niger State Polytechnic management premises as it relates to other facets of the educational system.

1.6 LIMITATION OF THE STUDY

To actually do justice to this topic, the scope of the findings should have encompassed fully other two levels of management i.e. the proprietor and the council. However, no much has been mentioned of these other levels that are critical to the entire educational system.

Besides, the scope of the topic has used extensively only a unit of the entire educational sector. Other facets of the sector include Universities, Colleges of Education and other professional and vocational institutions. Thus, not much of their features have been reflected as it should be in the analysis.

And closely related to this is the fact that, the case study considered is relatively a young institution who may not have experienced much of the challenges faced by older similar institutions. This to some extent has limited the conclusions reached to be of wider scope in relation to generalisation that can be made on the Nigerian educational sector.

This work is therefore, only a means to an end and not an end in itself. A lot still need to be explored with regard to Polytechnic administration.

1.7 DEFINITION OF TERMS

A) Education

Education implies the transmission of what is worthwhile to those who become committed to it. Education must involve knowledge and understanding and some sort of cognitive perspective which is not inert. Education, then, is a process. It must have both a content and a method. The content is 'knowledge' and 'what is worthwhile' (values), and the method must allow the learner to understand what is being taught.

B) Management

In the same vein, Glyeck (1980) opined that management is "the creation of an environment in which people working together

in groups can achieve the goals of the organisation profitably".

C) Educational Management

This is a service, activity, or process through which educational objectives and, or goals are achieved. It is a series of operations, events, or actions aimed at producing positive changes or developments geared towards the attainment of goals of teaching on the part of the teaching staff and learning on the part of the pupils. Hence, educational management is concerned with the interactions of people within the system of education.

D) Contemporary Management Challenges

Current developments emanating from certain managerial issues which are serving as a threat to the achievement of an institutional objectives. Such issues relates to staff and students attitudes towards teaching and learning, provision of fund to run an institution, availability and state of instructional aids and study materials, management autonomy as regards to applications of relevant policies and practices etc.

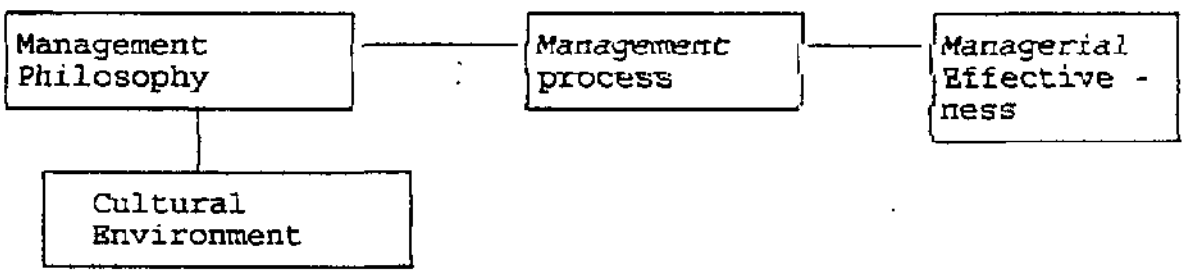
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 THE PHILOSOPHY OF MANAGEMENT AND ITS CONTEXTUAL APPLICATION

Management can be defined as the process of coordinating resources to meet an objective (Rachman 1985). And this implies or rather involves human action such that efforts are directed towards organising, planning, controlling and mobilizing resources to achieve a pre-determined objective. The way each of these activities is carried out is conceptualized as the management process. The management process is influenced by two factors: Management philosophy and cultural environment. A mode of management which thus emerges is one which reflects the interface between management beliefs and practices on the one and environmental factors or cultural constraints on the other. The degree of harmony among these three factors as shown in figure 1, determines the level of managerial effectiveness.

Figure 1: The Culture-bound Management model.



Famer and Richman (1974) have grouped the cultural constraints into two categories: Sociological and educational. And that they define the environment in which management operates. They

represent the beliefs and attitude of the work force through which management has to get its desired results. These beliefs and attitudes affect the response of the work force to decisions in the management process. If the cultural environment deals with belief and attitude of the society in general, and the labour force specifically, management philosophy deals with the attitude of management itself towards its publics: Consumers, employers, owners, unions, suppliers and the community in general (Ejiofor 1985).

Management philosophy is in itself a product of culture. The American belief in private enterprise, in collective bargaining and individual mobility in an open system have shaped American management philosophy . Since such values are shared by both management and labour, the importance of culture or management process seems to be underestimated. The increasing realisation of the importance of culture arises from the transfer of management concepts and practice, as developed in the United States and other European countries, into non-western cultures, particularly when the agents of such transfer are the products of Western Culture.

Two options are open to such transfers. Either the agents adopt their managerial philosophy to suit the new environment and culture in which they operate. Or they attempt to change the environment. Each option amounts to a position in the controversy on the universality or otherwise of management process. The latter option, advocated by such leading management scholars as Harbison and Myrers (1959), Koontz and O'Donnel (1964), and Newman (1951),

"assume the universality of management principles and therefore would proceed to attempt to alter local environment to resolve any problem of incongruence in the interplay of culture and management theory. Such an approach seems likely to be more expensive as well as likely to arouse the familiar nationalistic accusation of economic or cultural imperialism". Such nationalstic feelings often introduce irrationality into business decision and relationships and may therefore impede managerial effectiveness.

The other option recognises management as "culture-bound (Dale, 1968, Dill, 1959; Gongalez and McMillan, Jr., 1961; and Kathawala and Busch, 1981). Dale warns teachers against giving their students the impression that management theories are "applicable in all circumstances and at all times" and pleads that students be made "aware of the appropriate mix of major factors that may be inherent within a given situation so that they will be less surprised when they encounter real-life situation and find that certain of the theories do not work".

In a study of India, Kathawala and Busche (1981) found that a non-autocratic, more progressive; 20th century managerial philosophy does not lead to a greater degree of managerial effectiveness as often suggested by contemporary management texts. A study of Brazil has also come to a more generalised conclusion that "American philosophy of management is not universally applicable". (Gonzales and McMillan, 1961).

If management theory must therefore be appropriate to its environment, management philosophy which shapes management theory

must adopt to the culture within which it operates. The attitude towards the organisations publics must reflect the peculiarities of those publics. Such positive management attitude will thus influence management process, which deals with the way management carries out its five basic functions of planning, organising, mobilising resources, directing and controlling.

It has been hypothesised that 'authoritarian paternalism' (Damachi, 1978) management style is more conducive to business organisational effectiveness in Nigerian than a participative, decentralised management. In a culture yet to be permeated by industrial discipline, there is need for authority to be centralised and for such discipline to be externally imposed rather than given the worker the freedom to perform. It also needs to be said that anyone having responsibility for results should have the full authority to hire and fire those through whom he has to work. The system whereby the authority to discipline, including firing-erring workers lies outside the immediate superordinate is counter-productive to organisational effectiveness.

For us as management educators, we should challenge our students with the critical evaluation of the appropriateness, to the Nigerian environment, of each management concept we teach. Such an evaluation should include specific suggestions of the modifications necessary to make such concepts more appropriate to the environment and thereby, more effective in accomplishing management goals.

2.2 MANAGEMENT OF NIGERIAN EDUCATIONAL SYSTEM:

HISTORICAL PERSPECTIVES

Education shall be defined in this context as the formal, western-oriented system of schooling with all its strengths and weaknesses (Fafunwa 1974). It must be kept in mind that the church undertook the business of education not because it regarded education as good in itself, but because it found that it could not do its own proper work without giving its adherents, and especially its clergy, as much of the formal learning as was required for the study of the sacred writings and for the performance of their religious duties (William 1961). The history of western-oriented cum christian education in Nigeria was intimately bound up with the history of wester education in Europe during and after the Dark Ages. The Church's monopoly of education lasted for more than a thousand years. This had a tremendous impact on the intellectual life of Europe and America and later on the British Colonial territories in Asia and Africa. Most of the early schools were located in mission compounds and church premises. As the number of children increased, new premises had to be found or built either within the mission house or outside it. The classroom setting in the early school consisted of a bespectacled missionary, sometimes white, sometimes black, often a priest, with rod in hand and a row or two of children and sometimes a mixture of children, young and old adults, all repeating in unison either the catechism or the alphabet. Rote learning predominated (Fafunwa 1974). At the initial stages tuition was free. As no fees were paid, the

missions supported the boarding schools by gifts from their home missions, friends and later from local church contributions.

2.2.1 EDUCATIONAL DEVELOPMENT IN SOUTHERN NIGERIA

Up to 1882 the colonial government in Nigeria paid little or no attention to the educational needs of the people and the fields was left entirely to the missions. This period (Fafunwa 1974) can therefore be justifiably termed the ear of exclusive christian missionary education in southern Nigeria. Some of the missions, for example the C.M.S. and the methodist, set up management boards to help regulate the curriculum, teachers' salaries, conduct e.t.c. However, the absence of an official education policy resulted in the lack of: (a) a common syllabus, standard text books, regular school hours e.t.c. (b) adequate supervision of schools-buildings, teachers, pupils, e.t.c (c) a central examination system (d) uniformity in the condition of service of teachers, and (e) adequate financial support and control (Fafunwa 1974).

Between 1870 and 1876 the colonial government in Lagos made spasmodic attempts to assist some of the missions in their educational work. Different amount of funds were earmarked within this period which was distributed among three missions: the C.M.S., the Wesleyan and the Catholic missions operating in the Lagos area. The first education ordinance was promulgated in 1882 when the colony of Lagos was still jointly administered with the Gold Coast Colony. The ordinance covered the West African territories of Lagos, the Gold Coast, Sierra Leone and Gambia. The ordinance provided for a general board of education (the first ever to be

established in West Africa) which was to consist of the governor, the members of the executive council and not more than four other nominated members. It had the power to establish local boards which would advise the general board on the opening of new government schools and to report whether the schools receiving government grants-in-aid of buildings and teachers' salaries were fulfilling the conditions attached to such grants. The granting of teachers' certificates was also included under the terms of the ordinance. It also established an inspectorate which covered all the British West African territories, Gambia, Sierra Leone, the Gold Coast and Lagos. The Chief inspector, who headed the inspectorate, was known as 'Her Majesty's inspector of schools for the West African Colonies'.

The Revd. Metcalfe Sunter was appointed Her Majesty's Inspector (H.M.I.) of schools for the West African colonies in 1882. But the areas proved to be too large for one inspector and very little was achieved by the appointment. In 1886 Lagos was separated from the Gold Coast and became the colony and protectorate of Lagos. This separation necessitated the enactment of the first purely Nigerian education ordinance in 1887. Hence, a board of education was established and its composition followed precisely that of the general board of education set up in 1882. The new board was empowered to differentiate between grants to infant, primary, secondary, and industrial schools. It could grant scholarships of ten pounds a year to enable children whose parents were poor to attend secondary schools (Fafunwa 1974).

In 1889 Mr. (later Dr.) Henry Carr (1863-1945), a Nigerian became the first African to be appointed sub-inspector of schools for the colony and protectorate of Lagos. He was appointed Deputy Inspector of schools in 1891 and became the Majesty's inspector of schools for the colony of Lagos from 1892 to 1900. He was promoted Assistant Colonial Secretary of the Lagos Colony from 1900 to 1906; Senior Inspector of schools of the Western provinces of the protectorate of Souther Nigeria from 1906 to 1915; Chief Inspector of schools for Southern Nigerian from 1915 to 1918 and the Resident for the colony of Lagos from 1918 to 1924.

In 1906, six years after the creation of the protectorate of southern Nigeria, the British government merged it with the colony and protectorate of Lagos from one administrative and political unit called the 'Colony and protectorate of southern Nigeria'. This merger again resulted in the enactment of an education ordinance for the whole area in 1908. During this year the education department was re-organised to enable it to cope with the enormous amount of work which the new merger imposed. The staff was strengthened and a Director of Education, four superintendents of schools and three European school masters were appointed. At this time, the number of government schools had reached fourty (six in the western, eighteen in the central and sixteen in Eastern provinces). A sizeable number of West Indian and African teachers were employed in these schools. Although under the direct control of the government, these schools received financial support from the local people in the form of 'subscriptions' or school fees.

Provincial boards of education were created for the western, central and eastern provinces in an attempt to effect central control through local authorities (Fafunwa 1974).

By the end of 1912 there were fifty-nine government primary schools and ninety-one mission schools aided by the government (Phillipson 1948). The so-called government schools were established and maintained wholly or in part from public funds; and arrangement was usually made whereby the local chiefs or native courts accepted responsibility for erecting and keeping in repair the school buildings and teachers house and for paying an annual subscription varying in amount from fourty pounds to one hundred (the amount normally represented about one-third of the cost of running the school). The assisted mission schools, on the other hand, were given government grants and the deficit was met by school fees and church collections. Schools were placed on the 'Assisted List' on application. They were then inspected by the school inspectors. During this period, the inspectors checked the school buildings, the adequacy and efficiency of the staff, the school account, and had to be assured that the school was not being run as a profit-making business. Grants were made to augment teachers salaries and the payment of salaries of certified teachers. And there were also grants for maintenance and building. This was an unusually cumbersome system but there were relatively few schools and the inspectorate team was able to cope with the task.

The demand for post-primary education by southern Nigerian found expression in the founding of the C.M.S. Grammar School Lagos in 1859 by a Nigerian Clergy-man trained in Sierra Leone and England, the Revd. T.B. Macaulay. Most of the other post-primary schools founded in the south between 1959 and 1914 were based on the Lagos Grammar school pattern-government grammar schools included. The schools were mostly boarding schools for both the missions and the government felt that if children were to develop along civilised lines, their daily life must be supervised, controlled and directed along 'proper lines'. That is, if a 'raw' African is to be made into a civilised, christian black European, he must be isolated from the evil influences of his pagans past and present (Fafunwa 1974).

2.2.2 EDUCATIONAL DEVELOPMENT IN NORTHERN NIGERIA

The protectorate of Northern Nigeria was proclaimed on 27th December, 1899 and Sir (later Lord) Frederick Lugard was appointed High Commissioner. His declared policy on Northern education in 1902 was that the christian missions should direct their attention to the non-muslim areas in the north. In 1909 Hans Vischer, a former C.M.S. missionary work in Northern Nigeria turned administrative officer, was appointed to organise a system of education for the protectorate. His observation of the Lagos colony system is interesting. Because education had been for so long in missionary hands, European nations were often taken for essentials of christian faith (Sonia 1966). By 1914 the Northern Nigerian Department of Education consisted of a Director of

Education (Hans Vischer) and the staff of the Nassarawa Schools and the provincial schools in Sokoto and Katsina (Phillipson 1948).

From 1900 to 1914 the missionary endeavour progressed at a slow pace. The missions continued to be the only agency to establish schools in non-muslim areas of the north. The C.M.S. was active in Zaria and Bida, the only two muslim areas where any christian organisation was to be found at that time. The missions blamed the northern administration for excluding them from muslim areas and accused Hans Vischer, the Director of Education for promoting secular education among the muslims (Fafunwa 1974).

2.2.3 THE AMALGAMATION OF NORTH AND SOUTH

With the amalgamation of the northern and southern provinces in 1914, Sir, Frederick Lugard (the former High Commissioner of Northern Nigeria) became Governor-General and Commander-in-Chief of Nigeria. In April, 1914, Lugard prepared a draft education ordinance and draft regulations for grants-in-aid to voluntary schools. His drafts were criticised by both the colonial office and the missionary societies but for different reasons. In his draft memorandum he proposed increases in grants to the missions and a more efficient system of inspection for schools. He proposed non-sectarian teaching in schools located in non-muslim areas. Lugard's education ordinance were finally adopted in 1916 (Fafunwa 1974). The introduction of the 1916 code marked the end of a system in which grants were based on individual examination results. It ushered in a new system based on general efficiency of each school as determined by inspectors who were to make frequent

visits to the schools throughout the year.

2.3 EARLY HIGHER EDUCATION MANAGEMENT

The colonial government's first attempt to provide some form of higher training for Nigerians was the establishment of the survey school in Lagos in 1903. The school was organised as a one-teacher, technical institution, attached to the survey Department in Lagos and under the supervision of the Director of lands and Surveys. It was later moved from Lagos to Ibadan in 1926 and then to Oyo in 1934, where it has remained ever since. The number of students admitted was regulated according to the number of vacant surveying posts, and admissions to the school were based on recommendations of secondary school principals and a stiff entrance examination conducted by the Survey Department.

The school became part of Yaba Higher College in 1933 (Fafunwa 1967).

Yaba Higher College was ailing from the effects of the war when the Secretary of State for the colonies, Colonel Oliver Stanley, announced in the House of Commons on June 13th, 1943 that he was setting up the commission on Higher Education in West Africa with the following terms of reference:

> "To report on the organisation and facilities of the existing centres of higher education in British West Africa, and to make recommendations regarding future university University development in that area" (Stanley 1943)

This commission, otherwise known as the Elliot commission comprised fourteen educators, eleven of whom were British who had been connected at various times with colonial education and who were serving, at the time of their appointment, in various educational capacities in Britain. In the majority report, the commissioners recommended the establishment of an advisory council. The West African Advisory Council on Higher Education would be concerned with the wider problems of organisation of higher education in West Africa, and would also be responsible for making recommendations from time to time with regard to the further development of the three University Colleges, and its total membership was to be not more than twelve.

The commissioners recommended that for each College the functions on non-academic administration and finance should be exercised by a council with its members drawn from the medical and technical department, and from the educational bodies including the churches. This body would have a maximum membership of twenty-five, and it would receive reports and recommendations from the senate or academic board of the College. It would elect its own chairman from time to time. The establishment of a representative body known as the Court of Governors was suggested for each College in due course.

Another recommendation of the commissioners was for academic boards. An academic body should be created immediately for each College to advise on courses and to interpret the academic needs of the College to its council and to the inter-University Council for

Higher Education in the colonies (Fafunwa 1970). This academic board would also be in contact through the Principal, with the University concerned with the (external) degree examination in matters relating to examinations, syllabuses and curricula. The commissioner anticipated that this board would eventually take on wider roles, which would include the awarding of its own degree when it received a charter to do so, and it would then change its name from the Academic Board to the University Senate. Each of the professional schools should be under the principal of the University College, and like each faculty, arts, science and education, each professional school should have its own board of studies.

Two months after Elliot commission, Asquith commission was set up and chaired by Cyril Asquith. It was set up by the same Secretary of State for the colonies to consider the principles which should guide the promotion of higher education, learning and research and the development of Universities in the colonies, and to explore means where Universities and other appropriate bodies in the United Kingdom may be able to co-operate with institutions of higher education in the colonies in order to give effect to these principles (Asquith 1943). The most important recommendation which affected the West African Colleges was that which suggested the establishment of the inter-University Council for Higher Education in the colonies. This was based on the idea that development of the new colonial institutions will depend largely on the active interest and co-operation of the home (United Kingdom)

Universities. It is hoped, that the council will be ready to advise colonial, institutions of higher education on matters of academic policy including questions relating to research work in such institutions (Asquith 1947)

Higher Education in Nigeria moved to its second phase of development when in April 1959, the Federal Minister of Education appointed a commission to conduct an investigation into Nigeria's needs in the field of post-school certificate and Higher Education over the next twenty years. The commission was often referred to unofficially as the Ashby Commission, but its official name was The Commission on Post-School Certificate and Higher Education in Nigeria (Fafunwa 1955). One of the aims of the commission was to design a balanced system of post-secondary education, since such education in the East and West was unbalanced and in the North-education at all levels was too meagre. The 64 points report considered primary and Secondary education, Teacher training, Technical and Commercial education, Agricultural and Veterinary education, University government and funds (Harbison 1960). And as a reaction to Ashby's Report, the government agreed that Universities should have autonomy in managing of their affairs and gave an assurance that each institution should have its freedom and autonomy. And the National Universities Commission was set up in 1961 and other supervisory bodies later established include: National Board for Technical Education (NBTE) in 1977 by decree 9; National Primary Education Commission (NPEC), National Commission for Colleges of Education, The Federal Inspectorate for Education

for the secondary school (Aminu 1997).

Ten years after independence the Nigerian system of education still continues to follow the British pattern very closely in structure, organisation, administration and content. This is true not only at the primary education level but also at the secondary and higher education levels. However, many of the progressive changes that have taken place within the British system in the last decades or more have not found expression in the Nigerian system.

2.4 CONTEMPORARY MANAGEMENT ISSUES IN NIGERIAN EDUCATIONAL SYSTEM: AN OVERVIEW

In the preceding article, attempt has been made to outline the origins, foundations of Western educational management in Nigeria. Deserved prominence has been accorded the evangelistic activities of the christian missionaries and missionary organisations. It is to their external credit that they first introduced western formal education into Nigeria. That the British Colonial Government of Nigeria and the commercial organisations soon snapped up the products of these early mission schools in their bid to meet their demands for clerks and other literate staff is part of the story. Although the Nigerian government's response was at first tardy, she eventually began to play a more active part in the promotion of education.

Missionary activity, including the introduction of western education (Nduka 1965) may well have played a large part in the break-up of the old African life, it is doubtful whether it has been so effective in adapting the converts and the products of the

mission schools to the conditions of life in a scientific age. It should be noted that the educational system of a country is closely bound up worth contemporary social and economic conditions and can only be understood in relation to them (Barnard 1964). The right upbringing of the children involves teaching them or helping them to understand the values of the community in which they live. But what if the children were made to feel that there is hardly anything of value in the indigenous culture?.

Some philosophers (Birma 1998) believe that formal education has become dysfunctional. Thus, for instance, Ivan Illich in Deschooling society distinguished between schooling which merely takes students through the notion of learning and the substance of what is taught which he argues falls far short of the minimum necessary knowledge required to liberate human beings from ignorance and set society firmly on the path of meaningful development. He argued that the modern schools system has become dysfunctional and that for development to take place, society should be deschooled; that is the schools system should be abolished. But it is difficult to completely agree with Illich, because schools are bureaucratically structured organisations, and such organisations are indispensable future of modern societies. In the same vein, a more sympathetic criticism of the schools system is perhaps Paulo Freire - In pedagogy of the oppressed. Freire distinguished between two concepts of education namely the banking concept of education in which the student is made to memorise scripts for regurgitation as the need arises, and the

problem-solving concept which prepares the student for the critical use of his mental faculty to solve problems in real life situations.

From Freire's argument society benefits immensely from an educational system which encourages the critical concept rather than the banking concept (Birman 1998). Our system of education continues (Crocker 1964) however, to be theoretically and not practically oriented. This is a state of affairs that did not develop overnight, but has its roots in the very foundations of our educational system. An educational system (Nduka 1965) which at best was calculated to turn out converts and clerks is ill-equipped to turn out products with an independent or practical turn of mind.

The history of the Nigerian educational system as we know it, might not have started in 1970, but the present system, certainly drew its roots from that time. The leaders, quite rightly, calculated that a nation with a poorly developed educational system cannot attain a leadership position, let alone sustain it. Universal primary education UPE was introduced in the days of transitional self-rule in Western Nigeria in the middle fifties. By community effort, UPE could be said to exist in Eastern Nigeria before independence; but the Federal Government's UPE scheme, introduced in 1972, remains an historical landmark commitment to education. The Government proceeded to develop and promulgate the National Policy on Education (NPE), it also elaborated additional strengthening policies in all areas of education as well as erected the physical structures (Aminu 1977).

Every sector of education has witnessed enormous growth, but the growth has not been even among subsectors, and this uneven relationship among its various subsectors has been a major cause of the many management problems. Eradication of illiteracy is one of the prime responsibilities of a country. There is still a high rate of illiteracy in spite of efforts to eradicate it, under the inspiration of the mass education provisions of the Federal Government. But coordination, consistency and the "Big Push" are still lacking. Not enough personnel and resources are allocated to the eradication of illiteracy. The movement of Education for All By the year 2000 formally launched in Jomitien, Thailand in 1990 and the re-invigoration of primary education through the NPEC are the principal residual hopeful signs of a future eradication of illiteracy in Nigeria (Aminu 1997). But, lack of special efforts, and the fact of an exploding population as well as the constraint of resources mean that the realisation could be distant.

2.4.1 MANAGEMENT PROBLEMS PECULIAR TO PRIMARY EDUCATION

Primary education is an introduction into the World of school and the social world outside the home. The root of all education stages lies in the primary school (Adamu 1998). Thus level of education in Nigeria has been largely organised, controlled and managed by statutory bodies at National, State and Local levels (Fatima 1992). At the National level, the Federal government makes polices on education, dictates the syllabus, and approves what

should be taught. The Federal government through the constitution gives the state some powers to make decisions on educational matters (Aderounmu, 1992). It is the responsibility of the State Ministries of Education to work hand in hand with the local governments to ensure effective implementation of the National Policy on Education and the Free Primary Education Scheme. Primary education has undergone a lot of management changes and control.

The first autonomous body was Local Education Authority, and with the Local Government Reforms of 1976, the U.P.E. scheme also came into being. Again in 1988, the National Primary Education Commission was established at Federal level as well as Primary Schools Management Boards at State levels. And in January, 1991, the N.P.E.C. was abolished and Primary education control and management was returned to the Local Governments. In fact, the primary education has certainly had more change in management than any other in this country.

The Local Education Department under the Local Government Councils which succeeded the Local Education Authorities on the other hand were mere departments amongst many others in the Local Governments. This in essence meant that the Local Education Departments had to compete with all other departments for the attention of the local government. With this change (LEA - LED) three-tier funding formula was introduced in 1978. Finance for primary education was to be provided by the Federal, State and Local governments. But this formula was eventually dropped and funding of primary education was left in the hands of the local

governments. This development proved disastrous. The state and federal governments with their apparently enhanced financial position had expressed their inability to finance primary education. So it is certainly unexplainable how the local governments were supposed to finance primary education.
Moreover, no mechanism for the administration and/or fiscal control of primary education at the local government level was specified. Even when the two upper governments were contributing to the finances of this level of education, the money meant for primary education was often merged with that of the parent local government, with the resultant effect of this money being diverted to other uses than that which it was intended (Fatima 1992)

The Local Education era (1977 - 86), was characterised by wastes and indiscriminate location of schools, not minding the rule of school location plans, one of which was the community population. Schools were located even where there were no enough pupils to attend them. The second Republic used the schools to gain acceptance. Today, schools stand empty and consequently, wasted. Where the pupil enrolment potential existed not enough children were there to fully make use of the schools and so these schools were under utilised.

Another managerial problem is the Local Education Department's days was the recruitment of unqualified and most often untrained teachers for primary education. The problem coupled with many others started the biting problem of falling standards of education at primary levels. It is obvious that when teachers are

unqualified and ill-trained, in any level of education, the result would no doubt be reflected in the quality of education. The unqualified of teachers in primary schools is a misconception (Fatima 1984)

Primary education under the local governments, saw the condition of classrooms and other school structure deteriorating. Structures were without doors and window panes, floors turned to bare ground, blackboards were not longer there, rather have become part of the wall. These buildings have deteriorated so much that they appeared to be in ruins rather than functional buildings. Yet, it is not uncommon to find over a hundred pupils in one so called classroom under the care of one teacher. Where young children take school lessons, under trees in rodent infested, lizard inhabited building and stinking environment, it shows what kind of set up the managerial body of such a social service is (Fatima 1992). Furniture and working materials are virtually non-existent in primary schools. Pupils in some cases carry desks and chairs to and from school on daily basis. Books (both text and exercise) are scarce materials in schools. Even chalk which is undoubtedly necessary was conspicuously absent.

The primary school management era was a little different. The new management was able to fish out unqualified teachers, especially Grade Two Teachers certificate failures and made them go back to school to qualify with the help of some Colleges of Education. This is a welcomed and bold move being that the board continued to pay such teachers their monthly salaries and of course

found others to man the classes they have left. They rehabilitated a few primary schools especially those in the municipalities and on the main roads. When in 1990, the Federal Military Government announced the scrapping of the NPEC and consequently the states PSMB, educationist and parents went into mourning. The public as well as teachers unions protested, and rightly too. Considering the terrible condition primary education fell into in the hands of the local governments, it was an unwise decision. Perhaps NPEC/PSMB needed re-organisation and not proscription (Kolo 1991).

2.4.2 MANAGEMENT ISSUES IN SECONDARY EDUCATION

Secondary education is a critical level during which important physical and psychological changes occur in the growing youth. It is also, preparatory to specialisation and career selection. National policies tend to add more and more subjects to the curriculum because children are thought to be too young at the primary school level.

The logical progression of a successful UPE is to make 9-year education, that is up to and including the junior secondary school, free and compulsory. The National Policy on Education (6-3-3-4) (Aminu 1997) exerts its greatest impact at the secondary school level with the advent of the junior secondary school (The first 3) and the introduction of pre-vocational subjects - Agriculture, Home Economics and Introductory Technology at this level. The policy has restored 6-year primary school (the first 6), 6-years secondary school abolished the advanced-level courses, made provision for the progress of those who are not willing (or not able) to enter the

Senior Secondary (Grammar) School (The second 3) by providing the additional outlets of Teachers Training College (Grade 2) and Technical College.

The 6-3-3-4 has made secondary education more sophisticated and flexible, both as a level of education in its own right, and as a preparatory level for further education. The comparative high cost of secondary education has constricted its availability and quality. Most state governments, even those with noticeable seriousness, have not over the past two decades, been able to run efficient and high quality secondary schools for their teeming populations. That is why differences in the provision of secondary education among the states of the country is the most immediate cause of national educational imbalance, especially the politics of access to the Polytechnics and the Universities and progress thereafter. The standard of secondary education is not likely to improve greatly without a National Commission on Secondary Education analogous to the NPEC, and the NUC, e.t.c.(Osokoya 1997).

As a matter of fact, secondary school subjects are too many and many more seem to be on the way rather regularly, whenever an incumbent government develops bright ideas about how to improve National life. Performance in up to 18 subjects could be read in the terminal report of a little JSS pupil. Secondary education is the minium entry qualification to many career options, other than further education. Poor or absent secondary education, therefore, frustrates career development of the youth and their high level participation in public life. The secondary is the first place

where formal education assumes an inter-state character, principally because of the unity schools. It is also where politics of the take-over of private schools is argued out. Furthermore, this is where powerful alumnus sentiments start. Therefore, management of this level of education has a lot of impact in the nature and style of human relations that can be found in the Nigerian Society (Aminu 1977).

And very crucial to the management of secondary education is the increasing failure rate at Senior Secondary Certificate Examinations. The result over the years seemingly reflects little or no teaching effort on the candidates. Many candidates career options have been bastardised and some end up in occupation not befitting to the society. One may attribute this to problems enumerated under primary education. Whereas many and many more are being given birth to, our secondary schools on the other hand, especially in rural areas are becoming deserted, alot go on the street uneducated, schools have turned to a cultivating plots for grasses, natural zoo for animals, the countries political and economic problems are increasing and yet school buildings are left for the winds and rains which exposes the more, citizens' and government unseriousness towards education.

2.4.3 MANAGEMENT ISSUES IN TERTIARY EDUCATION AND THE CHALLENGES AHEAD

Tertiary education includes Universities, Polytechnics and Colleges of Education. However, such professional institutions as schools of nursing may also qualify for inclusion. Tertiary

institutions are under different regulatory bodies such as National Universities Commission, National Board for Technical Education, National Commission for Colleges of Education, Council for Registered Engineers e.t.c. The Federal Ministry of Education has a special unit for assessing foreign qualifications. Accreditation systems have been set up for the Polytechnics and the Universities. In other words, Nigeria has statutory (constitutional) provisions for guaranteeing, at all levels, the minimum standards of education. Quality has to be maintained all the time and any observed defects speedily remedied (Aminu 1977). The country has the machinery, but the effectiveness of the machinery is often blunted by obvious resource constraints and some behavioural problems.

The question of ownership has been a very important cause of debate and crisis in Nigeria. To own an institution is to control it. In a diverse society like Nigeria, ownership, interpreted in those terms, is clearly a prescription for geopolitical controversy. In a way, Agencies of Government, which were established to performed their traditional functions, set up huge educational departments with a number of elitist schools commanding resources well beyond the proportion enjoyed by public schools. This is an indefensible diversion of resources. On the basis of the usual consideration of ownership, state institutions become almost pure bred ethnic fortress, a situation very difficult to reverse in many institution which has gone far and which also has become physically embedded in the soil of locality (Aminu 1997).

The fact is that states cannot fund these to-be-transferred institutions.

The other aspect of ownership which generates much crisis is the one between the institutions and their respective proprietors. It is a question of how much control a proprietor can exert over his investment and how much institutional autonomy can be allowed and how much say the employee staff shall have in running the institution and in the major decisions on planning growth, finance e.t.c. A measure of autonomy (Olorunmonu 1992) is desirable even for effective management in any organisation. The autonomy of tertiary institutions (Njoku 1998) has been taken away by the past regime in its drive to curtail what is taught the students' and lecturers' excesses; and the drive has eliminated freedom of thoughts on the campuses. Sole administrators, who do not know much about University administration, were appointed to run some Universities. Executive and administrative power are concentrated in the hands of government appointed council and principal officers, while staff and student organisation which could counter-balance the undemocratic powers of these imposed officers were either banned or crippled.

It is true that scholarly atmosphere suffered setbacks for purely economic reasons of resource constraints. Student study under appalling conditions. Lecture hall and laboratory facilities are inadequate to meet the needs of the ever increasing number of students every year. Halls of residence accommodate often as many as six to 10 times their capacity, leading to crowded rooms and

"shift sleeping" phenomenon widely thought to exist only in the prisons (Njoku 1998). Few students can feed thrice a day, and most cannot afford textbooks even when they are available. They are forced to resort to abridged texts and reading materials, called "handout". Adverse personal factors pushed academics and other teachers to become, or seem materialistic, seeking to join the intellectually lesser beings outside whom they, however, cannot beat economically. Brain drain, both internal and abroad, as well as agitation by restless brains that cannot be drained, are the results of deterioration of conditions of work (Birma 1998). Teaching and research materials are grossly inadequate, and teaching and research staff are hampered in their work by the inadequacy (Njoku 1998).

I hope that within the context of the government's proclaimed human right policy, reconciliation and the transition to civil rule programme, such human rights abuses will not occur again (Njoku 1998). It is necessary to find a lasting solution to the annual festival of fury and harvest of human rights abuses. The first pre-condition for this must be a serious and honest look at the real problems of the country's tertiary institutions. Under-funded, overcrowded, understaffed and over-regimented, the only term that honestly captures their present condition is "progressive decay" (Njoku 1998).

Our position is that education in general and tertiary education in particular face the challenge of socialising citizens into acceptable behaviour while at the same time producing the work

force necessary to create and sustain research and development. The challenges of twenty-first century which tertiary education must face (Birma 1998) are those related to post modernism - urbanisation, population explosion, politics of minority groups and women's rights, the technological revolution as it affects commerce and industry, post issues and so on.

Educational sector must equally be prepared to face the challenges posed by private organisations like Banks and others who are now setting up their training centres for manpower development. If this become more intensified, what probably, one may be forced to ask, might be the fate of tertiary institutions in Nigeria in terms of their purpose in the country.

CHAPTER THREE

3.0 HISTORICAL BACKGROUND OF NIGER STATE POLYTECHNIC, ZUNGERU

3.1 ZUNGERU COLLEGE OF ADVANCED STUDIES (ZUCAS)

The Niger State Polytechnic, Zungeru started as Zungeru College of Advanced Studies (ZUCAS), Zungeru. The state government established ZUCAS by Niger State Edict No. 7 of 1979, although the school came into session on 10th January, 1977 at the temporary site at Government College, Bida. Between 24th September, 1984 and 6th October, 1984, under the directive of the then Military governor, Col. David Mark, the institution moved to its permanent site located between Wushishi and Zungeru towns. Until February, 1990 when the arm in Wushishi was moved to the permanent site, the academic activities took place at Wushishi while administrative functions were carried out at the permanent site. The rationale for the establishment of ZUCAS was to bridge the gap of educational development imbalance existing between the educationally disadvantaged and the advantaged states. The objective of ZUCAS therefore, included the provision of basic/remedial studies for the purpose of university entry requirement; offering of courses at pre-degree level, provision through teaching, research and other means, the advancement of knowledge and its practical applications for the benefits of the community, and offering courses in Technology at Certificate, National and Higher national Diploma levels.

The table below depicts the number of candidates prepared for University programmes from 1981 to 1990 through basic/remedial studies.

TABLE 1 THE SUMMARY OF IJMB PROGRAMME RESULT

Years	No of Candidates qualified through IJMB programme for admission into Universities
1978	25
1979	15
1980	32
1981	39
1982	41
1983	37
1984	52
1985	58
1986	87
1987	72
1988	75
1989	84
1990	103
Total	720

Source: Academic Affairs Division Niger State Polytechnic, Zungeru, 1998.

In addition to the programme above, ZUCAS had eight certificate courses and seven Diploma programmes. The College performed the roles mentioned above creditably and many state (Niger) indigenes and other Nigerian who are its products got admitted into and graduated from the Universities, Colleges of Education or Polytechnics. Many of such products are now employed in almost all government establishments in Niger State and in the Federal Civil Service.

3.1.1 ORGANISATIONAL AND MANAGEMENT CHALLENGES

The days of ZUCAS were periods of organisational and management problems. The institution have to share not just borders with a secondary school, but even the staff. Some staff were posted from the Ministry of Education on secondment and after its movement to the permanent site, the early days witnessed organisational problems. The splitting of schools in different locations involves supervisory shuttling between the two places and it was highly resources consuming. As such there was absence of monitoring of implementation since management have to rely, in most cases on reports which most at times may not be satisfactory for right judgement. Provision of services to meet the demand of the population (students and staff) in the face of scarce resources (insufficient fund in particular) constituted a challenge to the management. This made services such as accommodation, health, transport e.t.c. inadequate. Although management decisions are often unhindered because they are cohesive and able to proffer solutions, financial problems, amongst others limited to some extent the achievement of the institution's goals.

3.2.0 CONVERSION INTO NIGER STATE POLYTECHNIC

3.2.1 THE BACKGROUND RATIONALE

Niger State in the late 80's and early 90's had the increasing need for manpower education, and to enhance the chances of Nigerlite to acquiring technological manpower. Above all, the National policy on education with its 6-3-3-4 system of education necessitated a redefinition of the position and role of the schools

of Basic studies/Colleges of Advanced Studies. With these development ZUCAS became irrelevant. And already a lot of structures were on ground and in order not to waste them, the state government decided to turn the school into a Polytechnic.

3.2.2. THE INSTITUTION'S LEGAL BACKING

In realisation of the objective of Polytechnic establishment, Niger State Government set up a committee to work on the modalities for the conversion of ZUCAS into Niger State Polytechnic. The committee was inaugurated on 26th September, 1988 and it submitted its report on 29th December, 1988. The state government through Cabinet Conclusion No. C. 4 (1.1) (1990) dated December, 1990 approved the conversion of Zungeru College of Advanced Studies into Niger State Polytechnic, Zungeru. Subsequently Niger State Edict No. 9 of 1991 was signed with effect from 1st October, 1991 to back up the conversion.

3.2.3 THE PHILOSOPHY AND OBJECTIVES OF NIGER STATE POLYTECHNIC, ZUNGERU.

The Niger State philosophy on establishing a Polytechnic is based on the National philosophy of education which in turn is based on Nigeria's philosophy of development that is transforming the individual into a sound and effective citizen and giving equal educational opportunities for all at all levels.

The objectives of the Polytechnic as enshrined in section 4 of the Niger State Polytechnic, Zungeru Edict, 1991 are:-

i) to provide instruction, training and research in science, technology, commerce, humanities and management;

ii) to offer special training courses in these and other related areas with the ultimate purpose of service to the community; and

iii) to offer courses in Technology at Certificate and Diploma levels.

3.3.0 SOME POLICY ISSUES OF THE POLYTECHNIC

3.3.1 STAFFING POLICY

The new status of the institution calls for a policy commensurate to running proper programmes. This must be reflected in the recruitment of staff. During ZUCAS period, employment was on GL. 09, but after conversion, the institution reverted to EUSS 08. Changes have taken place in the policy of staff promotion. Promotion has been effected after three years satisfactory performance. It is now limited to only junior section of staff, Assistant Lecturer and Lecturer III and II. However, promotion to the rank of Lecturer I and above attracts additional requirement of academic productivity in addition to three years satisfactory performance. Recruitment into senior administrative positions are restricted to graduate holders and academic staff must present a good and relevant honoured degree.

The Table below gives a summary of the Academic Staff distribution by Departments.

TABLE 2 DISTRIBUTION OF ACADEMIC STAFF BY DEPARTMENTS

DEPARTMENT	91/92	92/93	93/94	94/95	95/96	96/97	97/98
Bas. & Applied Scs.	09	13	14	14	13	16	15
Bus. & Mgt. Studies	03	03	04	10	08	14	14
Civil Engineering	-	-	01	02	03	06	05
Electrical Engineering	-	-	02	02	-	02	02
Environmental Studies	03	03	03	03	05	06	06
Gen. & Liberal Studies	18	18	18	10	12	12	12
Financial Studies	-	-	-	-	-	-	07
Local Govt. Studies	-	-	-	-	-	-	03
Maths & Statistics	05	05	07	09	11	12	13
Mechanical Engineering	-	-	03	03	03	03	04
Secretarial Studies							05
TOTAL	38	42	52	53	55	91	107

Source: Establishment Division (Registry) Niger State Polytechnic, Zungeru, 1998.

3.3.2 THE RATIONALISATION PROGRAMME

After the conversion, there was the rationalisation programme which identified certain programmes as not being suitable as defined by the proprietor (Niger State Government). Such courses, as listed below were phased out. They include:
Certificate courses in Hausa, Arabic, Theatre Arts, Christian Religious Knowledge and Supervisory Management. Diploma courses affected include: Diploma in Rural Development, Hausa and Islamic Studies. This programme affected nine academic staff, three were retired one left voluntarily to a sister institution and five were absorbed in administration.

3.4.0 THE MERGER OF COLLEGE OF ADMINISTRATIVE AND BUSINESS STUDIES (CABS), BIDA TO NIGER STATE POLYTECHNIC, ZUNGERU

The Niger State Government in 1997, through Executive Council conclusion No. NGS/95/24 approved the merger of College of Administrative and Business Studies (CABS), Bida with the Niger State Polytechnic, Zungeru. The approval letter copied to the two institutions directed the councils of the two institutions to work out the necessary details to formalise the merger. It was in compliance with the directive that the councils of the two institutions set up a joint merger Committee to work out the modalities for the formalisation of the merger.

The sub-committee agreed that the merger has made the Polytechnic a multi-campus institution. Thus, it was thought desirable to operate a Collegiate system in order to ensure smooth and effective academic and administrative activities. Two Colleges

were thus proposed for a start namely:-

i) College of Science and Technology at Zungeru. This was agreed to be the main campus where the Chief Executive i.e. the Rector, the Deputy Rector, Registrar, Bursar and Chief Librarian should operate from.

ii) College of Administrative and Business Studies (CABS)to be at Bida. It was agreed that the Colleges should be headed by Directors who should be answerable to the Rector. Necessary steps are now being taken to effect these changes and other proposals of the sub-committee at both colleges.

3.5.0 COURSES RUN BY THE INSTITUTION

With the merger of CABS to the State Polytechnic, the institution runs three National Diploma, Nine Polytechnic Diploma, Ten Certificate Courses along with Remedial and IJMB programmes at Zungeru Campus. Where as at Bida Campus, there are six College Diploma and twelve certificate courses.

TABLE 3 THE STATISTICS OF THE POLYTECHNIC COURSES

DEPARTMENT	NO.OF N D COURSES	NO. OF PRE ND COURSES	NO. OF DIPLOMA	NO. OF CERT.	GEN. PRE. STD.
Bas. & Applied Scs.	01	01	01	01	
Bus. & Mgt. Studies	01	01	03	03	
Civil Engineering				03	
Electrical Eng.					
Environmental Stds.			01	01	
Gen. & Lib. Studies					02
Financial Studies			01	02	
Local Govt. Stds.			01	03	
Maths & Statistics	01		01	02	
Mechanical Eng.				02	
Secretarial Stds.			01	03	
TOTAL	03	02	09	20	

Source: Academic Unit (Registry) Niger State Polytechnic, Zungeru.

TABLE 4 TOTAL STUDENTS' ENROLMENT BY DEPARTMENT

DEPARTMENT	91/92	92/93	93/94	94/95	95/96	96/97	97/98
Bas. & Applied Scs.	30	63	42	66	45	55	83
Bus. & Mgt. Studies	154	308	508	516	550	451	598
Civil Engineering	-	-		21	33	11	11
Electrical Engineering							10
Environmental Studies	60	106	89	61	65	61	70
Gen. & Liberal Studies	22	30		11	31	166	298
Financial Studies	-	-	-	-	-	-	160
Local Govt. Studies	-	-	-	-	-	-	60
Maths & Statistics	40	62	30	102	40	90	90
Mechanical Engineering	-	-	-	28	19	10	11
Secretarial Studies	-	-	-	-	-	-	108
TOTAL	306	569	669	805	783	833	1399

Source: Academic Division (Registry) Niger State Polytechnic, Zungeru, 1998.

3.6.0 THE POLYTECHNIC AND THE NATIONAL BOARD FOR TECHNICAL EDUCATION

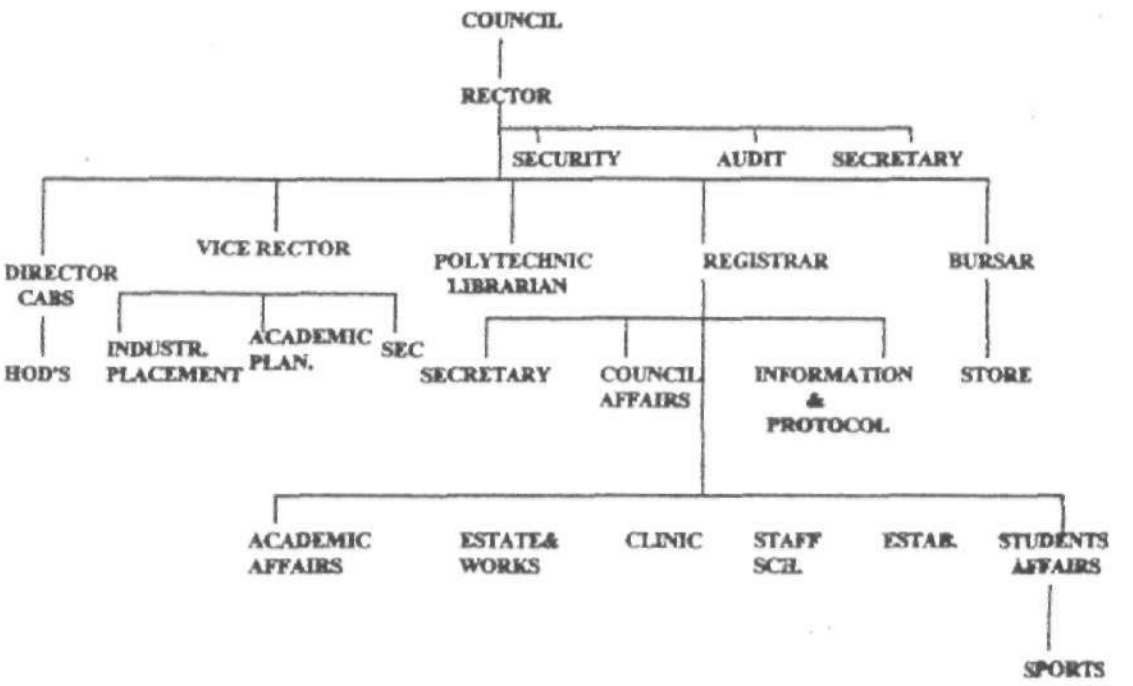
The recognition of Polytechnic programmes at National level must gain the approval of the Board. The Niger State Polytechnic, being assisted by its proprietor has embarked on meaningful development leading to the visit of the Board. The first visit of the Board was made on 21st & 22nd May, 1992 and the second visit was on 14th & 15th March, 1995 which led to the approval to mount pre-ND Business Studies and National Diploma in Business Studies. These programmes have been accredited by the Board. In the same vein, the institution has been visited again on 28th - 31st May, 1996 for yet another accrediatation for Pre-ND Science Laboratory Technology, and approval for National Diploma in Science Laboratory Technology and Statistics respectively. A final accreditation visit is being awaited soon with respect to these programmes. The institution is gradually taking shape and has fit into the National Board for Technical Education programme.

3.7.0 THE CHALLENGES AHEAD

Issues before the proprietor and the management are so complex. The institution is expanding in need and indeed. In fact, the state government has contributed a lot to the development of the school, but the challenges ahead are so many. Efficient and effective implementation at the two Colleges is of much concern to the management. The main campus is looking forward to the provision of general security through fencing, provision of more accommodation for staff and student. There is also the issue of

approval for Engineering programmes and infrastructure, how to improve on the transport services, supply of water to staff and students, provision of electricity in terms of NEPA failure, and adequate fund and materials to maintain and attract competent and skilled manpower. Above all, the institution is yet to commence programmes in higher Diploma courses.

NIGER STATE POLYTECHNIC
ORGANISATIONAL CHART



SOURCE: Establishment (Registry) NSP, Zungeru. 1998.

3.8.0 **ESTABLISHMENT OF THE NATIONAL BOARD FOR TECHNICAL EDUCATION**

The NBTE was established by Federal Government Decree 9 of 11th January, 1977. The Decree was supplemented by official Gazette No. 5, Vol. 64, 3rd February, 1977 - Part A.

1. 1) There is hereby established a body to be known as the NBTE (hereinafter referred to as "The Board") which shall be a body corporate with perpetual succession and a common seal and may sue and be sued in its corporate name.

2) The supplementary provisions contained in the schedule to this Decree shall have effect with respect to the proceedings of the Board and the other matters mentioned therein.

2. 1) The Board shall consist of a Chairman and the following others members

a) Six members appointed to represent industrial, commercial and professional interests in such a way that at least one person each is appointed to represent the following bodies, that is to day:

i) trade unions and national associations of employees;

ii) national associations of employers;

iii) national organisations representing women's interests;

b) two representatives of Polytechnics and Colleges of Technology;

c) One representative each of vocational training institutions and technical teacher institutions;

d) one representative each of the following Federal Ministries, that is

i) Education

ii) Labour

iii) Economic Development (National Manpower Board);

e) five representatives of the state as nominated one each by the Military Governor of the State concerned and appointed by the Commissioner to represent the states in rotation for two years at a time, so however that no two of them shall come from the same state;

f) one representative each of the Industrial Training Fund and the National Science and Technology Development Agency;

g) two members appointed on individual merit and having special knowledge and experience of technical education; and

h) the Executive Secretary who shall be an ex-officio members of the Board but shall not have the right to vote at meetings of the Board.

2) The Chairman and other members of the Board, other than the members under paragraphs (d) and (h) of sub-section (i) above, shall be appointed by the Commissioner with the

approval of the Federal Executive Council.

3. 1) Subject to the provisions of this Decree, a person appointed to be a member of the Board not being a public officer or appointed under paragraphs (e) section 2(i) of this Decree, shall hold office for a period of three years from the date of his appointment and shall be eligible for re-appointment.

2) Any member, not being a public officer, may resign his appointment by a notice in writing under his hand addressed to the commissioner.

3) Members of the Board, not being public officers, shall be paid such remuneration and allowances as the Federal Executive Council may determine.

4. 1) The Commissioner may at any time remove any member of the Board from office if the commissioner is of the opinion that it is not in the interest of the Board for the member to continue in office and shall notify the member in writing to that effect.

2) Where the Board is satisfied that the continued presence on the Board of any member is not in the national interest or the interest of the Board, the Board may recommend to the commissioner that the member concerned be removed from office.

5. The functions of the Board shall be:

a) to advise the Federal Military Government on, and to coordinate all aspects of technical and vocational

education falling outside the Universities and to make recommendations on the national policy necessary for the full development of technical and vocational education for the training of technicians, craftsmen and other middle-level and skilled manpower,

b) to determine after consultation with the National Manpower Board, the Industrial Training Fund and such other bodies as it considers appropriate, the skilled and middle-level manpower needs of the country in the industrial, commercial and other relevant fields for the purpose of planning training facilities and in particular to prepare periodic master plans for the balanced and coordinated development of polytechnics and Colleges of Technology and such plans shall include:

i) the general programmes to be pursued by polytechnics and colleges of technology in order to maximise the use of available facilities and avoid unnecessary duplication while ensuring that they are adequate to the manpower needs of the country; and

ii) recommendations for the establishment and location of new polytechnics and colleges of technology as and when considered necessary;

c) to inquire into and advise the Federal Military Government on the financial needs both recurrent and capital, of polytechnics and colleges of technology and other technical institutions to enable them meet the

objective of producing the trained manpower needs of the country;

d) to receive block grants from the Federal Military Government and allocate them to polytechnics and colleges of technology in accordance with such formula as may be laid down by the Federal Executive Council;

e) to act as the agency for channelling all external aid o polytechnics and colleges of technology in Nigeria;

f) to advise on, and take steps to harmonize entry requirements and duration of courses at technical institutions;

g) to lay down standards of skill to be attained and to continually review such standards as necessitated by the technological and national needs;

h) to review methods of assessment of students and trainees and to develop a scheme of national certification for technicians, craftsmen and other skilled personnel in collaboration with ministries and organisations having technical training programmes;

i) to under take periodic reviews of the terms and conditions of service of personnel in polytechnics and colleges of technology and to make recommendations there on to the Federal military Government;

j) to collate, analyse and publish information relating to technical and vocational education;

k) to consider any matter pertaining to technical or technological education as may be referred to it from time to time by the commissioner; and

l) to carry out such other activities as are conducive to the discharge of its functions under this Decree.

PROVISIONS SUPPLEMENTARY TO SECTION 5

6. In its role of advising on all aspects of technical education the Board shall made recommendation as to how best:

a) to stimulate and encourage pre-vocational and general technical education in secondary schools not only as basis for creating early technological awareness, but also to provide suitable orientation for further education and training in technology and to provide direct practical skills for earning a living;

b) to inculcate in the public attitude of respect for, and appreciation of, the role of technology in society;

c) to advise on and take measures to improve the immediate and long term prospects of technicians and technical teachers with respect to status and remuneration;

d) to expand the facilities for the training of technical teachers and ensure that these teachers are exposed both during and after training, to industrial experience;

e) to involve experts both in government and industry in the design of course relevant to the practical needs of the country in all fields; and

f) to provide encouragement for women to enter a wider range of fields of technical education.

10.(1) These shall be established by the Board a fund to be known as the National Board for Technical Education Fund.

11.(1) The Board shall establish and maintain a separate fund from which shall be defrayed all expenditure incurred by the Board except such expenditure as may be incurred pursuant to section 10 above.

The Decree sets up the NBTE as a body corporate and charges it with responsibility for advising the Federal Government on all aspects of technical education falling outside the Universities, including the general development of polytechnics, colleges of technology, trade centres and other technical institutions. In furtherance of the discharge of its duties, the Board would draw up periodic master plans for the balanced and coordinated development and expansion of technical and vocational education in polytechnics; colleges of technology, trade centres and other technical and vocational institutions and the establishment and location of new ones. It is also to act as the central agency for channelling financial contributions emanating from government or other bodies to the said institutions, and for the development, in collaboration with the ministries and organisations having technical training programmes, of a system of national certification for technicians, craftsmen and other skilled personnel.

3.9.0 REGULATION OF POLYTECHNIC EDUCATION BY NBTE

One of the responsibilities of the Board as stated in its enabling Decree 9 of January, 1977 is "to determine after consultation appropriate agencies, the skilled and middle-level manpower needs of the country for the purpose of planning training facilities and the coordinated development of polytechnics, and such plans shall include the general programmes to be pursued by polytechnics and colleges of technology in order to maximise the use of available facilities and avoid unnecessary duplication while ensuring that they are adequate for the manpower needs of the country". In exercise of its powers under that Decree and the Education (National Minium Standards and Establishment of Institutions) Decree 16 of 1985, the Board has directed that any formally established polytechnic or similar post-secondary technical institution in Nigeria, irrespective of ownership, proposing to mount a new programme leading to the award of a National Diploma or a programme of more than six months in duration leading to the award of a recognised certificate shall obtain approval from the Board before it advertises for and admits students into it.

3.9.1 OBJECTIVES OF THE PROGRAMME APPROVAL SCHEME

The scheme is intended to assist the institution, its proprietor as well as the NBTE in ensuring that:-

a) there is a demand for the type of manpower to be produced from the programme;

b) maximum use if being made of existing resources available for similar programmes throughout the country and that the establishment of the new programmes will

not mean a proliferation and an unnecessary duplication of the programme; and

c) a suitable curriculum and resources to teach the programme are available and that the programme may earn accreditation when it is visited by a relevant team appointed by a national agency having responsibility for the accreditation of the programme (Yabani, 1993).

3.9.2 **PROCESS OF OBTAINING APPROVAL TO MOUNT A NEW PROGRAMME**

The process is in two stages:-

a) Preliminary approval stage; and

b) final approval stage.

3.9.3 **PURPOSE OF OBTAINING PRELIMINARY APPROVAL TO MOUNT A NEW PROGRAMME**

The purpose of obtaining a preliminary approval to mount a new programme is to save the institution from investing its scarce resources on developing teaching facilities and employing staff for a programme that may not receive the Board's approval. The process includes the institution informing the Board in writing that it wishes to mount a new programme. To be attached to the letter are;-

a) a justification for the proposed programme;

b) the approved academic plan of the institution for the next five years;

c) a study conducted by the institution which contains:-

i) the statistics of demand of manpower in the discipline of the proposed programme in the next five years and the number currently being produced

from the existing programme offered by other institutions, if any,

ii) the statistics of qualified students that may be available for admission into the programme; and

d) a list of physical facilities, e.g. teaching accommodation and other landed property available to the department that will offer the programme; and

e) Funding available to the department that may be used for providing both teaching facilities and library materials for the programme.

A letter giving preliminary approval to the institution shall be issued by the Board. On the basis of this letter, the institution may now prepare for the resource inspection that will be undertaken by the Board on a date of be greed to between the institution and the Board (Yabani 1993).

3.9.4 RESOURCE INSPECTION AND APPROVAL TO MOUNT A NEW PROGRAMME.

a) For this purpose, the institution shall complete and submit in quadruplicate form NBTE/PRO/8 - self-study questionnaire for Approval to Mount a New Programme to the Executive Secretary, Programmes Department, NBTE, P.M.B. 2239, Kaduna.

b) The submission shall be carefully analysed by the Board. In carrying out this exercise, the specialist staff of the Board shall visit the institution to inspect the resources available for the programme in order to confirm the institution's submission, the state of readiness of the programme to take off and if the general atmosphere of the institution is conducive for and able to accommodate the new

programme.

c) Based on the report of the visit, the Board may approve or reject the request. The decision is conveyed to the institution accordingly.

d) Following the approval, the institution can advertise for and admit students into the programme usually through the Joint Admissions and Matriculation Board (JAMB). Where the request is not granted, the institution will be advised on the deficiencies to be made good before approval is given.

e) There shall be no advertisement for and no intake into the proposed programme until a formal letter of approval is issued by NBTE.

f) Advisory visit: On the request of the proprietor or Rector, the NBTE may undertake an advisory visit to newly established institution or existing ones. The objective of the visit is to advise on how best to utilize available resources to earn the Board's approval to mount the core programmes and the compulsory general courses a polytechnic, monotechnic or similar tertiary institutions should offer (Yabani 1993).

3.9.5 CRITERIA FOR APPROVAL TO MOUNT A PROGRAMME:

a) Establishment of the Institution

The institution proposing to mount the programme should have been properly established pursuant to a Decree in the case of Federally owned institutions, and by an Edict of the state in the case of state or local government owned institutions. For a private technical institution, it should have been approved by the Federal Government.

b) *Curriculum*

There shall be a curriculum for the proposed programme. This should be drawn up in course units and the content written in behavioural objectives. The content should be less than the one contained in the NBTE approved minimum guide curriculum and course specifications for the programme if one exists. In the case of a programme for which NBTE has not issued a minium national guide curriculum, the institution should structure the proposed programme in accordance with the Board's Guidelines for Evolving New Curricula for ND and HND programmes obtainable from the Programmes Department, NBTE Secretariat, Plot B. Bida Road, Kaduna.

c) The goal and objectives of the programme shall not be in conflict with those listed for a similar programme by NBTE, and they should be clear and in line with the national philosophy and objectives of post-secondary technical education as contained in the National Policy on Education (National Minimum Standards and establishment of institutions) Decree 16 of 1985.

d) The curriculum of the new programme should also include;

i) a task inventory of the experiences the student should be having during the supervised industrial training at ND level;

ii) a full job description for the diplomates;

iii) job opportunities for diplomates of the programme and a list of some of the organisations where there are employment opportunities;

iv) the entry requirement for the programme;

v) the curriculum structure and content;

vi) the methods to be adopted in evaluating the courses and students;

vii) academic regulation and grading system;

3.9.6 **RESOURCES**

There should be adequate resources available for teaching the whole programme, that is, the first and second year classes, before the programme is approve. The resources may include as appropriate:

a) Physical facilities: Accommodation;

i) classrooms with full complements of furniture, chalkboard, teaching staff furniture;

ii) laboratories with appropriate furniture;

iii) workshops;

iv) studios;

v) farms/field facilities;

vi) mini-market/store

vii) staff offices with the full complement of furniture;

b) Equipment

i) Machines and hand tools,

ii) Field/farm equipment

iii) Laboratory equipment

iv) Instruments e.t.c.

c) Staffing

i) Head of Department

ii) Lecturers and instructors (where appropriate)

iii) Non-teaching staff.

d) Library

i) Textbooks

ii) Reference books, and

iii) Journals and periodicals.

3.9.7 **EVALUATION OF THE STUDENTS**

There shall be available, a concrete proposal on how the students and indeed the programme, will be evaluated. Samples of academic regulations, marking schemes, and how examinations will be given are spelt out in a document to be made available to the students.

3.9.8 **WELFARE FACILITIES**

Welfare facilities for both staff and students should be expanded to accommodate an intake of 60 students. For students, these include hostel accommodation, cafeteria, health and other recreational facilities. For teaching staff these may include staff housing, health and other recreational facilities.

3.9.9 **POWER, GAS AND WATER SUPPLY**

Regular power, gas and water supply should be available for the laboratories, workshops, studios and other facilities for the new programme.

3.10.0 **FINANCE**

Adequate funds should be available for capital projects and recurrent expenditure for the programme for the first year of the programme, there should be adequate consumables for students practicals. For science and technology based programmes, the recommended per capital funding for consumables range from about five hundred to one thousand naira (=N=500 - =N=1,000) per annum. In both cases, the per capital cost includes the cost of

maintaining the various equipment in the workshops, laboratories, classrooms, and consumable teaching materials.

3.10.1 RE-SUBMISSION OF APPLICATION FOR APPROVAL TO MOUNT A NEW PROGRAMME.

The institution may re-submit for re-consideration application for approval to mount a new programme if it has corrected the deficiencies highlighted in an earlier report on the subject. This dispensation applies to only programmes that have received resource inspection from the Board.

3.10.2 INITIAL ACCREDITATION VISITATION

A formal accreditation visit shall be conducted for the new programme in the third semester. Prior to the visit, the institution is required to complete and submit five copies of self-study questionnaire (NBTE/PA/1) in respect of the programme to the Executive Secretary NBTE P.M.B. 2239, Kaduna.

The table below gives a summary of Polytechnics in the country and their respective accredited courses.

TABLE 5 LIST OF POLYTECHNICS

Institution	Location	State	Zone	P r D g	r a n k e	Total	Proprietor
				Engr/Tech.	Busi./Mgt.		
Abia State Poly	Aba	Abia	SE	1	3	4	ABSG
Akanu Ibiam Fed. Poly	Unwana	Ebonyi	SE	6	4	10	FG
Benue Polytechnic	Ugbokolo	Benue	NC	5	4	9	BNSG
Coll. of Tech. (Poly)	Ede Oke	Osun	SW	6	1	7	OSSG
Inst. of Mgt. & Tech.	Enugu	Enugu	SE	11	9	20	ENSG
Kaduna Polytechnic	Kaduna	Kaduna	NC	24	6	30	FG
Kaduna State Poly	Zaria	Kaduna	NC	3	5	8	KDSG
Moh'd Abdul Wase Poly	Kano	Kano	NW	12	7	19	KNSG
Katsina State Poly	Katsina	Katsina	NW	6	4	10	KTSG
Kwara State Poly	Ilorin	Kwara	NC	16	6	22	KWSG
Lagos State Poly	Isolo	Lagos	SW	13	6	19	LASG
Niger State Poly	Zungeru	Niger	NC	-	1	1	NGSG
Ogun State Poly	Abeokuta	Ogun	SW	5	5	10	OGSG
Ondo State Poly	Owo	Ondo	SW	10	3	13	ONSG
Our Saviour Inst. of Sc. Agric & Technology	Enugu	Enugu	SE	3	4	7 (NCE Tech & Agric ent inclu ded	Private
Plateau State Poly	B/Ladi	Plateau	NC	7	3	10	PLSG
Ramat Polytechnic	Maiduguri	Borno	NE	14	5	19	BOSG
River State Poly	Bori	Rivers	SS	4	4	8	RVSG
The Fed. Poly, A/Ekiti	Ado-Ekiti	Ekiti	SW	12	4	16	FG
The Fed. Poly Auchi	Auchi	Edo	SS	10	5	15	FG
The Fed. Poly Bauchi	Bauchi	Bauchi	NE	10	3	13	Fg
The Fed. Poly Bida	Bida	Niger	NC	13	4	17	FG
The Fed. Poly Ede	Ede	Osun	SW	-	3	3	FG
The Fed. Poly Idah	Idah	Kogi	NC	10	4	14	FG
The Fed. Poly, K/Namoda	K/Namoda	Sokoto	NW	6	3	9	FG
The Fed. Poly Mubi	Mubi	Adamawa	NE	7	2	9	FG
The Fed. Poly Ilaro	Ilaro	Ogun	SW	8	4	12	FG
The Fed. Poly, Nassarawa	Nassarawa	Nassarawa	NC	8	3	11	FG
The Fed. Poly, N/Owerri	Nek/Owerri	Imo	SE	11	7	18	FG

The Fed. Poly Offa	Offa	Kwara	NC	3	3	6	FG
The Fed Poly, Oko	Oko	Anambra	SE	5	7	12	FG
The Poly, Calabar	Calabar	C/River	SS	12	4	16	CRSG
The Poly, B/Kabbi	B/Kabbi	Kabbi	NW	13	5	18	KBSG
The Poly, Ibadan The Poly Ibadan The Poly Ibadan	Ibadan Eruwa Saki Camp	Oyo Oyo Oyo	SW SW Sw	14 1* -	8 3* 4*	22 *Segments of programmes in Ibadan Campus	OYSG
The Poly, Iree	Iree	Osun	SW	3	8	11	OSSG
Yaba Coll. of Tech	Yaba	Lagos	SW	18	4	22	FG
A. Tatari Ali Poly	Bauchi	Bauchi	NE	1	-	1	BASG
Adamawa State Poly	Yola	Adamawa	NE	2	-	2	ADSG
Jigawa State Poly	Kazaure	Jigawa	NW	1	3	4	JGSG
The Fed. Poly, Damaturu	Damaturu	Yobe	NE	-	2	2	FG
Kogi State Poly	Lokoja with Osara Itakpe Campuses	Kogi	NC	1	-	1	KGSG
Akwa Ibom State Poly	Ikot Osurua	Akwa Ibom	SS	1	3	4	AKSG
Anambra State Poly	Uli	Anambra	SE	-	2	2	AMSG
Lagos City Poly	Lagos	Lagos	SW	1	3	4	Private

Source: Anikweze, C.M (1988) "Idigeneous Technology, Technology Transfer and Technological Education in Nigeria" Lead Paper at the 3rd National Conference at FCE (T) Gusau.

TABLE 6 TECHNICAL COLLEGES: DISTRIBUTION, OWNERSHIP AND ENROLMENT

Zone	No.of College	E N R O L M E N T Male	Female	Total
North Central	27(4)*	9,914	874	10,788
North East	9(2)	3,517	388	3,905
North West	17(1)	7,518	251	7,769
South East	16(1)	3,371	621	3,992
South South	23(1)	10,036	1,883	11,919
South West	26(3)	12,302	3,896	16,198
TOTAL	118 (2)	46,648	7,913	54,571

* Number of Federally-Owned College indicated in Brackets. Of the 118 Technical Colleges, 12 are Federal while 106 are State institutions.

3.10.3 ACCOMMODATION AND LOCAL TRANSPORTATION FOR RESOURCE INSPECTION TEAM MEMBERS

It is the responsibility of the institution to provide for team members, hotel accommodation and local transportation from the nearest airport and between the hotel and the institution during the period of the resources inspection visit (Yabani 1993).

CHAPTER FOUR

4.0 FINDING (ANALYSIS AND EVALUATION)

4.1 INTRODUCTION

Management, lecturers and students were selected for the analysis i.e. 90% of the Polytechnic management were covered, and a random selection of lecturers and students from various departments were used. The data collected is presented and analysed in this chapter.

The analysis was carved out bearing in mind the objectives of the study, and from the data analysed, findings were drawn to show whether the objectives were met or not.

In analysing the data, management, lecturers and students' responses were used to generate tables with relative frequencies depending on the basis for the response. This was done with respect to the entire polytechnic's academic departments to see the availability/non availability of instructional/study materials as well as the feelings of the present staff whether or not they had in mind teaching as a career. These materials mentioned above were compared amongst lecturers and student in relation to their effect on student and staff performance. Alongside the analysis, inferences were made.

4.2 ANALYSIS OF DATA

The table below shows the polytechnic estimates and the actual amount given by the proprietor as subvention for the years under study. Some figures in 1992 and 1993 were not available for the study. However, other years figures still made the finding worthwhile

TABLE 7

FINDING THROUGH SUBVENTION

YEAR	ESTIMATED AMOUNT =N=	ACTUAL AMOUNT =N=	DIFFERENCE =N=
1992	-	4,450,000	-
1993	-	-	-
1994	13,000,000	8,618,000	4,382,000
1995	21,000,000	11,645,000	9,355,000
1996	28,000,000	15,815,000	12,185,000
1997	36,000,000	22,310,000	13,690,000

Source: Bursary Department, Niger State Polytechnic, Zungeru 1998.

The differences of the years under study are quite significant and the difference increases at an increasing rate when economic indices become more dare on available income. The confirmation of the effect of the increasing underfunding is made with the table below.

TABLE 8

MANAGEMENT ASSESSMENT OF FUNDING

EVALUATION	MANAGEMENT RESPONSE (F)
Grossly inadequate	10
Inadequate	20
Adequate	NIL
TOTAL	30

From a total number of thirty Principal Officers of the institution, ten has evaluated the Polytechnic funding as grossly inadequate, while twenty were of the opinion that there has been inadequate funding of the institution.

Table 9 shows the data analysed along with tabulation with Chi-square test. This looks at how inadequate there are instructional aids and study materials in the institution due to poor funding.

TABLE 9 Availability of Instructional Aids and Study materials OBSERVED

DEPT.	ADEQUATE INSTR.AIDS	INADEQUATE INSTR.AIDS	ADEQUATE STUDY MATERIALS	INADEQUATE STUDY MATERIALS
1.	23	17	23	16
2.	27	46	27	46
3.	0	8	0	8
4.	0	0	0	0
5.	12	30	8	30
6.	14	45	14	45
7.	15	20	15	20
8.	0	3	0	3
9.	2	4	2	4
10.	12	8	12	8
11.	7	13	7	13
12.	7	12	7	12

EXPECTED

1.	14.57519	25.23101	14,08527	25.10853
2.	26.93643	46.62946	26.03101	46.4031
3.	2.95194	5.11008	2.85271	5.08527
4.	0	0	0	0
5.	14.75969	25.55039	14.26357	25.42636
6.	21.77054	37.68682	21.03876	37.50388
7.	12.91473	22.35659	12.48062	22.24806
8.	1.10698	1.91628	1.06977	1.90698
9.	2.21395	3.83256	2.13953	3.81395
10.	7.37985	12.77519	7.13178	12.71318
11.	7.37985	12.77519	7.13178	12.71318
12.	7.01085	12.13643	6.77519	12.07752

CHI - SQAURE

1.	4.86974	2.68517	5.64223	3.30427
2.	.00015	1.63435	2.85271	1.67064
3.	2.95194	1.63435	2.85271	1.67064
4.	0	0	0	0
5.	.51599	.7749	2.75052	.8227
6.	2.77353	1.41913	2.3549	1.4983
7.	.3367	.24841	.50857	.22716
8.	1.10698	.61288	1.06977	.62649
9.	.02068	.00732	.0091	.00908
10.	2.89245	1.7849	3.32309	1.74732
11.	.01955	.00396	.00244	.00647
12.	.00002	.00153	.00746	.0005

Chi-square = 53.14203

Degree of freedom = 40

t - ratio = 2.24159

Using level of significance of 0.01

where x^2 = chi-square

1-12 = Departments

The table shows that inadequate instructional aids and study materials has significantly resulted from poor funding. It can be clearly read that more agreed to these inadequacies than disagreeing. At 0.01 level of significance $x^2 0.90 = 63.7$ and since the calculated $x^2 = 53.1$, therefore $53.1 < 63.7$ which make for a significant effect at 40 degree of freedom.

Table 10 shows the effect of inadequate instructional aids and study materials on both staff and students performance. Twenty two of students' respondents out of fourty five responded in favour of positive effect while the remaining twenty three gave a negative response. Twenty eight of the staff had expressed their negative effect on their performance while ten favour positive effect. The table is also sued with calculated chi-square.

TABLE 10 Effect of Inadequate Instructional Aid and Study Materials on Performance

EFFECT ON PERFORMANCE

OBSERVED	POSITIVE	NEGATIVE
Student (1)	22	23
Staff (2)	10	28
Expected	(1) 17.3494	27.6506
	(2) 14.6506	23.3494

Chi-square = 3.52972

Degree of freedom = 1

Significance level= 0.05

Therefore 20.95 = 3.84. Since 3.53 < 3.84, there is a significant evidence of negative effect on both staff and students performance.

Table 11 shows management response in favour of interference with management standard on one hand, and the extent to which this interference affects academic standard has scored high in favour of low standard.

TABLE 11 Inteference with Management Standard

Respondents	INTERFERENCE WITH MANAGEMENT STANDARD		EFFECT ON ACADEMIC STANDARD	
	Yes	No	High	Low
Management	30	NIL	05	25

TABLE 12 Exit and career making staff in teaching

	NO. OF EXP. STAFF THAT HAVE LEFT	NO. OF PRESENT STAFF THAT WOULD MAKE THEIR CARRIER IN TEACHING	NO. OF PRESENT STAFF THAT WOULD NOT MAKE THEIR CARRIER IN TEACHING
1.	5	1	12
2.	3	4	10
3.	0	1	1
4.	0	0	0
5.	6	0	6
6.	6	3	6
7.	2	1	7
8.	0	1	2
9.	0	3	4
10.	0	0	5
11.	0	1	2
12.	0	2	15

EXPECTED

1.	3.63303	2.80734	11.55963
2.	3.43119	2.65138	10.91743
3.	.40367	.31193	1.2844
4.	0	0	0
5.	2.42202	1.87156	7.70642
6.	3.02752	2.33945	9.63303
7.	2.01835	1.55963	6.42202
8.	.6055	.46789	1.92661
9.	1.41284	1.09174	4.49541
10.	1.00917	.77982	3.21101
11.	.6055	.46789	.102661
12.	3.43119	2.65138	10.91743

CHI-SQUARE

1.	.51434	1.16355	.01678
2.	.05419	.68598	.0771
3.	.40367	1.51781	.06298
4.	0	0	0
5.	5.28566	1.87156	.37785
6.	2.91843	.18651	1.37017
7.	.00017	.20081	.05202
8.	.6055	.60514	.0028
9.	1.41284	3.33544	.0546
10	1.00917	.77982	.99672
11.	.6055	.60514	.0028
12.	3.43119	.16003	1.52668

Level of significance 0.05

The table above shows that twenty two experienced academic staff from various departments have left the institution. And out of the total number of eighty seven remaining only seventeen have indicated their interest to make career in teaching, and seventy would not make their career in teaching.

4.3 DISCUSSION

The study started with the statement of hypothesis. These hypothesis provided the basis upon which the following findings have been made.

Niger State Polytechnic has been grossly underfunded

On the basis of data collected and studied on the funding of the institution, it is quite glaring that the major source otherwise known as subvention from the government is inadequate to address the objectives of polytechnic education. The proprietor's commitment to technological advancement of the state can be measured by the decrease at increasing rate as reflected by the differences between estimates and the actual amount given as =N= 4,382,000 in 1994, =N= 9,355,000 in 1995, =N= 12,185000 in 1996, and =N= 13,690,000 in 1997 respectively (See table 7).

These differences are quite great to be supplemented by interval sources which comes mainly from sales of forms and registration charges. This may give only about 10% of the financial requirement.

Because of poor funding, there are inadequate instructional aids and study materials.

Most of the departments are plagued by inadequate instructional aids and study materials. Only two departments i.e. Basic and Applied Sciences (1) and Mathematics and

Statistics (10) holds contrary view. The reason is not far fetched, the institution has three well equipped laboratories for Science courses, and most of previous materials of study inherited from ZUCAS are very much useful for the department. Moreso, most of the responses in favour of adequate instructional aids could be accounted for because of a reasonable number of Computer Machines purchased by the institution. They are readily available for teaching and learning purposes. These are under Mathematics and Statistics Department. Also study materials in Mathematics and Statistics department are readily available but this is not the case with Computer course.

On the whole, the chi-square test at 0.01 level of significance, 40 degree of freedom, $x^2 0.90$ is 63.7 and x^2 is 53.1. And since 53.1 < 63.7, we accept that there are inadequate instructional aids and study materials because of poor funding. Inadequate Instructional aids and study materials have negatively affected both staff and students performance.

There is a direct relationship between the availability of instructional aids and study materials and both staff and students performance. The high positive response by students for performance is attributable to the impact of computer machines and well equipped laboratory of the institution. Nonetheless, at the same 0.05 level of significance, and 1 degree of freedom $x^2 0.95 = 3.84$, and x^2 is 3.53. There is therefore a significant evidence, since 3.53 < 3.84, that inadequate instructional aids and study materials have affected staff and students performance negatively.

It is also clear that this has not made departments such as Environmental Studies and Engineering to fit into the NBTE programme.

Concomitant interference with Management standard has led to low academic standard of the Institution.

Realisation of organisational goals can be frustrated by unnecessary interferences with management standards. The study has unveiled that, the entire body of management is interfered with in the course of implementing applicable policies as it relates to the institution. It is also true that the interference can be measured through late admissions/registration, plea for marks during examinations, administering of test at odd times, ignoring of attendance record of students to qualify to write examinations e.t.c. Most of the interferences come from higher authority, friends, relations, lecturers and students.

Relating this interference rate to academic standard, only five people out of the total selected management body favoured high standard. The majority (twenty five in number) see the effect of interference with management standard as being responsible for low academic standard.

The Institution has witnessed a persistent exit of experienced academic staff leaving those who would not make their career in teaching.

A great number of the experienced staff who have left the institution were from Environmental studies, Mathematics and Statistics, Business and Management studies departments. Engineering departments have not had any reasonable number of

academic staff, and other departments were inherited just last year after the merger. The study revealed that, the reason why they left include low pay package, lack of incentives and poor condition of service.

The present staff strength of those involved in academics is eighty seven. Seventeen prefer to make their career in teaching, while seventy would not.

Therefore, the chi-square test using 22 as the degree of freedom, 0.05 as the level of significance, $x^2 0.95$ is 33.9, x^2 is 31.9. It becomes significant to ascertain that most of the present academic staff would not make their career in teaching.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

This chapter contains conclusion and recommendations made on the basis of the study. It comprises of two sections. The first section is the recommendations advanced by the researcher in order alleviate some of the problems stated and to improve on existing services. And the last section are the conclusions drawn based on the objectives of the study.

5.1 RECOMMENDATIONS

It is true that institutions should not depend solely on government for their financial requirements. But the governments still needs to be more committed to the plight of the polytechnics in Nigeria. The government could do this indirectly by making it compulsory, for instance, through decrees that all corporate bodies in a given year should donate 2% to 5% of their profits as contributions towards the development of technical education in Nigeria. Such money should be allocated to polytechnics in addition to the yearly subvention. Registrars and Heads of Polytechnics will have to do a lot of public relations job on behalf of their Colleges. They have to liaise more with foreign organisations and embassies in order to utilise the foreign aids that are buried in the various files in the various Federal Ministries. Right now, this appears to be the surest hope. Also consultancy services can be established to undertake viable projects and in doing so generate revenue to the institution.

The need for adequate provision of instructional and study materials cannot be over emphasized. And the provision not withstanding, training of teachers and students in the application of Educational Technology through workshops, seminars, short courses and attachment training should be emphasized. This therefore necessitates local production of instructional teaching materials that bears relevance to the environmental and cultural talents and resources.

The academic institutions should be saved from interference that are not healthy to the realisation of educational goals. This therefore calls for autonomy to some extent for management to implement policies and programmes that best fits the colleges. The only healthy interference necessary is support on all its ramifications to enable institutions address the pending technological menace facing the country.

It is unfortunate that those directly involved in teaching seems to be compelled by lack of other employment opportunity, condition of service should be improved upon to elicit the interest required on the part of the lecturers. The announced, but un-implemented salary (in most organisations) is a good promise which cuts across the civil service spectrum including teaching. This notwithstanding more still needed to be done to restore the past glory of the Nigerian educational sector.

5.2 CONCLUSIONS

It is apparent that a lot of work has been done on funding polytechnics, not significant number have been funded properly. Polytechnic education is capital intensive and all efforts and policies on technological development will ever remain futile

until proper attention is paid to polytechnics to enable them provide the necessary learning round on technology. One cannot deny completely, the effort of the government, but only that it is inadequate in view of the philosophy and the objectives of the institution.

The core courses of polytechnic education are yet to give the institution its proper shape within the scope of NBTE programmes. All Engineering courses are still at certificate levels. Their take off at higher levels can only be enhanced through adequate funding. The institution has virtually no substantial revenue base other than from sales of admission forms and registration charges. This of course does not constitute any significant percentage of the required fund. There is nothing that can be achieved without the necessary capital.

The effect of poor funding directly tell on the provision of instructional aids and study materials. There is nothing more frustrating than lack of tools for operation. Engineering courses are capital intensive, the decreasing subvention rate and the meagre revenue from the institution cannot be used to even dream of Engineering programmes equipments and machineries that will meet the challenges of Tertiary education.

The application of aids learning has been variously defined, and different forms have evolved over time as a result of varying experiences, instructional broadcasting for instance refers to a systematic instruction in conventional school subjects designed for reception in the classroom (Nwankwo, 1974). Educational/Instructional technology includes radio, television, films, records, audio-visual presentations, video-cassettes,

video-recording, portable television, computers, micro processor (Mcbride et al, 1980). Adequate funds and other resources should be available to ensure that the potentialities of the medium, be it radio and television are fully exploited (Salau 1992).

Management should be seen as capable of piloting the affairs of an institution. Unnecessary interference experienced by the management will continue, if not checked, to nullify efforts towards the institutional objectives. Independence is required to some extent for any result oriented endeavour. The extent to which interference with management standard cannot be over emphasized. The lower academic standard from interference has remain central to the challenges facing management.

The state of the mind of lectures in the institution does not make for commitment and dedication. Interest is very crucial to commitment and achievement of goals. The study reveals that most of the lecturers are in the institution marking their time. This by implication means that other places are better. The low pay package and the general poor condition of service would only turn teaching profession, if not checked or improved upon, into a part time job. Most of those in the business now are only compelled to remain because of high unemployment rate in the country.

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APPENDIX A

Ahmadu Bello University, Zaria
Institution of Administration
Department of Business Administration
Research Questionnaire by an MBA Student

Management and HODs, Niger state polytechnic, Zungeru.

please tick (v) the correct answer.

1 Sex: Male ☐ Female ☐

2 Age: A - 25 - 30
B - 31 - 35
C - 36 - 40
D - 41 and above

3 Marital Status: Single ☐ Married ☐

4 When did you join the institution?

Date:----------

5 What was your first appointment?

A - Lecturer

B - Instructor

C - Non-Academic

D - Others

6 What is your present rank?

---

7 What is your present post?

---

8 For how long have you been on that post

A - 0 - 2 Years

B - 3 - 5 Years

C - 6 - 8 Years

D - Above 8 Years

9 What section/Department are you heading?

---

10 How is your school/ Department funded?

	Estimated Amount (=N=)	Actual Amount Given (=N=)
1992	-	-
1993	-	-
1994	-	-
1995	-	-
1996	-	-
1997	-	-

11 What is your assessment of the funding pattern?

A - Grossly inadequate 1992, 1993, 1994, 1995, 1996, & 1997.

B - Inadequate

C - Adequate.

12 What is the major source funding to the institution/ Department?

A - Subvention from the government

B - Internally generated Revenue

C - None of the above.

13 To what extent (in percentage) are other sources supplementing the major source?

---

14 Are there adequate instructional materials in your Department?

Yes ☐ No ☐

15 If yes, are they available for use?

Yes ☐ No ☐

16 If No, Why?

A - Not affordable

B - Stolen

C - Destroyed.

17 Are they is good condition and relevant as to meeting the challenges of Tertiary education?

Yes ☐ No ☐

18 Do you have adequate study materials in your school/ Department?

Yes ☐ No ☐

19 If No, Why?

A - Not affordable

B - Stolen

C - Destroyed.

20 If yes, are they relevant and current as to meeting the challenges of Tertiary education?

Yes ☐ No ☐

21 For how long has your Department lack the necessary instructional/study materials?

A - Since inception.

B - One to Two years

C - Three to four years

D - Over four years.

22 How has this affected staff/student performance in your school/Department

A - Negatively

B - positively

23 What is your assessment of the Institution's Academic standard?

A - High

B - Low

24 Why High?

A - High entry standard maintained for student

B - No interference with management standard

C - All of the above

D - Other reasons.

25 Why Low?

A - Low entry standard maintained for student

B - No interference with management standard

C - All of the above

D - Other reasons.

26 Can interference with management standard be related to low academic standard?

Yes ☐ No ☐

27 If Yes, how?

A - Directly

B - Indirectly

28 In what way?

A - Through late admissions

B - plead for favour in exams

C - Poor and no consistent admission process and policies.

D - All the above

29 Who actually interferes with management standards

A - Higher authority

B - Friends, Relations, Colleagues

C - Students

D - All of the above.

30 How many Teaching staff have left your school/ Department?

A - 0 - 2

B - 3 - 5

C - 6 and above.

(31) Are they part of the experience staff in your school/Department?

Yes ☐ No ☐

(32) What major reason (s) made them to leave?

A - poor condition of service

B - Low pay package

C - Prefer other places

D - All of the above.

(33) How many did not want to make their career in teaching?

A - Nil

B - Few

C - All

(34) Are the present staff ready to make their career in teaching?

Yes ☐ No ☐

APPENDIX B

Ahmadu Bello University, Zaria

Institution of Administration

Department of Business Administration

Research Questionnaire by an MBA student

Lecturers and students, Niger State Polytechnic, Zungeru.

Please tick (v) the correct answer.

1 Sex: Male ☐ Female ☐

2 Marital status: Single ☐ Married ☐

3 Age:----------

4 What is your department?

---

5 When did you join/got admitted into Institution

Date:----------

6 What is your present rank/level?

---

7 What courses are you teaching/reading?

---

8 For how long have been in the school?

A - 0 - 2 Years

B - 3 - 4 Years

C - 5 - 6 Years

D - above 6 Years

9 What is the duration of your course? (Students Only).

A - One Academic Session

B - Two Academic Session

C - Four Academic Session

10 Are there adequate instructional materials in your Department/School?

Yes ☐ No ☐

11 If yes are you available for use?

Yes ☐ No ☐

12 Are they in good condition relevant as to meeting the challenge of Tertiary education?

Yes ☐ No ☐

13 Do you have adequate study materials in your School/Department.

Yes ☐ No ☐

14 How has these in adequacies of instructional and study materials affected your performance?

A - Positively

B - Negatively

15 Is your low performance due to something else?

Yes ☐ No ☐

16 What other factors have affected your performance?

.....

.....

.....

.....

17 Do you leaving for another pace of work?

Yes ☐ No ☐

18 When?

A - As soon as possible

B - After two years

C - Not after 5 years

19. Would you make career in teaching?

Yes ☐ No ☐

20. Why?

.....

.....

21. For how long has your department lack the necessary instructional /study materials

A Since inception

B One to Two years

C Three to four years

D Over four years

22. How has this affected staff/student performance in your school/department

A Negatively

B Positively

23. What is your assessment of the institution's academic standard

A High

B Low

24. Why High ?

A High entry standard maintained for students

B No interference with management standard

C All of the above

D Other reasons

25. Why Low ?

A Low entry standard maintained for students

B Interference with management standard

C All of the above

D Other reasons

26. Can interference with management standard be related to low academic standard ?

Yes ☐ No ☐

27. If yes, How ?

A Directly
B Indirectly

28. In what way?

A Through late admissions

B Plead for favour

C Poor and inconsistent admission process and policies

D All of the above

29 Who actually interferes with management standards

A - Higher authority

B - Friends, Relations, Colleagues

C - Student

D - All of the above.

30 How many Teaching staff have left your School/Department?

A - 0 - 2

B - 3 - 5

C - 6 and above.

31 Are they part of the experience staff in your School/Department?

Yes ☐ No ☐

32 What major reason(s) made to leave?

A - Nil

B - Few

C - All

34 Are the present staff ready to make their career in teaching?

Yes ☐ No ☐