AN EVALUATION OF THE IMPLEMENTATION OF THE TWO-TIER SYSTEM OF SECONDARY SCHOOL EDUCATION

IN

PLATEAU STATE

By

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MPA/ADMIN/13440/97-98

BEING A THESIS SUBMITTED TO THE POST-GRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER DEGREE IN PUBLIC ADMINISTRATION.

AUGUST 1999

DECLARATION

I hereby declare that this thesis has been written by me and to the best of my knowledge it has never been submitted to Ahmadu Bello University, Zaria or any other institution of higher learning for the award of any degree.

The various sources to which the author is indebted are clearly and duly acknowledged in the bibliography.

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28/10/04

Date

CERTIFICATION

This thesis entitled: **"An Evaluation of the Implementation of the Two-Tier System of Secondary School Education in Plateau State"**, written by Agada, Peter Alaji meets the regulations governing the award of the degree of Masters in Public Administration (MPA), Ahmadu Bello University, Zaria, and is approve for its contribution to knowledge.

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DEDICATION

This study is first and foremost dedicated to the Glory of Almighty God who by His mercies and grace has made this study possible.

And

To the cherished memory of my beloved father, Chief Agada Elachi, the Ata-Ubaka Atabaka, who by the counsel of the God almighty, charted this path for me – but never lived to see the fruit of his labour.

ACKNOWLEDGEMENT

A study such as this is not a child's play. It needs enormous energy, perseverance and total commitment to be able to accomplish it. This attempt would not have been possible, first and foremost, without God's mercies and grace – for the realization of this goal. God almighty in his mercies has always used human beings to accomplish His task – and this, Dr. A.A Anyebe was the tool used by the Almighty Father for this purpose. To Dr. Anyebe, I remain ever grateful. Espoused in this rescue mission are Dr. Kola Obaitan and Dr. Molem of the Department of Public Administration who despite their tight schedule of duties were always ready to see me, pip through the work and proffer solutions. To them, their reward will not be suppressed by human beings. My sincere gratitude also goes to Prof. I. Abdulsalami and Prof. Haladu I. Abubakar for their constant moral support and encouragement which resulted in the realization of this dream.

In all honesty, I sincerely thank Dr. S.M. Ngu, the Head of Department of Public Administration during my course work for his understanding and cooperation. My regards also go to Mr. Sankey and Mr. John Nda for their encouragement and moral support.

My acknowledgement will be incomplete without reference to the present Head of Department, M. Ibrahim Adamu, the Departmental secretary and the Personal Assistant to the Head of Department for their warm public relation that has made the Department a distinct model. To them, I say keep it up.

My gratitude remain incomplete if my main mentors for this attempt are not mentioned. The chief architect being Mallam and Mallama Abdullahi Maigida both of the

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Nigerian Defence Academy who on their own affection prompted my desire for this course. To them I will ever remain grateful. Similarly, the roles of my intimate ones such as Cyprain Njin - a true friend, who took the risk of traversing the difficult terrains of my sample colleges, spent his money and time to assist in the administration of the questionnaire which culminates in the realisation of this study; and Mr. and Mrs. Pius Onokebhagbe who provided some materials towards the achievement of this objective will ever remain evergreen in my memory. To them, I wish God's abundant blessings.

It must be ingratitude on my side to skip such agents of progress as Rear Admiral Olukoya, the Director of Administration (DOA), Nigerian Defence Academy (NDA) and Brigadier General Ogunkoya, the Assistant Director of Army Education (ADAE) Headquarters, 1 Mech Division, Nigerian Army (NA) Kaduna, for consenting to my request for further studies without prior official permission by the Army Headquarters (AHQ). To them, the mercies of the Almighty God will continue to flow upon.

This study would have been fruitless without the cooperation of the respondents. Among them is Mr. Haruna D. Gyang, the Principal, GSS, Heipang, Barkin Ladi LGA. To him I say thanks and be blessed. The others are Mrs. Mary John Kogi, the vice Principal Administration (VP Admin) GSS Bassa, LGA, Justice Sekuk, of Government College, Jos, Jos North LGA, Mrs. Rahila Nanhe, Principal GSS Bukuru, Jos South LGA and Mr. John D. Badiny, Principal, GSS Riyom, Riyom LGA. To them I owe enormous gratitude for their understanding and cooperation for providing the necessary details needed for the analysis of this research.

Any meaningful academic effort require a conducive, peaceful and lively environment. This was provided by my little son; Ada-Idu. Akoji Agada – who had in his own way provided solace and prayer at the time of my depression. To him, I say God Almighty will lift up above his would be detractors. Above all, to God be the Glory.

PETER A. AGADA.

ABSTRACT

Prior to the attainment of political independence by Nigeria, the thinking was that the hindrance to Nigerian strong socio-political, economic, technological and industrial development was the colonial education policies which was aimed at "white cola" "jobs" only. When eventually Nigeria was granted independence in 1960, observers had hoped that the much expected triumphant entry into the era of strong socio-political, economic, technological and industrial development had finally arrived. However, the expectation remained a mere dream.

Many scholars and politicians pointed accusing fingers to the educational system inherited from the colonial master – Britain. After many attempts at restructuring Nigerian Education system for the purpose of take-off and accelerated all-round development, the 6-3-3-4 system of education was evolved.

The 6-3-3-4 system of education commenced operation in 1982. It appears that this system which is messianic in expectation and operation has not actually discovered the track to the desired objective for which the system is meant to achieve. The desire to unveil the lapses inherent in the implementation of the system at the two-tier secondary school level prompted the choice of this topic. This is because; the foundation of every choice of vocation is established at the two-tier secondary school level.

Furthermore, because of the obvious constraint of time and space, the research is therefore restricted to the secondary school segment of the 6-3-3-4 national policy on education. In pursuance of this objective, five government secondary school located in five local government areas, one secondary school per local government area was

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selected for the research. The thinking is that the colleges being government schools and selected from five local government areas, the condition obtaining in the five colleges will represent a fair reflection of the condition of the other government colleges in the state.

Accordingly a survey method of research was evolved for the research. The survey is a set of close ended questionnaire that require the respondent to tick the appropriate options. In the same vein, open ended questions are also provided where necessary to give room to the free opinion of the respondent. This dispensation it is hoped, will provide enough desirable information needed for the exposition of the study.

In line with the above, the study is divided into five chapters. Chapter one include the introduction, statement of the problem; objective of the study and the hypothesis. Added to these are the research methodology, source of data, the tools for data analysis, techniques for data analysis and justification for the study-as well as the scope and limitations of the study.

Chapter two is the literature review and the theoretical framework while chapter. three looks at the educational system in Nigeria and its problems prior to the advent of the current 6-3-3-4 system of education.

In addition, chapter four examines the 6-3-3-4 system of education and the evaluation of the colleges. Included in this chapter also are the research findings and recommendations. Indeed, chapter four is the nerve centre of the study.

Chapter five is the last chapter. This chapter is the summary of the research and its conclusion.

The research finding indicate that:

a. The implementation of the two-tier system of secondary school education in Plateau state is deficient of the standard envisaged by the national objective.

b. In the same vein, the implementation of the two-tier secondary school system in Plateau State do not justifys the national aspiration for the adoption of the 6-3-3-4 system of education.

c. Furthermore, there exist obstacle to the implementation of the two-tier system of secondary school education in Plateau State.

Given the findings, the study recommends that Plateau State government should provide adequate fund for the provision of amenities and sustained maintenance of the schools. In addition, adequate trained manpower should be provided through recruitment and training. Furthermore it is recommended that the teaching profession be made attractive by way of prompt payment of monthly salaries and special higher scale salary for the teaching profession. Added to this is the issue of motivation by way of grant of vehicle loans to the teachers and the provision of residential quarters for the teachers close to their schools.

In the sphere of technical/vocational education, it is recommended that services of artisans should be procured to supplement and enhance practical application of knowledge.

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ABBREVIATIONS

ADAE	-	Assistant Director of Army Education
AG	-	Action Group
AHQ	-	Army Headquarters
CRS	-	Christian Religious Studies
DOA	-	Director of Administration
FG	-	Federal Government
FGP	-	Federal Government Policy
GCE	-	General Certificate of Education
Govt.	-	GOVERNMENT
GSS	-	Government Secondary School
HSC	-	Higher School Certificate
JSS	-	Junior Secondary School
JSSC	-	Junior Secondary School Certificate
JSSCE	-	Junior Secondary School Certificate Examination
JSS3	-	Junior Secondary School Three
LGA	-	Local Government Area
NA	-	Nigerian Army
NDA	-	Nigerian Defence Academy
NECO	-	National Examination Council.
NEPA	-	National electric Power Authority
PTA	-	Parent Teachers Association
SSS	-	Senior Secondary School
SSSC	-	Senior Secondary School Certificate
SSSCE	-	Senior Secondary School Certificate Examination
SSS3		Senior Secondary School Three
UPE	-	Universal Primary Education
VP	-	Vice Principal
VPA	-	Vice Principal Administration
WAEC	-	West African Examination Council

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CHAPTER ONE

1.1 INTRODUCTION

A French writer was quoted by Lord Lugard (1922) as saying that a literary education on European lines has mischievous results and only produces hostility and ingratitude. The goal of education therefore, he continued, should be a happy and progressive live so far as individual is concerned and to be useful sympathetic and stimulating in its relation with the community and that the objective which education in Africa should have in view should be to fit the ordinary individual to fill a useful part in his environment with happiness to himself and to ensure that the exceptional individual shall use his abilities for the advancement of the community and not to its detriment.[1]

Lugards view as expressed above speaks volumes as far as Nigerian education prior to the take-off of the present 6-3-3-4 system of education is concerned. This opinion was expressed about eight-two (82) years ago, yet nothing significant was achieved towards the realization of this objective throughout the colonial period and twenty-two years after independence.

Attempts to evolve educational policy that could launch Nigeria into the much desired technological, industrial and socio-economic development had been fraught with lack of focus and ineptness of the policy makers

resulting from selfish motive, ethnic and geographical chauvinism and political bickering.

At last, reason prevailed and a new education policy codenamed the 6-3-3-4 system of education has been evolved. This policy stipulates the following periods for various strata of education as follows:

a. Six years for primary school education.

b. Three years for junior secondary school education,

c. Three years for senior secondary school education and

d. Four years for tertiary education depending on the course in view.

The national policy that gave birth to this system stipulates the philosophy of Nigerian education. Based on this parameter, the curricula for, especially the primary school and the two-tier secondary school education were stipulated. The implementation proper commenced in 1982 after much foot-dragging by some states because of political consideration. Be that as it may, the implementation has been in vogue for over two decades now. Therefore, there is the need to evaluate the implementation at least in one state of the federation in order to ascertain if the policy is being properly implemented without hitches that could retard the desired goal of the policy as envisaged by the stipulations.

To actualize this evaluation, five secondary schools in Plateau State were selected based on one secondary school per local government area. The idea behind this is that the findings in the five schools located in five different local government areas will be a fair representation of the situation of the other government secondary schools in the state. The choice of Plateau State arose based on the assumption that there has not been any known evaluation of the two-tier secondary school in the state.

The choice of this topic arose from the desire to contribute to the success of the 6-3-3-4 system of education because of the seeming promises if properly implemented religiously.

Plato as quoted by Sabine (1973) contended that education is the positive means by which the ruler can shape human nature in the right direction, in order to produce a harmonious state. With a good system of education he reiterated, almost any improvement is possible. If education is neglected, he added, it matters little what else the state does.[2]

The degree of importance conceded to education by Plato indicates that the state cannot leave education to the dictate of private initiative driven by profit motive, but must itself provide the desired means and necessary motivation to ensure that the citizens actually get the required and necessary training needed for harmony and the well-being of the state.

The Nigerian experience seen from the angle of plato's perception, has been a process of gradual evolution. The idea of Western education in Nigeria was conceived by private initiative through the European Christian missionaries. Fafunwa (1974) quoting William Boyd stressed that 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 evangelical work properly without giving its adherent and especially its clergy as much of the formal education as was required for the study of the sacred writings and the performance of their religious duties,"[3]. Thus the evolution of Western education in Nigeria was the initiative of the Christian missionaries – essentially a private non-governmental organization.

The first government official involvement in Education in Nigeria, was the promulgation of education ordinance in 1882, the second education ordinance in Nigeria was enacted in 1887. In 1903, an education department was established for the protectorate of Southern Nigeria and in the same year, an education code was promulgated.[4] The colonial involvement in education in Nigeria was precipitated by the desire to produce clerical staff for government offices and commercial houses in order to reduce the cost of bringing this category of workers from their own country. The colonial government in Nigeria at the time did not make any effort to formulate

educational policy that could lead to the general development of the country. Such was the phenomenon until Nigeria attained what could be termed procedural political independence in October 1960.

On the attainment of political independence, no significant effort was made to chart an autochthenous education course geared towards rapid socio, political, economic and industrial development. However, during and after the Nigerian civil war, the reality of educational system relevant to Nigerian situation in the sphere of individual and societal development; socio-political and economic as well as technological and industrial development dawned on Nigeria culminating into a significant step prompting the introduction of the universal free primary education (UPE) in 1976. This development, according to Aiyekpeku (1989),[5] did not however effect the necessary adjustment in the curricular needed for endoganous general development. The awareness of the lapses in the curricula prompted the two major conferences of 1969 and 1973 and the subsequent white paper publication known as the Federal Republic of Nigeria-National Policy on education in 1977. This policy gave birth to the adoption of the current 6-3-3-4 system of education in Nigeria. The system has been in operation for over a decade now. The extent to which the implementation of this system is

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achieving the desire objective of the policy in Plateau State prompted the choice of this study.

Essentially, this study is aimed at evaluating the implementation of the 6-3-3-4 system National Policy on Education in Plateau State with special focus on the two-tier Secondary School System of Education.

1.2 STATEMENT OF THE PROBLEM

At least since the days of Adam Smith, Streeten (1972) contended, economists have tried to analyse systematically the contribution which education makes to the working of the economic system. The classical economists in the nineteenth century considered the creation and improvement of human skills as much as part of raising production as the accumulation of physical capital. Adam Smith, both a moral philosopher and an economist, considered education as fundamental to social, political, peace, self-improvement and economic progress.[6]

Plato, in his own contribution, according to Sabine (1973), contended that the state should not leave the education of the citizen to private individuals on commercial ventures. The state he added, should provide the necessary means for the education of the citizen.[7]

Thus, if the state is to play the leading role in the education of the citizens because education is the pivot of all developments, it therefore

implies that the state should formulate the policy that will guide the general conduct of the system of education in the country. A policy formulated by the state, according to Abdulsalami, is a public policy. Thus, public policy according to Abdulsalami (1998) is the substances of what government does in reaction to an unsatisfactory situation on public expectation. It is a response to a perceived public problem in relation to the pattern of resources which is actually committed as a response to public expectation or challenge warranting public action for the solution.[8]

Thus the educational system inherited from Britain – the colonial master, was unsatisfactory. According to Aiyepeku (1989), the system did not take cognisance of Nigeria peculiar problem in the sphere of socio-political, economic and technological development.

The British system of education was transplanted into Nigeria where it was embraced blindly. Nigeria stuck to the British system of education even when in Britain, the same system had been modernised and restructured to take account of the ever rapid industrial, technological and socio-political and economic development.[9] Not only did Nigeria stuck to the inherited educational system from Britain, the system was diverse in Nigeria. That is to say that the system of education Nigeria was operating during the colonial period and after the political independence was not uniform. Some parts of

the country had eight years of primary education, some seven years and some, six years. In the same vein, some parts of the country had six years of full secondary education while other parts had five years, leading to the same certificate.[10]

Added to this problem was the lack of uniformity in the syllabi. Indeed, what existed during the colonial period and after the attainment of political independence could hardly be called an educational system in Nigeria. At primary and secondary levels of education, what existed was a collection of systems. At best, it could be called a system in diversity.[11]

The abnormality of lack of uniformity in the duration of school years and the existence of different syllabi in the Nigerian educational system coupled with the unsuitability of the inherited system of education for rapid socio-political, economic and industrial and technological development, prompted the present National Policy on Education code named the 6-3-3-4 system of education now in vogue in Nigeria. Thus, the research problem is that, is Plateau State implementing the two-tier secondary school system in accordance with the national policy objectives for which the system is meant to achieve? Is there any obstacle to the achievement of the objectives of the two-tier (3-3) system of secondary school education in Plateau State? Does

the implementation justify the national aspiration for the adoption of the two-tier system of secondary school education in Plateau State?

1.3 OBJECTIVE OF THE STUDY

In March 1977, the Federal Military Government white paper on education was for the first time in the history of independent Nigeria, gave the nation a Nigerian National Policy on Education. The white paper was reduced to a widely distributed pamphlet titled "Federal Republic of Nigeria National Policy on Education" this publication formally introduced a new system of education code named the 6-3-3-4 system of education. This implies that under the 6-3-3-4 system, primary school education will be six years instead of the former seven on eight years; junior secondary school will be of three years duration while senior secondary school will also be of three years duration. The four years is for the higher or tertiary education.

The 6-3-3-4 system of education in Nigeria has been in operation for over a decade. But there has not been any known evaluation of the implementation of the two-tier system of secondary school education segment of the 6-3-3-4 system of education in Plateau State. Thus, the objective of this study is to evaluate the implementation of the two-tier system of secondary school education in Plateau State with a view to ascertaining the level of commitment of the state government to the

implementation of that segment of the national policy on education. Furthermore the study is to examine if any obstacle exists in the achievement of the objective of the two-tier system of secondary school education in Plateau State. Thus, the evaluation of the two-tier system of secondary school education, it is hoped, will facilitate the appreciation of the justification for the adoption of the system in the country as a whole and Plateau State in particular. To actualize this task, three hypothesis are proposed.

1.4 HYPOTHESIS

In the pursuance of the objective of this study, three hypothesis are proposed as guides to the realization of the goals of the research. These are:

a. There will be no deficiency of the national objectives in the implementation of the two-tier system of secondary school education in Plateau State.

b. In Plateau state, the implementation of the two-tier system of secondary school education will significantly justify the national aspiration for the adoption of the 6-3-3-4 system of education than the old 7-5-2-3 system of education.

c. There will be no obstacles to the implementation of the two-tier system of secondary school education in Plateau State.

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Having proposed the hypothesis, the method of achieving the desired results comes to the fore.

1.5 RESEARCH METHODOLOGY

The research problem is the central pivot in determining the research methodology to be adopted. In the pursuance of this study, the survey method of research is adopted. This method proves to be appropriate for the descriptive analysis intended for this study. The analysis will evolve from a set of questionnaire designed for the research. The questionnaire include close ended questions that require the respondents to tick the appropriate response from a set of given options. In the same vein, a set of open ended questions, where desirable, were provided to give room to the respondent's own free opinion. This dispensation, it is hoped, will provide adequate desirable information needed for the exposition of the hypothesis for this study.

1.5.1 Source of Data

The data for this research are essentially obtained by primary source through the administration of questionnaire and where desirable, face-to-face oral interviews were employed in order to elicit the likely areas of ambiguity in the responses. Added to these is also the documentary source to enhance the validity of the desired information.

The study will cover five secondary schools located in five different Local Government Areas of Plateau State. This option, it is hoped, will be a fair representation of the situation of the other government secondary schools in the state. The feeling is that the condition that obtain in the secondary schools studied will not deviate significantly from the situation in the other secondary schools in Plateau State. The local government areas where the colleges to be surveyed are located are as follows:

TABLE 1.1

LOCAL GOVERNMENT AREAS AND THE COLLEGES TO BE SURVEYED

S/NO.	LOCAL GOVENRMENT AREA	SECONDARY SCHOOL
(a).	(a).	(a).
1.	Barkin Ladi	Govt. Sec. School Heipang
2.	Bassa	Govt. College Bassa
3.	Jos North	Govt. College Jos
4.	Jos South	Govt. College Bukuru
5.	Riyom	Govt. College Riyom

Source: Field Survey by the Researcher.

1.5.2 Tools of Data Analysis

The tools for the analysis of the data for this study are derived from documents and a set of questionnaire which are designed for this purpose. The questionnaire shows a range of questions with options. Where necessary, the respondent is allowed to state his own opinion.

For the purpose of clear and unambiguous presentation of information, the questionnaires are divided into seven segments. Segment one is designed to elicit the historical background of the college. This entails the name of the college; the year of the establishment; student's population prior to the take off of the two-tier system of secondary school education, number of teachers available for the subjects taught in the college.

Segment two focuses on the state of infrastructural facilities available in the college. This includes available classrooms and office accommodation as well as laboratories and accommodation for vocational subjects' equipment.

The state of equipment constitute segment three of the questionnaire. This section draws attention to the provision and adequacy of facilities for vocational subjects.

Segment four, dwells on the adequacy and relevant teachers for the various subjects offered at the secondary school level while segment five

looks at the areas of the availability of relevant text books for both students and the teachers as well as the library collections.

Funding which has been the bane of most policy implementation in Nigeria constitutes segment six of the questionnaire while other matters not mentioned in the other segment of the questionnaire are provided in segment seven.

1.5.3 Technique of Data Analysis

Any research has a technique of analyzing its data. This however depends on the discipline and the source of the data for the study. Thus, the source of data for this study is primary-through the administration of questionnaire as well as documents.

The technique for the analysis of the data for this study is the descriptive statistics. This technique, it is hoped, will provide appropriate channel for the presentation of the relevant characteristics of the data for the study.

1.6 JUSTIFICATION OF THE STUDY

The justification of this study is that there has not been any known research on the evaluation of the two-tier secondary system of education in Plateau State.

In the same vein, there is the need to ascertain if the implementation of the two-tier secondary school segment of the national policy on the 6-3-3-4 system of education justifies the objectives for which the system is designed to achieve.

Similarly, the study might prompt further research into the implementation of the 6-3-3-4 system of education in other states in Nigeria.

In addition, it serves as a modest contribution towards the educational development of Plateau State.

Furthermore, the study is meant to prompt Plateau State government into taking remedial measures in any area of observed lapses.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

When government or an organization calls for analysis to facilitate a decision or a policy option, such dispensation is provided with a defined parameter. Similarly, any study embarked by a researcher or a body of researcher must have scope and limitations. Thus, this study is intended to evaluate the implementation of the two-tier secondary school segment of the 6-3-3-4 system of education in Plateau State.

Therefore, the scope of the study will cover five secondary schools located in five different Local Government Areas in Plateau State. The study

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will be limited to one secondary school per Local Government Area (LGA). The local government areas for the study are as follows:

a. Barkin Ladi LGA

b. Bassa LGA

c. Jos North LGA

d. Jos South LGA and

e. Riyom LGA

It is hoped that the selection of one secondary schools each per local government area will provide a fair representation of the situation that obtains in the other secondary schools in Plateau State in the degree of their implementation of the two-tier secondary school system of education.

Based on the above premise, the study is divided into five chapters. Chapter one provides the introduction, statement of the problem, objective of the study, the hypothesis and the research methodology. Also, included in this chapter are the source of data, the tools for data analysis, technique for the data analysis, justification for the study and the scope and limitations of the study.

Chapter two is the literature review, empirical literature review and the theoretical framework. Chapter three looks at the educational system in

Nigeria and its problems prior to the advent of the present 6-3-3-4 system of education.

Chapter four deals with the 6-3-3-4 system of education in Nigeria, the junior secondary school (JSS), the senior secondary school (SSS) and the evaluation of the implementation of the two-tier secondary school in Plateau State. This chapter treats also the findings and recommendations.

Finally, chapter five is the summary and conclusions. In the sphere of the limitations, it is the desire of this study to cover all the secondary schools in the entire local government areas of Plateau State. However, just like any research work, this desire is stalled by certain constraints.

One of the major constraints is the time constraint for the submission of the study. The entire secondary schools in the state will certainly prolong the duration for the submission of the study.

Another impediment is the lack of fund to embark on research in all the secondary schools in such a vast and difficult terrain area as the Plateau State. The distance from one area of the state to another area is very far apart. This situation, will certainly frustrate the desire to under-take the study in all the secondary schools in Plateau State.

Similarly, the fear that mailed questionnaires and mailed responses may miss in transit because of poor communication system in Nigeria is another critical limitation.

Furthermore, it is hoped that the selection of one secondary school each from five different local government areas of the state will provide a fair representation of the conditions of the other secondary schools that are not effected by this study.

END NOTE

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2. Sabine. GH (1973): A History of Political Theory, 4th ed; Indian Edition, Pearl Offset Press, Press, New Delhi see pp 68 – 71 for Plato's View on Education.

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10. Sabine, GH: 1973: 68 to 71.
11. Abdulsalami, I. (1998) A lecture presented at MPA class.

12. Aiyepekun, TF (1989) 6-3-3-4 System of Education in Nigeria. see pp 1 and 2 for the Origin of the New System of Education.

13. Aiyepekun (1989) - see pp 1 and 2.
14. Aiyepekun (1989) - see pp 1 and 2.

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CHAPTER TWO

2.0 REVIEW OF LITERATURE

The need for a clear presentation of the review of literature prompts the breakdown of this chapter into two subchapters as follows:

2.1 Review of Related Literature

2.2 Review of Empirical Literature

2.1 REVIEW OF RELATED LITERATURE

No nation can develop without education. A long-term plan must embrace a study of how and how far an existing education patterns have contributed to the failure of socio-political and economic progress in the past. Such study must discover whether the attitude which are hostile to economic progress have been the result of a specific structures of education and what modifications of that structures are needed to accelerate development. To be able to establish the desirability of the current 6-3-3-4 system of education in Nigeria, the review of the past becomes pertinent.

In his book "History of Education in Nigeria," Fafunwa (1974) cited the report of the commission led by Thomas Jesse Jones on the situation of education in West African with emphasis on Nigeria. The terms of reference of the commission were:

a. To inquire as to the educational work being done in each area to be studied.

b. To investigate the educational needs of the people with special reference to religious, social, hygienic and economic conditions.

c. To ascertain the extent to which 'b' above is being met.

d. To report fully, the results of their findings.

The report of the commission is an important educational document which constitute a significant turning points in African Education. The report criticized the governments educations policy and made concrete recommendations on how to improve African education. The commission visited schools and sometimes gave oral examinations to the pupils.

Questions were asked by each member of the commission with a view to testing the intelligence of the pupils and to ascertaining their attitude and outlook on life. The aim of the commission, was to discover whether the education of the boys and girls is in touch with the actual development of Nigeria.

The commission's major findings, according to Fafunwa, include:

a. Although the educational facilities were largely credited to the missions and a great service has been rendered by them, many of the

missions did not realise the full significance of education in the development of the people.

b. The adaptation of education to the needs of the people was urged as the first requisite of school activities. Much of the indifference and even opposition to education in Nigeria was due to the failure to adapt schoolwork to African conditions. Added to this is the fact that school methods which had been discarded in America and Europe were still in vogue in Nigeria.

c. Many of the failures of the educational systems in the past were due to lack of organization and supervision. Government and missions failed to apply sound principles of administration to their educational work.

d. The education of the masses and the native leadership had been neglected.

e. There was obvious lack of cooperation among the groups whose responsibility it is to plan and implement educational programmes.

In elaborating the points made above, the commission noted that the adaptation of education to the needs of the individual and the community was being increasingly emphasized in America, Europe and Asia, but that the wholesale transfer of the educational practices in Europe and America to

the people of Africa was certainly not an act of wisdom, however justly it might be defended as a proof of genuine interest of the African people.

The commission further stated that the first step in the adaptation of education to the needs of the community was the realization of the fact that the Africans lived in both rural and urban areas and that they require education that is suited to both situation. Agriculture, the commission contended, should be the main focus of rural education while industrial or technical education should be the main focus of urban education. On rural community education, Fafunwa quoting the work of the commission; suggested that every part of the school curriculum should be made to contribute to increased respect for and interest in the rural environment of the school and that activities should be organised to blend intimately with the life of the groups from which the pupils came.

On the aims of education, the commission was of the view that there was no clear-cut objective for African education and that the absence of this made organization ineffective. It attributed the confusion in educational thought and practice prevalent among government officials, missionaries and traders to absence of objectives.

Indeed, Fafunwa contended that the former goals of secondary school in Nigeria were similar to the goals of secondary school education in the

colonial period. Except for a few insignificant modifications, the structure, content and the teaching methods follow closely those of Britain in spite of the cultural political and socio-economic differences, which exits between the two countries.

Ayeipeku, (1989) on his part stressed that the current 6-3-3-4 educational system evolved form two major curriculum conferences of 1969 and 1973. The 6-3-3-4 system is significantly different from the education system inherited from Britain, Nigeria's former colonial master, in terms of curriculum content and structure. In addition, one of the first things that a newly independent country should do is to fashion out an indigenous system of education geared towards its national goals and aspiration.

The first national curriculum conference that was held in Lagos in 1969, was the first major step taken by Nigeria to evolve a new education policy. The conference spelt out in great details what was considered the national philosophy, goals, purpose and objectives of Nigerian education and made recommendations for the realization of the objective.

The June 1973 national conference on education was a follow-up of the 1969 national conference on education. However, the 1973 conference Ayeipeku stressed, was with specific assignment of identifying and formulating a national policy on education. As was seen by Ayeipeku, the

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1973 conference was very successful. It culminated in the white-paper publication in March 1977 as the Federal Republic of Nigeria National Policy on Educaiton. What remained to be worked out, was the strategy for the implementations of the policy.

2.2 EMPIRICAL LITERATURE

In this segment, the empirical literature will as well embrace the work of Frederick Mayer's goals and philosophy of education as spelt out in his book titled "A History of Educational Thought, second edition (1966) Ohiok.[3] His goals and philosophy of education has been the fulcrum or reference point which policy makers on education continue to draw ideas in the formulation of education policies. Indeed, it can be said to be a living treatise for educational administrators. Included in this review is the Federal Government of Nigeria National Policy on Education (Revised).

The literary definition of philosophy as obtained in Oxford Advanced Learners Dictionary of current English is the search for knowledge especially the nature and the meaning of existence.[4] Given the direction which this definition has provided, Mayer spelt out fifteen broad goals and philosophy of educaiotn[5] which has remained a reference point in the formulation of education policy in Nigeria. Accordingly, the goals include:

a. **Reflective Thinking**: This he contend that few people are aware of the resources of their mind and therefore spend most of their time in day dreams rationalizing their preconceived beliefs. Reflective thinking, involves an attitude of objectivity whereby tentative theories are formulated and verified. It is a purposeful activity. It changes an indeterminate into a determinate situation.

b. **Appreciation of Culture**: A knowledge of the great works of the past, Mayer added, may illuminate the appreciation of the present.

c. **Stimulation of Development of Creativity**: Too often, education is concerned merely with the imitation of the past and stresses discipline for the sake of discipline – creativity demands not only insight but also concentration and dedication.

d. **Understanding and Application of Science**: This is because, science more than any other field has contributed immensely to the advancement of civilization.

e. **The Contact with Great Ideas**: This implies learning by critical thinking as well as by doing.

f. **Moral and Spiritual Values**: This according to Mayer, cannot be excluded from 'educative process' though, they are sometimes regarded in a rather passive manner especially in government owned schools.

g. **Fundamental Skills is Akin to our Technical and Vocational Education**: They do not imply just a mastery of reading, writing and mathematics, but also practical skills and emphasis on communication and the development of aesthetic sensitivity.

h. **Of Primary Concern of modern Education is Technical and Vocational Efficiency**: According to Mayer, this is because human beings are not only interested in the enjoyment of life but also in how best a living can be made.

i. **Effective Education**: This implies a better adjustment to family life. This also facilitates and improves a persons appreciation of the home and become more considerate of others.

j. **Effective Citizenship**. Mayer stressed that this can only be achieved through education.

k. **State of Physical and Mental Health**: Without physical and mental health, all other goals of education is superficial and visionary. Accordingly, mental health requires a balanced perspective and avoidance of extremes. Education therefore becomes a tool of maturity.

l. **Change of Personality**: Genuihe education ought to change ones personality. In other words, it implies being interesting is more

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important than being factually correct. Real knowledge, should make one more dynamic and fascinating.

m. **Evolution of Permanent Interest**: This ought to evolve from education. In other words it implies that if a person reads only the books that are recommended one is an inferior student, that books other than the recommended ones should be read to imbue the person with the adventure of knowledge.

n. **Achievement of peace is a Fundamental Goal of Education**. This, Mayer argued, that any system of education which contributes to mistrust and which glorifies chauvinism and military force should be discarded.

o. The last but not the least of the goals of education as spelt out by Mayer is that education is a perpetual renaissance of man. It indicates that man is the measure of universe and that knowledge is an infinitive process and that creativity must radiate and not confined to a few. Education therefore looks to the future. It indicates that man has not finished his task, rather, he has just begun. Education from this stand point is not the prelude to despair but the eternal overtures to hope and aspiraiton[5].

Mayer's educational goals as indicated above, provide broad ideas which serve as reference points to education administrators. Thus, the current national policy on education (Revised) (FG p-833/589/500 (OL 92)[6] no doubt share some vital goals with Mayer's goals. It is Government's wish that any existing contradictions, ambiguities and lack of uniformity in educational practices in the different parts of the federation should be removed to ensure an even and orderly development of the country.

Government, the policy reiterates, has stated that for the benefits of all citizens the country's educational goals in terms of relevance to the needs of the individual as well as in terms of the kinds of society desired in relation to environment and the realities of the modern world and rapid social changes should be clearly set out.

In pursuance of this goal, the national policy on education reiterates the national objectives that can be achieved using education as a tool. The five main national objectives of Nigeria as stated in the second national development plan and endorsed as the necessary foundation for the national policy of education are the building of:

a. A free and democratic society.

b. A just and egalitarian society.

c. A united, strong and self-reliant nation

d. A great and dynamic economy.

e. A land of bright and full opportunities for all citizens.

Nigeria's philosophy of education, therefore, is based on the integration of the individual into a sound and effective citizen akin to Mayer's tenth educational goals as indicated above.

Accordingly the quality of instruction at all levels, the national policy publication stressed, has to be skewed towards inculcating the following values:

a. Respect for the worth and dignity of the individuals.

b. Faith in man's ability to make national decisions.

c. Moral and spiritual values in inter-personal and human relations.

d. Shared responsibility for the common good of society.

e. Respect for the dignity of labour

f. Promotion of the emotional, physical and psychological health of all children.

A thorough reflection on Mayer's educational goals and the National goals philosophy of education as spelt out in the National publication, elicits a significant harmony in the two educational goals.

Indeed, for the philosophy to be in harmony with Nigeria's national objectives, the National policy on Educaiton reiterates that it has to be

geared towards self-individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological process.

The national educational aims and objectives to which the philosophy is linked are therefore:

a. The inculcation of national consciousness.

b. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian Society.

c. The training of the mind in the understanding of the world around and.

d. The acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of his society.

In the same vein, the policy within the concept of the philosophy spelt out the broad aims of secondary education in Nigeria. These include:

a. Preparation for useful living within the society and

b. Preparation for higher education.

The analysis of the evaluation of this study will elicit the extent of the realization of these aims.

For the purpose of this broad aims of the secondary school education, the National Policy emphasis was envisaged to:

a. Provide as much as possible a significant number of the products of primary school the opportunity for a higher quality of secondary education irrespective of sex, religious, social and ethnic background.

b. Diversification of the curriculum to cater for the differences in talent, opportunities and roles expected or open to such students after secondary school education, and

c. Equip students to live in the modern age of science and technology as well as inspiring the student with desire for achievement and self-improvement both at school and in later life.

For the purpose of the realization of the philosophy and the objectives of the National Policy on Education under review, the secondary school education was to be of six-years duration divided into two stages – junior secondary school stage and senior secondary school stage each of three years duration with the appropriate syllabus for each stage in order to achieve the desired objectives for which the new policy is designed for.

Where possible, the National Policy stressed, the two types of school will be under the same roof: in any case, the separate junior secondary

school compliments the senior secondary school even when it is located in different locations.

The concluding part of the national policy on the two-tier secondary school system reiterated government's resolve to work towards improving the quality of secondary school education by giving support to the measures that will ensure effective administration. These measures according to the policy guide, will include the selection of the right calibre of persons for the post of principal of secondary schools and the institution of induction courses for the newly appointed principals as well as prompt disciplinary steps to deal with the principals who misuse their power or prove ineffective.

2.3 THEORETICAL FRAMEWORK

A thorough investigation is the bedrock of the plausible theoretical framework. Such investigation/research in many cases, are prompted by government policy.

Government policy itself is not given. Lindblom (1968) contended that policy makers are not faced with a given problem; rather, they identify and formulate the problem.[7] In the same vein, the educational system inherited from the colonial master (Britain) was identified by Nigerian policy makers to be out of tune with the current demand of the present day realities of Nigerian national objecties.[8]

The system of secondary school education prevailing in Nigeria prior to the advent of the present two-tier (3-3) system of secondary school education was the grammar school system with its classical orientation designed for clerical duties in government offices and commercial houses and clergy work in the churches. The system did not take cognisance of Nigerian peculiar circumstance in terms of her diverse culture and future national desires in terms of socio-economic, technological and industrial development. Fafunwa decried the colonial grammar school system by citing the opinion of Lord Macaulay on the system of education in India. "In Macaulay's words, the goal of education was to train at least a class of persons India in blood but English in opinion, in morals and intellect."[8] This opinion is not far from the situation in Nigerian educational system prior to the current 6-3-3-4 system of education.

The early grammar schools apart from English language, taught Latin and Greek and little or no science. Nigerian secondary school students sat for the same school certificate examinations as English students. In 1956. However, the examination system was West Africanized and a West African Examination Council (WAEC) replaced the Oxford and Cambridge examination syndicates.[9]

The colonial system was unsuitable because of its negative focus on modern demand for rapid social, economic, technological and industrial development. Aiyepeku (1989) contended that the system was good for England and English society, but it was not good for Nigeria because, it neglected to take into consideration the Nigerian cultural and social background. It tended to produce an educated class of "Pen-pushers." It also failed to lay the foundation for economic freedom by not providing the manual skills and expertise necessary for successful industrial and agricultural development.[10] The grammar school system did not take cognisance of the needs and the desires of the students whether they were intending to qualify for clerical duties or other services or desire to become mechanics, artisans, or on the other hand, had no desire to leave their environment /villages after their education,. Nigerian government stuck to the grammar school system even when the same system had already been modernised and restructured to take care of industrial, technological and socio-economic development in Britain.[11]

Furthermore, the grammar school system was not uniformly administered in the country. Certain parts of the country had eight years of primary school education; some parts had seven years while some parts had six years of primary school education. In the same vein, certain parts of

Nigeria had six years of full secondary school education while other parts had five years leading to the same certificate. In fact, there was no uniformity. Indeed, such could hardly be called a system. What obtained in the words of Aiyepeku was systems in diversity.[12]

Whatever prompted and sustained the colonial grammar school college system was retracted when the Federal Government of Nigeria policy makers identified the lapses of the inherited grammar school college system, formulated the current 6-3-3-4 system of education policy and nursed the policy to implementation stage. The 6-3-3-4 system of education provides for six years of primary school education throughout the length and breath of Nigeria with uniform curriculum; three years of junior secondary school (JSS) with uniform curriculum and three years of senior secondary school (SSS) with uniform curriculum throughout Nigeria. The four years is the period for post secondary school education termed tertiary or higher educational institutions.[13]

The implementation of the 6-3-3-4 system of education policy has been effected throughout the entire states of the Federal Republic of Nigeria. The issue at stake now is the degree of implementation of the policy. It is an achievement for identifying the obsolescence of the grammar school system of secondary school education in Nigeria and for introducing the current 6-3-

3-4 system of education throughout the length and the breath of the country. The effectiveness of the implementation of the 6-3-3-4 system of education in Nigeria at the two-tier levels of secondary school education has left doubts in the minds of many observers of the implementation of the current National policy on education. The correlation of the grammar school secondary school system and the current (3-3) two-tier secondary school system of education show that the differences between the two is not only in numenclature or the number of years spent at each level of education but also the differences in the curricula.[14].

Plato at his time recognized the significance of relevant education. He was quoted by Sabine (1973) that with a good system of education, almost any improvement is possible.[15]. The same opinion holds for the present 6-3-3-4 system of education in Nigeria if other things remain equal. If the 6-3-3-4 system of education is implemented in accordance with the spirit of the policy, almost any improvement can be possible. The significance of Plato's view is difficult to fault because education is the key to nation building and development. The subjects studied at school conditions ones future careers and professionalism. In the same vein, the acquisition of operational skills are essential for development and modernisation. Passing through an educational institution without acquisition of saleable skills sows the

dynamics of unemployment of able-bodied youth as now prevalent in Nigeria. Thus, according to Okeke (1986) the need for relevant curriculum to re-channel the youth from employer orientation in order to reduce unemployment is a positive development.[16]. Thus, school subjects relevantly selected and rationally balanced and taught with definite objective at the appropriate time, forms a major factor to finding solution to Nigeria's technological, industrial, economic and socio-political problems.[17] This idea perhaps informs the philosophy adopted by the formulators of the policy on the 6-3-3-4 system of education in Nigeria. The philosophy according to the National Policy on Education is based on the integration of the individual into a sound and effective citizen.[18] Since the current 6-3-3-4 National policy on education is designed to correct the lapses of the colonial grammar school system, the need to evaluate the implementation becomes imperative to ascertain the present trend of the implementation in Plateau State.

END NOTE

1. Babs A. Fafunwa (1974): History of Education in Nigeria, George Allen and Unwin. See p 120 for Thomas Jesse Jones Commission for a study of education in Africa.
2. T.F. Aiyepeku (1989): 6-3-3-4 System of Education in Nigeria NPS

educational Publisher Ltd. See pp1 ff for the old system of education in Nigeria.

3. Fredrick Mayer (1966): A History of Educational Thought: 2nd Edition Ohio: See pp 12 to 16 for Goals of Education.

4. A. S. Hornby: Oxford Advanced Learners Dictionary of Current English: 5th ed. See Philosophy for the Literary Meaning.

5. Frederick Mayer (1966): See pp 12 to 16.

6. Federal Government of Nigeria: National Policy on Education (Revised): See pp 7 ff for philosophy of Nigerian Education.

7. Charles E. Lindblom: (1968) The Policy Making Process Prentice-Hall Inc. See Chap three p 13 for Definition of Policy Problem.

8. T.F. Aiyepeku (1989): See pp 1 ff.

9. Babs A. Fafunwa (1989): See p 120.

10. T.F. Aiyepeku (1989): pp 1 ff

11. T.F. Aiyepeku (1989): pp 1 ff

12. T.F. Aiyepeku (1989): pp 1 ff

13. T.F. Aiyepeku (1989): pp 1 ff

14. T.F. Aiyepeku (1989): pp 1 ff

15. George H. Sabine(1973): A History of Political Though, 4th ed;

Oxford and IBH Publishers, See pp 68 ff for Plato's View on Education.

16. Ambrose N. Okeke, (1986) Administering Education in Nigeria – Problems and Prospects 1986) Heinemann Educational Books Nig Ltd. See pp 95 to 96 for the Impact of School Subjects on choice of Occupation and Profession.

17. Ambrose N. Okeke (1986) pp 95 and 96.

18. Fed. Govt. of Nigeria National Policy on Education, See pp 7 ff.

CHAPTER THREE

3.0 EDUCATIONAL SYSTEM IN NIGERIA PRIOR TO THE INTRODUCTION OF THE 6-3-3-4 SYSTEM:

To be able to fully appreciate the desirability of the current 6-3-3-4 National Policy on Education, a revisit of the former 7-5-2-3 system is a good beginning. To achieve this, the chapter is subdivided as follows:

3.1 Historical Background of Western Education in Nigeria.

3.2 The 7-5-2-3 system of Education

3.3 The problem of the 7-5-2-3 system.

3.1 HISTORICAL BACKGROUND OF WESTERN EDUCATION IN NIGERIA

The advent of Western Education in Nigeria cannot be divorced from Christian missionaries initiative. Western education was introduced in Nigeria by the missionaries. Fafunwa (1974)[1], contended that the principal motive behind the introduction of the western education in Nigeria was to facilitate easy conversion of the indigenous Africans to Christianity through the medium of reading and writing.

The dawn of colonialism brought an added dimension in the system of education for the colonies. This was in the sphere of the colonial administration's involvement in the educational development of the native Africans.[2] The main purpose of this was to produce clerical staff for

the commercial house to reduce the cost of bringing such category of workers from Europe. The first colonial involvement identified was the Education Ordinance of 1887. This ordinance as it was then called, was the first known government policy on education in what is today called Nigeria [3]. The 1887 Ordinance determined the parameter of government control of education. The Ordinance was replaced by a new one in 1916.

In the words of Fafunwa (1974), the significance of the 1916 ordinance was the establishment of education Boards for Lagos colony and the Southern and Northern provinces.

The emergence of three regions resulting from McPherson constitution of 1951 brought education policy under concurrent legislative list with the Federal and Regional Governments having stakes in the educational policies for the country. Western Region government led by Action Group (AG) party heralded the first indigenous policy on free primary education in Nigeria, which came into effect in 1955 in the region.[4]

On the attainment of political independence in October 1960, the "status quo" of the concurrency of legislation in education matters remained the same. Both the Federal and the Regional Governments, each tried to formulate its own policy on education. This was the phenomenon till the break-out of the Nigerian civil war in 1967. The civil war stalled further

policies on education until towards the tail end of the civil war. The current educational system evolved from two major conferences. The first conference took place in 1969 and the second one took place in 1973. This conferences culminated into what was later code named the 6-3-3-4 system of education. This was however preceded by the introduction of the Universal Free Primary Education (UPE).

Since the involvement of colonial government in education in Nigeria in 1887, the subsequent educational development in Nigeria had been through government policies. Government policy is a public policy. According to Abdulsalami, (1998) public policy is what government does in response to a perceived public problem.[6] Thus the current national policy on education code-named the 6-3-3-4 system was a reaction to the lapses of the 7-5-2-3 system of education in Nigeria. the adoption of the 6-3-3-4 system of education in Nigeria stems from the realization of the Federal Government's perception of the need for evolving the system of education that will be relevant to the needs of individual Nigerians as well as the Nigerian society and the kind of society envisaged in relation to the environment and the realities of the modern rapid socio-political economic, technological and industrial development.

The current educational policy has been in vogue for over a decade now; the appraisal of the implementation of the system in Plateau State will determine if the implementation is in accordance with the envisaged goals of the 6-3-3-4 system of education in the state.

3.2 THE 7-5-2-3 SYSTEM OF EDUCATION IN NIGERIA

The system of education operating in Nigeria prior to the introduction of the current 6-3-3-4 system of education was inherited from the colonial master (Britain), whose philosophy and the objective of the national interest was at poles apart from Nigeria which was yearning for prompt solution to the issue of rapid socio-political economic and technological and industrial development. Aiyepeku (1989) contended that while Britain was consolidating the gains of development, Nigeria was struggling to locate her bearing of where to take off from.[7] Plato was quoted by Sabine (1973) as saying that with a good system of education, almost any improvement is possible.[8] Nigeria at independence had not discovered that a good system of education was the panacea to development. Nigeria held on to the system of education transplanted in the country by Britain until the end of the civil war.

The system of education bequeath to Nigeria, Aiyepeku reiterated, consisted of seven years of primary school in the Eastern and Northern

Nigeria, while Western Nigeria operated six years of primary school education. In the same vein, the North operated what was known as middle school for two years before proceeding to secondary school or teachers college, the West had what was known as secondary modern school of three years duration, while the East had five years of secondary school education at a stretch. Furthermore, there existed a two year higher school certificate (HSC) course for any-one aspiring to proceed to the university for a degree course. The degree course usually last for three years or more depending on the course. The current National Policy on Education code named 6-3-3-4 system was a reaction to the lapses of the 7-5-5-3 system of education in Nigeria. The adoption of the 6-3-3-4 system of education in Nigeria stems from the realisation of the federal Government's perception of the need for evolving the system of education that will be relevant to the needs of individual Nigerians as well as the Nigerian society and the kind of society envisaged in relation to the environment and the realities of the modern rapid socio-political, economic, technological and industrial development.

The current education policy has been in operation for over a decade now, the appraisal of the implementation of the system in Plateau State will determine the relevance of the present option.

This system lacked uniformity as each Region of the country adopted its own pattern of education. What actually existed was a collection of systems of education.; in fact, the system was essentially academic. The thinking was based on the assumption that every child was being prepared for higher education.[10] In reality, educational opportunity within the system was very limited especially at the tertiary level. Indeed, the system was based on the traditional British grammar school model whose curriculum was built on the needs and the interests of the colonialist in the colonial territory. Furthermore, private agency such as missionaries were at liberty to adopt their own system within the context of their needs and vision. None of these agencies, both the colonial government and the missionaries had any vision for the socio-political, economic and technological as well as industrial development of the country. Their major goal was an educational system that would perpetually subject the thinking of the Africans and the economy to their own appendage. Okoli contended that the needs of the colonialist and the missionaries were not compatible with Nigerian needs and aspiration. Such was the educational phenomenon in Nigeria until after the Nigerian civil war of 1967 to 1970.

The yearning for a change, prompted by the desire for rapid development in an independent Nigeria finally culminate into the famed

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National curriculum conference held in Lagos in 1969. Infact, what the current policy on the 6-3-3-4 system of education has done was to rationalize the confused collection of the different systems in vogue in each Region by streamlining the duration of each level of the education system into a uniform system enshrined in the 6-3-3-4 system of education operating in the country. The current system was designed to operate a curriculum, which embody not only the academic subjects but also the technical commercial and vocational subjects. This system did not only bring uniformity to bear on the confused model hitherto in operation but has also introduced a more relevant functional and suitable curriculum.[12]

3.3 THE PROBLEM OF THE 7-5-2-3 SYSTEM OF EDUCATION IN NIGERIA

Lindblom (1968) contended that the reason for the failure of a policy stems from the difficulty in organizing goals or values.[13]. In the same vein, the reason for the failure of the 7-5-2-3 system of education was the inability of the policy makers at the time to identify clearly Nigerian goals or values. This phenomenon led to the different focus of each of the Regions – prompting the adoption of different approaches to educational system in the same country. What obtained was a scenario akin to different countries as if the Regions were synonymous with different countries in their educational

policies. Apart from the different durations of primary and secondary schools, the academic curricula were also dissimilar.

Another lapse noticed in the 7-5-2-3 system of education was the ignorance of the goals and the wishes of an independent country yearning for atrophy of impediments to rapid socio-political, economic technological and industrial development.

Furthermore, another problem associated with the system was the focus on "white collar" jobs. It was tailored towards the production of clerical staff for government offices and commercial houses. The 7-5-2-3 system failed to take cognisance of those wishing to be self-employed.[14] The system was based on colonial desires. The private agency (Mission) schools did not fare better. Their goal was to produce teachers for the mission schools and clergies for the evangelisation of the natives. Even after the attainment of independence, this orientation did not change.

The other anomally associated with the 7-5-3-2 educational system was the neglect of the culture of the natives. According to Aiyepeku, (1989:1) the natives norms and mores were regarded by the European colonizers as uncivilsed and barbaric.[15] The system was geared towards Europeanising the Africans in their behaviour patterns, opinions, morals and intellect. The system of education prior to the advent of the current 6-3-3-4

educational system was a replica of Fafunwa's (1974) Macaulay's observation of colonial education in India. In this observation, Fafunwa quoted Macaulay as saying that the purpose of colonial education in India was to train a class of persons – India in blood but English in opinion, morals and intellect.[16].

Added to these was the lack of cognisance of the desires and the aspirations of individuals and their environment. Some persons may not wish to leave their environment or community in search of employment; a good system of education ought to have designed a curriculum to take care of such category of persons, but this was not the case in the operation of the 7-5-2-3 system of education.

Abdulsalami (1998) noted during a class discussion that any society that fails to learn from its past mistake is a dead society.[17]. The introduction of the 6-3-3-4 system of education vindicates Nigeria of being a dead society. The political leaders of Nigeria identified the lapses of the 7-5-2-4 system of education, appraised the 6-3-3-4 alternative educational system, and formulated the policy. The implementation of the National policy on 6-3-3-4 system of Education has been in force for over a decade now. The current 6-3-3-4 educational system has not only brought the much desired uniformity to bear on the confused 7-5-2-3 system of education, but has also

introduced a more relevant, functional and suitable curriculum; and herein lies the most important justification for the National policy on the 6-3-3-4 system of education in Nigeria. The present 6-3-3-4 educational system is functional and it is geared towards the nations technological and industrial development as well as individual self-realization.

END NOTE

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2. Fafunwa (1974) – See pp 93 – 95 for Government Intervention.
3. Fafunwa – See pp 93 ff
4. Fafunwa – See pp 93 – 95
5. T.F. Aiyepeku (1989): 6-3-3-4 System Of Education In Nigeria NPS Educational Publisher Ltd, Ibadan see pp 1 ff for the origin of the new system of education.
6. I. Abdulsalami MPA Class lecture of 12 Mar 98 Kongo Campus ABU Zaria (1998).
7. T.F. Aiyepeku: (1989): see p 2 for the Old System.
8. George H. Sabine (1974): A history of Political Theory; Forth edition, Oxford and IBH publishers (1973) see pp 18 ff for Plato's view on Education.
9. T.F. Aiyepeku: (1989): see p 2 ff
10. Aiyepeku(1989): see p 2 ff
11. S.I. Okoli (1991): curriculum Provisions in the National Policy on

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education; Christon Printing and Publishing Co. Awka, (1991) see pp 5 ff for the Origin and objectives of the National Policy on Education.

12. T.F. Aiyepeku (1989): pp 2 ff.
13. Charles E. Lindblom (1968): The Policy Making Process; Englewood Cliffs, New Jessey (1968) see pp 12 ff for limits on policy analysis.
14. T.F. Aiyepeku (1989): see pp 2 ff
15. Aiyepeku (1989): see pp 2 ff
16. A. Babs Fafunwa (1974): see pp 190 for lord Macaulay's quotation on his view on Colonial Education in India.
17. I. Abdulsalami; MPA Class Lecture 1998.

CHAPTER FOUR

4.0 THE INTRODUCTION OF THE 6-3-3-4 SYSTEM OF EDUCATION IN NIGERIA

Every society according to Mayer (1966) has its own system of education.[1] In the same vein, the goal of education and the method of approach may differ from place to place. Accordingly education has been defined in various ways. Plato defined education as consisting of giving to the body and to the soul, all the beauty and all the perfection of which they are capable.[2] Spencer believed that the objective of education is the formation of character.[3] Huxley on his own part sees education as "the instruction of the intellect in the laws of nature which include not merely things and their forces but also men and their ways and the fashioning of the affections of the will into an earnest and loving desire to move in harmony with these laws."[4]

One of the most famous contemporary views of education is that of John Dewey. He regards education as a reconstruction of experience which gives meaning to human existence and which aids it in the direction of subsequent experience. Dewey however realised the inadequacy of his definition because experience is a very broad term. Therefore, he quickly added that education demands a qualitative concept of experience; that

education should be regarded as a process leading to the enlightenment of mankind.[5]

This definition implies not merely intellectual growth as a criterion for education but also emotional maturity and ethical awareness. Therefore, education is incomplete without the formation of critical habits. The definition further implies the need for a continuous re-examination of educational methods and objectives. These views have certainly given the much-desired direction to the topic being discussed.

4.1 THE 6-3-3-4 SYSTEM OF EDUCATION IN NIGERIA

The 6-3-3-4 system of education in Nigeria evolve out of the realisation of the lapses of the 7-5-2-3 system of education inherited from the erstwhile colonial master. The evolution was the culmination of the National Curriculum Conference of 1969 and its aftermath.[6] the purpose of the conference was to deliberate on the lapses in the 7-5-2-3 education system. The conference was epoch-making for not only bringing together a wide range of participants from various parts of the country but also the first time that Nigerians from all parts of the country actually met in that manner for the purpose of charting a positive course for Nigerian educational system. The conference Okoli (1991) stressed is now history but the outcome led the government of Nigeria to convey the 1973 seminar of

distinguished educational experts under the chairmanship of Simeon Adebo.[7] The recommendations of the seminar after further synthesis and modifications by the government, culminated in what is today known as the National Policy on Education that gave birth to the 6-3-3-4 system of education in the country. It is an educational innovation on a scale which was never witnessed before in Nigeria.

The National policy on Education introduced a new direction and emphasis into Nigerian educational system. It consist of six years of primary school education, three years of Junior Secondary School (JSS) three years of Senior secondary School (SSS) and four years or more of tertiary education, depending on the nature of the course. In addition, there are explicit curriculum provision describing the means by which the listed objectives will be pursued at the various levels of the system.[8] We shall however be concerned with the secondary school curriculum only.

4.2 THE TWO TIER SECONDARY SCHOOL SYSTEM

The national policy on Education defined secondary school education in Nigerian context as the level of education children received after leaving primary school. Succinctly put, it is the level of education between the primary school and the tertiary institution of learning.

The two-tier secondary school education can be said to be the most revolutionary aspect of modern education in Nigeria both in terms of the structure and the curriculum content. The aim of secondary school education as spelt out by the National policy include the preparation for useful living within the society and the preparation for higher education. In specific terms the National policy reiterates, the secondary education is conceived for the purpose of providing an increasing number of primary school pupils the opportunity of qualitative education inspite of sex, social, religious and ethnic background. The curriculum the policy stressed, was also diversified to cater for the differences in talents, opportunities and the possible roles open to students after leaving school.

Cognisance was also taken of the idea of equiping students to live effectively in the modern age of science and technology as well as developing and projecting Nigerian culture, art and languages within the concept of the world's cultural heritage.

The National policy also aims at raising a generation of people who can think for themselves, respect the dignity of labour and appreciate those values specified under the broad national objectives and live as good citizens. Added to this was the objective of fostering Nigerian unity with emphasis on the age-long common ties that unite Nigeria in diversity.

Furthermore, the goal of inspiring its students with a desire for achievement and self-improvement both at school and in later life was seen by the National policy as highly necessary.

Accordingly, to realise these objectives, the secondary school education is given in two stages; - Junior and Senior Secondary, each of three years duration thus making secondary school education in Nigeria a total of six years. The first stage of the secondary school education runs classes of JSS 1, JSSII. and JSSIII – while the second stage runs classes of SSI, SSII and SSIII. In most cases, the two tiers are located in the same place and under the same roof. Aiyepeku (1989) stressed that the new concept of secondary school education in Nigeria can be said to be very revolutionary. It has not only changed the fundamental structure of secondary school education but has also completely revolutionalise its curriculum. The advent of the two-tier secondary school education system has made the sixth form termed the Higher school certificate (HSC) and the General Certificate of Education Advanced Level (GCE A/L) irrelevant and therefore were phased out. Added to this was the curriculum of the new structure that made it possible for a successful product of the SS III to proceed directly to the university for four years or more for degree programme, as may be appropriate for the kind of course desired.

In the same vein, the national policy made provision for vocational, technical and commercial subjects to cater for those who may wish to be self-employed or those whose talents and abilities are skewed towards such direction. Indeed, vocational, technical and commercial courses are aimed at providing opportunities for those with penchant for self-employment or those wishing to associate with commercial, vocational and technological ventures. Accordingly, the curriculum was structured towards the realisation of the national objective as envisaged by the national policy.

4.2.1 Junior Secondary School (JSS)

The junior secondary school, the national policy stipulates, was designed for both academic and pre-vocational pursuit. The basic subjects that will enable the student to acquire further knowledge in academics and to develop skills were, embeded. The ,curriculum was structured in the comprehensive school model. Thus, at this level the curriculum is structured as follows:[1]

a. Core subjects comprising the group of subjects which every student must take.

b. Pre-vocational subjects which are specialised subjects leading to a particular vocation.

c. Non-vocational electives, which are also specialised but not necessarily leading to a definite vocation. The tabular view of curriculum is as shown below:

TABLE 4.2.1

CORE-SUBJECTS	Pre-Vocational subjects	Non-Vocational Electives
(a)	(b)	(c)
Mathematic	Woodwork	Arabic studies
English	Metal work	French
Nigerian language (2)	Electronics	
Science (Integrated)*	Mechanics	
Social studies	Local-crafts	
Art and music	Home economics	
Practical agriculture	Business studies.	
Religious and moral instruction		
Physical education		
Two-pre-vocational subjects		

Sources: National Policy on Education (Revised).

According to this policy, in selecting two Nigerian languages, students should study the language of their own area, in addition to any of

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the three main Nigerian languages – Hausa, Ibo and Yoruba, depending on the availability of the language teacher.

The policy also stressed that students who leave school at the junior high school stage may then go on to an apprenticeship system or some other scheme for out-of-school vocational training.

The evaluation system and certification will be based on the continuous assessment method and an end – of – course examination conducted by the appropriate Ministry of Education organ, leading to the award of the Junior Secondary School Certificate (JSSC).

4.2.2 Senior Secondary School (SSS) Education

The Senior Secondary School (SSS) is the second and the last tier of the two-tier secondary school system of education in Nigeria. At the end of the Junior Secondary School (JSS), successful students may proceed to the second stage of the secondary education. There are three types at this stage of secondary education:

a. Senior Secondary School (SSS)

b. Technical colleges and

c. Teachers' colleges.

The placement of a student in any one of these schools, the National Policy emphasizes, depends on the ability, aptitude and the interest of the child.

The curricula of technical colleges and teachers' colleges are geared towards craftsmanship and teacher training respectively.

According to the National policy, the senior secondary school will be for those who are able and willing to have a complete six-year secondary education. The policy reiterates that it will be comprehensive but will have a core curriculum designed to broaden student's knowledge and outlook. The core-curriculum is the group of subjects which every students must take in addition to the student's specialties.

The core subjects are the basic subjects which will enable a student to offer arts, social sciences or natural science courses at tertiary level of education.

The core or the compulsory subjects which every student must take in senior secondary school are;

A. **Core Subjects**.

1. English Language.
2. One Nigerian language
3. Mathematics

4. One of the following alternatives;

   i. Physics.

   ii. Chemistry and

   iii. Biology.

5. One of the following

   i. Literature in English

   ii. History and

   iii. Geography

6. Agricultural science or a vocational subject.

In addition to the core subjects, every student will be expected to select three subjects not already offered at core subjects, depending on the choice of career the student has in view, up to the end of the second year of the senior secondary and may drop one of such electives out of the nine subjects in the final year.

B. The Electives Include;

1.	Additional Mathematics	6	Geography
2.	Agricultural science	7	Government
3.	Arabic studies	8	Health science
4.	Auto mechanics	9	History
5.	Bible knowledge	10	Home economics

11	Biology	20	Islamic studies
12	Book-keeping	21	Metal works
13	Chemistry	22	Music
14	Commerce	23	Physical Education
15	Economics	24	Physics
16	Electronics	25	Shorthand
17	English Literature	26	Technical Drawing
18	Fine arts	27	Typewriting and
19	French	28	Woodwork.

Source: National Policy on Education (Revised).

Evaluation and certification are based on the continuous assessment method and a national examination conducted by the National Examination body leading to the award of the Senior Secondary School Certificate (SSSC).

The above specific features of the two-tier secondary school system are clearly brought to focus when compared with the old arrangement as shown below.

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TABLE 4.2.2

COMPARISON BETWEEN THE OLD, 7-5-2-3 AND THE CURRENT 6-3-3-4 SYSTEM OF EDUCATION.

S/No.	Major Features of the Curriculum	Previous 7-5-2-3 System	The Present 6-3-3-4 System
	(a).	(a).	(a).
1.	Objective	Led to HSC rather than tertiary institution	Leads directly to tertiary institutions and university in particular.
2.	Duration	A five-year straight course	Six years course divided into 3 years each for junior and senior secondary schools.
3.	Model	The British grammar school model.	The comprehensive school model like in the USA.
4.	Content	Highly academic with little vocational attempt.	Makes adequate provision for further academic pursuit and strong emphasis on vocational and self-employment.

SOURCE: S.I. Okoli – Curriculum provision in the National Policy on Education (1991).

The National Policy on Education has been in operation for over a decade now; the -extent the implementation of the policy has been in accordance with the desired objective in Plateau state is the next stage.

END NOTES

1. Fredrick Mayer.(1966) A history of Educational Thought. End edition Ohie. See pp 12 – 16 for Goals of Education.
2. Frederick Mayer; (1966) See pp 7 ff for Plato's view on the meaning of Education.
3. Frederick Mayer (1966) pp 12 - 16
4. Frederick Mayer (1966) pp 12 – 16
5. Frederick Mayer (1966) pp 12 – 16
6. T.F. Aiyepeku: (1989) 6-3-3-4 System of Education in Nigeria NPS Educational Publishers Ltd, see p 3 for the National Conference.
7. S.I. Okoli (1991) Curriculum Provisions in the National Policy on Education:
   Christon Printing and Publishing Company, Awka. See pp 5 and 6 for the Origin and Objectives of the National Policy on Education.
8. National Policy on Education (Revised) – A Federal Government of Nigeria Publication.
9. T.F. Aiyepeku (1989) See pp 31 ff for the two-tier Secondary School system (JSS and SSS).
10. T.F. Aiyepeku pp (1989) 31 ff
11. T.F. Aiyepeku (1989) pp 31 ff
12. National Policy on Education (Revised) A Federal Government of Nigerian publication

4.3 THE QUESTIONNAIRE RESPONSES BY THE SURVEYED SECONDARY SCHOOLS

The research problem is to evaluate the implementation of the two-tier secondary school segment of the 6-3-3-4 system of education in Plateau State. The purpose is to ascertain whether the implementation is in accordance with the objective for which the system is designed to achieve.

In the pursuance of this objective, a survey of five secondary schools was conducted. The secondary schools so surveyed are one each in a Local Government Area (LGA). This scope, it is hoped, will provide a fair representation of the situation existing in the entire government secondary schools in the state. Thus, the five secondary schools are selected from five different Local Government Areas in Plateau State. The five Local Government Areas where the five colleges are selected for the survey are as follows:

TABLE 4.3

LGA and schools to be surveyed

S/NO.	LOCAL GOVENRMENT AREA	SECONDARY SCHOOL
(a).	(a).	(a).
1.	Barkin Ladi	Government Secondary School Heipang.
2.	Bassa	Government Secondary School, Bassa.
3.	Jos North	Government College Jos
4.	Jos South	Government, Secondary School Bukuru
5.	Riyom	Government, Secondary School, Riyom.

SOURCE: Researcher's field trip

As indicated in chapter 1.5.2 of this project, the tools for the analysis of the survey data for this study is derived from a set of questionnaires which are divided into seven subheadings or segments. Segment one consists of the main biography of the college while segment two elicits the state of infrastructural facilities. Segment three highlights the situation of equipment while four examines the manpower problem of the college. Segment five evaluates the textbook situation while funding is the focus of subheading six. The last subheading-segment seven examines other matters that are not mentioned in the other subheadings above.

Given the approach presented above, the evaluation of the colleges shall be in alphabetical order beginning with the first college as chapter 4.3.1

4.3.1 Government Secondary School Heipang Barkin Ladi LGA

Government Secondary school Heipang, Barkin-Ladi Local Government Area is located eight (8) kilometers off Barkin Ladi/Jos road. The college was established in 1982. The implementation of the junior secondary school phase of the two-tier secondary education coincides with the date of the establishment of the college. However, the implementation of the senior secondary school phase of the two-tier secondary education did not start until 1993. The first batch of the JSS graduates of the college passed out in 1985, while the first batch of the SSS graduates passed out in

1996. The long period between the implementation of the junior secondary school and the implementation of the senior secondary school prompted the graduates of the JSS to seek admission into the other colleges with senior secondary education facilities for their senior secondary school education.

In the sphere of performance, the results of the first batch of the junior secondary school graduates is good. The performance of the senior secondary school segment in the senior secondary school certificate examination (SSSCE) is only fair. It is not very encouraging. The success of the first batch of the junior secondary school (JSS) graduates in their (JSSCE) is attributable to the teachers determination to succeed. Though the performance of the SSS graduates in their SSSCE is not as good as their junior counterparts, the fair performance is also attributable to the teacher's efforts too. The main impediments to overwhelming success of the college in the (JSSCE and JSSCE), the two terminal examinations is attributed to the lack of classrooms and teaching learning facilities. Comparing the first set and the last set of senior secondary school students in their SSSCE. the last set is better than the first set. This development is attributable to the teacher's determination to succeed by way of improved teaching through improvisation of teaching aids. The main hindrance of the last set in their SSSCE is lack of textbooks.

The infrastructural facilities of Government College Heipang deserves rapt attention. Almost all the facilities are inadequate. For example, the classrooms and the Sciences Laboratories are inadequate for the population of the students of the college. Furthermore accommodation for vocational and commercial subjects facilities are nonexistent. The college has no library either. Tables and chairs for staff use are not enough. In the same vein, there are no enough seats and desks for the students.

Adequate qualified manpower remains the problem of many organizations in Nigeria. Government College Heipang is not an exception. The required number of qualified teachers for the various subjects taught in the college is only fairly available. For example, subjects such as Chemistry, Physics, Biology, Mathematics, Economics and English language lack qualified teachers. The available teachers rarely attend seminar and workshops to update their knowledge of teaching. The non-teaching members of staff are equally inadequate for the smooth administration of the school. Artisans such as automobile mechanics, carpenters and welders to mention but a few, are nonexistent in the school. The presence of these artisans would have facilitated the application of practical knowledge of these sphere of knowledge to the students thereby realising a significant aspect of the objective of the Federal Government of Nigeria Policy on the

6-3-3-4 system of Education. This point was strongly reiterated in the policy white paper.

In the area of equipment, the college do not fare better either. Science laboratories are poorly equipped. Hardly can a genuine meaningful experiment be conducted in any of the Laboratories. The teaching of the vocational and commercial subjects remain a dream in the college because no facilities exist for the courses. According to the respondent, if the two courses are to be taught in the college, the teachers for the two courses have to be employed and the equipment for the courses procured. In another development, seats to facilitate easy learning and teaching are grossly inadequate. No meaningful teaching and learning can take place under this circumstance.

Staffing – that is, the manpower segment of the college is not encouraging. Both teaching and non-teaching members of staff are grossly inadequate. For example, subjects as Chemistry, Physics, Biology, Economics and Mathematics lack teachers. Equally affected is a core subject as English language. Teachers who are non majors in such subjects are assigned to teach the subjects. The best in these subjects certainly cannot come out from the teachers who are non majors in such subjects. Similarly, the non academic staff of the college is equally inadequate. The area worst

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affected are the typing and security sections. Furthermore, seminars and workshops that up date the teachers knowledge are far beyond the teachers reach as efforts to attend such seminars and workshops which are always organised at state capital has been bedevilled by lack of fund.

No meaningful teaching and learning can be possible without a good-textbook. The situation at Government College Heipang is not encouraging. The college has a few copies of textbooks for teachers use. Equally frustrating is the availability of the required textbooks in the market but because of the high cost of the books only a few students can afford the required books. The deplorable textbook situation is compounded with the absence of a library in the college. Thus, the students apparently have no options of any easy access to the needed information.

Fund, the bane of many meaningful projects in Nigeria is another distressing situation of the college. That Government college Heipang in Barkin Ladi Local Government of Plateau State is poorly funded is an understatement. The commitment of the state government is at the level of the payment of the teacher's salaries which is also quite irregular. The only source of revenue open to the college are the school fees and the special levies paid by the students. No meaningful development can be possible under this type of financial quagmire. The rate of school fees paid by each

student is so small that the total amount paid by all the students for a term cannot pay five teachers salaries for a month not to think of other maintenance costs. As a result of the poor financial base of the college, only a little amount of money can be committed to the provision of teaching aids. Thus, the teaching aids to facilitate teaching and learning are largely improvised by the teachers through personal efforts. In the same vein, the maintenance of the existing facilities is done through the meagre revenue from the school fees and special levies. Poor revenue, therefore, is the major constraint to the maintenance of the existing infrastructural facilities of the college.

Given the foregoing myriads of the problems bedevilling the college; the question as to what extent has the objective of the two-tier secondary school education been achieved by the college, the response is a total failure – reiterating that there has not been any noticeable change from the old grammar school system bequeathed to and upheld by the Nigerian leaders until the present seeming frustrated national policy called the 6-3-3-4 system of education.

Essentially, the major constraint to the implementation of the two-tier secondary education at Government College Heipang according to the respondent include;

a. Poor working materials.

b. Lack of enough qualified teachers for the various subjects taught in the college.

c. Late payment of teachers salaries and

d. Lack of funding by the state government.

4.3.2 **Government Secondary School, Bassa, Bassa LGA**

Government Secondary School Bassa, Bassa LGA, Plateau State, was established in the year 1990. The college as usual started with Junior Secondary School One (JSS I) in line with the current national policy on education codenamed the 6-3-3-4 system. The college had full first tier Junior Secondary School (JSS) segment of the two-tier Secondary School in 1993. The first product of the JSS3 passed out in 1993. The implementation of the senior secondary school (SSS) version of the two-tier secondary school system started in 1994 – thus culminating into the absorption of the first products of the JSS3. The first product of the senior secondary school (SSS) passed out in 1996. The comparative performance evaluation of the first batch of JSS 3 and the first batch of SS 3 is that while eight five percent (85%) of the JSS 3 products qualified for admission into the senior secondary school one (SS 1), the result analysis of the first products of SS 3 graduates of the same college shows that only twenty-one percent (21%)

merited university admission having five credits and above including English language and Mathematics.

Given this comparison, the performance of the first JSS 3 products is said to be a good encouragement. However, the performance of the same students at the senior level is poor since only 21% of them could merit admission to tertiary institutions of learning. The main factor responsible for the good performance of the first batch of the JSS 3 students, according to the respondent, is that being a new college, many teachers were attracted because of the location of the college. This attraction also ignited the spirit of the desire to excel among the teachers, hence the good result of the first product of the junior segment of the two-tier secondary school. However, the same students whose performance was good at the junior level could not sustain the spirit of hard work at the senior level. These lapse lead to their poor performance in the senior secondary school examination. Added to this slack that lead to the poor performance of the first set of the senior boys are the inadequacy of teachers at the senior secondary section because of the withdrawal of service by the qualified teachers for a more lucrative job – and lack of teaching aids at the senior segment of the two-tier secondary education. The situation of lack of teachers and lack of teaching aids was compounded by inadequacy of seats for both the students and the teachers.

Despite these deplorable conditions of the near absence of teachers, teaching aids and seats, the effort of the few available teachers according to the respondent, is responsible for the recorded success. However, the present set whose results were released by West African Examination Council (WAEC) and National Examination Council (NECO) recently are better than the first set. This achievement is attributed to the effort of the school authorities to hire teachers as well as the determination of the few available teachers to succeed.

The plight of the college did not stop at the manpower level; also affected are the infrastructural facilities. The college lack classrooms. There is complete absence of Science Laboratories. Consequent upon the absence of science laboratories, the teaching of science subjects such as Physics, Chemistry and Biology in that college has to be skipped. The non-teaching of the science subjects in the college results in a large vacuum being created in that branch of secondary school education. Furthermore though the college has a library, the library accommodation and the available books in the library are grossly inadequate to be called a library. In the same vein, accommodation for vocational subjects does not exist in the college. Therefore, that part of secondary school education has to be skipped also. There exist accommodation for commercial education facilities but the

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accommodation is equally grossly inadequate for the facilities and the number of students studying the subject. The facilities such as typewriters and computers are also not enough to facilitate smooth teaching and learning.

The situation of the various categories of equipment in the college is not significantly different from the situation of the college infrastructural facilities. Since there are no science laboratories, the idea of science equipment cannot arise. The college has no tools and equipments for the teaching and learning of science subjects. The vocational subjects share the same fate with the science subjects. No tools and equipment exist for the teaching and learning of the subjects. As for the commercial subjects, the equipments such as typewriters, adding machines and computer sets are inadequate. The dearth of these tools and equipment makes the teaching and the learning of the subjects very difficult. The areas that require urgent attention if the college is to achieve its objectives are the buildings of science laboratories and the instructional technology practical workshop; the expansions of the college library and the procurement of more relevant books for the library and the commercial subjects classrooms. The need for more seats, desks and tables for students and teachers cannot be overlooked.

No institution of learning can thrive without relevant manpower. The manpower need of Government Secondary School Bassa is bedevilled by the shortage of relevant manpower. Teachers for the various subjects are few, while some such as the sciences and vocational subjects have none. Included in these absence and shortages of teachers are subjects such as Integrated Science, Religious studies and the commercial subjects. For the teachers to enhance and update their knowledge for efficient and effective teaching method, there is the need for them to attend seminars and workshops. However, the attention given to the attendance of seminars and workshops by the college is not encouraging. This is because, according to the respondent, the college lacks fund to sponsor the teachers to such seminars and workshops as regular as possible. The non academic segment of the college administration has little or no problem because the number of the non-teaching members of staff are adequate for the smooth administration of the college. However, the college needs librarians, carpenters and security guards to be contented with non-teaching members of staff.

No teaching and learning can be meaningful without the relevant textbooks. The teachers in this college do not lack relevant textbooks, however, despite the availability of the textbooks in the market, only a few students can afford the money to buy the recommended textbooks. Most of

the few available books in the college library were stolen. Thus, the idea of the library being the last resort to the needy students remain frustrated. Furthermore, the small compact space of the library coupled with inadequacy of relevant books become a source of discouragement to the students. Therefore, the students do not patronize the college library. The solution to the library problem in the college, according to the respondent, is the building of a new library complex or the expansion of the existing one to allow for more users at a time and the procurement of more relevant books for the library. In pursuance of the building or expansion of the library and the procurement of more relevant books for the library, adequate security measures should be embeded to avoid further pilferage of the books from the library.

Apart from other covert factors, funding has been the bane of most noble projects in Nigeria. Government Secondary School Bassa in Plateau State is not an exception. The college is poorly funded. The only source of revenue for the college is the school fees paid by the students. As a government college, the school fees paid by a student is so meagre that even when all the students of the college paid, the total amount is very negligible. The school fees source of revenue is only barely adequate for the normal recurrent expenditure such as procurement of chalk, detergent, minor

repairs, antibacterial agents and stationary for the school. Given the school fees payment as the only source of revenue generation for the college, it appears that the college lacks the vision of other sources of revenue generation.

Teaching aids are the fuel with which the lamp of act of teaching burns. The teaching aids in this college are inadequate to sustain smooth teaching and learning. Accordingly, what is available in the college as teaching aids is by the effort of the teachers who improvise in order to assuage the rigours of teaching and learning by mere imagination of the models. The only way to reverse the situation of the near non-availability of the teaching aids, according to the respondent, is that the state government should help to provide the teaching aids. Left also in this quagmire is the maintenance of the infrastructural facilities in the college. A significant amount of the meagre school fees paid by the students of the college is spent on the maintenance of the existing infrastructural facilities. There is therefore the need for enough security guards to forestall further raiding of the college by thieves.

The extent to which the objectives of the two-tier secondary school education is being achieved in plateau state remains a matter for debate. The questionnaire respondent contended that the objectives of the two-tier

secondary school system is being achieved despite all the obstacles. The point of contention here is if the respondent actually understands the objectives of the federal government policy or the 6-3-3-4 system of education. The major constraint of the implementation of the two-tier secondary school in this college, in the eyes of the respondent, is that many graduates of the college become redundant after their secondary education. They neither proceed to higher institution nor secure jobs to do. Only a very insignificant products of the college succeed to higher institution.

4.3.3 Government Collage, Jos North LGA

Government College Jos, Jos North L.G.A., was established in 1974. The establishment of the college was much earlier than when the idea of the system of education was hatched. The implementation of the 6-3-3-4 system national policy on education started ten years after the establishment of the college. The implementation of both the junior and senior secondary programmes started simultaneously in 1984. The first batch of both the junior and the senior secondary school segments of the college passed out in 1986. The performance of both the first batch of the junior and the senior secondary school certificate examinations was good. The factors responsible for this good performance according to the respondent, is the dedication to duty by the teachers and the positive response of the students to their studies.

However the euphoria of the good performance of the first batches of JSS 3 and SS 3 was short. This is because the successive terminal classes of both the junior and the senior segments of the college cannot sustain the good performance of the pioneer sets. The factors responsible for this impediments are lack of facilities for secondary school education because the college was converted from teachers college to secondary school. Added to this quandary is the lack of adequate exposure to the newly introduced two-tier secondary school syllabi. As the reality of the stigma of the dwindling performance of the students at external examinations unfold, deliberate effort was made to reverse the trend of the poor performance. The effort paid off. The results of the immediate past batch of the JSS 3 and SSS 3 are better than the pioneer sets.

The college infrastructural facilities is another clog in the wheel of the progress of the college. The classroom accommodation is grossly inadequate. In the same vein, though there exist Biology, Chemistry and Physics laboratories in the college, the laboratory rooms are not spacious to accommodate the number of students taking the science subjects. Added to these problems are the lack of tools and equipment as well as lack of government concern for the college. Similarly, the college has a library but the space is quite inadequate for the number of students required at a time in

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the library. Furthermore, the accommodation for vocational and commercial subjects exist but they are not spacious enough for both the tools and equipment required for the subjects as well as the students.

The equipment segment of the college facilities presents encouraging picture in the sense that the science laboratories, despite their inadequacy of space, are fairly equipped. Similarly, tools and equipment for the vocational subjects exist but not enough to encourage a meaningful academic work. In the same vein, the facilities for the commercial subjects are there but not adequate. The specific areas that need improvement are:

a. More classroom accommodation as well as spacious science laboratories and the library building.

b. Library books: More relevant modern text books are needed.

c. More seats and desks/tables for teachers and students. The college has acute short of seats and tables/desks.

The staffing/manpower needs of Government College Jos, like many other colleges in the state are faced with manpower shortage. For instance, subjects such as Chemistry, Physics, Economics, Government and Food and Nutrition have no qualified personnel to teach the subjects. Those teaching the subjects are mostly National Youth Service Corps personnel's who are inexperienced and when they leave, the college is left with no better option.

Despite the hopeless situation of shortage of teaching staff, the available ones lack the opportunity to update their knowledge through seminars and workshops. The college is equally faced with shortage of non-teaching staff for the smooth administration of the school. The specific areas that need non-teaching staff include catering, library, laboratory attendants, matron and security men.

The problem of the college is compounded by inadequacy of textbooks. Both teachers and the students are faced with the shortage of the recommended textbooks. Only a few of the students can afford the cost of the recommended textbooks where they are available. The college library which normally ought to serve as the place of last resort to both the teachers and the students is not immune form the scarcity of current books even though the library is well patronized by the teachers and the students. According to the respondent, specific improvement needed in the library include the expansion of the space and the procurement of more current books, chairs and tables.

Funding has been the bane of many laudable programmes in Nigeria. Education cannot therefore be an exception and thus, Government college Jos cannot be an exception. The college is poorly funded. Apart from the school fees paid by the students, the PTA levies and levies imposed on the

students, there are no other sources of revenue generation open to the college. The two sources of revenue generation is obviously not adequate if the college is to achieve a meaningful result. The respondent therefore suggests that government of Plateau State should give grants to the college, pay National Electric Power Authority (NEPA) and water bills, to enable the college enjoy uninterrupted electricity and water supply.

In discussing the other matters affecting the college, the issue of the availability of teaching aids was raised. It is said to be available but only fairly. The available ones are said to be the effort of the teachers who improvised. The only way to overcome this impediment to teaching, the respondent suggests, is by gradual procurement of the teaching aids by the college as the state government tend to avoid such responsibility. As for the maintenance of the college infrastructural facilities, the college has been doing that through direct labour. The major constraint to the sustained maintenance of the infrastructural facilities is lack of fund. Because of the various problems highlighted above, the respondent stressed, the objective of the two-tier secondary school education is being poorly achieved in Plateau State.

The major constraints to the implementation of the two-tier secondary school education in Plateau State as contended by the respondent include the following:

a. Lack of facilities such as tools and equipment for vocational and commercial subjects.

b. Lack of textbooks.

c. Lack of qualified teachers.

d. Lack of fund and

e. Lack of government commitment to the area of funding and payment of teacher salaries.

4.3.4 Government Secondary School Bukuru, Jos South LGA

Government Secondary School Bukuru Jos South Local Government Areas is located at the outskirts of Bukuru town. However, with the daily rapid urbanization, the college is being encircled by settlements. The college was established in 1991. The establishment of the college was prompted by the urge to embrace the 6-3-3-4 national polity on education. The first product of the junior secondary school three, (JSS 3) passed out in 1993. The senior secondary school segment of the college did not take off until 1997. Because of the delay in the commencement of the senior secondary school of the college, the successive products of the junior secondary school of the

college who wished to continue with their educational pursuit had to opt for other secondary schools that have facilities for senior secondary, for admission into senior secondary one (SS1). The first product of SS3 of the college passed out in the year 2000.

Comparing the performance of the two terminal classes of the college – JSS 3 and SS3, the result of the first product of the JSS3 was good while the result of the first product of the SS3 was only fair. The main factor responsible for the good performance of the JSS 3 students in the JSSCE, the respondent stressed, were hard work and dedication to duty by the teachers and the students. The performance would have been better were it not for the impediment caused by inadequate classrooms, teaching/learning facilities, the respondent contended. Similarly, the extent of the success of the SS3 students of the college in their SSCE is also attributable to hard work, and dedication to duty by both the teachers and the students of the college. The main impediment to their ability to perform better than what obtained are lack of qualified teachers and teaching/learning facilities. Be that as it may, the immediate past SS3 students are said to be better academically than the first set of the SS3 graduates of the college. Lack of facilities remain the major obstacle to teaching and learning. The only saving grace, the respondent claims, is that the teachers of the college are hardworking.

Infrastructural facilities tend to be a general problem common to most of the government colleges in Plateau State. The case of the Government Secondary School Bukuru is not an exception. Indeed, the experience of the college in terms of infrastructural facilities is pathetic. For instance, the college is still at its temporary site. There is neither science laboratories nor any accommodation for vocational and commercial subjects. There has been no improvement on any facilities. In the same vein, there is no visible infrastructure in the permanent sight. The college has no library either. All the vital facilities for the implementation of the two-tier secondary school segment of the 6-3-3-4 system national policy on education do not exist in the college. The only thing, the college can boast of are the few classrooms that are grossly inadequate for meaningful academic work.

The issue of equipment is irrelevant since the college has no infrastructural facilities for them. Thus, science equipments, vocational and commercial subjects equipments cannot be mentioned in the college because of non-availability of infrastructures for their installations. In fact, all the facilities are needed if the college is to genuinely implement the two-tier secondary school segment of the 6-3-3-4 system of national policy on education if the objective of the policy is to be achieved. Even, seats and

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benches/tables for teachers and the students use are not enough for a meaningful teaching and learning.

The case of manpower – that is, staffing, both teaching and non-teaching, is not different from the other problems of the college highlighted above. For instance, there are no teachers for the science subjects. Added to this is also the absence of teachers for English language, Mathematics, Economics and Commerce, Despite all these exigencies, the college has been able to expose the available teachers to current information and teaching methods by sponsoring the teachers to seminars and workshops. The issue of shortage of non-academic staff is not left out of the problems facing Government Secondary School, Bukuru. In fact the college has no trained finance clerk, there is no messenger and even any cleaner. Such has been the problem facing the college.

No meaningful teaching and learning can ever be possible without textbooks. The situation of this in the college is only fair because a few copies of the textbooks exist for the teachers and the students. Though the recommended textbooks are available in the market, most of the students cannot afford the cost of the books. The library that normally would have been the last resort of the indigent students do not exist in the college.

From the scenario of the other problems presented above, it is obvious that fund has remained a clog in the wheel of progress of the academic institutions in Plateau State. Government Secondary School Bukuru, like the other colleges earlier surveyed, is poorly funded. The extent of government financial involvement in the college is at the level of the payment of teachers salaries which are not even paid regularly. However, the college has been able to find solace through the following sources of revenue generation. These include; school fees, levies imposed on the students, donations by public spirited PTA members as well as the levies imposed on themselves, launching and the immediate community contributions. These sources can only assuage a little out of the myriads of the problems of the college.

To facilitate simplification of teaching and learning, teaching aids are the panacea. The teaching aids are not easily within the reach of the teachers of Government Secondary School Bukuru. The situation of the teaching aids can only be said to be fair, and this situation was made possible by the teachers efforts. The teachers of the college endeavour to improvise. This has been the situation, and the enduring solution to the paucity of the teaching aids in the college is not in sight – until there can be a radical change of attitude of the state government towards schools funding. The situation of the college infrastructure is not better. The maintenance is

effected through the meagre resources of the college. That is to say that only a neglible part of the college infrastructure can be maintained from time to time. Therefore, it is in order to contend that fund is the main obstacle to the development and maintenance of the existing infrastructural faculties in the college.

Given the myriad of the aforementioned problems of the college, the extent to which the objective of the two-tier secondary school is being achieved, according to the respondent, is fair. That is to say that it is not being fully realised. The major constraint to the realisation of the objective of the secondary school version of the 6-3-3-4 system national policy on education, the respondent stressed, include:

a. Lack of infrastructure.

b. Lack of teachers

c. Lack of funds

d. Lack of facilities necessary to make teaching and learning meaningful.

4.3.5 Government Secondary School Riyom, Riyom LGA

Government Secondary School Riyom is located in Riyom, along Bukuru Akwanga road about 45 km from Jos. The college was established in 1972. The implementation of the two-tier secondary school system in the college started in 1984 with the junior secondary school while the senior

secondary school version of the system started in 1987, with the products of the first batch of JSS3 forming the nucleus of the SS1. Thus, the first product of the SS3 passed out in 1989. The result of the first product of the college JSS3 is said to be good. The main factor responsible for the good performance of the JSS graduates is said to be the availability of equipment for the sciences and technology subjects. The outcome of the SS3 performance in their SSSCE was skipped. It was however indicated that the performance of the immediate past set of SS3 is by far better than the first set of the SS3 – of Government Secondary School, Riyom.

The issue of inadequacy of infrastructural facilities tend to pervade all the Government Secondary Schools in Plateau State. All the government secondary schools sampled for this thesis have the problem of lack of or inadequacy of infrastructural facilities. Government secondary school Riyom, in Riyom Local Government area is in the same situation of inadequacy of infrastructural facilities. For example, the science laboratories in the college are not spacious enough to accommodate the students of a particular class taking the science subjects at a particular time. Therefore, all the three science laboratories need expansion. It is contended by the respondent that the planners of the college did not take into consideration the likely increase in the student's intake in the future as it is being experienced

now, when the college was being established. In the same vein, there is shortage of science equipment in the college. The situation of this shortage of the science equipment has accentuated the problem of a hitch-free teaching and learning of the science subjects in that school. The problem of the shortage of science equipment is compounded by the apparent depreciation and damage to the available ones.

Federal government of Nigeria envisaged a comprehensive junior secondary school in the implementation of the two-tier secondary school system in the 6-3-3-4 system national policy on education. The aspect of the vocational and commercial subjects teaching and learning is considered skipped at Government Secondary School Riyom because accommodation and equipment for the teaching and learning of the two subjects do not exist in the school. This development is against the objective of the two-tier secondary school system and indeed a deviation from the entire conception of 6-3-3-4 system of education.

Furthermore, the seat arrangement is not left out in the problem of the school. No teaching and learning system can thrive well in any formal educational system without seats for the teachers and the students. While there exist enough seats for the available members of the teaching staff, the same is not extended to the students.

Manpower problem remains a clog in the wheel of educational development in government secondary schools in Plateau State. Government Secondary School Riyom being a government secondary school, cannot be absolved from the manpower quagmire plaguing other government secondary schools in the state. GSS Riyom lack enough teachers in all the subjects taught in the college. This lack of enough teaching staff results in the available teachers being overstressed. Such a situation is inimical to the good educational administration. In the same vein, non-members of teaching staff such as cooks, security men and clerks among others are not enough for the smooth administration of the school.

In another development, the issue of the non-availability of the right text-books in GSS Riyom cannot be treated with levity. No academic pursuit can be meaningful without text-books. The non-availability of the textbooks for the teachers and students use is a significant obstacle to qualitative educational attainment. The college is faced with the problem of inadequate textbooks for the teachers use. The student's situation is the worse as many of them cannot afford the cost of the recommended textbooks even though such books are available in the market. The college library that would have been an option of the last resort is equally starved of books and reference materials. Because of this incapacitation of a very few books in the library,

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the students do not make good use of the library. Thus, more books, reference materials and reading facilities are seriously needed in the school.

Facilities can only be provided in any school when fund is made available. Almost all the inadequacies of all the schools earlier surveyed are anchored on poor funding. Similarly, GSS Riyom is not better – off in the context of funding. The college is poorly funded. The extent of the government commitment to the school in the sphere of funding is at the level of the payment of the staff salaries which is even erratic. The only source of revenue generation open to the school are the school fees paid by the students and the levies imposed on the students from time to time. The two sources can only scratch the surface of the legions of the problems of the college earlier highlighted above.

Other matters arising include the non-availability of teaching aids to enhance easy teaching and learning. The available teaching aids were improvised by the teachers. However, effort is being made through appropriate channel to provide teaching aids, the respondent added. In another development, the maintenance of the school's existing infrastructure is very difficult. The college is only trying to exist because of financial constraint. The school has no fund to carry out infrastructural maintenance. The reality of this constraint is obvious when one enters the school

compound; the scene speaks for itself. Owing to the myriad of problems earlier indicated in the subsequent sections of this subchapter, a question on the extent of the achievement of the objective of the two-tier secondary school system was asked. The response is that the objective of the policy is being poorly achieved. The gloomy situation of the poor realization of the objective of the two-tier secondary school system is accentuate by the unhindered withdrawal of services by the teachers for more viable jobs. There has not been any replacement of the teachers because the state ministry of education has not conducted any teachers recruitment. Furthermore, most of the science tools and equipment have been damaged. The damaged ones cannot be replaced because of non-availability of funds.

From the foregoing, all the obstacles to the progress of the colleges so far surveyed, has been lack of fund.

The tabular view of the evaluation is as tabulated below.

TABLE 4.3.1

THE TABLE OF EVALUATION

S/NO	QUESTIONNAIRE	NAME OF THE COLLEGE					
		Govt. Sec. Sch. Heipang	Name Of The College Govt. Sec. Sch. Bassa	Govt. College Jos	Govt. Sec. Bukuru	Govt. Sec. Sch. Riyom	Remarks
(a).	(b).	(c).	(d).	(e).	(f).	(g).	(h).
A	History:						
1.	Location of the College	Heipang B/Ladi LGA	Bassa, Bassa LGA	Zaria Road Opposite CSS, Jos North	Bukuru, Jos South LGA	Riyom, Riyom LGA	
2.	Year of establishment	1982	1990	1974	1991	1972	
3.	Year of implementation of JSS	1982	1990	1984	1991	1984	
4.	Year of implementation of SSS	1993	1994	1984	1991	1984	
5.	Year the college turned out first batch of the JSS3	1985	1993	1986	1993	1987	
6.	Year the college turned out first batch of the SSS 3	1996	1996	1986	2000	1987	
7.	Performance of the first batch of JSS3; the performance is: a. Excellent b. Very Good c. Good d. Fair	√	√	√	√	√	√

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
	e. Poor						
8.	Performance of the first batch of SSS 3. The performance is: a. Excellent b. Very Good c. Good d. Fair e. Poor	√	√	√	√	√	
9.	What are the factors responsible for the successful performance of the JSS3	Success was teachers effort	Existence of a good number of teachers was responsible for their good performance.	Dedication by the teachers and the students was responsible for the good performance	Hard-work and dedication to duty by the teachers	Adequate availability of sciences and technical equipment.	
10.	What are the major factors that spurred the SSS3 students in their successful performance in the SSCE?	Teacher's determination to succeed was responsible for the fair result.	No response	Same as above	Same as above	No response	
11.	What were the main impediments in the two examinations?	Lack of classrooms and facilities were the major impediments	Lack of teachers because of exodus of teachers from the teaching profession	No secondary school facilities because the school was converted from teachers college to secondary sch.	Lack of adequate qualified teachers and teaching and learning facilities	No response	
12.	The performance of the						

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
	first set and the immediate past set in the SSSCE. The immediate past set is: a. Better b. Of the same standard c. Not as good as the first set.	√	√	√	√	√	
13.	The major set back of the last set of students include	Lack of textbooks	Lack of teachers	No response	Lack of teachers and facilities	None	
14.	Main factors responsible for the success of the last set include:	Good teaching and provision of seats	The determination to succeed of the few remaining teaching	No response	Determination to succeed on the part of the teachers	No response.	
B	**Infrastructural Facilities**						
15.	Adequacy of classrooms: The classrooms are; a. Very adequate b. Adequate c. Inadequate d. None	√	√	√	√	√	
16.	Does the college have						

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
	science laboratories? a. Yes b. No. If yes, how adequate? a. Adequate. b. Fairly adequate c. Inadequate.	√	√	√	√	√	
17.	The main problems of the laboratories include	Lack of accommodation and equipment	No response because the college has no science laboratories	Direct connection to the state government which does not make any impact on the college	The college is at temporary site, hence a lot of facilities problems	The equipment became inadequate as the college grows in population of students.	
18.	Does the college have; a. Library? b. Yes. c. No.	√	√	√	√	√	
19.	Adequacy of the library room: the library is; a. Adequate b. Fairly adequate c. Inadequate.	Not applicable because the college has no library	√	√	The college has no library therefore adequacy cannot arise	√	

20.	Are there availability of						

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
	accommodation for vocational subjects other than the regular classrooms: a. Yes b. No	√	√	√	√	√	
21.	If yes, is the Accommodation Adequate? a. Adequate b. Fairly adequate c. Inadequate	Not applicable	No response	√	Not applicable because there is no facilities for vocational subjects	No response.	
22.	Are there availability of accommodation for commercial subjects facilities? a. Yes. b. No.	√	√	√	√	√	
23.	If yes, the capacity is; a. Adequate a. Fairly Adequate b. Inadequate	Not applicable	√	√	Not Application	No Response	
C	**Equipment:**						
24.	Are the science laboratories adequately equipped? The science laboratories are; a. Adequately equipped b. Fairly equipped c. Not equipped	√	√	√	√	√	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
25.	Are the facilities for vocational course enough? a. Quite enough b. Not enough c. None.	√	√	√	√	√	
26.	Are the facilities for commercial subjects enough. The facilities are; a. Enough b. Not enough c. None.	√	√	√	√	√	
27.	Area tables/chairs enough for teachers use? Staff furniture are; a. Enough b. Not enough c. None	√ -	√	√	√	√	
28.	Are students seats/desk enough? The students sets/desks are; a. Enough b. Not enough c. None.	√	√	√	√	√	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
D	**Staffing/Manpower**						
29.	Are the number of teachers adequate for the various subjects; the required number for teachers are; a. Adequate b. Fairly adequate c. Inadequate d. Not available	√	√	√	√	√	
30.	Indicate specific subjects that lack teachers if any.	Chemistry, Physics, Biology, Mathematics Economics and English Language	No teacher for all the science subjects integrate science and CRS	Chemistry, Physics Economics, Food and Nutrition	Physics, Chemistry, English Language Biology, Mathematics Economics and commerce	Almost all the subjects offered in the school,	
31.	How often do the teachers attend seminars and workshops? The teachers attend seminars and workshops: a. Very often b. Sometimes c. Rarely	√	√	√	√	√	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
32.	Are the non-teaching staff adequate for the smooth administration of the school? The non-teaching staff are a. Adequate b. Inadequate c. None	√	√	√	√	√	
33.	Are there artisans such as motor/cycle mechanics electricians, carpenters etc for practical teaching? Artisansare a. Available b. Fairly available. c. Not available.	√	√	√	√	√	
E	**Books**						
34.	Do the college have the right textbooks for teachers use? The right textbooks are: a. Available b. Fairly available. c. Not available.	√	√	√	√	√	
35.	Are the recommended textbooks available for the students to procure? The recommended text-books are: a. Available b. Fairly available. c. Not available.	√	√	√	√	√	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
36.	Can all the students afford the cost of all the recommended textbooks? The cost of the recommended textbooks can be afforded by: a. All the students b. A few of the students c. None of the students	√	√	√	√	√	
37.	Are enough relevant reading materials/books available in the school library? the relevant reading material books are; a. Enough in the library b. Not enough c. None in the library.	√	√	√	No library, therefore the issue of relevant books can not arise.	√	
38.	Do the students make good use of the library? The students: make: a. Good use of the library b. Do not make good use of the library. c. Do not use the library.	√	√	√	No library	√	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
39.	Indicate specific desirable improvement needed in the library if any.	Bigger accommodation and text-books.	Construction of a library with adequate security measures and more books.	Expansion, more books, more tables and chairs	Building a library and the provision of reading materials	More books and reading facilities are needed.	
40.	Is the college adequately funded? The college is: a. Well funded b. Poorly funded c. Not funded.	√	√	√	√	√	
41.	What are the sources of revenue generation in your college? The sources of revenue generation in my college are: a. School fees b. Government grants c. Levies/PTA d. Donation/launching e. The collogue business ventures (Tick the relevant one(s)	√ √	√	√ √	√ √ √	√ √	
42.	Are the source(s) of revenue generation adequate? The source(s) of revenue generation is: a. Adequate b. Fairly adequate c. Not adequate	√	√	√	√	√	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
G	**Other Matters**						
43.	Suggest ways of further revenue generation in your school.	No comment	Launching and PTA levies	State Government should give development grants to schools: Pay NEPA and water bills	Launching, community and PTA participation and government to give grant to schools	No comment	
44.	Are teaching aids available to facilitate teaching/learning: Teaching aids are: a. Available b. Fairly available c. Not available	√	√	√	√	√	
45.	If teaching aids are not available, how do the teachers cope without the aids? if teaching aids are not available the teachers:	Improvise some	Manage to improvise	Manage to improvise	Improvise where there is no teaching aids	Try to improvise	
46.	To what extent is the college coping with the maintenance of the existing infrastructure in your college?	The maintenance is through the meagre school feels and in order of priority	The maintenance is done through prudent management of the meagre school fees paid by the students.	The maintenance is done by direct labour	. The maintenance is done through direct labour	The college is fairly maintained	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
47.	Is there any constraints in the maintenance of the college infrastructural facilities, if any indicate the constraint	The main constraint is the poor revenue situation of the college	The main problem is that the school is located at the outskirt of the town and therefore prone to frequent burglary.	Lack of money is the major constraint to the maintenance of the college infrastructure	Lack of funds is the major impediment	Lack of fund.	
48.	To what extent has the objectives of the two-tier secondary school (JSS and SSS) education been achieved? The objective of the two-tier secondary school has been: a. Fully achieved. b. Fairly achieved. c. Poorly achieved d. Not achieved.	√	√	√	√	√	
49.	What are the main constraints to the implementation of the two-tier secondary school in your college if any?	Lack of qualified and adequate teachers, lack of government adequate attention and lack of motivation and payment of teachers salaries-	Lack of qualified teachers, non-payment of teachers salaries; lack of facilities and lack of funds	Lack of facilities and books for secondary school since the school was changed form teachers college to secondary school	Lack of infrastructure, lack of teachers and lack of funds	Most teachers have left the college for greener pasture. Most science and technical equipment are damaged. No fund for maintenance or replacement.	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
50.	Given the entire constraints, if any, do you think the objective of the 6-3-3-4 system of education is being achieved? Given the constraints enumerate and others, the objective of the 6-3-3-4 system of education is: a. Fully achieved b. Fairly achieved. c. Poorly achieved d. Not achieved.	√	√	√	√	√	

SOURCE: Responses to the questionnaire administered by the researcher.

4.4 THE EVALUATION OF THE COLLEGES

The world today and most of its subdivisions, organizations and the society at large face many complex problems – ranging from political, economic and social. Some of these problems are new, others, effort have been made and still being made to solve them. These efforts are made through the decision-making process prompting policy options in order to rectify the problem. The major constraint and policy options to overcome such problems have been the implementation process. No matter how lofty the goal of a policy might appear, if the implementation is infected with any extraneous factors, the result of the outcome of such policy implementation will certainly not achieve the desired objective. However, if such policy is implemented religiously, the outcome will yield the desired result.

Thus, the 6-3-3-4 system of education in Nigeria is a policy option. The implementation of this policy commenced in 1982. Since the commencement of the implementation of this policy, there has not been any known evaluation of the implementation of the two-tier secondary school segment of the 6-3-3-4 system of education in Plateau State. To fill this vacuum, this thesis was conceived and executed. Consequent upon this, questionnaire was designed and administered to five secondary schools. The responses were obtained accordingly hence this evaluation.

The five surveyed schools indicated the locations of their colleges and the year each was established. Similarly, the year of the commencement of the implementation of the junior secondary school and the senior secondary school versions was specified by each school.

In the same vein, the performance of the first products of the junior and the senior secondary schools in their certificate examinations were also indicated by each school. Accordingly, the performance of the first batch of the five schools' JSS3 products were good. However, the performance of their SS3 counterparts in their senior school certificate examination took a different pattern. While the result of two schools were good, the result of the other two schools were fair while the result of the fifth college was poor.

The factors responsible for the good performance of the first products of the JSS 3 in their junior school certificate examinations were not the same. While two schools (Columns c,e, and f of the table of evaluation) attributed the good performance of their students in their JSS certificate examinations to the teachers efforts and dedication to duty, one school, (column 'd' of the same table) attributed the success of JSS3 students in the same examination to the existence of a good number of teachers and the fifth schools (column 'g' of the same table) alluded the success of its own

students in the same examination to adequate availability of science and technical equipment.

Furthermore, the responses to the factors responsible for the successful performance of the students in their senior secondary school examination were varied. Three schools (columns c,e, and f of the evaluation table) attributed the success of their students to teacher's determination to succeed while two schools (column d and g of the same table) were silent on the response.

In another development, the question as to the likely impediment to the success of the students in the two examinations (JSSCE and SSCE) was raised. One school (column C of the evaluation table) alluded that lack of accommodation and facilities were the major impediments to the success of its students while two schools, (columns d and f of the same table) complained of lack of teachers as being the main impediment to the success of the students. However, one school (column g of the evaluation table) had no complaint.

Comparing the results of the first products of the five schools with the immediate past products of the schools, the five school were unanimous that the results of the immediate past products of the schools were better than the results of the first product of the schools in their senior school certificate

examinations (SSCE). However, the immediate past products of the five schools were not without problems. Two schools (columns d and f of the evaluation table) attributed their setback to lack of teachers, while one school (column c of the same table) attributed its own setback to lack of textbooks. There was no response by one school (column e) while the fifth school (column g of the table of evaluation) claimed that they had no problem.

In addition the response as to the main factors responsible for the success of the immediate past products of the schools were diverse. One school (column c of the evaluation table) attributed the success of the students to good teaching and the availability of adequate seats in the school, while two schools (columns d and f of the table) attributed the success of their own students in the same examinations, to the determination of the available teachers to succeed. There was no response to that question by two schools (column e and g).

In the area of infrastructural facilities, four schools (columns c, d, e and f of the table) complained of inadequate classroom accommodation while the fifth school. (Column g) conceded that the school has enough classroom accommodation.

In another development, three schools (columns c, e and g of the table) admitted that their schools have science laboratories but the other two schools (columns d and f of the same table) do not have any science laboratories. However, two of the three schools (columns c and e) argued that their laboratories are not spacious enough to accommodate the number of students studying science subjects in each class – while the third school (columns g) agreed that its science laboratories are fairly spacious to accommodate the number of students studying science subjects in each class. Two schools (columns d and f) did not respond to that question since no science laboratories exist in the two schools.

On the specific problems of laboratories in each school, one school (column c) attributed the problem of its science laboratories to lack of accommodation and science equipment; the other school (column e) alluded its own problem to the direct connection to the state government which has not made any impact on the college. The third school (column g) contended that the laboratories space and equipment became inadequate as a result of the rising students population and that efforts to expand the laboratories and to procure more equipment have not been fruitful. Furthermore, one of the schools (column d) that has no laboratories did not respond, but the second school (column f), attributed its own specific problem to the fact that the

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college is at temporary site and that until it is moved to its permanent site, the school will not dream of science laboratories.

In another development, library which is a necessary organ of any college that worth its name exists in only three of the five schools (columns d, e and g of the evaluation table) surveyed. The other two schools (named in columns c and f) do not have laboratories. However, two schools (columns d and e) of the three colleges with library facilities complained of inadequacy of library space but the third college (column g) admitted that the library accommodation was fair.

In the same vein, a question on the availability of accommodation for vocational subjects other than the normal classroom was raised. Out of the five schools surveyed, only one school (column e of the table) has accommodation for vocational courses other than the normal classroom,. However, the accommodation for the vocational courses is said to be inadequate to install all the necessary tools and the equipment for the subjects. Similarly, in respect of commercial courses, two schools (columns d and e) of the five surveyed schools have accommodation for commercial subjects facilities while non exist in the remaining three schools (columns c, e and g). Though, two of the five schools have accommodation for

commercial courses, the capacity of the accommodation is said to be grossly inadequate for a convenient teaching and learning.

On the equipment side, three schools, (columns c, e and g of the evaluation table) with science laboratories contended that their science laboratories are only fairly equipped. The other two schools (columns d and f of the table) that have no science laboratories cannot therefore comment on the existence or adequacy of science equipment. Furthermore, four schools (columns c, d, f, and g of the same table) do not have facilities for vocational courses since the accommodation for such courses do not exist in their schools, but the fifth school (column e) consented having quite enough of the facilities for the vocational courses. Similarly, two schools (columns d and e of the table) admitted having facilities for commercial courses but that the facilities are not enough for a meaningful teaching and learning while the remaining three schools have none at all.

As for chairs and tables (furniture) for teachers use, four schools (columns c, d, e, and f of the evaluation table) claimed that seating arrangement for the teachers are not enough for the teachers but the fifth school, (column g) confirmed that its school have enough seating arrangement for the teachers. However, the five surveyed schools are in accord in the inadequacy of seating arrangements of their students.

One of the basic necessities that an academic institution cannot, among other things, afford to toy with if the institution is to thrive as an academic institution is the issue of staffing-that is manpower, both academic and non-academic. The imperative of this is obvious. The only snag could be the issue of adequacy of the staff. Only one school (columns c) out of the surveyed schools admit having a fairly adequate teachers for the various subjects taught in that school. The remaining four schools (columns d, e, f, and g) complained bitterly about shortage of teachers in their schools. Though one school admitted having fairly, enough teachers, the school still complains of lack of teachers in subjects such as chemistry, physics, Biology, Mathematics economics and English language. Another school (column d) complained of having no teachers in any science subjects, Integrated science and Christian religious studies (CRS) while the third school (column e) has no teacher for chemistry, physics, economics and food and nutrition. The fourth school (columns f) has no teacher for physics, Chemistry, English language, mathematics economics and commerce while the firth school (column g) complained that the school lack teachers in almost all the subjects taught in the school.

In another development, it is one thing for a school to be adequately staffed, it is the other for the individual teacher to be able to teach well. For

a teachers to be able to teach well, apart from formal school, the teacher ought to attend seminars and workshops always in order to remain current in teaching methods. However, this is not the case with teachers of the surveyed five colleges. The teachers of the five schools do not attend seminars and workshops always. Therefore, the best services delivery in the class should not be expected from the teachers of the schools.

In addition to the personnel lapses in the academic wing of the school the five schools do not fare better in the non-academic sector as the schools lack adequate non-academic personnel for the smooth administration of the schools. In the same vein, the teachers for vocational subjects are rare to come by: The artisans such as auto mechanics, carpenters electricians, plumbers to mention but a few who are suppose to augment or fill the vacuum created by the teachers in those fields are not available in any of the five schools.

Any workers must have tools to work with. For example, peasant farmers must have hoes and cutlasses without which nothing meaningful can be achieved on the farm. Tailors must have sewing machines, measuring tapes and scissors without which any sewing job can be achieved easily. Similarly, the basic tools for teachers in any college/school are textbooks without which no meaningful teaching can be possible. Thus, on the

availability of textbooks for teachers, only one school (column d) admitted that textbooks are available in the school for teachers' use in all the subjects taught in the school. The remaining four schools (columns c, e, f and g) argued that the available textbooks for teachers use are few. The students' situation is not better. The position of the five schools remains the same on the availability of textbooks for students as it is the case for the teachers. That is, one school admitted that textbooks are available for the students while the remaining four schools claimed that the available textbooks are few for any meaningful academic pursuit. However, on the affordability of the cost of the textbooks, the five schools are in accord that only a few students can afford the cost of the textbooks. Furthermore, the school library that would have served as the last resort to the teachers and students in the context of where relevant information could be obtained for teaching and learning, four schools (columns c,d,e and g) contended that their school libraries do not have enough relevant books/reading materials in the school libraries. One school/(column f) was silent on that question since library do not exist in that school.

It is one thing to have a library in the school; it is the other to make good use of the library. Only one school (column e) admitted that the students make good use of the library. Two schools (columns c and g of the

table) contended that their own students do not make good use of the libraries because, the relevant books/other reading materials are not in the library for the students to use. One schoql (column d) do not use the library. As usual, the school without library has no comment on that question.

On the specific desirable improvement needed in the school library if any, one school [column c] needs bigger accommodation and more relevant current text books. The third school (column d) needs construction of a new library with adequate security measures to forestall pilferage of books from the library as well as the procurement of more books. The third school (column e) needs expansion of the library building, more books and more library tables and chair. The fourth school (column f) has no library in the school and now desires the building of a library in the school while the fifth school (column g) needs more books and reading facilities in their school library.

In the aspect of funding, it is a general knowledge that funding has been the bane of any viable policy implementation in Nigeria. The education sector is not an exception. In fact, it is the worst victim of this vicious malaise. All the five schools surveyed complained of poor funding which in fact stops at the level of salary payment which is equally erratic On the indication of other sources of income by the five schools, three schools

(columns c, e and g of the evaluation table) have only two sources of income which are mainly the school fees paid by the students and PTA levies. A school (column f) has three source of revenue generation. These are school fees paid by the students, PTA levies and launching/donations - while one school (column d) has only one source of income. This source is the school fees paid by the students. On the adequacy of the source of revenue generation, four schools (columns c, d, e and g) contended that their sources of revenue generation are inadequate but the fifth school. (column f) admitted that its own sources of revenue generation are fairly adequate. On the suggestion for further ways of revenue generation, two schools (Columns e and g) were silent on the suggestion while one school (column d) suggested the idea of launching and PTA levies. The fourth school (column e) suggested that government should give developments grants to schools, and pay NEPA and water bills. The fifth school (column f) suggested the idea of launching, community and PTA participation and government grants to schools.

On the other things that can facilitate and enhance teaching and learning the five school are unanimous in the fair availability of teaching aids and that the available ones were by the effort of the teachers through improvisation.

The maintenance of the school infrastructure is like the saying of Peter Marshall in (The New International Webster Pocket Quotation Dictionary of the English Language; New revised edition) which states:

"Let us not be content to wait and see what will happen, but give us the determination to make the right things happen." In the same vein, let us not be content to wait and see what will happen to the school infrastructure but give the school authorities the necessary determination to make the school conducive to teaching and learning by way of the maintenance of the school infrastructural facilities. Every attempt to ignore this obligation will inflict equal hardship on the students, members of staff and the community. Thus, the maintenance of the schools' infrastructural facilities becomes more compelling. Money for the maintenance has to be sourced. Therefore, four schools (columns c, d, e and f) among the five schools surveyed indicated that their schools are being maintained through prudent management of the meagre resources available to the schools through the sources earlier highlighted above – while the fifth school (column g) admits that its own school is fairly maintained by government.

In the sphere of the main constraint to the maintenance of the schools' infrastructural facilities, four schools (columns c, e, f and g) contended that the major constraint to the maintenance of the schools' infrastructural

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facilities is lack of fund while the fifth school (column d) argued that apart from the lack of fund, the situation is exacerbated by frequent burglary incidents in the school because of the location of the school coupled with lack of adequate security guards.

As a consequence of the aforementioned lapses, two schools (columns e and g) claimed that the objective of the two-tier secondary school education in Plateau State is only being fairly achieved while two schools (columns d and f) contended that the goal of the two-tier secondary school education in Plateau State is poorly being achieved. The fifth school (column c) argued that the goal of the two-tier secondary school education in Plateau state is not being achieved. On the whole, the five schools surveyed unanimously admit that the broad objectives of the 6-3-3-4 system of education is being poorly achieved in Plateau State.

Given the responses by each of the five schools surveyed, it is clear that the five schools are in accord in many views and vary slightly in some in the context of the degree of occurrence being responded to. As the position of the five schools on various issues depict, if seen from simple mathematical calculation, the following will obtain to enhance an instant picture of the stands of the schools. For instance, in the area of adequacy of infrastructural facilities,

only one school admits that it has adequate classroom. This represents $\frac{1}{5} \times \frac{100}{1} =$ 20%. The remaining four schools are faced with inadequate classroom accommodation. These represent $\frac{4}{5} \times \frac{100}{1} = 80\%$. Similarly, three colleges have science laboratories. These represent $\frac{3}{5} \times \frac{100}{1} = 60\%$. While the remaining two schools have no science laboratories and this represents $\frac{2}{5} \times \frac{100}{1} = 40\%$. However, only one of the three schools with laboratories has a fairly spacious laboratory accommodation. This is just $\frac{1}{5} \times \frac{100}{1} = 20\%$, while the other two colleges ($\frac{2}{5} \times \frac{100}{1} = 40\%$) contended that their laboratory accommodation are not spacious.

In another development, three ($\frac{3}{5} \times \frac{100}{1} = 60\%$) of the schools surveyed have libraries, but none exists in the remaining two ($\frac{2}{5} \times \frac{100}{1} = 40\%$) schools. However, only one ($\frac{1}{5} \times \frac{100}{1} = 20\%$) of the schools with library facilities admit that the library is fairly spacious to accommodate the users at a time according to the school schedules of usage, but the remaining two ($\frac{2}{5} \times \frac{100}{1} = 40\%$) schools complain of inadequacy of the library accommodation.

The situation of the vocational courses accommodation is not distinct from the others earlier highlighted. Only one ($\frac{1}{5} \times \frac{100}{1} = 20\%$) of the five surveyed schools has accommodation for vocational courses, yet the accommodation is not adequate. Thus, the remaining four schools represent

$\frac{4}{5} \times \frac{100}{1}$ = 80% of the schools without infrastructures for vocational courses. Close to this development is the situation of the commercial subjects. Only two ($\frac{2}{5} \times \frac{100}{1}$ = 40%) of the schools surveyed have infrastructural facilities for commercial subjects while non exist in the remaining ($\frac{3}{5} \times \frac{100}{1}$ = 60%) three schools.

On the equipment component, the following quantitative responses obtain for sciences.

a. Adequately equipped = 0

b. Fairly equipped = 3 = $\frac{3}{5} \times \frac{100}{1}$ = 60%

c. Poorly equipped = 1 = $\frac{1}{5} \times \frac{100}{1}$ = 20%

d. Not equipped = 1 = $\frac{1}{5} \times \frac{100}{1}$ = 20%

Facilities – i.e. tools and equipment for vocational courses:

a. Adequately enough = 1 = $\frac{1}{5} \times \frac{100}{1}$ = 20%

b. Fairly enough = 0

c. Non at all = 4 = $\frac{4}{5} \times \frac{100}{1}$ = 80%

Commercial subjects facilities:

a. Adequately enough = 0

b. Fairly enough = 0

c. Not enough = 2 = $\frac{2}{5} \times \frac{100}{1}$ = 40%

d. Non at all = 3 = $\frac{3}{5} \times \frac{100}{1}$ = 60%

Tables and chairs for teachers:

a. Adequately enough $= 1 = \frac{1}{5} \times \frac{100}{1} = 20\%$

b. Fairly enough $= 0$

c. Not enough $= 4 = \frac{4}{5} \times \frac{100}{1} = 80\%$

d. Non at all $= 0$

Students seats:

a. Adequately enough $= 0$

b. Fairly enough $= 0$

c. Not enough $= 5 = \frac{5}{5} \times \frac{100}{1} = 100\%$

d. Non at all $= 0$

Staffing/Manpower:

Adequacy of members of teaching staff.

a. Quite adequate $= 0$

b. Fairly enough $= 1 = \frac{1}{5} \times \frac{100}{1} = 20\%$

c. Inadequate $= 4 = \frac{4}{5} \times \frac{100}{1} = 80\%$

Attendance of seminars/workshops

a. Always $= 0$

b. Sometimes $= 5 = \frac{5}{5} \times \frac{100}{1} = 100\%$

c. Non at all $= 0$

Adequacy of non-teaching staff:

a. Quit adequate = 0

b. Fairly adequate = 0

c. Inadequate $= 5 = \frac{5}{5} \times \frac{100}{1} = 100\%$

d. Non at all = 0

Adequacy of artisans;

a. Quite adequate = 0

b. Fairly adequate = 0

c. Inadequate = 0

d. Non at all $= 5 = \frac{5}{5} \times \frac{100}{1} = 100\%$

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Availability of textbooks: - For teachers:

a. Quite adequate = 0

b. Adequate $= 1 = \frac{1}{5} \times \frac{100}{1} = 20\%$

c. Fairly adequate $= 4 = \frac{4}{5} \times \frac{100}{1} = 80\%$

d. Not available = 0

Students Textbooks:

a. Quite available = 0

b. Available $= 1 = \frac{1}{5} \times \frac{100}{1} = 20\%$

c. Fairly available $= 4 = \frac{4}{5} \times \frac{100}{1} = 80\%$

d. Not available = 0

Affordability of the cost of the textbooks, by the students:

a. All the students = 0

b. Most of the students = 0

c. A few of the students $= 5 = \frac{5}{5} \times \frac{100}{1} = 100\%$

d. Non of the students = 0

Availability of textbooks/other materials in the library:

a. Quite enough = 0

b. Fairly enough = 0

c. Not enough $= 4 = \frac{4}{5} \times \frac{100}{1} = 80\%$

d. Not at all $= 1 = \frac{1}{5} \times \frac{100}{1} = 20\%$

Funding of the schools other than the payment of staff salaries:

a. Well funded = 0

b. Fairly funded = 0

c. Poorly funded $= 5 = \frac{5}{5} \times \frac{100}{1} = 100\%$

d. Not funded = 0

Availability of teaching aids:

a. Quit available = 0

b. Fairly available $= 5 = \frac{5}{5} \times \frac{100}{1} = 80\%$

c. Not available = 0

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Achievement of the objectives of the JSS and SSS Education in Plateau State is;

a. Fully achieved = 0

b. Fairly achieved $= 2 = \frac{2}{5} \times \frac{100}{1} = 40\%$

c. Poorly achieved $= 2 = \frac{2}{5} \times \frac{100}{1} = 40\%$

d. Not achieved $= 1 = \frac{1}{5} \times \frac{100}{1} = 20\%$

Achievement of the objectives of the 6-3-3-4 system of education in Plateau State.

a. Fully achieved = 0

b. Fairly achieved = 0

c. Poorly achieved $= 5 = \frac{5}{5} \times \frac{100}{1} = 100\%$

d. Not achieved 0

Justification of the aspiration for the adoption of the 6-3-3-4 system of education in Plateau State;

a. Fully justified = 0

b. Fairly justified = 0

c. Poorly justified $= 4 = \frac{4}{5} \times \frac{100}{1} = 80\%$

d. Not justified $= 1 = \frac{1}{5} \times \frac{100}{1} = 20\%$

The major obstacles to the success of the two-tier secondary school education in Plateau include:

a. Lack of general commitment by the state government $= 5 = \frac{5}{5} \times \frac{100}{1} = 100\%$

b. Lack of commitment by the teachers $= 0$

c. Lack of commitment by the students $= 0$

4.5 FINDINGS

This study is prompted by the desire to evaluate the implementation of the two-tier secondary school education (JSS and SSS) in Plateau state. This desire has its rays beamed on the broad goals projected for this level of the current educational system. These goals as spelt out by the national policy on education include:

a. Preparation for useful living in the society and

b. Preparation for higher education.

The broad goals is in the realization of an age of profound anxiety for the need for thousands of skilled hands in all spheres of human endeavour. Thus, to achieve these objectives, the policy prescribes:

a. The introduction of a two-tier system of secondary school education consisting of a three year Junior Secondary School (JSS) and a three year senior secondary school (SSS) thus making it a total of six years

for full secondary school education as against the former single five year programme prevalent in the country.

b. A new dispensation from a largely academic curriculum to a more vocational curriculum and from a more grammar school model to the compressive secondary school model.

These prescriptions are in realization that education is the key to nation-building and development and that acquisition of operational skills are essential for the transformation and modernisation. The subjects studied at school condition one's future career and profession. Passing through formal education such as primary and secondary schools without employable skills is an inadvertent sowing of the seed of social dynamic of unemployment of able-bodied school leavers. Therefore, the need to use school subjects to re-channel youths from employee orientation to skilled hands in order to reduce unemployment becomes imperative.

Given these lofty goals and prescriptions, the worst mistake is to under-educate the students-hence the attempt at the evaluation of the implementation of the two-tier secondary school segment of the national policy on education in Plateau State.

In pursuance of the evaluation of the two-tier secondary school in Plateau State, three hypotheses were formulated for the exploration of the implementation. The hypothesis are:

a. There will be no deficiency of the national objectives in the implementation of the two-tier system of secondary school education in Plateau State.

b. In Plateau State, the implementation of the two-tier system of secondary school education will significantly justify the national aspiration for the adoption of the 6-3-3-4 system of education than the old 7-5-2-3 system of education.

c. There will be no obstacles to the implementation of the two-tier system of secondary school education in Plateau State.

To actualize this evaluation in line with the hypothesis, a survey method of research as indicated in the methodology was evolved. Consequent upon this, questionnaire were prepared and administered in five secondary schools selected as the universe for this study. From the responses and the analysis of the responses the hypothesis are corroborated as follows:

a. The implementation of the two-tier system of secondary school education in Plateau State is deficient of the national objectives which prompted the adoption of the system.

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One of the first priorities of the government that prompted the current 6-3-3-4 system national policy on education is that individual should be prepared for useful living in the society. This preparation has the vision of self-employment courses through vocational courses such as automobile technology. Carpentry electronic technician, plumbing masonry and agriculture to mention but a few. However, what obtains in the five schools evaluated was apparently a gross deficiency of that goal as only one of the five schools has facilities for vocational course and even then, the facilities are grossly inadequate for meaningful teaching and learning for acquisition of skills. In addition, the teachers to handle these courses are not available. Services of artisans for practical teachings are neglected. The same is the situation of the commercial subjects such as typing, computer study, and other related business courses are not emphasized; hence the deficiency of the implementation.

b. Similarly the implementation of the two-tier secondary school system of education in Plateau State has not justified the national aspiration for the adoption of the current 6-3-3-4 system of education. The poor justification stems from many factors. Theses factors include lack of commitment to the implementation of the scheme by the Plateau state

government by the failure of the government to provide fund beyond the payment of salaries, for the provision of essential amenities to the school as well as the dearth of qualified teachers to teach the various subjects studied in the school. The lack of fund with which related facilities could be procured to spur necessary compliance with the national aspiration for the introduction of the two-tier system of secondary school education, make it impossible for the Plateau Sate government to justify the national aspiration for the evolution of the two-tier system of secondary school education in the country.

c. Furthermore, there exist obstacles to the implementation of the two-tier systems of secondary school education in Plateau State. Some of these obstacles have been highlighted in 'a' and 'b' hypothesis results above. To stress further, the state of infrastructural facilities in which teaching and learning are realised are inadequate. In another development, the desire behind the two-tier secondary school system is to make an individual useful to himself and to the community or the society, through acquisition of skills and knowledge. If a person acquires a skill, the person may want to be self-employed or may have no desire to leave his locality since the person can earn a living in his community. These skills can only be acquired through vocational

courses such as auto-mechanic woodwork electricity and electronic, metal works, local crafts and even business studies. Unfortunately, only one of the five schools studied admit the existence of such courses. In the same vein, the existence of the vocational courses facilities in that school has been a mere window-dressing since there are no qualified teachers to teach the course.

Another significant obstacle to the objective of the two-tier secondary school system in Plateau State is the brain-drain from the teaching sector resulting from the neglect of the teachers' welfare. Salary payment is irregular thus forcing the teachers to look like beggars. This sort of situation can certainly have a profound negative motivating effect on the teachers morale-and the only viable option is to seek adventure in greener areas of the economy.

The situation in the core academic subjects is not brighter either. The story has been the absence of qualified teachers to teach many of the core subjects as mathematics. English language, sciences and even Nigerian languages. No visible deliberate effort has been seen to be made by the state government to ameliorate these lapses. A member of staff of one of the schools surveyed who did not want his name to be mentioned, told the researcher that the products of the senior secondary schools in Plateau State

have to sweat it out at private attempts at the senior school certificate examinations several times to be able to proceed to tertiary institution and that the majority of them who passed through government schools hardly can make five subjects at a seating including English language and Mathematics to be able to obtain admission to tertiary institution immediately after their Senior Secondary School certificate examinations. Those who are able to do so are students from special secondary schools such as the Christian mission colleges and some private schools. A physical personal survey as the one conducted by this researcher in addition to the questionnaire responses will leave no one in doubt that there exist a lot of obstacles to the implementation of the two-tier system of secondary school education in Plateau State. The way to reverse this trend for the better needs programmatic pious approach devoid of selfishness. The approach should be with genuine patriotic zeal with wholistic approach if the state is not to deceive the citizenry. No facet of human endeavour should be neglected. Vocational skills should be given priority. Without vocational skills which leads to technological efficiency, education tends to be an exercise in contemplation and abstraction. The purpose of education is not merely to contribute to the continuity of culture but also to change peacefully and rationally the material foundation of civilization.

4.6 RECOMMENDATION

Secondary school education serves as a preparatory stage for useful living within the community and preparation for higher education. The reality of this prescription is illuminated by critical examination by the federal government to enhance the relevance of this level of education to individuals and the society needs. Without the consideration of the goals and the purposes, education is bound to suffer from grave limitations of vision. The parameter for actualizing the lofty goals and the purposes for which the current two-tier levels of secondary school education was evolved is fund. Plateau State government should consider funding as one of the critical factors on its strategy of education policy implementation. Indeed, no matter how plausible a policy on education may be, the key to the success of the implementation is fund. Availability of fund is the panacea to the success of every policy on educational development at any level. From the survey responses to this study, all the five schools are starved of fund. The state government strategy on funding of education should take cognisance of the fact that success in the implementation hinges on the level and quantum of funding.

Another strategic area that desire priority is manpower. No system of education can thrive in the absence of qualified manpower. Indeed, the five schools that constitute the universe for this study lack manpower in every subject taught in these schools. It is therefore suggested that teachers' education

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in the various disciplines be introduced and invigorated to avail the schools in the state a sustained inflow of qualified manpower supply. Priority should be accorded the training of teachers for technical/vocational courses. Any country that desire to drastically reduce unemployment should give prime place to technical and vocational education. It is the surest way of producing youths that can be gainfully self-employed as well as ready made materials for employers of labour.

Furthermore, the teaching profession should be glamorized and should be made truly attractive to encourage talents into the arena. In this pursuit, the cooperation of television, radio and print media and indeed all the agencies of communication to encourage and stress the significance of this sector should be activated. Plateau State Government should be sincere in this desire and should be seen to be sincere and resolute in this drive. Political and ethnic consideration should be eclipsed. There should be gigantic recruitment drive because the state is losing hundreds of teachers every year to the other sectors of the economy considered more viable and more promising. The teaching attraction can be achieved through prompt payment of salaries and allowances; high salary scale for those in the teaching profession and training and retraining of teachers by way of seminars, workshop and even allowing the teachers to go for higher studies after satisfying a prescribed conditions is another tool for motivation. Government should be seen not to be biaised in the pursuit of this

goal. In addition, the teachers should be motivated by the granting of housing and vehicles loans. If these motivating factors are religiously implemented a lot of talented persons will be attracted to teaching profession and also will curtail brain drain from the sector. Added to these could be the provision of low-cost houses to the teachers near the schools.

Apart from the normal teachers for technical or vocational courses, services of articians such as automechanics, electricians and electronic technicians, plumbers and carpenters, to name but a few, should be procured on part time basis to supplement and enhance practical application of knowledge.

In the same vein, effort should be channeled towards the rehabilitation, renovation and expansion of the schools infrastructural facilities, effort should be made to provide infrastructural facilities at the permanent sites of the schools that are still operating at the temporary sites to enable such schools move to their permanent sites. This step if actualized will spur the teachers to serious commitment to their duties.

In another development, the school on their own should be very prudent in the utilization of funds available to them. They should endeavour to evolve strategy for revenue generation on their own. This will reduce their over-dependent on government for everything they need. Business ventures such as transportation, farming, catering services such as restaurants, shops and assorted viable businesses are capable of keeping the schools less dependent on

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the state government for everything. Communities and wealthy individuals and organizations should be persuaded to assist the schools by way of undertaking one project or the other as the need to do so arises. School can also run guest houses to generate revenue.

The teachers responsibilities today extend beyond his immediate frontier. The teachers' products are not confined to only a geographical areas but also extend to the country as a whole as well as to African civilization and the world. The basic issue is how shall we live? Shall we live by fear in a cynical atmosphere of mediocrity and conformity resulting from inadequate education or shall we live in an environment of openness provided by sound education as envisaged by the national policy? Shall we live with stress upon ideas and ideals? The goal should be ambitious, for the goal is not only to teach ideas but exemplify away of life. Education is the quality of relatedness. Plateau State education should be a result of creative dream that man can live self-comfort and charity and the understanding that he can be great if he cultivates the right value through sound education for his living not only for toady but for the day after tomorrow also.

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CHAPTER FIVE

5.1 SUMMARY AND CONCLUSION

Attempts has been made to elicit the introduction to the study. The introduction highlights the need for an educational policy that can usher in thousands of skilled hands in all spheres of human endeavour for sustained accelerated economic, technological, industrial and socio-political development. The introduction is the beginning of chapter one. The same chapter one introduces the research with emphasis on good education as being the panacea to every improvement. The chapter runs through a brief overview of educational development in Nigeria and also provides the reason for undertaking the research. Similarly, the research problem was stipulated. The problem is to ascertain Plateau state government compliance with the Federal government guidelines on the implementation of the two-tier system of secondary school education in Nigeria. This also forms the objective of the study. This was followed by three hypotheses to facilitate the actualization of the objective of the study. Chapter one also contains the research methodology. In this case the survey method which was considered appropriate for the descriptive analysis intended for this study was adopted. The data source for the study is primary through administration of questionnaire. The tools of data analysis is contained in chapter 1.5.2. The

tools for the analysis of the data for this study is derived from a set of questionnaire administered to five secondary schools located in five different local government areas of Plateau State. Similarly, the technique for the analysis of the data is the descriptive statistics.

The justification for this research is that there has not been any known research on the evaluation of the tow-tier secondary schools system of education in Plateau State. In addition three other justifications of the study were proffered. In the same vein the scope and the limitations of the study were indicated. The universe of the study covers five secondary schools based on one secondary school per local government area, in the hope that the findings in the five schools will be a fair reflection of the prevailing situation in the other government secondary schools in Plateau State.

Chapter two of this study is the review of literature. The review was seen from two perspectives. The first is the review of the related literature which was essentially based on the system of education proceeding the current 6-3-3-4 system of education while the second attempt was based on the review of the policy stipulations of the current 6-3-3-4 system of education in Nigeria with emphasis on the two-tier secondary school system. This second attempt is the empirical review. There was also the exposition

of the theoretical framework of the study in this chapter. Indeed, it is the last segment of the chapter.

Chapter three examined the educational system in Nigeria prior to the introduction of the current 6-3-3-4 system of education in the country, with its attendant problems. During the period proceeding the current 6-3-3-4 system of education in the country, there was lack of uniformity in educational administration in Nigeria. Each of the three main regions had its own system of education and different lengths of years for each level of education. Clear policy directives for the outcome of Nigerian educational attainment was non-existent. Only one thing was clear, and that was, paper qualification.

Chapter four examined the introduction of the current 6-3-3-4 system of education in Nigeria. Here it was contended that the evolution of the current system was the realization of the lapses of the educational system proceeding the current 6-3-3-4 system of education in the country. This chapter examined extensively the two-tier system of secondary school education which is the main focus of the study. The JSS and SSS curricular were highlighted. This chapter is the nerve centre of the entire research. The questionnaires responses were recorded and evaluated in this chapter. From the evaluation, the findings were deduced. From this parameter, it was

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apparent that Plateau State government did not measure up to the standard envisaged by the policy stipulations of the goals of two-tier system of secondary school education. Thus, the findings of the three hypothesis aimed at the unvailing of the extent of the Plateau State conformity with the implementation of the two-tier system of secondary school education were negative. Based on this development, recommendations were made.

Chapter five is the last chapter of the study. It contains the summary and the conclusion. To conclude: though this research is self sponsored, it is a modest contribution to the enhancement of qualitative education in Plateau State within the context of the current two-tier (JSS and SSS) system of education. It is hoped that if the findings are taken is good fate and the recommendations religiously implemented, Plateau State will be a model for other states of the federation to emulate as well as being a beacon- (point of reference) from which other states and other stake holders in education administration in the country can correct their own lapses. Plateau State should make realistic adequate budgetary provision to education to facilitate the realization of the true objectives of not only the two-tier system of secondary school, but also the primary school education that supply candidates to secondary schools. The schools should be well funded if we are not to deceive ourselves.

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APPENDIX I

QUESTIONNAIRE DESIGN

This questionnaire is designed to evaluate the implementation of the two-tier secondary school system of education in plateau State.

To facilitate adequate details on the implementation of the National policy on the two-tier secondary school segment of the 6-3-3-4 system of education, some of the questions are designed create room for the opinion of the respondents while others are guided. Furthermore, effort is made to present the questions in segments in form of subheadings in order to provide a coherent appraisal of the questionnaire and the responses.

Historical Background

1. Name of the college .....
2. Location of the college and LGA:.....
3. In what year was the college established?.....
4. In what year did the college start the implementation of the JSS Scheme?.....
5. In what year was the first production of the JSS turned out

   .....
6. In what year was the first product of the SSS turned out

   .....

7. How would you rate the performance of the first batch of the JSS graduates?.....

a. Excellent

b. Very good

c. Good

d. Fair

e. Poor.

8. How would you rate the performance of the first batch of the SSS graduates?.....

a. Excellent

b. Very good

c. Good

d. Fair

e. Poor.

9. What were the major factors for their successful performance at JSSCE?

11. What were the major impediments to their better performance at JSSCE?

12. What were the major factors for their successful performance at SSS?

13. What were the major impediments to their better performance at the SSCE?

14. How would you compare the performance of the first batch of the SS products of your college with the immediate past set of SSSIII students? The immediate past set is:

    a. Better

    b. Of the same standard

    c. Not as good.

15. What are the major set-backs of the immediate past set of students?

16. What are the major factors for their success?

Infrastructural Facilities

17. Are the number of classrooms adequate for the students population?

    a. Very adequate

    b. Adequate

    c. Fairly adequate

    d. Inadequate

    e. Very inadequate.

18. Does the college have science Laboratories?

    a. Yes.

    b. No.

19. If yes, are the laboratories adequate for the number of students offering the subject.

    a. Very adequate

    b. Adequate

    c. Fairly adequate

    d. Inadequate

20. In summary, what are the major problems of the Lab, if any.

21. Does the college have a library.

    a. Yes.

    b. No.

22. If the answer is yes, is the Library space adequate for the population of students using it at a time.

    a. Very adequate

    b. Adequate

    c. Fairly adequate

    d. Inadequate

23. Does the college have specific accommodation for vocational subjects other than the regular classrooms.

    a. Yes.

    b. No.

24. If the answer is yes, are the accommodations adequate for the number of students offering vocational subjects.
    a. Very adequate
    b. Adequate
    c. Fairly adequate
    d. Inadequate
25. Does the college have accommodation for the facilities for commercial subjects?
    a. Yes.
    b. No.
26. If the answer yes, is the accommodation adequate for the facilities and the number of students offering the courses?
    a. Very adequate
    b. Adequate
    c. Fairly adequate
    d. Inadequate
27. Are the science laboratories adequate with facilities, in relation to the number of students that offer science subject? The science laboratories are;
    a. Adequately equipped
    b. Equipped
    c. Fairly equipped
    d. Not equipped.
28. Are there enough facilities for the vocational courses? The facilities are:
    a. Quite Enough
    b. Enough
    c. Fairly enough

d. None at all.

29. Are there enough facilities for commercial subjects? The facilities are:

a. Quite Enough

b. Enough

c. Fairly enough

d. None at all.

30. Are there enough chairs/tables for individual staff use? Staff furniture are:

a. Quite Enough

b. Enough

c. Fairly enough

d. None at all.

31. Are there enough seats for the students? Students seats are:

a. Quite Enough

b. Enough

c. Fairly enough

d. None at all.

Staffing Manpower

32. Are the required number of teachers available for the various subjects:

a. Adequately available

b. Available

c. Inadequately available

d. Not available

33. Indicate the specific subjects that lack teachers, if any.

34. How often do the teaching staff attend seminars and workshops:

a. Very often

b. Often

c. Sometimes

d. Rarely.

35. Are the number of non-teaching staff adequate for the smooth administration of the school?

a. Very adequate

b. Adequate

c. Fairly adequate

d. Inadequate

e. Very inadequate

Books

36. Are the right text books available for teachers use?

a. Quite available

b. Available

c. Fairly available

d. Not available

37. Are the recommended textbooks available for the students to procure?

a. Quite available

b. Available

c. Fairly available

d. Not available

38. Can all the students afford the cost of all the recommended textbooks?

The cost of the text books can be afforded by:

a. All the students

b. Almost all the students

c. Some of the students

d. Almost non of the students

e. None of the students.

39. Does the college library have enough relevant reading materials/books?

The college library has;

a. Quite enough

b. Enough

c. Fairly enough

d. Not enough

e. None.

40. Indicate specific improvement needed in the library if any.

Funding

41. Is your college adequately funded? My college is;

a. Well founded

b. Funded

c. Fairly funded

d. Poorly funded

e. Not funded.

42. What are the sources of revenue generation in your college? The sources of revenue generation in my school are (is):

a. School fees

b. Government grants

c. Levies

d. Donations

e. College business ventures.

(Tick the relevant ones).

43. Are the sources of revenue generation adequate? The sources of revenue generation are (is):

a. Quite adequate

b. Adequate

c. Fairly adequate

d. Not adequate

44. Suggest ways of further revues generation in you school.

45. Are teaching aids available to facilitate teaching. Teaching aids are:

a. Adequately available

b. Fairly available

c. Not available.

46. If teaching aids are not available, how do the teachers cope without the aids? .....

47. To what extent is the college coping with the maintenance of the existing infrastructural facilities.....

48. What are the major constrains to the maintenance of the college infrastructural facilities, if any?..... .....

Other Matters

49. To what extent has the objectives of the two-tier secondary school (JSS and SSS) education been achieved. The objectives of the two-tier secondary school education in Plateau State are:

a. Fully achieved

b. Achieved

c. Fairly achieved

d. Poorly achieved

e. Not achieved.

50. What are the major constraints of the implementation of the two-tier secondary education in your college?