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AN ANALYSIS OF PROCEDURES AND METHODS OF EDUCATIONAL PLANNING UTILIZED IN Ogun State, NIGERIA

by
Olusegun A. Ogunsaju

A Dissertation Submitted to the Faculty of the School of Education of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

January
1980
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LIFE

The author, Olusegun Akanji Ogunsaju, is the son of Francis Ogunniyi Ogunsaju and Veronica Olayemi (odusanya) Ogunsaju. He was born May 29, 1947, in Abeokuta, Ogun State, Nigeria.

He obtained his elementary and secondary education in the Roman Catholic Mission schools attending St. Patrick's, Oke-Padre, and Loyola College, Agodi, both in Ibadan, Oyo State, Nigeria.

With a second Division of the West African School Certificate, he entered Cardinal Stritch College-Milwaukee, Wisconsin in January 1971. In August, 1971, he was admitted to the University of Wisconsin at Stevens Point as a transfer student with scholarship, and in December, 1974, received the degree of Bachelor of Science with a major in English-Education and a minor in Library Science.

In September, 1975, he began his graduate work in the School of Education at Loyola University of Chicago, and in January, 1977, received the degree of Master of Education with a major in administration and supervision. In September, 1976, he was granted a University scholarship by the Department of Administration and Supervision. While attending Loyola University of Chicago, he was elected a member and initiated into Phi Delta Kappa, Loyola chapter.
In September, 1977, he enrolled as a doctoral student in the School of Education of the Loyola University of Chicago. In September, 1978, he was granted a scholarship by the Ogun State Government of Nigeria, and in January 1980, the degree of Doctor of Education was conferred on him.

He began his teaching career in April 1979 at the West Side Senior High School, Gary, Indiana, teaching English to 10th graders. In September, 1979, he was transferred by the Gary Community School Corporation to Roosevelt Senior High School, Gary, Indiana, teaching English to 11th graders.

He holds membership in the Illinois Association of Supervision and Curriculum Development, the American Association of Supervision and Curriculum Development, the American Association of School Administrators and the World Future Society.

The author is married to the former Fadeke Ogunmuyiwa and has three children, Babatunde, Olamide, and Olayemi.
# TABLE OF CONTENTS

ACKNOWLEDGMENTS .................................................. ii
LIFE ........................................................................ vi
LIST OF TABLES ....................................................... xi
LIST OF FIGURES ..................................................... xii
LIST OF ILLUSTRATIONS .......................................... xiii
CONTENTS OF APPENDICES ...................................... xiv
Chapter

I. INTRODUCTION ...................................................... 1

Organizational Structure of the Ogun State Ministry of Education ........................................... 11
Statement of the Problem ........................................... 15
The Purpose of Study ............................................... 16
Model from the Literature ........................................ 17
Major questions to be answered ............................ 18
Significance of the Study .......................................... 21
Limitations of the Study .......................................... 22
Review of the Literature ......................................... 23
Procedures of the Study ........................................... 28
Definition of the Terms used ................................. 30
Summary .............................................................. 33

II. REVIEW OF THE RELATED LITERATURE ............. 35

Planning and the Indigenous System of Education in Nigeria ................................................. 36
Planning and Educational Development in Colonial Period 39
The Modern System of Education Since Nigerian Independence 46
The International Perspectives on Educational Planning 54
Internal Literature on Educational Planning 70
Summary and Model from the Literature 78

III. THE METHODOLOGY OF THE STUDY 82
Method of the Study 83
Major Questions of the Study 84
The Interview 84
Interview Guide 85
Model for Analyzing the Educational Planning Methods Utilized in Ogun State 87

IV. PRESENTATION AND ANALYSIS OF DATA 88
Introduction 90
The Model 108
Comparison of the Model with the Actual Practice in Ogun State 112
Summary 146

V. THE ORIGINAL MODEL, SUMMARY, CONCLUSION, AND RECOMMENDATIONS 150
Introduction 150
The Planning Model 151
Summary 176
Conclusions 179
Recommendations .......................... 183

BIBLIOGRAPHY ............................................. 190

APPENDIX A ................................................ 198

APPENDIX B ................................................ 206

APPENDIX C ................................................ 217

APPENDIX D ................................................ 218

APPENDIX E ................................................ 219

APPENDIX F ................................................ 220
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dynamics of Educational Expansion: Secondary and Teacher Training Institutions Founded in Southern Nigeria, 1859-1950</td>
<td>43</td>
</tr>
<tr>
<td>2. Primary Education Curriculum for Nigerian Students</td>
<td>53</td>
</tr>
<tr>
<td>3. Enrollment in Nursery Schools in Ogun State, Nigeria</td>
<td>93</td>
</tr>
<tr>
<td>6. Enrollment in Teacher Colleges</td>
<td>117</td>
</tr>
<tr>
<td>9. The expansion of Existing Colleges</td>
<td>130</td>
</tr>
<tr>
<td>10. Transition rates for Admission into Secondary Class I for the Period 1977/78 to 1982/83 School Years</td>
<td>136</td>
</tr>
<tr>
<td>11. A Proposed Budget Calendar: Procedures and Methods</td>
<td>159</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ministry of Education, Organizational Structure, Ogun State</td>
<td>14</td>
</tr>
<tr>
<td>2. The Planning and Decision Making Process</td>
<td>60</td>
</tr>
<tr>
<td>3. Basic Phases and Detailed Steps in an Educational Planning Model</td>
<td>81</td>
</tr>
<tr>
<td>4. A General Model of the Educational Planning Process</td>
<td>152</td>
</tr>
<tr>
<td>5. The Planning and Decision-Making Model in Education</td>
<td>168</td>
</tr>
<tr>
<td>6. Decision-Making Model in Planning From The General to the Specific</td>
<td>173</td>
</tr>
</tbody>
</table>
# LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ogun State of Nigeria</td>
<td>2</td>
</tr>
<tr>
<td>2. Main Cultural Group in Nigeria</td>
<td>4</td>
</tr>
<tr>
<td>3. Map of Nigeria Showing the 19 States</td>
<td>12</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>A</td>
<td>List of Approved Post-Primary Institutions in Ogun State, Nigeria. 198</td>
</tr>
<tr>
<td>B</td>
<td>Primary School Agriculture Syllabus. 206</td>
</tr>
<tr>
<td>C</td>
<td>Letter to the Director of the International Institute of Educational Planning Requesting for Copies of Educational Materials. 217</td>
</tr>
<tr>
<td>D</td>
<td>Letter from the Dissertation Director to the Chief Planning Education Officer. 218</td>
</tr>
<tr>
<td>E</td>
<td>Letter from the Dean to the Chief Education Officer. 219</td>
</tr>
<tr>
<td>F</td>
<td>Letter from a Dissertation Committee Member to the Inspector of Schools. 220</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Ogun State,¹ Nigeria, is one of the three states carved out of the old Western State of Nigeria by proclamation on February 3, 1976. Officially, the State came into effect on April 1, 1976 with a population of 1,551,946. Before the creation of the State (Ogun) all the four tribes consisting of the Egbas, Egbados, Aworis and the Ijebus were usually referred to as the "kingdom of the South."² Thus, the State is an amalgam of the old Ijebu and Abeokuta provinces. When the State was created, there were only four administrative areas. Now it has increased to ten local government areas. The construction of ministries and corporations is now in progress. Housing units which will house the State's civil servants are also given great consideration. Advancements have been made in the State's health program and agricultural services. Schools of midwifery have been established at Ijebu-Ode and Abeokuta.

¹I wish the reader to bear in mind that the State is one of the 19 States that form the country-Nigeria.

ILLUSTRATION #1

Ogun State
Nigeria

while a school of health technology has been opened at Itamogiri near Ijebu-Ode for the training of various categories of health personnel. In January 1978, the State opened a College of Education at Ijebu-Ode with an initial student intake of two hundred. This is in addition to the Federal Advanced Teacher's College already in existence at Abeokuta. In January 1979, the Ogun State Polytechnic was opened at Abeokuta, making use of the Old Baptist Boys High School's site as its temporary site.

The people in Nigeria as a whole belong to some two hundred and fifty different tribes. The former British administration defined the tribe as "one or more clans descended from one legendary ancestor, though the legend may have been lost; originally observing one common shrine, though the memory may have been lost; speaking one language, though perhaps not the same dialect, and enlarged by assimilated peoples." The tribal units vary in membership from millions to a few thousand. Each region is dominated by a major tribe. (See Illustration #2) In the Northern Region the Hausa people are dominant, with the Fulani, Kanuri, Tiv and Nupe forming significant minority elements. In the West are the Yorubas, in the Mid-West are the Edo people, and in the East the Ibo people form the over-

ILLUSTRATION #2

Mohammedanism is the dominant religion in the North. But in the South (i.e. East, West and Mid-West), the religious affiliations of the people are divided approximately equally between Islam, Christianity, and indigenous animistic faiths.

Ogun State is blessed with abundant natural resources and manpower, both of which are perhaps unequalled by any other State in the federation. The climate is so favourable to plant life that it is comparable with the best attainable anywhere in the world. Among the resources are cocoa, palm oil and timber. The economic development of the State and the improvement of its living standards in the foreseeable future are therefore dependent upon growth and development of the agricultural sector more than upon anything else.

The Ijebu kingdom discovered by the Portuguese was a large one. Geographically, it stretched south-westward to the confines of Lagos, and eastward across the

---


5Ibid.,

6Balogun, p. 6.

7Lewis, p. 10.

8I wish the reader to note that Lagos is the capital city of Nigeria surrounded by Lagoon. It is the seat of the Federal Government in Nigeria.
River Shasha to Oni. On the west, it bordered the land of the Egba, on the north the Oyo, on the north-east the Ife, and on the east the Ondo.

The capital of Ijebu land, and the seat of the senior ruler - Awujale, is known as Ijebu-Ode. The culture of the Ijebu is homogeneous and they all speak the same dialect; but their political organization has always been fragmented. There have been numerous Oba in Ijebu but Awujale has been only recognized as first among their numerous Oba rather than as king of all Ijebu land. 9

The Ijebu are noted for their prudish way of life and behavior. 10 In history, the Ijebus were great and successful traders. They were very hard-working, mostly farmers. Today, they are still better known as traders and middlemen in the pre-colonial trade between Lagos and the interior Yoruba land. 11 They were energetic as well as enterprising.

Another major ethnic group in the State is the Egbas. Like the Ijebus, the Egbas were ruled as a federation rather than centrally, and its towns were grouped into provinces. The different towns within the provinces also have had their Oba with Alake as the senior of all the

9 Smith, pp. 88-89.
10 Balogun, p. 7.
11 Smith, p. 88.
provincial heads. The history of Egba was full of war. The liberator and hero of the Egba was Lishabi. He is remembered by the Egba people as a man of gigantic stature. His career shows that he was a great organizer and a wonderful leader.

Lishabi's role was not confined to winning independence for the Egba. He taught them the art of defending themselves by arms and fortifications so that they were able to throw back the raids of their fierce neighbours. He boasted that he had fought for the Egba so that they could be free. Today, his countrymen still look on him as father of their nation, and on themselves as his children.12

The Egbas are peace-loving, proud of their origin, and reverent in their doings. They possess exceptional skills in trade and agriculture. They are hospitable, and their women are industrious and prolific.13

The Egbados and the Aworis never seem to have constituted a state or federation as did other major Yoruba people, hence, the traditions of the origin of their towns are disparate.14 The leading Chief around the area has been Akran, but he has little authority over the other wards.

12 Ibid., pp. 95-99.
13 Balogun, p. 7.
14 Smith, pp. 100-101.
The people are kind, friendly and considerate. In fact, the Egbas and Aworis possess all enviable qualities of good citizenship.

Realizing that education is the greatest instrument man has devised for his own progress, this dissertation will examine and analyze the procedures and methods of educational planning utilized in Ogun State, Nigeria. It also has the hope of developing an educational planning method which would be effective, practicable, and economical for future use by the Ogun State Ministry of Education, Nigeria.

Since the State is in her early stage of development, it is generally recognized that education must cater to every aspect of development needs, be it social, cultural, political or economic. For developing states, it is increasingly being appreciated that all aspects of development, including education itself, hinge largely on the economic capacity to mobilize resources for development. For this reason, good educational planning is of prime importance to an emerging state or country.

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16 *Human Resources Planning in Africa*. Edited and Collated by the Manpower and Training Section: Human Resources Development Division), No. 6, March 1972, p. 10.
Various experts have considered planning one of the major phases of administration. Planning is a process as well as a means of orienting the institution towards goals.\textsuperscript{17} As a result, planning makes it possible to view administrators as "educational planners." It has been generally agreed by various authors that the key to success of any organization depends on constructive planning. Administrators should therefore, always think in terms of the possibilities of meeting the challenges of constructive planning. Dror, in his definition of planning, considers planning as "a process of preparing a set of decisions for action in the future, directed at achieving goals by optimal means."\textsuperscript{18} Thus, planning and decision-making are much interwoven and can be used simultaneously since one is dependent on the other.

Decision-making is not an easy task. Decision-making involves careful thinking; thus putting educational planners in crucial positions. Before planners make decisions, they must consider carefully the society or the organization affected by the decisions. This consideration is of importance since wise decisions are usually expected.


in any matters or plans affecting a group or organization. As Simon suggested:

Organization behavior is a complex network of decisional process, all pointed toward their influence upon the behaviors of the operatives...those who did the actual physical work of the organization. The anatomy of the organization is to be found in the distribution and allocation of decision-making functions. The physiology of the organization is to be found in the process whereby the organization influences the decisions of each of its members supplying these decisions with their premises.¹⁹

To obtain an insight into, and to get a correct point of view of the methods of educational planning and their implications for educational planners, the following sections of Chapter I will first focus on the organizational set-up of the Ogun State Ministry of Education. Then, the statement of the problem as well as the purpose of the study will be specified. Next, a model from the literature will be presented which will aid in comparing and contrasting the actual practices in procedures, and the methods of educational planning utilized in Ogun State, Nigeria. These comparisons and differences will also aid in developing an unsophisticated original planning model for Ogun State Ministry of Education. Along with the model, the major questions to be answered for the study will be stated. The

The significance of the study, the limitations as well as the review of literature will then be presented. Finally, the investigative procedures for the study will be carefully described and accurately outlined.

The Organizational Structure of the Ogun State Ministry of Education

A study of the organizational structure of the Ogun State Ministry of Education gives a good insight into the way the remaining eighteen States in Nigeria function. (See Illustration #3). The Ministry is headed by the "Commissioner" who is usually appointed by the Governor. The Governor makes this appointment without considering the professional competency or capability of the candidate. The position is a political one. The ruling party in government determines who occupies it.

The Ministry is divided into two distinct divisions - The Administrative Division and the Inspectorate Division. The administrative and inspectional duties formerly carried out simultaneously by Education Officers at district levels have been separated, thus making the inspectorate a separate division within the Ministry.\(^\text{20}\)

The Administrative Division is solely responsible for the formation of policy matters and their execution in

\(^{20}\)Lewis, p. 141.
ILLUSTRATION #3

Map of Nigeria showing the 19 states

terms of decision-making. It is headed by the Permanent Secretary, a civil servant who is responsible for the overall administration. There are three other departmental heads who are civil servant officials, and who exercise the professional direction of the education program. These are the Chief Inspector of Education - Planning; the Chief Inspector of Education - Secondary and Technical, and the Chief Inspector of Education - Primary and Teacher Training. (See Figure 1)

The Administrative Division relies upon the advice of professionals but educational decisions are usually made at the discretion of its personnel. Posts commonly found in this Division are listed below in an hierarchical order.

1. The Permanent Secretary (Head).
2. The Senior Assistant Secretary.
3. The Assistant Secretaries (usually more than one). Assistant Secretaries perform different administrative functions depending upon the kind of duties assigned to them.
4. The Registrar. This officer is usually the head of the examination section of the Administrative Division.

The other division is the Inspectorate Division. This is a professional section of the Ministry. It deals
with the inspection of schools and makes sure that the required State academic standards are met. The Inspectorate positions are advisory to the Administrative Division for ensuring the improvement of education in the State. The Inspectorate Division has no executive powers. Posts commonly found within the division are as follows:

2. Chief Inspector of Education (Secondary & Technical).
3. Chief Inspector of Education (Primary & Teacher Training).
4. Deputy Chief Inspector of Education (Usually three, one for each Chief Inspector of Education).
5. Principal Inspector of Education.
6. Inspectors of Education (Usually more than one). These inspectors are distributed to other districts within the State and the inspectors furnish reports of their inspections to the headquarters as soon as the inspection is made.

The planning section headed by the Chief Inspector of Education - Planning; and assisted by a Deputy Chief Inspector of Education - Planning, is responsible for both long and short-range educational planning. This includes planning for the State under the ratification of the Administrative Division headed by the Permanent Secretary, the overall head of the Ministry.

Statement of the Problem

For an emerging newly created State, the procedures and methods of educational planning demand great attention. Analyzing these procedures and methods will help the State
to overcome some of the difficulties and pressures that may force the State to move in an erratic fashion, or prevent it from being productive. It is for this purpose that this study is calling into question "What are the actual procedures and methods of educational planning utilized in Ogun State, Nigeria?"

Purpose of Study

Accordingly, this study has four major purposes.

1. To identify from the literature an acceptable model of methods for educational planning in developing countries.

2. To analyze and examine the educational planning procedures and methods utilized by the Ministry of Education in Ogun State, Nigeria.

3. To compare and contrast the acceptable model of methods for educational planning in developing countries in the literature with the actual procedures and methods of educational planning utilized in Ogun State, Nigeria.

4. To develop an original model of methods for educational planning, based upon literature and present practices in Ogun State, which would be practical, effective.
and economical for future educational planning in Ogun State, Nigeria.

Model from the Literature

After careful and extensive review of literature, a decision was made to utilize the suggestions of J.D. Chesswas\(^{21}\) on methodologies of educational planning, and to inculcate these suggestions with those recommended by T.B. Greenfield, and others\(^{22}\) in order to form a model for this study. In the opinion of these authors the following are of prime importance in educational planning:

1. Good statistical data must be available which would help planners to know the needs of the individuals in particular as well as of the society in general.

2. There must be formation of proposals for policy which would help planners to analyze their educational situation.

3. Projections should be made as well as programming and detailed allocation of

\(^{21}\)J.D. Chesswas, Methodologies of Educational Planning for Developing Countries, (UNESCO: International Institute for Educational Planning, 1968), pp. 7-10.

projects. This will help planners in terms of student enrollments, manpower needs, teaching staffs as well as in the strengthening of their departments.

4. Costing, feasibility testing and consideration of alternatives to help in financing proper education need to be considered.

5. Decision and implementation of plans. In order to have good and effective planning, decisions should be constantly taken.

6. Evaluation and revision of plans must be provided. This will enable planners to find out if the results of their planning meet their set-down objectives.

These are the recommended stages of educational planning and it is on these stages the major questions in the study are based.

Major Questions to be Answered

Officials responsible for planning must obtain answers to the following questions:

1. How are needs of individuals and of society determined?
a) What kind of statistical data are collected?

b) What are the purposes of the data?

c) How are students grouped or distributed into classes and schools?

d) What are the procedures and methods utilized for projecting teacher availability?

e) What is the teacher-student ratio in the school system?

f) What proportions of population in the State are enrolled in schools?

2. How is the educational situation analyzed?

a) What are the procedures and methods utilized for the formation of proposals for policy?

b) What major changes have been made in curricula, syllabuses and teaching methodology?

c) What procedures and methods are utilized for changes arising from population distribution and migration?

3. How are the educational goals set?

a) What procedures and methods are utilized in projecting students enrollment?

b) What procedures and methods are
utilized in achieving manpower needs?

c) What procedures and methods are utilized for projections of teaching staffs?

d) What procedures and methods are utilized for projections of administrative and inspecting staffs?

e) What procedures and methods are utilized for staff development?

4. What criteria are utilized to determine how much money shall be allocated for public education?

a) Who makes the decision on the allocation?

b) What variables are utilized in projecting educational cases based on need?

c) What are the sources of financing education?

d) What alternative sources are provided apart from the ones mentioned?

e) What model or models of school financing are utilized?

5. What procedures and methods are utilized in making decisions?

a) At what stage of planning are these
decisions made?
b) At what stage of planning are these decisions tested?
c) How long does it take to implement or effect decisions when taken?

6. What procedures and methods are utilized in evaluation and revision of the educational planning?

a) At what stage of the planning are educational services evaluated?
b) How often are the educational services revised?
c) What are the results after comparing the actual outcomes with the desired purposes, objectives and goals?

SIGNIFICANCE OF THE STUDY

Realizing that Ogun State is a new State, it is believed that a study of the educational planning process will be of great importance to the entire people of the State.

On the other hand, because the State is in her developing period, there is a tendency for her to be faced with a multitude of pressures moving in different directions, which are likely to force the State to move in an erratic fashion and sometimes not to move at all. One way
the State can cope with these difficulties is to establish effective, economic and practicable methods of educational planning. It is obvious that lack of good methods might result in various errors which could lead to a waste of resources.

Thus the focus of the study will be on:

1. The particular or actual procedures and methods of educational planning utilized in Ogun State as compared and contrasted with the model recommended in the literature.
2. The frequent use of decision-making process in the State planning phases.
3. The role of the planners at work.
4. The strengthening power of the Ogun State Ministry of Education.

LIMITATIONS OF THE STUDY

The study of planning procedures and methods will have the following limitations.

1. Ogun State is one of the newly created states in Nigeria and it is noted to contain the highest level of education in Nigeria. In fact, it was one of the first areas to provide for public education. In spite of this, this study will not attempt to compare the State's level of education with what obtains in Western
countries.

2. For the purpose of data collection relative to the procedures and methods of educational planning in Ogun State, Nigeria, the study will focus on the period the State was carved out of the old Western State to the present time.

3. For the purpose of data collection relative to the procedures and methods of educational planning in Ogun State, Nigeria, the study will not focus on all the staff members of the Ministry but on certain selected policy-makers and planners in the planning and administrative units.

REVIEW OF THE RELATED LITERATURE

There have been several studies and writings on educational planning but none has ever been done on the chosen topic.

Under UNESCO (United Nation Educational Scientific Organization) in early 1960's some studies were carried out on educational planning in Africa; focusing at the national level. Even though, these parallel the proposed study, but they are not the same in content. Since this study deals with Ogun State, it is unique. It is the first of its kind to be done in the State, and at this particular
time, too. Within each State of every nation, there is a tendency for differences to be noticed in their methods of educational planning. In addition, society and government are different from State to State.

J.B. Chesswas, a notable authority in the field of educational planning, while working for IIEP (International Institute for Educational Planning), transferred his many years of educational experiences in a developing country of Africa into a very valuable book. The book titled "Methodologies of Educational Planning for Developing Countries," put into a concise form the important stages of educational planning focusing on the developing countries of Africa. According to Chesswas, six major stages of planning should be carefully considered. They are as follows:

1. Analysis and appraisal of statistical data.
2. Formation of proposals for policy.
3. Projections, programming and detailed allocation of projects.
4. Costing, feasibility testing and consideration of alternatives.
5. Decision and implementation.
6. Evaluation and revision.\footnote{Chesswas, pp. 12-13.}
Under each of the above six major stages, Chesswas expanded the stages with sub-sections for clarifying the importance of each of the stages.

A.C.R. Wheeler, under the auspices of the International Institute for Educational Planning (IIEP) also wrote a book on "The Organization of Educational Planning In Nigeria." The author wrote the book in a descriptive form emphasizing that before beginning the task of preparing a plan, the planners must be given directives about the aims. Hence, Wheeler developed a planning model consisting of five stages. The stages are as follows:

1. Directives
2. Preparation
3. Approval
4. Implementation
5. Review

The author specified that while the beginning of each stage may be expected to precede the beginning of the next stage, no stage needs be completed before the next one starts. Thus, several stages may be running concurrently, and the planning process may be viewed graphically as shown below.

---

Directives

Preparation

Approval

Implementation

Review

T.B. Greenfield and others also attempting to establish a planning model cited five crucial planning phases as:

1. Defining purposes and objectives.
2. Analyzing the situation.
3. Setting goals.
4. Developing the program plan.
5. Evaluating the plan.25

As stated above by Wheeler, these authors also agreed that the planning process could run concurrently.

Professor Jasper Valenti in developing a model for making a broad "Analysis of the Educational Planning Process of National Systems of Education," also referred to the fourteen steps in the planning process recommended by LeBreton and Henning. These steps which are typical of most planning models require the following:

1. The planner must be aware of the possible need for formulating a plan.
2. Be precise in stating the objectives of

the plan.
3. Preparing a broad outline of the proposal.
4. Obtain approval of the proposal.
5. Organize a planning staff and assign responsibility.
6. Determine specific outline of the plan.
7. Establish contact with all cooperating units.
8. Obtaining necessary data.
10. Formulating tentative conclusions and preparing tentative plans.
11. Testing components of tentative plans.
12. Preparing the final plan.
14. Obtaining approval of the final plan. 26

Chapter II presents an extensive review of literature. Many of the materials mentioned previously, as well as others, including materials written by notable Nigerian educators in the field of educational statesmanship are presented and discussed in great detail in the Second Chapter.

THE PROCEDURES OF THE STUDY

The outline that follows describes the procedures which were utilized to complete this study.

1. The first step was to travel to Nigeria and conduct the research at the Ogun State Ministry of Education.

2. The literature was extensively reviewed to be sure of acceptable methods of educational planning for developing countries.

3. While in Nigeria, official documents were examined. Filed "Reports of Commissions" on education in the Ministry of Education in Ogun State were studied.

4. Personal interviews were arranged with the Chief Inspector of Education-Planning, the Chief Inspector of Education-Secondary & Technical, the Chief Inspector of Education-Primary and Teacher Training, and with other officials involved with educational planning and decision-making in the ministry.

The purpose of interviewing the three major Chiefs in the Ministry of Education was to collect the information and data needed to identify and analyze the actual procedures and methods of educational planning utilized in...
Ogun State Ministry of Education. The purpose of interviewing other officials directly connected with the educational planning and decision-making in the ministry was to identify and analyze the actual role played by these officials both during the planning as well as of the decision-making processes.

5. Data needed to compare the present methods of planning with the acceptable model from the literature were collected from the ministry officials that were interviewed.

6. Data needed to identify the difference between the present methods of planning in Ogun State and the acceptable model from the literature were collected from the above mentioned Chiefs in Ogun State Ministry of Education. The data were placed in two categories showing both the similarities and the differences since the creation of the State to the present time.

A narrative analysis was completed which focused on a comparison of what the literature recommended, and what the officials interviewed revealed as the actual practices in the Ministry. Where differences occurred between the model and the actual practices, the reasons for such
differences and their effect on the system were given.

7. An unsophisticated original planning model was developed. This model was based upon:

a) The characteristics of good educational planning methods as recommended from the literature.

b) The information gathered and the techniques in use in Ogun State, Nigeria.

DEFINITION OF TERMS USED

1. Acceptability - The process of willingly receiving a proposal without any questions or opposition.

2. Commissioner - The commissioner functions in the same capacity as the Minister. It is the term used by the Military Government to replace the term "Minister" used by the Nigerian politicians.

3. Data - Facts from which conclusions can be drawn.

4. Interview - Person-to-person interaction and communication for the purpose of obtaining
information.  

5. Minister - A person appointed to head a governmental department. Ministerial position is a political appointment and this term was used by the politicians before the army took over the government in January 1966.

6. Model - This is a way of representing a situation or set of conditions so that behavior within it can be explained.  


8. Ogun State - One of the 19 States in the Southern part of Nigeria. The State is made up of the Egbas, Ijebus, Egbados and the Aworis.


10. **Permanent-Secretary** - An administrative head of a governmental department. The position is non-political and the appointment is by promotion following the hierarchical positions established for the Ministry by the government.

11. **Plan** - A predetermined course of action which has three characteristics: it must involve the future; it must involve action; and it must have personal or organizational identification or causation.  

12. **Policy** - A guide for making decisions. Policy stresses direction and things as they should be.

13. **Practice** - The usual mode of handling a given problem. Practice stresses expediency and things as they are.

14. **Role** - This is a function or part a person is expected to play or fulfill in a society or organization.

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30 Jasper J. Valenti, p. 2.


32 Ibid., p. 241.
15. Trade Centres - Provide courses of training in trades such as cabinet-making, plumbing, painting and decorating.\(^{33}\)

16. Tribes - A group of people descended from a common ancestor and usually under common leadership.

**SUMMARY**

This chapter has briefly spelled out the overall purpose and ramifications of this study, which attempts

1. To identify from the literature an acceptable model of methods for educational planning in developing countries.

2. To analyze and examine the educational planning procedures and methods utilized by the Ministry of Education in Ogun State, Nigeria.

3. To compare and contrast the acceptable model of methods for educational planning in developing countries in the literature with the actual procedures and methods of educational planning utilized by the Ministry of Education in Ogun State, Nigeria.

4. To develop an original model of methods for educational planning, based upon literature and

\(^{33}\)L.J. Lewis, p. 159.
present practices in Ogun State, which would be practical, effective and economical for future educational planning in Ogun State, Nigeria.

The remaining chapters of this dissertation provide an extensive review of the related literature, a complete and explanatory description of the methods used in the study, a presentation and analysis of the data collected, a development of an original planning model and the conclusions and recommendations of the study.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

The main thrust of this dissertation was to investigate, examine and analyze the procedures and methods of educational planning utilized in Ogun State, Nigeria, and to compare and contrast such findings with the commonly accepted methods of educational planning. A secondary purpose was to develop an unsophisticated, effective, economical and practicable model of "Educational Planning" which could be utilized by the Ministry of Education, Ogun State, Nigeria, in future.

In an attempt to achieve the purpose of this dissertation, a historical methods of planning the indigenous system of education in Nigeria as a whole would be revealed to the readers as a preamble to this Chapter - The Review of the Literature. This very Chapter II was organized into six sections in order to stimulate and maintain the interest of the readers. The sections are as follows:


2. Planning and Educational Development in the Colonial Period.

3. The Modern System of Education Since Nigerian
PLANNING AND THE INDIGENOUS SYSTEM
OF EDUCATION IN NIGERIA

Indigenous education has been in existence long before the arrival of the missionaries in Nigeria. Every society or group has a method of educating its children to suit its objectives and the society takes pride in the way their children are educated. The goal of education may differ depending on the State or nation but, regardless of the method used the end is usually achieved.

In Ogun State, as well as in other parts of Nigeria, the purposes of education was clear. Education was regarded as a means to an end and not as an end in itself. Education was planned to prepare the child for adult life, and to take up responsibilities in the society. Participatory education thus plays a major role in the life of any child in Nigeria. Since children learn by doing, they are involved in practical farming, fishing, cooking, weaving,

\[^1\]I wish the reader to bear in mind that Nigeria referred to in this chapter includes Ogun State. (See Illustration 4)
ILLUSTRATION #4

Nigeria 1914-1960
knitting and so on. Intellectual training included the study of ancient history, poetry, legends, reasoning, storytelling and story-relays, the local geography as well as riddles. Recreational activities included soccer, running, acrobatic display, wrestling, dancing, drumming and singing.

According to Fafunwa, education in old Nigeria was an integrated experience. It combined physical training with character-building, and manual activity with intellectual training. At the end of each stage, demarcated by age level or years of experience, the child was given a practical test relevant to his experience and level of development and in terms of the job to be done. This was a continuous assessment which eventually culminated in a passing out ceremony, or initiation into adulthood.²

But because indigenous education failed to conform to the ways of the Westernized system, some less well-informed writers have considered it primitive, even savage and barbaric. The education of the child in the Nigerian society starts from infancy. The child learns from parents and environment. As time goes on, uncles, aunts and relatives get involved in the process of educating the child. They send him on small errands, tell him stories, teach him forms of obedience, and respect for elders — a very important aspect of Nigerian education code of behaviors. "A

young man or woman should not look an elder in the face;" it is a sign of disrespect. ³ 

It is now obvious that the indigenous childhood education stressed economic and psychological but not social independence, a concept foreign to the culture largely because of the uniqueness and strength of the role of the extended family tradition. The children as time goes on learned to respect the bonds of kinship, to perform economic activities, to watch out for their own interests, and to make decisions for themselves. ⁴

Planning and Educational Development

In the Colonial Period

The arrival of the missionaries in Nigeria gradually changed the effectiveness of indigenous education. The first English-speaking Christian missionary arrived in Nigeria on 24 September 1842 when the Rev. Thomas Freeman and Mr. and Mrs. De Graft of the Wesleyan Methodist Mission in the Gold Coast arrived at Badagry, started a mission there and built a school. ⁵ Thomas Freeman also travelled inland to Abeokuta (Capital of Ogun State) to visit immi-

³ Ibid., pp. 17-19.


grants including refugees from the slave-raiders. There he started a second mission station also with a small school. By 1921, 130,000 Southern Nigerian children were attending mission managed primary and secondary schools, and a decade later the figure had risen to about 200,000.  

In 1920-1, the African Education Commission, set up under the auspices of the Phelps-Stokes Fund, made a study of education in Africa and commented upon the kind of education they found, in the following terms:

Though educational facilities in Africa are largely credited to missions and a really great service has been rendered by them to the native people, many of the missions have yet to realize the full significance of education in the development of the African people. The defects in the educational program, so far as they exist, have usually been due to their conception of education. Some have thought of education merely as the imparting of information, or, at most, as the development of the mind without relation to moral and spiritual life. Others have thought of education merely as necessary chiefly to

enable the natives to read the Bible and to understand the spirit of Christianity. This group has been content with education in books. For the masses they have provided the three R's. For the catechists and advanced pupils they have endeavored to give a knowledge of literature, including, of course, an interpretation of religion. In this limiting education to classroom instruction in books, missionaries were following the ideals prevailing in their home country.7

The missionaries from the very beginning stressed the central role of education in their work. At Calabar, for example, the Duke Town School was established in the very year of Presbyterian endeavor there, and within a week of Rev. J.C. Taylor's arrival at Onitsha a dozen of children were brought to him to be educated. "I looked upon them," wrote Taylor, "as the commencement of our missionary work. We lost no time but began to teach them the A.B.C."8 Education also helped the missionaries solve the tactical problem of maintaining their foothold in Southern Nigeria without the aid of political authority and, in the face of increasing African resistance to the

7 Lewis, p. 68.
8 Abernathy, p. 31.
European presence. After Colonial rule was established in 1900, it became relatively easy for missionaries in Southern Nigeria to conduct their work.9

The first classes were held in the missionary's home; some of the students' parents were paid a small amount by the missionary for allowing their children to board with him and attend his school. Pupils were provided free clothes, copy books, and slates, and liberal prizes for good performance were offered to motivate them to study diligently. Subjects covered at the primary level normally included reading, writing, and arithmetic, which were taught in English, while Bible study and catechism, were taught in the vernacular to make certain they were understood. In the advanced coastal towns of Lagos and Calabar, the demand for post-primary facilities grew. By the turn of the century mission groups had established six Secondary Schools in the two towns, as shown in Table 1. The curriculum at this level was broader and also more controversial than at the primary level.10

The outbreak of the First World War in 1914 put an end to any prospect of expanding the provision of education. Government responsibility for education was, however, given clear recognition, and the Governor-General,

9Ibid.,
10Ibid., p. 34.
TABLE 1

Dynamics of Educational Expansion

**TABLE 1. Secondary and Teacher Training Institutions Founded in Southern Nigeria, 1859-1959**

<table>
<thead>
<tr>
<th>Schools</th>
<th>Location</th>
<th>Date</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS Grammar School</td>
<td>Lagos</td>
<td>1859</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>St. Gregory's College</td>
<td>Lagos</td>
<td>1876</td>
<td>R.C.M.</td>
</tr>
<tr>
<td>Methodist Boys' High School</td>
<td>Lagos</td>
<td>1878</td>
<td>Methodist</td>
</tr>
<tr>
<td>Methodist Girls' High School</td>
<td>Lagos</td>
<td>1879</td>
<td>Methodist</td>
</tr>
<tr>
<td>Baptist Boys' High School</td>
<td>Lagos</td>
<td>1885</td>
<td>Baptist</td>
</tr>
<tr>
<td>Hope Wesley Training Institute</td>
<td>Calabar, E.R.</td>
<td>1885</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>St. Andrew's College</td>
<td>Opobo, W.R.</td>
<td>1896</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>Baptist Training College</td>
<td>Awka, E.R.</td>
<td>1897</td>
<td>Baptist</td>
</tr>
<tr>
<td>Wesley Training Institute</td>
<td>Hardap, W.R.</td>
<td>1905</td>
<td>Methodist</td>
</tr>
<tr>
<td>Abakuma Grammar School</td>
<td>Abakuma, W.R.</td>
<td>1908</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>King's College</td>
<td>Lagos</td>
<td>1909</td>
<td>Government</td>
</tr>
<tr>
<td>Eko Boys' High School</td>
<td>Lagos</td>
<td>1913</td>
<td>Private</td>
</tr>
<tr>
<td>Nnana Grammar School</td>
<td>Hardap, W.R.</td>
<td>1913</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>Igbokoda Grammar School</td>
<td>Igbokoda, W.R.</td>
<td>1913</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>Duke Trench Secondary School</td>
<td>Calabar, E.R.</td>
<td>1919</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>Ondo Boys' High School</td>
<td>Ondo, W.R.</td>
<td>1919</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>Ilu Boys' Institute</td>
<td>Ilu, W.R.</td>
<td>1923</td>
<td>Prim. Meth.</td>
</tr>
<tr>
<td>Baptist Boys' High School</td>
<td>Abakuma, W.R.</td>
<td>1923</td>
<td>Baptist</td>
</tr>
<tr>
<td>Dennis Memorial Grammar School</td>
<td>Oshoro, E.R.</td>
<td>1928</td>
<td>C.M.S.</td>
</tr>
<tr>
<td>United Missionary College</td>
<td>Hardap, W.R.</td>
<td>1929</td>
<td>C.M.S-Meth.</td>
</tr>
<tr>
<td>St. Thomas' College</td>
<td>Asaba, W.R.</td>
<td>1928</td>
<td>R.C.M.</td>
</tr>
<tr>
<td>St. Charles' Training College</td>
<td>Oshoro, F.R.</td>
<td>1929</td>
<td>R.C.M.</td>
</tr>
<tr>
<td>Government College</td>
<td>Umuahia, E.R.</td>
<td>1929</td>
<td>Government</td>
</tr>
<tr>
<td>Government College</td>
<td>Hardap, W.R.</td>
<td>1929</td>
<td>Government</td>
</tr>
</tbody>
</table>

**Abbreviations:**
- C.M.S.: Church Missionary Society (Anglican)
- CMS: Church of Scotland Mission (Presbyterian)
- E.R.: Eastern Region
- Prim. Meth.: Primitive Methodist
- R.C.M.: Roman Catholic Mission
- W.R.: Western Region

*The training institute in 1908 Methodist Boys' High School, Ona. Wesley Training Institute is now Wesley College, Hardap. Ilu Boys' Institute is now Methodist College, Ilu-Onc. The teacher training wing of Baptist Training College was moved from Ogbomoso to Ilu in 1935 and is now Baptist College, Ilu.*

*The founding dates given here do not necessarily mean that pre-primary education was immediately offered. Many schools, moreover, did not offer a full secondary course until long after they were established. The Baptist Boys' High School in Lagos, for example, attained secondary status in 1901, St. Gregory's College attained secondary status in 1937.*

Lord Lugard, in a Memorandum on Education in 1919 declared:

I regard it as an essential feature of a right policy in Education that should enlist in hearty cooperation all educational agencies in the country which are conducted (as Mission Schools are) with the sole object of benefitting the people.... Unassisted schools are independent of Government control, but I hope that they will be induced to conform to the principles and policy laid down by Government, and supported and approved by the principal educational agencies. 11

But the Nigeria's Ten-Year Education Plan launched in 1944 was intended for the improvement of education in Nigeria. According to Adesina in his book titled, "Planning and Educational Development in Nigeria," the aims of this long-range development plan were to provide:

1. A type of education more suitable for the needs of the country.

2. Better conditions of service for teachers employed by the missions and other voluntary bodies in order to provide a better trained and more contented staff.

3. More adequate financial assistance to

11Lewis, p. 33.
missions and other voluntary educational bodies.

4. Financial assistance to native administration to assist them to expand education in their areas.12

Although, the Nigeria's Ten-Year Education Plan of 1944 was unique in one sense but on the other hand, the plan failed to achieve the stated objectives simply because the goals were vaguely defined and lacked the enthusiastic spirit necessary for the effective execution of the plan. So in 1947, a new educational policy paper was issued for Nigeria, which focused on the classification of the existing types of schools in Nigeria into Junior Primary, Senior Primary and Secondary. The Secondary division was further divided into grammar, modern, and technical. The report of the policy also asserted:

It may be taken as axiomatic that education policy must aim at assisting the fulfillment of the ultimate purpose of the Imperial Government. The general policy of the latter is the administration of the colonial dependencies with the object of guiding and helping peoples, not yet able to stand by themselves, to

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achieve self government.\textsuperscript{13}

But the 1948 Education Ordinance proved to be a landmark in the development of education in Nigeria in that it gave order and direction to its development and laid the foundation for a system. As a result of this Ordinance, Nigeria gave birth to her first institution of higher learning. It was situated in Lagos as Yaba Higher College but was later transferred to Ibadan to form the nucleus of the new University College.\textsuperscript{14} For many years before the independence, the college operated under the protection of the University of London. Several commissions were set-up at this time to look into the expansion of higher education in Nigeria before the independence. By October 1, 1960, only one university - the University College of Ibadan was in full operation at the time of independence.

THE MODERN SYSTEM OF EDUCATION SINCE INDEPENDENCE

Before the achievement of the Nigerian independence in 1960, Nigeria was under the British protectorate. The administration in Nigeria was British and the Britons held important positions in the government services, in the judiciary and in all corporations. On October 1, 1960,  


\textsuperscript{14}Lewis, p. 45.
Nigeria became an independent nation; and the British vacated all important positions formerly occupied by them. The Nigerian officials who relieved the Britons from their various official positions followed the British system to a considerable extent. These became obvious in the Nigerian political system, in the judiciary and also in the educational system. 15

Unlike the United States of America where children are compelled to be in school until the age of eighteen, Nigerian children are not compelled. Education is a privilege, not a right. It is voluntary and depends solely upon the individual's view towards it. But most Nigerian educated parents always like to see their children educated. This is because most Nigerian educated parents believe in the philosophy of Professor S.D. Onabamiro which says that "Education is the surest key to greatness and the noblest heritage that serves to every parent." 16 On the other hand, the more educated a person is in Nigeria, the more respectable and influential that person becomes in the society. Moreover, one has a better paying job as opposed to the practice in the United States of America


16 Professor Sanya Onabamiro gave this address to the public while he was the Minister of Education in the Old Western Region of Nigeria. (actual date of the address not recollected.)
whereby a factory worker or a garbage collector could be making as much as, or more than, a college professor. The educated parents in Nigeria realize this fact and thus deem it necessary to educate their children so that the children can enter their profession. For example, a Nigerian lawyer would like one of his children to study law so that he or she can inherit his law books or library; the same thing applies to medical practitioners and engineers. 17

The Ministry of Education administers and indirectly supervises both the elementary and secondary schools in Nigeria. Each state (i.e. the entire 19 states now in existence) has her own Ministry of Education. Each State has a Commissioner 18 who is responsible to the state legislature regarding educational matters. The school administration is centralized and the Commissioner has almost complete control over elementary and secondary education. The officials of the Ministry of Education are paid civil servants or government officials. They are restricted from taking part in politics but are permitted to vote during the election period.

17 Ogunsaju, p. 12.

18 Commissioner is the word used by the Nigerian Military Government to replace the word "Minister" used by the Old Nigerian politicians before the army "take-over" of the Government on January 15, 1966. The Commissioner in Nigeria is thus an appointed Head of a Ministry or Corporation.
The duties typically performed by the officers in a Ministry of Education including the Commissioner in a developing country are as follows:

1. Drafting educational policies and plans, and financing them.
2. Prescribing the school curriculum.
3. Adopting officially approved text books and other instructional materials.
4. Controlling salary schedules for the State.
5. Regulating working conditions of teachers and school personnel.
6. Allocating of funds and scholarships to schools and needy students.\(^{19}\)

In addition, the Commissioner characteristically organizes educational meetings, conferences and seminars. He also supervises educational development programs, strives for quality teaching, and supports state universities through participation in the University Grants Commission.\(^{20}\) Officers connected with visiting of schools are given the title of "Inspector of Education," an equivalent position of a "Supervisor" in American schools. In

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\(^{20}\) *Ibid.*,
most cases, the Inspector of Education visit schools unannounced.

Nigerian children start school at the age of six and some around the age of nine, depending on the degree of interest the parents have in education. Most elementary and secondary schools in Nigeria, owned by the missionaries are now under the influence of the Ministry of Education. The ministry controls decisions on curricula, teacher education, textbooks, instructional materials, financing, and other educational matters.

Students usually spend six years in the elementary school. Instructions are given in the native language in the first three years, and in the last three years, both English and native language serve as medium of instruction. By the time a student graduates from the elementary school, he/she will be able to communicate in English at a lower standard. At the end of the sixth year, students all over the African countries are required to sit for an all-African administered examination. Successful students in the examination are awarded a Primary School Certificate; while the unsuccessful ones are advised to repeat the examination the following year. Successful graduates from the elementary schools have the option to proceed to any high school of their choice either in the Western, Eastern or Northern part of the country. But recently changes have been made which resemble the United States of American educational
system whereby a student is restricted to attend school in his or her own district.

Admission into any of the Nigerian secondary schools are very highly competitive and selective. Because of this competition, only highly motivated and brilliant students are admitted. There is a great transition for all elementary graduates going to secondary school for the first time. The parting with their parents for the first time to join an entirely different group of people with different upbringing is usually a tremendous experience. This is more so, since most of the secondary school students in Nigeria live on campus, including the principal, the assistant principal and some of the teachers. In most cases children weep on their first day of departure to the boarding house.21

As a result of living together on campus, discipline becomes very rigid. Insubordination to any authority in the school usually results in immediate suspension or expulsion by the Principal without any interrogation from the parents or any of the officials from the Ministry of Education. In all Nigerian secondary schools, the Principal is the sole authority acting as a Supervisor and taking care of the professional staff, the non-teaching staff and the students as a whole.

There has been free Primary education at all levels in the Western part of Nigeria since 1954, extending to other regions at a later year. But until now, there has been no free secondary education. Parents are usually responsible for the education of their children. Students spend five years in secondary school. They are only given the privilege to repeat a class once. Repetition of a class more than once automatically results in an academic dismissal. At the end of the fifth year, which has recently been reduced to four years, students are presented for an all African administered examination known as the West African School Certificate Examination. Successful students in grades one, two and three with at least a "pass" in English language are awarded a Secondary School Certificate which is equivalent to the U.S. High School Diploma. This Secondary School Certificate qualifies students for admission into any of the Nigerian Universities if they wish to continue their education and provided they are in grade one or two and pass the concessional examination.

Since Nigeria was formerly under the British protectorate until the dawn of October 1, 1960, it became obvious that the curriculum of the Nigerian schools has been based on the pattern of European Schools in the United Kingdom with the addition of the vernacular tongue as the only variant. With time, industrial subjects such as
gardening, domestic science, woodworking and metal work were included in the school curriculum. Thus, the present primary education curriculum for Nigerian students is as follows:

Table 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly and Devotions</td>
<td>50 minutes per week</td>
</tr>
<tr>
<td>Religious Instruction</td>
<td>100 minutes per week</td>
</tr>
<tr>
<td>English</td>
<td>205 minutes per week</td>
</tr>
<tr>
<td>Vernacular</td>
<td>180 minutes per week</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>180 minutes per week</td>
</tr>
<tr>
<td>Special Studies</td>
<td>150 minutes per week</td>
</tr>
<tr>
<td>Health Education</td>
<td>100 minutes per week</td>
</tr>
<tr>
<td>Nature Study</td>
<td>60 minutes per week</td>
</tr>
<tr>
<td>Singing</td>
<td>60 minutes per week</td>
</tr>
<tr>
<td>Conservation (Boys)</td>
<td>120 minutes per week</td>
</tr>
<tr>
<td>Needlework (Girls)</td>
<td>120 minutes per week</td>
</tr>
</tbody>
</table>

Total: 27 1/2 hours per week.

After the nation's independence, an investigation was also conducted into the curriculum of Nigerian secondary schools. The outcome of this investigation showed that the curriculum was heavily weighted in favour of art subjects, history, geography, English and Latin. The natural sciences were well represented but they were by no means general. It was discovered that secondary schools curriculum in Nigeria as a whole was a reflection of English secondary grammar schools. It was therefore suggested that to balance the curriculum, science subjects should carry the same weight as the arts subjects.

Before independence, Nigeria was blessed with only one university; but since independence, the number of universities has increased to thirteen. In addition, there are numerous Polytechnics and Advanced Colleges. Curricula in Nigerian Universities are very specific. Unlike the United States of America where a student majoring in chemistry is required to take liberal arts courses in social sciences and humanities, his Nigerian counterparts are not exposed to other subjects outside their major field. This has always been a controversial issue. But most educated Nigerians now seem to appreciate the diversity involved in the American education and since most of the present Nigerian educators are recent graduates from various American Universities, attempts have been made to blend the American system of education into the old colonial system that has been in existence in Nigerian Universities. It is the responsibility of the coming or future educators to examine carefully both systems and do some research to know exactly which system to follow. Perhaps, taking a few ideas from the British and the American systems of education and blending them with our own original system, will provide a perfect or better system of education for the generation to come.

INTERNATIONAL PERSPECTIVES ON EDUCATIONAL PLANNING

Educational planning procedures in the United States
of America are inappropriate examples for a newly created State like Ogun in Nigeria to follow. But the process of planning in the United States of America and other Western countries has some relevance for developing nations if the unique culture and political factors of these nations are incorporated into the educational planning. A study of literature relating to the planning process reveals a long list of action words and phrases. A variety of methods have been advanced to identify the components of the planning process. These methods include finding the needs for educational development and the statistical basis for educational planning. The major stages suggested by J.B. Chesswas after many years of working in various capacities of planning in developing countries including Uganda are:

Stage I. Analysis and appraisal of statistical data. This serves: a) to highlight existing problems to be tackled in proposals for the future. b) to trace the evolution of the growth, dynamics and balance of the educational services on which to base estimates for future growth and flow rates; c) to give an up-to-date picture of the base from which future development must start.

Stage II. Formation of proposals for policy. In the light of the analysis and appraisal
of what exists and how it has been evolving, and in the context of proposed national development, proposals are prepared which are considered to be desirable and appropriate.

Stage III. Projections, programming and detailed allocation of projects.

This calculation of the quantitative implications of proposals, in terms of human and physical resources, is the basis for testing and feasibility of those proposals.

Stage IV. Costing, feasibility testing and consideration of alternatives.

This is the crucial test of whether the proposals are likely to be realistic. If the alternative methods fail to make them so, they may have to be modified and re-tested.

Stage V. Decision and implementation.

The move from the acceptance of the plan to the execution of the plan.

Stage VI. Evaluation and revision.

The very important comparison of the actual development with what was planned, the appropriateness of actual education—
al development to evolving national development, and consequent adaptation and revision. 23

Chess was also pointed out the importance of proposal formation. He advised that proposals for future policy should be formulated. Such proposals include the following broad spheres:

1. A strategy for the future linked closely with proposed national development, social, economic, cultural and political.

2. Within the strategy, objectives which education should be aiming at.

3. The content of educational courses needed to achieve those objectives.

4. The methods by which the students will learn and be helped to learn those contents.

5. The structure of the educational system through which the students will pass in the process of learning the contents of the various courses by the methods proposed.

6. The numbers of students proposed for each course, preferably expressed in long, medium, and short term. 24

T.B. Greenfield, et al. in their work titled Developing School Systems: Planning, Organization and Personnel also provided some insights into educational planning by developing a planning model for school systems. Greenfield and others view planning as occurring in a cyclical process which can be divided into five phases. They are:

1. Defining purposes and objectives.
2. Analyzing the situation.
3. Setting goals.
4. Developing the program.
5. Evaluating the program. 25

The authors thus emphasize the importance of purpose of organization. For them, it is the purpose that can give a sense of direction and mission for schools, and provide the ultimate reasons for the existence of an organization. 26

The importance of decision-making was also emphasized along with the planning process by Greenfield and others. In

24Ibid., p. 38.
26Ibid., p. 16.
addition, they realized that as information becomes available to planners, the planner has to make decisions which will eventually modify the program of action originally selected. (See Figure #2).

Certain basic elements are very essential for proper planning. Valenti, a researcher in comparative international administration in the National Conference of Professors of Educational Administration, justified this statement in an unpublished paper when he stated that:

"A formal plan generally contains the following elements:"

1. Title.
2. Persons authorizing the plan.
3. Persons approving the plan.
4. Persons preparing the plan.
5. Goals and objectives of the plan.
6. Outline of the problems.
7. Recommended courses of action.
8. Expected results.
9. Resource requirements.
10. Supporting evidence.
11. Dates (for submission, approval, implementation and for completing each component of the plan).27

The planning and decision-making process

In support of the basic elements of a plan, Valenti also described the steps necessary in the planning process by referring to the work of Le Breton and Henning which suggested the following fourteen steps:

1. Becoming aware of the possible need for formulating a plan.
2. Formulating a precise statement of the objectives for the plan to be prepared.
3. Preparing a broad outline of the proposal.
4. Obtaining approval of the proposal.
5. Organizing a planning staff and assigning responsibility.
6. Determining the specific outline of the plan.
7. Establishing contact with all cooperating units.
8. Obtaining necessary data.
10. Formulating tentative conclusions and preparing tentative plans.
11. Testing components of tentative plans.
12. Preparing the final plan.
13. Testing the final plan.
14. Obtaining approval of the plan.  

28Ibid., p. 4.
In 1966, A.C.R. Wheeler, a prominent member of the International Institute for Educational Planning, under the auspices of UNESCO, conducted a study examining the organization of educational planning in Nigeria with a focus on the progress in developing machineries and procedures for planning Nigeria's educational developments. The criteria used by Wheeler to evaluate the development of educational planning in Nigeria are as follows:

1. The regular collection of relevant data for planning.
2. The training and permanency of planning personnel.
3. The phasing and costing of educational proposals within the context of all other government activities so that the government agencies concerned, such as the planning unit and the ministry of finance, can see them as such and provide for their implication.
Wheeler also confirmed that the planning process can be divided into several stages usually five in number. These are:

1. Directives
2. Preparation
3. Approval
4. Implementation
5. Review

In analyzing these five stages Wheeler suggested that before beginning the task of preparing a plan, planners must be given directives about the aims of the plan. These directives usually come from the highest political authority in accordance with its general policies in the political, economic and social fields. Secondly, in the preparation of the plan by the planning agency, the plan must not only be in accordance with the over-all aims as set out by the government's directives, but also with the amount of resources available to fulfill objectives consistent with these aims. Then, the approval of the plan by the government or another body or the relevant ministry, especially entrusted by the government with this task follows. When the plan is approved, it moves to the fourth stage, that of implementation, which is followed by the fifth and final stage, the review of progress achieved in the fulfillment of the target of the plan. In conclusion, Wheeler emphasizes that, while the beginning
of each stage may be expected to precede the beginning of the next stage, no stage needs be completed before the next one starts. Thus, several stages may be running concurrently.\textsuperscript{30}

Knezevich, Dean of the School of Education University of California, Los Angeles, also advised planners on the importance of educational planning. He explained that planning requires massive data inputs to define what conditions prevail, the nature of the problem, and the existing expectations. As a result, he suggested that educational planners should logically pursue the following series of steps such as:

1. Appraise the political, economic and social environments that will face the schools at some future point in time.
2. Determine what changes in learner and school patron needs will be evident in the projected new environment for education.
3. Project (develop a scenario) of the desired goals to be pursued and administrative roles to be played in the type of future school environment envisaged.

\textsuperscript{30}\textit{Ibid.}, pp. 32-33.
4. Establish vehicles within a system for the communication and information flow to facilitate the involvement of institutional and other personnel in the planning process.

5. Translate the broadly defined planning objectives into a series of functional programmatic efforts.

6. Develop more detailed planning activities within each of the programmatic efforts.

7. Report the findings and conclusions of the planning efforts.

8. Design a set of decisions leading to actions consistent with the findings and conclusions that will enable the organization to more effectively fulfill future missions. 31

From the above steps, it can be seen that the author (Knezevich) was concerned about the planning methodology as a rational thought and action rather than simply as an exhortation to invest in something important called planning.

According to Fayol, the most important instrument

of planning was the plan of operations. He (Fayol) claimed that this contains the object in view, the course of actions to be followed, the various stages on the way, and the means to be used. Fayol concluded by maintaining that the characteristics of a good plan of operations are unity, continuity, flexibility, and precision.32

Gregg and Campbell also confirmed that the success of the educational enterprise is heavily dependent upon sound and adequate planning. They considered careful planning as an essential element of decision making and advise planners that planning should be continuous, and must concern itself with long-range dimensions as well as the day-to-day activities. In conclusion, Gregg and Campbell viewed intelligent planning as preparation for effective action and also as an essential link between decision making and the execution of decisions.33

Simon treated administrative process and activities which include planning within a decision making framework. Simon maintained that administrative processes are decisional ones which usually affect organizations or groups. The organization deprives the individual the autonomy of making


decisions and substitutes an organizational decision-making process. Although Simon acknowledged the importance of allocating the decision making process, the main problem he focused on was how the decisions and the behavior of employees are influenced within and by the organization.\textsuperscript{34}

Litchfield saw administrative process as being "at once a large cycle which constitutes the administrative process as a totality and a series of small cycles which provide the means for the performance of specific functions and sub-functions and even for individual technical activities." According to Litchfield, reappraisal has the duty of making the group of activities cyclical by bringing the sequence substantially back to the point at which it began.\textsuperscript{35}

Griffiths asserted that "the decision making process is the central process of administration and that the central function of administration is directing and controlling the decision-making process."\textsuperscript{36} His version includes

\begin{itemize}
  \item \textsuperscript{34}Herbert A. Simon, \textit{Administrative Behavior}, (New York: Macmillan Co., 1950), pp. 8-9.
  \item \textsuperscript{35}Edward H. Litchfield, "Notes on a general theory of administration" \textit{Administrative Science Quarterly} (June 1956) pp. 3-29.
  \item \textsuperscript{36}Daniel E. Griffiths, \textit{Administration as Decision-Making} in Andrew W. Halpin, ed., \textit{Administrative Theory in Education} (Chicago: Midwest Administration Center, the University of Chicago, 1958), Chap. 6.
\end{itemize}
taking the following steps:

1. Recognize, define and limit the problem.

2. Analyze and evaluate the problem.

3. Establish criteria and standards by which the solution will be evaluated or judged as acceptable and adequate to the need.

4. Collect data.

5. Formulate and select the preferred solution or solutions.

6. Put into effect the preferred solution.
   a) Program the solution.
   b) Control the activities in the program.
   c) Evaluate the results and the process. 37

 Gregg and Campbell after careful study of the literature also concluded in a similar way as Griffiths that sound decision-making is the development of wise solutions to problems. To affirm this statement, the following steps were outlined:

1) An understanding of why a decision is needed and the function it is to serve must be stated.

2) Relevant information, opinions, and ideas pertinent to the decision should be collected and organized.

3) Analysis and interpretations should then follow, utilizing the information and opinions collected.

4) Provide the basis for formulating tentative decisions in the light of available choices or alternatives.

5) Analysis of alternatives.

6) Making the decision.

7) Evaluation of the decision. 38

Kjell Eide in his article on "Politics of Long-Range Planning" emphasized the importance of planning unit. To Eide, planning should certainly be oriented towards the future; and in dealing with the future, planning should primarily assist in preparing the ground for rational decisions today, including decisions that safeguard the freedom of choice for future policies. With the above mentioned ideas in view, Eide summarized the service function of planning units as follows:

1) A planning unit must be part of the organization it shall serve.

2) Its task is to provide service, not to exert prescriptive authority over other units.

3) Its relationship to other units must be horizontal, and communication should not pass superior points of coordination.

4) The products of its work should normally serve as inputs into products finalized by other units.

5) The planning unit should not be used by the top leadership as a control mechanism over other units, and should not be called upon to defend particular policies or practices.  

These are the review of literature on international perspectives in planning. The next section focuses on the internal review of literature written by some Nigerian educators.

INTERNAL LITERATURE ON EDUCATIONAL PLANNING

An extensive review of literature written by

Nigerians also revealed that the success of any system of education is hinged on proper planning, efficient administration and adequate financing. This is a proof that Nigerians and the Government do realize the importance of educational planning in the development of the nation. In the recent publication of the Federal Republic of Nigeria National Policy on Education, the objectives of planning, administrative, inspectorate and financial services in education were outlined as follows:

1. to ensure adequate and effective planning for all educational services.
2. to provide efficient administrative and management control for the maintenance and improvement of the system.
3. to ensure quality control through regular instructional supervision and inspection and other educational services.
4. to provide adequate and balanced financial support for all educational services. 40

In order to achieve these objectives the Government has

already established an Educational Planning Section in the Federal Ministry of Education. This is an indication that the Government has realized the importance of good educational planning as a major factor in the development and progress of the country.

Dele Ogundimu, a senior lecturer in the department of educational guidance and management at the University of Ilorin, Nigeria, in his article on "Planning and Education in Nigeria" agreed with the stages of planning process mentioned by A.C. Wheeler in his book on The Organization of Educational Planning in Nigeria. Ogundimu goes further by stating the factors influencing planning as:

1. Political consideration by the rulers.
2. the ability to fund the plan.
3. inflexible or outdated financial policy.
4. involvement of the public. 41

If the above factors are carefully examined, one shall be convinced, and will agree with Ogundimu that the four factors have greater impact on the planning of the educational system. In conclusion of this article, the author made some recommendations similar to the recommendations given

by authors like A.C. Wheeler, Chesswas, T.B. Greenfield and others and Campbell.

M.O. Kayode, a University lecturer in education, in his article on "Towards A Principle of Financial Allocation in Educational Planning", discussed planning from the economic point of view. Kayode outlined the principle of financial allocation in educational planning into four major headings. The outline is as follows:

I. Economic Questions in Educational Planning.
II. Education and the Goal(s) of Society.
III. Distribution of the Benefits of Education.
IV. Guidelines for Expenditures on Education for a Developing Country: The Nigerian Case.  

Under each heading, Kayode gave some sub-headings clarifying the meaning of each of the major headings. Under economic questions in educational planning, economic questions are posed to educational planners which would be helpful in the financial planning of the educational system. The heading on education and goal(s) of society placed more emphasis on the objective function of a country.

---

The heading on the distribution of the benefits of education covered the types of benefits under education as well as the different beneficiaries involved in the benefits of education and level of development. The last heading was meant to provide answers to the following questions of how much to spend on education; how should this amount be distributed among the different types of education; and how should the financial burden be shared.43

Adeniji Adaralegbe, Dean of the Faculty of Education, University of Ife, Nigeria, also wrote a paper on the "Problems and Issues in Financing Education in Nigeria." He focused on the following:

a) Reviewing the basis for fiscal support for the Nigerian education system.

b) Examining some of the problems of financing the system: and

c) Suggesting some alternative means for improving the present situation in the light of the growing expansion and demand for quality education in the country.44

43 Ibid.,

In an "Economic Model for the Planning and Analysis of Public School Expenditures in Western Nigeria" developed by Adaralegbe, he employed the use of planning-programming-budgeting system (PPBS) for educational budgeting. The model also identified the five operational functions as:

1. Planning
2. Programming
3. Budgeting
4. Executing
5. Evaluating

The view that decision-making is of vital importance for effective planning cannot be overemphasized. Segun Adesina, a Professor and Head of the Department of Educational Guidance and Management at the University of Ilorin, Nigeria, in his article on the "Decision-making Models in Educational Administration" stressed the importance of decision-making in the process of administration which also includes planning. According to Adesina, in any discussion of decision-making models, steps similar to the following require the need to:

1. Recognize, define and limit the problem.
2. Analyze and evaluate the problem.
3. Establish criteria or standards by which a solution will be evaluated.

or judged as acceptable and adequate to the need.

4. Collect data on the positive and negative sides of the proposed decision.

5. Formulate and select the preferred decision or decisions.

6. Test the preferred decision.

7. Implement the decision.

8. Continual evaluation.  

Adesina analyzed these steps in different models showing how it can be utilized by administrators to arrive at good decision-making. Looking at the eight steps given above, it can be applied to the planning process of education without any change or changes in the process. The eight stages given by Adesina agreed with what Daniel Griffiths recommended as the steps for processing decision-making.

Ikejiani, a reputable medical practitioner interested in education, edited a book on "Nigerian Education," and referred to the work of Hanson on educational planning in this book. Ikejiani mentioned the ingredients of sound planning which according to him include the following:

---

1. Establishing national goals and defining the problems in reaching them.

2. Gathering and assessing relevant data for planning.

3. Locating and weighing the alternative means.

4. Building selected partial alternatives into a consistent, balanced plan.

5. Designating resultant responsibilities to appropriate groups for further detailed planning.

6. Feeding the plan into the operating governmental machinery at federal and regional levels.

7. Establishing appropriate machinery for continual or periodic reassessment and modification of plans as new evidence is accumulated or present goals are revised.\(^{47}\)

Ikejiani also examined the above seven phases of ingredients of sound planning. These phases are similar to the phases given or recommended by Valenti. In conclusion, Ikejiani stressed that "an inappropriate or inadequate

\(^{47}\)Ikejiani, p. 60.
plan will be as harmful to educational development as a good plan will be beneficial."\textsuperscript{48}

**SUMMARY AND MODEL FROM THE LITERATURE**

Accordingly, the purpose of Chapter II has been fulfilled. A review of literature in this chapter has revealed the nature and the kind of people in Ogun State, Nigeria. The four tribes of Egba, Egbado, Awori and Ijebu were referred to as the "Kingdom of the South" in the old Western State prior to the creation of Ogun State.

A description of the indigenous education of the people in Nigeria followed in order to enlighten readers on the methodology utilized in teaching children prior to the arrival of the Missionaries in Nigeria in 1842. The development of modern education followed showing the readers the part played by the Missionaries and the British before the Nigerian independence in 1960. The inclusion of the modern system of education was to reveal to readers the various changes and progress that have taken place since the nation's independence in 1960.

The international perspective on educational planning was to expose readers to experts' opinion, suggestions and recommendations on educational planning and decision-making. The same purpose was fulfilled with the review of

\textsuperscript{48}Ibid.
the internal literature. The combination of both literature reviews was to assist the author of this dissertation in developing an original planning model which would be unsophisticated, effective, economical and practicable for future use in Ogun State, Nigeria, in particular, as well as in other States of Nigeria in general.

MODEL FROM THE LITERATURE

The model chosen for this study after careful and extensive review of literature is as follows:

1) Good statistical data must be available which would help planners to know the needs of the individuals in particular as well as of the society in general.

2) There must be formation of proposals for policy which would help planners to analyze their educational situation.

3) Projections should be made as well as programming and detailed allocation of projects. This will help planners in terms of students enrollment, manpower needs, teaching staff, and will strengthen their department, as well.
4) Costing, feasibility testing and consideration of alternatives to help in financing proper education need to be considered.

5) Decision and implementation of plans. In order to have good and effective planning, decisions should be constantly taken.

6) Evaluation and implementation of plans must be provided for. This will enable planners to find out if the results of their planning meet their set-down objectives.

These are the recommended stages of educational planning model chosen for this study and it is on these stages the major questions in the study are based. (for the model see Figure #3)
ORGANIZATIONAL PLANNING

FIGURE 3

Basic phases and detailed steps in an educational planning model

CHAPTER III

THE METHODOLOGY OF THE STUDY

The principal purpose of this dissertation was to investigate, examine and analyze the procedures and methods of Educational Planning utilized in Ogun State, Nigeria, and to compare and contrast the present practices with the commonly accepted methods of educational planning. A secondary purpose was to develop an unsophisticated, effective, economical and practicable model for "Educational Planning" which could be utilized by the Ministry of Education, Ogun State, Nigeria, in the future.

To achieve the purpose, Chapter I set the stage by giving a general background to the whole study which includes the introduction of Ogun State and its organizational set-up of the Ministry of Education, the statement of the problem, the purpose of the study, model from the literature, major questions of the study, the significance and limitations of the study, a review of the literature, procedures of the study and the definition of the terms used.

Chapter II presented in detail a review of related literature and kept the concentration of the study by providing information deemed pertinent to the study.
Thus, the review of literature revealed to readers the origin of the people in Ogun State, Nigeria, the indigenous system of education prior to Independence, the development of modern education to Independence, the modern system of education since Independence, the international perspective on educational planning, the internal literature on educational planning as well as the summary and model from the literature.

The purpose of this chapter III is principally to present to the reader the methodology of the study, i.e., the step-by-step procedure that was followed to develop a model for the study as well as the interviews with officials of the Ministry of Education who are involved in the planning process.

Method of the Study

In order for the reader to have a clear understanding of the data to be presented and analyzed later in this study, the author has decided to recapitulate in this Chapter III the methods and procedures utilized in collecting the data. The methods and procedures chosen for this study were found to be the most appropriate methods suitable for the successful achievement of the purposes stated for this study. This dissertation has concentrated on describing and interpreting existing conditions, present practices and trends that are emerging as
they relate to sound educational planning.

Major Questions of the Study

The questions selected for the purposes of collecting data relating to educational planning and decision-making were posed to officials who are responsible for educational planning and decision-making in the ministry. These officers were required to obtain answers to the following questions:

(1) How are needs of individuals and society determined?
(2) How is the State educational situation analyzed?
(3) How are the State educational goals set?
(4) What criteria are utilized to determine how much money should be allocated for public education?
(5) What procedures and methods are utilized in evaluation and revision of the state educational planning?

The Interview

The three major chiefs in the Ministry were interviewed. They are the Chief Inspector of Education - Planning, the Chief Inspector of Education - Secondary & Technical and the Chief Inspector of Education - Primary &
Teacher Training.

The purpose of interviewing the three Chiefs in the Ministry of Education was to collect the information and data needed to identify and analyze the actual procedures and methods of educational planning utilized in Ogun State Ministry of Education.

Other selected officials in the Ministry were also interviewed. The purpose of this was to identify and analyze the actual role being played by these officers both during the planning as well as in the decision-making processes.

The information received from the interview was later tabulated and analyzed with specific focus on the implications for good educational planning methods.

Interview Guide

In order to accomplish the major purposes of the study, the following questions served as a guide for accomplishing the six major questions of the study. The questions are:

1. a. What kind of statistical data are collected?
   b. What are the purposes of the data?
   c. How are students grouped or distributed into classes and schools?
   d. What are the procedures and methods utilized for projecting teacher availability?
2. a. What are the procedures and methods utilized for the formation of proposals for policy?
   
b. What procedures and methods are utilized for changes arising from population distribution and migration?

3. a. What procedures and methods are utilized in projecting students enrollment?
   
b. What procedures and methods are utilized in achieving manpower needs?
   
c. What procedures and methods are utilized for staff development?

4. a. Who makes the decision on the allocation of funds?
   
b. What are the sources of financing education?
   
c. What model or models of school financing are utilized?

5. a. At what stage of planning are decisions made?
   
b. Who are the people involved in decision-making?

6. a. At what stage of the planning are educational services evaluated?
   
b. What are the results after comparing the actual outcomes with the desired purposes,
Objectives and goals?

A Model for Analyzing the Educational Planning Methods Utilized in Ogun State

A "model" of educational planning methods for comparing and contrasting the present practices of educational planning utilized in Ogun State Ministry of Education was developed. It was considered very important that a new emerging state like Ogun could benefit from an educational model principally based upon commonly accepted educational planning functions and a compound of what the literature recommended as "good educational planning methods."

For this reason, a model was developed based upon what the literature recommended as "good educational planning methods." Included in the model was the suggestions of Chesswas and Greenfield that was commonly accepted as good educational planning functions by authorities in the field of educational planning.
CHAPTER IV

Preface to the Presentation and Analysis of the Data.

This dissertation has four major purposes:

1. To identify from the literature an acceptable model of methods for educational planning in developing countries.

2. To analyze and examine the educational planning procedures and methods utilized by the Ogun State Ministry of Education, Nigeria.

3. To compare and contrast the acceptable model of methods for educational planning in developing countries in the literature with the actual procedures and methods of educational planning in Ogun State, Nigeria.

4. To develop an original model of methods for educational planning based upon literature and present practices in Ogun State which would be practical, effective and economical for future educational planning in Ogun State, Nigeria.

To achieve these purposes, it was necessary to collect data by examining government educational documents,
policies, and seminars' papers on educational planning for the State. It also required interviewing the three Chief Inspectors of Education and their Deputies in the Ogun State Ministry of Education. The information collected from those interviewed focused on areas of demography, the procedures and methods of educational planning utilized in the State, and on the actual role of the people involved in the educational planning and the decision-making processes for the State.

In addition, a model was developed from the literature to help in comparing the present educational planning practices in Ogun State with the acceptable method or methods of educational planning. Thus, Chapter IV provided a presentation of the data which was based upon documents available, and on the information recorded from the interviews held with the selected officials in the Ministry of Education, Ogun State, Nigeria. Chapter IV also provides a comparative analysis of the procedures and methods of present educational planning practices in Ogun State with the acceptable educational planning methods suggested by J.D. Chesswas and T.B. Greenfield. In addition, Chapter IV draws upon the responses obtained from personal interviews held with the three Chief Inspectors of Education and their three Deputies.

The analysis of the research data are of a narrative description including reporting data, bringing out the
meaning of the data, as well as of the similarities and
differences with the goal of having correct interpretations
and explanations for the data where necessary. The pre-
sentation and analysis of Chapter IV, together with the
materials presented in Chapters I, II, and III leads to
the development of an original educational planning model
that are presented in Chapter V.

Thus, Chapter IV provided the complete set of
materials needed to examine and analyze the procedures
and methods of educational planning utilized in Ogun State,
Nigeria.

Presentation and Analysis of the Data

Introduction

An extensive examination of documents and reports
of the commission on Educational Planning in Ogun State
revealed that Ogun State has no separate educational plan.
Instead, Ogun State's educational planning strategies falls
within the "Framework" of the Federal Republic of Nigeria
National Policy on Education. Thus, in order to have a
clear understanding of the educational planning made in
Ogun State, the National Policy on Education must be ex-
amined. After the National Policy is presented, this chap-
ter will compare the actual planning practices in Ogun State
with the Chesswas and Greenfield model used in the study.
The policy is divided into twelve sections, and they are as follows:

Section I. The Philosophy of Nigerian Education

In this section of the policy, five major objectives of Nigeria were stated as being the necessary foundation for the National Policy on Education. They are the building of:

1. a free and democratic society.
2. a just and egalitarian society.
3. a united, strong and self-reliant nation.
4. a great dynamic economy.
5. a land of bright and full opportunities for all citizens.

In order to achieve these objectives, the Government plans to take various measures to implement the policy accordingly:

1. To continue to rate education very highly in the national development plan.
2. To make lifelong education the basis for the nation's educational policies.
3. To multiply and make more accessible educational and training facilities, to afford the individual a far more diversified and flexible choice.
4. To center educational activity on the learner for maximum self-development and fulfillment.

5. To provide Universal basic education, in a variety of forms for all citizens.

6. To make efforts to relate education to overall community needs.

7. To liberalize and base in whole or in part evaluation on continuous assessment of progress of the individual.

8. To increase as well as improve modern educational techniques at all levels of the educational system.

9. To restructure the education system and develop the practice of self-learning.

10. To emphasize physical education at all levels of the education system.

Section 2  Pre-Primary Education

In this section of the policy, the purposes of pre-primary education were stated as follows:

1. Effecting a smooth transition from the home to the school.

2. Preparing the child for the primary level of education.
### Table 3: Enrollment in Nursery Schools in Ogun State

<table>
<thead>
<tr>
<th>Location</th>
<th>I</th>
<th>II</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abeokuta L/G. Area</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinity Nursery Sch. AB.</td>
<td>53 35 88</td>
<td>65 43 108</td>
<td>317 397 204 155 359 174 149 323</td>
</tr>
<tr>
<td>St. Bernadette's Sch.</td>
<td>158</td>
<td>197 82 74</td>
<td></td>
</tr>
<tr>
<td>Children's House Sch.</td>
<td>41 30 71</td>
<td>54 38 92</td>
<td></td>
</tr>
<tr>
<td><strong>Ifo/Ota L/G. Area</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideal Pry. Sch. Ifo.</td>
<td>28 19 47</td>
<td>29 12 41</td>
<td>76 43 119</td>
</tr>
<tr>
<td>Ejire Nursery Pry. Sch.</td>
<td>39 18 57</td>
<td>26 12 38</td>
<td>67 32 99</td>
</tr>
<tr>
<td>Igammode Nr. Sch. Ota.</td>
<td>9 6 15</td>
<td>12 8 20</td>
<td>62 52 114</td>
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<td><strong>Egbado South L/G.A.</strong></td>
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<tr>
<td>Ilaro Day Nursery Sch.</td>
<td>13 17 30</td>
<td>- - -</td>
<td>13 17 30</td>
</tr>
<tr>
<td><strong>Ijebu-Ode L/G. Area</strong></td>
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<td></td>
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<td>Luba Nursery &amp; Pry. Sch.</td>
<td>87 64 151</td>
<td>45 26 71</td>
<td>121 91 212</td>
</tr>
<tr>
<td>Adeola Odutola School</td>
<td>- - -</td>
<td>- - -</td>
<td>86 63 149</td>
</tr>
<tr>
<td>Olu-Ola Nursery School</td>
<td>34 27 61</td>
<td>41 37 78</td>
<td>130 78 208</td>
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<tr>
<td><strong>Ijebu-North</strong></td>
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<td>Ade Eko Memorial School</td>
<td>6 5 11</td>
<td>4 3 7</td>
<td>6 5 11</td>
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<td><strong>Ijebu Remo</strong></td>
<td></td>
<td></td>
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<tr>
<td>Mayflower Junior School</td>
<td>- - -</td>
<td>- - -</td>
<td>6 5 11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Providing adequate care and supervision for the children while their parents are at work (on the farm, in the markets, etc.)

4. Inculcating social norms.

5. Inculcating in the child the spirit of enquiry and creativity through the exploration of nature, and the local environment, playing with toys, artistic and musical activities, etc.

6. Teaching cooperation and team spirit.

7. Teaching the rudiments of numbers, letters, colours, shapes, forms, etc. through play.

In order to achieve these objectives, the Government plans to:

1. Encourage private efforts in the provision of pre-primary education.

2. Make provisions in Teacher Training Institutions for student teachers who want to specialize in pre-primary education.

3. Ensure that the medium of instruction will be principally the mother-tongue or the language of the immediate community, and to this end will

   a) Develop the orthography for many more Nigerian languages.
b) Produce text-books in Nigerian languages.

4. Ensure that the main method of teaching in the pre-primary institutions will be through play, and that the curriculum of Teacher Training Colleges is appropriately oriented to achieve this.

5. Regulate and control the operation of pre-primary education as well as ensure that the staff of pre-primary institutions are adequately trained and that essential equipment is provided.

Section 3. Primary Education

In this section, the objectives are:

1. The inculcation of permanent literacy and numeracy, and the ability to communicate effectively.

2. The laying of a sound basis for scientific and reflective thinking.

3. The citizenship education as a basis for effective participation in and contribution to the life of the society.

4. The character and moral training and the development of sound attitudes.
5. The developing in the child ability to adapt to his changing environment.

6. The giving to the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity.

7. The providing of basic tools for further educational advancement, including preparation for trades and crafts of the locality.

To achieve these objectives, the Government has made primary education free and universal by implementing the Universal Primary Education (U.P.E.) Scheme in September, 1976; and proposes to make it compulsory as soon as possible. In addition, the Government will, after consultation with the States, set up a national committee to advise on the production of suitable textbooks, and instructional materials for the whole Federation. Finally, the Government plans that progress along the educational cycle will be based on continuous overall guidance-oriented assessment by teachers and head masters. The Government also plans to make provisions for adequate educational services by establishing school library service, a national basic health scheme, counselling services and audio-visual aids.
Section 4. Secondary Education

The broad aims of secondary education within the overall national objectives are:

1. Preparation for useful living within the society.
2. Preparation for higher education.

To achieve these objectives, the Government plans that secondary education should be of six-year duration and be given in two stages, a junior secondary school stage and a senior secondary school stage, each stage being of three-year duration. The Government intends to take over all secondary schools as soon as possible; but the schools takeover will be without prejudice to community involvement and participation. In addition, state ministries of education in collaboration with the federal inspectorate will be responsible for the inspection of all secondary schools under their jurisdiction.

Section 5. Higher Education

Higher education according to the Government should aim at:

1. The acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society.
2. The development of the intellectual capacities of individuals to understand and appreciate their environment.

3. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.

To achieve these objectives, the Government plans to direct the National Universities Commission, the National Educational Research Council and the Nigerian Council for Science and Technology to identify the areas of need and priority. Universities can base their research programmes on these. In addition, the Government will support closer links between the universities, industry and various research councils.

Section 6. Technical Education

Technical education according to the Government should be:

1. To provide trained manpower in applied science, technology and commerce, particularly at sub-professional grades.

2. To provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
3. To provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.

4. To give an introduction to professional studies in engineering and other technologies.

5. To give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.

6. To enable young men and women to have an intelligent understanding of the increasing complexity of technology.

To achieve these objectives, the Government plans to take the following measures:

1. Expand the facilities for the training of technical teachers.

2. Inculcate an attitude of respect for an appreciation of the role of technology in society at the very early phases of the educational system.

3. Improve the immediate and long term prospects of technicians in relation to graduates and other professionals
with respect to their status and remuneration.

4. Continue to welcome international aid and cooperation in higher technical education.

Section 7. Adult and Non-Formal Education

The objectives of the Government on adult and non-formal education according to the national policy include:

1. Provision of functional literacy education for adults who have never had the advantage of any formal education.

2. Provision of functional and remedial education for those young people who prematurely dropped out of the formal school system.

3. Provision of further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.

4. Provision of in-service on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
5. Provide adult citizens of the country with necessary aesthetic, cultural and civic education for public enlightenment.

In order to achieve these objectives, the Government plans to launch an intensive nationwide mass literacy campaign as a matter of priority and as a new all-out effort of an adult literacy programme throughout the country. In addition, the state ministries of education will be responsible for the regulation of all adult evening classes of dubious standard; and extra inspectorate personnel will be provided in order to implement the measures.

Section 8. Special Education

Under the National Policy for Education, the objectives of the Government with regard to special education include:

1. Giving concrete meaning to the idea of equalizing educational opportunities for all children, their physical, mental, emotional disabilities notwithstanding.

2. Providing adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the nation.
3. Providing opportunities for exceptionally gifted children to develop at their own pace in the interest of the nation's economic and technological development.

To achieve these objectives, the Government plans that the Federal Ministry of Education should set up a committee to coordinate special education activities in collaboration with the Ministries of Health, Social Welfare, and Labour. The Government also requires the taking of census of all handicapped children and adults by age, sex, locality and by type; and the schools will be obliged to make yearly returns of children who could be classified as so highly gifted as to attract national attention as to their potential beyond the granting of scholarships to them. In addition, provisions of teachers for these handicapped would be made.

Section 9. Teacher Education

The National Policy of Education aims at:

1. Producing highly motivated, conscientious and efficient classroom teachers for all levels of education system.

2. Encouraging further the spirit of enquiry and creativity in teachers.

3. Helping teachers to fit into the social life of the community and
society at large and to enhance their commitment to national objectives.

4. Providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country; but in the wider world.

5. Enhancing teachers' commitment to the teaching profession.

To meet these objectives, the Government plans to expand teacher education programmes that will cater for the requirements of vocational, technical and commercial education. In addition, the Federal Ministry of Education, with the cooperation of the State Ministries of Education and Higher Educational Institutions, will work out a series of new programmes or courses to enable teachers to upgrade themselves from one level to another. Teaching services will also be so planned that teachers can transfer from state to state without loss of status.

Section 10. Educational Services

The Federal Government believes that Educational Services facilitate the implementation of educational planning and objectives and promote the efficacy of education. The objectives of educational services are:
1. To develop, assess, and improve educational programmes.

2. To enhance teaching and improve the competence of teachers.

3. To make learning more meaningful for children.

4. To reduce educational costs.

5. To promote in-service education.

6. To develop and promote an effective use of innovative materials in schools.

To achieve these objectives, the Government plans to set-up audio-visual aid centres under the auspices of the federal and state governments and also to have close cooperation and constant consultation between the centres and all educational institutions for their development and effective utilization. In addition, greater financial provision for educational research programmes will be made available to Universities and the Nigerian Education Research Council by both federal and state governments. Correspondence education will also be encouraged and regulated by the government.

Section 11. Administration, Planning and Financing of Education

The National Policy on Education specifies the Government's objectives on administration, planning and
financing of education are:

1. To ensure adequate and effective planning for all educational services.
2. To provide efficient administrative and management control for the maintenance and improvement of the system.
3. To ensure quality control through regular inspection and continuous supervision of instructional and other educational services.
4. To provide adequate and balanced financial support for all educational services.

To accomplish these objectives, the Government has already established a Federal Inspectorate Services and an Educational Planning Section in the Federal Ministry of Education. In addition, the Government has already established among others, the following division of the Federal Ministry of Education.

a) Educational Planning Section.
b) Federal Inspectorate.
c) Vocational and Non-Formal Education Section.
d) International Education Section.

In addition, state ministries will be in charge of 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/or Local Education Authorities.
f) Examinations particularly certification of primary school teachers, testing and evaluation.
g) Establishment of state registries of teachers.

The Government also plans to initiate a credit system which is transferrable among universities and institutions of higher learning on a reciprocal basis.

Section 12. Financing of Education

The Federal Government realized that financing of education is necessary to provide adequate and balanced financial support for education system. As a result, the Federal Government plans to work out a system of three types of educational grants to the States as follows:
1. Recurrent grants on the basis of enrollment.

2. Grants for capital projects based on approved expansion plan.

3. Special grants for specific education projects.

The Government's ultimate objective is to make education free at all levels; but meanwhile, the Government and local communities will continue to share responsibility for financing education. The traditional sources of revenue for educational establishments, including taxes, school fees, education levies or rates and sometimes donations, will continue to be made use of. But fees will no longer apply in the case of primary education.

Before implementing the new Federal Republic of Nigeria National Policy on Education for Ogun State, a seminar was held at the Conference Centre of the Comprehensive High School Aiyetoro from July 14-16, 1977, to examine and evaluate the policy on the basis of how it would meet the needs of the people in Ogun State. The focus of the seminar was on the "Implementation of the Federal Republic of Nigeria on National Policy on Education in Ogun State." The seminar invited distinguished educational experts from Ogun State to look into the policy and come up with recommendations that would cater to the needs of the people in the educational planning of the State.
Presentation and Analysis of the Data

The Model

The purpose of this section is to present the data collected by use of interview and to analyze and interpret the data document. The analysis presents the six recommended stages in educational planning as well as the major questions of the study answered by officials responsible for planning in Ogun State, Nigeria. These stages will be examined and questions will be answered one at a time, while inference will be drawn from the responses of the Ministry officials in Ogun State Ministry of Education.

The recommended stages and questions are used as a model for this study. They are:

Stage I

Good statistical data must be available which would help planners to know the needs of the individuals in particular as well as of the society in general. This poses the following questions:

a) How are needs of individuals and of society determined?

b) What kind of statistical data are collected?

c) What are the purposes of the data?

d) How are students grouped or distributed into classes and schools?
e) What are the procedures and methods utilized for projecting teacher availability?

f) What is the teacher/student ratio in the school system?

g) What proportions of populations in the State are enrolled in schools?

Stage II

There must be formation of proposals for policy which would help planners to analyze their educational situation. From this, the following questions follow:

a) How is the educational situation analyzed?

b) What are the procedures and methods utilized for the formation of proposals for policy?

c) What major changes have been made in curricula, syllabuses and teaching methodology?

d) What procedures and methods are utilized for changes arising from population distribution and migration?

Stage III

Projections should be made as well as programming and detailed allocation of projects. This will help planners in terms of students enrollment,
manpower needs, teaching staff, as well as in the strengthening of their departments. This, thus raises the following questions:

a) How are the educational goals set?
b) What procedures and methods are utilized in projecting student enrollment?
c) What procedures and methods are utilized in achieving manpower needs?
d) What procedures and methods are utilized for projections of teaching staff?
e) What procedures and methods are utilized for projections of administrative and inspecting staff?
f) What procedures and methods are utilized for staff development?

Stage IV:

Costing, feasibility testing and consideration of alternatives to help in financing proper education need to be considered. This gives birth to the following questions:

a) What criteria are utilized to determine how much money should be allocated for public education?
b) Who makes the decision on the allocation of funds?
c) What variables are utilized in projecting
educational cases based on need?

d) What are the sources of financing education?

e) What alternative sources are provided apart from the ones mentioned?

f) What model or models of school financing are utilized?

Stage V

Decision and implementation. For good and effective planning, decisions should be constantly taken. This raises the following questions:

a) What procedures and methods are utilized in making decisions?

b) At what stage of planning are decisions made?

c) At what stage of planning are these decisions tested?

d) How long are decisions taken to become effective or implemented?

e) Who are the people involved in decision-making?

Stage VI

Evaluation and revision of plans must be provided for. This will enable planners to find out if the results of their planning meet with their set-down objectives. These are spelled out in the
following questions:

a) What procedures and methods are utilized in evaluation and revision of the educational planning?

b) At what stage of the planning are educational services evaluated?

c) How often are the educational services revised?

d) What are the results after comparing the actual outcomes with the desired purposes, objectives and goals?

In order to present a complete analysis of the procedures and methods of educational planning utilized in Ogun State, Nigeria, the research data are presented on a stage by stage basis; paying attention to trends, differences and commonalities as well as possible and easy interpretation of the data.

Presentation and Analysis of the Data

Comparison of the Model to the Actual Practice

Stage I

Good statistical data must be available which would help planners to know the needs of the individuals in particular as well as of the society in general. The questions:

a) How are needs of individuals and of the society determined?
b) What kind of statistical data are collected?

c) What are the purposes of the data?

d) How are students grouped or distributed into classes and schools?

e) What are the procedures and methods utilized for projecting teacher availability?

f) What is the teacher/student ratio in the school system?

g) What proportions of populations in the State are enrolled in schools?

The purpose of the National Policy on Education as far as Ogun State is concerned is to give direction for preparing various plans for achieving the end goal of "National" objectives. Hence, Ogun State believes that the needs of the individuals and of the society must be determined. To achieve this objective, Ogun State determines the needs of individuals and of the society by examining the social needs, tradition, and customs of the individuals on the basis of past and present beliefs, and what the society hopes to achieve in future. Thus, the State provide education to be used as a tool in order to achieve the stated individual and societal needs. In this respect, one of the officials interviewed confirmed that enrollment of teachers in primary schools and their qualifications play an important role in the type of edu-
cation the pupils receive in Ogun State. According to him an attempt is usually made to know the number of trained and untrained teachers. Once these figures are available, the number of more trained teachers needed to off-set the untrained ones are determined. The Ministry also looks at the expansion programmes in the State's teacher training colleges; and orders the building of such colleges (See Tables 4, 5, 6) so that these would be a breakthrough of the number of trained teachers that should be in school. The Ministry also takes the local government areas into consideration to know whether the Ministry has overproduced trained teachers in one local government area to the detriment of another local government area.

The State has some educationally deprived areas like the Ijebu-East local government area. Teachers, after being trained, feel reluctant to go and teach in such areas simply because such areas lack the basic amenities for life.

Ogun State Ministry of Education does in fact, collect statistical data beginning with the basic data such as the enrollment data, the facilities -- that is, what is in existence in school. This includes data in respect to teachers as well as data in respect to the performance of the schools. The purpose here is to know exactly whether the pupils are doing well or not and identify those aspects that need to be improved in the performance of the school.
TABLE 4

MINISTRY OF EDUCATION

OGUN STATE

Supply of Trained Teacher 1976/77-1982/83

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1-Year</th>
<th>2-Year</th>
<th>3-Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976/77</td>
<td>546</td>
<td>379</td>
<td>212</td>
<td>1137</td>
</tr>
<tr>
<td>1977/78</td>
<td>315</td>
<td>421</td>
<td>1275</td>
<td>2011</td>
</tr>
<tr>
<td>1978/79</td>
<td>245</td>
<td>378</td>
<td>573</td>
<td>1196</td>
</tr>
<tr>
<td>1979/80</td>
<td>210</td>
<td>549</td>
<td>808</td>
<td>1567</td>
</tr>
<tr>
<td>1980/81</td>
<td>210</td>
<td>549</td>
<td>573</td>
<td>1332</td>
</tr>
<tr>
<td>1981/82</td>
<td>210</td>
<td>549</td>
<td>808</td>
<td>1567</td>
</tr>
<tr>
<td>1982/83</td>
<td>210</td>
<td>549</td>
<td>942</td>
<td>1701</td>
</tr>
<tr>
<td>1983/84</td>
<td>210</td>
<td>549</td>
<td>909</td>
<td>1668</td>
</tr>
</tbody>
</table>

N.B.: 2% annual attrition rate is allowed for 2-year and 3-year courses.
### TABLE 5

**MINISTRY OF EDUCATION**

**OGUN STATE**

Teacher Supply and Demand 1976/77-1983-84

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Primary School Population</th>
<th>Teachers Needed</th>
<th>Trained Teachers in Service</th>
<th>Trained Teachers Produced by 6 Colleges</th>
<th>Progressive Total</th>
<th>Shortfall</th>
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</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)*</td>
<td>(E)</td>
<td>(F)</td>
<td>(G)</td>
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<tr>
<td>1976/77</td>
<td>282,333</td>
<td>9,896</td>
<td>4,323</td>
<td>1,383</td>
<td>4,841</td>
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<td>1977/78</td>
<td>303,329</td>
<td>10,754</td>
<td>4,599</td>
<td>1,137</td>
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<td>5,021</td>
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<td>1978/79</td>
<td>339,410</td>
<td>11,880</td>
<td>5,450</td>
<td>2,011</td>
<td>7,461</td>
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<td>1979/80</td>
<td>377,371</td>
<td>13,208</td>
<td>7,088</td>
<td>1,196</td>
<td>8,284</td>
<td>4,924</td>
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<tr>
<td>1980/81</td>
<td>420,587</td>
<td>14,721</td>
<td>7,870</td>
<td>1,567</td>
<td>9,437</td>
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<td>1981/82</td>
<td>440,428</td>
<td>15,415</td>
<td>8,966</td>
<td>1,332</td>
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<tr>
<td>1982/83</td>
<td>459,592</td>
<td>16,086</td>
<td>9,784</td>
<td>1,567</td>
<td>11,351</td>
<td>4,735</td>
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<td>10,784</td>
<td>1,701</td>
<td>12,485</td>
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**Note:** * 5% annual wastage has been allowed for retirement, death, resignation, etc.
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<th>Institution</th>
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<th>Year II</th>
<th>Year III</th>
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<th>Year IV</th>
<th>Year V</th>
<th>Total Final</th>
<th>Total No. of Classes</th>
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<td>H</td>
<td>F</td>
<td></td>
<td>H</td>
<td>F</td>
<td></td>
<td>4,3,3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1 year</td>
<td>66</td>
<td>63</td>
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<td>50</td>
<td>173</td>
<td>211</td>
<td>10</td>
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<td>2 year</td>
<td>WASC</td>
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<td>107</td>
<td>213</td>
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<td></td>
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<td>Post Grd.</td>
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<td>F</td>
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<td>49</td>
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<td>99</td>
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<td>A.U.D. T.T.C. Ota</td>
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<td>H</td>
<td>F</td>
<td></td>
<td>H</td>
<td>F</td>
<td></td>
<td>7,11</td>
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<tr>
<td></td>
<td>1 year</td>
<td>42</td>
<td>108</td>
<td>205</td>
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<td>165</td>
<td>203</td>
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<td>340</td>
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<tr>
<td>Baptist W.T.T.C. Abukuma</td>
<td>3 year</td>
<td>H</td>
<td>F</td>
<td></td>
<td>H</td>
<td>F</td>
<td></td>
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<tr>
<td>D.T.T.C. Aiyetoro</td>
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<td>H</td>
<td>F</td>
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<td></td>
<td>(Iloro)</td>
<td>72</td>
<td>35</td>
<td>137</td>
<td>161</td>
<td></td>
<td>209</td>
<td>195</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>679</td>
<td>658</td>
<td>1022</td>
<td>50</td>
<td>162</td>
<td>1487</td>
<td>2075</td>
<td>3562</td>
</tr>
</tbody>
</table>

Remarks:
Moreover, the collection of educational statistical data in Ogun State is a joint effort of both the Ministry of Finance and Economic Development and the Statistic Section of the Ministry of Education.

Furthermore, the interview revealed that the official documentary information on educational statistics is usually late in being received making it virtually impossible to be used for immediate planning. As a result, the Chief Inspector of Education (Planning) on behalf of the Planning Division has devised ways of collecting much of this information and using it immediately. One of the devised methods was the use of short questionnaires which was made successful with the help of the school principals and teachers. Apparently, data collection is a continuous operational process of the Ministry of Education. Data are either collated in the field or forwarded to the Planning Division of the Ministry of Education where they are further collated, analyzed and put into use. They are first interpreted in the light of the prevailing circumstances before being used for projections and for the interpretation and implementation of plans.

The students in Ogun State are usually grouped after admission into primary school. At this stage, there is no pretest for the incoming students. But at the secondary and teacher training levels, students are grouped by their performance at the entrance examination. The schools have
admission policies, and students are required to take entrance examinations before being admitted. Presently, the State has six different teacher training colleges with different programmes. There is a one-year course for the Post West African School Certificate (W.A.S.C.) for students who have passed their School Certificate examination. There is another two-year course for those who have attempted their School Certificate examination but failed. There is also another three-year course for the holder of the Secondary Modern School Certificate and those from Commercial Schools. This list here includes those who have spent four years in secondary school; and have been awarded the S-75 Certificate to enable them to go to the labour market or enter into such teacher training colleges.

In projecting teacher availability in the State, statistics are taken with the help of principals and field officers of the Ministry of Education. Student enrollments also play a great part in the projection of teacher availability. But decisions on the numbers of teachers needed at the secondary level are made on a subject by subject basis. The statistical data are also usually collected through the field officers and through meetings with the principals of schools. The current teacher-student ratio in the school system is one to thirty.

The proportions of the population enrolled in schools is very small. For example in 1976-77, only
282,333 students were enrolled in schools. But with the implementation of the Universal Primary Education, enrollment has increased considerably. It has also been projected that by 1983-84, enrollment at the primary school level should rise to 90,065 in Primary I. (See Tables 7 & 8)

Based upon the above data, it is clear that the Ogun State Ministry of Education does understand that educational planning can hardly be undertaken without relevant statistics. Hence, the Ministry collects statistical data but lacks the appropriate machinery and capable staff for educational planning and implementation. Consequently, the Ministry finds it difficult to collect appropriate and reliable data. Evidence also revealed that the official documentary information on educational statistics is usually late which makes it extremely difficult to do planning early.

What Ogun State Ministry of Education needs to do is to embark on short and medium range educational plans rather than embark on the long five-year educational plan which is now in existence. The state should be given some autonomy in this respect by the Federal Government of Nigeria in order to be able to cater to the needs of the society. It is strongly believed that the short and medium range educational plans would help the state to consider early some possible adjustments in the current and future education and training programmes. This will help to
TABLE 7

MINISTRY OF EDUCATION, ABEOKUTA, Ogun State

ENROLMENT IN PRIMARY SCHOOLS: 1976/77

<table>
<thead>
<tr>
<th>Local Government Area</th>
<th>No of Schools</th>
<th>No of Classes</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Abeokuta</td>
<td>105</td>
<td>1326</td>
<td>5978</td>
<td>5921</td>
<td>4671</td>
<td>4473</td>
<td>3572</td>
<td>3279</td>
<td>3032</td>
</tr>
<tr>
<td>Egba Owo/Obafemi</td>
<td>146</td>
<td>1006</td>
<td>3793</td>
<td>4367</td>
<td>2781</td>
<td>2282</td>
<td>2241</td>
<td>1677</td>
<td>2009</td>
</tr>
<tr>
<td>Ododa</td>
<td>89</td>
<td>609</td>
<td>2249</td>
<td>2119</td>
<td>1807</td>
<td>1398</td>
<td>1350</td>
<td>905</td>
<td>1233</td>
</tr>
<tr>
<td>Ifo/Otta</td>
<td>144</td>
<td>1064</td>
<td>3732</td>
<td>3557</td>
<td>2847</td>
<td>2612</td>
<td>2636</td>
<td>2232</td>
<td>2279</td>
</tr>
<tr>
<td>Egbado North</td>
<td>106</td>
<td>2159</td>
<td>3028</td>
<td>3042</td>
<td>2772</td>
<td>1932</td>
<td>2093</td>
<td>1609</td>
<td>1863</td>
</tr>
<tr>
<td>Egbado South</td>
<td>163</td>
<td>1329</td>
<td>7440</td>
<td>4824</td>
<td>4625</td>
<td>3222</td>
<td>3863</td>
<td>2421</td>
<td>3105</td>
</tr>
<tr>
<td>Ijebu-Ode</td>
<td>115</td>
<td>1158</td>
<td>3989</td>
<td>3837</td>
<td>3333</td>
<td>3168</td>
<td>3088</td>
<td>2963</td>
<td>2053</td>
</tr>
<tr>
<td>Ijebu East</td>
<td>100</td>
<td>757</td>
<td>2051</td>
<td>2606</td>
<td>2158</td>
<td>2056</td>
<td>1683</td>
<td>1663</td>
<td>1592</td>
</tr>
<tr>
<td>Ijebu North</td>
<td>103</td>
<td>845</td>
<td>2708</td>
<td>2775</td>
<td>2232</td>
<td>2255</td>
<td>1083</td>
<td>1068</td>
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<tr>
<td>Ijebu North</td>
<td>80</td>
<td>894</td>
<td>2907</td>
<td>3041</td>
<td>2667</td>
<td>2594</td>
<td>2999</td>
<td>2293</td>
<td>2209</td>
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<tr>
<td>TOTAL</td>
<td>1162</td>
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<td>21993</td>
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<tr>
<td></td>
<td>Primary I</td>
<td>Primary II</td>
<td>Primary III</td>
<td>Primary IV</td>
<td>Primary V</td>
<td>Primary VI</td>
<td>Total</td>
<td>Class at 30 Pupils per Class</td>
<td>h + 5%</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
<td>-----------</td>
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<td>-------</td>
</tr>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>j</td>
</tr>
<tr>
<td>1976/77</td>
<td>75644</td>
<td>55835</td>
<td>46406</td>
<td>39798</td>
<td>34507</td>
<td>30093</td>
<td>28233</td>
<td>9411</td>
<td>9896</td>
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<tr>
<td>1977/78</td>
<td>73710</td>
<td>66258</td>
<td>54037</td>
<td>43432</td>
<td>37352</td>
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<td>1979/80</td>
<td>80019</td>
<td>76233</td>
<td>66639</td>
<td>63323</td>
<td>50701</td>
<td>40551</td>
<td>37737</td>
<td>12579</td>
<td>13208</td>
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<tr>
<td>1980/81</td>
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<td>57779</td>
<td>42058</td>
<td>14020</td>
<td>14721</td>
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<tr>
<td>1981/82</td>
<td>84193</td>
<td>80974</td>
<td>76050</td>
<td>73118</td>
<td>63771</td>
<td>60822</td>
<td>44042</td>
<td>14681</td>
<td>15415</td>
</tr>
<tr>
<td>1982/83</td>
<td>87440</td>
<td>83196</td>
<td>79123</td>
<td>75314</td>
<td>71656</td>
<td>62033</td>
<td>45992</td>
<td>15320</td>
<td>16089</td>
</tr>
<tr>
<td>1983/84</td>
<td>90065</td>
<td>85692</td>
<td>81532</td>
<td>77570</td>
<td>73807</td>
<td>70222</td>
<td>47608</td>
<td>15963</td>
<td>16762</td>
</tr>
</tbody>
</table>
influence the quantity and quality of manpower output and to relate this to anticipated or current structural changes in the economy.

In summary, once proper machinery and capable staff are provided, it would be easier for education planners to collect good statistical data which would be helpful to planners in identifying the needs of the individuals in particular as well as those of the society in general. Moreover, answers to other questions posed above would be more exact, reliable and dependable if good statistical data were taken. The little that is being done in the Ministry at this time is probably due to the overall stability and experience of the Chief Inspector of Education - Planning, and his Deputy and their loyalty to the Ministry and the mandated goals.

Stage II

There must be formation of proposals for policy which would help planners to analyze their educational situation.

The questions:

a) How is the educational situation analyzed?

b) What are the procedures and methods utilized for the formation of proposals for policy?

c) What major changes have been made in curricula, syllabus and teaching
d) What procedures and methods are utilized for changes arising from population distribution and migration?

In Ogun State, Nigeria, the educational situation is analyzed in the light of the analysis and appraisal of what exists and how it has been evolving, and in the context of the proposed Federal National Policy on Education. On this basis, appropriate and desirable education programmes are provided for the people in the State.

The procedures and methods utilized for the formation of proposals for policy on education in the State solely depend upon the feedback from the field officers of the Ministry of Education. The problem encountered in the schools are examined by the field officers who personally experience the problems in the field. The Deputy Chief in charge of planning then acts upon the regular feedback of the field officers based on what they report as problems. In the light of this feedback, the existing government policies are modified or new policies initiated. Proposals for policy are made by a committee of experts. But the officials in the Ministry are not fully involved in the formation of proposals. Although in numerous publications, Ministry officials are described as being intimately involved in planning, in practice, as the interviews revealed, they are not involved.
There have been changes in the curriculum since the creation of the State. The primary school syllabus that was in use since 1955 in the former Western-Region and the Western State now Ogun, Ondo and Oyo States of Nigeria became outdated. As a result, a curriculum committee was set up to draw up the primary school syllabus for the State. The committee in 1973 completed draft syllabuses on five primary school subjects in English, Elementary Science, Mathematics, Social Studies and Yoruba. New outline syllabuses were also produced by specialized bodies on Family Living, Christian Religious Studies and Islamic Religious Studies. These were launched and head teachers were instructed on the use and implementation of syllabi and in the ways of helping teachers to prepare their schemes of work. Any change or changes made in the syllabi was to start from the first day of the school year. In usual practice before changes are made, different committee are formed for each course. The committee typically consist of experienced teachers and experienced professional staff members who are acquainted with the needs of the students. When the State was created, some changes were made. The changes made were not dramatic as such but only suited local environmental needs. Then, the Federal Government ruled that modern mathematics should be changed to traditional mathematics, and there has also been a change in practical agriculture.
For changes arising from population distribution and migration, Ogun State utilized the method for opening more schools and expanding the existing ones. After Edict 5 and 14 of 1975 (a decree issued by the Federal Government of Nigeria) there was a seizure of private schools by the military government and the proprietors of these schools were given compensation. As a result, no mission or private person was thereupon allowed to open schools. Only communities were granted the permission to open schools. Within 1978-79-80; there was a plan to open thirty-nine schools, but nineteen were opened in 1978-79 session. By 1979-80 the other twenty-one new schools would be opened.

Based upon the above data, it is clear that the Ogun State Ministry of Education has no complete or even partial autonomy with regard to proposal formation. Although it is administratively stated on paper that the Ministry has authority, in the actual practice, it has not. What Ogun State needs to do is to get the planning officials of the Ministry involved with the proposal formation. Since the officials are the people in charge of executing the proposals, they need to be involved as well in the planning. In addition, just as teachers are involved in the changes of the school curricula and syllabuses; proposals should also be initiated with the support of Teacher's Associations to encourage teachers to feel as part of the administration. Such a move will make it
possible to hold teachers responsible for the success of the proposals when translated into classrooms activities.

In summary, consideration should also be given to the opening of schools. Rather than opening more schools with inadequate facilities and unqualified staffs, Ogun State should concentrate on improving the standard of the existing schools. Such schools should be adequately equipped with qualified teachers, administrative staff, and physical facilities.

State III

Projections should be made as well as programming and detailed allocation of projects. This will help planners in terms of students enrollment, manpower needs, teaching staff, as well as in the strengthening of their departments.

The questions:

a) How are the educational goals set?

b) What procedures and methods are utilized in projecting students enrollment?

c) What procedures and methods are utilized in achieving manpower needs?

d) What procedures and methods are utilized for projections of teaching staffs?

e) What procedures and methods are utilized for projections of administrative and
inspecting staff?

f) What procedures and methods are utilized for staff development?

Since Ogun State's plan falls within the "Frame Work" of the Federal Nigerian National Policy on Education, educational goals in the State are set after careful examination of the existing programs to know whether changes should be made or not. Each program in existence with its costs and benefits is viewed in relation to the National Policy on Education. Then, a decision or decisions are then made as to either set goals for a new educational program or programs; or to modify or maintain the existing educational program or programs.

In projecting student enrollment, the interview revealed that before the beginning of the school year, Ogun State usually sets aside about three to four weeks for registration exercises of six year old students in the State. This is done at the local level in the ten local government areas now in existence since the creation of the State. Because of the State's shortage of staff, the local government areas are zoned into four. All officers are given details of registration while the Head-Master does the actual registration. Announcements are made to the public through news media and personal contact with the local people. But the major problem was that parents do not usually respond until the very last minute.
In achieving manpower needs, the State Ministry of Education takes a survey of the needs of the society and plan to meet what needs are considered necessary. For example, in teacher education, there was need for more flexible teachers in various subjects or disciplines. As a result, the Division of Teacher Education in the State Ministry has introduced Agricultural Science. In the same token, Home Economics has been emphasized as well as the teaching of Oral English. This makes it possible for any trained teacher from the State's teacher training colleges going to teach in the primary school to have mastery of the English Language and competence in his or her speech. The emphasis paid on English is valid, since English is the medium and official means of communication in the State's secondary schools, as well as in the teacher training and other higher institutions in the State.

The State shows great concern about its teaching staff. After careful survey of teachers who have been produced in the State, plans for production of more teachers were made. This includes the provision of an additional one hundred and thirty seven final year classes in the State's teacher training institutions. This was done by expanding existing colleges. Each college was made to take the maximum number of trainees each college compound can accommodate and opening new colleges. The expansion of existing colleges raised the enrollment status as follows:
TABLE 9

<table>
<thead>
<tr>
<th>College</th>
<th>Present Enrollment</th>
<th>Enrollment Expansion</th>
<th>Additional Annual Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baptist Womens College</td>
<td>595</td>
<td>750</td>
<td>1.33 classes</td>
</tr>
<tr>
<td>St. Leo's College</td>
<td>560</td>
<td>750</td>
<td>2 classes</td>
</tr>
<tr>
<td>M.T.T.C. Sagamu</td>
<td>595</td>
<td>750</td>
<td>1.33 classes</td>
</tr>
<tr>
<td>M.T.T.C. Oru</td>
<td>560</td>
<td>750</td>
<td>2 classes</td>
</tr>
<tr>
<td>A.U.D.T.T.C. Ota</td>
<td>875</td>
<td>875</td>
<td></td>
</tr>
<tr>
<td>Egbado T.T.C. Ilaro</td>
<td>980</td>
<td>980</td>
<td></td>
</tr>
</tbody>
</table>

Given the above data, expansion of existing colleges could increase annual output by 7 classes or 245 trained teachers.

Since Ogun State does realize that effective administration and inspection of education is important for the success of the new development plan—hence, assistance of the Federal Government was called upon. The Federal Government in return sought the assistance of the United Nations Educational Scientific and Cultural Organization (UNESCO). As a result, programmes for training of many educational planners to manage the Ministries came into existence.

In the area of staff development, it was revealed
during the interview that there is a guiding principle from the Ministry of Economic Division and Training. This is the ministry solely responsible for staff development in the State. The principle is that an officer should go for training - an inservice training - at least for one period in five years. The expectation is that at least twenty per cent of the teaching staff will be given some sort of additional training each year. In this respect, the Head of the Planning Division acts as a coordinator for the Ministry of Education by arranging professional meetings for staff where professional matters are discussed and developed. Induction courses are also arranged as well as refresher courses. Leaves of absence for one-year period to undertake course or courses at any higher institution of the staff's choice is usually encouraged and granted. It was confirmed that leaves of absence (Sabbatical Leave) for one year period with full pay are usually granted to Principals, Head-Masters and teachers who want to undertake course or courses at any higher institution of their choice provided they have been working in the ministry for at least five years. For example, the untrained teachers are given in-service training every quarter in the year. Some of the teachers who live in urban areas attend evening classes throughout the year or sessions, and those in the rural areas come to the cities during their long vacation for vacation courses. Such
untrained teachers are awarded honorary Grade II Certificate after having undergone the in-service training. On the other hand the qualified teachers are encouraged to go for a Diploma or Associate programme in the Universities so as to become Grade I teachers. Three-month refresher courses are also available either in the local universities or abroad. Hence, there is continuous staff development programmes for teachers to make them get in close touch with the modern trends in education.

Based upon the above data, Ogun State has a clear understanding that projections, programming, as well as detailed allocation of projects should be made. Thus, setting educational goals as well as manpower needs and encouragement of flexibility in teaching were well planned and adequately executed. There is no doubt that the State is aware of staff shortage and has been making efforts to improve the situation by increasing the intake of students to its teacher training Institutions. But meanwhile the few available qualified teachers should be constantly encouraged with better fringe benefits. Such a move will act as an incentive for them to remain in the profession.

It is claimed that parents do not respond to the school official's request that they (parents) should have their six year old children registered in school at the beginning of each year. This may be true, but what the state in collaboration with the school officials need to do...
is to encourage parents to get involved with various activities in the school. Many activities requesting parents participation need to be established. It is only when parents and local people are made to realize that they are part of the school organization that the officials can have the cooperation of parents. At this point, Parents-Teacher Associations need to be encouraged. There is also need to get local newsmen and educated people need to be involved in the school activities. There may also be a need for Adult evening classes to stimulate the interest of the old people in education. If this suggestion is put into practice, more parents would definitely cooperate with the school officials and also respond promptly when necessary.

The plan for staff-development is very good and adequate. But, more can be added to it. For example, interclass visitation, conferences between supervisors and teachers as well as microteaching can enrich the knowledge of teachers provided the machinery is available.

In summary, as a newly created State, Ogun State is really trying in bringing about rapid development in the areas of schools expansion and quality of teachers. If complete or partial autonomy can be given to the State by the Federal Government in the planning of its educational needs much more will be accomplished both for the individuals as well as for the society in the State.
Stage IV

Costing, feasibility testing and consideration of alternatives to help in financing proper education, need to be considered.

The questions:

a) What criteria are utilized to determine how much money should be allocated for public education?

b) Who makes the decision on the allocation of funds?

c) What variables are utilized in projecting educational cases based on need?

d) What are the sources of financing education?

e) What alternative sources are provided apart from the ones mentioned?

f) What model or models of school financing are utilized?

To determine how much money should be allocated for public education, the government should look into the needs of the society. Thus, education in the newly created State of Ogun is more preoccupied with the challenge of development, calling for new skills and the right attitudes both socially, culturally, politically and economically.

The Ministry of Finance is in charge of financing
education and the Ministry of Finance has the overall picture of the needs of the State and what fraction had been spent on education in the past and what should be expected to be spent based upon the objectives and the plan of the Ministry of Education. Once the funds get to the Ministry of Education, the funds are placed in the charge of the Permanent Secretary for expenditure. The Permanent Secretary who does not do the actual budgeting takes the responsibility for everything concerning the budget. The head of the Planning Division subsequently prepares the budget in collaboration with the secretary for finance and the administration of the Ministry.

In projecting educational cases based on need in Ogun State, more schools were opened. The openings of schools are based on transition rates which vary from one local government area to another. (See Table 10) From 1978-79, no boarding subsidy was received from the Government. Only ₦100 was given per session. Advance proposal budgets for building grants to school and payment of compensation were made. But since the creation of the State, fourteen old schools and seven newly opened were taken over by the Government. There are two types of schools existing in Ogun State. They are 1) the taken-over schools which number about one hundred and 2) the newly opened schools. Payments of compensation to these schools were made by the government through the Division of Secondary and
Table 10 shows the projected figures of Primary Six School Leavers with 30%, 35%, 40%, 45%, and 50%. Transition rates for admission into Secondary Class I for the period 1977/78 to 1982/83 school years.

<table>
<thead>
<tr>
<th></th>
<th>PRIMARY VI</th>
<th></th>
<th></th>
<th>SECONDARY I</th>
<th></th>
<th></th>
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<tr>
<td></td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
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<td>50%</td>
</tr>
<tr>
<td>1977/78</td>
<td>32540</td>
<td>9762</td>
<td>11389</td>
<td>13016</td>
<td>14643</td>
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<td>23112</td>
<td>26001</td>
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<tr>
<td>1981/82</td>
<td>60822</td>
<td>18247</td>
<td>21288</td>
<td>24329</td>
<td>27370</td>
<td>30411</td>
<td>30411</td>
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<td>21067</td>
<td>24578</td>
<td>28089</td>
<td>31600</td>
<td>35111</td>
<td>35111</td>
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</table>
Technical of the Ministry of Education in the State.

The greatest financial shares to schools in Ogun State come from the Federal Government, State, Local and Communities in the form of cash. The other alternative source apart from the ones already mentioned is through philanthropic donations which is not usually guaranteed. Under the budget, various headings are given. They are the current and capital expenditure. Before a school can be opened, the community is required to provide 50 acres of land, surveyed and conveyed to the government and ₦40,000, and the government subsidizes with "Matching Grants" varying from ₦48,000 for each secondary school opened. The government also provides ₦30,000 to upgrade secondary modern school to secondary grammar school. But the new condition for opening schools are that the school existence should spread over three years in which the community will provide:

1) 50 acres or 20.4 hectares of land surveyed, no need for conveying.

2) Produce necessary initial infrastructure, such as classroom building, at least twelve and two laboratories; one assembly and sports field.

Based upon the above data, it is necessary for the Ministry of Education to work hand in hand with the State's Ministry of Finance. Since the Ministry of Finance is in
control of the State fund and also responsible for the allocation of funds to all the State's Ministries. The Chief Inspector of Education - Planning, should also have his annual budget prepared well in advance of the financial year; and submitted to the Ministry of Finance for ratification. This will enable the Ministry of Education to know where its proposed projects stand financially. From the above data, it was claimed that the major constraint was financing the execution of plans. This may be very true since the actual drafting of the budget document usually extends over a period of several months. Moreover, budget planning involves gathering, analyzing, and organizing the data on which the budget is based and since the State usually lacks the appropriate machinery to aid in this matter, it is obvious that, although, superior performance of the projects might be the goal of the State; yet, it will always be impossible to achieve this since good statistical data on which the budget would be based cannot be made available. Hence, the Chief Inspector of Education - Planning, should have a budget calendar setting forth the target to be achieved and a series of deadlines that must be met each month.

By adopting this method, the Chief Inspector of Education - Planning, during each year would be able to detect any weaknesses that might definitely show up in the budget; and this would help him to correct both the
under as well as the over - appropriation of funds in various phases of the school district's services.

In conclusion, the greatest financial shares to schools in Ogun State is the same as in other States in the Federation of Nigeria. But in order to have more funds to meet their needs, the State should solicit more voluntary agencies and probably increase taxes very slightly. Increasing of school fees is not recommended for a democratic society like Ogun State; especially if it causes some children to be deprived of the benefits of education.

Stage V

Decision and implementation of plans. For good and effective planning, decisions should be constantly taken.

The questions:

a) What procedures and methods are utilized in making decisions?

b) At what stage of planning are decisions made?

c) At what stage of planning are these decisions tested?

d) How long are decisions taken to become effective or implemented?

e) Who are the people involved in decision-making?
In Ogun State, before making decisions on any plan, the present system is carefully examined. Consideration is also given to what goes on in the field as well as in the colleges, and based upon the feedback received from the field officers in the areas of student enrollment, enrollment of teachers and physical facilities in the colleges. All these really guide the division's steps in making provisions for schools and planning for the subsequent years either in the area of capital development in the colleges, teacher training and in producing more teachers. It is at this point that there is a high correlation between the planning procedure in the Ministry and the final decision-making. Moreover, there is the usual evaluation of the system taking place, that is, formative and summative evaluation. Thus, after assessing all the phases of the plan, good decisions are made or reached. This is an indication that the planners do not jump to conclusion without monitoring their projects.

Decisions are usually made along with the plans. The plan in Ogun State is prepared every five years and it is a plan of intention. When it is approved, the implementation of the plan is started as long as the resources are available. The planning division is in charge of the overall planning, hence, it monitors the progress of the plan and writes reports every quarter. The planning division is more or less a watch dog of the plans to be
implemented. So, when a particular plan has not yet being carried out, the planning division brings the plan to the attention of the people concerned.

In making decisions, all officers at the grass roots level take part in the development of project ideas. The heads of divisions or sections thus take responsibility for overall planning of their section or division and all these are coordinated by the Chief Inspector of Education (in charge of planning) and submitted to the Ministry of Economic Development and Finance. This shows that at various levels, different types of officers are involved in the planning process. Taking primary education for example, and under the primary education is the special education; but the man in charge of primary education may not be an expert on special education. On the other hand, the officer on special education knows what to do as far as his area of special education is concerned. Hence, the officer is given the chance to draw his plan, and give convincing reasons as to why the plan should be supported. If he is able to convince the man in charge of primary education, the man takes up the plan from that point and forwards it to the appropriate quarter.

Also at the lower level of the decision-making, Principals of Schools are indirectly involved, whereby the plans for secondary schools are expected to be related to the objectives of the schools. The schools may have plans
called development plan. A school may indicate that in five years it desires to build certain numbers of school laboratories, fence the school compound in order to improve the surroundings, or it may desire to achieve specific enrollment targets provided money is available. The school tries to call these desires to the attention of the Ministry of Education although it may not achieve half of its desires or requests. But it may propose and fight for its requests. Thus, it is the totality of this that the man in charge of a secondary and technical school would indicate to the Ministry that in five years certain numbers of classrooms or laboratories, etc. will be needed by the schools in the State. But the decision to approve the plan is always contingent upon the availability of funds.

Based upon the above data, it is clearly understandable that Ogun State is aware that for good and effective planning, decisions should be made continuously. Hence, the State utilize a procedure for achieving this objective by carefully examining from among the existing plans before a decision is made to modify or develop a new plan. If the State Ministry depends upon the report of the field officers, it is necessary that their field officers be well trained and knowledgeable about the field. If they are not adequately trained, it is quite possible that the field officers will be feeding the Ministry the wrong information; and if the Ministry should decide in
terms of incorrect information, sound and effective decisions would be very difficult to make or implement. For this reason, it is recommended that the use of experts on short-term contract be utilized in Ogun State to guarantee sound decision-making and implementation.

The five-year plan embarked upon by the Ogun State Ministry of Education is good. But rather than relying only on the five-year plan, more short, and medium-range plans need to be encouraged to facilitate effective planning and decision-making. It is very interesting to note that Ogun State realizes and also puts into practice the method of involving all officers at the grass roots level in the development of project ideas. It is also interesting to note that Principals of Schools are involved in the decision-making process.

In summary, Ogun State Ministry of Education understands the importance of decision-making and implementation. The Chief Inspector of Education in charge of Planning is well knowledgeable about the Stage; and therefore monitors the progress of the plan and writes reports every quarter. Moreover, he is so vigilant about the plans to be implemented; to the extent that when a particular plan is not being carried out, he brings the plan to the attention of the people concerned.
Stage VI

Evaluation and revision of plans must be provided for. This will enable planners to find out if the results of their planning meet with their set-down objectives.

The questions:

a) What procedures and methods are utilized in evaluation and revision of the educational planning?

b) At what stage of the planning are educational services evaluated?

c) How often are the educational services revised?

d) What are the results after comparing the actual outcomes with the desired purposes, objectives and goals?

In order to evaluate and revise the educational plans in Ogun State, the Chief Inspector of Education - Planning, with the help of the Nigerian Education Research Council (NERC) and the Comparative Educational Study and Adaptation Center (CESAC), the syllabus and the curriculum are evaluated. The examination section of the Ministry of Education also helps in evaluating students. By monitoring what is given to schools in the light of the feedback from school, the Ministry changes his plans. Committees made up of teachers are often selected to give recommendations. The success of the plan are usually measured
by looking at the tests of pupil knowledge, pupil success in subsequent related programs, pupil success in advanced schooling or work, opinions of pupil work performance by business men, by instructors in other institutions of learning, or the pupil himself. The interview also revealed that at each stage or end of every year, a review of what was done was evaluated.

The results after comparing the actual outcomes with the desired purposes, objectives and goals always fall below anticipated target. Although the State is successful as far as teaching and examinations are concerned, advancement in terms of going to secondary schools and increment in transitions rate of students. But the major constraints facing the Ministry are lack of funds and inadequate supply of competent and qualified personnel to utilize the plan effectively.

Consequently, it is obvious that Ogun State Ministry of Education actually recognizes the importance of evaluation and revision of plans for effective educational services. Hence, with the help of the Nigerian Education Research Council (NERC) and the Comparative Educational Study and Adaptation Center (CESAC), the Chief Inspector of Education-Planning revise and evaluate the syllabus and the curriculum. Teachers are also encouraged to participate in the process of evaluation and revision. The examination section is charged with the responsibility of
evaluating students by administering tests to pupils.

In addition evaluation and revision are constantly taken at the end of each stage or year. The results of their actual outcomes always fall below their anticipated target for the simple reason that they lack adequate financial support and supply of qualified personnel. In this case, Ogun State has to do something to raise funds to meet their needs. Maybe, improving the State sources of revenue to keep the pace with the demand for services might help.

In summary, Ogun State Ministry of Education has a clear understanding of the importance of evaluation and the revision of plans. But since the Ogun State Ministry of Education is aware of its major constraints, what it needs to do is to desist from the idea of concerning itself primarily with fulfilling specifications of the State Codes and try to explore and identify new and possibly more critical areas of need.

Summary of the Chapter

The afore-mentioned detailed analysis of the recommended six stages of Educational Planning interspersed with the major questions answered by officials responsible for planning in Ogun State Ministry of Education can be summarized as follows:

1) In Stage I, Ogun State does in fact, collect
statistical data; but not as accurate and reliable as recommended. This is so, because the State lacks the supply of good machinery as well as qualified and efficient personnel. As a result, data needed for effective planning are usually late in arriving.

2) In Stage II, proposals for policy are formed; but the officials in the Ministry are not involved in the formation of the proposals. They are more or less caretakers for the proposal. If they were given the opportunity to be part of the planning team, they should be able to execute the policy with less problem or problems.

3) In Stage III, Ogun State Ministry of Education does make projections as well as programming and detailed allocations of projects. But its executives are not usually able to meet their targets simply because they lack financial support.

4) In Stage IV, Ogun State Ministry of Education does realize that financial support is necessary to meet their educational needs. Hence, the State seeks help from the Federal Government as well as from the
local and community people. Philanthropists' donations in the form of cash are also sought as an alternative source to the model of financing education.

5) In Stage V, Ogun State Ministry of Education understands that in order to have good and effective planning, decisions should be constantly taken. As a result, the State planners have made relevant decisions at every stage of the planning process or processes.

6) In Stage VI, Ogun State Ministry of Education adheres to this stage of planning by constantly revising and evaluating its educational programs in the light of testing pupils and finding out how they are progressing in the business world after leaving school. It is through this evaluation and revision of plans that the planners are able to find out if the results of their planning meet their set-down objectives.

In analyzing all the six stages along with the major questions answered in the study, the data substantiate the facts that the Chief Inspector of Education in charge of Planning in Ogun State had good knowledge of the planning
processes, adhered to the stages as stated, and found the stages supportive of the planners decision-making prerogatives. These results were probably due to the fact that in most cases, planners who had the responsibility for implementing plans had an opportunity to provide inputs in the development of project ideas. But on the other hand the interviews revealed that Ogun State does very little planning for education. For this reason, the next chapter will provide in detail more about what good planning does, and intends to propose a planning process to Ogun State Ministry of Education as a guide for future educational planning.

In summary, the interview has distinctly revealed two major purposes - that is:

1) To identify the actual procedures and methods of educational planning utilized in Ogun State, Nigeria.

2) To compare and contrast the actual practice with the acceptable model of planning selected for the study.

The remaining Chapters of this dissertation provide a development of an original model of educational planning based upon the literature and present practices in Ogun State, and the conclusions and recommendations of the study.
CHAPTER V

The Original Model, Summary, Conclusions, And Recommendations

The Introduction

An important purpose of this study was to develop an original planning model which would be practical, effective and economical for future educational planning in Ogun State, Nigeria.

To achieve this purpose, a model was developed based upon the characteristics of good educational planning methods as revealed by various authors in the literature and the present educational planning practices in Ogun State as revealed from the interviews with certain selected planning officials of the State Ministry of Education, Nigeria.

This chapter presents the original model and suggestions for future educational planning in the State based on the needs of Ogun State and on observed conditions in the planning processes of that State. In addition, this chapter provides for the summary, conclusions and recommendations of the study.
An Educational Planning Model: A Guide For Future Educational Planning Development To Be Utilized By The Ogun State Ministry of Education, Nigeria

It is suggested that the Ogun State Ministry of Education and Chief Inspector of Education in charge of planning consider the following stages of educational planning and analyze in detail in terms of established guidelines for national planning. (See Figure 4 for general model)

"The Planning Model"

Stage I. The Political Ideology of the State Needs To Be Examined.

Educational development is very delicate and complicated that its planning must be done by a group of people with multiple interests and specialized potentialities such as businessmen, lawyers, judges, political scientists, ministers, teachers, etc. The most important points are a matter of high policy to be decided at a political level, with or without advice from specialists or people of high reputation in the field of education. For this reason, it is essential that both the Ministry of Education and the Chief Inspector of Education (in-
A General Model of the Educational Planning Process.
charge of planning) agree that educational plans are purely reproductions of various political ideologies. Because of this, it is suggested that the Ministry and the Chief Inspector of Education (in-charge of planning) should study, examine and analyze the political ideology of the government in power before planning. The Ministry should also seek the assistance of political analysts who can help the Ministry to appraise the political ideology of the government in power within the guidelines of the national planning. For instance, the appraisal may reveal that the political ideology of the government in power is to teach people the rights of freedom as well as the responsibilities of freedom.

Thus, in developing educational plans, provisions should be made for schools to understand the importance of law if the law was to replace the native customs and personal loyalties. Moreover, the school needs to be taught to respect this law and the people who enforce it, in order to achieve peace, justice and respect for human dignity in the State.

Stage II. The Educational Philosophy Must Be Clearly Defined.

In order to have good and sound educational development, the State must formulate an educational philosophy that will cater to the needs of the people in the state. This philosophy which will be a guide to the
educational action should be drawn in the light of what
the society culturally treasures and be within the suggest-
ed and recommended guidelines of the national policy.

Since philosophy is meant to guide planners to
action, it is necessary that educational philosophy be
clearly defined and stated in simple statements so that
planners can see clearly the prospect for the future be-
fore planning the training of youths for tomorrow. At
this stage, it is suggested that the coordination of the
educational philosophers' views be sought before the actu-
al planning begins. The educational philosophy must state
what the goals of good education must be and the procedures
and methods for attaining the stated goals. Hence, the
State educational philosophy developed within the "Frame-
work" of the National Policy should focus on the integra-
tion of the individual into becoming a responsible and
efficient citizen; and also provide for an equal education-
al opportunities for all citizens of the State at all
levels both inside and outside the formal school system.

In order for the philosophy to be in relationship
with Nigeria's National Objectives, it has to be directed
towards self-understanding, individual and national ef-
ficiency, effective citizenship, national consciousness as
well as towards social, political, economic, cultural,
scientific and technological advancement.

In a simple statement, the State education must be
flexible in nature to fulfil the needs of the society it means to serve. In addition, the education must be continuous, progressive, functional and democratic in order to give equal opportunity to all and make it possible for the individual who has the education to improve his status within the State and at the national level. It is therefore important that those who are involved with planning at any level must identify not only the customarily accepted values but also what appear to be the emerging beliefs and values relating to the support and provisions for education. Thus, it is suggested that the philosophy of state education should be clearly defined and include the following:

1) Public education must be a means of promoting social mobility within the society and also a means of providing equality in educational opportunities.

2) Those in-charge of school funds must utilize the funds efficiently in order to meet the set-down objectives.

3) Everyone in the State or community including planners should be held accountable for the progress of educational growth and outcomes.

Stage III. There Must Be A Declared Commitment To Comprehensive Planning.
It is suggested that the State Ministry of Education in conjunction with the Chief Inspector of Education in-charge of planning declare a commitment to comprehensive planning. To achieve this stated objective, the major problems must be identified and discussed in detail. It is understandable that there are some problems that cannot be clearly identified and distinctly described until comprehensive studies have been undertaken and completed; but it is always beneficial to discuss the more obvious problems as a way of planning for changes. But these changes cannot be possible without an agreement on goals and the establishment of objectives. Moreover, almost all goals for education have at least some implications for provisions for financial support. It should be remembered that there are some national goals that have important implications for the development of goals for education in every State; hence, it is the responsibility of the State to develop its own supplementary goals in order of priority.

At this stage, the State should assess the needs of the individual and of the society to determine what the priorities should be. It is also at this particular point that once the goals have been clearly stated and unanimously agreed upon that the needs should be assessed.

In order to determine the educational needs of the people of a state or community, the following points
should be considered:

1) The numbers of the student population to be registered in school must be known.

2) The percentage of the students to be served must also be known.

3) The educational needs must be assessed to know the extent to which the goals and objectives of the pupil population in school are being met.

It is the assessment of needs which will help planners to see if some goal statements need to be revised or clarified. A careful assessment of needs will not only help planners to decide on urgent and very important goals but will also help planners to lay down priorities and techniques for achieving major goals.

Stage IV. There Must Be An Available Fund To Execute The Plan.

For an educational plan to be very effective, there must be an adequate provision of funds to carry out the planned project ideas. Hence, it is the responsibility of the State to provide funds needed to meet the educational needs of the society in the State. In the same vein, it is also the responsibility of the Chief Inspector of Education (in-charge of planning) to establish in conjunction with his planning officers a financial planning system which will indicate the estimated costs of the
proposed educational and administrative programs. The financial planning system should also indicate the annual forecasts of capital and operating costs and also identify sources of revenue and predict the amounts to be received by the state government.

When the above system is well established, the Chief Inspector of Education - planning, should develop evaluating procedures which will enable him to estimate benefits derived from current or proposed programs and assign highest priorities to programs which contribute most to the goals and objectives of the school system. The Chief Inspector of Education - planning, should also prepare adequate budgets for each year which will help the State to determine how much money should be allocated to education. In the process of preparing budgets, it is suggested that the Chief Inspector of Education - planning, in conjunction with the Finance Officer in the Planning Division of the Ministry of Education have a comprehensive 12-calendar month plan ahead of time. This will give planners the opportunity of making necessary changes wherever possible before the plan becomes implemented. (See Table 11)

Since the Nigerian Financial Year ends in March, the table thus showing the proposed Budget Calendar will begin its preparation from April and ending in March. It will include a schedule showing the responsibilities assigned to different people involved in the preparation.
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<th>Month</th>
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<td>Formulate concrete educational plan. Include purposes, goals and priorities re-examine existing educational purposes and goals. At this stage community members should be allowed to participate.</td>
<td>Assess the educational needs suggested by both the re-examined and the existing goals. Participants should still include community members &amp; ministry officials.</td>
<td>Translate educational plan into estimated costs. Participants should be the Chief Inspector and the finance officer.</td>
<td>Determine major programs and establish priorities. Participants should include principals of schools, the Chief and the Finance Officer.</td>
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<td>Break the priorities into long and short-range priorities. Participants should be the Chief and the Finance Officer.</td>
<td>Prepare the financing or revenue plan. Participants should be the Finance Officer and his staff.</td>
<td>Analyze various alternatives. Participants should be the Finance Officer, his staff and the Chief.</td>
<td>Develop a tentative plan and present for assessment. Participants should be the Finance Officer and his staff.</td>
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<td>Develop a comprehensive plan after necessary amendments. Participants should be the Finance Officer and his staff.</td>
<td>Present and interpret the budget to the permanent secretary of the ministry and the treasury department of the State for analysis and review. Participant - The Chief Inspector of education - Planning.</td>
<td>Have the budget adopted by the Governor through the permanent secretary and the treasury department. Participant - The Chief Inspector of education - Planning.</td>
<td>Have a record of the official minutes of the body adopting the budget. Participants - the Chief Inspector of education - Planning.</td>
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</table>
and adoption of the budget, the time when each activity is due, the time for preparing the budget document, the time for presenting the tentative budget plan and the time for the final adoption of the budget plan.

But before the preparation of the final budget, the Chief Inspector of Education and the Finance Officer must seek the approval of the Treasury by making a strong case for each of the major programs. The Chief Inspector and the Finance Officer must also obtain detailed estimates with regard to academic or other instructional services, operational services as well as administrative services. In addition, the Chief Inspector and the Finance Officer should regularly review all current or proposed projects, check their status, and identify any unauthorized expenditures.

The Chief Inspector of Education in-charge of planning should be knowledgeable to know that educational expenditures are affected by many variable factors such as the number of educated pupils, the purchasing power of the nations currency and economy, the gross national product, the quality and quantity of the educational services provided as well as the peoples' demand for education. All these factors must be considered and included into the plan before presenting the final budget for authorization.

To prevent financial shortcomings, all financial resources available for education must be explored and properly tapped. The Chief Inspector of Education and his
planning crews must provide alternative models or methods for financing education which will be entirely different from the four major sources of school revenue now in existence. These are:

1) Federal Support.
2) State Support.
3) Local or Community Support and
4) Payment of School Fees.

Stage V. There Must Be Formation Of Proposals For Policy and Obtaining of Approval.

When it is obvious that there is an available fund to meet the educational needs of the society in the State, the Ministry of Education planning officials in conjunction with some various experts in different disciplines such as business consultants, engineers, teachers, lawyers and ministers should form proposals for policy and try to obtain approval once the proposal is formed.

To achieve this objective, it is suggested that planners put into consideration the kind and quality of education essential to meet both the present and the emergency needs and how these needs can be best and most effectively established. Planners should carefully find out through survey the available skills and manpower resources of the State. They should also study the existing manpower and the skills this manpower possesses. At this point, planners should have some employment objective built
into their proposal strategies by examining the existing educational system, the extent of the educational wastage and the reason for this wastage.

But the decision relating to educational planning are difficult to make because of the imperfection of information about economic resources, the varying commitments made to economic goals, and the changing preferences of youth concerning vocational and economic objectives. The schools are expected not only to supply the necessary trained manpower required by the economic goals of public and private sectors but also to affect economic tastes and values. Industrial societies, nevertheless, have utilized some formalized means of making economic estimates.

One of these is the methodology recommended by Samuel Bowles on the "Manpower Requirements Approach". According to Bowles, it is a way of achieving the anticipated educational turnouts based on a group of economic growth projections. The careful prediction of economic growth helps in the distribution of turnout and employment in some future year to various sectors of the State. In the same vein, distribution of employment in return, results into occupational distribution, and it is the totality of the distribution of the labor force added to data on existing stocks and anticipated retirement rates that a plan of enrollment levels in all phases of educational institutions are created. This general method of education-
al planning has been applied to Northern Nigeria. It was first used in the Mediterranean Regional Project of the Organization for Economic and Cooperative Development (O.E.C.D.) in Turkey, Spain, Yugoslavia, Italy, Greece and Portugal.¹

Valenti also cited that a variation of this methodology² has been used by the Educational Planning Office of the Ministry of Education in Thailand since the early 1960's. In that approach, an analysis of the recent position of the labor force in Thailand was made; such as its employment levels, sectoral composition, occupational composition and educational attainment levels. The approach revealed that the percentage estimate of the occupational and sectoral compositions when applied to the labor force helps to predict through the target years of 1986. This was done by making projections of the Thai population and the rate of growth of the labor force. Estimating an agriculture sector of 75 percent, the percent compositions of the non-agricultural sectors were computed.

The study used a methodology designed by Walter Galenson with the Italian economy as its model because of


Italy's comparable climate availability of water power, site, population, and agrarian economics. The percentages were then applied to the estimate of the number of workers in each industrial group in 1986. Next, the number of workers in each major occupational group were broken down into finer occupational categories. The estimates of demand for specific occupations were converted into an estimate of educational requirements.

In fact, economists have used such methods for predicting in advanced countries, there are great risks in applying the same methods to developing countries. This is because reliable information for planning is often lacking. Motivation for work and productivity is not clear, cultural values and attitudes are different in comparable to those in capitalist economics. 3

A modified manpower requirements approach was also developed by Tinbergen and Correa in 1962. It was used in analyzing the educational planning in India and Uganda; and applied to Greek data in 1964-65 by Gareth Williams. This is a more sophisticated approach in contrast to the approach used by the Mediterranean Regional Project. The approach focuses on the relation of output to occupational distribution using an estimated direct relationship between aggregate output and the educational level of the labor

3 Ibid., pp. 409-410.
force. These schemes are applicable to more industrialized societies. They have application to States in Northern Nigeria as claimed by "Bowles". But in the Southern States like Ogun State where industrial development is much less because of the lack of adequate personnel, especially in the planning, promotion and execution of industrial projects, and the prolonged agreements involved in finding good technical partners, they are not useful.

In addition, consideration should be given to changes in curricula, syllabuses, teaching methodology and other school activities; as well as changes in the requirements of training and qualifications of teachers. Consideration should also be given to changes in policies of promotion of students within a sector of the educational services and changes arising from population distribution and migration.

It is in the light of the analysis and appraisal of the above suggested processes and in the context of proposed national development, that desirable and appropriate proposals should be prepared and approval obtained by the planners.

Stage VI. There Must Be Organization Of Planning Staff And Assignment Of Responsibility

Bowles, pp. 144-147.
Once the proposals for policy have been formed and approved, the Chief Inspector of Education in-charge of the Planning Division should organize a planning staff and assign responsibility to each staff member. The Chief Inspector should be aware of the kinds of planning he intends to have for the State whether strategic planning, long-range planning, short-range planning, comprehensive or planning by outside experts.

Once a decision is made on the kind of planning needed for the State, the Chief Inspector should establish the principle of effective working group as an important element in the planning organization. Moreover, the Chief Inspector should implement a criterion of administrative responsibility, the principle of unity of direction to avoid conflict of interest, priorities and dual responsibility. Once the ingredients for the effective planning staff have been duly established, the Chief Inspector should organize his staff into positions and assign responsibilities.

Responsibilities should be assigned to planning staff in the following areas:

1) Operation - This will focus on the development, implementation, maintenance, and evaluation of educational programs.

2) Internal Relations - This will focus on the recruitment of teachers, development
of teachers and evaluation.

3) Financial Services - This will focus on finance, purchasing and school maintenance.

4) Creativity - This will focus on innovating new methods through research and collection of statistical data.

5) Human relations - This will focus on the relationships with external and internal educational agencies, and community groups.

Most important of all, the planning staff appointed by the Chief Inspector must be capable of fulfilling the State's responsibility to offer high-quality education which meets the needs of the society and the individual; and makes productive use of the resources provided by the society of that State.

Stage VII. There Must Be Allocation Of Project Ideas And Contact With Cooperating Units.

When the planning staff has been firmly organized and established, project ideas should be allocated and contact established within all the cooperating units to avoid dual responsibility and thus promote good work group efficiency. If the planning staff are divided into groups the Chief Inspector must provide communication links between groups through leadership positions and their overlapping membership in work groups.
LEGEND

1. The State Governor.
2. Political Ideology Examined.
3. Defining Educational Philosophy.
4. Declare Commitment for Planning.
5. Request for Funds.
6. Formulate proposals for policy.
7. Organize planning staff.
8. Allocate project ideas.
10. Make Decisions with Alternatives.
11. Evaluate Plan.

The Planning and Decision-Making Model in Education.
The Chief Inspector should be aware to include in his allocation of project ideas the following projections and programming. These are:

1) The projections of enrollments based on the target of achieving set enrollment ratios.

2) Projections of enrollments based on achieving manpower targets.

3) Planning the development of educational services to meet assessed manpower needs.

4) The distribution of projected development by area and to individual school projects.

5) Projections of teaching administrative and inspecting staffs.

Coordinating and directing the diverse talents of the planning staff would be relatively easy if the planning division were pure bureaucracies. In this case, control will only be extended from top to bottom, with each planning staff assigned to a particular position and fully responsible to a single superior very knowledgeable in educational planning which in this case would be the Chief Inspector of Education - Planning.

Stage VIII. There Must Be Available Good And Reliable Statistical Data.

It is necessary for planners to be aware that plan-
ning can hardly be undertaken without relevant statistical data. Hence, educational statistics should be developed with planning needs in view.

Thus, for good educational assessment, data must be gathered on available skill and manpower resources; the existing educational system, the current unused surpluses of labour, numbers and types of inadequately trained personnel. Data must also be gathered on the emerging as well as existing technologies in industry, commerce, agriculture and education. Data must be gathered as well on the traditional, ideological and religious beliefs of the people which if acted as a barrier must be prevented by skills or modified in the modernization process. Unless this is done, it will be very difficult for planners to make accurate predictions. It is equally important that appropriate machinery exist to promote consultations between the agencies concerned with human resources development.

When appropriate data are collected, they should be analyzed and appraised. This will enlighten planners on the existing problems that need to be tackled in the proposal for future. It will also help planners to trace the evolution of growth, dynamics and balance of the educational services on which estimates for future growth and flow rates can be based. Finally, it will reveal an up-to-date position of the State from which future develop-
ment must begin.

Stage IX. There Must Be Decision-Making And Provision For Alternative Plans.

Decision-making plays a vital role in any kind of planning. It is the process whereby a choice has to be made between two or more different alternatives to determine about the future state of affairs. Having realized this, planners should always make tentative decisions after each stage of their planning. It is the result of their decision on the last stage that their next planning should be developed. Along the line, alternative decisions should be made, tested and evaluated before given the final approval. Because of the importance of decision-making in the planning process, it is suggested that decision-making should be constantly taken along with the planning process.

In order to arrive at good decision, the following guidelines are suggested for planners involved in decision-making process. These are:

1) It is suggested that planners have a good knowledge as to why a decision is needed and what the function of the decision would be.

2) It is suggested that relevant information seeking for a decision to be made should be carefully examined. In this case,
opinions relating to the decision should be collected and organized.

3) It is suggested that using the information collected, planners should analyze and interpret as to the need for a decision to be made.

4) It is suggested that in the light of available choices or alternatives, tentative decision should be formulated.

5) It is suggested that when choices are made alternative decisions should be analyzed.

6) It is suggested that weighing both alternative decisions, a final decision should be made.

7) It is suggested that the final decision be evaluated to know how effective and productive the decision is.

8) In the light of all the above steps, obtain approval on the decision already made.

It is believed that planners constantly following the above guidelines will always arrive at good decision-making in the process of their educational planning. (See Figure #6)

Stage X. There Must Be An Evaluation And Revision of Plan.

Planners must be aware that it is very important
Figure #6

Governor

Obtain Approval

Evaluate

Finalize Decision

Analyze Alternatives

Formulate Tentative Decision

Analysis and Interpretation

Collection of Relevant Information

Knowledge Why Decision Is Needed

The Planners At Work

Decision-Making Model In Planning From The General To The Specific
to have plans evaluated in order to know how effective the plan is operating; and to have it revised if need be in order to improve the effectiveness of the plan. To achieve this purpose, all phases of the school system must be evaluated. This should include students' achievement, teacher competencies and efficiencies, curriculum development programs, the relationships between planners and the State Government, the planners relationships to the school principals and financial support. It will be difficult to evaluate or revise any educational plan without appraising these phases of education; and the educational plan of any State can be evaluated and or revised only in terms of the extent to which its purposes have been achieved.

There are many reasons why evaluation of an educational plan is very important. Some of the most obvious reasons are:

1) It establishes the validity of educational goals.
2) It determines how well purposes are being achieved.
3) It helps to identify strengths and weaknesses in educational plans.
4) It helps to validate experimental programmes and innovations.
5) It helps to provide for needed professional development.
When all the phases of the educational plan have been examined, analyzed and appraised, the educational plan may be revised if necessary. The planners should base the revision of plans in the light of what the prevailing factors of the evaluation reveals; and in the context of the proposed national development.

Stage XI. The Final Approval Must Be Obtained And The Plan Implemented.

Before presenting the plan for approval, the plan should have the consent of everyone involved in the planning process. It should not include any serious inconsistencies, and should be presented to the state governor or the board designated for the approval without any reservation for misinterpretation. The plan should be well scrutinized to make sure that approval should not be difficult to obtain once the plan is presented.

When the plan is carefully evaluated and necessary revision is made, it should be forwarded to the appropriate quarter for approval. The Governor with the help of some planning specialists should look into the plan to find out if there are some incompatibilities in the plan since it was obvious that many people with different ideas and perspectives will have been involved in the process of planning, decision-making and evaluation of the plan. If there are no discrepancies in the plan, the Governor
should approve the plan.

When the plan is approved, the Chief Inspector of Education (in-charge of planning) in conjunction with his planning staff should implement the plan and act as overseers for the Government on the plan to know that the plan is meeting the set-down objectives and the anticipated goals.

Thus are the suggested stages of educational planning methods developed as a guide for future educational planning in Ogun State, Nigeria. The model was based upon the needs of the State and upon observed conditions in the planning processes of that State.

Summary

This study has attempted to analyze the procedures and methods of educational planning in Ogun State, Nigeria. As part of the analysis, the acceptable procedures and methods of educational planning were compared to the present educational planning procedures and methods utilized in the State. In addition, an original model was developed as a guide for future educational planning methods for Ogun State based upon the acceptable processes in the literature and upon the needs and observed conditions in the planning processes of that State.

To achieve the four major purposes of this study, an extensive review of literature was made which included
an examination of planning processes and methodologies of educational planning in developing countries of Africa. After careful reviews and examination of literature, a decision was made to select the planning processes suggested by J.D. Chesswas and to inculcate these suggestions with the processes mentioned by T.B. Greenfield & others. By doing this, a model was developed which served as a guide for the analysis of the study.

Based on the suggested planning processes, major questions were developed for the study to serve as a guide for the interview conducted in Ogun State Ministry of Education, Nigeria. The next step was to travel to Nigeria and conduct the research. While in Nigeria, official documents on planning and seminar reports were examined, reviewed and analyzed. In addition, interviews were held with the Chief Inspector of Education - Planning, The Chief Inspector of Education - Secondary & Technical, The Chief Inspector of Education - Primary & Teacher Training, The Three Deputy Chiefs and other personnel in the Ministry directly involved in the planning process. The purpose of the interview was to have an insight into the present educational planning practices in the State and the role of the planners involved in the planning process. The examination of the official planning documents, seminar reports on planning and personal interviews with the selected officials of the State Ministry of Education were
used as the primary source of the data in the analysis of the study.

The analysis of the data revealed that Ogun State has no separate plan but instead, the State does its planning within the "Framework" of the National Policy. Although, the data also revealed that in the State's planning, most of the stages suggested by various authorities in the field of educational planning including J.D. Chesswas and T.B. Greenfield were practiced — but practiced inadequately. This was due to the fact that the State lacked adequate machinery, competent professional officials and financial resources. Due to the lack of good machinery and qualified, competent personnel to do the work efficiently, the State data needed for effective planning are usually late in arriving. This contributes to inadequate planning since good planning depend heavily upon good collection of adequate and reliable statistical data.

In addition, the analysis revealed that the Ogun State Chief Inspector of Education - Planning, has a good knowledge of planning but lacks the proper tools to do an effective job. Moreover, the Ministry officials are forced to act as figure-heads since they are not involved in the formation of proposals for policy in the State.

In conclusion, it is obvious that the responsibility of the State should be to provide good machinery as well as qualified and competent personnel. The personnel should
be directly involved in the educational planning of the State in order to meet the needs of the individual and of the society in that State.

Conclusions

This study has attempted to analyze the procedures and methods of educational planning utilized in Ogun State. Further, the analysis has led to the development of an original model to be utilized as a guide for future educational development in that State.

The data presented and analyzed in this dissertation were received as a result of the official documents and reports of seminar on planning examined in the Ministry of Education. Additional information was received through personal interviews with certain selected planning officials of the Ogun State Ministry of Education, Abeokuta, Nigeria.

It is on the basis of all the above information that the following conclusions were drawn:

1) When the recommended model of J.D. Chesswas and T.B. Greenfield was compared to the actual practice in Ogun State, it was discovered that Ogun State practices most of the processes recommended but practices them inadequately simply because the State lacks the provisions of funds, good machinery and competent personnel. The analysis also revealed that Ogun State collects statistical data for planning such as enrollment data, data in respect
of students, teacher availability and performance of the schools but these data are very inadequate and unreliable simply because the planners lack the proper tools for performing their tasks effectively. As a result, statistics which could have helped planners to know the needs of the individuals in particular and of the society in general are usually late in reaching the planners; thus making it extremely difficult to conduct valid and realistic planning. It is obvious that until the State provides good machinery for its planners, it will be ineffective to make projections on students, teacher availability and professional personnel based on inadequate and unreliable statistical data.

In addition, some manpower planning approaches such as those of the OECD and Tinbergen which have been used in more industrialized societies, have not proved to be very useful to date in Ogun State.

2) Ogun State has proposals for policy based on what the National Policy considers to be the fundamental needs of the nation. The planning officials of the State Ministry of Education are not directly involved in setting these priorities although it is administratively stated on paper that they are. It is obvious that once the planning officials are not directly involved in the formation of proposals, it will be difficult for the planning officials to execute the proposals and to have them implemented.
effectively.

3) Ogun State has a clear understanding that projections, programming and detailed allocation of projects should be made. But how reliable these projections are cannot be determined since there is no supply of adequate data. But the State has good plans for setting educational goals, manpower needs and the encouragement of flexibility in teaching. The State plan for staff development was very good and adequate.

In conclusion, Ogun State is really making a substantial effort as an emerging state to plan properly and can improve only if the State is granted a complete or some partial autonomy by the Federal Government in the planning of its educational needs.

4) After comparing the model to the present practice, it was discovered that Ogun State educational planners need to consider alternatives for financing proper education in the State, and work in conjunction with the Ministry of Finance. The analysis revealed that budgets are not usually prepared ahead of time, hence, allocated funds are usually insufficient to complete the established project ideas. It is the duty of the Chief Inspector of Education (in-charge of planning) and the Finance Officer to prepare a budget calendar setting forth the target to be achieved and a series of deadlines that must be met each month. Since the State's major constraint
is finance, efforts should be made to solicit more voluntary agencies which can help defray the cost of education in the State.

5) The process of decision-making in Ogun State was thoroughly practiced as recommended by various educational authorities. Educational planners in the State made decisions along with plans and all officers at the grass roots level takes part in the development of project ideas. Even, at the lower level of the decision-making, principals of schools are directly involved whereby the plan for secondary schools are expected to be related to the objectives of the schools.

The analysis also revealed that the Chief Inspector of Education (in-charge of planning) has a good understanding of the need for constant decision-making in educational planning. As a result, the Chief Inspector monitors the progress of the plans and writes reports every quarter. Where a plan is not working or meeting the target established by the planners, the Chief Inspector calls the attention of the Head of the Division of the need to review the plan.

6) Finally, the analysis revealed that the procedure utilized by Ogun State Ministry of Education for evaluation and revision of its plans compared favorably to the procedure and methods suggested in the model and to what various authorities revealed in the literature
as acceptable methods of evaluation and revision.

Recommendations

The following recommendations have been considered pertinent in order to help the State Ministry of Education strengthen its position with both the State and Federal Government. These recommendations need to be reviewed and analyzed by experienced and competent planners in the State Ministry of Education.

The recommendations are as follows:

1) It is recommended that the State Ministry of Education be allowed to have more input into the national educational policy and be granted some discretionary power in the State educational planning.

It is obvious that the State will be at a greater advantage if educational planners are allowed to have more input in the formation of the national policy. The State knows best the needs of the individual and of the society and naturally should plan for the nation in all areas of its concern. The present practice, however, of allowing State educational authorities input into national planning has not resulted in substantial adaptation of plans to local needs and conditions. This recommendation if considered, cannot help but strengthen the educational programs of the State by projecting future needs and making
adequate plans to meet the challenges of the future. In addition, the State Chief Inspector of Education will be able to utilize his professional discretion on matters of urgency without waiting for approval from the Federal Government.

2) It is recommended that the State Ministry of Education embark on short-range plans and search widely for qualified personnel. It will be more beneficial for the State if it placed more emphasis on short-range plans instead of relying on long-range plans of five years or longer. Since it is obvious that the State lacks proper machinery and qualified personnel for long-range predictions, short-range plans would be to its advantage. The investigation in this study revealed that pertinent data for planning frequently arrive late and are thus less reliable for use. The lack of appropriate and competent personnel also contributed to the lack of validity of long-range planning. The short-range plan would enable the ministry to collect data needed for planning at a faster rate than usual; and also improve the evaluation procedure utilized in the ministry. With short-range planning, it would be easier for the State to contract qualified and competent personnel needed for the State educational planning.

3) As a corollary to 2, it is recommended that the State provide appropriate machinery
for planning which will facilitate the effective gathering of adequate statistical data.

Since good planning is based on the availability of reliable and accurate data, the State will be at a greater advantage if proper electronic instruments including computers were provided for the planners in the ministry. If good machinery is provided the State educational planning will be easier and more effective since accurate and reliable statistical data are the basis for good educational planning. The ministry personnel will also be exposed to utilizing modern machineries and equipments in doing their jobs. Through the help of good machinery, the ministry personnel might become skilled in using systems analysis procedures in studying State educational matters. Naturally, personnel must be trained to program, use, and service the equipment.

4) It is recommended that the State Ministry of Education explore more areas of needs than restrict itself primarily to fulfilling specifications of the Federal Code.

This study provided various results, such as recommendations on appropriate planning models, better organized data collection procedures, and the provision of competent personnel for planning. It also stressed inclining the planning process more to meeting modern technological
challenges rather than continuing the traditional academic objectives. It is believed that traditional sources of manpower such as pure agriculture will not be enough to meeting the demands of an emerging State like Ogun. Exploration of alternative manpower sources, and means of exploiting them must be undertaken by the Ministry of Education if the State is to secure necessary personnel for future technological challenges in the State.

5) It is recommended that the Ministry of Economic Division and Training give greater priority to improving the in-service training of the teachers in the State.

It seems appropriate, too, that the in-service training should include inter-class visitation among teachers, frequent conferences between ministry supervisors and teachers, the use of micro-teaching techniques, etc. Staff development should always be an important goal in organizational improvement. The analysis of this study revealed that the State Ministry of Education will continue to be at a disadvantage if the personnel are not trained or developed in new skills. To achieve this objective, the State should develop policies which will provide for training of staff through the methods suggested in this study. If continuous and modern professional development are given to personnel, the State will be benefited and the
personnel will also be more efficient and productive.

6) It is recommended that as long as the State has to plan within the "Framework" of the national policy that a representative of Ogun State other than the Chief Inspector of Education (in-charge of planning) be designated to represent the State at the Federal level.

The State should have a representative residing in Lagos - the Federal capital of Nigeria, who could stand for it and have input of that State's needs in the drawing or formation of proposals for policy and other educational matters at the national level. The person designated by the State while residing in Lagos should undertake an extensive and critical examination of the present federal relationships with the state government, and seek to identify means of gaining a more effective voice in the educational policy-making process within the State. The State representative at the federal level should also see that the Ministry of Education uses federally funded programs to implement the educational goals for the State rather than simply administering such funds. Obviously, the representative should have extensive knowledge of the educational needs and processes in Ogun State. He probably should come from either the Ministry of Economic Planning and Development or the Ministry of Education.
7) It is recommended that the Chief Inspector of Education (in-charge of planning) and the Finance Officer have a Budget-Calendar after careful examination and analysis of the variety of sources of influence available to them in implementing programs.

In present practice, without time guidelines, data concerning planning are not available in time and format so that an appropriate defense can be made of budgetary requests. The preparation of budget-calendar in advance will be to the advantage of the Ministry in requesting educational funds for each year. It will also give the educational planners the opportunity of making necessary adjustments whenever possible before the final adoption and implementation of the programs. To streamline the budget preparation process, the ministry should try and increase the number of staff members working with the Chief Inspector of Education (in-charge of planning). It is obvious that the work of the Chief Inspector of Education (in-charge of planning) would be facilitated in preparing essential and adequate budget needed for new programs and help in implementing them within a reasonable period during the year.

8) It is recommended that the State Ministry of Education seek out consultative service
regularly in order to improve the educational programs of that State.

It is important that certain consultative services such as those rendered by political analysts, educational consultants, economic consultants and legal consultants need to be available to the ministry in order to facilitate good and effective educational planning. Political scientists can help the State in the analysis of the political ideology of the government in power. Educational consultants can help in relating educational goals to state planning and also assist in the evaluation of the plans. Economic analysts can help in determining manpower needs and in advising on the financial means of achieving the plans. The legal consultants can advise in the interpretation of educational laws and how to use these laws to the advantage of state educational planning. The ministry should constantly evaluate the services provided by these consultants to be sure that the services meet the needs of the State.
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List of Approved Post-Primary Institutions
APPENDIX A

LIST OF APPROVED POST-PRIMARY INSTITUTIONS
IN OGUN STATE 1978/79

(Note * :New Schools
** :Upgraded Secondary Modern Schools)

I. Abeokuta Local Government Area

1. Abeokuta Grammar School, P.M.B. 3006, Abeokuta
2. Baptist Boy's High School, Box 32, Abeokuta.
3. Lisabi Grammar School, Box 211, Abeokuta.
4. Ebenezer Grammar School, Box 115, Ageokuta.
5. African Church Grammar School, Box 218 Abeokuta.
7. St. Peter's College, Box 225, Abeokuta.
9. Premier Grammar School, P.M.B. 1, Abeokuta.
10. Oke-Ona Grammar School, Box 241, Abeokuta.
11. N.U.D. Grammar School, Box 87, Abeokuta.
13. Egba High School, Box 251, Abeokuta.
17. Ilewo Community High School, P.O. Box 58, Abeokuta.

**Secondary Modern Schools**

23. MacJob School of Commerce, Abeokuta.

*Note: No intake into Secondary Modern Class I 1978/79*

**Teacher Training College**

24. Baptist Women's College, Abeokuta.
25. St. Leo's Teacher Training College, Abeokuta.

**Trade Centres/Technical Schools**


**II. Obafemi-Owode Local Government Area**

1. Egba-Owode Grammar School, Box 274, Egba Owode.
2. Egba Obafemi Community Grammar School, Obafemi.
3. Ajebo Community Grammar School, Ajebo.
III. Odeda Local Government Area

1. Egba-Odeda High School, Box 260, Abeokuta.

*2. Illugun Secondary Grammar School, Orile Ilugun.


IV. Ifo-Ota Local Government Area

1. Iganmode Grammar School, Box 20, Ota

2. Methodist High School, Box 66, Ife

3. Anglican Secondary School, Ifo

4. Ota District Council Secondary School, Atan Ota

5. Anglican Secondary, Ota

6. Owu Community High School, Elere-Adubi, Itori

7. A.U.D. Secondary School, Ota

*8. Araromi Orita Community Grammar School, Araromi Orita

*9. Ibogun Comprehensive High School, Box 10, Ibara, Abeokuta

*10. Wasimi Unity Comprehensive High School, Box 10, Ibara, Abeokuta

Teacher Training College

11. Ansar-Ud-Deen Teacher Training College, Ota

V. Ijebu-Ode Local Government Area

1. Ijebu-Ode Grammar School, P.M.B. 2042, Ijebu-Ode

2. Adeola Odutola College, P.M.B. 2024, Ijebu-Ode
3. Ijebu Muslim College, P.M.B.

4. Anglican Girls' Grammar School, Box 35, Ijebu-Ode

5. Our Lady of Apostles, Box 212, Ijebu-Ode

6. Isonyin Grammar School, Isonyin, Via Ijebu-Ode

7. Odogbolu Grammar School, Box 3, Odogbolu

8. Muslim Girls' High School, Ijebu-Ode

9. Aiyepe Girls' High School, Aiyepe, Via Ijebu-Ode

10. Ijebu Southern District Grammar School, P.M.B. 2054, Ijebu-Ode

11. Ijebu Divisional Multilateral Grammar School, Okun-Owa

12. Luba Secondary School, P.M.B. 2049, Ijebu-Ode

13. Ilugun Central Academy, Ilugun Alaro

14. A.U.D. High School, Isiwo, P.M.B. 2051, Ijebu-Ode

15. Federal Government Secondary School, Odogbolu

16. Baptist Grammar School, Ogbojo

17. Itamapako High School, Iloti

**18. Ibefun/Ilado Secondary Grammar School, Ibefun

*19. Ifesowapo Comprehensive High School, Imodi/Imosan

**Secondary Modern Schools**

20. Anglican Secondary Modern School, Ijebu-Ode

21. Local Authority Secondary Modern School, Ijebu-Ode

22. Muslim Secondary Modern School, Ijebu-Ode
Secondary Modern Schools

8. Local Authority Secondary Modern School, Ijebu-Igbo
9. Methodist Secondary Modern School, Ago-Iwoye
10. St. Vincent Secondary Modern School, Ijebu-Igbo

Teacher Training College

11. Muslim Teacher Training College, Oru, Ijebu

VIII. Egbado North Local Government Area

1. Egbado High School, P.M.B. 15, Igbogila
2. Comprehensive High School, P.M.B. 0001, Aiyetoro
3. Mazareth High School, Imeko
4. Obalaju High School, Joga-Orile
5. Ketu College, Igan-Alade
*6. Iboro Comprehensive High School, Oboro
7. Aiyetoro Community Grammar School, Aiyetoro-
   Egbado c/o/ P.M.B. 5 Aiyetoro

Secondary Modern School

8. U.N.A. Secondary Modern School, Igbogila

IX. Egbado South Local Government Area

1. Alamuwa Grammar School, Ado-Odo
2. Egbado College, Box 27, Ilaro
3. Muslim Progressive High School, Oke-Odan
Trade Centres/Technical Colleges

1. St. Anthony's College, Esure, Ijebu Mushin
2. Ilushin Grammar School, P.M.B. 2052, Ilushin
3. Ijebu-Ife Community Grammar School, Ijebu-Ife
5. St. Kizito Secondary School, Iwopin
6. Ibiade Comprehensive School, Waterside
7. Owu-Ikija Secondary School, Owu Ijebu
8. L.A. Secondary School Abigi
*9. Itele High School, Itele

Secondary Modern Schools

10. St. Martin's Catholic Secondary Modern School, Esure

VII. Ijebu North Local Government Area

1. Molusi College, Box 6, Ijebu-Igbo
2. Ago-Iwoye Secondary School, P.M.B. 5, Ago-Iwoye
3. Ijebu-Igbo Girls' Grammar School, P.M.B. 1003, Ijebu-Igbo
4. Abusi Odumare Academy, Box 100, Ijebu-Igbo
5. Obanta Comprehensive High School, Oru-Awa
6.
**7. Itamerin Anglican Secondary Grammar School, Oru
4. Ipokia Community Grammar School, Ipokia
5. Emmanuel Secondary Commercial School, Ilaro
7. R.C.M. Secondary School, Ado-Odo
8. Igbesa Community Grammar School, Igbesa
10. Area Community High School, Owode
**11. Anglican Secondary Grammar School, Olaro**
**12. Iyewa High School, Ajilete**

**Secondary Modern School**
13. Local Authority Secondary Modern School, Ado-Odo
14. Local Authority Secondary Modern School, Ilaro
15. Local Authority Secondary Modern School, Ipokia

**Teacher Training College**
16. Divisional Teacher Training College, Ilaro

X. **Ijebu Remo Local Government Area**
1. Remo Secondary School, Sagamu
2. Mayflower School, Ikenne
3. Muslim High School, Sagamu
4. C.A.C. Grammar School, Box 20, Iperu, Remo
5. Remo Divisional High School, Box 94, Sagamu
6. Sapade Grammar School, P.M.B. 2013, Sagamu
7. Methodist Secondary Commercial School, Box 118, Sagamu
8. Ositelu Memorial College, Box 75, Ogere
9. Anglican Secondary School, Ode-Remo

_Ijebu Ode Local Government Area (Continued)_

10. Anglican Secondary School, Isara, Remo
11. Akesan Community Grammar School, Iperu
*12. Isanbi Comprehensive High School, Ilisan
*13. Ode-Remo Grammar School, Ode-Remo

_Seaondary Modern Schools_

14. Local Authority Secondary Modern School, Ikenne
15. Temidire Secondary Modern School, Sagamu

_Teacher Training College_

16. Methodist Teacher Training College, Sagamu
APPENDIX B

PRIMARY SCHOOL AGRICULTURE SYLLABUS
APPENDIX B

Primary School Agriculture Syllabus

1. Introduction

Since all children now go to school and are no more attached to their parents who introduce them formally and practically to agriculture, the school must assume the father's role by providing the suitable atmosphere for making all pupils develop interest in agriculture which is the only means of raising food and cash crops for feeding the nation. Agriculture at school should be geared towards the making of farm operations very easy and simple for the pupils so that their interest in farming may steadily increase.

2. Objectives of Practical Agriculture in Primary Schools

(A) Aims

(i) To expose the pupils to the reality of our natural endowments in very rich soil and high yielding food and cash crops.

(ii) To stimulate the interest of pupils in the growing of crops and the production of food for the nation.
(iii) To make the more scientific knowledge of plant and animal life form the basis of productive husbandry in the home and on the farm.

(iv) To make pupils understand and work with Nature because anybody who misuses Nature will suffer the consequences.

(v) To let the pupils develop love and appreciation for Nature.

(vi) To produce in pupils a kind and gentle disposition of mind.

(vii) To give place to a filial, confidential trust that we and all our ways are subject to the lowest providential care of a Heavenly Father, without whose knowledge, not even a sparrow falls to the ground.

(B) Skills

(i) Test of viability of seeds.

(ii) Handling and using Agriculture Implements.

(iii) Making simple improvised tools.

(iv) Observing

(v) Experimenting

(vi) Predicting

(vii) Classifying

(viii) Preservation and storage

(ix) Asking questions
3. Planning

Two periods a week have been set aside for practical agriculture. A teacher should not limit his period of work on the farm only to those two periods if he wants to do a productive work. The two periods must be used for stimulating interest which will make the pupils love to go back to take care of their crops personally in their leisure hours just as a productive practical farmer does.

The school is not tied down strictly to the suggested crops in this syllabus. Each school should consider its local conditions and availability of planting materials before preparing the scheme of work for use in that school. The head teacher should co-ordinate the efforts of each class teacher under him so that no basic skill which the syllabus intends each pupils to acquire is missed out in their schemes.

In every school there must be suitable store for storing seeds and crops waiting for disposal.

Every pupil should be made to keep proper records
of the weather and of their operations on the farm. Every teacher should also keep a record of the weather conditions and of his pupils activities on the farm for a whole session to expose the amount of labor expended and the yield so as to assess profitably. Each teacher should submit to the head teacher who should coordinate the records and present a comprehensive record for the school. This will form the basis on which future teachers and administrators of the school will work.

4. Equipment and Tools

For effective farm operation every time agriculture appears on the time table, the following tools must be provided in the schools tools room to be collected by users and returned after use to the teacher in charge who should check for the number and supervise the maintenance.

In addition to the tools to be provided by the school, each pupil should buy a suitable hoe and a cutlass. Primaries I & II should buy small cutlasses that they can handle conveniently. Primaries III & IV should also buy matchets and hoes that they can use effectively. The pupils' tools should be properly labeled so that each pupil can recognize his or her tools. Each pupil should be trained to keep his or her tool but the school should provide a store to keep the tools of the pupils that decide to keep their personal tools in the school.
For the safety of the pupils while working and effectiveness of the farm operations, it is imperative that ALL THE TEACHERS IN THE SCHOOL should be actively involved in the farm operations.

The teacher in charge of tools must be extremely careful and vigilant to prevent the mixing up of personal tools with school tools; the loss and the damage of school tools.

The number of tools to be provided in the school store will depend on the number of pupils the school will order to work on the farm at the same time. There must be enough tools to go around each time they go to work and a few tools must be left over for emergencies.

1. Cutlass - heavy, light, long & short type
2. Hoe - Native
3. West Indian hoe
4. Spade and shovel
5. Garden fork
6. Hand rake
7. Long rake
8. Digging maltock and pick axe
9. Axe for cutting
10. Hand towel
11. Head pan and basket
12. Ball of twine
13. Measuring stick
14. Watering can
15. Tape and spring balance
16. Ranging pole and seed box
17. Hand operated plough
18. Hand operated seed drill

Maintenance

1. Keep tools in dry places to avoid
   (a) Decay of wooden parts
   (b) Rust of metal parts

2. Tools should not lie about on the farm to avoid loss or breakage which will render them useless without fulfilling the purpose for which they are bought.

3. Keep tools in termite free stores.
4. Keep tools away from rain.
5. Keep tools away from strong sun.
6. Clean tools.
7. Smear metal parts of tools with grease if they remain for a period in the store.
8. Sharpen the blades of all bladed tools regularly.
9. Inspect the bolts and nuts of machines and tighten them regularly.
10. Service all machines thoroughly at regular intervals.
5. Graded Items for Individual Classes

**Primary Class One**

1. Collection, drying and storing of seeds.
2. Dust and grass-mulching flower beds.
3. Watering of flower beds.
5. Growing of seeds and planting of flowers.

**Primary Class Two**

1. Collecting, drying and storing of seeds.
2. Dust-mulching, grass-mulching and watering of flower and vegetable beds.
3. Collection of compost materials and compost making.
4. Raising seedling in seedling boxes.
5. Growing vegetables like 'tete' (Amaranthus), 'Soko' (Cellosia), 'Gbure' (Talinum) and 'Ewedu (Jute).

**Primary Class Three**

1. Collection, drying and storing of seeds.
2. Dust mulching, grass mulching and watering of vegetables and flower beds.
3. Compost making and application of compost.

4. Raising seedlings.

5. Compound development.


7. Cultivation of local food on rotational basis e.g. maize, yam, groundnut, cassava, melon, cowpea bean.

8. Harvesting, weighing and record keeping.

9. Daily collection, labeling and grouping of Natural Objects on the Nature Table. Each should be accompanied by short notes.

Primary Class Four

1. Collection, drying and storing of seeds.

2. Dust mulching, grass mulching and watering of vegetables and flower beds.

3. Compost making and application of compost.

4. Compound development.

5. Raising seedlings.


7. Ditto as in Primary Three.

8. Harvesting, weighing and record keeping.

10. Keeping of weather records.

**Primary Class Five**

1. Keeping of weather records.
3. Compound developments.
4. Compost making and application of compost.
5. Cultivation of local food crops on rotational basis e.g. Maize, Groundnut, Cassava, Yam, Rice, Melon, Sweet Potato, Chinese Yam, etc.

**Primary Class Six**

1. Keeping of weather records.
3. Compound development.
4. Compost (a) Making (b) Application (c) Effect.
5. Cultivation of local food crops on rotational basis e.g. Maize, Groundnuts, Cassava, Yam, Rice, Sweet Potato, Chinese Yam, Melon, Cow-pea-bean, Pigeon pea, Lima bean etc.
6. Care and planting of simple fruit plants
like banana, pineapple, citrus, cashew.


6. Important Notices

1. Each class teacher should select topic suitable for each term of the session and scheme them into weeks.

2. What pupils in school 'A' plant may differ from what those in 'B' plant especially if the school operates under different climatic conditions.

3. The teacher must use his initiative, drive and resourcefulness to make his pupils engage in profitable activities any time they are out for agriculture.

4. The success of the practical agriculture periods will be judged by the quantity of crops produced by the pupils and the amount of interest such products engender in the pupils.

5. The work in primary class one should be channelled through play which is the psychological pastime of the pupils at that age but it must be productive if we want it to engender enough interest for agriculture in
later life.

6. In primaries one and two, teachers should avoid the use of terminologies but only practice the children in the skills which the avoided terms imply.

7. Plots/rotational basis should commence in Primary Three in order to grasp the full idea of rotation. Size of plot should depend on the size of children for proper maintenance and effect or result.
APPENDIX C

LETTER TO THE DIRECTOR OF THE INTERNATIONAL INSTITUTE OF EDUCATION PLANNING REQUESTING FOR COPIES OF EDUCATIONAL MATERIALS
APPENDIX C

10535 South Corliss Avenue
Chicago, Illinois 60628
U.S.A.
October 23, 1979

The Director
IIEP
7, rue Eugene-Delacroix
75 Paris - 16 e

Dear Sir:

Request for copies of Educational Materials

I am writing to inquire if your institute has any recommended guidelines, procedures or standard that will assist Federal and/or State Ministries of Education in African Countries in their Financial Planning, Organizational Planning, Programme Planning and Personnel Planning.

I am a Doctoral Student in the Department of Educational Administration at Loyola University of Chicago, Illinois, U.S.A.; and my research work is focused on the Educational Planning in African Countries especially Nigeria.

Should you have a recommended guideline, procedure or standard for Educational Planning in African Countries, I shall deem it a great favor if you could be kind enough as to forward to me materials that will be pertinent importance to my research or direct me to the appropriate quarters where I can get the requested information and/or materials.

Hoping to read from you at your earliest convenience.

Sincerely,

Olusegun A. Ogunsaju

Dr. Robert Monks
Dissertation Committee Member
APPENDIX D

LETTER FROM DISSERTATION DIRECTOR TO THE CHIEF PLANNING EDUCATION OFFICER
APPENDIX D

February 9, 1979

Chief Planning Education Officer
Ministry of Education
Ogun State, Nigeria

Dear Sir:

Mr. Olusegun A. Ogunsaju is engaged in gathering data for his doctoral dissertation on planning processes for education at Loyola University of Chicago, U.S.A. I am the supervisor of his research.

He has drawn up a model for the study of educational planning from the selected research in international administration and has modified it to suit the conditions of a developing nation.

It would be most gracious of you to provide whatever assistance you can to Mr. Ogunsaju so that he may achieve the objectives of fulfilling his academic requirements and making a practicable contribution to his own school system and the literature of development administration.

Thank you very much for your consideration.

Sincerely,

Jasper J. Valenti
Assoc. Dean
School of Education
Loyola University of Education
APPENDIX E

LETTER FROM THE DEAN TO THE CHIEF EDUCATION OFFICER
February 2, 1979

Chief Education Officer
Ministry of Education
Ogun State, Nigeria

Dear Sir:

I am privileged and happy to recommend Mr. Olusegun Ogunsaju to you and your office as a bonafide and outstanding Doctoral Candidate in the School of Education of Loyola University of Chicago.

Any courtesies extended to him in pursuing his research will be most appreciated by the faculty and administration at Loyola University of Chicago.

Please accept our best wishes for your continued success and thanking you in advance.

Respectfully and Sincerely yours,

John M. Wozniak, Dean
School of Education
Loyola University of Chicago

JMW:ts
APPENDIX F

LETTER FROM A DISSERTATION COMMITTEE MEMBER
TO THE INSPECTOR OF SCHOOLS
APPENDIX F

February 21, 1979

Inspector of Schools
Ogun State
Nigeria, Africa

Dear Sir:

This letter is to introduce Mr. Olusegun Ogunsaju, a native Nigerian, and a doctoral student at Loyola University of Chicago, Illinois, USA.

Mr. Ogunsaju is writing his dissertation on Educational Planning in Ogun State, and is in Nigeria to collect data. This study has been approved by Mr. Ogunsaju's dissertation committee and Loyola University. We feel that the results of this study will be of value to you and the Ministry of Education.

Rest assured that Mr. Ogunsaju is a competent professional researcher. He will respect confidentiality wherever you deem it important. We trust that you will be cooperative with his study by making available relevant documents and reports.

Sincerely,

Dr. Robert L. Monks
Associate Professor
Department of Educational Administration
APPROVAL SHEET

The dissertation submitted by Olusegun A. Ogunsaju has been read and approved by the following committee:

Dr. Jasper J. Valenti, Director
Professor and Associate Dean, School of Education,
Loyola University of Chicago.

Dr. Robert L. Monks, Associate Professor of
Educational Administration and Supervision,
Loyola University of Chicago.

Dr. Melvin P. Heller, Professor and Chairman
Department of Educational Administration and
Supervision, Loyola University of Chicago.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

Date
Nov 15, 1979

Director's Signature