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NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF EDUCATION

COURSE CODE : EDA 808

COURSE TITLE : ADMINISTRATION OF SCHOOLS



EDA 808: ADMINISTRATION OF SCHOOLS

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NATIONAL OPEN UNIVERSITY OF NIGERIA

UNIT 1: A COURSE GUIDE

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EDA 806 Administration of Schools. You need to read

through this Course Guide thoroughly for better understanding of the course. It gives you answers to different questions that may bother your mind when studying the course materials. You are advised to read over this guide whenever you have any difficulty while going through the course material. The course guide includes the following: course code, course title, credit unit, purpose of the course or objectives and so on.

2.0 OBJECTIVES

Upon completion of this unit, you will be able to:

- explain the purpose of a course guide
- outline the structure and contents of the course
- provide a summary of what the course is about
- describe how to study the course
- provide information on support services and assessment of the course
- design and write a course guide for your course

3.0 MAIN CONTENT

3.1 Introduction to the Course: Welcome to EDA 806: Administration of Schools which is a two credit unit course offered in the first year to postgraduate students. It is an elective course. There are seventeen study Units in this course. There are no prerequisites for studying this course. The course material contains typical Nigerian system of education.

This course guide is for distance learners enrolled in the Ph.D (Educational Management) programme of the National Open University of Nigeria. This guide is one of the several resource tools available to you to help you successfully complete this course and ultimately your programme.

This course guide contains information about this course: aims, objectives, what the course is about, what course materials you will be using; available services to support your learning; information on assignments and examination. In addition, it offers you

for study; the amount of time you are likely to spend
ed assignments.

In view of the importance of this course guide, I strongly recommend that you go through it and complete the feedback form at the end before you begin your study of the course. The feedback form must be submitted to your tutorial facilitator along with your first assignment. This guide also provides answers to several of your questions. You are also advised to contact your Study Centre if you have further questions.

I wish you all the best in your learning experience and successful completion of this course.

3.2 A GUIDE THROUGH THE COURSE

3.2.1 Course Aims and Objectives

This course Administration of Schools aims to acquaint you with administrative practices in the Nigerian educational system. It will equip you with the knowledge of issues in primary, secondary and tertiary education in Nigeria.

SELF-ASSESSMENT EXERCISE 1

What is the aim for inclusion of this course in your programme of study?

Course Objectives

There are objectives to be achieved in each unit of the course. You should read them before studying each unit. Specifically, upon completion of this course, you should be able to:

- enumerate objectives of primary, secondary and tertiary education in Nigeria
- explain administrative structure of primary, secondary and higher institutions in Nigeria
- discuss financial issues in school administration in Nigeria
- highlight expected qualities of teachers in different levels of education
- explain causes of indiscipline among students at various levels of education

problems of indiscipline among students
infrastructural facilities in our institutions.

3.2.2 Course Materials and Structure

Course Guide

Study Units

The contents of your course material are in three modules with six units in Module 1 and Module 2 and five units in Module 3. The Modules and Units under them are as follows:

MODULE 1 PECULIAR ADMINISTRATIVE PROBLEMS IN PRIMARY SCHOOLS

- Unit 1: Goals and Problems of Primary Education
- Unit 2: Teacher, Instructional Quality, and Physical plants.
- Unit 3: Problems of Financial Position of Primary Schools
- Unit 4: Primary School Relationship with Ministry of Education, School Board, and the Community.
- Unit 5: Issues in Primary School Examination, Students and Staff Discipline.
- Unit 6: Problems of Extra-Curricular Activities.

MODULE 2: PECULIAR ADMINISTRATIVE PROBLEMS IN SECONDARY SCHOOLS

- Unit 1: Secondary Education, its goals and problem of Age of students.
- Unit 2: The problems of Quality Teachers, Instruction and Physical Plant in Secondary Schools.
- Unit 3: Problems of Financial position of Secondary Schools
- Unit 4: Secondary School Relationship with Ministry of Education, TESCOM and the Community.
- Unit 5: Examination Issues in Secondary Schools and Students Discipline.
- Unit 6: Secondary Staff Discipline and Extra Curricular Activities.

ADMINISTRATIVE PROBLEMS IN TUTORIALS

- Unit 1: Tertiary Education and its Goals
- Unit 2: The quality of teachers and instruction in Nigerian tertiary institutions
- Unit 3: Physical plants and financial position of tertiary institutions in Nigeria.
- Unit 4: Tertiary Institutions' relationship with Ministry of Education, Governing Boards and other Regulatory Agencies (e.g. NUC, NCCE).
- Unit 5: Acts of Indiscipline in Tertiary Institutions (Cultism, Examination Malpractice and Extra-Curricular Activities).

Course Summary

Module 1 introduces you to the peculiar administrative problems in primary schools. Module 2 examines peculiar administrative problems in secondary schools. Module 3 deals with administrative issues in tertiary institutions. There are seventeen Study Units in this course. Each study unit consists of one week's work and should take three hours to complete. It includes specific objectives, guidance for study, reading material, and Self-Assessment Exercises. Together with tutor-marked assignments, these exercises will assist you in achieving the stated learning objectives of the individual study units of the course

Study Plan

This table is a presentation of the course and how long it should take you to complete each study unit and the accompanying assignments.

Unit	Title of Study Unit	Weeks/ Activity	Assignment
	Course Guide	1	Course guide form
Module 1 Peculiar Administrative Problems in Primary Schools			
1	Primary Education, its Goals and	2	Assignment

	Students		
	Quality Teachers and Instruction, and Physical plants	3	Assignment
3	Problems of Financial Position of Primary Schools.	4	Assignment
4	Primary School Relationship with Ministry of Education, School Board, and the Community		Assignment
5	Issues in Primary School Examination, Students and Staff Discipline	5	Assignment
6	Problem of Extra Curricular Activities	6	TMA 1 to be submitted
Module 2 Peculiar Administrative Problems in Secondary Schools			
1	Secondary Education, its goals and problem of Age of students	7	Assignment
2	The problems of Quality Teachers and Instruction and Physical plant in Secondary Schools	8	Assignment
3	Problems of Financial position of Secondary Schools	9	Assignment
4	Secondary School Relationship with Ministry of Education, TESCOM and the Community		Assignment
5	Examination Issues in Secondary School and students Discipline	10	Assignment
6	Secondary Staff Discipline and Extra Curricular Activities	11	TMA 2 to be submitted
Module 3 Peculiar Administrative Problems in Tertiary Institutions			
1	Tertiary Education and its Goals	12	Assignment

	Teachers and instruction by institutions	13	Assignment
3	Physical plants and financial position of tertiary institutions in Nigeria	14	Assignment
4	Tertiary Institution relationship with Ministry of Education, Governing Boards and other Regulatory Agencies (e.g. NUC, NCCE)	15	Assignment
5	Acts of Indiscipline in Tertiary Institution (Cultism, Examination Malpractice and Extra Curricular Activities).	16	TMA 2 to be submitted

❖ Now, use this overview to plan your personal timetable

References/Further Reading

Your course material is the main text for this course. However, you are encouraged to consult other sources as provided for you in the list of references and further reading below:

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3.2.3 How to get the most from this Course

In distance learning, the Study Units replace the University lecturer. The advantage is that you can read and work through the course material at your pace and at a time and place that suits you best. When reading the material, think like a student listening to a teacher. The material is interactive. As your lecturer gives you exercise after the lecture, so also the material provides exercise for you to do at appropriate times.

The material is planned to facilitate effective understanding. Each study unit has an introduction which gives you an idea of what the unit is all about. The objectives for studying the units are also highlighted. By the time you conclude any of the units, go over the objectives for that particular unit to find out if you have been able to achieve them.

Exercises are interspersed throughout each unit. The answers are also embedded in the units. Take time to answer them. Through this, you can measure what you have learnt. In addition, you have tutor-marked assignment. You are encouraged to do them and submit for marking. These will assist you in final examination.

It should take you three hours to complete a unit. When you have completed unit one, take note of how long it took you and use this information to draw up a time

The wide margins on the left and right sides of the page are meant for you to make notes of main ideas or key points which could assist you when revising.

3.3 Course Delivery

As an open and distance learner, you learn through several ways. You learn when you interact with the content in your course material in the same way as a student interacts with the teacher in a conventional institution. You also learn when you are guided through the course. However, you are not taught the course. Instead, your course material is your teacher, as such you will not be able to get answers to any questions which may arise from your course material which is your teacher.

3.3.1 Tutorial Sessions

The total number of tutorial hours for this course is 8 hours. The sessions form a part of your learning process as you have an opportunity to receive face-to-face contact with your tutorial facilitator and to receive answers to questions or clarifications which you may have

To derive maximum benefit from the tutorial, you are expected to prepare ahead of time by studying the relevant Study Units. You can do this by writing down the questions to ask your facilitator. The Study centre will provide you necessary information on the location and time schedule for the facilitation.

There is flexibility in the arrangement of tutorial sessions. This depends on you and your facilitator. The Study centre will help you to get the email address and phone number of your facilitator.

Note that tutorial sessions are optional. However, the sessions offer you opportunity to interact with your peer through group discussions. This minimizes the loneliness and isolation you may experience as a distance learner.

3.3.2 Facilitation

Facilitation is learning that takes place within and outside of tutorial sessions. The tutorial facilitator guides your learning by doing the following:

your questions during tutorial sessions, on phone or by

- Coordinate group discussions;
- Provide feedback on your assignments;
- Pose questions to confirm learning outcomes;
- Coordinate, mark and record your assignment/examination score; and
- Monitor your progress

The language of instruction for this course is English. The course material is available in print or Computer Disc (CD) formats, and also on the university's website.

The information about the location and time schedule for facilitation will be available at your study centre. The time for facilitation is flexible. This is arranged between you and your tutorial facilitator. You can contact your facilitator on any of the study units, self-assessment exercises and any other matters relating to the course.

3.3.3 **Counselling**

Counselling forms a part of your learning because it is provided to make your learning experience easier. Counselling is available to you at two levels: academic and personal counseling. Student counselors are available at the study centre to provide guidance for personal issues that may affect your studies. Your study centre manager and tutorial facilitators can assist you with questions on academic matters such as course materials, facilitation, grades and so on. Therefore, make sure you have the phone numbers and email addresses of your study centre and the various individuals.

3.4 **Assessment**

There are three components of assignment for this course: Self-Assessment Exercise and assignment at the end of each study unit; the Tutor-Marked Assignment; and a written examination. Below are detailed explanations on how to do each assignment.

Exercises spread out through your course material.

You should attempt each exercise immediately after reading the section that precedes it. Possible answers to the exercises are provided at the end of the course book. However, you should check the answers only after you must have attempted the exercises. The exercises are for you to evaluate your learning; they are not to be submitted. There are also questions spread through each study unit. You are required to attempt these questions after you have read a study unit.

Tutor-Marked Assignment (TMAs)

There are four tutor-marked assignments for this course. They are designed to cover all areas treated in the course. You will be given your assignments and the dates for submission at your study centre. You are required to attempt all three Tutor-Marked Assignments. You will be assessed on all four, but the best three performances will be used for your Continuous Assessment.

Each assignment carries 10% and together will count for 30% of your total score for the course. The assignments must be submitted to your facilitator for formal assessment on or before the stipulated dates for submission. The work that you submit to your tutorial facilitator for assessment will count for 30% of your total course score.

Guidelines for writing Tutor-Marked Assignments

1. On the cover page of your assignment, write the course code and title, assignment number (TMA 1, TMA 2), and dates of submission, your name and matriculation number. It should look like this:

Course Code:

Course Title:

Tutor-Marked Assignment:

Date of Submission:

School and Programme:

Matriculation Number:

- your to be concise and to the point in your answers and where given. Your answer should be based on your course material, further reading and experience. However, do not copy from any of these materials. If you do, you will be penalized. Remember to give relevant examples and illustrations.
3. Use ruled foolscap-sized paper for writing answers. Make and keep a copy of your assignments.
 4. Your answers should be hand-written by you. Leave a margin of about 1.5 inches on the left side and about 5 lines before the answer to the next question for your tutorial facilitator's comments.
 5. For assignments involving laboratory reports of experiments, the following format is required for submission in addition to 1 above.

Experiment Report Sheet

- a) Observations-----
 - b) Readings-----
 - c) Diagrams-----
 - d) Precautions-----
 - e) Results-----
 - f) Sources of errors-----
- Conclusion-----
6. When you have completed each assignment, make sure that it reaches your tutorial facilitator on or before the deadline. If for any reason you cannot complete your work on time, contact your study centre manager and tutorial facilitator before the assignment is due to discuss the possibility of an extension. Extensions will not be granted after the due date unless under exceptional circumstances.

Final Examination and Grading

The final examination for EDA 806 will be of two hours duration, which will carry 70% of the total course grade. The examination will consist of questions

Self-Assessment Exercises and questions in the Tutor-Marked Assignments that you have previously encountered. All areas of the course will be assessed. You should use the time between finishing the last unit and taking the examination to revise the entire course. You will find it useful to review your answers to Self-Assessment Exercises and Tutor-Marked Assignments before the examination. For you to be eligible to sit for the final examinations, you must have done the following:

1. You should have submitted all the four Tutor-Marked Assignments for the course.
2. You should have registered to sit for the examination. The deadline for examination registration will be available at your study centre. Failure to submit your assignments or to register for the examination (even if sit for the examination) means that you will not have a score for the course.

t the marks that constitute the total course score

Assessment	Marks
Assignments 1-4 (four submitted, but the best three of all the assignments selected)	Three assignments, marked out of 10% totaling 30%
Final examination	70% of overall course score
Total	100% of course score

4.0 CONCLUSION

In conclusion, all the features of this course guide have been designed to facilitate your learning in order that you achieve the aims and objectives of the course. They include all aims and objectives, course summary, course overview, Self-Assessment Exercises and study questions. You should ensure that you make maximum use of them in your study to achieve maximum results.

5.0 SUMMARY

EDA 806 (Administration of Schools) introduces you to different levels in Nigerian educational system with their various objectives. It is aimed at equipping you with the administrative practices in primary schools, secondary schools and institutions of higher learning which ranges from polytechnic to university education. The peculiar administrative problems at every level of education were explained as well as suggested solutions. Upon completing this course, you should be able to explain administrative features of various educational levels in Nigeria. You will be able to proffer solutions to various problems confronting our educational institutions such as finance, school plant, as well as human resource problems.

I wish you success with the course and hope that you will find it both interesting and useful.

MINISTRATION OF SCHOOLS

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ADMINISTRATIVE PROBLEMS IN PRIMARY SCHOOLS

Unit 1: Goals and Problems of Primary Education

Unit 2: Teacher, Instructional Quality, and Physical plants.

Unit 3: Problems of Financial Position of Primary Schools

Unit 4: Primary School Relationship with Ministry of Education, School Board, and the Community.

Unit 5: Issues in Primary School Examinations, Students and Staff Discipline.

Unit 6: Problems of Extra-Curricular Activities.

UNIT 1: Goals and Problems of Primary Education

Contents

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7.0 Objectives

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8.1 What is Primary Education?

8.2 Objectives of Primary Education

8.3 Providers of Primary Education.

8.4 Administration of Primary School

8.5 Prescribed Age into Primary School and Problems Associated with Entry Age of Pupil.

8.6 Dealing with Age Problems.

9.0 Conclusion

10.0 Summary

11.0 Tutor-Marked Assignments

12.0 References/Further Reading.

level of education took place some years ago. All what you are learning after leaving that level for subsequent levels of education are built on the foundation laid at the first level. Thus, the Unit 1 of Module 1 of this course refreshes your memory with what primary education implies, the expected goals, the providers of this level of education, expected entry age for pupils as well as the problems that could result from non-adherence to the specified entry age and suggested solutions.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Describe primary education in your own words.
- Enumerate goals of primary education in Nigeria.
- Discuss providers of primary education.
- Explain the administration of primary schools.
- State prescribed entry age into primary school and problems associated with non-compliance.
- Explain how to rectify associated problems with entry age.

3.0 MAIN CONTENT

3.1 What is Primary Education?

Primary education is the bedrock on which other levels of education are built. The National Policy on Education (2004) refers to it as “Education given in an institution for children normally aged 6-11. This is the level that prepares pupils for Secondary Education. It is necessary that basic skills are inculcated into learners as specified in the objectives. These objectives are considered in the section that follows;

3.2 Objectives of Primary Education

The National Policy on Education (2004) stated the objectives of primary education as follows:

of permanent literacy and numeracy and the ability to effectively.

- b. The laying of a sound basis for scientific and reflective thinking;
- c. Citizenship education as a basis for effective participation in and contribution to the life of the society.
- d. Character and moral training and the development of sound attitudes;
- e. Developing in the child the ability to adapt to his changing environment;
- f. Giving the child opportunity for developing manipulative skills that will enable him function effectively in the society within the limits of his capacity and;
- g. Providing basic tools for further educational advancement including preparation for trades and crafts of the locality.

SELF-ASSESSMENT EXERCISE 1

Discuss any five objectives of primary education in Nigeria.

3.3 Providers of Education

The major provider of primary education is the government. Also, the National Policy on Education (2004) gives private individuals, religious groups or organizations opportunities of establishing primary schools, provided they are ready to comply with the government policies. This is why there are private nursery/primary schools alongside public primary schools to provide primary education. To ensure quality education, inspectorate divisions of Ministries of Education at Federal and State levels and Local Inspectorates of Education (LIEs) at local government level inspect prospective private schools before approval is given for operation. Both private and public schools use approved curricula in instructional delivery so as to guarantee quality.

3.4 Administration of Primary School in Nigeria.

Educational administration is the arrangement of human and material resources and programmes available for education and carefully using them systematically for the achievement of educational objectives (Nwankwo, 1982). Educational

the state level through the Ministry of Education or the
Education Board (SUBEB) or at the school level itself. At

the government level, two levels of government are mostly concerned in the
administration of primary education. These are the State and the Local
Governments.

1. **State Government:** The State Governments are involved in the administration of primary schools through the functions of State Ministries of Education. According to Section II (92) of the National Policy on Education (2004), State Ministries of Education will perform the following functions,
 - a. Policy and control and administration of education at primary and secondary levels at state level.
 - b. Planning, research and development of education at state level.
 - c. Inspectorate services to improve and maintain standards
 - d. Educational services
 - e. Coordination of the activities of school Boards and for Local Education Authorities.
 - f. Examination, particularly certification of primary school teachers, testing and evaluation
 - g. Establishments of State Registries of teachers.

In addition, the State Universal Basic Education Board (SUBEB) is another agency that assists state government in administration of primary schools.

2. **Local Government:** Local Government participates in school administration through the Local Government Education Authorities (LGEA) whose functions include:
 - a. Interpretation of government policy for easier and effective management of schools;
 - b. Keeping of primary school teachers confidential reports and record of service;
 - c. Payment of primary school teachers salaries and allowances;
 - d. Approval of Local contribution for educational development; and
 - e. Request for financial aid from the State government.

l government agency involved with the administration
universal Basic Education Commission (UBEC).

3. Administration at School Level: At the school level, the head teacher is a professional and the administrative head. He/she plans, organizes, directs and coordinates all the affairs of staff and pupils. The head is assisted by an assistant head teacher in his/her daily administration of the school. Teachers are at the instructional delivery level in the classroom. The organogram in Figure 1 illustrates the relationship among different authorities/bodies and individuals playing significant role in school administration in Nigeria.

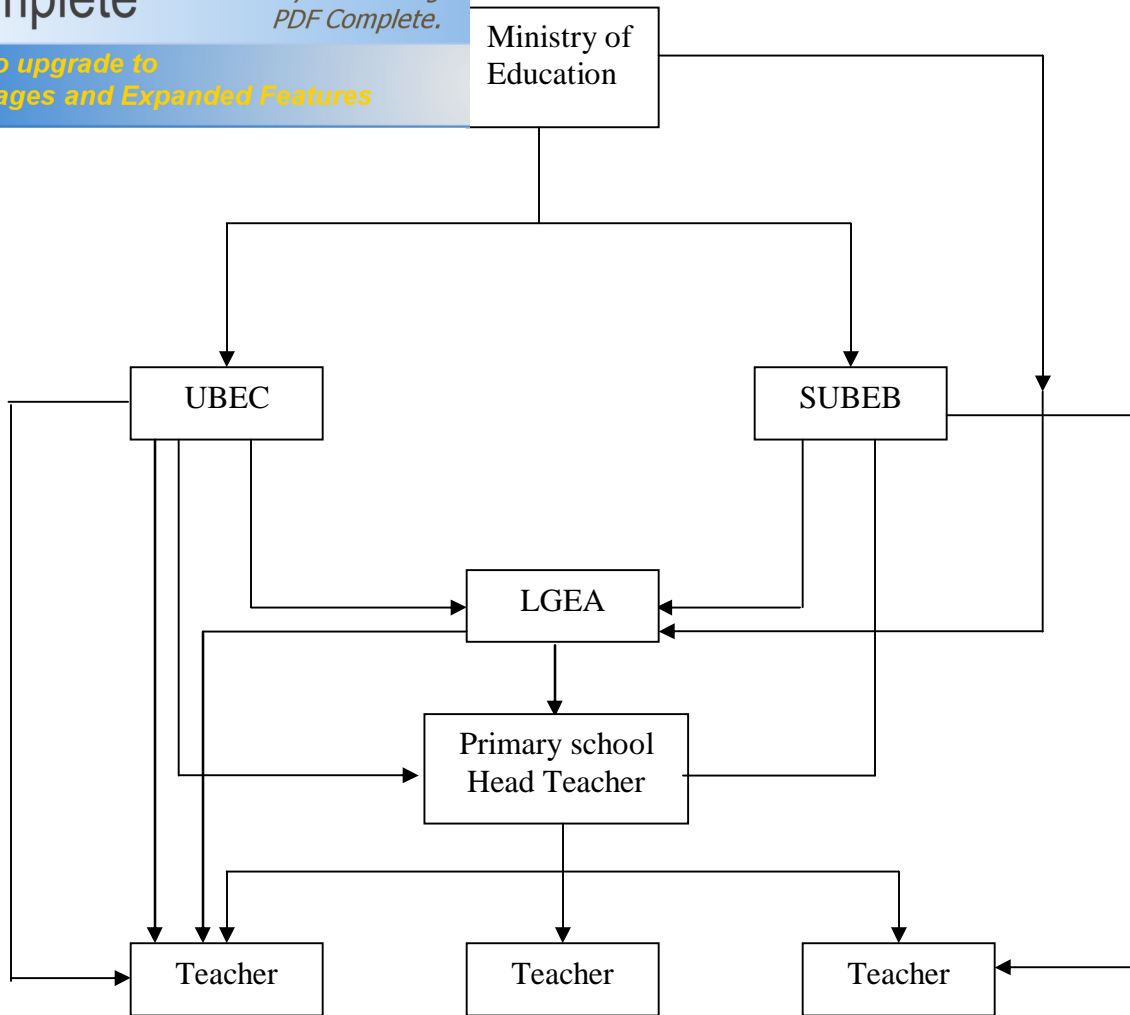


Figure 1: Schematic Representation of a Primary School Organization in Nigeria (Adapted from Adeyemi and Igbineweka, 2004)

SELF-ASSESSMENT EXERCISE 2

What are the roles played by the State Ministries of Education in the achievement of primary school objectives?

3.5 Prescribed Entry Age for Primary Education and Associated Problems.

3.5.1 The prescribed age for primary education according to the National Policy on Education (NPE, 2004) is between ages 6-11 plus, pupils that have attained the age of six at the time of enrolment. In Nigeria, the new session commences by September of every year.

... almost six years of age, for instance five years plus
... time of registration can be enrolled. It is believed that
pupils above five years are matured enough to cope with the rigours of school
at that level. Thus, separating from their parents for schooling sake will not
pose much feeling of parental detachment to them.

3.5.2 Peculiar Administrative Problems associated with over and under-aged in Primary Schools.

Admission of pupils whose ages are far below six years into primary school is common in Nigeria today. One of the factors responsible for this is the growing awareness of the importance of nursery education. Some parents enroll their children for nursery school as early as when they are a year plus or two years old. At age four, they are ready for enrolment into primary one. This means that at age nine, such pupils are preparing to leave primary school for secondary school. There are peculiar problems that are associated with under-age enrolment.

Problems of Under-Aged Pupils

The following are the problems that under aged pupils may be confronted with, and these have implications for classroom management.

- a. **Physical Fitness:** Human development is in stages. Psychologists have stratified these stages in line with age. Therefore, for pupils that are far below recommended age for enrolment could find it difficult to cope with some challenges. They may be weak to participate in some assignments that demand physical force. They can also sustain injuries easily. As a result of these, teachers are expected to pay extra attention to them in the classroom. Attention given to them during class work will definitely affect teacher's commitment to other school assignments.
- b. **Emotional Instability:** As a result of their age, they may not be emotionally stable. They may not have boldness to express their feelings to teachers. For instance, if an under-aged pupil is pressed, the fear of expressing himself/herself can make

in the class. If this happens, it causes distraction in the

- c. Intellectual Problem: All things being equal, it is expected that mental age should develop alongside with chronological age. It is believed that at the recommended age, pupils could cope with intellectual challenges in school. However, when a child is enrolled at an age far below six years as recommended, his/her intelligence quotient may deprive him/her opportunity of assimilating what teacher teaches and other curricular activities in school. This renders teacher's effort a futile exercise.
- d. Overcrowding: In a situation where a country has accurate demographic data of citizens (like age distribution) and relies on it for projecting school age population. If projection is based on actual age distribution but at the point of registration children below school age are registered, it results into overcrowding in classrooms. Over utilization of both human and material resources in school will be the consequence. This will later affect the expected quality of primary education.

Problems of Over-Aged Pupils

This is an opposite of under-age, that is, when pupils that are older than the recommended age are found in primary schools. The likely problems they would encounter are as follows:

- a. Bullying: The over-age pupils may take the advantage of their physical strength and emotion to override their mates in classroom. This gives a classroom teacher additional assignment to do. Some of them can constitute threat to other pupils, thereby causing them some emotional problems.
- b. Withdrawal: On the other hand, older pupils can decide not to participate in class work. They see themselves as a different class. This can hinder their effective learning.

3.6 Dealing with Age problem

The era of civilization coupled with globalization makes things change faster. Involvement of parents especially females in white collar jobs and business have

of their children for schooling. Also, situations that
e from registering their children as and when due.

The problems posed by under-aged and over-aged pupils in primary schools can be managed as follow:

- a. Parents should be educated on age implication on effective teaching and learning in primary schools. This can be achieved through print and electronic media.
- b. School heads should implement strictly the policy on recommended school age during registration.
- c. At classroom level, teachers should diversify their method of teaching to suit different ages in his/her class as professionals in education.

SELF-ASSESSMENT EXERCISE 3

What are the administrative problems posed by (i) under-aged, and (ii) over-aged pupils in primary schools? How can you handle them?

4.0 CONCLUSION

Primary school is the foundation for formal education on which subsequent levels are built. Your understanding of its goals/objectives and administration is very necessary. The objectives/goals of subsequent levels of education are built on this level.

5.0 SUMMARY

In this Unit, you have learnt about primary education, its objectives, and administration. You also learnt about the providers of primary education and problems associated with age of pupils in primary school. The latter part of the unit discussed how to alleviate problems of age in primary schools.

6.0 TUTOR- MARKED ASSIGNMENT

1. What is your understanding of primary education and its objectives in Nigeria?

primary education in Nigeria?

Program the structure of primary school in Nigeria.

4. Discuss some of the administrative problems associated with age of pupils and how they can be resolved or managed.

7.0 References/Further Readings:

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ANSWER

SAE 1

- a. The inculcation of permanent literacy and numeracy and the ability to communicate effectively.
- b. The laying of a sound basis for scientific and reflective thinking;
- c. Citizenship education as a basis for effective participation in and contribution to the life of the society.
- d. Character and moral training and the development of sound attitudes;
- e. Developing in the child the ability to adapt to his changing environment;
- f. Giving the child opportunity for developing manipulative skills that will enable him function effectively in the society within the limits of his capacity and;
- g. Providing basic tools for further educational advancement including preparation for trades and crafts of the locality.

SAE 2

Both State and Federal Ministries of Education play the following role:

- (1) Planning and curriculum
- (2) Employment and promotion of staff
- (3) Inspection/supervision
- (4) Provision of instructional facilities

SAE 3

- (i) Under-aged problems include: physical problem, emotional instability, intellectual problem and overcrowding.
- (ii) Over-aged problems include: bullying and withdrawal.

TMA

1. See the content
2. the providers of primary education include proprietors/proprietresses and government.
3. see the content

INSTRUCTIONAL QUALITY AND PHYSICAL PLANTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 National Policy Provisions for Teachers in Primary Schools.
 - 3.2 Qualities of a good teacher.
 - 3.3 Problems of quality Teachers and instruction in primary Schools.
 - 3.3.1 Suggested solutions to the problems of quality teacher and instruction.
 - 3.4 Physical plants and minimum standards
 - 3.5 Problems of physical plant in primary schools.
 - 3.5.1 Suggested solutions to problems of physical plant in primary schools
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In the previous unit, you learnt what primary education implies, its objectives, providers, structure and administration. You were also acquainted with problems associated with age of pupils at this level of education as well as the suggested solutions. In this unit, you are going to learn who a teacher is, and the minimum requirements for teaching in primary school. In addition, you will learn what physical plants are, the minimum standard for physical plant, the problems and suggested solutions to physical plant provision in Nigerian primary schools.

2.0: OBJECTIVES

able to;
her

- State the minimum educational qualification for teaching in primary schools.
- Discuss what makes a quality teacher.
- Highlight problems of quality teacher and instruction
- Discuss the problems of physical plant and effects on students.
- Proffer solutions to problems of physical plant in primary schools.

3.0 MAIN CONTENT

3.1 National Policy on Education and Minimum Qualification for Teachers in Primary Schools.

Who is a teacher?

From what you learnt in Unit one, you will definitely know that the achievement of the objectives of Primary Education depends on the availability of material resources. However, adequacy of material resources is not a sufficient condition to realise these objectives. Human resources, especially teachers play significant role. Who do we call professional teachers? Atanda and Lameed (2006) described a teacher as a professional who imparts skills, knowledge, information, and attitude, among others to the learners. Effective teaching requires a professional teacher. This implies that not everybody that stands before a group of students to deliver instruction can be called a teacher. A teacher is expected to be a professional.

The Minimum Qualification for Primary School Teacher. The National Policy on Education (2004), stipulates that the minimum entry qualification into teaching in primary school is the Nigeria Certificate in Education (NCE) and that the teacher must be registered with the Teachers Registration Council of Nigeria.

At the primary school level, the recommended pupil-teacher-ratio (PTR) is 35:1. This is aimed at enhancing quality teaching.

3.2 Qualities of Good Teachers.

Teachers play important roles in the teaching-learning process, especially at primary school level where the foundation of education is laid. Atanda and Lameed (2006) argue that it is possible for learning to take place without a particular teacher (that is, who

struction), but teaching as a process cannot take place responsible for finding ways to educate all children. If teachers are going to do justice to their expected role, they are expected to possess the following qualities.

- a. **Mastery of their subject:** Subject matter mastery is very important if teachers are going to deliver instruction as expected.
- b. **Knowledge of diverse methods of Instruction:** An excellent teacher in the content mastery with good Certificate (that is Nigeria Certificate in Education or Bachelor's degree in Education) might be the least teacher in the delivery of instruction. Therefore, knowledge of different techniques of disseminating instruction baring set of learners in class is required.
- c. **Tolerance:** As a substitute for parents during school hours, a good teacher is expected to be tolerant. Students are bound to exhibit abnormal behaviour, but a good teacher has to handle matters with maturity.
- d. **Friendliness:** A good teacher could achieve excellence in the class if he/she is a friend to all but a special friend to none.
- e. **Sympathy:** A good teacher should be sensitive to all that happens to students in the classroom. Attention is given to cases to avoid their negative effect on effective teaching.
- f. **Optimism:** Teachers are expected to be optimistic. Good teachers are not pessimists. They should be interested in the success of their students. Their utterances motivate and encourage learners.
- g. **Enthusiasm:** Good teachers derive pleasure in teaching as their profession. They never regret taking up teaching as their career.
- h. **Scholarship:** Good teachers are not satisfied with what they have already known in their field of study. They press further to be current. Based on quest for additional knowledge, they have new ideas, facts and information to teach their students. They see it as their duty to participate in professional development activities that foster their responsibility.

3.3 Problems of Quality Teachers and Instruction in Primary Schools.

well as instruction emanate from the following:

our Primary Schools do not possess the Nigeria Certificate in Education (NCE) as prescribed by the National Policy on Education. Teachers with Associate Certificate in Education (ACE), Teachers Grade II and Diploma in some disciplines are given appointment in Primary Schools. In fact, some private schools do employ Senior School Certificate Examination (SSCE) holders to teach. Thus, the quality of instruction prepared and delivered by teachers below the national minimum standard may be affected. For instance, with Senior School Certificate Examination holders that are employed to teach in some private schools do not have knowledge of methods of disseminating instruction. The students taught by them pay for their incompetence.

2. A reasonable number of primary school teachers are not certificated or licensed. As part of government's effort to improve standards in Nigerian schools, the Teachers Registration Council was established to register qualified teachers. Unfortunately, some of the teachers ignored it. Table 1 shows proportion of teachers that have not fulfilled this requirement.

Table 2.1: Registered and Unregistered Primary School Teachers 2003-2005

Status	2003	2004	2005
Registered Teachers	326038 (55.2)	309509 (51.7)	440,378 (63.4)
Unregistered Teachers	265,003 (44.8)	289,703 (48.3)	254,438 (36.6)
Total	591,041	599,212	694,816

Source: Computed from National Bureau of Statistics (2006)

41 teachers in primary schools, 326,038 teachers have registered with the National Teachers' Registration Council. This represents 55.2%, while the remaining 265,003 representing 44.8% have not registered. In 2004, 309,509 (51.7%) teachers out of 599,212 were registered. On the other hand, 289,703 did not register making 48.3%. The number of registered teachers improved to 63.4% (440,478), while 36.6% (254,438) out of 694,816 teachers were unregistered. The remaining teachers in the teaching profession who are unregistered are likened to unlicensed medical doctors who is a menace to the society.

3. Inspection and monitoring: Inspection and monitoring are meant to improve and enhance teachers' performance. Inspectorate division of both State and Federal governments have complained of inadequate staff, vehicles and some other infrastructure. These affect regular inspection of primary schools. The quality of instruction delivered by teachers in turns is affected because the mechanism for quality assurance (inspection) is ineffective.

4 Instructional Resources: Teachers require instructional resources like teaching aids to complement their instructional delivery. Most teachers do not use instructional materials for teaching. This makes some of the concepts sound abstract to learners.

5 Teachers' Conditions of Service: The condition of teachers' service has significant impact on instructional delivery. Teachers' salary is a major problem in Nigeria. In 2009, teachers at primary and secondary levels went on strike nationwide. They demanded implementation of Teachers' Salary Scale (TSS). Their strike had a serious impact on students and the general public. Some state governments have not started implementing the teachers' salary scheme.

3.3.1 How to Enhance Quality of Primary School Teachers and Quality Instruction

The availability of quality teachers determine quality instruction. According to Vandewort, Amrein-Beardsley, and Berliner (2004), the quality of teacher in the classroom is the single most important factor in determining how a child learns. These are suggested measures to improve teacher quality and quality of instruction:

- systematic recruitment of potential teachers. This process which results into selection of qualified and competent teachers from the pull of applicant?
2. Develop strategies to encourage people with appropriate academic qualifications to enter teaching profession. That is, there should be a form of induction for teachers just like the practices in medical science.
 3. Design a programme to improve the skills of primary school teachers in both content areas and pedagogical skill areas.
 4. Strengthen inspectorate and monitoring division in the Ministry of Education.
 5. Provide teachers with better resources for good teaching.
 6. Enforce the minimum standard of entering into teaching profession as specified by the Teachers' Registration Council (TRC).
 7. Payment of agreed teachers' salary scheme by the States that are yet to implement the new scheme.

SELF-ASSESSMENT EXERCISE

Enumerate some of the measures to enhance quality of primary school teachers in Nigeria.

3.4 Physical Plant in Primary School

Ogunu (2000) said school facilities are the material resources that facilitate effective teaching and learning in the school. Specifically, physical plant comprises school buildings which include classrooms, libraries, laboratories, workshops, toilet facilities and other erected structures in school.

The National Policy on Education (1981 and 1998 editions) contain policy statement on school facilities which includes physical plant. The Federal Ministry of Education (FME, 2006) in her publication titled Minimum Standard for Schools, gave specifications on physical plant in establishing Schools. The land occupied by the school should be 1-5 hectares, the classrooms dimension of 9m x 12m, assembly Hall with a capacity to seat twice the total enrolment of the school, an administrative blocks of 7m x 4m x 3m, reading library that is functional, toilet facilities (3 VIP toilets or 3WC) and

age class size recommended by the National Policy on recommended an average of 35 in a class.

3.5 Problems of Physical Plant in Primary Schools.

The status of physical plant in public primary schools shows that all is not well. You may recall what your primary school looked like when you were there. Do you see any improvement on what the buildings are today? Some of the school physical plants that are dilapidated are not replaced, while existing ones are not maintained. Some of the problems associated with physical plant are as follows:

- a. Inadequate classrooms: The existing structures in schools are not expanded while enrolment is on the increase.
- b. No provision for library, laboratory, workshop and health centers. Most of the primary schools cannot boast of a room used as a library, laboratory or sick bay. This is because the existing classrooms are not sufficient to accommodate the pupils.
- c. Abnormal class sizes. The enrolment trend shows continuous increase and the classrooms are congested. The national statistics on classroom and enrolment revealed abnormal average class size (see Table 2.2 below):

Table 2.2: Average class size in Nigeria Primary School 2001-2005

Year	Enrolment	Classrooms	Average class size
2001	8,457,812	124,229	68
2002	8,791,072	116,827	75
2003	11,335,755	111,257	101
2004	9,649,708	254,319	38
2005	9,917,498	252,585	39

Source: Computed from National Bureau of Statistics (2006).

Table 2.2 shows that the average class size was not stable for the five years considered. The situation was worst in 2003 when average class size (ACS) was 101.

In 2004 and 2005 were below recommendation of the
it was above UNESCO recommendation of 35. The
three scenarios about school physical plant have implications for effective
administration and quality of education. The schools without library and laboratory
will find it difficult to compete with schools that have functional libraries and
laboratories. This is because both staff and pupils have the opportunity of
complementing classroom activities with resources available in the library.

3.5.1 Suggested Solutions to Problems of Physical Plant.

Physical plant is an important input in the educational system. It will be difficult, if not impossible to realise laudable educational objectives without a functional and adequate physical plant in Schools. Based on this premise, these suggestions are made to solve physical plant problems in primary schools.

1. Renovation of abandoned buildings in primary schools so as to serve their expected purposes.
2. Construction of new structures in schools where there are inadequacies.
3. Establishment of maintenance units in schools so as to ensure regular inspection of physical plant and carry out minor repairs before they get out of hand.
4. The old students, religious associations, parents, philanthropists and non-governmental organizations (NGOs) should be sensitized on areas where their effort is needed to improve physical plants in Schools.

CONCLUSION

The position of teachers is very important in realizing the objectives of primary education. The quality of these teachers determines the quality of instruction they offer. Thus, the content of this unit has put you through what teacher quality implies, problems associated with teachers' quality in primary schools and how to minimize the problems.

5.0 SUMMARY

This unit has intimated you with quality of teachers, the National Policy recommendation on minimum qualification for teaching in primary schools. We have also explored problems of teachers' quality and suggested some solutions. In the same manner, you have been introduced to school physical plant and minimum standards required of every

school physical plant are discussed and the solutions to
examined.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is the minimum standard for teachers' recruitment in Nigerian primary schools?
2. Enumerate the qualities of a good teacher.
3. Discuss problems of physical plants in primary school and suggest likely solutions.

7.0 References/Further Readings

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ANSWER

SAE

- a. The problems of teacher quality include: non-certification, irregular inspection due to shortage of personnel, instructional resources, poor conditions of service, and so on
- b. The problem of teacher quality could be solved through emphasis on minimum qualification for teaching that is, NCE, regular inspection, provision of instructional materials.

TMA

1. The minimum standard for teachers' recruitment in Nigerian primary schools is the Nigeria Certificate in Education.
2. Qualities of a good teacher include mastery of subject matter, tolerance, friendliness, sympathy, optimism, enthusiasm, etc.
3. The quality of a teacher determines the quality of his instruction.
4. Problems of physical plant include (a) inadequate classroom (b) abnormal class size (c) no provision for library, laboratory, workshop and so on.

UNIT 3: PROBLEMS OF FINANCIAL POSITION OF PRIMARY SCHOOLS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
 - 3.1 What is education finance?
 - 3.1.1 How is primary education financed in Nigeria?
 - 3.2 Problems of primary school finance.
 - 3.3 Measures of solving financial problems of Primary Schools
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-marked assignment
- 7.0 References/ Further Reading

1.0 INTRODUCTION

In the Unit 2 of this Module, we highlighted what makes a quality teacher. Some of the problems of quality teachers were also discussed. The school physical plant and its related administrative problems were explained. It concluded suggestions on how to solve problems of school physical plant. This unit will take you through two major issues. These are the problems of financing primary school education and suggested solutions to primary school finances.

2.0 OBJECTIVES

be able to:

- Discuss problems of primary education finance in Nigeria.
- Recommend alternative ways of financing primary education.

3.0 MAIN CONTENT

3.1 What is Education Finance?

Education Finance is an aspect of educational management. It is concerned with revenue allocation, disbursement of funds through budget allocation and alternative incomes into education. The effectiveness and efficiency in the use or disbursement of available funds, have implications for the achievement of school objectives.

The funds made available for primary education are used for the following:

- a. Construction of school physical plant
- b. Stocking of library.
- c. Purchase of laboratory equipment.
- d. Employment of staff.
- e. Purchase of other facilities in schools.

3.1.1 How is Primary Education financed in Nigeria?

Now, you are aware of what education finance is and what the funds available are used for. In this sub-section, you need to know how primary education is being financed and the financiers. Education is financed through contributions from various stakeholders. The major provider and financier of education is the government. The Federal structure of Nigeria system of government entrusts primary education finance to both state and local government, although the allocation comes from the Federal government.

Generally, Section 13 of the National Policy on Education (2004) entitled "Financing of Education" states that the traditional sources of revenue for educational establishments include taxes, school fees, education levies, or rates and sometimes donations. The bulk of education revenue in Nigeria comes from the

... natural mineral resources, the principal of which is the

Other sources of funds for primary education in Nigeria include:

1. Donation from individuals and groups.
2. Proceeds from sales of farm produce. Some schools that engage in farming sell their farm produce which generate funds for the school.

SELF-ASSESSMENT EXERCISE

Where does the major fund for primary school administration come from? Enumerate other sources of income to primary schools.

3.2 Problems of Primary School Finance

The major problem in primary education management as observed by Durosaro (2004) is inadequate funding. According to World Bank survey on Nigeria, the Federal expenditure on education seems to be below 10% of its overall expenditures. For instance, between 1997 and 2002, the total share of education in total Federal expenditure ranged between 9.9% and 7.6% with the trend showing a downward plunge (World Bank, 2002). The pattern of investment within education sector is such that the tertiary level gets the lion share while the primary gets the least. Table 3.1 represents the data on the pattern of funding of the educational levels by the Federal government.

Table 3.1: Pattern of Federal Government funding of education by Levels 1996-2002

Education levels	1996 %	1997 %	1998 %	1999 %	2000 %	2001 %	2002 %
Tertiary	79.9	78.9	68.4	69.1	75.8	68.1	79.9
Secondary	10.4	11.3	14.6	18.7	15.3	15.5	15.6
Primary	9.7	9.8	16.9	12.2	8.9	16.4	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

well, you will discover that the pattern of funding has
s. This has implications for other resources. Other
problems in primary schools that are associated with under funding include the
following:

- a. Inadequate classrooms.
- b. Dilapidated school buildings.
- c. Lack/shortage of laboratory apparatuses.
- d. Uneven distribution of libraries in schools.
- e. Irregular staff training.
- f. Inadequate instructional materials.

3.3 Measures of solving financial problems of Primary Schools

The following measures are recommended for improved funding of primary education:

- a. Government should improve on percentage of her annual budget to education as recommended by UNESCO, which is 26% of the entire budget.
- b. The proportion of budget meant for the education sector should be allocated to the three levels of education based on reliable statistics on enrolment, staff strength, infrastructure, need for training research, and so on.
- c. Parents and other stakeholders should be sensitized on the need to donate to schools in their community generously.
- d. The primary school management board/heads should use grants meant for running the schools judiciously.
- e. Infrastructures such as school hall and school field could be given rented out with token charges.

4.0 CONCLUSION

The place of finance in the achievement of objectives of primary education cannot be over emphasized. The extent to which financial needs of primary education are met determine the quality of subsequent levels of education. Adequate funding determines the

5.0 SUMMARY

You have been taught about different roles played by educational agencies in primary education. The problems in the relationship between these agencies and primary schools were also brought to limelight. In the next unit, you will learn about issues in primary school examination, students and staff discipline.

6.0 Tutor-Marked Assignment.

Discuss the various sources of financing primary education in Nigeria

7.0 References/Further Reading

Durosaro, A.O (2004). Crucial Issues in management of primary Education in Nigeria. In E.O. Fagbamiye, J.B. Babalola, M. Fabunmi, M and A.O. Ayeni, Eds) *Management of Primary and Secondary Education in Nigeria*. Ibadan: NAEAP. 73-80

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ANSWER

SAE

It comes from the government. That is, grants.

TMA

Government grants, donations from individuals and groups and proceeds from sales of farm produce.



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UNIT 4: PRIMARY SCHOOL RELATIONSHIP WITH MINISTRY OF EDUCATION, SCHOOL BOARD, THE COMMUNITY.

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main contents
 - 3.1 Primary school relationship with Ministry of Education
 - 3.2 Primary school relationship with School Board.
 - 3.3 Primary school relationship with Local Government Education Authority
 - 3.4 Primary school relationship with the Community.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

In this unit, you are going to study the important agencies or bodies that have relationship with primary schools in Nigeria. These include the Ministries of Education (both state and federal), the Universal Basic Education Board (UBEC), State Universal Basic Education Board (SUBEB) and the Community.

should be able to do the following:

- Mention the agencies or parastatals that relate with primary schools.
- State the role of Federal Ministries in primary education in Nigeria
- State the role of SUBEB in primary education in Nigeria.
- Explain the importance of primary school-community relations

3.0 Main contents

3.1 Primary school relationship with Ministry of Education

Our discussion here will be on the kind of relationship between primary schools and with Ministry of Education, especially State Ministries of Education. Note that both public and private schools are under the control of Government. Ministry of Education acts on behalf of government to ensure compliance with rules and regulations on quality assurance in education.

The State Ministry of Education is headed by a Commissioner for Education. The Director-General is the administrative head of the Ministry, while professional divisions such as inspectorate, planning, research and statistics, school services and technical education are headed by professional officers.

The State Ministry of Education performs functions similar to those of the Federal Ministry of Education.

These functions include:

1. Establishment and control of state primary schools.
2. The appointment of boards in respect of primary school level.
3. Coordinating the activities of agencies in the development of education.
4. Organizing seminars and conferences to discuss educational matters.
5. Appointment of heads of primary schools and secondary schools.

The leadership of each primary school determines effectiveness of relationship that will exist between it and the Ministry.

Relationship with State Universal Basic Education Board

Primary schools also relate with the State Universal Basic Education Board (SUBEB). The Board is saddled with the responsibilities of administering primary schools (as well as junior secondary schools) at respective state levels. Its functions include those specified for the Universal Basic Education Commission (UBEC), but at the State level.

The specific functions of SUBEB are;

1. Management of primary schools (as well as junior secondary schools) in the State.
2. Recruitment, appointment, promotion and discipline of teaching and non-teaching staff on Grade levels 07 and above.
3. Posting and deployment of staff including inter state transfer.
4. Disbursement of funds provided to it from both Federal and State sources.
5. Setting up an effective functional supervisory unit;
6. Retirement and re-absorption of teachers;
7. Undertaking new capital projects;
8. Responsibility for the approval, training and retraining of teaching and non-teaching staff.
9. Assessment and funding of salaries and allowances of teaching and non-teaching staff based on the Scheme of service drawn up by state Government.
10. Ensuring that annual reports are rendered by heads of schools on teachers appointed to serve under them.

SELF-ASSESSMENT EXERCISE1

- 1 Discuss any two agencies that moderate activities of primary schools in Nigeria.

Relationship with Local Government Education Authority

(LGEA)

This is an agency established for each local government area of the state and it is subject to the control of SUBEB. The Agency relates with primary schools in the following areas:

1. The day-to-day administration of primary schools
2. The appointment, posting, transfer, promotion and discipline of staff on grade levels 06-10.
3. Making recommendations to SUBEB on promotion and discipline of teaching and non-teaching staff on grade levels 07 and above.
4. Submission of annual estimates, annual accounts, and monthly returns to SUBEB;
5. Payment of salaries, allowances and benefits to all the teaching and non-teaching staff.
6. Acquisition and distribution of materials and equipment to all primary schools.
7. Undertaking general maintenance of primary school buildings and infrastructure.
8. Stimulating, promotion and participating in the running of primary schools.

Problems Confronting Relationship between States and Local Government Agencies in the Control of Primary Schools (see Figure 1 in Unit 1)

Your knowledge so far about the relationship between primary schools and Universal Basic Education Commission/State Universal Basic Education Board (SUBEB) and Local Government Education Authority (LGEA) should reveal to you that there is bound to be conflict. This is because the roles of these agencies for both state and local government are interrelated. For example, the conflict between states and local governments as regards the control of primary education funds has not been resolved. The States stress that primary education

, with education being on the concurrent legislative
al government plays major role in the provision of
primary education since the introduction of Universal Basic Education (UBE).
Also, the non-delineation of specific functions for Universal Basic Education
Commission (UBEC), State Universal Basic Education Board (SUBEB),
Ministry of Education, and the Local Government Education Authorities
(LGEA) has severely weakened the organization of primary education in
Nigeria. (See Figure 1 in Unit1)

3.4 Primary School Relationship with the Community

Definitely, school is an offshoot of the community. Thus, Atanda and Lameed (2006) refer to school community relations as a meaningful interaction between the school system and the immediate environment. It has to do with the healthy relationship existing between the school (involving students, teachers, head teachers, and other personnel and the society including government, associations, old students and philanthropists. Primary school has to depend on the surrounding Community for its survival. However, effectiveness in primary school community relationship is determined by certain factors which are highlighted below:

Factors Influencing School-Community Relationship

Below are some of the factors that influence school-community relationship:

1. The leadership style of the school head. If the school head's leadership style is democratic, community members are encouraged to lend a helping hand in school matters and vice versa.
2. School Location. The location of the school determines the willingness of the public to relate meaningfully with the school. If the school is located in the outskirts of the town, there is tendency for irregular visits by the public.
3. Communication channel. Information dissemination has a vital role in the establishment of meaningful relationship. If the school does not

Information required by the members of the public, the
concerned.

4. School Enrolment. As discussed earlier, the school is an offshoot of the society that established it. Therefore, the activities of school members are not isolated from the situations in the community. The legal, political, as well as religious environments determine the kind of interaction that goes on between the school and the community.

SELF-ASSESSMENT EXERCISE 2

1. What are the factors that facilitate effective primary school-community relationship?

4.0 Conclusion

The place of primary education in the achievement of overall educational objective cannot be over-emphasised. If the laudable objectives for primary education would be attained effectively, primary schools' activities have to be moderated. Therefore, Ministries of Education at both Federal and State levels have vital roles to play. Not only that, the role of the entire community from which the resources to primary schools are derived is crucial.

5.0 Summary

In this unit, you have learnt about the relevant bodies that relate with primary schools in Nigeria for effective achievement of the objectives of primary education. These include the Federal Ministries of Education, State Ministries of Education, State Universal Basic Education Board, Local Government Education Authority and the Community.

6.0 Tutor-marked Assignment

2. List the agencies that moderate the activities of primary schools in Nigeria.

of diagram the conflict in primary schools regulation
ed agencies.

4. What is school-community relationship?
5. Discuss any four factors influencing school-community relationship in Nigeria.

7.0 References/Further Reading

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ASNWER

SAE1

1. a-i. Sate Universal Basic Education Board.
ii. Local Government Education Authority

SAE2

2. The factors that facilitate effective school-community relation include-leadership style, location of schools, communication channel nature of the country and school enrolment.

TMA

1. Federal Ministry of Education, state ministry of education, Universal Basic Education Commission (UBEC) Local Government Education Authority (LGEA).
2. See the content.

between the school system and the immediate

UNIT 5: ISSUES IN PRIMARY SCHOOL EXAMINATIONS AND STUDENT DISCIPLINE

CONTENTS

1. Introduction
2. Objectives.
- 3.0 Main contents
- 3.1 School Examination
 - 3.1.1 What is School Examination?
 - 3.1.2 What are the arrangements for successful conduct of examination in primary schools?
Administrative problems of examination in schools.
 - 3.1.3 Measures to curb examination malpractice in primary schools.
- 3.2 Student Discipline
 - 3.2.1 Meanings of discipline and indiscipline in school.
 - 3.2.2 Forms of indiscipline in primary schools.
 - 3.2.3 Means of achieving discipline in schools.
- 4 Conclusion
- 5 Summary
- 6 Tutor-marked Assignment
- 7 References/Further Reading

foundation of formal education structure. The success recorded in the achievement of objectives at this level goes a long way in influencing the success of subsequent levels of education. Pupils have to be assessed as they progress through the classes of the primary school before the final evaluation. This Unit deals with two major issues in primary school administration. The first important issue is the examination. The second issue is that of student discipline.

OBJECTIVES

At the end of this unit, you should be able to,

- Discuss examinations in primary schools.
- Highlight the processes involved in conducting school examinations
- Mention the importance of school examinations
- Enumerate administrative problems encountered in the conduct of school examinations like malpractice, inadequacy of examination materials.
- Explain measures to curb examination malpractice in primary schools.
- Differentiate between discipline and indiscipline among students.
- Mention forms of indiscipline among students
- Discuss means of achieving discipline in schools

MAIN CONTENT

What is Examination?

Examination is a crucial programme in the life of a school. It is seen as a mechanism by which a learner's achievement is determined in the three domains - psychomotor, affective and cognitive ó through a set of instruments under the supervision of an examiner or examiners (Atanda and Lameed, 2006).

The teaching-learning process aims at enhancing cognitive, affective and psychomotor domains of the students. The indicator that feeds the school system

level of teaching-learning process has been achieved is
h, there are other approaches to determine students' level of achievement like homework or assignment, project and others, they are complementary. These are added to school-based examination to make hundred percent.

3.1.1 What are the Arrangements for successful conduct of Examination?

The essence of examination at any level is to give genuine picture of academic strength of learners so as to help in counselling them and also for placement into subsequent classes. It implies that the process of administering any examination matters before considering the outcome.

For the examination result of any primary school to be dependable or reliable, there is need for effective planning and administration. The following factors are necessary in the conduct of primary school examinations:

- a. Decision on when examinations will come up.
- b. Availability of accurate data on the number of students intended to write the examinations.
- c. Adequate arrangement for the materials needed, that is, examination questions, answer sheets, attendance sheets, and so on.
- d. Collection and moderation of examination questions at least two weeks before the commencement of examination.
- e. Decision on the venue with consideration for seats, ventilation and so on.
- f. Decision on invigilators for examination supervision.
- g. Drawing up of examination time-table.

SELF-ASSESSMENT EXERCISE 1

- a. What is your understanding of school examinations?
- b. What factors would you advise head teachers to put into consideration when embarking on school examinations?

Problems in Primary School Examinations

Examinations in primary schools, namely:

1. Internal examination and
2. External examination.

Internal examination is conducted within the school by the school management in conjunction with teachers handling different classes. The examination could be terminal (examination conducted on termly basis) or promotional examination which is done at the end of a session to decide who will transit to the next class among the pupils and those who are to repeat the same class.

External Examination is conducted by the external body saddled with the responsibility to do so in conjunction with the school management.

The following administrative problems can render both internal and external school examinations unreliable in the primary school system:

1. Non-cooperation on the part of some teachers in the school: In a situation where teachers fail to submit questions as and when due, the examination time-table is affected while pupils' preparation too would be affected (this is peculiar to internal examinations).
2. Poor examination invigilation: If the invigilation is not thoroughly done, weak pupils could score higher marks than the brilliant ones.
3. Leakage of examination questions: When examination questions are not properly secured, it gives pupils the opportunity to see the questions ahead of the examinations.
4. Examination malpractice: This is a serious administrative problem in the conduct of examinations. These are forms of examination malpractice in primary schools as stipulated in examination malpractice Decree of 1999:
 - a. Cheating in the examination hall.
 - b. Stealing of examination papers.
 - c. Impersonation.
 - d. Disorderliness in examination
 - e. Disturbances at examination
 - f. Obstruction of supervisors.

3.1.4 Measures to curb examination malpractice and other examination-related problems in primary schools.

Having known that any irregularity could render the conduct of any examination invalid, there is need for every primary school head and stakeholders to guard against examination-related problems. The following measures could be considered to ensure malpractice-free examination exercise.

1. Teachers should make their subjects and class interesting to learners.
2. Adequate preparation should be made before teaching so as to arouse the interest of learners.
3. Teachers should ensure coverage of subject syllabus without omission
4. Examination committees are necessary in primary schools to consider related issues in examination. Among the issues to be considered by them are:
 - a. Deadlines on submission of questions
 - b. Decisions on date of examination
 - c. Drawing of examination time table
 - d. Decision on disciplinary actions to be taken against both students and staff who violate examination rules.
 - e. Monitoring the conduct of the examination and so on.

In addition to the above measures, every staff should be carried along in the examination process. Their input should be sought by examination committees because they will be affected during implementation.

3.2 Student Discipline in primary schools

3.2.1 Meaning of discipline and indiscipline in school.

According to Gnagey (1971), *discipline* includes all techniques a teacher uses to increase the proportion of school appropriate behaviours. Olagboye (2004) refers to students discipline as readiness or ability of students to respect authority, observe and

ns, and to maintain a high standard of behaviour
ing of the teaching-learning process. This definition
indicates importance of discipline in the achievement of educational objectives.

Indiscipline: Indiscipline is the opposite of discipline. It is referred to as the absence in the individual of the proper training of the mind and body to produce the desired self-control necessary for him/her to perform the positive roles required for the achievement of organizational or societal goals and aspirations. Indiscipline in primary school setting is the unwillingness or inability of pupils and/or teachers to respect authorities, observe and obey school rules and regulations and maintain a high standard of behaviour conducive to the teaching-learning process and essential to the smooth running of the school. Indiscipline disrupts school activities while discipline enhances achievement of school objectives.

3.2.2 Forms of Indiscipline in Primary School

Indiscipline could manifest in primary school pupils in the following forms:

1. Truancy, frequent absence and late coming to school.
2. Lying, cheating, stealing and damaging or spoiling school property
3. Stubbornness, quarreling and selfishness.
4. Discourtesy, disrespect and rudeness.
5. Noise making and showing unruly behaviour.
6. Teasing, bullying and using indecent and abusive language.
7. Irresponsibility, withdrawing and deliberately not doing assignments.
8. Using unfair means to pass examinations.
9. Scribbling on walls, furniture and school bus.
10. Viciousness, sexually unacceptable conduct and making indecent remarks to the opposite sex.
11. Drug abuse.
12. Use of abusive language and a host of others.

Amongst the forms of indiscipline listed, those that are prevalent in Nigerian primary schools include, truancy, lying, using unfair means to pass during examinations, scribbling on the walls and the use of abusive language.

Discipline in School.

The consequences of indiscipline in primary schools are to the detriment of individuals in particular and the entire school in general. Therefore, the way out concerns every stakeholder in the primary school system. Some of the measures to curb acts of indiscipline in schools are as follows:

1. Good school management.
2. Effective rules and regulations.
3. Emphasis on moral education
4. Cooperation of parents and other members of the public.
5. Judicious use of reward and punishment.
6. Effective control of external influences.
7. Provision of effective guidance and counseling services.
8. Adoption of participative approaches in decision making.

Conclusion

One major measure of school cognitive achievement is examination. The effectiveness of results of any examination depends on effectiveness of the process that produces it. The school examination could be terminal, promotional or external which is conducted in primary six when students transit to the next level of education. Also, the level of discipline among pupils in school determines the extent of peace enjoyed in the running of the school.

5.0 Summary

This unit has taken you through what examination means and its forms. You have also learnt about examination-related problems in the school administration and measures to alleviate or eradicate them. In addition, this unit has familiarized you with discipline and indiscipline in primary schools as well as disciplinary acts. Finally, in the unit, you learnt how to curb acts of indiscipline in our primary schools.

6.0 Tutor-Marked Assignment

Involved in conducting examination in primary schools.

3. Mention the importance of examinations in primary school.
4. Discuss some of the administrative problems in the conduct of school examinations.
5. Distinguish between discipline and indiscipline.
6. What are the acts of indiscipline that could disrupt school activities?
7. Suggest means of getting rid of pupils' disciplinary acts in primary school.

7.0 References/Further Reading

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ANSWER

SAE 1

- a. School examination is the process by which learner's achievement is determined in the three domains of psychomotor, affective, and cognitive through a set of instruments under the supervision of an examiner or examiners.
- b. The factors include decision on when the examination is coming up, availability of accurate data, collection and moderation of examination questions, decision on the venue and invigilator.



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2. See SAE 1(b)
3. To assess the success of curriculum and determine the students' progress.
4. The administrative problems include non-cooperation from the staff, poor examination invigilation, leakage of examination questions, and examination malpractice.
5. The acts of indiscipline include truancy, lying, stubbornness, discourtesy, noise making, cheating in examination, and so on.
6. Good management, effective rules and regulations, emphasis on moral education, cooperation of parents, judicious use of reward and punishment, effective control of external influence, and so on.

UNIT 6: STAFF DISCIPLINE AND EXTRA CURRICULAR ACTIVITIES IN PRIMARY SCHOOLS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
 - 3.1 Staff Discipline
 - 3.1.1 Meaning of staff discipline and indiscipline
 - 3.1.2 Acts of indiscipline by primary school teachers.
 - 3.1.3 Code of ethics for teachers.
 - 3.1.4 Types of punishment for acts of indiscipline.
 - 3.2 Extra curricular activities in primary schools.
 - 3.2.1 Meaning of extra curricular activities.
 - 3.2.2 Some extra curricula activities.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

school examinations and the processes involved in
n. You also learnt what constitutes acts of indiscipline

in primary schools and how to curb such acts. In this unit, we are going to learn issues
pertaining to staff discipline in primary schools and extra curricular activities.

2.0 Objectives

At the end of this unit, you should be able to:

- Explain staff discipline.
- Mention forms of indiscipline among primary school teachers.
- State the content of the code of conduct for teaching staff in primary schools.
- Discuss staff punishment for acts of indiscipline.
- Explain what extra curricular activities are.
- Discuss some extra curricular activities in primary schools.
- Highlight some of the problems militating against extra curricula activities in schools.

3.0 Main Content

3.1.1 Staff Discipline

Staff discipline involves self-control, restraint, and respect for oneself on the part of both teaching and non-teaching staff. We can also talk about types of discipline. There are two types of discipline. These are:

1. *Internal Discipline*: This refers to the orderly conduct of both teaching and non-teaching staff in habits of obedience to socially approved standards of thought and actions, irrespective of the existence of external authorities or laws to regulate behaviour. It is self imposed. Staff that are usually associated with this kind of discipline do not expect order or law before he/she does the right things.
2. *External discipline*: This is an externally imposed kind of discipline. It is the orderly conduct of staff in habit of obedience to socially approved standards of thought and actions which are developed in response to external threats of punishment or sanction.

...eral) is temporary. It is sustained for a while.

Staff Indiscipline

Staff indiscipline simply means lack of discipline among members of staff. It is an impediment to the attainment of goals and objectives of the school system. All behaviours contrary to the norms and values of school as an organization constitute indiscipline.

3.1.2 Acts of indiscipline by primary school teachers.

Acts of indiscipline by primary school teachers could manifest in the following ways:

1. Lateness to school.
2. Irregularity in school.
3. Non-challant attitude to writing of lesson note.
4. Sexual harassment of female pupils.
5. Leaking of school official matters.
6. Insubordination.
7. Aiding and abetting cheating in examinations.
8. Collection of illegal money from pupils.
9. Smoking in the school premises, among others.

3.1.3 Code of Ethics for Teachers in Primary Schools.

In order to guard against immoral acts from teaching staff, government has made some efforts in drawing up some rules that should guide them in the process of discharging their duties. According to the Nigeria Teachers Service Manual (1987), all members of the teaching staff are expected to abide by the following general guidelines:

- (1) Teachers should set good examples to their students particularly in their manner of dressing, speech and attitude to work.
- (2) They should show loyalty to the school Head teacher and colleagues. They should respect one another especially in the presence of students.
- (3) They should try to live within their means to avoid financial embarrassment.

trace themselves or their school by their action or

Specific Regulations for Teachers

Teachers are expected to observe the following specific regulations which are briefly highlighted below:

- a. Recognition and respect for constituted authority (head teacher) by discharging duties to the best of their abilities.
- b. Keeping confidential school matters secret.
- c. Punctuality to school and classes.
- d. Avoidance of truancy.
- e. Keeping school records up to date, such as attendance register, scheme of work, lesson notes and mark books.
- f. Active participation in co-curricular activities.
- g. Activities unrelated to school duties should never be undertaken without the express permission of the school authority.
- h. Defamatory statements or comments about fellow teachers are forbidden.
- i. Conducting classes outside school hours on fees for students is unethical.
- j. Examination leakages or any forms of examination malpractice are forbidden.
- k. Indecent relationship or carnal knowledge of a teacher with his/her pupils is highly forbidden.
- l. Smoking and drinking are forbidden.

3.1.4 Types of Punishment for Acts of Indiscipline.

Infringement of any article of the code of conduct shall incur punishment by the Head teacher and the School Management Board or Local Government for Teachers. Such punishment ranges from caution to dismissal depending on the gravity of the offence.

- (1) Punishments for teachers by head teachers are: oral caution, written caution (recorded) surcharge, adverse annual report, suspension from class (this should be reported to the Local Government or School Management Board).

- b. Withholding of increment.
- c. Withdrawing of salary.
- d. Reduction in rank.
- e. Retirement.
- f. Termination of appointment.
- g. Dismissal

The power to dismiss or exercise disciplinary control is vested in the SUBEB or the LGEA.

Self-Assessment Exercise 1

1. What are the types of discipline in primary schools?
2. What are the acts of indiscipline in Nigerian Primary schools?

3.2 Extra-Curricular Activities.

3.3 3.2.1 Meaning of Extra-Curricular Activities.

These are the activities that students are exposed to in the school which complement the activities in the written curriculum.

3.2.2 Some of Extra-Curricular Activities

A school is an organization of many activities and programmes packed for the accomplishment of stated objectives. Thus, there are extra curricular activities in which pupils engage outside the class work in primary schools to complement classroom exercise. Some examples of extra curricular activities that take place in primary schools are:

- (i) *Debate and Quiz Competitions.* This is one of the important extra curricular activities in primary schools. Students are organised under a debate forum to express their feelings, ideas, and opinions concerning a particular topic. A group can speak against a particular topic such as "What a boy can do, A female can do better" while the other

competitions, a set of questions is prepared and students
n. Debate and quiz competitions can take place within
the school setting and between schools. Intellectual abilities of the students are developed
through these programmes.

(ii) *Association/Society Day/Week.* This is one of the extra curricular activities in
primary schools. The various clubs in the school system are given a particular day to
exhibit their activities. Examples of these are Farmers Club, Science Students Club, Boy
Scout, Red Cross, Igbo Club, Yoruba Society, and so on.

(iii) *Field Trip/Excursion:* It is a programme designed to familiarise the students with
real objects, places, other things of which the theoretical aspects have been taught in the
classroom. For instance some geographical features taught like mountain, hill, valley,
island, shrines in Yoruba land like *Osun, Oranmiyan, Sango*, can be visited. This will
allow the pupils to have the advantage of having real knowledge of things explained to
them during class session by their teachers.

(iv) *End-of-Year Programme:* This programme marks the end of an academic session.
The members of staff organise this in conjunction with the pupils. Many activities take
place. These include cultural dance, drama, etc.

(v) *Inter-House Sports:* It is a programme in the school system, where the
psychomotor domain of students is developed. Pupils are grouped into
number of houses, usually four houses. The common sports houses are
Yellow, Blue, Green and Red. Events involved are hockey, relay race,
shot-put throwing, javelin throwing, high jump, long jump, swimming,
march past, among others.

3.2.3 Problems Associated with Extra Curricular Activities in Primary Schools

There are some impediments militating against extra curricula activities in primary
schools. Some of these problems are as follows:

1. Inadequate sports facilities. This problem hinders pupils involvement in sports
activities. One of the common facilities is sports field. Most of the sport fields are

schools. Other facilities include football kits, hockey

2. Insufficient time devoted to extra curricular activities: Most schools do not allow their pupils to participate in extra curricular activities. Events like debates and quiz have become history in most schools.
3. Little or no cooperation among staff in organizing extra curricula activities. There is the tendency for teachers who do not have interest in most of the extra curricular activities to decline invitation to plan for such exercise. This in turn leads to their non-cooperation when implementing the plan.
4. Inadequate funding: funding is a major problem militating against the effective organization of some activities/events such as Inter-house sports and excursions which require money. A school without a school bus may find it difficult to take pupils out for excursion.

Self-Assessment Exercise 2

List extra-curricular activities in primary schools

Conclusion.

Staff discipline is as important as student discipline. An unruly behavior from a teacher can put the entire school in jeopardy. Therefore, activities of teachers are expected to be moderated by code of conduct and rules and regulations highlighted. Extra curricular activities are viewed as being complementary to class work because ÷All work and no play makes Jack a dull boyø Therefore, schools are expected to balance the two. The school management should incorporate the extra curricular activities in their time-table.

5.0 Summary

In this unit, you have learnt that acts of indiscipline by staff are teachersø activities that negate an effective school system. The specific regulations to moderate their activities are also brought to limelight. You were acquainted with the types of punishment for teachers who deviate from school norms or involve in acts of

reshed your memory with extra curricular activities in
ments.

6.0 Tutor-Marked Assignment.

1. What are the factors responsible for indiscipline among staff in primary schools?
2. How do we minimize staff indiscipline in our primary schools?
3. Discuss other extra curricula activities you know.
4. Suggest solutions to some of the impediments to extra curricular activities in primary schools.

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ANSWER

SAE 1:

- 1 (a) Internal discipline
- (b) External discipline.



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school, non-challant attitude to lesson-note writing,

sexual harassment.

SAE 2:

They include: debate and quiz competitions, association/society day, field trip/excursion, end of year programme and inter house sports.

TMA

1. School management, personality, politicising of educating system.
2. Staff indiscipline could be minimize through, good leadership, emphasis on teachers code of conduct (see the content), good condition of service.
3. See SAE 2
4. Provision of adequate infrastructural facilities, devotion of sufficient for the activities in school time table, and maximum cooperation among staff and students.



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MODULE 2: PECULIAR ADMINISTRATIVE PROBLEMS IN SECONDARY SCHOOLS

- Unit 1: Secondary Education, its goals and problem of Students Age.
- Unit 2: The problems of Quality Teachers and Instruction and Physical plant in Secondary Schools.
- Unit 3: Problems of Financial position of Secondary Schools
- Unit 4: Secondary School Relationship with Ministry of Education, TESCOM and the Community.
- Unit 5: Examination Issues in Secondary School and Students Discipline.
- Unit 6: Secondary School Staff Discipline and Extra Curricular Activities.

UNIT 1: SECONDARY EDUCATION, ITS GOALS AND PROBLEMS OF STUDENTS AGE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents

and its Objectives.

Structure of Secondary Schools.

- 3.3 Age and Enrolment problems of Secondary Education.
- 3.4 Solution to problems of Enrolment in Secondary Schools.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In Module 1, all what you learnt was based on primary education. In Module 2, our discussion will centre on secondary education, being the second level of the educational system. This Unit 1 shall introduce you to the meaning and objectives of secondary education. You will also learn the hierarchical structure of secondary education. The latter part of the unit will reveal problems of age and enrolment and possible solutions.

2.0 OBJECTIVES

At the end of studying this unit, you should be able to;

- Define secondary education.
- State objectives of secondary education.
- Explain the administrative structure of secondary schools.
- Discuss age and enrolment issues in Secondary Schools.
- Proffer solutions to the problem of congestion or overcrowding (of classrooms).

3.0 MAIN CONTENT

3.1 Secondary Education and its Objectives.

Secondary Education is the education that children receive after primary education and before the tertiary education. Based on the 6-3-3-4 system of education, secondary education comprises six years duration, but given in two stages: a junior secondary school stage and a senior secondary school stage, each to run for three years duration.

The junior secondary school is both pre-vocational and vocational and compulsory. Basic subjects that will enable students to acquire further knowledge and skills are taught. Students who complete junior secondary school are to be streamed into:

- a. the senior secondary school
 - b. the technical college
 - c. an out-of-school vocational training centre
 - d. an apprenticeship.
- ii. *Senior Secondary School*: This is the second phase of secondary education. It is comprehensive with a core-curriculum designed to broaden students' knowledge. This is the stage where students pick subjects of their choice and begin to prepare for their intended careers.

Objectives of Secondary Education

The broad goals of Secondary Education according to the National Policy on Education (2004) include, the preparation of the individual for:

- i. Useful living within the society and
- ii. Higher education.

In specific terms, the objectives are to:

- a. provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- d. Develop and promote Nigerian languages, art and culture in the context of world cultural heritage;
- e. Inspire its students with a desire for self improvement and achievement of excellence;
- f. Foster national unity with an emphasis on the common ties that unite us in our diversity;

people who can think for themselves, respect the view
 respect the dignity of labour, appreciate those values

specified under our broad national goals and live as good citizens;

- h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Self-Assessment Exercise 1

List the specific objectives for secondary education in Nigeria

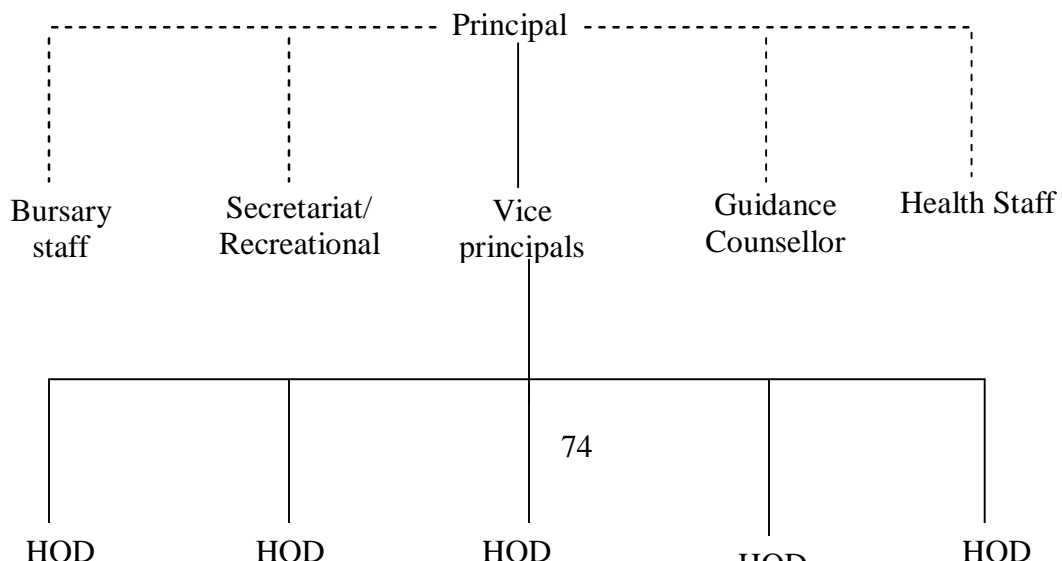
3.2 Administrative Structure of Secondary Schools in Nigeria

Secondary schools are directly under the state government. The State Ministry of Education handles planning, administration, supervision and other fundamental functions relating to schools. The State Ministry of Education has different departments/units that are entrusted with various functions to ensure the achievement of goals of secondary education. In addition to the departments in the Ministry of Education, there are other parastatals and regulatory agencies that are involved in secondary school administration, such as the Teaching Service Commission (TESCOM).

The functions performed by the State Ministry of Education and other regulatory agencies shall be discussed later in this module.

The organizational structure of Secondary School.

Figure 1:Secondary School Organogram





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At the secondary school level, we have both *line* and *staff*. Line officers are those who are directly involved in the teaching-learning process while the staff are those rendering support service to complement the line.

Principal: He or she is the professional and administrative head of the school. He/she plans, organises, directs and coordinates all the affairs of staff and students. The Principal assigns duties to teachers and supervises them so that the objectives of the school can be achieved.

Vice principal: The Vice Principal in secondary school assists the principal in his/her daily administration of the school. He/she deputizes for the principal by standing in for the principal whenever he/she is not present in the school. He/she vets the lesson plan of the teachers. He/she helps the principal to maintain discipline among the teachers as well as the students. The vice principal is a custodian of some records such as the time table, duty roster, examinations time table and school registers.

Head of Department (HOD): The head of department coordinates the activities of the teachers in his/her department. The principal or vice principal could delegate authority to the head of department to go through the lesson plans of teachers in his department. Examination questions can be retrieved through the head of department.

ic staff who is mainly responsible for the academic
A teacher can be asked to be a class teacher coupled
with the subject/discipline he/she handles. He/she is responsible to the head of
department.

Bursar: He/she is a personnel that handles the financial matters of the school. He/she
prepares salary vouchers, and keeps the financial expenses as well as cash or grants
received, among other responsibilities.

Secretariat Staff: The Secretariat Staff include typist, the Clerical officers, and the
secretary. The secretary keeps the necessary information about the school such as
minutes of the meetings of staff, typing of the examination questions, memo etc, while
the Clerical officers run errand for the principal, vice principal, teachers and the
secretary.

3.3 Age and Enrolment Problems in Secondary Schools.

Secondary schools absorb pupils from primary schools. Ideally, primary education is
expected to terminate at age 11. All things being equal, it means that the minimum age to
enroll in secondary school is between 11 and 12 years.

There are so many factors responsible for enrolment problem in secondary
schools in Nigeria. It is expected that population data that are available are of help to
project enrolment for different levels of education. This gives room for adequate
planning.

Unfortunately, such data are not accurate in Nigeria. The last population census
that was conducted in 2006 has remained controversial since it was released. What do
you expect educational planners to do with such data?

There are remote causes of age and enrolment problems in public secondary
school. These include:

- a. Lack of reliable demographic statistics on age distribution.
- b. Failure to consider enrolment projection in school plan expansion.
- c. Politicization of population census leading to falsified data.

holders within the secondary school system

3.4 Solution to problems of enrolment.

The following measures can be taken to minimize problem of overcrowding in secondary schools:

- a. Objectivity in population census exercise.
- b. Awareness of the need to supply accurate data by the public when conducting a census.
- c. Parents should avoid delaying their children to enroll at specified age.
- d. Educational planners should be used in planning for our educational system.
- e. Adequacy of school facilities to accommodate target population.

4.0 Conclusion

Secondary education is the next level after primary education. The major goals of this level of education are to prepare individuals for useful living within the society and higher education. For these goals and other specific objectives to be realized, enabling school environment is essential. The hierarchical structure in school has to be functional. Efforts have to be made to resolve the problem of congestion, which if left unchecked, could lead to over-utilization of school resources.

5.0 Summary: In this unit, you have learnt what secondary education implies, its major goals and specific objectives. The hierarchical structure of secondary school was also discussed. In the same manner, problems of enrolment and possible solutions were explained to close the unit. In the next unit, you are going to learn about the problems of quality teacher's instruction and physical plants in secondary schools.

6.0 Tutor-Marked Assignment

1. What is the importance of secondary education to the individuals and the society at large?

7.0 References/Tutor Readings

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ANSWER

SAE 1:

- i. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background;
- j. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- k. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- l. Develop and promote Nigerian languages, art and culture in the context of world cultural heritage;
- m. Inspire its students with a desire for self improvement and achievement of excellence;
- n. Foster national unity with an emphasis on the common ties that unite us in our diversity;

- people who can think for themselves, respect the view
respect the dignity of labour, appreciate those values
specified under our broad national goals and live as good citizens;
- p. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

SAE 2:

They include: principal, vice-principal, head of department, teacher, bursar, secretariat staff and students.

TMA

1. See the objectives
2. see the content.

UNIT 2: TEACHERS, INSTRUCTIONAL QUALITY AND PHYSICAL PLANTS IN SECONDARY SCHOOL.

CONTENTS

- 1.0 INTRODUCTION
- 2.0 OBJECTIVES
- 3.0 MAIN CONTENT
 - 3.1.1 Entry Qualification into Junior and Senior Secondary Schools.
 - 3.1.2 Issues in secondary school teachers licensing by the Teachers' Registration Council (TRC)
- 3.2 Quality of Teachers and Instruction delivery in secondary school.
 - 3.3.1 Physical plant in secondary schools.
 - 3.3.2 Problems of physical plant in secondary schools.
 - 3.3.3 Remedies to problems of physical plant.

- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading.

1.0 INTRODUCTION

The introductory Unit of this module, that is, Unit 1 has introduced you to the expected goals from secondary education. Do you still remember the goals? If you have forgotten, take out few minutes to revisit them. Having done that, you need to bear it in mind that those goals and objectives cannot be realised without teachers. That was why the National Policy on Education (1998:33) simply put it that ñno education system may rise above the quality of its teacherö. Therefore, in this Unit, you are going to learn about the kind of teachers required to teach at the secondary education level, the current practice, how teachersøquality determines quality of instruction, the prescribed minimum standard for physical plant in secondary schools and the situation analysis of what they are in schools as well as the way forward.

2.0 Objectives

At the end of this unit, you should be able to;

- State minimum teaching qualification in secondary schools.
- Discuss teachersøreaction to efforts at professionalizing teaching through the TeachersøRegistration Council.
- Discuss the relationship between quality of teachers and instructional delivery.
- List the components of physical plant in secondary schools.
- Explain problems of physical plant in secondary schools.
- Suggest how to tackle the problem of physical plant.

3.0 MAIN CONTENTS

3.1.1 Entry Qualification for Teachers Into Junior and Senior Secondary Schools.

Education and the Minimum Standard for Schools specify into junior and senior secondary schools. At the junior secondary school level, a candidate for teaching appointment is expected to possess a minimum of the Nigeria Certificate in Education (NCE). Other qualifications include Bachelor of Education (B.Ed) degree or any first degree with a Postgraduate Diploma in Education (PGDE). This means that anyone who does not possess a teaching qualification does not have any business teaching at this level.

In the second phase of secondary school, which is senior secondary school, the policy on education recommends the minimum of a Bachelor of Education (B.Ed) or any first degree with a Postgraduate Diploma in Education (PGDE). Any qualification below this requirement is not expected to be employed to teach at this level.

The reason for the emphasis on educational qualification is to enhance achievement of stated objectives. Though, a candidate seeking teaching appointment with first degree in Bachelor of Science (B.Sc) might be master of his/her discipline, this is not a sufficient condition for him/her to be considered for teaching. The skills and techniques of disseminating what he/she knows are not there. The subject matter mastery without instructional delivery technique is incomplete. The two are very important in teaching.

3.1.2 sIssues in Secondary School Teachers Licensing by the Teachers' Registration Council.

The Teachers Registration Council of Nigeria (TRCN) is an agency of the Federal Ministry of Education. It was established by the TRCN Act 31 of 1993. The major mandates are the regulation and control of the Teaching Profession at all levels of the Nigerian Education system, both in the public and private sectors. One of its main responsibilities is to certify teachers who possess educational qualifications related to teaching. Every practicing teacher is expected to register with this Council if he or she wants to remain on the job. Table 2.2.1 shows the percentage of teachers in secondary schools who have been registered.

Teachers of Teachers Registration Council of Nigeria at Secondary Level (2003-2005)

Status	2003	2004	2005
Registered teachers	117,258 (65%)	138,286 (89.5%)	150,109 (96.5%)
Unregistered teachers	63,020(35%)	316,308, (105%)	5,449 (3.5%0
Total	180, 278	154,594	155,555

Source: Computed from Annual Abstract of Statistics 2006.

Table 2.2.1 shows proportion of secondary school teachers that have registered with Teachers Registration Council of Nigeria between 2003 and 2005. In 2003, out of 180,278 teachers, 117,258 were registered members representing 65% while 63,020 did not register. In 2004, the number of registered teachers increased to 89.5% of the entire teachers because 138,286 out of 154,594 registered. The registered members also increased in 2005 to 96.5%. A total of 150,109 teachers registered out of 155,555 teachers in secondary schools. The remaining 3.5% did not register.

The trend of teachers’ registration with Teachers Registration Council was encouraging because the percentage of registered members increased yearly. However, the remaining 3.5% unregistered teachers is a source of worry to concerned stakeholders with respect to quality of education. These unregistered teachers are likened to medical doctors practicing without certification by the national medical body. The menace caused by unqualified teachers is more than that of uncertified medical doctors.

To ensure compliance, government needs to apply force because the future of any country lies in the quality of education offered.

SELF-ASSESSMENT ASSIGNMENT 1

Why do you consider the Teachers’ Registration Council as good step in enhancing teachers’ quality?

3.2 Quality of Teachers and Instruction Delivery in Secondary Schools.

The place of teachers in the quality instruction and learners’ achievement in schools cannot be over-emphasized. It means that the quality of teachers found in secondary

s have identified some measures of teacher quality.

- a. Teacher educational qualification.
- b. Teacher experience on the job.
- c. Teacher self concept

Greenward (1997) established that inexperienced teachers (those with less than three years of experience) are typically less effective than the more senior teachers, that is, those with more years of experience. Such teachers must have come across different categories of learners that demand different skills or methodology. This experience helps handling such a case when it reoccurs. Teachers' academic qualification is also confirmed to be significant influence on schools' academic performance (Goldhaber and Brewer, 1999). The quality of a teacher in the classroom has been described as the single most important factor in determining how well a student learns. Teachers with professional educational qualifications find it easy to impart what they have acquired to learners. They are ready to accommodate learners' differences.

The quality of teachers' instruction is enhanced at secondary school level by the following:

1. Participating in professional development activities that foster their responsibility.
2. Becoming familiar with current research on student achievement.
3. Networking with colleagues to learn more about teaching expertise.
4. Practicing a differentiated instruction, data driven instruction and identifying areas of weakness in students are crucial to developing the quality of classroom instruction.
5. Taking cognizance of external characteristics, such as student socioeconomic status and parental educational attainment that impact on achievement of students (Ballard and Befes 2008; Gallaher, 2002).

3.3.1 Physical Plant in Secondary Schools

the concept of physical plant in Unit 2 of Module 1. The explanation here is a bit different since this is the secondary level of education.

Physical plant can also be referred to as school plant, school site and all the structures that have been put in place to aid effective teaching and learning in the school. School plant includes the site, the building and the equipment. Ajayi (2007) highlighted some components of school plant as follows:

- (i) School site: this refers to the entire landscape on which the school's permanent and semi-permanent structures are built.
- (ii) Building: These include classroom blocks, administrative offices, libraries, workshops, laboratories, students' hostels, toilets, dining halls, etc.
- (iii) Equipment: This consists of typewriters, photocopiers, computers, sporting equipment, laboratory and workshop equipment.
- (iv) Machinery: It includes machines and tools used in the workshop, duplicating machines etc.
- (v) Furniture: Desks and seats used in the classrooms, office furniture, residential quarters' furniture etc.
- (vi) Vehicles
- (vii) Books: These include textbooks, notebooks, magazines, etc.
- (viii) Electrical infrastructure: Air conditioners, electric fans, generating sets, other electrical fittings, etc.

Others include water supply facilities and accessories.

The importance of school physical plant in the accomplishment of the educational goals cannot be overstressed. It facilitates the teaching and learning process, the buildings protect students and school staff from the sun, rain, heat and cold.

3.2.2 Problems of physical plant in Secondary Schools.

The rapid expansion of students' enrolment in Nigeria since the attainment of political independence has led to inadequacy of resources available to education. Poor funding of schools hinders them from expansion and replacement of ageing school buildings. The classrooms are overcrowded owing to the increase in enrolment and

lings. Table 2.2.2 reveals the average class size in

Table 2.2.2 Average class size in Secondary Schools in Nigeria

Years	Enrolment	No of Classrooms	Average Class Size
2001	4,601,105	124,229	37
2002	4,897,048	140,983	35
2003	6,509,772	167,378	39
2004	6,279,562	98,078	64
2005	6,255,522	96,634	65

The data on Table 2.2.2 indicates congestion in classroom from 2004. The minimum number of students in a class is 40 though it is 1:35 by UNSECO standard. There are other administrative problems associated with shortage of classroom. These include uncondusive teaching-learning process, difficulty in individualizing instruction by the teachers and encouragement of abnormal behaviour from the learners and above all, misplacement of school objectives could be a repercussion.

3.3.2 Remedies to Problem of School Physical Plants.

The achievement of secondary education goals could be in great jeopardy against the challenges posed by inadequate classrooms and other physical facilities like library, laboratories, toilets, and so on. The following could serve as remedies:

1. Increase in educational funding by government.
2. Needs of different schools should be identified in the area of school plant before necessary action.

should be based on spaces in school. This can be
ing of reliable data.

4. Communities should be involved in the construction of blocks of classrooms, laboratories, toilets and purchase of some apparatuses.
5. Non-governmental organisations (NGOs) can also be of great assistance in erecting school plants.

4.0 Conclusion

The role played by teachers in quality sustenance in secondary schools is very important. This calls for recruitment of qualified teachers that possess education degree. In addition, their registration with the Teachers Registration Council of Nigeria is a must. Those in practice should be compelled to do so. The data on secondary school physical plant like classrooms showed inadequacy. The suggestion made will be of tremendous help in reducing the average class size to the barest minimum.

5.0 Summary

You have learnt about the minimum qualifications expected of candidates to be enlisted as secondary school teachers. Discussion was also made on the relationship between the quality of teachers and instruction delivery. More so, the situation of physical plant in secondary school is unveiled. If the situation continues, it could lead to displacement of our educational goals. Finally, you learnt about some suggestions to rectify problems of physical plant in secondary schools.

6.0 Tutor-Marked Assignment

- How can you handle the problem of uncertified teachers if you are appointed as the Honourable Minister for Education?
- Propose solutions to problem of inadequate physical plant in public secondary schools to complement government efforts.

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Greenwald, R (1997). The Effect of School Resumes on Student Achievement. *Review of Educational Research*, 66:361-396.

ANSWER

SAE 1

The establishment of the Teachers Registration Council is a good step in enhancing teachers quality because it aims at professionalizing teaching like other professions.

TMA

unity of enrolling for professional course in teaching
(in Education) with deadline.

- (b) Regular in-service training and workshop will also be organized.
- 2. See the content.

UNIT 3: PROBLEMS OF FINANCIAL POSITION OF SECONDARY SCHOOLS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
 - 3.1 Major sources of finance to public secondary schools.
 - 3.1.2 Other sources of finance for public secondary schools.
 - 3.2 Financing private secondary schools.
 - 3.2.1 Problems of secondary school finance in Nigeria.
 - 3.2.2 Need for financial plan for secondary schools.
- 4.0 Conclusion
- 5.0 Summary

1.0 INTRODUCTION

This unit is going to expose you to how secondary education is financed in Nigeria. You will learn about the major sources of finance to public secondary schools. In addition, other sources of financing secondary school will equally be examined. The problems associated with secondary school finance are also very important issues you will learn. The need for long range financial plan in secondary school forms part of the contents you will learn in this unit.

2.0 OBJECTIVES

At the end of this unit, you should be able to

- Explain how secondary schools are financed in Nigeria.
- Mention major sources of financing secondary schools.
- Differentiate between private secondary and public secondary school funding.
- State problems of secondary school finance in Nigeria.
- Discuss the need for long range financial planning in secondary schools.

3.0 MAIN CONTENT

3.1 Major Source of Finance of Secondary Schools.

Secondary schools are divided into two based on the ownership. We have the public as well as private-owned secondary schools. Public secondary schools are those established by either the Federal or State government. They are referred to as public secondary schools because they are established and being financed from taxes paid by the public.

The major source of finance to public secondary schools is grant. Grant is the fund provided by government for building of structures, repairs and purchase of necessary equipment, maintenance, payment of salaries and allowances of staff in the school. Government grants are in two categories, these are:

part of government grants which is meant for provision of fixed assets such as classrooms, libraries, buildings, office furniture, laboratories, typewriters, photocopiers, etc.

- b. Recurrent Grant: This is part of government grants that cover the payment of salaries and allowance of staff and all other consumable materials such as chemicals, writing materials and stationery.

Budgeting is very necessary in secondary school administration. School budget is a financial plan through which educational goals are translated into reality (Mussazi, 1982). It is the responsibility of the school principal to prepare the school budget, even though he may delegate the duty to his bursar. After the school budget has been prepared, the principal has to present it before the Board of Governors for their perusal and approval. Before the Board of Governors' meeting on the budget, a draft copy is sent in advance to each member to allow all the members to study the budget and come up with their observations during presentation.

On the presentation of the budget to the Board of Governors, members will deliberate on the budget and make any change they consider necessary before getting their approval.

After the budget has been approved by the Board of the Governors, the draft is sent to the Planning Division of the Ministry of Education for ratification. The Ministry of Education could make amendment on the draft budget before its ratification. The moment the budget is ratified by the Ministry of Education, it becomes operational.

It is the responsibility of the school principal to administer the budget by ensuring that records are kept on financial activities carried out in implementation of the programmes contained in the budget.

3.1.1 Other sources of Finance to Secondary Schools.

Other sources of finance to public secondary schools in Nigeria include:

- i. Donation and Endowment funds: This is one of the sources of financing secondary education in Nigeria. Many private sectors, corporations and companies and other individuals and philanthropists have often contributed

of education through the award of scholarship, supply of books and equipment.

- ii. International Aid sources: Educational Finance also comes from international organizations. Notable among these organizations are the World Bank, the United Nations Educational Scientific and Cultural Organization (UNESCO), the United Nations International Children's Fund (UNICEF), the United Nations Development Programme (UNDP) and the World Health Organization (WHO).
- iii. Loans: This is a source of financing individual person's education through borrowing from relations, communities or cooperative societies to pay school fees. Loan as a source of financing education is embarked upon by individuals as a last resort.
- iv. Community participation: Communities also participate in financing education. This may come in form of Parents Teachers Association (PTA) levies. Apart from financial resources for education from government, land resource is also needed; some communities sometimes donate land to schools on request and build classrooms from the community purse.

3.2 Financing of Private schools

As part of government efforts in widening access to education at all levels, the private sector is being encouraged to establish secondary schools. Private secondary schools are owned by individuals, organizations/associations or religious bodies that establish them. The initial fund for the establishment of the school for capital project and recurrent expenditure comes from the owners known as proprietors or proprietresses.

The major source of finance for private schools is the school fees that are charged. This comprised money paid as tuition, and other payments such as boarding fee and furniture.

ance for private secondary schools include proceeds
ons, loans, and so on.

3.3.1 Problems of Secondary School Finance in Nigeria

There are various problems encountered in financing public secondary schools, some of which are examined below:

- a. Greed on the part of school Principals: Where school heads are insincere and greedy, there may be misappropriation and embezzlement of funds made available for a particular project at the expense of educational objectives.
- b. Unstable political environment: political instability in Nigeria gives room for unstable policies of government and poor economy. Consequently, the public funding of schools is adversely affected and execution of capital projects becomes difficult.
- c. Inflation: Inflation is a persistent fall in the purchasing power of money. It refers to a situation whereby too much money buys few goods. Such situation makes the preparation and implementation of school budgets cumbersome particularly when an accurate estimate of the rate of inflation over the budget period cannot be made. As a result of inflation, some of the projects budgeted for may not be implemented due to rising cost of materials.
- d. Poor remuneration of teaching staff: Over the years, teachers have made persistent complaints about poor salaries being paid to them. The strike action embarked upon in early 2009 by teachers of both primary and secondary schools was a good example. Most state governments are still battling with the nagging issue of Teachers Salary Scale (TSS).
- e. Inadequate Funding by the Government: Grants released to schools are far below expectation. The reason for this is not far fetched, because different sectors are competing with education. What government allocates to education falls short of UNESCO's recommendation of 26% of a country's national budget.

These include ageing facilities, inadequate classrooms, unqualified teachers, shortage of laboratory and laboratory materials, brain drain, among others.

Self-Assessment Exercise:

State some of the problems of secondary school financing in Nigeria.

3.2.2 Need for Long Range Financial plan in Secondary Schools.

We all know that finance is essential in the fulfillment of the goals and objectives of secondary school education. Thus, there is the need now for state-wide and more sophisticated forms of multi-year, systematic financial planning which brings together various observations, suggestions, and experiences through the involvement of different interest groups to accelerate and guide financial planning for qualitative secondary education (Nduka, 2001).

The long range plan for secondary schools is expected to contain student enrolment projections, an instructional programme development plan, a staff development plan, a support services development plan, a capital facilities improvement plan, and a multi-projection of expenditures and revenues. If those are adequately planned for, the problem of financial crisis will be minimized.

Therefore, the need for a long-range financial plan for secondary schools includes:

- (i) To protect the state secondary schools from unnecessary and harmful dislocation and fluctuation in programmes and services to the students.
- (ii) To temper decision-making at the board or commission and state Ministry of Education levels with greater prudence or toughen it with greater courage and initiative by setting programmes and policy proposals which are being considered in the context of the future financial conditions of the state.
- (iii) To build public and staff confidence in the State Universal Basic Education Board and State Ministry of Education by giving assurance

careful planning process is in place and long-range plans and that the decision makers will not deviate unnecessarily from the afore mentioned plans.

- (iv) To increase the likelihood of success in bringing about change in the state-owned secondary schools.

For the financial long range plan to work successfully, every stakeholder needs to be sincere. Government should improve allocation to the education sector as well as avoiding financial leakages. The school administrators should be financially disciplined.

4.0 Conclusion

School finance is an important aspect that determines expected quality of graduates from the system to some extent. The trend of financial allocation to education confirmed that government alone cannot bear the burden of education finance. The grants meant for the administration of secondary schools are not released as and when due. In some states, a term or two terms grants are outstanding. This is a serious problem. The relationship between secondary school and Ministry of Education as well as the Teaching Service Commission can also be strengthened through adequate funding. The regular visit by the Ministry depends on availability of vehicles. Having known that educational funding is a thorny responsibility for government to shoulder, communities in the neighborhood of schools have to come to the aid of schools.

5.0 Summary.

In this unit, we have discussed secondary education funding. The main source of funding of public school is grants from the government, while private secondary schools rely on school fees. It is clear that all is not well with our public secondary schools. Remember that other sources of education finance were explored. Owing to the problems of funding, we recommended long term financial plan for secondary schools.

6.0 Tutor-Marked Assignment

finance to public secondary schools in Nigeria?
available to public secondary schools.

2. Enumerate some of the problems of secondary school finance.
3. Of what significance is long term financial plan to quality of secondary education in Nigeria?

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and Practice of Educational Administration. London:

Nduka, G.C (2001). *Financial Planning for State Secondary Schools: Strategies for Qualitative Secondary Education in Nigeria.*

ANSWER

SAE: Greed on the part of school principals, unstable political environment, inflation, poor remuneration, inadequate funding.

TMA

- 1a. The major source is grants from the government.
- 1b. Donation and endowment funds, international aids, loans and community participation.
2. See SAE 1
- 3a. It aids the achievement of stated educational goals at secondary school level. See the content.
- 3b. To get rid of some of the problems such as inadequate facilities, classrooms, teaching staff, and so on.

UNIT 4: SECONDARY SCHOOL RELATIONSHIP WITH MINISTRY OF EDUCATION, TESCOM AND THE COMMUNITY.

CONTENTS

- 1.0 Introduction

- 3.1 Secondary school relationship with Ministry of Education.
- 3.2 Secondary school relationship with TESCOM.
- 3.3 Secondary school relationship with Community.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-marked Assignment
- 7.0 References/Further Reading.

10 INTRODUCTION

You are going to learn about the relationship between secondary schools with Ministries of Education and Teaching Service Commission in this unit. The pattern of relationship with the community will also be discussed.

2.0 OBJECTIVES

At the end of this unit, you should be able to do the following:

Explain the relationship that exists between secondary schools and the:

- i. Ministry of Education.
- ii. Teaching Service Commission.
- iii. Community.

3.0 MAIN CONTENT

3.1 Secondary School Relationship with Ministry of Education.

The Ministry of Education is a major government department that handles issues relating to education at both national and state levels. The Federal Ministry of Education regulates both Federal and State secondary schools. However, the State Ministries of Education are specifically concerned with state-owned public secondary as well as private secondary schools.

There are five departments which have different functions in secondary schools. The Federal Ministry of Education is headed by the Minister of Education (Political appointee) while the State Ministries of Education are headed by Commissioners for Education (Political appointee). The Director-General is the administrative head of the Ministry.

The Inspectorate unit of the Ministry visits both private and public schools for inspection. The types of supervision carried out by the unit include full inspection, routine checking, follow-up inspection, and recognition inspection/certification. The unit has mandate to upgrade schools and call up any secondary school that does not meet up with expected standard. The Planning, Research and Statistics (PRS) unit is the custodian of school statistics. The number of schools by local government, enrolment by gender, number of teaching and non-teaching staff are among school statistics expected to be kept by this unit. Schools are expected to relate effectively with this unit so as to update the staff strength and enrolment as well as information on facilities in schools. These data enable government to take appropriate decisions. However, it is quite unfortunate that planning, research and statistics units of some state Ministries of Education do not possess current data on schools.

3.2 Secondary school relationship with TESCOM.

The Teaching Service Commission (TESCOM) is another government department that handles secondary school matters, especially teaching staff. Schools are expected to relate properly with the TESCOM. The commission has mandate to appoint, post, transfer, promote, dismiss and exercise disciplinary control over teaching and non-teaching staff. For the purpose of administrative convenience, the TESCOM in every state groups the Local Government Areas into zones. Each zone is handled by a Zonal Education Administrator who reports to the Permanent Secretary.

Teaching Service Commission maintains three (3) committees, each headed by full-time members. The committees are:

- a. Promotion Committee

nary Committee.

tment Committee

Teaching Service Commission sees to quality assurance of public secondary schools through healthy relationship with schools.

Self-Assessment Exercise

Mention three functions performed by the Teaching Service Commission in the effective running of secondary schools in Nigeria.

3.3 Secondary school relationship with Community.

Schools and their local communities are interrelated. As put by Jaiyeoba and Atanda (2004), a school is viewed as an institution set up to bring about desirable changes in the lives of learners as well as the community as a whole. School gains from the community and vice-versa. Thus, the school system cannot be isolated from the community if its existence is to be justified.

Edem (1987) recognized the capacity of a school to interact and cooperate with other agencies in the community as an important factor in determining the success of the school. Jaiyeoba (2004) viewed school community relationship as part of the operational areas of school administration. It is a situation in which the local community of a school participates in school programmes and activities.

A good avenue for the school-community relationship is the Parents-Teachers Association (PTA). The PTA is an organization which brings parents and teachers together in the interest of the students.

There are reasons why there must be healthy relationship between secondary schools and their host communities. Some of the problems of secondary schools of which community could be of help include inadequate facilities, classrooms, and laboratory teaching staff as well as problem of indiscipline among students. Table 2.3.1 shows the typical areas of participation by the various community groups.

y Community.

		MAJOR FACILITIES
1	Parents-Teachers Association (PTA)	School buildings, Blocks of classrooms, Administrative Blocks, equipping laboratories and workshop.
2	Old Students Association	Blocks of Classrooms, school hall, sporting facilities.
3	Clubs and Societies	Bore holes, drinking wells, toilets.
4	Non-Governmental Organizations (NGOs)	Enlightenment programmes, Documentary, Books.
5	Philanthropists	Equipping Libraries with Books.
6	Commercial Houses, Banks, Bookstores, etc.	Money, Books, Stationery.

Source: Jaiyeoba and Atanda (2004)

4.0 CONCLUSION

The survival of secondary schools depends on their healthy relationship with specific bodies saddled with certain responsibilities. These bodies or agents include Ministries of Education, TESCOM and the Community.

5.0 SUMMARY

In this unit, we have discussed three major entities that relate with Nigerian secondary schools. Their relationship is germane to the success in secondary education. These bodies are both State and Federal Ministries of Education, Teaching Service Commission (TESCOM) and the Community.

6.0 Tutor-marked Assessment

List the stakeholders in the community and their likely contributions to the development of secondary schools in a tabular form.

7.0. References/Further Reading

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 er system of Secondary Education in Oyo State. An
 unpublished Ph.D Thesis in the Department of Educational Management,
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Nduka, G.C (2001). Financial Planning for State Secondary Schools: Strategies for Qualitative Secondary Education in Nigeria.

ANSWER

SAE

- (a) Appointment of teachers.
- (b) Payment of salaries and allowances.
- (c) Discipline and promotion of staff of secondary schools.

TMA

	COMMUNITY GROUP	MAJOR FACILITIES
1	Parents-Teachers Association	School buildings, Blocks of classrooms,

		Administrative Blocks, Equipping laboratories and workshop.
2	Old Students Association	Blocks of Classrooms, school hall, sporting facilities.
3	Clubs and Societies	Bore holes, drinking wells, toilets.
4	Non-Governmental Organizations (NGOs)	Enlightenment programmes, Documentary, Books.
5	Philanthropists	Equipping Libraries with Books.
6	Commercial Houses, Banks, Bookstores, etc.	Money, Books, Stationery.

UNIT 5: EXAMINATION ISSUES IN SECONDARY SCHOOL AND STUDENT DISCIPLINE

Contents

- 3.0 Main Content
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1.0 Introduction

In this unit, you are going to learn more on examination issues, especially at the secondary school level. Some other acts of indiscipline that are prevalent in secondary schools will also be learnt.

2.0 Objectives

At the end of the unit, you should be able to:

- Define the concept examination
- Explain the term examination malpractice.
- Mention the forms of examinations in secondary schools.
- Suggest measures to curb the incidence of examination malpractice
- Mention acts of indiscipline in secondary schools

3.0 Main Content

3.1 Kinds/forms of examination for Secondary Schools

Before we begin to discuss types of examination available for students in secondary schools, it better to remind ourselves of what examination means once again. Examination is defined as the process, which comes after a period of learning and as an organized assessment of individuals' performance on the basis of his/her institutional procedural exposure (Adelusi, 1998). In a related definition, Hornby (1995), defined an examination as a formal test of somebody's knowledge or ability in a particular subject especially by means of answering questions or practical exercises.

Examinations in secondary schools could take different forms. Examinations could be internal or external. It could be oral, written or both. Examples of internal examinations are continuous assessment tests, terminal and annual or promotion examinations.

Examples of external (public) examinations common in secondary schools in Nigeria are the Senior School Certificate Examination (SSCE) conducted by the West African Examinations Council (WAEC) and National Examinations Council (NECO).

In some public secondary schools, before a student on transfer is admitted into any class, an entrance examination is usually conducted to assess his/her level of intelligence.

3.1.1 Forms of Examination Malpractice

In the conduct of examinations, some irregularities could render it invalid. Examination malpractice is the greatest stigma that renders most secondary school examinations unreliable. Examination malpractice has become a source of worry to educational stakeholders in Nigeria.

Adeyemi & Akindele (2002) considered examination malpractice to be all forms of students' misdemeanor that take place prior to and during the conduct of examinations which are capable of undermining the smooth flow of the examination process. One may

they occur not only before or during the conduct of examination has taken place. To Okezie (2001), it is the undue and unfair advantage to pass an examination by circumventing the laid down procedures and failing to render the account of one's scholarship.

The following are forms of examination malpractice in secondary schools:

1. Impersonation: This happens when a candidate sits in an examination hall for another candidate pretending to be the real or original candidate.
2. Bringing foreign materials into examination hall: This is when a candidate brings into the examination hall textbooks, notes and some other materials.
3. Collusion: This happens when two or more candidates agree to receive or give assistance to each other.
4. Irregular activities inside and outside the examination halls. These manifest in diverse ways outside the examination halls. They include:
 - (a) Stealing, substituting or misappropriating the scripts of other candidates.
 - (b) Tearing part of the question paper or answer booklet during the examination to enhance cheating.
 - (c) Substituting worked scripts during or after an examination.
5. Assault on or insult of Examination Officials: This occurs when students insult examination officials as they carry out their business. The aim is to distract them from effective supervision so that they can have their way.
6. Electronically-assisted malpractice: The advancement in technology has its negative impact on examination process. Students make use of electronic gadgets to cheat during examinations. Such gadgets include calculators, organizers, compact disc (the smallest size) and mobile phones (GSM).
7. Inscription: Another form of malpractice is when students inscribe materials or information on anything like parts of their body, such as palms, thighs, dresses, handkerchiefs, rulers, purses, chairs, tables, and so on.
8. Personality Connection: This is a situation whereby some influential students make use of godfathers in politics, economic high towers, parents and cult members to influence the outcome of examination.

practices are too numerous to mention. Some of the

- (i) It makes nonsense of the educational system and it militates against the country's goal of a just and an egalitarian society
- (ii) Inability to defend the certificate obtained through malpractice.
- (iii) It discredits certificates issued by the national examination bodies.
- (iv) Spill over effect borne by parents and other relatives. When parents or guardians have to bear the cost of re-registering their wards for another examination after he/she has been expelled due to malpractice.

3.2 Government Provisions for Dealing with Examination Malpractices

Owing to the stigma of examination malpractices on the image of Nigeria abroad and within, the then military government under the leadership of General Abdul-Salam Abubakar promulgated the Examinations Malpractice Decree in 1999. The document spells out the malpractice offences (that is, types of examination malpractice) and the attendant penalties (see Table 2.4.1).

Table 2.4.1: The Offences and the Penalties

S/N	Offences	Sanction
1	Cheating at examination:	(a) In the case of a person under the age of 18 years, to pay a fine of N100,000 or imprisonment for term not

		exceeding 3 years to both such fine and imprisonment.
		b) In the case of principal, teacher, an invigilator, a supervisor, an examiner or an employee of the examination body concerned with the conduct of an examination, an imprisonment for a term of 4 years without the option of a fine.
2.	Stealing of Question paper	3 years imprisonment or fine of N100,000
3.	Impersonation	- 3 years imprisonment or fine of N100,000 (for student). - 4 years imprisonment in case of teacher, principal, agent or employee of examination body.
4.	Disorderliness at examinations	3 years imprisonment or fine of N50,000
5.	Disturbances at examinations	- 3 years imprisonment or fine of N100,000 - In case of a principal, teacher, an invigilator, a supervisor, an agent, 5 years without the option of fine.
6	Obstruction of supervisor	3 years imprisonment or fine of N100,000 In case of an invigilator, a supervisor, an agent, 5 years without the option of fine.
7	Forgery of result slips	- 3 years imprisonment - in case of a principal, teacher, an invigilator a supervisor, an examiner, or an agent or employee of examination body concerned with examination, 5 years imprisonment without the option of fine.

Source: Examination Malpractice Decree 1999.

Self-Assessment Exercise

List some of the examination malpractices in secondary schools.

3.3 Recommended Solutions to the Problems of Examination Malpractices in Secondary Schools

s, especially scholars have come up with different examination malpractice. They include:

- (a) Putting a stop to automatic promotion of students in primary and secondary schools.
- (b) Stepping up enlightenment campaigns by the National Orientation Agency (NOA) on the issue of examination malpractices. Also, mass media have to intensify their effort in the campaign.
- (c) Adequate payment of staff of examination bodies.
- (d) Posting of invigilators should be changed daily or on weekly basis.
- (e) Provision of conducive learning environment by government through enhanced remuneration for teachers and provision of adequate facilities. This will enhance effective teaching-learning in schools, and thereby allaying students' fear of examinations.
- (f) Ensuring the enforcement of the examination malpractice law by state and federal government.

3.4 Forms of Indiscipline in Secondary Schools

Recall that you learnt about indiscipline in primary school in the Unit 4 of Module 1. The definition of indiscipline does not differ at any level of education but its forms or acts do. Indiscipline is simply described as the mode of life that is not in conformity with rules and also involves non-subjection to control. Adeyemo (1985) said indiscipline connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system.

Some of acts of forms of indiscipline in secondary schools include:

1. Cultism
2. Indecent dressing: Some of the students in secondary schools deviate from proper ways of dressing. Male students fly their shirts, wearing rough uniform and wearing bathroom slippers to school. On the other hands, the female students turn their uniforms to body-hug, mini-skirt and so on.
3. Stealing
4. Fighting

There are factors responsible for indiscipline among the students. They include the following:

- (1) **School Management:** The components of this factor include lack of facilities and equipment, admission of children with poor academic standards into schools, lack of sufficient moral and religious instructions and automatic promotion. These could be remote factors for the students' act of indiscipline.
- (2) **Staff factor:** These include lack of sincerity and devotion to duty; moral laxity of teachers, incompetent staff and undue familiarity of some teachers with students.
- (3) **Society and parents:** Interference of influential parents in school administration, failure of parents to provide necessary school requirements, undue publicity of sensational news by the mass media.
- (4) **Peer group influence**
- (5) **Ignorance of the rules and regulations in the classroom by the students.**

3.5 Handling Problems of Indiscipline among Secondary School Students

Effective teaching and learning can only take place in an environment devoid of indiscipline. To this end, acts of indiscipline could be minimized in our secondary schools through the following:

1. Effective communication between school management and students.
2. Teachers should be of exemplary behaviour for students to emulate.
3. Behaviour modification can be used by the teachers and the parents. In this case, what is unsuitable behaviour is first established and the desired behaviour is aimed at, often the culprit is consulted quietly and privately in order to assist him/her in dropping the undesirable ideas.
4. Another way of handling of problems of indiscipline is the development of moral values through moral instruction as part of school subject.

erned about the type of friends their children keep or

4.0 Conclusion

Examination malpractice and other acts of indiscipline can lead to goal displacement in secondary schools. It has been confirmed that students are not the only ones perpetrating this act; nearly all stakeholders have their portion of the blame. Examination malpractice is rampant in both internal and external examinations. Its occurrence makes mockery of our national certificates like the National Examinations Council Certificate and West African Examinations Council Certificate.

The various acts of indiscipline among secondary school students are hindrances to the achievement of educational goals in Nigeria.

5.0 Summary

You have learnt two major issues that are obstacles to the fulfillment of secondary school objectives. These are examination malpractice and acts of indiscipline among the students. The two forms of examinations taken by the students are internal and external examinations. None of the two types of examinations is free of examination malpractice. The forms of examination malpractice identified in the lecture include impersonation, collusion, bringing into examination hall items such as textbooks, among others. In addition, you also learnt about the penalties prescribed by government for perpetrators of examination malpractice. The penalties range from fine of N100,000 to 5 years imprisonment. We also discussed measures to curb the incidence of examination malpractice.

Forms of indiscipline in secondary schools are also discussed in the lecture. In the next unit, you are going to learn issues in secondary school staff discipline and co-curricular activities. Before then, you may reflect on what you have learnt in the Unit 5 of Module 1.

6.0 Tutor-Marked Assignment

1. What is examination malpractice?

are not the only people responsible for malpractice in

3. What effort is being made by the government to curb examination malpractice?

References/Further Reading

Adewusi, R.A. (1998). *Moral, Religious, Social and Legal Approaches to Solving Examination Malpractice*. A paper presented at a seminar on examination malpractices and cultism, organized by Ondo State Ministry of Education Akure.

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ANSWER

bring materials into examination hall, collusion, assault on examination officer, electronically assisted malpractices and so on.

TMA

1. It is the act of compromising examination rules and regulations by the stakeholders.
2. Yes, because parents, teachers, principals and others involve.
3. The issuance of examination malpractice decree.
4. Putting a stop to automatic promotion of students in primary and secondary schools, stopping up enlightenment campaign by National Orientation Agency (NOA), Posting of invigilators should be changed on weekly basis.
5. They include collusion, indecent dressing, stealing, truancy, and examination malpractice.

Content

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 - 3.1 Forms of Indiscipline among Staff in Secondary Schools
 - 3.1.1 Cause of Indiscipline among Staff of Secondary Schools
 - 3.1.2 Enforcement of Discipline among Staff of Secondary Schools
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students for higher level of education. Though students are central figure in the teaching-learning process, the role played by the teachers is of great importance. Teachers are models that students look unto. Their discipline is very important if they are to inculcate right types of attitude and value into learners. This unit therefore, exposes you to some of acts of indiscipline by secondary school teachers as well as other staff, the remote causes of their misconduct and suggested solutions to the problem. You are familiar with the dictum that "All work and no play make jack a dull boy". The unit will also explain extra curricular activities that aid cognitive development of learners.

2.0 Objectives

At the end of this Unit, you should be able to:

- Mention some of acts of indiscipline among secondary school staff.
- Explain remote causes of indiscipline among secondary school staff.
- Suggest solutions to acts of indiscipline among staff.
- Discuss the importance of extra curricular activities.
- Mention obstacles to effective extra curricular activities.

3.0 Main Content

3.1 Forms of Indiscipline among Staff in Secondary Schools

Indiscipline simply means lack of discipline. Staff indiscipline is lack of discipline on the part of teaching and non-teaching staff. Any behaviour by the staff that is contrary to the norms of the school constitutes indiscipline. Some common examples of acts of indiscipline among staff in secondary schools are:

1. Collusion in examination malpractice.
2. Sexual harassment of the opposite sex.
3. Illegal collection of money from students
4. Drinking of alcohol during school hours
5. Smoking of cigarette during official hours
6. Insubordination in official matters.

funds

9. Absenteeism
10. Divulging official secret
11. Laziness/irresponsibility

3.1.1 Causes of Indiscipline among Staff of Secondary School

The various forms or acts of indiscipline highlighted above have remote causes.

They include the following:

1. Ineffective school head
2. Unhealthy relationship between the principal and staff.
3. Poor remuneration of staff
4. Ineffective supervision
5. Employment of incompetent staff
6. Evils of society such as corruption
7. Economic hardship
8. Indecent dressing by the students
9. Communication gaps among school heads, teachers and non-teaching staff.

3.1.2 Enforcement of Discipline

The enforcement of discipline in secondary schools is not a one-man affair but such that requires the joint efforts of all stakeholders. Otherwise, such enforcement would not be effective. Therefore teaching staff, students, non-teaching staff, the public, government and the principals have crucial roles to play in ensuring staff discipline. The following suggestions are necessary:

1. Both teaching and non-teaching staff should be adequately motivated through improved conditions of service.
2. Teachers' salaries should be increased to be equivalent to that of what their counterparts in corporate organizations do earn.
3. Parents should encourage their children to dress properly to school. The length of uniform for female students should extend beyond the knee.

meetings of secondary schools should be held regularly to bridge the communication gap.

5. Secondary school staff, especially teachers should be given copies of professional ethics and codes for proper perusal. This may reduce acts of indiscipline on their part.
6. Disciplinary measures should be instituted and consistently implemented to deter staff from acts of discipline.
7. The head teachers (principal) should build healthy relationship between them and the school staff.
8. Regular and objective supervision should be carried out by principals. This would help to improve on the performance of incompetent teachers and also guide against irresponsibility on the part of some lazy teachers.

3.2. Extra Curricular Activities among Secondary Schools Students

Remember that you have learnt about extra curricular activities in Module 1, Unit 5. In order to advance our discussion, this unit focuses on extra curricular activities that are peculiar to secondary schools. Extra curricular activities are complementary activities in school that enhance the cognitive development of learners. Extra curricular activities that are common in secondary schools include:

1. Sports: these include football, basketball, volleyball, handball, hockey, table tennis, lawn tennis, athletics such as short, medium and long-distance races, shot put, javelin, high jump, long jump, and so on.
2. Club activities: Students of secondary schools do engage in club activities as part of extra curricular activities. Some of the secondary school-based legitimate clubs that students can belong to include: the Boys Scout Movement, Man of War Club, Leo club, Girls Guide, Rotaract Club, and the Red Cross.
3. Socio-cultural activities: there are several socio-cultural activities which take place in secondary schools. These are part of a school's extra curricular activities. Students could belong to different legal and registered socio-

schools. Such socio-cultural activities include *Egbe* Cultural Dancers, Drama Groups.

4. Literary and Debating Society activities: these are part of extra curricular activities. Students are given topics to speak in support or against some topical issues that are prevalent in the society.
5. Excursion: Secondary school students go on excursion from time to time to substantiate what they have learnt in the classroom. Students studying Government could be taken to the State House of Assembly to observe legislative procedures or court premises to have idea of court processes.

3.2.1 Problems Militating against Effective Extra-Curricular Activities in Secondary Schools

Regular and effective extra-curricular activities are affected by some factors which include the following:

- (a) Inadequate sports facilities: inadequate sports facilities limit secondary school students' participation in sporting activities. The only common and popular game in school is football. Games like hand ball and hockey are becoming history in schools because government does not provide schools with the facilities for playing such games.
- (b) Personality of the Principals: Principals are the chief executives in the various secondary schools. Their love for the sports will determine their level of involvement and encouragement that would be given to both staff and students.
- (c) Time factor: Apart from 20 or 30 minutes break time, schools hardly have any period set aside to encourage students to participate in sports and club activities. Some teachers even engage students in note-writing during break time.
- (d) Shortage of Funds: Most of the facilities and equipment for sports are not in place because of paucity of funds. Government hardly makes separate provision of grant for the execution of extra-curricular activities.
- (e) Non-cooperation from parents and the public: Some parents do not encourage their children to participate in extra curricular activities. This might be as a result of lack of moral support or open declaration of their dislike for certain sports activities or club activities.

Extra Curricular Activities

Every academic activity is not complete without some experience in extra curricular activities. Extra or co-curricular activities can be improved upon and encouraged in secondary schools in the following ways:

1. Provision of sports facilities by government
2. Enlightenment of the general public on the importance of co-curricular activities.
3. Special time for extra curricular activities should be provided in the time table.
4. School principals should be role models in extra curricular activities.
5. Philanthropists and clubs in the society should sponsor some extra curricular activities.
6. The school principals need to sensitize and motivate their staff to participate in extra curricular activities.

4.0 Conclusion

The role of both teaching and non-teaching staff is very germane in students' effective learning. As it is necessary for students to be disciplined, teaching and non-teaching staff are expected to be disciplined as well. This unit explains forms of indiscipline among secondary schools, staff and how to minimize or eradicate them. You have also learnt about the importance of extra curricular activities. Factors militating against effective extra curricular activities were also discussed.

5.0 Summary

In this unit, you have learnt about some acts of indiscipline by staff of secondary schools. Some of them include smoking, sexual harassment, drinking alcohol during school hours, illegal collection of money, and collusion in examination malpractices. Because of the menace of these acts on school quality, certain suggestions were made. We also learnt that extra curricular activities are essential in school curriculum but some obstacles hinder their effectiveness. Principals were enjoined to play major role in creating awareness on the importance of extra curricular activities within their schools.

the incorporation of extra curricular activities on the
schools with sports facilities to enhance involvement of
students in track and field events.

6.0 Tutor-Marked Assignment

What are the factors hindering the effective extra curricular activities in secondary schools?

7.0 References/Further Reading

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ANSWER

TMA

- (a) Inadequate sports facilities
- (b) Personality of the Principals
- (c) Time factor
- (d) Shortage of Funds
- (e) Non-cooperation from parents and the public

ADMINISTRATIVE PROBLEMS IN TERTIARY

INSTITUTIONS

- UNIT 1: Tertiary Education and its Goals
- UNIT 2: The quality of teachers and instruction in Nigerian tertiary institutions
- UNIT 3: Physical plants and financial position of tertiary institutions in Nigeria.
- UNIT 4: Tertiary Institutions relationship with Ministry of Education, Governing Councils and other Regulatory Agencies (e.g. NUC, NCCE).
- UNIT 5: Acts of Indiscipline in Tertiary Institutions (Cultism, Examination Malpractice and Extra Curricular Activities).

UNIT 1: Tertiary Education and Its Goals

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
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 - 3.2 Specific Objectives of different Tertiary Institutions
 - 3.2.1 (a) University Education
 - 3.2.2 (b) Teacher Education
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 - 3.2.4 (d) Monotechnic Education
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1.0 Introduction

In Module 3, we are going to focus our attention on higher education. Higher education serves as the climax of the three levels of education. In Unit 1 of the Module, you shall learn about global objectives of higher education. You shall also learn about the

stitutions of higher learning. The specific educational
stitutions of higher learning will be discussed.

2.0 Objectives:

At the end of this unit, you should be able to:

- Define higher education
- Mention overall objectives of tertiary education in Nigeria
- State different institutions that offer tertiary education
- List specific objectives of different institutions of higher learning (that is, Universities, Polytechnics, Colleges of Education).
- Discuss the relevance of each of the higher institutions to individual and societal survival.

3.0 Main Content

3.1 Tertiary Education and its Major Goals

The National Policy on Education (2004) defined tertiary education as the education given after secondary education in Universities, Colleges of Education, Polytechnics, Monotechnics, as well as those institutions offering correspondence courses. Scott (2005) stated that tertiary or higher education has two meanings. First, it means the next academic level (without research component) after secondary education. Second, it signifies the system of institutions that provides post-secondary school courses and also engages in research. The second meaning is most relevant to university education. The goals of tertiary education are considered next.

The Goals of Tertiary Education

The goals of tertiary education, according to the National Policy on Education (2004:31) are to:

- (a) contribute to national development through high level relevant manpower training.
- (b) develop and inculcate proper values for the survival of the individual and society.

capability of individuals to understand and appreciate environments.

- (d) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- (e) promote and encourage scholarship and community service.
- (f) forge and cement national unity, and to
- (g) promote national and international understanding and interaction.

The policy document added that, tertiary institutions shall pursue these goals through:

- i. Teaching;
- ii. Research and development;
- iii. Virile staff development programmes
- iv. A variety of modes of programmes including full-time, block-release, deny release, sandwich etc.
- v. Access to training funds such as those provided by the Industrial Training Fund (ITF)
- vi. Students Industrial Work Experience Scheme (SIWES).
- vii. Maintenance of minimum educational standards through appropriate agencies.

Self-Assessment Exercise 1

What are the general goals of tertiary education in Nigeria?

3.2.1 University Education

The university is the apex of all tertiary institutions. It is expected to make optimum contribution to national development by:

- (a) Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of national requirements.
- (b) Making professional course content to reflect our national requirements.
- (c) Making all students, as part of a general programme of all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge and nationalism.

to make significant impact on national development,
the national development and its results disseminated to

both government and industries.

There are three categories of university by ownership in Nigeria. These include federally-owned universities, state-owned universities and private universities. Universities can also be categorized along the courses offered. We have specialist universities that offer particular programmes. For instance, we have universities specializing in Agriculture like the University of Agriculture, Abeokuta (UNAAB), Ogun State, universities specializing in technology like the Federal University of Technology Akure (FUTA). The second type is the general universities, where different programmes are offered. Examples include University of Ibadan (UI), Ibadan, University of Nigeria, Nsukka (UNN), National Open University of Nigeria (NOUN), Ahmadu Bello University (ABU), Zaria.

3.2.2 Teacher Education

Nigeria shows her belief in teacher education in realizing the goals of the education system as well as being a veritable means of achieving national development. Thus, she asserted that teacher education shall continue to be given major emphasis in all educational planning and development. The objectives of teacher education include:

- (a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
- (b) To encourage further the spirit of enquiry and creativity in teachers;
- (c) To help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- (d) To provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- (e) To enhance teachers' commitment to the teaching profession (NPE, 1998).

The institutions that are given recognition by the government to provide teacher education are as follows:

- iii. Institutes of Education
- iv. National TeachersøInstitute.

3.2.3 Polytechnic Education

Polytechnic refers to any non-university tertiary institution in Nigeria offering varieties of technical, technological and business diploma programmes at the National Diploma (ND), Higher National Diploma (HND) and post-HND levels that qualify holders for registration in their professional fields (National Board for Technical Education, 2002).

Polytechnic education provides the technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria (FGN, 2004).

The specific goals of polytechnic education in Nigeria are to:

- (a) Provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, business and management, leading to the production of training manpower.
- (b) Provide the technical knowledge and skills necessary for agricultural, industrial, commercial and economic development of Nigeria.
- (c) Give training and impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant.
- (d) Give exposure on professional studies in technologies (NPE, 1998).

3.2.4 Monotechnic Education

Monotechnics are single-subject technological institutions for specialized programmes such as agriculture, fisheries, forestry, surveying, accountancy, nursing, mining, petroleum and so on. The structure and status of the programmes in the monotechnics are equivalent to those of polytechnics and regulated by the National Board for Technical Education (NBTE).

the same mandates with polytechnics, their objectives
tertiary education objectives are to:

- (a) Provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, business and management leading to the production of trained manpower;
- (b) Provide the technical knowledge and skills necessary for agricultural industrial, commercial and economic development of Nigeria;
- (c) Give training and impart the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant;
- (d) Give exposure on professional studies in technologies (NPE, 1998).

Self-Assessment Exercise:

Differentiate between polytechnic and monotechnic.

4.0 Conclusion

Education is the bed rock of national development. However, the kind of education that will bring about national development goes beyond primary and secondary education. This emphasizes the importance of tertiary education. Tertiary education offers skills required for individual self-reliance which in turn boosts economic growth. In Nigeria, the institutions offering tertiary education include universities, polytechnics, colleges of education and monotechnics. Out of these institutions of higher learning, universities are at the peak of the educational system. This implies therefore, that the priority given to university education by the stakeholders, will determine the extent of a nation's growth.

5.0 Summary

In this unit, you have learnt what tertiary education is and the general objectives. You also learnt that tertiary education is provided in the universities, polytechnics, monotechnic and colleges of education. University occupies the highest level of the educational system. The specific objectives of these institutions offering tertiary

nit. In the next unit, you are going to learn about the
ions.

6.0 Tutor-Marked Assignment

What is the role of tertiary education in national development?

7.0 Reference/Further Reading

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ANSWER

SAE 1:

The goals of tertiary education, according to the National Policy on Education (2004), shall be to;

- A. Contribute to national development through high level relevant manpower training.
- B. Develop and inculcate proper values for the survival of the individual and society
- C. Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- D. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.
- E. Promote and encourage scholarship and community service;
- F. Forge and cement national unity and
- G. Promote national and international understanding and interaction.

SAE 2:

Polytechnics refer to any non-university tertiary institution in Nigeria offering varieties of technical, technological and business diploma programmes at the National Diploma (ND), Higher National Diploma (HND) and post-HND level. Monotechnic is a single-subject technological institution for specialized programmes such as agriculture, fisheries, forestry, surveying, and so on.

TMA

See the overall goals for tertiary education in Nigeria in the content.

OF TEACHERS AND INSTRUCTION IN NIGERIAN TERTIARY INSTITUTIONS

Contents

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 - 3.2 Tertiary Education, Quality of Instruction and Labour Market Demand
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1.0 Introduction

In this Unit, we are going to learn about quality of teachers and instruction in tertiary institutions. These two factors are very important in the achievement of the goals of tertiary education. Though technological advancement has introduced different media of instruction, all these media are to complement teachers' effort and not to replace them. The quality of these teachers is therefore important.

2.0 Objectives

At the end of this unit, you should be able to:

- Explain the criteria for entering into teaching in tertiary institutions.
- Discuss problems of teacher quality in tertiary education in Nigeria.
- Suggest measures to enhance teacher quality.
- Relate the curriculum of tertiary education to labour market demand.

3.0 Main Content

3.1 Higher Education and Teacher Selection

The National Policy on Education (FRN, 2004) states clearly that no educational system can rise above the quality of its teachers. The laudable goals of tertiary education are only realizable when the curricula to achieve them are delivered by professionals in their various fields.

The Nigerian Government knows the worth and value of teachers in tertiary institution. Indeed, the participants at the Baguada Seminar on "Quantities and qualities in Nigerian Education" (NERC, 1980) shared the consensus that the quality of any educational system depends very much on the competence, commitment and motivation of the teachers. The report of the seminar puts it succinctly as follows:

Teachers are the main determinant of quality education; if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the whole nation is doomed. If they are ignorant in their disciplines and impart wrong information, they are not only useless but dangerous. The kind of teachers trained and posted to the schools may well determine what the next generation will be.

The employment of teachers in different tertiary institutions takes different forms. However, the minimum entry qualification of a teaching staff into polytechnic is Bachelor's degree in relevant field. In Colleges of Education, the National Commission for Colleges of Education (NCCE) requires that candidates to be considered for appointment should have, in addition to first degree, some qualification in education. This means that they have to be certified as professional teachers. The minimum academic qualification required for appointing a university teacher in Nigeria is Master's Degree. Occasionally, "persons who earned high quality Bachelor's degrees are given positions of Assistant Lecturer", while in some cases, "those who have Second Class (Honours) Upper Division are given the job of a Graduate Assistant" (Mgbekem, 2004:65). Mgbekem further noted that those appointed without the doctoral degree are

promotions and acquisition of Master's and Doctoral degrees.

Nevertheless, for university lectureship, there is an emphasis by the NUC that the minimum requirement should be a doctoral degree. Government expects that persons with Third Class (Honors) and Pass degrees are never considered for lectureship appointment (Mgbekem, 2004).

To demonstrate her keen interest in teachers' professionalism, government emphasized in the National Policy on Education, that all teachers in tertiary institutions shall be encouraged to undergo training in the methods and techniques of teaching. To this end, some of the teachers in the universities who are not certified teachers have enrolled for courses leading to the award of a Post Graduate Diploma in Education (PGDE).

3.1.1 Problems of Teacher Quality in Tertiary Education

A lot of factors constitute problem to teachers' quality across tertiary institutions in Nigeria. The problems of teacher quality are listed below:

1. *Jettisoning of employment procedure into tertiary institutions:* Some institutions of higher learning compromise standards in their employment process. Out of the pool of applicants for teaching appointment, mediocre are sometimes selected based on recommendations from the powers that be. The consequence of this is borne by the students.
2. *Over-crowding in lecture room:* The enrolment explosion in the various institutions of higher learning creates problems for the teacher. Most lecturers often find it extremely difficult to recognize more than fifty percent of students in their class.
3. *Brain Drain:* The recurrent problems invading Nigerian university education system have also led to a number of lecturers and researchers leaving the shores of the country for greener pastures abroad.
4. *Inadequate infrastructural facilities:* There are resources that are expected to enhance teachers' quality like regular supply of electricity, access to Internet facilities, well-equipped laboratories, functional libraries, and befitting offices, etc. This inadequacy has often formed part of the Academic Staff Union of Universities (ASUU)

importance is the nagging erratic power supply which tertiary institutions and consequently hindered their effectiveness.

5. *Inaccessibility to Grants:* Research and Conference attendance are very crucial and of great importance to faculty members in tertiary institutions of learning. Regular research improves teachers' quality because new discoveries are often made, and it is through research that teachers could become innovative. This would consequently enhance their performance. In some institutions, teachers do not enjoy research grants. This limits their exposure to a large extent.

Self-Assessment Exercise 1

State four problems of teacher quality in tertiary institutions in Nigeria.

3.1.2 Attraction and Retention of Good Quality Teachers in Tertiary Institutions

Employment of good quality teachers in tertiary institutions is a pre-condition to quality of instruction. The case study on how to attract teachers of good quality and their retention in University is considered here. The same process transpires in polytechnics, monotronics and colleges of education.

According to Babalola (2008), the general procedure for attracting, selecting and retraining the best scholars to teach at the university level in Nigeria involves articulation of staff post, requisition by heads of academic units, authorisation by the establishment unit to recruit, advertisement (internal/external to contact all sources), application analysis into suitable, possible and unsuitable applicants, short-listing from the suitable list, assessment of suitable applicants through interviews, appointment (letter) subject to medical test and references and acceptance of offer by the most suitable applicant(s).

Others include administrative appropriation (opening of a file and organization of induction), assumption of duty by filling of an engagement form, addressing the letter of regret to unsuccessful applicants, and accounting system for effective coordination of pay-roll. Having recruited the best scholars from diverse sources, the conditions of

ensure that these scholars are retained in the system performance.

After the employment, quality teachers can be encouraged to stay on the job through these means:

2. Provision for research grants
3. Sponsoring them to attend conferences
4. Providing them good office accommodation
5. Provision of necessary tools such as desktop, laptop, scanner, printer, Internet facilities.
6. Regular payment of salary and allowances.
7. Involving them in decisions that affect them.
8. Allow them to use their initiatives.
9. Organising capacity building workshops/seminars for them, and so on

3.2 Tertiary Education, Quality of Instruction and Labour Market Demand

Concern has been raised about the decline in the quality of education in Universities, Polytechnics and Colleges of Education. This is evident by the quality of graduates produced by these institutions. For instance, graduates from Nigerian universities are faced with problem of unemployment upon graduation. In 2006, the Federal Ministry of Education conducted a large survey involving more than 10,000 online participants to track the products of Nigeria's educational sector. The survey clearly showed a disturbing trend that over 60% of participants were unemployed or under-employed (Babalola 2007). This could be attributed to their poor quality as well as mismatch between labour market and higher education curriculum.

From their observation, Saint, Hartmet and Strassner (2003) lamented that the Nigerian university system is performing poorly in the area of teaching and learning in terms of labour market absorption and employers' assessment of graduates. Thus Mohammed and Gbenu (2007) and Obayan (1999) affirmed that the quality of education offered by higher education institutions in the recent times has deteriorated substantially.

Babalola (2007) described the situation in our tertiary institutions as 'institutional failure' because of skill mismatch. He said skill mismatch is a major concern in Nigeria

acquire skills that are not demanded by the labour
Ministry of Education (FME, 2006) submitted that university

graduates go jobless for the following reasons:

- i. A mismatch between teaching in our institutions and the needs of the labour market.
- ii. Lack of consultation with private sector has led to teaching of outdated curriculum, resources and teaching methods.
- iii. Majority of students learn through lectures and academic textbooks and are academically sound, but often have limited opportunities of acquiring practical experience by using machinery, equipment and practical techniques associated with the profession.
- iv. Lack of qualified teachers to teach vocational, innovative, entrepreneurship and job skills.

In addition to the above, strike actions in the tertiary institutions of learning has constituted a serious threat to effective learning. All the tertiary institutions witnessed a strike action in 2009. Non-accreditation of some of the programmes in our tertiary institutions is another major factor for quality of instruction. A report shows that out of 836 undergraduate programmes evaluated for accreditation in 1991, only 185 met the requirements in terms of academic content, staffing and physical facilities, 79 were denied accreditation and as many as 572 received only interim accreditation (Sanyal, et al 1995). Also, the NUC report in 2006, observed that of 1,345 academic programmes evaluated, 102 (7.6%) were denied accreditation, 670 (49.9%) had interim accreditation while 371 (42.5%) had full accreditation (NUC, 2006). What do we expect from programmes that are not given full accreditation and those with interim accreditation? They are signals of poor instruction.

3.3 Ensuring Graduate Employability through Improved Quality

We all know that tertiary education has potentials to make significant contributions to economic and social development. There is urgent need therefore to arrest the situation that renders graduates of the institutions of higher learning misfit in

measures are necessary in ensuring employability of

- (a) Review of curriculum to suit emerging needs.
- (b) Development of consumer driven and entrepreneurial programmes in all higher institutions of learning.
- (c) Strong linkage with the private sector. The needs of private and corporate organizations have been put into consideration through their involvement in curriculum review.
- (d) Inculcation of requisite skills to thrive in the labour market.
- (e) Regular accreditation exercises to improve quality of instruction.
- (f) Upgrading of instructional facilities in institutions of higher learning.

4.0 Conclusion

The place of higher education in realising national goals and industrial survival cannot be over-emphasized. Teachers as well as instructional quality determine the extent to which higher education goals can be realised. Acknowledging this fact, government requires teachers in tertiary institutions of learning to be knowledgeable in method and technique of teaching.

Self-Assessment Exercise 2:

How can we ensure graduate employability through tertiary institutions in Nigeria?

5.0 Summary

In this unit, you have learnt about what it requires to be a teacher in any institution of higher learning. The problems of teacher quality were discussed. You also learnt about measures to attract and retain quality teachers in tertiary institutions of learning. The latter part of the unit exposed you to the problem of instruction in the institution and how to improve it to make graduates employable.

6.0 Tutor-Marked Assignment

ment on how to attract and retain teachers of good learning.

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ional Management in Higher Education in Western
CO, International Institute for Educational Planning

(Report of Sub Regional Workshop).

ANSWER

SAE 1:

Jettisoning of employment procedure into tertiary institutions, over-crowding in lecture rooms, brain drain, inadequate infrastructural facilities, inaccessibility of grants.

SAE 2:

Review of curriculum, development of answer-driven and entrepreneurial programmes, strong linkage with the private sector, and regular accreditation exercise by the bodies concerned.

TMA

Provision for research grants, sponsoring staff to conferences, provision of good office accommodation, provision of necessary tools, regular payment of salary and allowances involving them in decision making, and so on.



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UNIT 3: PHYSICAL PLANTS AND FINANCIAL POSITION OF TERTIARY INSTITUTIONS IN NIGERIA

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 - 3.1 Components of Physical Plant in Higher Institutions
 - 3.1.1 Current Status of Physical Plant
 - 3.1.2 Reasons for Poor Status of Physical Plants in Tertiary Institutions
 - 3.2 The state of Funding of Higher Institutions
 - 3.2.1 Problems of Funding and Implications for Education Quality
 - 3.2.2 Resolving Financial Crisis in Tertiary Institutions
- 4.0 Conclusion
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- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 Introduction

The physical plants host both teacher and students in institutions of higher learning. This status and quality of physical plant have implications on the quality of instruction and graduates of these institutions. In this unit, you are going to learn about what constitutes physical plants in higher institutions of learning, their current status. Again, the issues on higher education financing will also be learnt.

should be able to:

- Explain what constitute physical plant in tertiary institutions.
- Discuss the present status of physical plants in tertiary institutions.
- Suggest how to improve physical plant status.
- Explain situation of funding in tertiary institutions

3.0 Main Content

3.1 Components of Physical Plants in Tertiary Institutions

As you already aware, this level of education is the peak in the educational system and it requires befitting physical plants. Physical plants are required for teaching, learning and research. They include classrooms, laboratories, workshops, staff offices and libraries. Others include hostels (in residential institutions), staff quarters, students and staff recreational facilities, sports and games facilities. They also include roads, electricity and water supplies (UNESCO, 2006). We can examine each of these briefly:

Lecture Rooms: A classroom or lecture room is referred to as a geographical space that has furniture (that is, table and chairs) where a class of students are taught. For the sake of effective teaching and learning process, there is need for well ventilated classrooms.

Laboratories: Practical-oriented courses demand the use of laboratory. Disciplines like Chemistry, Physics, Microbiology, and so on, require the use of well-equipped laboratories. Apparatuses and chemicals meant for practical have to be made available because a laboratory without the expected apparatus amounts to no laboratory.

Workshops: Courses such as Electrical Electronics, Mechanical Engineering, Wood Work, and Metal Work involve hands-on (practical) experience. Thus, universities, polytechnics and colleges of education offering these courses need functional workshops where theoretical aspects that are taught are complemented with practical.

, instructors and non-academic staff have to be
es have to contain essential tools that will make them
function properly. A functional computer system is one of the tools required by academic
staff to deliver quality instruction. They is the need for them to have access to Internet
facilities. They require printers, scanners and other stationery in their offices.

Functional Library: Websterø (concise edition) Dictionary and Thesaurus (2002) view
library as a collection of books, tapes, records, photographs, etc for reference or
borrowing, a room, building or institution containing such a collection. On the other
hand, Olowokere (2004) described a library as a place that is entrusted with the selection,
acquisition, processing, organising storage, retrieval and dissemination of information in
whatever format either book or non-book materials. Every higher institution is expected
to have a standard central library.

Studentsø hostels in higher institutions that are residential need good hostel
accommodation for the students. The construction of hostels and other structures are
expected to be carried out by experts to avoid the risk of collapse. The security of lives
and properties should also be guaranteed.

Self-Assessment Exercise 1

List components of physical plants in tertiary institutions

3.1.1 Current Status of Physical Plant in Nigerian Tertiary Institutions

Okebukola (2000) intimated that there was a steady improvement in the physical
plants from the 60s and 70s to the mid-90s in the universities, polytechnics and colleges
of education that grew or were established during the period. He added further that, as the
oil boom period waned in the early to mid-80s, tertiary institutions that were just being
established could not match with new demands.

The quantity and quality of the facilities that characterized institutions established
in the pre-oil boom era. He later pointed out that there is the decay in the facilities in all
the institutions, regardless of generation of establishment.

7) noted that the resources such as lecture rooms, studios and many other physical facilities are inadequate, and those that were available are in deplorable conditions. Their submission corroborated the report of Presidential visitation panels which looked into the operations of all Federal Universities between 1999 and 2003. They revealed that academic and physical facilities in all universities were in deplorable state with insufficient lecture theatres/halls, laboratories, among others (NUC, 2005).

In most Nigerian Universities especially in the old ones, hostels were built and furnished for students. These hostels were designed to accommodate two students per room. Owing to the tremendous increase in students' population, a room now takes eight students at the University of Benin (official allocation) (Osagie, 2001). Consequently, the facilities such as toilets and baths meant originally for two students are over stretched.

Inadequate classroom is another thorny issue resulting from the unplanned student population. In addition, laboratories designed to hold a few students are now used for hundreds of students. This leads to over-utilization of resources in the laboratories and poor supervision. The quality of instruction is compromised.

Worse still, office accommodation is inadequate in all tertiary institutions. About three to four lecturers share offices in some of the institutions (some of which are prefabricated buildings). The offices are not comfortable, and hence hinder effective performance of staff, especially the teaching (academic) staff.

The roads on campuses are not properly kept. Some are even becoming death traps because drivers could not maintain their lane due to presence of pot-holes.

3.1.2 Reasons for Poor Status of Physical Plants in Higher Institutions

The increase in demand for tertiary education especially university education resulted in continuous increase in enrolment. Jaiyeoba and Atanda (2009) affirmed that the demand for university education has gone far beyond the supply. In 1960, there were 1,399 students in Nigeria's two universities (Ibadan and Nsukka). In 1961, the enrolment increased to 2,406 (Adesina, 1977) while in the 1962/63 academic session, the total universities enrolment stood at 3,646. This increased rapidly to 8,888 in 1966/67 session but witnessed a reduction in student enrollment during the civil war between 1967 and

as temporary as enrolment doubled every four or five

The recent enrolment shows tremendous increase as revealed in Table 1. The demand for access is much higher than the system's physical capacity to accommodate students. The enrolment increases without any appreciable addition to the institutions infrastructure. The resultant effect would eventually be inadequacy of infrastructural facilities and some other resource.

Table 3.3.1: Nigerian Universities Total Enrolment 2000/01 – 2004/05

Year	Total Enrolment
2000/01	368, 866
2001/02	444, 949
2002/03	606, 104
2003/04	727,408
2004/05	654, 856

Source: Computed from National Bureau of Statistics (Statistics of Education in Nigeria: 1999-2005) 2006.

Table 3.3.2 reveals number of institutions of higher learning in Nigeria as at 2009.

Table 3.3.2: Nigerian Institutions of Higher Learning in 2009

Ownership	Universities	Polytechnics	Monotechnics and specialized institutions	Colleges of Education
Federal	27	21	49	21
State	35	38	161	38
Private	34	12	3	4

71	113	63
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E website 2009.

The total number of universities in Nigeria is 96, polytechnics 71, monotechnic and specialized institution 113 (including Colleges of Health and Agriculture) and colleges of education 63. The total number of higher institutions in Nigeria is 343.

Inadequate and dwindling budget allocation to tertiary institutions is also a remote factor that put physical plants in poor condition. The allocation collected in most cases is meant for recurrent expenses. Some institutions have to augment funds received from government with internally generated revenue (IGR). This prevents institutions concerned from embarking on capital projects.

Lack of maintenance culture among stakeholders in institutions of higher learning is another factor reducing physical plants to nothingness. The abuse of toilet facilities, classrooms and some other facilities in schools is worthy of mentioning here. Maintenance departments in most institutions of learning are handicap. There are inadequate staff and tools for maintenance work. Some facilities that require minor repairs get spoilt beyond what could be repaired because of negligence.

3.2 Higher Institution Funding

Higher education is a social service that requires huge amount of money if its goals are to be met. Funds for running both federal and state institutions of higher learning are derivable from two major sources ó external and internal. They secure grants for recurrent and capital expenses from government.

On the other hand, the private tertiary institutions depend on their proprietors for sizeable proportions of such subvention to meet recurrent and capital costs. A sizeable proportion of such subvention is tapped from tuition and sundry fees (Okebukola, 2003).

Other Sources of Funds to Tertiary Institutions

Apart from the funds received by public tertiary institutions from government, other sources of funds available to tertiary institutions are:

1. Education Tax Fund (ETF)
2. Grant from Bilateral and Multilateral Organisations

Corporate bodies and individuals

5. Consultancy Services
6. Charges paid by students
7. Transport services
8. Commercialization of guest houses
9. Commercialization of patent
10. Commissioned research
11. Staff schools
12. Bookshops/Printing Press
13. Remedial Programmes

The state of Funding in Tertiary Institutions

There is constraint on public funding for higher education not only in Nigeria but also in all countries; both developed and developing (UNESCO, 2004). Despite the fact that tertiary education presently received a larger share of the education budget, Babalola (2001) NUC (2002), Oyeneye (2006) and Akindutire and Ajayi (2007) have identified inadequate funding as one of the major problems facing Nigerian universities.

Between 1990 and 1997, for example, the real value of government allocation for higher education declined by 27% - even as enrolment grew by 79% (Hertnett, 2000).

3.2.1 Problems of Funding and Implications on Quality of Tertiary Institutions

Higher education is facing a remarkable expansion as discussed earlier and this will continue under the combined effect of population growth and the demand for higher education. The 2009 strike actions by the three labour unions {Academic Staff Union of Universities (ASUU); Senior Staff Association of Nigerian Universities (SSANU) and the Non-Academic Staff Union (NASU)} in the university system are testimonies to this fact. The unions' argument was that Nigerian government has not been able to meet up

of UNESCO on educational budget (that is, 26% of

The financial crisis in Nigerian tertiary institutions has implications on the following or may result in the following:

- (a) Continuing decline in quality of infrastructure: The continuous decline in educational budget has spillover effects on infrastructural facilities
- (b) Brain drain: Most of the renowned lecturers and experts are leaving the country in search of greener pastures outside the country's shores.
- (c) Limiting access to tertiary education: As the infrastructure declines without replacement, the resultant effect is reduction in spaces in the institutions.
- (d) Graduation of incompetent graduates: Inadequate facilities due to inadequate funding affect the quality of instruction. The products from such system will eventually be half-baked.
- (e) Congested classrooms
- (f) Poor quality research

When all these happen, it implies difficulty in realizing laudable goals of Nigerian tertiary institutions and the development of the nation is at stake. The graduates turned out by the institutions become objects of ridicule. What do you think we can do to guard against this menace?

3.2.2 Resolving Financial Crisis in Nigeria's Tertiary Institutions

The fact remains that education is under-funded in Nigeria and that government alone cannot shoulder financial responsibilities of education. Therefore, to sustain our tertiary institutions for the benefit of the individuals and the nation as a whole, the following suggestions are offered:

1. Government should improve on her education funding, especially tertiary education, in order to achieve expected goals. The minimum percentage of the total budget of a country that was recommended by UNESCO for effective educational system is 26%.

- in insignificant projects since all projects could not be
face of inadequate funding. Tertiary institutions need
to prioritise their projects so as to meet the pressing ones.
3. **Cost-sharing:** In public institutions where government is committed to a tuition-free policy, the beneficiaries should be allowed to bear certain responsibilities. The parents of students in such institutions could be made to pay for some services enjoyed by their children in addition to taxes.
 4. **Performance-based funding:** This is a situation whereby institutions are funded based on their performance. In this case, performance can be assessed using measures of efficiency (the relationship between inputs and outcomes) and effectiveness (the extent to which the desired outcomes are achieved). This will motivate institutions to utilize funds allocated to them wisely.

Self-Assessment Exercise 2

Discuss five implications of financial crisis in Nigerian tertiary institutions

4.0 Conclusion

The incessant increase in enrolment without corresponding increase in financial allocation to tertiary institutions resulted into over-utilisation and inadequate physical plant. The resultant effects of the scenario are low quality of instruction, brain drain, and production of incompetent graduates. It shows glaringly that government alone cannot bear financial burden of higher education.

5.0 Summary

In this unit, we have learnt that both finance and physical plant of tertiary institutions are in crisis. Since the problem of physical plant is an offshoot of inadequate funding, it implies that when problem of funding is resolved physical plant issue is resolved as well. We therefore, discussed how crisis of under funding can be solved. In the next unit, we are going to discuss the relationship of tertiary institutions with various relevant bodies.



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solving problems of under funding in public tertiary institutions.

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ANSWER

Lecturer rooms, laboratories, workshop, office accommodation, functional library, hostels, staff quarters and so on.

SAE 2: .

Continuing decline in quality of infrastructure, brain drain, limiting access to tertiary education, graduation of incompetent graduates, congested classroom, poor quality research and so on.

TMA

Government should improve her education funding, reducing cost sharing, performance-based funding, and so on.

TERTIARY INSTITUTIONS RELATIONSHIP WITH MINISTRY AND OTHER GOVERNING BOARDS/COUNCILS AND REGULATORY BODIES

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 - 3.1 Tertiary Institutions relationship with Ministry of Education
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 - 3.3 Tertiary Institutions relationship with Regulatory Bodies
 - 3.3.1 Relationship between Universities and the National Universities Commission (NUC)
 - 3.3.2 Relationship between Colleges of Education and National Commission for Colleges of Education (NCCE)
 - 3.3.3 Relationship between Polytechnics and National Board for Technical Education (NBTE)
 - 3.4 Tertiary Institutions and Community Relationship
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1.0 Introduction

Tertiary institutions are set out to achieve a set of objectives for the survival of individuals and society. The establishment, resource allocation, appointment of staff, administration and funding of these institutions are handled by one body or the other. In this unit, you are going to learn about the relationships that exist between institutions of higher learning and various statutory bodies like Ministry of Education, the governing council and bodies saddled with quality control functions for given institutions.

2.0 Objectives

should be able to:

Federal Ministry of Education in administration and management of federal tertiary Institutions.

- Discuss the composition and responsibilities of governing council/board of various institutions of higher learning such as the Universities, Polytechnics and Colleges of Education.
- Mention the regulatory bodies for higher education.
- List functions performed by the different regulatory bodies for higher institutions.

3.0 Main Content

3.1 Tertiary Institutions Relationship with Ministry of Education

It is very important to start the discussion here on the legal framework for educational management in Nigeria. The 1979 constitution of the Federal Republic of Nigeria provides the basic legal framework for educational management in the country. Section 18, of Chapter 2 of the constitution spelt out the national educational objectives thus:

- (1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels
- (2) Government shall promote science and technology.
- (3) Government shall strive to eradicate illiteracy;

Schedule II of the constitution defined the legislative powers of the three tiers of Government. Education is on the concurrent legislative list, giving powers to both Federal and State governments to make laws for the planning, organization and management of education. Item 18 on that list deals with university, technological and post-primary education, including professional education and provides that federal and state governments can legislate on, establish and manage institutions for the purposes of providing University, technological, professional or post-primary education.

In view of the above, the establishment of institutions of higher education in the country can be done by both Federal and State Governments. For effective planning and administration, both Federal and State governments utilize ministries on various issues. Thus, Ministry of Education bears the responsibility that relates to education. Federal

educational issues right from pre-primary to tertiary level. In each state, the States have duplicate of education ministry that exists at the centre.

The federal and State Ministries of Education have different departments of education. Federal Ministry of Education has mandate to issue policy that is binding on both federal and state tertiary institutions for quality assurance while States too have authority to regulate higher education policy in line with national policy on education.

The following are some areas where the Ministry of Education and tertiary institutions relate:

- (1) Ministry of Education advises government on the establishment of tertiary institutions.
- (2) Ministry of Education is responsible for the supervision of higher education in areas such as curriculum and staff matters, physical plant, and so on.
- (3) Involvement in staffing of higher institutions.
- (4) Recommendation of members of governing councils
- (5) Preparation of budget for higher education
- (6) Collection and analysis of relevant demographic information and data necessary for the effective and efficient organization and management of tertiary education.

3.2 Tertiary Institutions and Governing Board or Council

As discussed earlier, the Federal Ministry of Education has the mandate to establish federal higher institutions, so also the state enjoys the same opportunity through concurrent list . After the establishment of tertiary institutions either by the federal or state government, there is need to constitute governing body. The governing board can also be referred to as governing council. This is the body charged with the responsibility of running the affairs of the concerned institution. Let us use a case study of the University of Ibadan governing council here.

In the University of Ibadan Act of 1962, the council (that is, governing board or council) consists of:

- (a) The pro-chancellor;

the deputy vice-chancellor.

by the Minister of Education.

- (d) A number of persons equal to twice the number of regions of which Nigeria consists for the time being of whom two shall be appointed by the Governor of each Region respectively (amended by University of Ibadan (amendment) Decree 1972 as follows: twelve persons representing a variety of interests and broadly representative of the whole federation, appointed by the Federal Executive Council).
- (e) Four persons appointed by the Senate from among the members of that body.
- (f) Two persons appointed by the congregation from among the members of that body.
- (g) One person appointed by convocation from among the members of that body; and
- (h) Such persons, not exceeding four in number as may be appointed by the council to be members of the council.

Functions of University of Ibadan Council

The functions of the University of Ibadan include:

1. The Council shall be the governing body of the University and shall have the general management of the affairs of the University and in particular the control of the property and expenditure of the University.
2. The Council shall have powers to do anything which in its opinion is calculated to facilitate the carrying of the activities of the University.
3. The Council may make statutes regulating the constitution and conduct of the University and regulating any authority or matter connected with the University.
4. The Council shall keep proper accounts in respect of the period of twelve months ending with the thirtieth day of June in each year, and proper records in relation to those accounts.
5. The Council shall prepare and submit to the Prime Minister not later than the thirty first day of January in each year, a report in such form as the Prime

the activities of the University during the period of two

The composition and functions performed by the Council of University of Ibadan may be similar to all federal institutions of higher learning especially universities. The State and private tertiary institutions may take different forms. We can therefore conclude that the governing council has an important role to play in effective administration of tertiary institutions.

3.3. Tertiary Institutions Relationship with Regulatory Bodies

In this subsection, we are going to devote our attention to the statutory bodies established by the Federal Government to regulate the establishment, operation and administration of our different institutions of higher learning. These bodies include:

- (1) National Universities Commission
- (2) National Board for Technical Education (NBTE)
- (3) National Commission for Colleges of Education (NCCE)

3.3.1 Relationship Between Universities and National Universities Commission

The National Universities Commission was established in 1962 as an advisory agency in the cabinet office. However, in 1974, it became a statutory body and the first Executive Secretary, in the person of Professor Jubril Aminu was then appointed.

The National Universities Commission (NUC) is a parastatal under the Federal Ministry of Education (FME). The Commission has a governing council currently dissolved by the President and its Executive Secretary is Professor Julius Okojie, who assumed office on August 3, 2006.

Functions of National Universities Commission

The main functions of the commission are outlined as follows:

- i. Granting approval for all academic programs run in Nigerian Universities.
- ii. Granting approval for the establishment of all higher educational institutions offering degree programmes in Nigerian Universities.

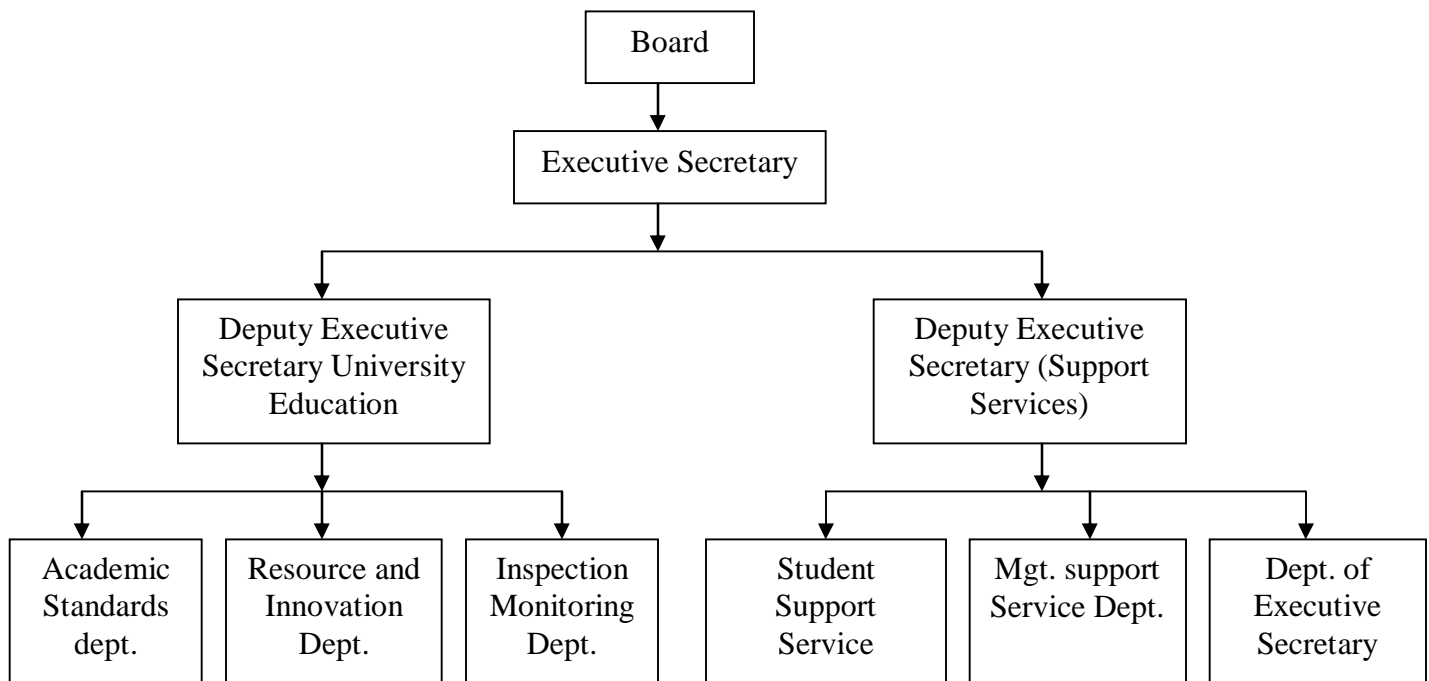
of all academic programmes offered in Nigerian

- iv. Being channel for all external support to the Nigerian Universities.

The commission has six departments, they are:

- i. Department of Academic Standards
- ii. Department of Inspection and Monitoring
- iii. Department of Management Support Services
- iv. Department of Students Support Services
- v. Department of Research and Innovations
- vi. Executive Secretary's office

The organogram of National Universities Commission is shown below in Figure 1.



Source: www.nuc.ng/06/10/09

Commission has remained the most powerful external Nigerian University system through its supervisory functions.

However, the empowerment of the NUC to perform additional functions hitherto performed by the Senate in the Universities is seen as infringement on university autonomy and academic freedom (Tamuno, 1987, Akinkugbe, 2001, Akinwumi and Afolayan 2001). In his opinion, Akinkugbe perceived MAS document of NUC as an intention to reduce academic freedom in Nigerian universities. Thus, it appears that there exists a frosty relationship between the NUC and university community, a development that is not supportive of quality assurance in the Universities. This has been one of the major issues that ASUU is contesting with government. It was one of the reasons for strike actions embarked upon by ASUU in recent time. Therefore, to ensure effectiveness in the universities, Ade-Ajayi (2001) suggested that the NUC must revert to its traditional role at inception, which is that of advisory function.

Relationship between Colleges of Education and National Commission for Colleges of Education (NCCE)

The National Commission for Colleges of Education was established by Decree (now Act) 13 of 17th January 1989 (Amended Act 12 of 1993) as completion of tripod of excellence in the supervision of higher education in the country.

The establishment of the Commission was a resultant effect of the utmost importance accorded to quality teacher education by the Federal Government of Nigeria since inception. The Commission has continuously pursued goals of quality assurance in teacher education. There are 63 Colleges of Education including Federal, State and private under its supervision.

3.3.3 National Board for Technical Education (NBTE) and Polytechnics and Monotechnics

The National Board for Technical Education is a principal organ of the Federal Ministry of Education specifically created to handle all aspects of technical and

university education. It was established by Act No 9

In Addition to providing standardized minimum guide curricula for technical and vocational education and training (TVET), the functions of NBTE include the following:

- (a) Supervises and regulates polytechnics, monotechnics and other technical and vocational education falling outside university education through an accreditation process and the programmes offered.
- (b) It is also involved in the funding of polytechnics owned by the government of the Federal Republic of Nigeria.

Other specific functions performed by NBTE are:

- i. To support the training and development of teacher and vocation education managers, technical teachers and other technical personnel;
- ii. To review and update technical vocational education curricula and prepare curriculum for new disciplines and for other target groups.
- iii. To support identification and preparation of feasibility studies and project documents for further projects to strengthen the development of technical and vocational education in Nigeria.

Self-Assessment Exercise 1

What are the bodies meant to coordinate the activities of tertiary institutions in Nigeria?

3.4 Tertiary Institutions' Relationship with Community

As you have learnt in Modules 1 and 2, that schools are institutions established by the community to preserve and promote values. Tertiary institutions are hopes of the community to sustain development. The relationship between institutions and their host communities is not unidirectional but a double-edge sword. The two entities derive some benefits from each other. In fact, one of the three cardinal points for which tertiary institutions are established is community service.

ing and communities are bound to relate harmoniously

- (1) Community conceived the idea of establishing school in some cases.
- (2) Community resources like land are used for erecting institution of higher learning.
- (3) The institutions are financed through public taxes
- (4) The teaching and non-teaching staff are from the community, that is, the larger society which is Nigeria.
- (5) The enrolment is drawn from the community
- (6) The products/graduates from the institutions come back into the society to practice.

In view of the above, none of the two could exist in isolation. Therefore, the community enjoys the existence of tertiary institutions in the following ways:

- i. Offer of job opportunity to the community or the country.
- ii. Admission opportunity for the children in the society.
- iii. Facilities like halls are used by the community for social engagement.
- iv. Sports facilities are used by the community. Events like inter house sport, football league and some other events are held on campuses. This strengthen the school-community ties.
- v. Places like Botanical gardens and Zoological garden serve as tourist centre
- vi. Expertise of tertiary institutions are asset to the community in some cases like workshop, community development.

On the other hand, our tertiary institutions also derive these benefits from the community:

1. Financial support in executing some projects from philanthropists.
2. Donation of material resources for the benefit of the institution.
3. Moral support in achieving some objectives
4. Participants in research work.

institutions have resorted to the use of parents' forum
lead to unrest from the students. This is a good avenue
to relate with community members. It is also a measure to achieve accountability.

However, meaningful relationship is only guaranteed in the atmosphere of good leadership. Thus, the management of our tertiary institutions should endeavour to create enabling environment that will bring about healthy relationships between the institutions and the community.

4.0 Conclusion

The activities of our institutions of higher learning are regulated by concerned authorities saddled with such responsibilities. Tertiary institutions are offshoots of the larger society. The survival of these institutions depends largely on healthy relationships between the two entities. Therefore, the management teams in these institutions have the responsibility to create enabling environment that could facilitate good community relations. Through such avenue, the institutions could solve most of its problems.

5.0 Summary

This unit has introduced you to regulatory bodies like National Universities Commission (NUC), the National Board for Technical Education (NBTE) and National Commission on Colleges of Education (NCCE) with their various roles. We also discussed the relationship that exists between communities and tertiary institutions and how to enhance such relationship.

6.0 Tutor-Marked Assignment

Why do you think the relationship between tertiary institutions and their host communities has to be sustained and improved?

7.0 Reference/Further Reading

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ANSWER

SAE

- National Universities Commission (NUC)
- National Commission for Colleges of Education (NCCE)
- National Board for Technical Education (NBTE)

TMA

The relationship has to be sustained because Nigerian communities established tertiary institutions for their survival. The survival of the Nigerian community depends on the quality of their tertiary institutions while tertiary institutions too depend on the community at large for their sustenance.

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- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Forms of Indiscipline among Students in Tertiary Institutions
 - 3.1.1 Causes and Effect of Students Indiscipline
 - 3.1.2 Solutions to Acts of Indiscipline among Students of Tertiary Institutions
 - 3.2 Forms of Indiscipline among Staff in Tertiary Institutions
 - 3.2.1 Solutions to Staff Indiscipline
 - 3.3 Forms and Status of Extra Curricular Activities in Tertiary Institutions
- 4.0 Conclusion
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1.0 Introduction

In this unit, you are going to learn about discipline in tertiary institutions. Your previous knowledge of Modules 1 and 2 will be of help. In addition, forms of extra curricular activities in institutions of higher learning will also be learnt.

2.0 Objectives

At the end of this unit, you should be able to:

- Mention acts of indiscipline in tertiary institutions
- Explain causes of indiscipline among students in tertiary institutions
- Discuss solutions to problems of indiscipline
- Highlight extra curricular activities in tertiary institutions
- Enumerate how to enhance extra curricular activities in institutions of higher learning.

3.1 Forms of Indiscipline among Students in Tertiary Institutions

Your previous knowledge of what discipline and indiscipline imply based on what you have learnt in Modules 1 and 2 is important here. You may need to go back and revise. Discipline implies conformity to rules and regulations prescribed by constituted authority while indiscipline means disorderliness in regard to norms and rules of an organization. The acts of indiscipline being perpetrated by students in tertiary institutions are more than what is experienced in primary and secondary schools.

The acts of indiscipline as specified by the University of Ibadan Students' Information Handbook for instance are classified into two. These are:

1. Misconduct, and
2. Criminal Offences

Let us examine items under each category.

Misconduct

(a) *Examination Misconduct*: This involves any action or inaction of any student in and around the examination hall which is inimical to or subversive of the integrity of the University Examination process such as:

- i. Non-display of Identity Cards
- ii. Entering the examination hall after the first and during the last 30 minutes
- iii. Smoking during an examination.
- iv. Noise making during an examination
- v. Refusal to submit oneself for search by an invigilator of the same sex
- vi. Use of scrap papers in the examination hall.
- vii. Possession of University examination answer sheets.
- viii. Mutilation or removal of any paper or answer script supplied
- ix. Failure to submit answer script to the invigilator after an examination.
- x. Oral communication between examinees during examination
- xi. Oral communication involving passing of notes or other accessories to aid performance in an examination.

material such as notes, scraps, etc, to aid performance in

- xiii. Refusal to sit for and/or prevent other students from sitting for an examination.
- xiv. Smuggling of prepared answer scripts into an examination hall or submission of same under false pretence that they were prepared in the examination hall.
- xv. Possession of question paper, acquisition of live question paper, etc, before an examination is held.

(b) *Unruly Behaviour*: This includes disorderly behaviour or act of indiscipline indicating lack of self reliance. Offences classified under this include reckless driving on campus, disturbance of peace of any kind anywhere on campus, jumping the queue, crossing the lawn, defacing a university building in any way, throwing of missiles, injecting of a private or public vehicle on campus, use of threat of violence of any kind on anybody, fighting and illegal detention of people.

(c) *Indecent Behaviour*: The acts that constitute indecent behaviour are as follows: defecating outside designated areas, urinating outside designated areas, streak brushing of teeth outside designated areas, spitting in public places and overt sexual gestures in public places.

(d) *Vandalism*: This is willful damage or destruction of University or private property.

(e) *Bedspace Trafficking*: It implies unauthorized transfer and receipt of bed space gratis or by direct sale. It also includes squatting within hall, squatting across halls and squatting of non-students.

(f) *Pilfering and Stealing*: Pilfering is the unauthorized removal of any small property or petty object belonging to another person with the intention of permanently depriving the owner of its use. While stealing is the unauthorized removal of a property that belongs to another person.

unwillingness to submit to, or willful disrespect of

- (h) *Membership of secret cult on campus.*
- (i) *Double Matriculation:* It is a very serious offence in which a matriculated student retakes a JAMB examination in order to change to another course in the same or another university.

Criminal Offences

Criminal offences are acts that contravene the laws of the land and as such shall be handled by the law enforcement agents. These include:

- (a) Fraud
- (b) Theft
- (c) Burglary
- (d) Assault occasioning harm
- (e) Murder
- (f) Membership of secret cult
- (g) Arson
- (h) Rape
- (i) Possession and use of hard drugs and drug trafficking

The punishment for these misconducts and criminal offences depends on gravity of the offence. The punishment ranges from reprimand, rustication for one or two semesters to expulsion.

Self-Assessment Exercise 1

List some of the criminal offences that are likely to be committed by students in Nigerian tertiary institutions.

3.2 Causes and Effect of Acts of Indiscipline Among Students in Tertiary Institutions

that contribute to acts of indiscipline on our campuses.

1. Parental upbringing: The mode of child upbringing by parents determines the life style of the child as he/she grows up. Parents with laissez-faire style or autocratic parents have tendency of bringing up a spoilt child or deviant.
2. Peer Group Influence: The company of friends a student associates with has great influence on his/her character. The dictum of öbirds of the same feather flock togetherö and the adage of öa bad company corrupts good mannerö attest to this.
3. Maladministration by the institutional management: Some managers of tertiary institutions do not possess the managerial skills required to thrive in administration. When school administrators take same vital decision for granted, it has detrimental effect.
4. Insensitivity to Students needs: When students' needs are not attended to, they could resort to disorderliness. For example, when school management fails to construct adequate toilet facilities, students may resort/take to defecating school environment.
5. Societal Influence: Since schools are offshoot of the society, the activities of the larger society influence whatever happens on our campuses. Thus, cult activities in the society can influence students on campuses.
6. Absence of control measures: Acts of indiscipline thrive in a system where there is no control measure to curtail or forestall acts of indiscipline from students.

Effects of Acts of Indiscipline

Knowing fully well that indiscipline means disorderliness, its effects are grievous to peaceful existence of our tertiary institutions. The general effects or impact of acts of indiscipline on our institutions of higher learning include:

1. Campus disturbances: Activities of cult members constitute disturbance on our campuses in most cases.

ous: The menace of cultism instills fear in people on

3. Hindrance to effective teaching-learning.
4. Stigma on integrity of the concerned institution: An act of indiscipline like examination malpractice brings dent or stigma on the integrity of the concerned institution.
5. Disruption of school calendar
6. Loss of lives and property
7. Production of incompetent graduates
8. Closure of institution

3.1.2 Solutions to Acts of Indiscipline among Students in Tertiary Institutions

Acts of indiscipline among students in tertiary institutions are inimical to progress on campuses. Here are suggested solutions to curb the act of indiscipline:

- (a) Proper upbringing of children by the parents or guardians.
- (b) Functional guidance and counseling clinics for students in every campus
- (c) Good administrative style by school managers
- (d) Involvement of students in the process of making decision relating to discipline that will affect them.
- (e) Emphasis on moral education
- (f) Sensitivity to students' plight
- (g) Implementation of rules and regulations on discipline with sincerity
- (h) Involvement of parents in students' affair for proper modification.

3.2 Forms of Indiscipline among Staff in Tertiary Institutions

The members of staff of tertiary institutions are not left out of acts of indiscipline. The following are some of acts of indiscipline by the staff:

1. Undue familiarity with students of opposite sex
2. Trading marks/scores for sex with students
3. Exchange of scores for money with students
4. Involvement in secret cult

7. Leaking of official secret/matter
8. Misappropriation of funds
9. Violation of copyright in their publications
10. Academic fraud. Some of them are involved in examination malpractice by falsifying scores.

There is a host of acts of indiscipline exhibited by the staff.

Self-Assessment Exercise 2:

Think of other acts of indiscipline among academic staff in tertiary institutions.

3.2.1 Solutions to Staff Indiscipline

In order to eradicate acts of indiscipline among staff in tertiary institutions in Nigeria, some of these tips are important for consideration:

1. Issuance of code of conduct to all staff which contains job ethnics, rules binding them and consequences for their violation.
2. Regular management and staff meeting to discuss matters relating to peaceful co-existence on campus.
3. Putting functional staff-disciplinary committee in place to handle cases of indiscipline as and when due.
4. Due consideration to staff welfare in order to guard against collection of illegal money and illegal sales of materials.
5. Educate students, especially females on dress code so as to avoid sexual harassment.
6. Allow freedom of expression of staff.
7. Involve students in the assessment of staff for promotion. This will correct absenteeism from lectures by some staff.

3.3 Forms and Status of Extra Curricula Activities in Tertiary Institutions

play important roles in the academic pursuit of students
Students in tertiary institutions engage in various forms of

extra curricular activities. Some of the activities are:

- (1) **Union Activities:** Every student belongs to campus union of his/her institution. By virtue of this, he or she can contest any post or vote candidate of his/her choice during union election. He/she can participate in *Rag Day* as part of union activities.
- (2) **Social Clubs:** These are other avenues for students to exhibit their social skills. Students are allowed to join any of the recognized clubs on the campus. The organisations or clubs existing for students' membership are Nigerian Red Cross Society, Palm-wine Drinkers Club (*Kegites* club), Jaycees International, Sigma Club, and so on.
- (3) **Religious Activities:** Religious activities are legitimate for student to participate voluntarily.
- (4) **Academic Associations.** Literacy and debating societies and press clubs are good examples here.
- (5) **Sports Activities:** Sports for which facilities are available for students in many tertiary institutions in the country are: Athletics (track and field), Badminton, Basketball, Cricket, Handball, Hockey, Judo, Karate, Tennis, Soccer, Swimming, Squash, Table tennis, Volleyball.

To encourage students' participation in sports, various institutions of higher learning avail themselves of national sports activities for students in the Universities, Polytechnics and Colleges of Education. In the University, there is a sports festival tagged 'Nigerian Universities Games Association (NUGA), Nigerian Colleges of Education Games Association (NACEGA) for Colleges of Education while polytechnics have the Nigeria Polytechnic Games Association (NIPOGA).

It is quite unfortunate that some tertiary institutions do not have well equipped sports field for track and field events. These prevent students from effective participation in sports activities. Government as well as school management need to improve sporting facilities on campus so as to create interest in sports.

of students' acts that could disrupt academic activities and effective learning. Some of these acts are classified as misconduct, while others are tagged criminal offences. Whatever the case, they are referred to as acts of indiscipline. Both students and staff are not left out of these acts. Those acts could jeopardize the achievement of the goals of tertiary education. Therefore, this unit recommended some measures that could restrain perpetrators of acts of indiscipline.

5.0 Summary

In this unit, you have learnt different forms of indiscipline among students and staff. In addition, the remote causes of student acts of indiscipline were also discussed vis-a-viz measures to control them. Finally, we discussed different forms of extra curricular activities in tertiary institutions which range from religious, social, sports, and union activities, among others.

6.0 Tutor-Marked Assignment

1. List some acts of indiscipline among staff in tertiary institutions
2. Highlight five solutions to minimize staff indiscipline in Nigerian Polytechnics

7.0 References/Further Reading

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ANSWER

SAE 1:

The criminal offences include fraud, theft, burglary, assault, murder, membership of secret cult, arson, and rape.

SAE 2:

Other acts of indiscipline by academic staff in tertiary institutions include plagiarism, threat to students, and so on.

TMA

- (a) See acts of indiscipline by students and staff.
- (b) Conflict between government and staff leading to strike
- (c) Students' unrest and so on.