

**IMPLEMENTING OF SECONDARY SCHOOLS
EDUCATION POLICY IN KEBBI STATE:
ISSUES AND PROBLEMS**

BY

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DECLARATION

I hereby declare that this research effort has not been written and presented partially or wholly in any previous application for a higher degree to the best of my knowledge. All quotations have been clearly indicated by quotation marks or indentations and sources of information are duly acknowledged by means of references.

JEGA, ABDULLAHI HALI

DATE

DEDICATION

This thesis is principally dedicated to the entire members of my family for praying and encouraging me throughout the period of my postgraduate programme. You remain my major source of inspiration.

CERTIFICATION

This thesis titled: " IMPLEMENTING OF SECONDARY SCHOOLS EDUCATION POLICY IN KEBBI STATE: ISSUES AND PROBLEMS" submitted by JEGA, ABDULLAHI HALI meets the regulations governing the award of Masters of Education degree in Educational Administration and Planning of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

The study examined Implementing of Secondary Schools Education Policy in Kebbi State: Issues and Problems. The investigation was undertaken in order to find the level at which effective implementation of secondary schools education policy can be achieved to enable the goals of secondary education to be realized in Kebbi State.

The study covered 59 local government secondary schools across the five education zones, school principals and P.T.A. Chairmen of these schools were used as part of the subjects for the study. Similarly, 2,235 teachers from these schools were also part of the parents population for the study. In addition 25 school inspectors from the Ministry of Education were also used as the parent population for the study.

Five null hypotheses were formulated and tested at 0.05 level of significance. Analysis of variation (ANOVA) were used. Hypotheses one, two and four showed that there is no significant difference observed among the average perception of the respondents and thus their hypotheses were retained while hypotheses 3 and 5 were statistically significant and therefore their null hypotheses were rejected..

The findings of the study revealed that the stakeholders have not been carrying out their educational responsibilities adequately which led to

ineffective implementation of secondary education policy in the state. Therefore, parents in the locality need to be mobilized to participate actively in meeting the identified needs of the schools in their localities.

DEFINITION OF TERMS

In order to avoid ambiguity in understanding the special terms used in the study, the following operational definitions have been given.

POLITICS - refers to authoritative allocation of resources to education. It is a class struggle. It is a war without bloodshed. Politics is a power to govern and protect the social interest of other peoples

POLICY -refers to providing of ways and means which can serve as a solution to educational problems.

IMPLEMENTATION - provision of essential human and material resources which enable conducive teaching and learning process to take place.

ABBREVIATIONS AND SYMBOLS

PTA	-	Parents Teachers Association
N.P.E.	-	National Policy on Education
S.S.M.B.	-	Secondary School Management Board
ASUU	-	Academic Staff Union of Nigerian Universities
ANOVA	-	Analysis of Variance
G.D.S.S.	-	Government Day Secondary School
α	-	Alpha
H^0	-	Null Hypothesis
ANCOPSS	-	Annual Conference of Principals of Secondary Schools
M.S.	-	Mean of Squares
S.S.	-	Sum of Squares
%	-	Percentage
N.S.	-	Not Significant
Prob.	-	Probability
S	-	Significant

CHAPTER ONE

INTRODUCTION

1.1 THE PROBLEM

The study focus on Implementing of Secondary Schools Education Policy in Kebbi State: Issues and Problems. The study was undertaken in order to find the level at which effective implementation of secondary schools education policy can be achieved to enable the goals of secondary education to be realized in the state.

The policy under investigation is not a separate policy developed by the Kebbi State Government. It is about the National Policy on Education (NPE, 1998) revised whose goals is to prepare an individual to be a useful member to himself and his society in the first place and also to serve as a transitional step to higher institutions of learning. Accordingly, the National Policy on Education (1998) states that "the broad aims of secondary education within the overall national objectives should be (i) preparation for useful living in the society and (ii) preparation for higher education".

In line with the educational policy objectives, administration in Kebbi State has not done much towards achieving the goals of secondary education in the State. As a result, the state is still being classified among the educationally disadvantaged States of the federation in spite of several government strategies.

Although several factors have been said to be responsible for that shortcomings, yet views among the citizens in the State as to this vary from inadequate number of committed and qualified teachers in the implementation process of educational policies to inadequate provision of essential teaching and learning facilities required for the effective implementation of the education programme in the State. Others were of the view that the stakeholders should take their educational responsibilities very seriously if educational policies are to be properly and effectively implemented in the State.

It is against the interest of the need for adequate provision of human and material resources to implement the secondary educational policy effectively in the State that prompted the researcher to undertake the study on implementing of secondary schools education policy in Kebbi State: Issues and Problems.

Indeed, many scholars recognize education to be the candle light of the world, and this is emphasized in the following Hausa phrase: "*Ilimi fitilace mai haskake duniya*". This stressed that education in any organization is very crucial in terms of improving the quality and standard of living. Accordingly Awokoya, O.S. (1983) contended that purposeful education is the necessary prerequisite for the overall social, economic and political development of the society.

Education in most developed nations of the world has been used effectively to achieve to a greater extent improved living standard of their people. Most of these nations have systems that work. For instance, they have higher percentage of literacy rate, educational opportunities, a systematically planned job opportunities, reliable communication and transportation network, steady water supply, uninterrupted power supply, adequate health and housing facilities, mechanized agronomic techniques, dependable food processing storage and food distribution facilities, and higher income per head (Aghenta 1986). Cited in Ajayi T. and Nwuzor A. (1989).

On the other hand, reverse seems to be the case in most developing and underdeveloped countries of the world, where systems hardly work as they should. For instance, most of these countries have higher rate of illiteracy, higher level of poverty, hunger and ill health, higher level of unemployment among the youth, poor communication and transportation network, unreliable power and water supply. Simultaneously, a considerable gap exists between the required manpower and available labour,. Perhaps, this accounts for the reason why in Nigeria we do not have a balanced manpower level in almost all sectors of our economy resulting in overstaffing and understaffing as the case may be.

Accordingly, Ajayi, T. and Nwuzor Anne (1989), were of the view that

education is yet to have achieved the much needed impact on our political culture, since political intolerance is still very much around. As a result, most of the political and national leaders do not see beyond their ethnic boundaries. Thus, education has not brought about the much needed national unity as members of the Nigerian society have no sense of common purpose, such that people still place the interest of their own tribe or kinsmen above that of the nation at national and international levels.

Similarly, in most countries of the world, developing and developed nations, governments have direct involvement in education, whether through ideological belief, funding or setting policy. According to Jeanne, B.H. (1989), many systems are controlled by the central government, usually through a ministry of education. Others are influenced by the federal government, which has legal and financial control and influence over schools. It is therefore little wonder that education is completely under government control and political manipulation thereby justifying the saying that "he who pays the piper dictates the tune". It then implies that government is free to use education for whatever ends it thinks is politically appropriate. Thus, governments at various levels at times politicize education towards achieving their political objectives which in most cases leads to failure in quality. This probably explains the manipulation of education, through constant policy changes as a result of constant changes

in the political leadership of the country (Usman 1986, cited in Haruna H. 1997).

1.2 STATEMENT OF THE PROBLEM

The aims of the secondary education in Nigeria is to prepare individuals to be productive and useful members to themselves and to their society in the first place, and to serve as a transitional step to higher institutions of learning in the country. Accordingly, the National Policy on Education (1998: revised)) states that the broad aims of secondary education within the overall national objectives should be (i) preparation for useful living in the society and (ii) preparation for higher education.

The policy further stressed that the junior secondary education is to be prevocational and academic. It was also to serve as both for terminal and transitional purposes. In line with the national policy objectives, the Kebbi State government on its own part had been trying to achieve the goals of secondary education in the state, yet the state is still being classified among the educationally disadvantaged states of the federation inspite of several strategies.

However, desirable efforts had been made towards achieving the goals of secondary education in the State through establishing various education boards to cater for specific post-primary institutions in the State,

such boards include: science and technical education board, Arabic and Islamic education board and secondary schools management boards. There was also an increase in the salary of the secondary school teachers with about 30% of their basic salary which made the teachers one of the highest paid civil servants in the State. Similarly, in line with the Sharia legal system introduced in the state, a policy of shifting system which allows the boys to attend school separately in the morning while their counterparts (girls) attend schools in the afternoon in the same school was also introduced in all Day Secondary Schools and Junior Secondary Schools in the state which were previously mixed institution. Indeed, there were several initiatives by different administrations in the state towards achieving the goals of secondary education in the State. However, in spite of all these efforts, there are evidence to prove whether the aims have been achieved or otherwise. The scenario of the problem can be observed from the productivity of the education system. It is in the light of this development that, the study attempt to establish some factors responsible for such shortcomings.

1.3 RESEARCH QUESTIONS

The study attempts to address the following research questions:

1. Is there any significant differences among the average

perception of the respondents with regard to the level of educational responsibilities of the stakeholders in the secondary education?

2. Is there any significant difference among the average perception of the respondents with regard to the level of implementing secondary education policy?
3. Is there any significant difference among the average perception of the respondents with regard to supply of essential teaching and learning facilities to secondary schools?
4. Is there any significant difference among the average perception of the respondents with regard to the appointment of principals to secondary schools?
5. Is there any significant difference among the average perception of the respondents with regard to the transfer of principals and teachers to secondary schools.

1.4 HYPOTHESES

1. There is no significant difference among the average perception of the respondents with regard to the level of educational responsibilities of the

stakeholders in the secondary education?

2. There is no significant difference among the average perception of the respondents with regard to the level of implementing secondary education policy?
3. There is no significant difference among the average perception of the respondents with regard to the supply of essential teaching and learning facilities to secondary schools?
4. There is no significant differences among the average perception of the respondents with regard to criteria for the appointment of principals to secondary schools?
5. There is no significant difference among the average perception of the respondents with regard to criteria for the transfer of principals and teachers to secondary schools.

1.5 BASIC ASSUMPTIONS

1. It is assumed that the level of educational responsibilities of the stakeholders in the secondary education is not effective.
2. It is assumed that the level of implementing secondary education policy is also not effective.
3. It is assumed that supply of essential teaching and

learning facilities to secondary schools is also inadequate.

4. It is assumed that criteria for the appointment of principals to secondary schools is not strictly adhered to.
5. It is assumed that criteria for the transfer of principals and teachers to secondary schools is also not properly followed.

1.6 OBJECTIVES OF THE STUDY

The study intend to achieve the following objectives:

1. To establish ways and means of enhancing effective implementation of secondary education policy in Kebbi State.
2. To improve the efficiency of providing essential human and material resources to secondary schools in the state.
3. To provide information which will help the stakeholders to be more serious in their educational responsibilities.

1.7 SIGNIFICANCE OF THE STUDY

The study on implementing of secondary education policy in Kebbi State: issues and problems was undertaken to provide

information which will help legislators, officers of the Ministry of Education and the stakeholders to be more serious in their educational responsibilities. The study is expected to be a resource material to students of educational administration and planning, including the researchers and those who are interested in educational development to use the findings of the study as a basis for further research.

The study would also help principals, teachers, P.T.A. members and the stakeholders to acknowledge and appreciate educational responsibilities of one another as an indispensable role, if the success of the whole education programme is to be achieved. Additionally, the study is expected to enable the stakeholders to develop meaningful strategies which can enhance effective implementation of secondary education policy in Kebbi State.

Furthermore, the study intends to emphasize that merits should always be the basis for the distribution of human and material resources to secondary school in the state.

1.8 SCOPE OF THE STUDY

The scope of this study covers the whole state secondary schools under the secondary schools management board. There are five educational zones and fifty nine secondary schools across the five zones. Each school has a constituted Parent Teachers' Association (PTA), meaning that there are fifty

nine PTA Chairmen which form part of the population for the study. There are also a total of 2235 teachers and twenty-five inspectors across the schools among the other variables of the study. A total population for the study stood at 2398 people. Staff of the Science and Technical Education Board and Arabic and Islamic Education Board in the state are not included in the study. Thus, the study has been limited to the stakeholders, officials from the Ministry of Education, staff from the S.S.M.B. and officials of the Parents Teachers Association (P.T.A.).

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter examines the relevant studies from scholars, researchers and educators in the following areas:

Policy

The Christian Missionary Perspective

The Colonial Government Perspective

The N.P.E.

Policy makers

Policy making process or stages

Policy evaluation

Educational responsibilities of the: (a) the state government, (b) the parents, and (c) the teachers.

vi. Supply of essential teaching and learning facilities to secondary schools.

vii. Recruitment, selection, posting and transfer of principals and teachers to secondary schools.

2.2 POLICY

For quite some time, studies on politics, education and policy have become the focus of many scholars in education and social sciences. Scholars, such as Awokoya (1983), Nwankwo (1990), Nwangwu (1987), Ngu (1990) and Fafunwa (1991) defined the term policy, differently. Accordingly, Nwankwo (1990) observed policy to be a definite course of action recommended and adopted by the governing powers as expedient to the issues and problems of a society. While some scholars were of the view that policy involved setting out solutions to a problem. Furthermore, Nwankwo et al (1981) viewed a policy to be the first source of direction to any educational planning. Stressing that planning merely operationalizes policy by charting and predicting activities and operations which would enhance the probability of adhering to and discussing the objectives (the goals the policy tends to protect) as specified in the educational policy. Edem (1987) argued that policy is the thinking at a high level of abstraction which expresses educational goals and means of achieving them, stressing that it is the basis of day to day administration and services as a guide to administrator when deciding the lines along which the educational system should be conducted. This means that policy is a purposive course of action followed by an action, usually affiliated with the government in dealing with a problem or matter of concern.

The objective of any policy is to change the existing condition in such a way that will solve existing problem. In other words policy involve providing of ways and means, which can serve as solution to a problem.

In his assertion, Sofolahan, J.S.O. (1986) (1991) states that the change in the education system from the former system to the later 6-3-3-4 system of education is a response to the growing criticisms of the Nigerian school curriculum in its irrelevance to the culture and needs of the Nigerian people. While Ngu (1990) argued that the Nigerian educational policy of 6-3-3-4 system is meant to correct the inherent deficiency of the former 6-5-2-3 education system.

Therefore these stressed that educational policy refers to the formation of the direction of the educational system as well as the implementation of the decisions that are made in the policy process. Depending on the organisation of education in any particular society, this process can take place at a highly centralized levels such as the nation, region, state or even at lower levels such as schools and even in the classrooms. At each level decisions will be made about the nature and scope of the educational system, personnel requirements, curriculum, funding needs and other factors which affect the operations and the results of the educational endeavour.

Awokoya, O.S. (1983) rightly observed that in every community, educational policy is directed towards increasing the quality of life stressing

that a primitive community troubled by a high rate of infant mortality would worship the Gods that would reduce this social malady, and one that lacked food and rain would also learn to placate those that hold the control over these obstacles to survival. He also emphasized that three groups of policy objectives are apparent, being the individual needs, the community pressures, the degree of complexity and sophistication to which specialized personnel must be educated and trained to meet these demands.

Accordingly Nwankwo et al (1981) observed that educational policy is a definite course of action recommended and adopted by the body as necessary to issues and problems of education stressing that educational policies may take the form of ordinances, code, acts, edict, decree or law.

This indicates that politics influence education through policies and decisions that are made by the political leadership to ensure the realization of the national, state, local group or political party objectives. Thus a policy could be embodied in the political party manifesto and efforts would then be made to implement such policies when the party comes into power. This is why policy formulation is regarded as political in nature, it is therefore to be conceived as a political activity.

In his assertion, Edem (1982) contends that the responsibility of making educational policies belongs to government, which is the lawful custodian of the society's heritage, and the body specifically charged with the

responsibility of directing, planning and controlling its aspirations. Stressing that the choice of the methods of formulating them remains its prerogative. Thus, an authoritarian government may choose to work through people, while democratic policy requires working with people. A totalitarian government considers it a duty to impose its policies on the nation (Rigors and Myers, 1961) cited in Edem (1982). Many scholars contended that policy involves providing of ways and means which can serve as a solution to existing problems.

These stressed that policy refers to the series of steps taken by a government to solve problems. Making decisions, allocate resources and implement policies.

According to Awokoya (1983) in formulating educational policies, policy makers are expected to formulate policy objective that will ensure the education and training of specialized manpower in such fields as food production, housing, health clothing, transportation, communication, energy, entertainment social welfare, defence, science, technology, manufacture, trade, justice, religion, maintenance of peace, order and good environment. Stressing that the whole of the modern machinery for education is directed towards these community objectives of education in which the individual needs have been subsumed

Similarly, Nwangwu (1976) contend that education has three main

subsystems, these are policy formation, managerial and implementation systems. The policy formulation system provides goals and standard of performance and prescribes the criteria for evaluating the achievement. The managerial system on the other hand refers to the administrative structure and arrangements for moving from the establishment of policies for their execution. While the implementation system in education deals with the actual teaching and learning processes and experiences calculated to accomplish overall educational system objectives for the individual and for the nation.

These stressed that implementation stage (actual teaching and learning) of educational policies is not only a vital stage, but the most important among all the stages in policy formulation process. Because once decision is taken it has to be implemented otherwise a mockery is made of all the efforts taken to make that decision. Thus, for any policy to be meaningful, it has to be implemented and the sooner and proper it is implemented the better. Therefore, teaching and learning being very crucial stage in any educational policy formulation process efforts should always be made to ensure its successful implementation.

Perhaps, this could have been the more reason why administration in the state (Kebbi State government) on its part makes its own educational

policies in the state by establishing secondary schools management board edict 1996 and Arabic and Islamic education board edict 1999. In addition to the inherited from the former Sokoto State Science and Technical Education Board. These boards were established during the military regimes and as such enabling law for establishing these boards has been titled: "The Military Administration of Kebbi State" hereby makes the following edict. Where terms regarding the established boards were defined, functions and powers of the boards were stated. Composition of the board members and their responsibilities were also stated. for instance, among other functions of the executive secretary of the board is to appoint, transfer, discipline, deploy and exercise control over the staff and other members of the board.

Other educational policies initiated in the state has been an increase in the salary of the secondary school teachers in the state with about 30% of teachers basic salary in March 2000 which makes the teachers one of the highest paid civil servants in the state.

Furthermore, a policy of shifting system was also introduced in all the day secondary schools and junior secondary schools in the state, which were formally mixed institutions. With the present policy male boys were separated from their counterparts girls. Whereas boys attend classes in the morning while their female counterparts attend their own classes in the afternoon. This is in line with Sharia legal system introduced in the state.

The state government also provide free feeding for all the students in the post-primary schools. Whereas boarding students are given three square meals free, while Day Secondary School students are also given free breakfast. With all these educational policy initiatives in the state, the issue of crucial concern has always been to

what extent has the goals of secondary education been achieved in the State?

2.3 THE CHRISTIAN MISSIONARIES PERSPECTIVE

Western education in Nigeria is certainly a child of historical circumstances more or less religious and political (Okeke 1986). The Christian missionaries introduced formal education in Nigeria from Europe and America around 1842. According to Okeke (1986) the missions regarded education as an important tool through which conversion to Christianity could be effectively carried out. This assertion is further supported by Thakur and Ezenne (1980) who contended that the aim was to produce technician who were good Christian. They further stressed that in the early part of their work, the main aim of the missionaries was to convert pagans and muslims to christianity. As conversion will be easier through education, schools were established and religion formed the maim course of

the study.

However, wherever they settled, a mission school and a church would be built side by side. Sanya, O. (1983), argued that the development of Western education in Nigeria from 1842 to 1882 had remained the exclusive preserve of missionaries as the colonial administration had no clear educational policy on formal education. Accordingly, Fafunwa (1999:98) states that all the Christian missionaries operating schools in Nigeria during that time agreed on common policy, that education was an essential part of their work regardless of differences in their individual approaches. In a similar opinion Nwankwo J. (1981) argued that since 1884, educational policies were formulated by Christian missionaries and were mostly geared towards literacy education alongside evangelisation. Character training was also another important common educational policy as shared by most missions during the early period of educational development in Nigeria.

In this process, the idea was to make a learner a christian gentleman who wears European clothes, speak English language and fit into the new culture. Therefore, these stressed that converts and learners were only to be Nigerian by blood and skin but European in mind, culture and attitudes.

2.4 THE COLONIAL GOVERNMENT PERSPECTIVE

The Christian missions had an initial monopoly in the educational

systems of the country for a considerable length of time. The colonial government on the other hand was reluctant in participating in the educational development of the country. During that time, although several factors have been said to account for that lack of interest by the colonial government to establish schools. This situation remained so until 1872 when the colonial government began to supplement the efforts of the missions through grants-in-aids to all schools. Fafunwa, A.B. (1974:93) affirmed that this gave the colonialists the opportunity for the first time in Nigerian history to evolve a deliberate educational policy by enacting the educational ordinance of 1882.

As the colonial influence became increasingly stronger in Nigeria, there was greater need for well-trained natives to assist in management and running of the colonial administrative system in the provinces, thus the colonial administration had no other source of manpower needs and services other than the mission schools. Therefore, the colonial government was forced by prevailing circumstances to find ways of ensuring that the right types of people were trained. Thus, the government began to supplement the efforts of the missions by means of grants-in-aids to various missionary groups for the payment of teachers salaries and maintenance of schools based on conditions that

for any mission to benefit from the grants-in-aids it must fulfil certain conditions as specified by the colonialists.

Since the principles of grants-in-aids were established, an increasing number of educational ordinances were framed and modified to guide the direction, control and management of education in Nigeria. Nwankwo et al (1981) support that "the other educational ordinances followed the patterns of the 1887 ordinance, though each added one or two new things that increased the involvement of the colonial government". This could be said to be the beginning of government participation and influence in the educational policies in Nigeria.

With creation of regional government in 1950s, each region began to make its own educational policies, finance its own educational programmes and maintain its teachers and services. Thus, the old western region in January 1955 launched the first U.P.E. in Nigerian history in its own area of jurisdiction. The challenge posed by the west was too great to be overlooked by the eastern regional government. Therefore in February 1957, the east launched its own U.P.E. too. This competition among regions can be said to be based on political foresight in that if they did not train their people they will be left out in the exercise.

The northern government on the other hand, at that time, was more concerned with the development of education in rural areas and promotion of

adult literacy than with U.P.E. Therefore, in 1958, the Northern government decided to plan primary education on provincial basis and to ensure that an increase in school population would take place only when qualified teachers were available. As a result of this policy, practically, all the northern schools, though ten in number had qualified teachers, unlike in the south where a sizeable number of teachers were untrained and unqualified (Fafunwa, A.B. 1999). These variations of educational policies further promoted educational imbalance among the regions since then.

2.5 THE NATIONAL POLICY ON EDUCATION

In 1967 Nigeria was divided into twelve States and most of the State governments took over the control and management of schools from voluntary agencies and individuals. The schools take-over policy signify the presence of the state government in the centre of policy making arena. According to Adesina (1987) at the time when various religious bodies controlled private schools, some nationalists went to argue that things would greatly improve if government could assume full control of education. They contended that school takeover would result in easy control of curriculum, improved teacher quality, centralize provision of instructional resources and minimize educational inequalities.

When U.P.E. scheme was introduced in 1976 by the federal

government, more secondary schools sprang up. The situation resulted in high demand for both human and material resources which became conspicuously inadequate for the new development. Hence, there was urgent need for recruitment of personnel in leadership positions as well as classroom teachers. As a result responsibilities of handling and managing of schools fell in the hands of the less experienced and less qualified personnel (Okeke, 1986). This prevailing circumstances therefore created opportunity for political manipulation through education. It also created a room for ineffective implementation of education programme.

In 1969 there was a national curriculum conference, when Nigeria reviewed its educational system and charted new course for the nation, which finally resulted in the promulgation of the 1977 decree establishing the National Policy on Education.

According to the policy, the broad aims of secondary education within the overall national objectives should be (i) preparation for useful living in the society and (ii) preparation for higher education. The policy further stated that the junior secondary education is expected to be both for terminal and transitional purposes. The policy further emphasized that education will continue to be given high priority in the national development plans, while training facilities will be multiplied and diversified. Education will be

functional to the needs of the individual and society.

Passi, O. (1990) contended that the 6-3-3-4 system of education in operation was only generating failures as its products proved to be incompetent in performing the tasks expected of them after undergoing various stages of the educational system. He stressed doubt that the aim of the programme will hardly be achieved. Similarly, Gajere, A.J. (1992) also opined that the 6-3-3-4 system of education lacks teachers in most of the core subjects like technical drawing, wood work, commerce, etc., stressing that the end result would be students passing through the system without the system permeating through them. He further stressed that many of them graduated without knowing how to construct a simple chair or repair a radio because the tools or facilities needed were not provided. Where they were provided there were no qualified teachers in such areas to handle the equipment effectively. Hence, the goals of secondary education could hardly be achieved.

2.6 POLICY MAKERS

The process of making educational policies in a state takes place in a political framework and the process of making such policies is political. The policy makers vary from one state to another or from one administration to another. In their assertion Rigors and Myers (1987) argued that policy

making is purely a political affair and the choice of the methods of formulating them remains a prerogative of government.

This could have been the reason why governments at various levels and times politicize education towards achieving political objectives which sometimes leads to lowly quality. This probably explains manipulation of education through constant changes, modification or introduction of new educational policies whenever changes occur in the political leadership, as it happened in Nigeria.

In Nigeria before and immediately after independence, there were regionalized board of education in the West, East and Northern Nigeria. The board according to Thakur et al (1980) was an organ responsible for advising and reporting to the minister on issue of policy affecting education or other matters of educational significance. Thus, with creation of more states in 1967 and subsequent states creations in 1975, 1988, 1991 and 1995 each state established its own ministry of education in its state. It also established education boards, education committees and local education authorities. These organs are charged with responsibility of excising control over schools established in their environment in order to improve and maintain the standard. This is the more reason why in Nigeria both federal and state governments makes policies on education except where there is clash, then the federal government policies prevail.

Thakur et al (1980) further stressed that education law of northern Nigeria (1964) specify that the board of education shall consist of the following members.

- i. Three officers of the ministry appointed by the military governor,
- ii. twelve members to be appointed by the military governor of whom at least three shall be chiefs while the remainders shall be members or employees of native authorities
- iii. the permanent secretary to the ministry for local government or his representative
- iv. the general secretary of the Nigerian Union of Teachers or his representative
- v. the general secretary of the northern teachers association or his representative
- vi. the vice-chancellor of Ahmadu Bello University or his representative
- vii. one member appointed by the national universities commission
- viii. four members appointed by the Roman Catholic Mission
- ix. four members to be appointed by the protestant mission and churches and
- x. eight members who shall be proficient in Islamic learning

appointed by the commissioner.

The commissioner shall appoint a member of the board of education to be chairman and other officers of the board as members. The chairman and twelve other members form a quorum of the board of education. The permanent secretary to the ministry shall have the

right to attend any meeting of the board of education or any meeting of any committee thereof.

Accordingly, the operating laws presently are not much different from what was obtainable before. According to the Kebbi State Education Edicts of 1996 and 1999, the Board of Education consists of the following members to be appointed by the military administration on the advice of the commissioner.

- i. a part time chairman
- ii. four part time members
- iii. an executive secretary
- iv. director general or a representative of the ministry of education
- v. a representative of the college of education, Argungu
- vi. a representative of the Department for Local Government and Chieftaincy Affairs.
- vii. a representative of the state council of chiefs

- viii. a representative of the State Branch of the Annual Conference of Principals of Secondary Schools (ANCOPSS)

As a result of various criticisms of Nigerian education in its inadequacy to the culture and needs of the Nigerian people, the federal government demonstrated a democratic approach in reviewing the education system when it summed in 1973 a seminar of distinguished stakeholders in education under the chairmanship of S.O. Adebayo and deliberated on National Policy on Education. The exercise resulted in the present 6-3-3-4 education system, with hope of correcting inherent educational deficiency of the former system. Participants to the seminar were drawn from a wide range of interest groups including the following members.

- i. representatives of Christian religious organization
- ii. representatives of Islamic religious organization
- iii. the universities
- iv. National Universities Commission
- v. interested external agencies
- vi. ministries and organizations in private and public sectors who are interested in the end products of education
- vii. women organization
- viii. various organs of government
- ix. national council for education\

- x. joint consultative committee on education
- xi. national educational research council
- xii. federal ministry of education officials
- xiii. various specialists in different fields of education and others

(Source: National Policy on Education)

One basic fact observed from the educational policy making process is that it is an activity which is highly intellectual and democratic in nature comprising people who have a concern in education system and its productivity, drawn from a wide range of interest groups representing different individuals and societal needs and aspirations. In his assertion Sofolahan, J.S.O. (1986) further stated that two factors are significant in producing the national policy on education. Firstly, all known experts were involved and secondly an exercise which started in 1969 did not produce a final white paper until 1977, thus, enough time to examine and reexamine so that it had the benefit of matured judgement and consideration.

2.6 POLICY MAKING PROCESS

The policy making process resembles the stages taken when making a rational decision making process which can lead to the selection of the best way that can be applied to solve the existing problem. In his assertion, Nwankwo (1992) observed that decision making involves the selection of a

course of action from various possibilities stressing that without decision making, there can never be plan or plans and in making a plan or planning, there must be that decision to commit the resources, organize the direction of plan and resources. Thus, a choice of what is to be done next must always confront the decision makers, administrators and all of us. A decision must always be made about who is to do what. How will it be done? When and where will it be done? Decision making is therefore a part of one's daily functions. And one decision affects the other as well as the plan.

Therefore, policy formulation process according to the views of some scholars has to undergo several stages before its formulation and its final implementation. For instance, according to Agger et al (1964), there are five stages of making a policy, namely:

- i. Initiation
- ii. reformulation of opinion
- iii. emergence of alternatives
- iv. discussion and debate
- v. legitimization
- vi. Implementation which is the sixth stage is adopted from Milstein and Jeanne (1973) to make it six stages in policy making process.

2.6.1 Initiation

Initiation as a process is the first stage in the policy making. According to Agger (1964), initiation as a process occurs when dissatisfaction is expressed with the present situation. Thus, the existing policy may be felt to be working contrary to the expectation of the general public interest. In other words, a deviation of performance from what is expected may be called a problem, which requires a policy to take care of such a problem. In any way, someone has to initiate a policy by means of calling the attention about the existence of a problem that affects the public interest. There are many potential sources for voicing educational dissatisfaction such as parents Teachers Association (PTA), Nigerian Union of Teachers (NUT), Academic Staff Union of Nigerian Universities (ASUU), Civil Servants and other interest groups. These potential sources have been among the major initiators of educational policy in Kebbi State. Accordingly, Nwankwo (1992) contended that policies may emanate from the knowledge of the factors that militate against the success of achieving anticipated educational goals. Therefore, ability to identify existing problem in education system is a step forward towards bringing about a solution to such a problem.

Whereas initiation of educational policy is expected to address some crucial issues affecting the general interest of the people in a particular

situation. Unfortunately, sometimes some political leaders initiate policies in their educational system which will serve their own interest then the interest of the whole community. For instance some state governors refused to pay the minimum wage of salary to their civil servants in their state inspite of the directives from the federal government.

Their workers had to embarked on strike in protest before they could be paid. Most of their primary and secondary schools are deficient in essential supply of human and material resources yet, some of them established a state university and named it after their own name. Ambrose Ali Awka State University could serve as an example. Then how can such a university be provided adequately with required human and material resources to enable proper functioning of the

university system. Then the next stage in the hierarchy of policy formulation stages is known as reformulation of opinion.

2.6.2 Reformulation of Opinion

Reformulation of opinion is the next in the hierarchy after initiation. The recognition of a problem as expressed earlier in the first stage become more fully articulated on this stage (reformulation of opinion). As individuals and organisations expressed their views more often at this stage.

According to Passi, O. (1990) leaders emerge at this stage to get something done about the existing problem. The leaders may be members of the public either the formal or informal groups.

Normally, reformulation of opinion where members of the public express their dissatisfaction about the existence of educational problem could be from electronic or print media, public gatherings and discussions. There must always be constant examination evaluation and analysis about the possible alternative solutions to such a problem. Then the next stage in the hierarchy is called emergence of alternative.

2.6.3 Emergence of Alternatives

At this stage several alternatives solutions to the problem are proposed either by the people who are dissatisfied with the existing policy or by the policy makers. Accordingly, Enoh et al (1987) argued that in this generation of alternative solutions, the individual actually takes his reasoning to both his past and present experiences or may even think of solutions to similar problems. Where alternative solutions to the problems can be selected for further consideration. Decision concerning the problem is not finalized at this stage. The process extent to three more other important stages. They include discussion and debate.

2.6.4 Discussion and Debate

In the course of discussion and debating process several alternative solutions are shaped into policy proposals for further considerations. The next stage in the hierarchy of policy formulation process is called legitimization.

2.6.5 Legitimization

After several alternative solutions to the problem are shaped into policy proposal, then selection of the best alternative solution which is likely to solve the problem are chosen at this stage, and supported with enabling laws for its proper functioning at this stage. Accordingly, Enoh et al (1987) supported that alternative solutions to the problem, which presents more favourable consequences relative to unfavourable ones, will be selected as the probable decision in legitimization process in policy making. The end product of legislative actions are either laws, statutes, ordinance, edict or circular. Policies during military regimes in Nigeria are embodied in decrees and white paper, promulgated and issued by the federal or state governments.

This process contradicts the stages which policy suppose to pass through in a democratic system of government. The next and final stage in the hierarchy of policy formulation process is to get the policy implemented.

2.6.6 Implementation

Implementation of educational decisions and policies is a very crucial and most important of all the stages in policy making process. Thus, beautiful policies might have been produced but the problem of implementation has always rendered it more or less useless. This is why educational planners should not close their eyes to the issue of implementation of educational decisions and policies.

Accordingly, many scholars contended that continuous planning without implementation may turn "planning" into an intellectual exercise without any concrete achievement. Similarly, Musaazi, J.C. (1986) observed that implementation involves directing organisations to carry out the policy programme or decision chosen and allocation of resources to carry it out.

Fundamentally however, implementation system in education deals with the actual teaching and learning processes which require some essential human and material resources both in quality and in quantity to enable the educational system to function properly.

Although implementation of any policy decision does not cease to exist in the implementation stage only, according to Enoh et al (1987) evaluation of alternative requires an assessment of whatever consequences arise during the implementation stage of selected alternative. Thus, in the implementation of any educational policy frequent evaluation of such a policy becomes necessary.

2.7 POLICY EVALUATION

Policy formulation and implementation will not be over at the execution stage only but must proceed to the evaluation of the outcomes. Thus, political leaders need to know how successful or otherwise they have been trying to cope with a specific educational problem. Evaluation of any given policy will help in correcting mistakes and improving future performance. Accordingly, evaluation is the life pattern of our daily activities. Stressing that human beings all over the world have evolved over time a culture of judgement at most levels of human action, individual or groups, institution and government pass judgement about the appropriateness or inappropriateness, goodness or badness, desirability or undesirability of events, decisions, performance, processes, objectives, situations and the like. Thus, evaluation can be frequent decision making processes and passing of judgements which individuals and organizations pass concerning whatever affects their lives and well being. (Yunusa Mohammed 2000)

These stresses that evaluation process keeps us informed about the

success or otherwise in meeting the goals, objectives and aspirations of individuals and society. Similarly, evaluation guarantee easy identification of where corrections should be made which could ensure success.

In Nigeria, evaluation of educational policies is carried out by the federal and state inspectorate divisions of the federal and state ministry of education. The inspectorate divisions were established in order to improve and maintain educational standards. the division is also to ensure that all schools conform to the national and state educational policy.

Evaluation aspect becomes an indispensable tool in any education system. Accordingly it is always very difficult to set goals for the future if one is unable to evaluate the present. Therefore in any education system, evaluation aspect becomes necessary if success or otherwise is to be ascertained.

2.8 IMPLEMENTING OF SECONDARY EDUCATION POLICY IN THE STATE

In order to realize the goals and objectives of secondary education in Nigeria at least secondary educational policies has to be properly implemented. Fundamentally however the process of proper implementation requires integrated action and cooperation of educational functions from all the stakeholders. these include

- i. the state government
- ii. the parents, and
- iii. the teacher

2.8.1 The State Government

An integrated action and cooperation of the state government is required in the implementation of secondary education policy if the policy is to be implemented properly, stakeholders have a very important role to play individually and collectively.

A stakeholder could be a person with an interest or concern in something. Therefore, when the state government fail to carry out its educational responsibility properly, certainly implementation of the educational policy will be affected.

Depending on the geopolitical location of the state and other prevailing circumstances surrounding social, political and economic conditions of the state government, it is the duty of the state government to determine educational objectives and design a system of education which will help to achieve these objectives. For instance, in any state, government exercise control over schools in areas of financing the education and laying down the framework within which the other agencies such as parents or community operate and produce a master plan, which will promote the social objectives

of the people. The state government normally decides when children start schooling and the number of years to be spent in each educational level. Government provides a criteria for qualified and unqualified teachers and the type of training and skills a teacher is expected to have. Government decides the salary scale which should be paid to the teachers.

In line with the above educational responsibility of the government, Kebbi State government on the other hand is not left behind in its educational responsibilities. Thus, the state government built secondary schools in the entire state and provides human and material resources for its functioning. Kebbi State government bears the financial burden for running and maintenance of these secondary schools in the state. Under the educational law of northern Nigeria, the commissioner may from time to time establish government institutions and any institution established by the government prior to the commencement of the law shall be deemed to be a government institution established under the law (Thakur et al 1981). Thus, in Kebbi State before establishing a new institution, one has to conform to the law of the state, which identify standard.

The law demands that no person shall establish an institution other than the government institution unless he gives notice in writing to the appropriate officer of his intention to open such institution giving the following

particulars.

- i. the name and address of proprietor
- ii. the name and address of the manager
- iii. type of institution, the number and type of classes and medium of instruction proposed
- iv. the situation of the institution and the plan of the buildings
- v. the number, qualification and nationality of staff
- vi. the nature of the land to be possessed by the institution

To crown it all, under the education law of the northern Nigeria a commissioner is empowered to take any legal action against any failure in achieving the goals of education in the state. For instance, in the edict there are subtitled as follows:

- i. establishment of new institution
- ii. power to withhold consent to establishment of institution
- iii. registration of existing private institutions
- iv. inspection of institutions
- v. powers of commissioner to close institutions, etc.

These stressed that state government has the legal and constitutional right to exercise control over schools in their various state. The National Policy on Education (NPE, 1998) states that government control of secondary schools will involve regulating the opening of schools, supervising and

inspecting all schools regularly and ensuring the provision of well qualified teaching staff and generally ensuring that all schools follow government approved curricular and conform to the national policy on education.

Thus, government of Kebbi State takes decision that will be binding on the rest of the schools in the state to ensure uniformity and conformity which can guarantee effective implementation of secondary education policy. Accordingly, Ballantine Jeanne (1989) contend that governments have direct involvement in education, whether through ideological beliefs, funding or setting policy.

It is therefore, little wonder, that funding of education in Kebbi State has over the years been the traditional responsibility of the state government with very little participation from the members of the society. The State Government built schools, and provides teachers with teaching and learning facilities. It also provides school uniforms to students and free feeding including transport are all provided by the government free of charge. The obvious reason for this was that Western education was viewed with considered suspicion as instrumental for the systematic and gradual conversion of the people in the area to Christianity. It is against this background that the state government were compelled to assume in totality the full responsibility of funding education in this part of the country and Kebbi State in particular (Waziri, Abdullahi 1998).

This is done in order to minimize parental educational burden and also to encourage the parents in the state to accept and send their children to schools regularly and promptly.

2.8.2 Parents

The educational responsibility of the parents are heavy and cannot be underestimated. These responsibilities start as soon as the child is born. Thus, the function of parents in education of their child is clear. It is the foundation on which the school is built later. Parents transmit to their children, their own values of right and wrong at the time when he is not in contact with any other influence. They initiate him into the culture and teach him what is morally acceptable to the community. therefore, unless these early lessons are of right type, the child starts life at a great disadvantage. Taiwo (1966) argued that it is only when parents at home perform their educational functions effectively that the school can hope to strengthen the foundations of greatness and intellectual achievements, stressing that educational functions of parents increase as the child's educational process progresses. This means that the first and foremost, important duty of the parents is to ensure a smooth transition from home to school.

After transition period, the home becomes more important in education, since the child's educational needs will greatly increase which has

to be provided by the parents, for without their help he cannot hope to achieve much. It is the business of the parents to see to it that their children are both regular and punctual at school. Parents should provide an enabling environment, which is intellectually stimulating at home, (Taiwo 1966). Education should not be considered as the business of the school alone, but rather the business of the whole community where home, religious centres, theatres, associations, radio, television are all considered educative forces. Thus without the needed support from these other agencies the school will fail in its work of education.

Waziri Abdullahi (1998) observed that the dependence on government to cater for all the needs with education sector has created a catalogue of problems which is getting unmanageable in our secondary schools in the state.

Perhaps as a result of dependence on government to supply the required teaching and learning human and material resources to schools has led to the emergence of the word “inadequate” which is becoming a common phenomenon in most of the secondary schools in the state e.g. inadequate physical structures, inadequate instructional materials and equipment, inadequate qualified teachers in some of the teaching subjects and inadequate funding has been on the increase in the state secondary schools

in the State.

These stresses that the inadequacies of human and material resources in the secondary education system makes the implementation of secondary education policy ineffective or very difficult to be implemented in the state.

Perhaps the formal inauguration of the State PTA exco members in 1996 at state, local and school levels throughout the entire state could not be unconnected with the recognition of the parental educational responsibilities which is rather lacking. Whereby a copy of the State PTA constitution was given to all the principals and headmasters of schools in the state. The state PTA constitution specifies functions and responsibilities of all the members. The attempt has yielded a positive result in the schools. According to Waziri Abdullahi (1989) collective and individual effort has been made in the localities in the state in terms of provision of instructional materials, furniture and textbooks. He gave a typical example that local PTA at Zuru donated furniture worth more than five hundred thousand naira to Andi Gomo Model Primary School. While other similar projects at Argungu, Birnin Kebbi, Jega, Yauri and a host of others were recorded in various secondary schools in Kebbi State.

This stresses that when parents take their educational roles seriously, thing will improve. On the other hand, when parents fail in their educational responsibilities there can hardly be effective implementation of secondary

schools education policy in the state which could affect the plans and productivity of the education system in the whole state.

2.8.3 Teachers

A teacher is another indispensable component stakeholder in the implementation of secondary education policy in the state. Gajere (1992) defined a teacher as someone who is versed with knowledge and it is his duty to impart that knowledge to students. Similarly, many scholars expressed their views about crucial role of a teacher in any teaching and learning situation. They maintained that teachers are the backbone of success in any educational system. Similarly, the researcher opined that teachers supply in quantity and quality will determine the productivity of the education system in the State.

In his assertion, Majasan, J.A. (1997) contended that a teacher is a corner stone of school education. He stressed that if we want school education to be profitable, attractive and of acceptable standard, then we must provide teachers of the best quality in knowledge, character and professional competence. Otherwise, our expectation in school education will not be fulfilled. Emphasizing that teacher is a special technocrat, the architect of better life and peace for all the human race.

These stresses that the recent outcry of people about the educational

downfall in the country could not be unconnected with lack of qualified teachers to implement the education system effectively in the country. It therefore means that the strength of any education system must largely depend on the quality of teachers. Stressing that however enlightened the aims and objectives of education system may be and however up to date teaching and learning facilities may be provided, and however efficient the administration may be, success of the whole educational systems is determined by teachers quality and strength.

Accordingly, Oladebo (1986) argued that the success of any education system can be modelled to be like a "tree" where teachers education is its roots, university education is its stem; secondary and primary education including administration and students are its branches and leaves.

Thus, if the root is harmed, the stem shrinks, the branches wilt; the leaves fall and the tree dies. Stressing that education system in Nigeria is collapsing because the root of the "educational tree" is harmed. therefore, until a new educational tree is planted and the root is properly cared for, success may continue to elude the educational system of the country. The 6-3-3-4 educational system which Oladebo (1986) referred to as a "new educational tree" is likely to die if the issue of teachers is not given the priority it deserves by the federal, state and local governments levels of the country.

This stress that inorder to achieve the goals of secondary education in

the state, teachers quality and strength are very fundamental. As the saying goes in our local proverb that "no horse wins the race without the rider". Hence, no amount of adequate provision of teaching and learning facilities can bring about the desired changes in the State secondary schools without required number of qualified teachers to implement the educational programmes properly in the state, Hence teachers adequacy in quality and quantity determines the productivity of the education system in the state.

2.9 SUPPLY OF ESSENTIAL TEACHING AND LEARNING FACILITIES TO SCHOOLS

Teaching and learning facilities could include a variety of materials, equipment and other physical facilities like classrooms libraries, laboratories and lab facilities, staff and student tables and chairs including games and sporting equipments which help the learners to learn at a faster rate and at the same time, help a teacher to teach effectively.

Many scholars express their views about the necessity of supplying teaching and learning facilities. Majority of them were of the views that teaching and learning facilities forms an integral part of quality education and success of any education system largely depends on their meaningful utilization.

In her assertion, Hinjari, H.S. (2000) opined that for the secondary

schools to function properly, effective and efficient schools facilities has to be provided.

Accordingly, Nwangu (1976) contend that the quality of education which our children receives bears direct relationship with the availability of teaching and learning facilities and the overall atmosphere in which learning takes place. Similarly, Ozigi, Albert (1977) argued that the teaching and learning facilities are essential aids to any effective teaching and learning process. Stressing that any institution that is lacking in essential facilities cannot be reasonably expected to achieve its main objectives.

These assertions signifies that implementation of secondary education policy in the State could only be effective and meaningful when adequate teaching and learning facilities are provided to schools.

Accordingly proper use of teaching and learning facilities speed up teaching and learning process more quickly than long wording descriptions. Similarly, Bello, J.Y. (1981) observed that, teaching and learning facilities define facts and information more easily and precisely. Stressing that learners can identify and describe in clear and concrete terms. Bello further emphasizes that material resources offer reality of experience and stimulate self-confidence on the part of the learner and whatever is learnt cannot only be easily memorized and recalled but can also be applied where necessary.

These stressed that without provision of essential teaching and

learning facilities to schools there would be no meaningful teaching and learning and thus effective implementation of secondary education policy in the state would hardly be achieved.

2.10 RECRUITMENT, SELECTION AND POSTING TEACHERS TO SECONDARY SCHOOLS

In any organisation where two or more people work together for a common purpose, there must always be followers and leaders in such an organization. Similarly, in a school organisation there must always be teachers and principal who are charged with responsibility of implementing the education programme in that school. The principal and teachers do not just report themselves to any school any how in the state. Instead, principals and teachers are recruited and posted to secondary schools in the state.

Teachers in the state are normally recruited by a team of professionals from the State Ministry of Education with director, inspectorate services as a chairman of the team.

Recruitment process according to Ngu (1990) has several stages before final selection and posting of staff. The process begins with consideration of the number and type of vacant post needed to be filled and

sources of personnel needed for filling them. The source could be internal or external sources or both. For internal sources, posting or transfer or promotion can thus be effected. Accordingly, in a school situation in the State, a principal from junior secondary school can be transferred to be a principal in a senior secondary school or a vice-principal can be promoted to be a principal or a teacher can be promoted to be a vice-principal of a school as the case may be. Ngu (1990) further states that in the case of external source, there may be the need to start with advertisement as a first step. Similarly, in the State advertisement of the needed teachers with their expected qualifications, experiences and areas of specialization has been the practice of employing subject teachers in the state.

Other stages in recruitment process as opined by Ngu, S.M. (1990) which also coincide with similar procedure of employing teachers in the state includes shortlisting, preliminary and final interview.

2.10.1 Shortlisting Process

After many applications must have been received, recruitment officers shortlisted those to be interviewed. Before proceeding to the next stage in the hierarchy in recruitment process in the State.

2.10.2 Preliminary Interview

Preliminary interview enables the employers or recruitment officers to evaluate the validity of the information contained in the application forms or

letters. The process also allows physical and emotional dispositions of applicants to be assessed. Similarly, the applicants will also have the advantage to know more about the jobs they have applied for. Then the last stage in the hierarchy is called employment or final interview.

2.10.3 Employment or Final Interview

In the previous stages almost all the unqualified or undesirable candidates must have been eliminated, yet, the recruitment officers may have larger number of candidates than the actual number required for employment. then the final interview will be the final stage of selection by using interview techniques.

The interview technique could be structured or unstructured. Ngu (1990) describes it as "guided" or "unguided" interviews. In the guided interview, a list of questions is prepared based on an analysis of job specification, while the unguided interview, as the concept implies is not planned or structured. It therefore enables the interviewers to obtain more information, including salient ones.

The listed stages in recruitment process is not much different from what is operating in Kebbi State when recruiting teachers in the state. Teachers are recruited according to their area of specialisations which is

needed. When teachers are finally recruited the next stage is to get them posted to schools in the state where their services are most needed.

2.10.4 Posting and Transfers of Principals and Teachers in Secondary Schools

The role of the secondary school principal and teachers in the management and implementation of education system cannot be over-emphasized more particularly with rapid increase in students enrolment in most of the secondary schools in the State. To compound the problems, most of these secondary schools have neither adequate number of qualified teachers nor do they have adequate supply of essential teaching and learning facilities for the proper implementation of the education programme in the state. To manage the complexity of the education system and also to improve the secondary education in the sense of achieving the goals of secondary education within given constraints school principals are appointed and teachers posted to implement the education programme in the secondary schools. However, both principal and teachers are subjected to be transferred from one school to another as and when due.

It is part of the Kebbi State - M.O.E. policy that before a teacher can be appointed to be a principal or vice-principal of a school, he must be a graduate with considerable years of efficient working experience among

other conditions in the state.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

This chapter describes research methodology and procedure for collecting data. The chapter discusses research design, the population, the sample and sampling techniques, the research instruments, their administration and methods of data analysis are also included.

3.2 RESEARCH METHODOLOGY

The methods for this study was survey approach. By using this approach according to Osuala (1987), the researcher could appropriately study representative samples, make inferences and generalization.

3.3. POPULATION OF THE STUDY

The population for the study consisted of 59 government secondary schools across the five educational zones. The principals and the P.T.A. chairmen of these schools were used as the subjects for the study. Similarly, 2,235 teachers from these schools were also part of the parents population for the study.

In addition, 25 inspectors across the schools from the Ministry of

Education Headquarters were also used as the population of the study. Thus, the total population for the study were 2,378 subjects, (see table 3.5 for the list and figures).

TABLE 3.1: KEBBI STATE EDUCATIONAL ZONES AND THE 21 LOCAL GOVERNMENT AREAS (HEADQUARTERS)

Zones	1	2	3	4	5
Zonal headquarters	Argungu	Birnin Kebbi	Bunza	Yauri	Zuru
Local government Areas within each zone	Argungu	Aliero	Bunza	Yauri	Dirin Daji
	Augie	Birnin Kebbi	Bagudo	Warrah	Mahuta
	Dandi	Gwandu	Dakingari	Shanga	Ribah
	Kangiwa	Jega			Zuzu
		Kalgo			
		Besse			
		Maiyama			

3.4 SAMPLE AND SAMPLING PROCEDURE

The researcher used the following procedure for the selection of the sample for the study. The names of the educational zones and all the secondary schools within each zone were used. The school principals and P.T.A. chairmen of these schools were also used as the subjects of the study.

Similarly, all the teachers from these schools were part of the parent population for the study. Simple random sampling technique was applied to draw 20% from each of the target population according to Borg and Gall (1984) 20% of the parent population is enough to ensure representativeness.

While Krejcie and Morgan (1970) sampling techniques was also applied to draw 25 inspectors from the ministry of education headquarters. (See Table 3.5 for more details).

TABLE 3.2 EDUCATIONAL ZONES, POPULATION AND SAMPLES OF SECONDARY SCHOOLS, SCHOOL PRINCIPALS AND PTA CHAIRMEN

Educational Zones	Number of Secondary School Principals	Sample Size	Number of PTA Chairmen	Sample Size
Argungu	10	2	10	2
Birnin-Kebbi	19	3	19	3
Bunza	12	3	12	3
Yauri	7	2	7	2
Zuru	11	2	11	2
TOTAL	59	12	59	12

SAMPLE I: PRINCIPALS AND P.T.A. CHAIRMEN

A sample size of 12 secondary school principals was randomly selected for the study. In addition, all the 12 PTA Chairmen of the sampled

schools were also used as part of the population for the study.

TABLE 3.3: EDUCATIONAL ZONES, POPULATION AND SAMPLES OF THE SECONDARY SCHOOL TEACHERS

Educational Zones	Number of Teachers	Sample Size
Argungu	4353	90
Birnin Kebbi	486	97
Bunza	480	96
Yauri	374	74
Zuru	442	88
TOTAL	2235	445

SAMPLE II: TEACHERS

A sample size of 445 teachers was drawn from the population of 2235 teachers from the secondary schools. The sample size of 445 teachers were selected from the sampled schools using simple random sampling technique.

TABLE 3.4: EDUCATIONAL ZONES, POPULATION AND SAMPLES OF SCHOOL INSPECTORS FROM HEADQUARTERS

Educational Zones	Number of Inspectors in Headquarters	Sample Size

Argungu	25	25
Birnin Kebbi		
Bunza		
Yauri		
Zuru		
Total		

SAMPLE III: INSPECTORS

A sample size of 25 inspectors from the Ministry of Education headquarters was obtained from the total number of 25 inspectors using Kreijie and Morgan (1970) sampling procedure

TABLE 3.5: KEBBI STATE SECONDARY SCHOOLS MANAGEMENT BOARD DISTRIBUTION OF SCHOOLS IN EDUCATIONAL ZONES, POPULATION AND SAMPLES OF SECONDARY SCHOOLS, SCHOOL PRINCIPALS, PTA CHAIRMEN, TEACHERS AND INSPECTORS

Educational Zones	Number of Secondary Schools	Sample Size	Number of Secondary School Principals	Sample Size	Number of PTA Chairman	Sample Size	Number of Teachers	Sample Size	Number of Inspectors in H/ters	Sample Size
Argungu zone	10	2	10	2	10	2	453	90	25	25
Birnin Kebbi Zone	19	3	19	3	19	3	486	97		
Bunza Zone	12	3	12	3	12	3	480	96		
Yauri Zone	7	2	7	2	7	2	374	74		
Zuru Zone	11	2	11	2	11	2	442	88		
Total	59	12	59	12	59	12	2,235	445		

3.5 THE ENTIRE SAMPLES

The samples were drawn using Borg and Gall (1984) sampling procedure for selection of the samples. the samples for the study consists of 12 principals of the secondary schools and 12 PTA chairmen of the sampled schools across the five educational zones of the State.

The study also consists of 445 teachers and 25 inspectors from the Ministry of Education Headquarters were all used as the subjects for the study. Thus, a total of 494 respondents participated in the study from the total population of 2378 (parent population).

3.6 RESEARCH INSTRUMENT

The main instrument used for the collection of data for this study was questionnaire which has been designed to provide supportive data to the research questions and hypotheses.

The questionnaire has been divided into six sections. While Section A requires demographic data of the respondents, Section B asked questions about educational responsibilities of the stakeholders in the secondary education. Section C asked questions concerning level of implementing secondary education policy in the state. Section D asked questions about supply of essential teaching and learning facilities to secondary schools in the state. Section E requires criteria for the appointment of principals to

secondary schools while section F also tried to find out criteria for the transfer of principals and teachers to secondary schools in the state. The Likert type scale questionnaire uses a five-point scale to measure respondents position on the questionnaire items. However, for the purpose of recognizing the importance of those that agreed than those undecided on the questionnaire item the weighing of point were modified as follows: Strongly Agree (5 points); Agree (4 points); Undecided (3 points); Disagree (2 points); and Strongly Disagree (1 point).

3.7 ANALYSIS OF DATA

The data on implementing secondary education policy in Kebbi State: issues and problems were gathered from the Ministry of Education officials, principals, teachers and PTA Chairmen and was computed, tabulated, analysed and presented both in (a) tabulation form as well as (b) frequencies and percentages forms for understanding.

The overall frequencies and percentages for each of the categories of respondents and from all the institution on a given item in the instrument has been computed and shown in tables in Chapter 4. Specifically, frequency and percentage distribution was used to show the respondents perceptions on a given item on the table.

In addition one way analysis of variance (ANOVA) was used for

strengthening analyses of data and for testing the hypotheses of the study.

A one way analysis of variance (ANOVA) procedure was used in the study to test if there is any significant difference in the perceptions of the four groups of respondents. Using ANOVA in the study was found to be appropriate because prominent statisticians like Borg and Galo (1984); Stell and Torrie (1960); opined that it is useful for determining whether groups differ significantly among themselves. specifically the one way analysis of variance was used for testing the hypotheses of the study at 0.05 level of significance.

3.8 DATA COLLECTION AND PROCEDURE

The researcher used the following methods for collection of data for the study.

1. Personal visit to the state Ministry of Education, secondary schools management board, PTA chairmen, zonal education offices and secondary schools in the state.
2. Use of documents collected from various offices, research assistants, principals, teachers and government officials for the administration of the instrument.
3. Interview and observations on politics of implementing secondary education policy in secondary schools.. Specifically, the gathering of data was in three stages.

- A. Officials of the Ministry of Education and Kebbi State secondary schools management board was consulted to assist the researcher with the following information.
1. Names of educational zones.
 2. The total number and names of all the government secondary schools in the state under the Secondary Schools Management board.
 3. The total number of teachers in each educational zone
 4. The total number of all the secondary school principals, and their PTA chairmen.
 5. Total number of all those whose responsibility is to oversee the proper implementation of secondary education policy (inspectors). The feedback received from the ministry of education and secondary schools management board is tabulated as presented in Table 3.5.
- B. Secondly, a literature conducted on different aspects of implementing of secondary education policy was also reviewed. Literature and survey research questions were used to guide the investigation.
- C. Thirdly, a six section questionnaire was constructed and designed to generate data in order to find answers to the research questions. The questionnaire was designed to find information for analysing the research questions and testing the hypotheses. For adequate representation of the population, Borg and Galo (1984) and Krejcie and Morgan (1970) samples selection table were used to draw the

acceptable samples size for the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In this chapter the results of data collected in relation to the research questions and hypotheses as stated in chapter one were presented and analysed.

The presentation is done in two parts. The first part is about demographic data of the respondents while the second part is about the average perception of the respondents with regard to the level of educational responsibilities of the stakeholders, level of implementing secondary education policy, supply of essential teaching and learning facilities, criteria for the appointment of principals and criteria for the transfer of principals and teachers to secondary schools in the state. The respondents for this study were 494. Specifically 25 inspectors from the Ministry of Education, 12 principals, 445 teachers and 12 officials of P.T.A. Thus, out of 494 questionnaires presented to 494 respondents, only 460 questionnaires representing 93% were returned.

4.2 PRESENTATION OF DATA

Presentation of Demographic Data

Data in section A, items 1-4 on the questionnaire were presented and discussed. The section is specifically about designation, educational qualifications and years of working experience of the respondents.

Table 4.1a: PRESENTATION AND RETURN OF THE QUESTIONNAIRE TO DESIGNATED RESPONDENTS

VARIABLE	CATEGORY	FREQUENCY OF THE QUESTIONNAIRE PRESENTED	%	FREQUENCY OF THE QUESTIONNAIRE RETURNED	%
Designation	Officials of M.O.E.	25	5.06%	24	5.2%
	Principals	12	2.42%	12	2.6%
	Teachers	445	90.08%	412	89.6%
	Officials of P.T.A.	12	2.42%	12	2.6%
TOTAL		494	100%	460	100%

Table 4.1b: EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE
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Qualifications	No response	2	0.43%
	Grade II, WASC, SSCE	11	2.4%
	NCE, ND, HND, BA, B.Ed.	277	60.2%
	B.Sc., BA., B.Ed.,	165	35.9%
	M.Sc., MA., M.Ed.	2	0.43%
TOTAL		460	100%

Table 4.1c: YEARS OF WORKING EXPERIENCE OF THE RESPONDENTS

VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE
Experience	No response	2	0.43%
	1-10 years	198	43%
	11-20 years	137	29.8%
	21-30 years	108	23.5%
	31 and above	15	3.3
TOTAL		460	100%

The results on table 4.1a shows that 5.2% were officials of Ministry of Education, 3% were principals, 90% were teachers and only 3% officials of P.T.A. Since about 90% of the total number of respondents were teachers who are directly involved in the implementing of secondary education policy in the state. Hence they can respond more appropriately to the issues raised in the questionnaire.

Table 4.1b showing the qualification of the respondents indicated that 43% of them did not respond to the items in the questionnaire, probably due to their low qualifications which they considered inferior, 2.4% were either Grade II, WASCE or SSCE certificate holders. While more than 60% of the teachers were NCE, ND and HND graduates, 36% were university graduates and 0.43% with Masters degrees. Since more than 60% of the total number of the teaching staff in the State were non-graduates, this finding could be of crucial disadvantage for appropriate and proper implementation of secondary education policy in the State.

In table 4.1c that showed the level of experience of the respondents, 0.43% of them did not respond to this item of the questionnaire, probably due to their insignificant years of working experience, 43% had worked for about 1-10 years, 30% had worked for 11-20 years, 24% had equally served for about 21-30 years while only 30% had served for more than 31 years. It is therefore indicative that majority of the respondents had acquired a considerable number of years in active teaching. Hence the respondents were in good position to respond more appropriately on the aspect about implementing of secondary education policy in the State.

4.3 DESCRIPTIVE ANALYSIS OF DATA

HYPOTHESES TESTING

The data analysis in the section dealt with the statistical techniques used to test significant differences among the average perception of the respondents with regard to process of implementing secondary education policy. All the hypotheses in this study were tested at the level of 0.05 tolerance.

HYPOTHESIS 1

There is no significant difference among the average perception of the respondents with regard to educational responsibilities of the stakeholders in the secondary education.

To test this hypothesis one way analysis of variance) was applied. Results were presented in the table 4.2.

Table 4.2: ONE WAY ANALYSIS OF VARIANCE FOR THE STAKEHOLDERS

SOURCE	DF	SUM OF SQUARES	MEAN OF SQUARES	F. RATIO	PROB.	REMARK
Between groups	3	109.8037	36.6012	0.5237	0.6662	Not significant

Within groups	453	31657.6011	69.8843			
Total	456	31767.4048				

The results in table 4.2 that with $df_1 = 3$, $df_2 = .453$ and $\alpha = 0.05$, the observed F-value (0.5237) was not significant. Hence the null hypothesis was retained, therefore no significant difference among the average perception of the respondents with regard to educational responsibilities of the stakeholders in the secondary education.

HYPOTHESIS II

There is no significant difference among the average perception of the respondents with regard to the level of implementing secondary education policy.

Table 4.3 ONE WAY ANALYSIS OF VARIANCE FOR THE LEVEL OF IMPLEMENTING SECONDARY EDUCATION POLICY

SOURCE	DF	SUM OF SQUARES	MEANS OF SQUARES	F. RATIO	PROB.	REMARK
Between Groups	3	73,638	24,546	0.5907	0.6214	Not significant
Within groups	453	18874.0641	415542			

TOTAL	456	18897.7024				
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The results in the table 4.3 show that with $df_1, df_2 = 453$ and $\alpha 0.05$, the observed F-value (0.5907) was not significant. Hence the null hypothesis was retained. Therefore no significant difference with regard to the level of implementing secondary education policy in the State.

HYPOTHESIS III

There is no significant difference among the average perception of the respondents with regard to supply of essential teaching and learning facilities to secondary schools.

Table 4.4: ONE WAY ANALYSIS OF VARIANCE FOR THE SUPPLY OF ESSENTIAL TEACHING AND LEARNING FACILITIES TO SECONDARY SCHOOLS

SOURCE	DF	SUM OF SQUARES	MEANS OF SQUARES	F. RATIO	PROB.	REMARK
Between Groups	3	25.6597	8.5532	0.9678	0.4077	Significant
Within groups	453	4003.44311	8.8376			
TOTAL	456	4029.1028				

The results in the Table 4.4 show that with $df_1 = 3$, $df_2 = 453$ and $\alpha = 0.05$ the observed F-value (0.9683) was found to be significant. Hence the null hypothesis was rejected. Therefore significant difference exists among the average perception of the respondents with regard to supply of essential teaching and learning facilities to secondary schools.

HYPOTHESIS IV

There is significant difference among the average perception of the respondents with regard to the criteria for the appointment of principals to secondary schools.

Table 4.5: ONE WAY ANALYSIS OF VARIANCE FOR THE APPOINTMENT OF PRINCIPALS TO SECONDARY SCHOOLS

SOURCE	DF	SUM OF SQUARES	MEANS OF SQUARES	F. RATIO	PROB.	REMARK
Between Groups	3	2.8446	9482	0.0994	0.9603	Not significant
Within groups	453	4319.6850	9.5357			
TOTAL	456	43229.5295				

Results in the Table 4.5 show that with $df_1 = 3$, $df_2 = 453$ and $\alpha 0.05$, the observed F-value (0.0994) was not significant. Hence the null hypothesis was retained. Therefore no significant difference with regard to the criteria for the appointment of principals to secondary schools.

HYPOTHESIS V

There is no significant difference among the average perception of the respondents with regard to criteria for the transfer of principals and teachers to secondary schools.

Table 4.6: ONE WAY ANALYSIS OF VARIANCE FOR THE TRANSFER OF PRINCIPALS AND TEACHER TO SECONDARY SCHOOLS

SOURCE	DF	SUM OF SQUARES	MEANS OF SQUARES	F. RATIO	PROB.	REMARK
Between Groups	3	22.2457	7.4152	0.9579	0.4125	Significant
Within groups	453	3306.81771	7.7413			
TOTAL	456	43229.5295				

The results in the table 4.6 show that with $df_1 = 3$, $df_2 = 453$ and $\alpha 0.05$ the observe F-value (0.4125) was found to be significant. Hence, the null hypothesis was rejected. Therefore significant difference exist among the average perception of the respondents with regard to the criteria for the transfer of principals and teachers to secondary schools.

Appendix J presents respondents perception with their corresponding percentages and frequencies as shown in the table. The rating were (S.A.) Strongly Agreed; (A) Agreed; (U) Undecided; (D) Disagree; (SD) Strongly Disagreed and (NR) No Response.

Appendix J show that forty-five percent (45%) or one hundred and ninety three (193) respondents Strongly Agreed and Agreed respectively with

all the items in the Section B of the questionnaire. Another forty (40%) percent or one hundred and seventy nine (179) respondents Disagreed and Strongly Disagreed respectively with all the items in the same Section B. Eight percent (8%) or thirty four (34%) respondents were Undecided. The remaining seven percent (7%) or about thirty respondents did not respond to any options.

From the perception of the respondents in section B, item 1-14 have answered the research questions raised regarding the level of educational responsibility of the stakeholders in the secondary education. The result shows that all the stakeholders need to be more serious in their educational responsibilities in order to enable effective performance and implementation of secondary education policy in the State.

In section C, items 1-1 10 have been presented to test the level at which the secondary education policy in the state had been implemented.

Appendix K presents respondents perception, with their corresponding percentages and frequencies . The rating remains the same -Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD) and No Response (NR).

A close examination of the table appendix K showed that thirty six percent (36%) or 120 respondents strongly agreed and agreed respectively

with all the items in section C of the questionnaire, fifty seven percent (57%) or one hundred and eighty five (185) respondents disagreed and strongly disagreed with all the items in the same section C. Four percent (4%) or nineteen (19) respondents were undecided while the remaining three percent (3%) or fifteen (15) respondents did not respond to any options.

From the perception of the respondents in section C item 1-10 have answered the research question raised in respect of the level of implementing secondary education policy in the state. Responses in the table 4.5 indicates that majority of the respondents were not in agreement with most of the issues raised in the section C, probably because most of the issues raised in the section were presented in positive form while the actual practice were more in negative forms as such most of the respondents disagreed with most of the issues raised. Hence, the average perception of the respondents revealed that the level of implementing secondary education policy needs to be improved.

In section D page 6, items 1-6 have been presented to test the extent at which essential teaching and learning facilities are supplied to secondary schools in the state. Appendix L presents respondents perception with their corresponding percentages and frequencies. The rating remains the same - Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD) and No Response (NR).

Appendix L indicates that forty one percent (41%) or one hundred and ninety one (191) respondents strongly agreed and agreed with all the items in section D of the questionnaire. Similarly, fifty two percent (52%) or two hundred and forty (240) respondents strongly disagreed and disagreed with all the items in the same section D. Four percent (4%) or sixteen respondents were undecided and the remaining three percent (3%) or twelve (12) respondents did not respond to any options.

From the perception of the respondents in section D item 1-6 have answered the research question raised regarding the level of supplying essential teaching and learning facilities to secondary schools in the state.

The respondents perception reveals that supply of essential teaching and learning facilities to secondary schools was rather inadequate. The rapid increase in the number of secondary schools and also the rapid increase in students enrolment into secondary schools in the state has not been matched with justifiable corresponding provision of essential teaching and learning facilities to secondary schools in the state.

Appendix M items 1-5 have been presented to test the extent at which criteria for the appointment of principals to secondary schools has been followed. Appendix M presents respondents perception with their corresponding frequencies and percentages. The rating are -Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD) and

No Response (NR).

Appendix M indicates that sixty three percent (63%) or two hundred and eighty nine (289) respondents strongly agreed and agreed with all the items in section E of the questionnaire. Similarly, thirty percent (30%) or one hundred and thirty six (136) respondents disagreed and strongly disagreed with all the items in the same section E. Four percent (4%) or twenty (20) respondents were undecided and the remaining three percent (3%) or twelve (12%) respondents did not respond to any options. From the perception of the respondents in section E items 1-5 have answered the research question raised regarding criteria for the appointment of principals to secondary schools in the state.

Responses on the table shows that appointments were based on merits. Since the gap in their opinion is seemingly low. There are many potential candidates for the principalship and naturally only very few can be appointed therefore, those who might have tried and failed to succeed usually point accusing fingers to the authority.

In section F page 8 item 1-4 have been presented to test the extent at which the criteria for the transfer of principals and teachers to secondary schools is strictly adhered to in the state.

Appendix N classified respondents perception with their corresponding frequencies and percentages. The ratings were as in appendix N.

Seventy three percent (73%) or three hundred and thirty six (336) respondents strongly agreed and agreed with all the items in section F of the questionnaire. Similarly twenty percent (20%) or ninety two (92) respondents strongly disagreed and disagreed with all the items in the same section F. Five percent (5%) or twenty respondents were undecided and the remaining two percent (2%) or eight respondents did not respond to any options.

From the perception of respondents in section F item 1-4 have answered the research questions raised which ascertain whether criteria for the transfer of principals and teachers to secondary schools is strictly followed.

Responses in the appendix N indicated that due to political considerations for quite some times criteria for human and material resources distributions to secondary school has significantly affect the performance and effective implementation of secondary education policy in the state.

Therefore, it should be noted that factors which enhance development of education in the state should be reinforced. While those factors that affect educational development negatively politics should be controlled, minimized or removed completely.

4.4 SUMMARY OF FINDINGS

The main objective of the hypotheses raised in this study was to determine how issues and problems affect the implementation of secondary education policy in Kebbi State. In order to find the level at which effective implementation of secondary education policy can be achieved to enable the goals of secondary education to be realized in Kebbi State. The findings of the study indicated that in hypotheses I there is no significant difference among the average perception of the respondents with regard to the level of educational responsibilities of the stakeholders in the secondary education. Results of the hypothesis tested showed no significant difference observed among the four groups of respondents in their rating about the level of educational responsibilities of every stakeholder.

Hypothesis II also indicates that there is no significant difference observed among the average perception of the respondents with regard to the level of implementing secondary schools education policy. This was also indicated in the results of the hypothesis tested for the significant difference.

Hypothesis III proved that significant difference exist among the average perception of the respondents with regard to supply of essential reaching and learning facilities to secondary schools. This was indicated in the results of the hypothesis tested for the determination of the significant difference.

Hypothesis IV showed that there is no significant difference observed among the average perception of the respondents with regard to criteria for the appointment of principals to secondary schools. As indicated in the results of the hypothesis tested for the determination.

In hypothesis V significant difference was observed among the average perception of the respondents with regard to criteria for the transfer of principals and teachers to secondary schools. This was indicated in the results of the hypothesis tested among the four groups of respondents for the determination of any significant difference. From the research findings hypotheses 3 and 5 were statistically significant. Thus their null hypotheses were rejected. While hypotheses 1, 2 and 4 indicated that there is no significant difference observed among the average perception of the respondents. Thus their null hypotheses were retained.

4.5 DISCUSSION OF FINDINGS

The findings of the study from descriptive analysis showed that there is no significant difference among the average perception of the respondents with regard to the level of educational responsibilities of the stakeholders in the secondary education. This finding means that non of the stakeholders is performing his educational responsibilities adequately. Each of the

stakeholder is found wanting in his educational responsibility for instance while the parents fail to attend the school P.T.A. meetings regularly their children refused to attend schools promptly and regularly. Similarly some of the teachers are not seriously committed to their primary assignment of active teaching resulted from irregular school supervision from the Ministry of Education.

It was also found that, there is no significant difference among the average perception of the respondents with regard to the level of implementing secondary schools education policy. These findings also means that the level of implementing secondary schools education policy is not encouraging and needs to be improved. The likely reason for this shortcoming could not be unconnected with inadequate number of qualified teachers coupled with inadequate supply of essential teaching and learning facilities as experienced in most of the schools in the state. The study also discovered that significant difference exist among the average perception of the respondents with regard to supply of essential teaching and learning facilities to secondary schools. This finding means that supply of essential teaching and learning facilities to secondary schools was rather inadequate.

Another important finding of the study indicates that there is no significant difference observed among the average perception of the respondents with regards to criteria for the appointment of principals to

secondary schools. This means that appointment of school principals were based on merits. Perhaps the more reason for this could be due to large number of experienced and qualified teachers in most of secondary schools in the state.

Other finding of the study showed that significant difference was observed among the average perception of the respondents with regard to criteria for the transfer of principals and teachers to secondary schools. This finding means that transfer of principals and teachers from one school, to another is not always done on merit bases. Reason for this could not be unconnected with large number of equally qualified and experienced teachers who are impatiently willing to be in the leadership position. As such political influence could always be an added advantage for becoming a school principal in the state.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

This chapter presented the analysis and discussed the data obtained from the respondents. The study was aimed at finding out the various ways in which effective implementation of secondary school education policy in Kebbi State can be achieved. To enable the goals of secondary education to be realized in the state. Descriptive and one way analysis of data (ANOVA) were used. Where frequency, percentage and tables were also used to show the pattern of response among the respondents on how effective implementation of secondary school education policy can be achieved in the State. With the use of questionnaire the responses were categorized along the Strongly Agree/Agree, Undecided, Disagree/Strongly Disagree levels.

The study covered 59 government secondary schools across the five educational zones, 59 school principals, 59 officials of P.T.A. The schools also consists of 2,235 teachers, 25 inspectors across the schools from the Ministry of Education Headquarters were part of the parent population for the study. Thus a total of 2,378 respondents participated in the study. Simple random sampling techniques was applied to draw 20% from each target population. According to Borg and Galo (1984) 20% of the parent population

is enough to ensure representativeness. While Krejcie and Morgan (1970) sampling technique was also applied to draw 25 inspectors from the Ministry of Education Headquarters. Therefore, a sample of 25 officials from the Ministry of Education, 12 secondary school principals, 445 officials from the Ministry of Education, 12 secondary school principals, 445 teachers and 12 officials of P.T.A. were randomly selected for the study. Thus, the total population for the study was 494 sample size.

Therefore, four hundred and ninety four (494) questionnaire were raised and all the respondents were given one questionnaire which consist of about 39 items, concerning implementation of secondary school education policy. The rate of return of the questionnaire was 460 representing 93%.

The research had attempted to respond to some crucial issues responsible for the ineffective implementation of secondary school education policy in Kebbi State.

Five null hypotheses were designed and tested using one way analysis of variance (ANOVA) to determine the extent to which significant difference exist among the individual and all the groups using the one way analysis of variance (ANOVA) for the determination of the difference.

The study findings showed the following: Hypothesis I showed that there is no significant difference among the average perception of the respondents with regard to the level of educational responsibilities of the

stakeholders in the secondary education.

Hypothesis II also indicates that there is no significant difference among the average perception of the respondents with regard to the level of implementing secondary school education policy. Hypothesis III proved that, significant different exist among the average perception of the respondents with regard to supply to essential teaching and learning facilities to secondary schools. Hypotheses IV showed that, there is no significant difference observed among the average perception of the respondents with regard to criteria for the appointment of principals to secondary schools. In Hypothesis V significant difference was observed among the average perception of the respondents with regard to criteria for the transfer of principals and teachers to secondary schools. From the research findings; hypotheses 3 and 5 were statistically significant. Thus all the null hypotheses were rejected. While hypotheses 1, 2 and 4 showed that there is no significant difference observed among the average perception of the respondents. Thus, all their null hypotheses were retained.

5.2 CONCLUSIONS

Findings of the study led to the following conclusion. The stakeholders have not been carrying out their educational responsibilities adequately which has resulted ineffective implementation of secondary education policy

in the state. The study also found that, the level of implementing secondary school education policy was very discouraging due to either inadequate number of qualified teachers to implement the education programme properly in the state or rather due to inadequate supply of essential teaching and learning facilities which could facilitate easy implementation of the education programme in the schools. It was interesting to discover that appointment of school principals were based on merits yet, transfer of principals and teachers from one school to another were not always based on merits. Ineffective implementation of secondary schools education policy could always results when there is no joint educational responsibilities between the parents and the government in the process of implementing secondary schools education policy in the state. In other words, when there is joint educational responsibilities between the parents in the locality and the state government in the process of implementing secondary schools education policy in the state, whereby parents in the locality always help to meet the identified needs of the schools in their localities definitely effective implementation of secondary schools education policy could be achieved in the state.

5.3 CONTRIBUTION OF THE STUDY

The study has brought about political awareness among the parents in

the locality to realize that, their educational responsibilities has been a fundamental factor for not only the educational success of their children but also for the effective performance and implementation of secondary schools education policy in the state.

The study has also contributed to the discovery of the more than 60% of the total number of teachers in the state to be non-graduate. Thus, practical effort could be made to address their qualificational inadequacies.

5.4 RECOMMENDATIONS

Parents in the locality need to be seriously mobilized and encouraged to realize that, their educational responsibilities has been a fundamental factor for not only the educational success of their children education but also for the effective implementation of secondary schools education policy in the state. Therefore without their joint responsibilities in the affairs of secondary education, educational success could hardly be achieved in the state. Hence, provision of qualified teachers and supply of essential teaching and learning facilities to secondary schools in the state should be a joint responsibilities between the local community through school P.T.A. and Ministry of Education to supplement the effort of the state government.

Similarly, supervision of schools should also be a joint responsibility between the staff of the inspectorate services of the Ministry of Education and the officials of each school P.T.A. to be carried out separately by each group at different time. This can be done at least ones in a term in each school.

Since more than 60% of the total number of teachers in the state are non-graduates, the local community through school P.T.A. could be mobilized to find ways of sponsoring the university education of some teachers in the school to minimize the problem of unqualified teachers in the schools. Other practical effort could also be made to address educational inadequacies of teachers through seminars, conferences, workshops and other similar programmes.

In order to facilitate effective teaching and learning and also improve performance output of students, appointment of school principals should not only continue to be on the basis of merits but also transfer of principals and teachers from one school to another should always be done on the basis of merits and the need for their services.

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APPENDIX A

QUESTIONNAIRE ON SURVEY OF PUBLIC OPINION ON IMPLEMENTING SECONDARY SCHOOLS EDUCATION POLICY IN KEBBI STATE: ISSUES AND PROBLEMS

(To be completed by the
Ministry of Education Officials,
Principals, Teachers and Chairmen of
Parents Teachers Association (P.T.A)

Information supplied will be treated with utmost confidentiality and will in no way have any implication for the respondents.

Your kind cooperation in completing this questionnaire appropriately will be highly appreciated. Please note that the findings could go a long way in helping to address the way forward to implement the secondary education policy effectively in Kebbi State.

SECTION A: DEMOGRAPHIC DATA OF THE RESPONDENTS

(Please Tick [✓] in the appropriate box and give your view to the following questions.

1. Name of your Local Government Area
2. Designation of the Respondent:
 - a. Official of the Ministry of Education []
 - b. Principal []
 - c. Teacher []
 - d. P.T.A. official []
3. Educational Qualification of the respondent
 - a. Grade II Cert/WASC/SSCE []
 - b. NCE, ND, HND []
 - c. B.Sc/B.A./B.Ed []
 - d. M.Sc./M.A/M.Ed []
4. Years of Teaching or Working Experience
 - a. 1-10 []
 - b. 11-20 []
 - c. 21-30 []
 - d. 31 and above []

SECTION B: EDUCATIONAL RESPONSIBILITIES OF
STAKEHOLDERS IN IMPLEMENTING SECONDARY
SCHOOLS EDUCATION POLICY IN KEBBI STATE

(Please indicate the level of your perception in the following by choosing the corresponding options as stated below:

Strongly Agree = (SA)

Agree = (A)

Undecided = (UD)

Disagree = (D)

Strongly Disagree = (SD)

S/No.		SA	A	UD	D	SD
1.	Kebbi State government is a stakeholder in the implementation of secondary education policy in the state					
2.	Teachers are also stakeholders in the secondary education in the state.					
3.	Parents too are among the stakeholders in the secondary education of the state.					
4.	There is always integrated action and cooperation of the state government and other stakeholders in					

S/No.		SA	A	UD	D	SD
	their educational responsibilities in the state.					
5.	There is always integrated action and cooperation of teachers and other stakeholders in their educational responsibilities in the state.					
6.	There is also integrated action and cooperation of parents and other stakeholders in their educational responsibilities in the state.					
7.	Educational policies initiated by the government is directed towards providing of ways and means which can service as solution to educational problems in the state.					
8.	To ensure smooth transition from primary to secondary schools education has been tuition free in the state.					
9.	Most of the teachers are not seriously committed to their primary assignment of effective teaching due to irregular supervision from the Ministry of Education.					
10.	Sometimes teachers spend school hours criticizing political leaders for not doing well, when they are supposed to be in their respective classes teaching.					
11.	Teachers have always been very punctual and usually commence their daily lessons promptly.					
12.	Parents in the locality ensure that their children are					

S/No.		SA	A	UD	D	SD
	not only regular but also punctual at schools, which help to enable proper coverage of the syllabus by the teachers.					
13.	Most of the parents willingly visit schools in the locality to ascertain the educational needs of their children.					
14	Similarly, most of the parents help to meet the identified needs of the schools in the locality.					
SECTION C: LEVEL OF IMPLEMENTING SECONDARY SCHOOLS EDUCATION POLICY IN THE STATE						
		SA	A	UD	D	SD
1	In process of implementing secondary education policy usually government carry out its educational responsibilities seriously.					
2	In the process of implementing secondary education policy, usually teachers also carry out their educational responsibilities seriously.					
3	In the process of implementing secondary education policy, parents too carry out their educational responsibilities seriously.					
4	Incentives and other forms of support are provided to the teachers by the state government in order to encourage effective performance.					
5	There has been rapid increase in the number of					

S/No.		SA	A	UD	D	SD
	secondary schools with equal number of teachers to implement the education policy in the state.					
6.	Similarly, rapidly increase in students enrolment into the older secondary schools in the state is matched with justifiable provision of qualified teachers to enable effective implementation of secondary school education policy in the state.					
7	Provision of qualified teachers in appropriate number and various subjects areas in most of the secondary schools is presently adequate.					
8	The curriculum of junior secondary education has been designed and also being implemented in the state to enable its products to be self-dependent and self employed on completion of their junior secondary education in the state.					
9	Over the years there has been regular supervision of schools in order to ensure effective implementation of the secondary education policy in the state.					
10	Most of the parents willingly attend P.T.A. meetings regularly which significantly affect the effective implementation of secondary educational policy in the state.					
SECTION D: SUPPLY OF ESSENTIAL TEACHING AND LEARNING FACILITIES TO SECONDARY SCHOOLS						

S/No.		SA	A	UD	D	SD
		SA	A	UD	D	SD
1.	Provision of essential teaching and learning facilities to secondary schools is presently adequate to enable effective implementation of secondary education policy in the state.					
2.	The effective implementation of secondary education policy can still be achieved without the necessary provision of any essential teaching and learning facilities to schools.					
3.	There has been rapid increase in the number of secondary schools in the state with corresponding provision of essential teaching and learning facilities to enhance implementation of educational policies. In the state					
4	The rapid increase in students enrolment into the older secondary schools has also been marched with justifiable provision of essential teaching and learning facilities for the enhancement of effective implementation of secondary educational policies in the state.					
5	Some schools has adequate provision of essential teaching and learning facilities in their schools than others.					
6	While some other schools are deficient in provision of essential teaching and facilities in their schools					

S/No.		SA	A	UD	D	SD
SECTION E: CRITERIA FOR THE APPOINTMENT OF PRINCIPALS TO SECONDARY SCHOOLS						
		SA	A	UD	D	SD
1	Principal are appointed to schools by the officials of the secondary schools management board on behalf of the ministry of education					
2	Principals and teachers are posted to secondary schools on the basis of merit and the need for their services.					
3	Some secondary schools have more adequate number of qualified teachers than other secondary schools in the state.					
4	Some other secondary schools are deficient in number of qualified teachers in some major subject areas taught in the schools.					
5	A criteria for principalship determines who should be appointed to be a school principal in the state.					
SECTION F: CRITERIA FOR THE TRANSFER OF PRINCIPALS AND TEACHERS TO SECONDARY SCHOOLS						
		SA	A	UD	D	SD
1	A criteria for the transfer determines who should be transferred from one school to another either as a school principal or as a subject teacher.					
2.	Both principal and teachers are sometimes					

S/No.		SA	A	UD	D	SD
	subjected to victimization by political leaders as a result of political differences.					
3	For quite some times misuse of the criteria for human and material resources distribution is said to be a powerful factor responsible for overstaffing or understaffing of the subject teachers in most of the secondary schools in the state					
4	Over the years, misuse of the criteria for human and material resources distribution also significantly affect the performance and effective implementation of secondary education policies in the state.					

APPENDIX B

AHMADU BELLO UNIVERSITY, ZARIA

OUR REF: DE/S.25

DATE.....

.....
.....
.....

Dear Sir,

STUDENTS' FIELD RESEARCH

I am a Masters student in the Department of Education, from Ahmadu Bello University, Zaria currently conducting a research on Implementing OF Secondary Schools Education Policy in Kebbi State.

As part of the study I need to collect information about implementing of secondary school education policy in the state. For this scholarly purpose, I have designed a questionnaire to be completed by the respondents.

Information supplied will be treated with utmost confidentiality and for the research purpose only.

Please note that, the findings of the research could go a long way in helping to address the way forward to implement the secondary schools education policy effectively in Kebbi State.

Your kind cooperation and participation in the exercise will be highly appreciated.

Yours faithfully,

JEGA, A. HALI
Researcher

APPENDIX C

SECONDARY SCHOOLS MANAGEMENT BOARD
BIRNIN KEBBI, KEBBI STATE

OUR REF:

Date: 3rd September, 2003

YOUR REF:

The Principal

.....

.....

.....

.....

RE: SURVEY OF PUBLIC OPINION ON IMPLEMENTING OF SECONDARY SCHOOLS
EDUCATION POLICY IN KEBBI STATE: ISSUES AND PROBLEMS

I am directed to write and introduce MALLAM ABDULLAHI HALI JEGA to you.

+

He is a student from Ahmadu Bello University, Zaria and he is conducting a research on the
above subject matter.

The Board is asking for your full cooperation to ensure success.

Please kindly assist him where necessary.

(Sngd)
ILIYA ABARSHI WADE
for: Executive Secretary

APPENDIX D
SECONDARY SCHOOL IN KEBBI STATE
BY NUMBER OF TEACHERS - 2001

S/NO	NAME OF SCHOOL	NO. OF TEACHERS 2001
1	Secondary Schools Management Board	
i.	Argungu Zone	453
ii.	Birnin Kebbi Zone	486
iii.	Bunza Zone	480
iv.	Yauri Zone	374
v.	Zuru Zone	442
TOTAL		2,235

APPENDIX J: FREQUENCIES AND PERCENTAGES ON LEVEL OF EDUCATIONAL RESPONSIBILITIES OF THE STAKEHOLDER IN THE SECONDARY EDUCATION

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Kebbi State Government is a stakeholder in the secondary education of the State	283	61.5	159	34.6	8	1.7	5	1.1	3	0.7	2	0.4
2	Teachers are also stakeholders in the secondary education of the state	250	54.3	169	36.7	5	1.3	24	5.2	8	1.7	3	0.7
3	Parents too are among the stakeholders in the secondary education of the state	214	46.9	190	91.3	17	3.7	24	4.2	9	2	6	1.5
4	There is always integrated action and cooperation of the State government and other stakeholders in their educational responsibilities in the State.	38	8.3	72	15.7	20	4.3	157	34.6	166	36.1	5	1.1
5	There is always integrated	53	11.5	83	18	10	2.2	146	81.9	165	35.9	3	0.7

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	action and cooperation of teachers and other stakeholder in their educational responsibilities in the state												
6	There is also integrated action and cooperation of parents and other stakeholders in their educational responsibilities in the state	14	8	66	14.3	30	6.5	181	59.5	1'81	164	35.7	5
7	Educational policies initiated by the government is directed towards providing ways and means which can serve as a solution to educational problems in the state	29	5.9	52	11.3	89	8	127	27	213	46.3	2	0.4
8	To ensure smooth transition from primary to secondary schools education has been tuition free in the state	35	7.6	57	12.4	28	6.1	131	28.5	207	45	2	0.4
9	Most of the teachers are not seriously committed to their primary assignment of effective teaching due to	18	3.9	56	12.2	40	8.7	144	81.3	195	42.4	7	1.5

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	irregular supervision from the M.O.E.												
10	Sometimes teachers spend school hours criticizing political leaders for not doing well, when they are supposed to be in their respective classes teaching	235	51.1	182	39.6	11	2.4	13	2.8	10	2.2	9	2
11	Teachers has always been very punctual and usually commence their daily lessons promptly	116	25.2	289	62.8	15	3.3	22	4.8	11	2.4	7	1.5
12	Parents in the locality ensure that their children are not only regular but also punctual at schools which help to enable proper coverage of the syllabus by the teachers	28	6.1	65	14.1	26	5.7	95	20.7	240	52.2	6	1.3
13	Most of the parents willingly visit schools in the locality to ascertain the educational need of their children	17	3.7	54	11.7	19	4.1	112	24.3	252	54.5	6	1.3
14	Similarly, most of the parents also help to meet	27	5.9	54	11.9	25	5.4	242	52.6	105	22.8	7	1.5

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	the identified needs of the schools in the locality.												

**APPENDIX K: FREQUENCIES AND PERCENTAGES ON LEVEL OF IMPLEMENTING SECONDARY
EDUCATION POLICY IN KEBBI STATE**

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	In the process of implementing secondary education policy usually government carry out its educational responsibilities seriously	88	19.1	124	27	13	2	112	24.3	114	24.8	9	2
2	In the process of implementing secondary education policy, usually teachers also carry out their educational responsibility seriously	39	8.5	58	12.6	14	8	147	32	195	42.4	7	1.5
3	In the process of implementing secondary education policy, parents too carry out their educational responsibilities seriously	204	44.3	154	33.5	22	4.8	33	7.2	41	8.9	6	8.9
4	Incentives and other forms of support are provided to the teachers by the state government in order to encourage effective performance	99	21.5	154	33.5	22	4.8	33	7.2	41	8.9	6	1.3

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
5	There has been rapid increase in the number of secondary schools and equal number of qualified teachers into these schools to implement the education policy in the state	100	21.7	172	27.4	18	3.9	28	17	33	7.2	59	12.8
6	Similarly, rapid increase in students enrolment into the older secondary schools in the state is matched with justifiable provision of qualified teachers to enable effective implementation of secondary education policy in the state	17	3.7	37	8	23	5	135	29.3	242	52.6	6	1.3
7	Provision of qualified teachers in various subjects'; areas in most of the secondary schools in the state is presently adequate	10	2.2	32	7	23	5	147	32	242	52.6	6	1.3
8	The curriculum of junior secondary education has been designed and also being implemented in the state to enable its products to be self dependent and self employed on completion of junior secondary education in the state	23	5	44	8.6	18	3.3	125	27.2	238	52.9	11	2.4

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
9	Over the years there has been regular supervision of schools in order to ensure effective implementation of secondary education policy in the state	59	12.8	102	22.2	16	3.5	70	15.2	203	44.1	10	2.2
10	Most of the parents willingly attend P.T.A. meetings regularly which significantly affect the effective implementation of secondary education policy in the state.	4	0.9	11	2.4	7	1.5	172	37.4	257	55	9	2

APPENDIX L: FREQUENCIES AND PERCENTAGES ON SUPPLY OF ESSENTIAL TEACHING AND LEARNING FACILITIES TO SECONDARY SCHOOLS IN THE STATE

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Provision of essential teaching and learning facilities to secondary schools is presently adequate to enable effective performance and implementation of secondary education policy in the state	15	3.3	56	2.2	25	5.4	110	23.9	244	53	10	2.2
2	The effective performance and implementation of secondary education policy can still be achieved without the necessary provision of any essential teaching and learning facilities to schools	21	4.6	62	13.5	29	6.3	102	20.2	230	50	16	3.5
3	There has been rapid increase in the number of secondary schools in the state with corresponding provision of essential teaching and learning facilities to enhance the performance and implementation of educational policies	276	60	139	30.2	12	2.6	13	2.8	11	2.4	9	2
4	The rapid increase in students enrolment into the older secondary schools has also been matched with justifiable	288	62.6	143	31.1	6	1.3	12	2.6	4	0.9	7	1.5

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	provision of essential teaching and learning facilities for the enhancement of effective performance and implementation of educational policies in the state												
5	Some schools have adequate provision of essential teaching and learning facilities in their schools than others	66	14.3	71	15.4	19	4.1	155	83.7	130	28.3	19	4.1
6	While some other schools are deficient in provision of essential teaching and learning facilities in their schools	281	61.1	144	31.3	9	2	10	2.2	9	2	7	1.7

APPENDIX M: FREQUENCIES AND PERCENTAGES ON CRITERIA FOR THE APPOINTMENT OF PRINCIPALS TO SECONDARY SCHOOLS IN KEBBI STATE

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Principals are appointed to schools by the officials of the secondary schools management board on behalf of the Ministry of Education	281	61.1	144	31.3	9	2	10	2.2	9	2	9	1.5
2	Principals and teachers are posted to secondary schools on the basis of merits and need for their services	276	60	148	32.2	12	2.6	8	1.7	8	1.7	8	1.7
3	Some secondary schools has more adequate number of qualified teachers than other secondary schools in the state	81	6.7	69	15	36	7.5	160	84.8	137	29.8	27	5.9
4	Other secondary schools are deficient in number of qualified teachers in some major subject areas taught in the schools	22	4.8	86	16.7	27	5.9	159	87.6	145	31.5	21	4.6
5	Criteria for principalship determine who should be appointed to be a school principal in the state	305	66.3	86	18.7	16	3.5	22	4.8	25	5.4	6	1.3

APPENDIX N: FREQUENCIES AND PERCENTAGES ON CRITERIA FOR THE TRANSFER OF PRINCIPALS AND TEACHERS TO SECONDARY SCHOOLS IN KEBBI STATE

S/N	ITEM NO. DESCRIPTION	STRONGLY AGREE		AGREE		UNDECIDED		DISAGREE	
		Freq	%	Freq	%	Freq	%	Freq	%
1	A criteria for the transfer determines who should be transferred from one school to another either as a school principal or as a subject teacher	289	62.4	118	25.9	25	5.4	13	2.8
2	Both principal and teachers are sometimes subjected to victimization by political leaders as a result of political differences	298	64.8	121	26.3	20	4.3	10	2.2
3	For quite sometimes misuse of the criteria for human and materials resources distribution is said to be a powerful factor responsible for over-staffing or under-staffing of subject teachers in most of the secondary schools in the state	22	4.8	86	18.7	27	5.9	158	84.6
4	Over the years misuse of criteria for human and material resources distribution also significantly affect the performance and affective implementation of secondary education policies in the state	278	60.4	126	29.6	11	2.4	13	2.8