

**EDUCATIONAL PLANNING: A TURNING POINT IN  
EDUCATION AND DEVELOPMENT IN NIGERIA**

**J. A. AGHENTA**

**INAUGURAL LECTURE SERIES SB  
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IN EDUCATION AND DEVELOPMENT IN NIGERIA**

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## **DEDICATION**

This lecture is dedicated to Dr. Okechi Amu-Nnadi my Principal in Western Boys' High School, Benin City, 1956-1960.

## **ACKNOWLEDGEMENT**

I wish to acknowledge with profound gratitude the important role the following persons played in my life. Mr. Ikekhuamen Omoifoh of blessed memory who taught me how to read and write English Alphabet. Messrs Edward Ebighe and Albert Enaho who advanced my knowledge and interest in education through a non-formal approach. Mr. S. O. Aghedo my first teacher in the primary school in 1952 who created much awareness of the benefit of education in me and told me that I had a big brain. He was instrumental to my getting double promotion in 1952. Mr. J. A. Ukpan of Ubiaja my Headmaster in primary six in 1955 who encouraged me to take entrance examination to a secondary school whereas before then most of us in St. Andrew's Catholic School Emu had thought that primary six was the end of education. Late Mr. N. Omorogbe of Western Boys' High School Benin City who admitted me to the school in October 1956 after the Principal of I.C.C. Benin had disallowed me to continue my education in the school in which I was first at the interview conducted by Rev. Father Stephen in November 1955 because I could not pay the fees during the two weeks within which he gave me to pay or be removed. Dr. Okechi-Amu-Nnadi who was my principal in Western Boys' High School in 1956 to 1960. But for him I would not have completed my secondary education. In 1957 and 58, I was very irregular at school because I could not pay my fees in time which he did not know. In January 1959, I made up my mind that I could no longer continue the interruption in my studies and consequent suffering I was undergoing because of failure to pay my fees. I came to school in late January after the school had reopened two weeks earlier to obtain my G.4 (S.75) certificate which I was told could enable me obtain a job at the p & T Department at f12, 10\$ a month. If I could obtain the G.4 certificate without seeing my principal, the better for me but behold, he was the first person I saw and who also saw me clearly within a close range. I could not escape. He called me in a high tone asking why I had not been in school. I told him in a low voice saying I was no longer for school. He was shocked and asked why, I told him I did not have money to pay fees. He took me to his office where I narrated the whole story to him. He was visibly shaking and moved with sympathy ordered that I should go to town, bring my things, stay in the Boarding house to continue my education. in 1959 and 1960, I did not pay kobo. What is more, since then there is no important event in my life in which he does not give me honest advice. He is more than a father to me. I have dedicated this inaugural lecture to him. Mr. J. O. Ikuenobe who gave me his unused meal ticket in UNN 1965 after his degree exam. The meal ticket enabled me to survive to do my year 1 examination in May/June, 1965. Late Rev. F. S. Osaghale who gave me loans in 1967 and 1968 to pay my University fees in the University of Ibadan.

Late Prof. S. O. Awokoya and Prof. (Mrs.) S. A. Olatunji, my Ph.D supervisor and co-supervisor respectively for the warm relationship they extended to me throughout my stay at life and beyond.

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## **Introduction:**

Education is the major issue in this lecture, it is followed by national development, which is its target, and Educational Planning which is the chief tool for getting to the target. Education had developed in Nigeria from 1842 to 1959 without the operators consciously directing it to national development but because of the new needs, new aspiration and new attitudes in an independent Nigeria; education was then directed towards national development. In the 60s all the efforts made to prepare the kind of education to serve the interest of National development failed because there was no effective method to do this. But in the 70s educational planning was discovered as an effective technique for preparing or planning an appropriate education for national development in terms of policies, programmes, enrolment, skill acquisition and manpower development.

## **Education:**

Education is an experience, what happens to us from birth to death According to Moore (1982) education is the sum total of a person's experiences. Others Nduka, 1964, see it as culture – out way of life and the process of transmitting, advancing and consolidating culture as the process of education. The process of transmitting culture from parents to children has now grown into a national and even an international process involving enormous resources including human, physical, financial and time. The process is better known today as the national education system which comprises informal non-formal education. The national education system is the main means of transmitting the art, music, custom, tradition, the language and the skills of the society to the younger generation with a view to perpetuating and advancing the culture of the people.

**Informal Education:**

This is the education received from the family, peer group, the environment, resulting in the acquisition of the knowledge of local animals, trees, leaves, songs, tradition and so on. It is life long education which is and continues to be acquired as knowledge, attitude, skills, insights from daily experiences in the environment. The learner without being conscious of what he is doing learns from observation and imitation. There is no systematic learning method nor is there a syllabus. Much of this was available to our people before the arrival of the white man. Today, it goes on strongly but silently along with the others.

**Non-formal Education:**

Non formal education is an organized educational activity outside the framework of the formal school. It is designed to provide selected types of learning to particular groups in the population particularly the adults. The education includes such out of school programmes as literacy and basic education, technical and vocational training, community development, family planning and agricultural extension services. Others include the education and training programmes of trade unions, industries, professional associations, the military, the government, the church, the press, legal bodies and so on. It takes many forms such as seminars, short courses, on the job training like tailoring, roadside mechanic workshop training and others. There is no general syllabus nor a general end of course examination. It provides a wide range of learning services, which are beyond the scope of formal education. It is a means of extending the skills and knowledge gained in formal education, indeed it is a means of counter balancing some of the distortions in formal education (Aghenta, 1993).

**Formal Education:**

Formal education is referred to as western type of education which is organized in schools, colleges and Universities with rules and regulations formulated and administered by the Ministry of Education. Policies are drawn up to guide and direct while laws are made by Governor to control the operations of education. In the education laws are to be found rules and regulations guiding the type of buildings, facilities, equipment required in the schools, the entry qualifications of students, their ages, the curricula, the rules guiding the students movement, the qualifications of the teachers, their workloads, their conditions of service and the students certification and graduation. There is usually quality control mechanism. This formal education which was introduced to Nigeria by the Christian missionaries in 1842 A.D has since grown steadily, surely and in recent times speedily. Indeed from a single

primary school in Badagry in 1842 to 41,000 primary schools, about 6,400 secondary schools, about 89 colleges and 38 universities in 1996 (FRN, 1997). These three major types of education constitute the national education system of any country. The three types are complementary. These emphasis appears to be on the formal education in Nigeria, a critical look at the working of the national education system reveals that all the three types have made tremendous contributions to the development of human resources in Nigeria. The national education system has been the main means of generating, perpetuating and advancing the Nigerian cultures. It has provided the necessary tools, skills and knowledge, which have helped us to survive to this stage.

### **Educational Development in Nigeria:**

Christian missions introduced and developed formal education mainly from 1842 to 1960 and beyond in Nigeria. (Nduka 1964, Ukeje 1966, Fafunwa 1974, Taiwo 1980, Adesina 1982 and Aghenta 1993)

The Christian Missionaries under took the business of formal education in Nigeria as an instrument for converting 'heathen Nigerians' to Christianity and to train some of them for missionary work hence their school curriculum contained reading, writing, arithmetic, singing, catechism, bible knowledge and English language.

During the 19<sup>th</sup> and most part of the 20<sup>th</sup> centuries, the missions

- (i) established schools and colleges for which they were responsible for management functions including capital accumulation, purchase of lands, buildings, investments and the raising of funds both internally and externally;
- (ii) were corporate bodies, hence they could contract business, sign contracts for building schools, hospitals e.t.c;
- (iii) Could employ labour and disburse funds to pay salaries and allowances to teachers, servants, catechists, cooks e.t.c and;
- (iv) Could supervise instruction and keep records.

In this position and missions were able to do what they did in the field of education but had a lot of problems including the accepted goal of education in Nigeria, curricular, funding, personnel, and organization. Some communities were hostile to them because they could not separate religion or western civilization from formal education. Initially there were no government grants for them and because of their poor financial status, they could not establish many schools. Their schools lacked facilities and equipment as well as qualified teachers. The curriculum consisted mainly of Arts subjects to the neglect of science and technical subjects. The mission



had no Education laws which would guide their education business instead each mission had its own guidelines making it difficult to talk of a national goal or philosophy of education.

As the country was marching towards nationhood, its social, economic and political needs increased in dimensions and the missions and a few private proprietors in control of education could no longer cope with the emerging demand for education for instance, expansion, free education and so on. At this point, Government started to intervene on the side of the people First western Nigerian government introduced UPE in 1955, which was followed by Eastern Regional Government in 1957, though the latter was abandoned soon after.

In 1959, the then Federal Government of Nigeria set up Ashby Commission to plan education for an independent Nigeria and when the report of the commission was published in 1960 under the title investment in Education it was discovered that inadequacies existed in many aspects of Nigerian education particularly in educational policies, curricula, facilities, balance between educational levels, regions, sexes, arts and science, quantity and quality of education. it also found a serious shortage of qualified teachers for the growing national education system. The commission recommended expansion of educational facilities at all levels including the establishment of new universities at Lagos, Zaria and Ile-Ife in addition to the University College at Ibadan and the one proposed to be at Nsukka. Advance Teacher Training Colleges and the creation of Faculties of Education to offer degrees in education for teachers to teach arts and science subjects in secondary school were recommended. The Federal Government accepted most of the recommendations, the subsequent implementation formed the educational revolution of the 60s and beyond (FRN 1960)

However, Ashby Commission did not solve all the problems facing Nigerian education particularly at the regional levels hence Regional Governments set up the following commissions and committees to look into some specific aspects of Nigerian education. Banjo Commission (1961) Ikoku Committee (1962) Ajayi Commission (1964) Asabia Committee (1967) Dike Commission (1962) and Taiwo Committee (1968). The recommendations of these commissions and committees were accepted and implemented. As a result of the rapid growth of this country, new problems arose and in spite of the Nigerian Civil War (1967-1970) the 1969 Curriculum Conference was organised by the then Federal Government of Nigeria which made recommendations on the objectives, content, methods and materials for Nigerian education. (Adaralegbe, 1972).

In the 70s, Federal Government introduced Free Primary Education (1976) which led to a great expansion of educational facilities first at the primary school level and later at the secondary and tertiary levels and in 1977, National Policy on Education was issued which has been guiding the operations of Nigerian education. indeed the second National Development Plan (1970-74) which contained the five National Objectives also guided the development of Nigerian education in the 70s and beyond (FRN 1970). Indeed in 1975/76 session, academic year preceding the introduction of UPE, primary school enrolment in Nigeria was 5,950,296 while during the first year of UPE in 1975/76 it rose to 8,149,887 pupils (about 37 percent rise). The rest of the story is indicated in Table 1:

### **EXPANSION OF PRIMARY EDUCATION 1975-1979**

State	1975/76	1976/77	1977/78	1978/79
Anambra	641,775	826,783	907,252	911,377
Bauchi	263,000	220,211	329,611	362,811
Bendel	606,115	676,373	751,712	792,021
Benue	256,747	535,096	629,243	838,723
Borno	136,964	121,982	369,052	529,520
Cross River	597,182	719,550	768,292	824,500
Gongola	158,200	265,355	322,313	397,705
Imo	739,031	938,400	1,003,824	1,014,467
Kaduna	218,204	460,349	613,091	747,125
Kano	160,340	341,806	472,813	659,927
Kwara	181,050	50,716	394,030	493,241
Lagos	355,645	338,429	440,405	434,453
Niger	55,377	113,852	181,731	277,495
Ogun	240,701	282,333	299,015	345,393
Ondo	332,611	403,200	428,119	464,395
Oyo	583,452	734,832	866,840	996,362
Plateau	147,873	317,482	365,554	452,056
Rivers	275,591	346,961	430,388	470,438
Sokoto	138,138	206,177	301,542	397,531
<b>TOTAL</b>	<b>5,905,296</b>	<b>8,149,887</b>	<b>9,874,827</b>	<b>10,597,320</b>

**Source:** Statistics Unit: Federal Ministry of Education

There was already UPE in the South West, yet there was a considerable increase in enrolment in the South West where UPE had become a culture. In the other parts of Nigeria notably Bauchi, Gongola, Kaduna, Kano, Kwara,

Plateau and Sokoto, enrolment was made more than double. The increase in the primary school enrolment pushed the pressure up to secondary education in the early 80s for instance, in Bendel State in 1980 – 83, the number of secondary schools jumped from 219 to about 700. There was a general expansion of secondary education and tertiary education throughout the country in the succeeding two decades of 80s and 90s.

### **Effort at Making Nigerian Education Relevant to National Development:**

The commissions and committees earlier referenced to were not only critical of the inadequacies in Nigeria education but were emphatic in their condemnation of the poor quality and lack of relevance of the national education system to the needs of the country.

Their recommendations crystallized into the National Policy on Education with emphasis on the 6-3-3-4 education programme. The benefit of the 6-3-3-4 programme does not lie in the magic numbers of 6-3-3-4

Which simply represent the duration in years of primary, junior high school, senior high school and tertiary levels of education but in the curricular innovation and content. Prior to the issuance of the National Policy on Education in 1977 which was revised in 1981, and 1998, the content of our curricular at the various levels was traditional subjects taught with emphasis on theories. At the primary school it was all Reading, Arithmetic, English and nature study. In secondary school it was English language, French, Latin in some, Religious knowledge, Maths, History, Geography, Biology or Health Science but Chemistry and Physics in a few lucky schools. At the University level, Arts, Social Science, Basic Sciences, Law, Medicine, Pharmacy, Education and so on were taught.

With the emergence of the 6-3-3-4 programme, emphasis on the subjects studied at the primary school level shifted to local languages, English, Arithmetic, Science, Agriculture, Arts, Crafts, Music, Physical and Health Education, Home Economics and so on. At the secondary School level emphasis shifted to such subjects as Nigerian languages, English and French, Mathematics, Sciences, Agriculture, Introductory Technology, Social Studies, Arts, Social Sciences, Religious Studies and so on. Colleges of Education were to train middle level manpower for the junior high school with emphasis on science and technical/vocational subjects, Polytechnics to produce technology graduates to non-technology graduate in the ratio of 70:30 while the Universities were directed to admit students and graduate them in the ratio of 60:40 science based to non-science based courses in order to meet the manpower needs of the country.

Besides, the 6-3-3-4, education programme was planned to meet the emerging needs of the Nigerian economy requiring for rapid development, manpower structure of unskilled, semi skilled, skilled and professional cadres. That is primary education for general labour (unskilled), junior secondary education for semi-skilled workers (craftsmen and its equivalent), senior secondary education for clerical and administrative assistant staff, polytechnic education for technicians and technologists while university education is structured for general and professional manpower (Aghenta 1977).

Teacher Education was to be confined to colleges of Education and University levels with heavy emphasis on the professionalization of teaching. This was to ensure that no teacher who was not professionally trained should teach at the primary and secondary schools throughout the country. Adult and non-formal education was to emphasis functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education throughout the country.

To guide and to give a firm directive to the course content, process and output to Nigerian education the National Policy on Education started off with Nigerian philosophy of education which was followed by the Nigerian aims and objectives of national education system both of which were guided by the five National Objectives thus (FRN, 1970).

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

Being guided by the five National Objectives, Nigerian Philosophy of Education was therefore based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, both inside and outside the formal school system (FRN, 1981)

As an offshoot from the philosophy, the national aims and objectives of Nigerian education run thus:

- (i) the inculcation of national consciousness and national unity;
- (ii) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- (iii) the training of the mind in the understanding of the world around; and

- (iv) the acquisition of the appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of the society.

With all these, the planning of Nigerian education to accelerate national development had begun in the 70s.

### **Investment in Education**

Students, parents, Guardians, individuals, voluntary agencies, and governments have invested and are still investing in education because of the belief that education helps the individuals to realize themselves and for the government as a tool for development. The commitment of national resources to education is about 16 percent of annual budget or a little less than 4 percent of the nation's GNP. Private contribution to education is as high as the social contributions. The human resources committed to education in form of teachers and non-teaching staff in schools, colleges and universities, inspectors, education officers, researchers and other workers in the Ministries of Education, Boards and commissions in education are tremendous. Facilities and equipment committed to education both publicly and privately as well as to formal and non-formal education are countless. This is because education performs many functions as can be seen below.

It confers permanent literacy, numeracy and the ability to communicate effectively. It provides sound citizenship as a basis for effective participation in and contribution to the life in the society. Education develops in the recipients the ability to adapt to changing circumstances. It provides tools for further advancement and equips the recipients to live effectively in a modern society of science and technology while at the same time develops and projects culture, art and languages. It fosters unity with emphasis on the common ties of the people (FRN, 1981). At the individual level, education enlightens and broadens the minds of the recipients to receive new and useful experiences.

In specific terms, education has social, economic and political functions among others. Socially it brings about enlightenment, plays a vital role in socialization, occupational preparation and selection as well as the development of self-conception. It brings changes in attitude, motivation and incentive which lead to technological changes, invention, innovation and initiation (Adams, 1970). It plays a vital role in the structural integration of a plural society by equalizing occupational economic and political opportunities, develops self-reliance, dedication, responsibility, rationality, loyalty, co-operation, a sense of co-existence, fair-play and understanding. It instills discipline and engenders honesty, hardwork and morality.

In economic terms, education has several functions including provisions of skills and techniques designed to improve human competencies. The educated man provides the society with human capital as a result of his income which represents not only his earnings, but also his potential for further achievement. It increases the stock of knowledge and ensures its diffusion. Education raises the level of inventiveness of the recipients and improves their consumption pattern. It also raises the level of productivity, creativity, initiative and innovation. These qualities are the reasons for human resource development because educated people are the agents of change or the prime movers of innovation in the various managerial, entrepreneurial, professional and administrative positions where they generate and push ideas, design changes which lead to discoveries, inventions, new methods of doing things e.t.c. (Habison 1971).

Politically, education brings about national unity by enlightening the members of the country on their commitment to the national cause. Through political education, national unity can be achieved when members of plural society like Nigeria have a sense of common purpose, national citizenship and loyalty to the extent that the people place the interest of the country above those of their ethnic groups. Education enables people to give political leadership as parliamentarians, commissioners, judges, ambassadors, Governors, Ministers and Presidents (Aghenta, 1981)

### **Benefits of Nigerian Education System:**

The national education system has produced Nigerians in different fields. In the education system itself, Nigerians graduate from one level to the other up to the doctorate programmes in the Universities. It has also produced Nigerians who are working at the different levels of the educational system as cleaners, craftsmen, administrative assistants, technicians, technologists, teachers, accountants, engineers, administrators, academics, professors, medical personnel and so on.

Outside the educational system, Nigerians who are produced through the educational system carry out different functions in agriculture and quarrying, mining, building and construction, manufacturing, commerce and trade, public utilities, transport and communication, health, civil service, defence, police, prisons, judiciary and the political system. The days when expatriates were hired because qualified Nigerians were not available for employment are gone for good indeed, if anything, Nigeria is now ready to export manpower to other countries of the world. The system has conferred literacy on many Nigerians and given them enlightenment and skills.

## **Dysfunction of Education in Nigeria**

The main reason for the heavy investment in education both formal and non-formal is the notion that education can solve all our social, economic and political problems but experience has shown that this has not always been so, indeed in some cases, education appears to have worsened some situations, for instance, education is suppose to instill discipline and engender honesty, hardwork and morality. But in our experience, indiscipline occurs in many aspects of our lives, it manifests itself in examinations, in educational institutions, sports, in the use of drugs, in buses, churches and mosques, in the police force and so on. side by side with indiscipline are such evils as dishonest practices (419) at most levels of our lives, idleness or laziness and immoral practices.

At the national level, education has not liberated the educated Nigerians from the bondage of parochialism, ethnicity, tribalism, oppression, injustice and so on. indeed experience has shown that most of those who fan the embers of tribalism and ethnicity are the educated ones as the illiterate Nigerians go about their daily work peacefully with people from other tribes.

So far the national education system has not adequately affected attitude to work, to neighbours and to the country. The commitment of Nigerians to the national cause, their patriotism and discipline are in serious doubt while education has so far failed to raise the level of productivity, initiative, creativity and inventiveness of the educated Nigerians. Many people complain that education has not helped in Nigerian Development (Aghenta, 1983).

## **Why Education has not Accelerated National Development in Nigeria.**

There have been some constraints on Nigerian education which have made it ineffective in accelerating national development such as educational policies, access and quality in Nigerian education.

### **Policies:**

Before 1977, many agencies controlled Nigerian education including the Federal Government, State Governments, Local Governments, Missions, Communities and private proprietors which at a time were 54 in some number (Fafunwa, 1974). All these agencies had individual philosophies, policies and programmes which made it impossible to have a Nigerian policy on education. There was confusion as what was disallowed in one agency was practices in another. Occasionally, Federal or State Government issued some policies which were ridiculed by some other agencies, for instance, boarding,

deboarding, reboarding, policies on science and technology education, education of women, state take over, state hand over, partnership and so on. The issuance of the 1977 National Policy on Education, revised in 1981 and 1998 has not helped matters as the language policy, admission policy of 60:40 science to non-science courses, teacher education and teacher employment and indeed the policies on the 6-3-3-4 programme are left hanging in the air. In recent times we have heard and seen the inconsistent, contradictory and counter policies on University Satellite campuses and study centres.

### **Access to Education:**

In recent times access to education has increased considerably but it is still inadequate for a modern state like Nigeria. For instance, in 1997 the enrolment ratio in the primary school was 78 percent which means that 22 percent of the children of primary school age were not enrolled in the public schools and probably not enrolled at all (FOS, 1997). In 2000, about 16.8 million pupils were enrolled in the public schools in a population estimated to be 118 million Nigerians. The enrolment should have been 19.47 million (100 percent enrolment ratio) but 86.0 percent of them were enrolled that is, 14 percent of the children were not at school or in the public schools. The actual number of the children not enrolled in the public schools is 2.67 million. Probably, one million of them may have enrolled in the private schools but the sight of so many children roaming the streets during school hours particularly as one moves upwards in Nigeria shows that many of the children are not enrolled in the primary schools. Whose children are these?

At the secondary school, the situation is worse, for instance, in a population of 118 million, the enrolment of secondary school age-children should be 14 million children (100 percent enrolment ratio) but there are only about 5 million children enrolled in the public secondary schools that is 35 percent enrolment ratio, that means that about 9 million of them are not enrolled in the public schools. There are now many private secondary schools in some of the states which may have enrolled up to 3 million students in which case about 6 million of them are not at school or they do not have access to secondary education (Aghenta, 1998).

At the tertiary level whereby the estimated population of Nigeria should give us 8 million persons enrolled for higher education only about 600,000 students are enrolled at the moment which is about 7 percent enrolment ratio, and that is below that of Britain 22 percent, Japan 23 percent or USA 36 percent (World Bank 1988, 1998). With respect to University entry through JAMB for instance, in 1997 only 29 percent of those who obtained 200 marks and above have access to University (NAE, 1998). The need to expand facilities at this level is not as pressing as that at the lower level because of our



level of development. The establishment of satellite campuses, and study centres is not the answer.

At the level of adult and non-formal education the literacy rate is 49 percent which means that between the ages of 15 and above, 51 percent of Nigerians can neither read nor write (UNDP, 1986). We are aware that literacy rate is a pertinent constituent of human development index recognised all over the world (Anikweze, 1998).

It is therefore not a surprise that the education index of Nigeria is a mere 52 in contrast to that of the developed world of about 98. The story behind the low education index of Nigeria is that half of the population of this country cannot meaningfully take part in the task of nation building. In the observation of Curle (1970) for a country to develop, the citizens must be educated, he declared;

*... in order to develop, a country must have a very considerable proportion of trained citizens, not only to act as doctors, engineers, teachers and agriculturists but also to establish its own values of justice selection on merit, flexibility, empiricism and efficiency.*

In the current case of Nigeria where educated and trained Nigerians are in minority, they cannot establish their standard. Indeed, about half of the population of Nigeria who can neither read nor write in English are cut off from the daily affairs of their country and because they cannot understand readily what is going on around them, cannot easily make contributions.

### **Quality in Nigerian Education:**

The essence of education, indeed investment in education is its functionality and the bottom line for functionality is quality in education but in Nigeria quality education appears elusive because the five well known inputs into learning are not of the right quality in Nigeria. (1) students – their capacity and their motivation to learn (2) the subjects to be learned (3) the teacher who knows and can teach the subjects (4) time for learning and (5) the requisite tools for teaching and learning (World Bank 1995).

### **Students:**

They are very important input into education, their number and quality are important to educational development. In Nigeria many of the students are brilliant but some of them are not well motivated to learn. They have side attractions and are negatively charged – they take to intimidation, threat, blackmail, blocking, and examination malpractice. Many of them avoid classes

and when there, do not pay attention learning and on the long run, a gap is created in quality education. The students are the index of quality, the hub around whom quality revolves and once they are not ready, there can never be genuine quality in education. students capacity and motivation to learn are said to be determined by their state of health, nutrition, parental stimulation and so on. these are not common features in many Nigerian students who have their half hearted approach to learning (Aghenta, 1982).

### **The Subjects to be Learned in Schools:**

The culture of the people – the ways of living, their values, skills, language guide the drawing up of the curriculum which in turn defines the subject to be taught and how they are to be taught including the frequency and duration of instruction. From the curriculum, syllabi are drawn up for each subject area, which are closely linked to performance standard and measures of learning outcome. In Nigeria this has been adequately done particularly in the 6-3-3-4 programme. The only problem here is the effective implementation of the curriculum-cum syllabi to bring about upbringing of the child and raising the standard of education in the country. The syllabi are never adequately covered nor are they thoroughly taught because of many constraints including teachers' lack of dedication, lack of adequate knowledge and training, long periods of strikes, lack of tools and so on. For some time now, not more than 30 percent of the normal period for teaching during the academic year has been used for actual teaching particularly in the public primary and secondary schools because of strikes, work to rule or lock outs.

### **The Teachers who know and can Teach the Subjects:**

These teachers have never been in good supply in this country right from the primary to secondary schools at times at a higher level. The old grade II teachers were well trained for the primary schools - they were dedicated and taught well because they had the correct knowledge and orientation. The grade II teachers have been banned from the primary schools and the NCE teachers are suppose to take their place. A typical primary school in Nigeria today does not have either grade II teachers or NCE teachers. There is a mixed grill, a grand confusions – effective teaching is not going on there. Things are not better at the secondary schools. The following types of teachers are teaching in secondary schools (1) NCE holders (2) University graduates without professional training (3) University graduates who hold post graduate Diploma in Education and (4) the B.Ed graduates. The NCE teachers are more or less restricted to the junior secondary schools for the purpose of teaching and when UBE runs its full cycle there will only be senior secondary schools, in which case, NCE teachers will remain in the UBE level of education. The problem

with the NCE teachers at the moment is that the bright NCE teachers do not teach at all before rushing to Universities to do their degree programme. Most of those who remain in the teaching service are those who because of the quality of their NCE qualification cannot enter the degree programme.

Those who are University graduates without professional training constitute a dying race. They may know their subjects but cannot teach because teaching is not their calling. They step in and step out and are not ready to learn simple lessons about teaching. The only authority they rely on is to teach the students as they were taught when they were students. Their teaching at this level is ineffective if dangerous. A teacher must know the limit of educability.

There are those who after their degree programme and usually after trail and error in teaching, decide to do the Postgraduate Diploma in Education, for a good material, this is a good teacher. There are however, problems with this group of teachers. They are usually few, a growing and expanding profession like teaching cannot rely on such a few teachers for the teaching of all the subjects. Besides, experience has shown that most of those who come forward to do the postgraduate diploma in education do not have good first degree and those who have, can dispense with the diploma and make use of their first degree when a job is available outside teaching. A good profession cannot rely on such teachers.

The B.Ed graduates represent the first genuine attempt to professionalize teaching. Today, more than half of the teachers in our secondary schools are of this group. Those who are bright amongst such graduate teachers are very good for their understanding of what teaching is about, they know the subjects, they know the students they are teaching, indeed, they are professionally sound. But there are problems particularly now. First of all, the stock of bright candidates for education has dried up – very few candidates opt for education in UME. The faculties of Education now get their candidates mainly by direct entry from colleges of Education. Most of the students are normally those who could not make it to the University through JAMB in the first instance. The teaching of these NCE holders in the colleges is done mainly by First Degree holders and the background is not normally solid. There is no longer a controlling body for NCE examinations hence many of them come out in distinctions and by existing guidelines, such candidates are enrolled for the B.Ed degree programme for only two years. Many things are left undone and the B.Ed graduates are now half baked and cannot provide the much needed quality education. Indeed, teacher education directly affects quality education and from what has been said in these paragraphs, except teacher education is strengthened by a wider coverage of comment and a longer period of training the already low quality education in Nigeria will take a

further dive. To worsen matters, the poorly trained teachers are very poorly remunerated, motivated and unceremoniously removed from teaching before they can establish themselves as experienced teachers. This is the reason why good candidates are not coming to be trained as teachers. After all teaching is a noble profession as much of us here owe our parents postulate our teachers. Aghenta, 1976, 1977, 1980, 1981, 1983, 1984, 92.

At the tertiary level, there is not much problem about teacher education as teaching has always followed the tradition of teaching and experimentation. But in the past and what happens in the Universities in the developed world, young lecturers are inducted and have a period of tutelage under experienced professors or so but in the last few years in Nigeria the first day lecturers are appointed (with Masters or Ph.D) they jump into the classes to teach as they were taught – this is a part of academic freedom not to learn under older colleagues. Standard of lecturing or teaching has fallen calamitously in tertiary institutions because many colleagues are not willing to learn the techniques of doing the work from experienced colleagues.

### **Time for Learning:**

This is extremely inadequate now at levels of the education. I have already said it is hardly 30 percent of the normal periods allocate to teaching. Students are deprived of their time to learn because of long and frequent strikes. Syllabi and scheme of work are not adequately covered in years 1 to 6, 1 to 6 and 1 to 4 in the primary, secondary and tertiary institution respectively.

### **Requisite Tools:**

These are acutely in short supply at all levels, for instance, schools buildings are inadequate, old and dilapidating, classrooms, lecture theaters and laboratories are inadequate and ill-equipped, workshops are almost non existence, chemicals, tools, books, teaching aids and other supplies are terribly inadequate. Indeed print and graphic materials, films, cassettes, radios, television sets, computers, text books, maps, name them, are a rarity. These are the ingredients for promoting quality education and in our country are hardly available to the teachers (Aghenta, 1982)

All these deficiency couple with poor funding, poor quality control and poor evaluation techniques have ruined the quality in our education. Nigerian education has thus not been able to make an effective impact on Nigeria National development hence today Nigeria:

- (a) is still a producer of predominantly primary products;
- (b) her minerals are not sufficiently tapped by her citizens because of shortage of capital or as a result of primitive method of processing;

- (c) her labor productivity is low whereas, the cost of production are very high;
- (d) she is capital poor which affects investment in much needed capital goods;
- (e) the personal incomes of the citizens are low while the masses are near subsistence living hence their high propensity to spend rather than save;
- (f) she is externally indebted – importing expensive consumer and capital goods including agricultural products; and
- (g) She has a large difference between required employment and available labour (Napier, 1972).

There is no doubt that the above are general characteristics which are applicable to all the developing countries and when Nigeria's conditions in the following two tables are compared with the above conditions, the facts about Nigeria become clearer on development.

**TABLE 2:**  
**GNP PER CAPITA ON ECOWAS COUNTRY 1994/95**  
*(All In American Dollars)*

Republic of Benin	420
Burkina Faso	300
Coted' Ivoire	630
The Gambia	360
Ghana	430
Guinea	510
Guinea-Bi-sau	220
Liberia	NA
Mali	300
Mauritania	510
Mauritius	2,980
Niger	270
Nigeria	<b>310</b>
Sao Tome-Principe	330
Senegal	730
S. Leone	140
Togo	330

In 1994/5 South Africa had 2,902, Gabon 4.050. Britain 10,0001, US 20,0001

**Source:** World Bank: African Development Indicators  
 94, P34.

**TABLE 3:  
COMPOSITE INDEX OF DEVELOPMENT**

Nigeria	5	25.7	20
Ghana	23.2	44.5	6.6
Britain	121.6	64.2	11.5
U.S.A.	261.3	136.3	18

Source: Education in comparative International Perspective p. 496.

In addition to these conditions, Nigeria as a developing country shows other characteristics in the following ways. Socio-culturally, there is a high degree of illiteracy particularly among the adult population hence the prevalence of ignorance, fear, superstition and undernourishment. Health, educational recreational and employment facilities are inadequate. Nigeria is bedeviled by a multiplicity of ethnic and tribal groupings whose numbers differ in language, religion, educational attainment, occupational characteristics and economic status. English language is the national language which unfortunately is not spoken or written by a majority of Nigerians. Since important national activities are carried out in English language, many Nigerians are cut off from the current events in their country.

Another area of social problem is that of the worsening division between Christian and Islamic religions whose influences cover socio-cultural, economic and political activities in Nigeria. Members of the traditional religious group though few resist sternly, cultural changes. The activities of some of the members of these religious groups seem to place some difficulties in the way to a truly integrated country. Besides, these religious divisions, there is the division of the country into urban and rural areas with different levels of living resulting in different attitudes to nearly all aspects of our national life in terms of cultural revival, social transformation, economic development and political growth.

All the same, as a developing country, Nigeria is plagued by lack of national commitment, patriotism and discipline but deeply engulfed in greedy materialism, bribery and corruption, tribalism and parochialism, armed robbery, and so on.

Politically, the country is unstable, disunited, as various ethnic groups owe allegiance to their groups rather than to Nigeria. Constitutional experiments are many but short-lived because of greed, tribal sentiment, selfishness and absence of national feeling. Poor political leadership has aggravated the dishonesty among politicians, judicial officials, police and others.

In economic terms, Nigeria is performing most poorly in agricultural development, industrial and commercial advancement and infrastructural facilities. Indeed in all the major economic sectors including agriculture, building and construction, commerce and trade, mining and quarrying, manufacturing, distribution, transport and communication, public utilities, water and light, government, educational and health services, we are not making satisfactory progress (Aghenta, 1981, 1987).

### **National Development:**

People today talk of national development with excitement and anxiety. The excitement comes from hopes and aspirations that if one" nation is developed, there is socio-cultural reconstruction, economic development and political stability but anxiety results from the fears we have as to whether our nation can ever reach the stage of genuine socio-cultural reconstruction, economic development and political stability.

The term development is capable of many interpretations as politicians regard it as freedom from colonial rule while economists ascribe to it economic growth, a rapid and sustained rise in real output per head and the attendant shifts in technological, economic and demographic characteristics particularly of developing countries (Rich, 1974). Sociologists and social anthropologists on the other hand see development primarily in terms of the process of differentiation that characterizes modern societies whereas political scientists focus attention on the problems of nation building as modernization occurs (Adams, 1970).

In sum, development is associated with modernization's, material advancement, industrialization, scientific and technological progress, the emergence of nuclear energy, electronic and biological revolution, new knowledge about man and universe. It means urbanization, socio-cultural transformation, mass literacy, vertical and horizontal mobility, employment opportunities and the emergence of specialized and independent occupational roles (Iziren, 1975).

Development has also been described as growth plus change which involves material, mental, psychological, physical, institutional and organizational innovations (UNESCO, 1963). In other words development covers a wide range of subjects in social, economic, military, scientific, technological and political fields.

National development therefore encompasses all the definitions of development with respect to a specific country or countries. A developed country may remain an ideal country with such characteristics as a high degree of modernization, material advancement, industrialization scientific and technological progress. It should possess nuclear energy, a high degree of

urbanization, educational opportunities, job opportunities, mass literacy, a reliable communication and transportation network, steady water supply, adequate and reliable supply of light and other forms of energy. There should be adequate health and housing facilities, mechanized and highly productive agriculture, dependable food processing, storage and food distribution facilities, existence of technical and cheap labour, manufactured goods, high income per head and general high standard of living.

Developed countries have ultra modern buildings, broad and tarred modern roads, solid bridges, motor parks, beautiful and well equipped stadia, industrial and commercial houses, e.t.c.

Occupationally, all types of employment opportunities designed to accelerate further the process of national development abound such as civil services and government parastatals, educational services, agricultural, industrial and commercial services. There are also health establishments, hotels and restaurants, recreational centres, amusement parks, tourist centres, financial houses, mining and quarrying, shipping railways, airways, manufacturing, exportation, importation, transportation, communication, and so on.

Developed countries also have independent and impartial judiciary, political maturity and stability, economic well being, unity and national consciousness. There is a reliable and adequate supply and utilization of human resources who create more ideas put them into use monitor and modify them in the service of the nation and mankind. Generally, the inhabitants of developed countries are dedicated, industrious, productive, creative, honest and patriotic (Aghenta, 1981, 1987, 1993).

On the other hand, underdeveloped or developing countries lack modernization, material advancement, industrialization, urbanization, scientific and technological progress, economic development and political stability. What can help to accelerate the process of national development is education, which must be well planned and implemented.

## **PLANNING:**

Planning is the process of preparing for action before it takes place, that is deciding in advance what is to be done. Planning is deliberate, purposeful and is goal oriented. As a basis for executive action in the organization, it is democratic participatory and it is consistent with the goals of the organization. Though planning is an intellectual process involving varying degrees of creative thinking and imaginative manipulation of many variables, it is dynamic, flexible, integrative and normative. It is adaptive to change, continuously modifying ends and means, preferences and goals (Burton, 1974). Planning is the tool for gaining control over the future through current acts by studying



comprehensively the current problems, apply appropriate solution, anticipating similar events, mapping out activities and providing orderly sequence for achieving stated goals (Aghenta, 1993).

Educational Planning, in this context, is a cohesive force which is concerned with setting up of an effective national system of education for developing human resources who are to use their expertise to their best advantage to serve given national ends which can be social, political or economic. This is being done effectively in Nigeria now (Aghenta, 1998).

Educational planning implies a realistic appraisal of a country's financial means its human resources, institutional structures and other factors which bear upon the success of education plans. Educational planning is an instrument to examine the problems involved in educational change which compels the educational planner to look for various factors such as socio-cultural, economic and political necessary for the successful actualization of set-goals. It is a sort of a systems analysis to the problems of education with the aim of resolving such problems in an orderly form (Samuel, 1982). The analysis starts with the examination of the country's financial means, economic and political realities, manpower situation, employment problems, students' interests and the needs of the society hence it is said that educational planning is a tool not only for educational growth but also for national development (Beeby, 1968, Aghenta, 1986) These are the hallmarks in Nigerian education now.

Educational planning tries to predict and control future events by analysing the past, observing the present conditions and goals and developing a course of action ;which is most likely to lead to goal achievement. It involves the co-operation of many people for support and for data without which no planning can be effective. Such people include politicians, administrators, mathematicians, statisticians, researchers, teachers, and demographers. The data collected from such people are analyzed for relevant demographic, social, educational, economic and political policies for the development of the country. Educational planning helps to prepare and adapt effectively to changing situations in education and society so as to avoid unexpected social, economic, political and demographic changes that can lead to confusion and instability. These techniques have been in use in Nigeria since the 80s (Aghenta 1987, 1993).

A major purpose of educational planning is to analyze the educational system periodically with a view to detecting defects (if any) and making provision for remedying them so that the system can optimally achieve its goals. In this exercise all the major parameters of the educational system including students, staff, curriculum, physical facilities, equipment and finances should be in the right proportion so as to be in accord with the educational

purpose, structure, functions and process in order to convert the inputs into desirable outputs. This is being done periodically even at the university level with NUC and university authorities (Aghenta, 1993).

The national education system both formal and non-formal has large and complex units and sub-units across the country and educational planning can help to provide effective integration of the various parts so that they can work in harmony towards the achievement of the national education goals. (Ndu, 1991)

If the educational system functions effectively and efficiently such phenomena as dropout among students, attrition among staff, mass failure in public examinations, poor quality of school leavers, wastage of both human and financial resources of the educational system and so on, are eradicated; the final result is that of high quality education which raises the level of creativity, productivity, initiative, and performance of the manpower produced by such a system for the solution of national development problems then educational planning becomes a turning point in education and development. This is the crux of the matter.

### **How To Make Education Planning Effective:**

For educational planning to turn properly, the following conditions must be present.

- (1) A group of experts in education and related subjects made up of educational planners, statisticians, mathematicians, geographers, economists, demographers, sociologists, and curriculum specialists must be constituted in the Federal and State Ministries of Education for the purpose of educational planning;
- (2) The main functions of these experts must include:
  - (a) a thorough study of the Education Laws/Decrees/Edicts/Circulars and Government Policies on Education;
  - (b) development of check lists, questionnaires, interview forms e.t.c. for data collection from educational institutions and other sources of educational and related data;
  - (c) a periodic training of data collectors as field assistants without which, data can hardly be available for planning.

- (3) Collection of data with respect to population where population census figures are not reliable, education, the economy, social and political affairs and analysis of the data to show:
  - (a) Trends in education (time series)
  - (b) Measurement of the effect of past educational trends on enrolment, graduation, dropout, progression, repetition, pass, failure, transition, equity, employment and so on.
  - (c) Forecasting (based on extrapolation) education trends
  - (d) Carryout a critical analysis of the role of education in society of today.
  - (e) Analysis of the effect of decisions in society today on the participation rate of individuals in education, resource allocation to the different types and levels of education, on the future of education etc. (Wood, 86).
  - (f) Forecast of student enrolment, facilities and staff requirements while process and product evaluation should be faithfully and frequently carried out to ensure that programmes and projects are on course.
  - (g) If the results of these planning measures are implemented faithfully, quality education will emerge.
  - (h) Adequate funding of education and adequate staffing of schools are necessary for effective implementation of the education plans for quality and once there is quality education, it can help to accelerate the pace of national development.

### **Strategies to make Education to serve the End of National Development.**

Education can be an important instrument of national development If the following strategies are adopted.

- (1) Plan all aspects of the national education system in relation to the economic, socio-cultural, political, military, scientific and technological needs of the country and implement the plans. Such tools as system approach, demographic, economic or social forces model, quantitative and normative forecasting models, strategic factors approach, amplified interactions approach and so on are there for the planners to utilize (Aghenta, 1993).
- (2) Provide free and compulsory education for Nigerian children from primary one to Junior Secondary III as it is provided for in the UBE programme. The education must be of high quality hence the schools

must be built, equipped and well staffed with trained and motivated teachers. The proposal contained in the UBE programme to include programmes from early childhood care, special programme for nomadic populations, programme for functional literacy, numeracy and life skills, out of school non-formal programmes for updating the knowledge and skills of persons who left school before acquiring the basics for life long learning and non-formal skills and apprenticeship training for youth is welcome. Obanya (2000). Within a reasonable period of time all Nigerians will be literate and can take a meaningful part in development;

- (3) Provide enough funds and facilities for the graduates of the Junior High Schools to the Senior High Schools. The Senior High school may be tuition free eventually when the economy has improved but enough places should be provided for all those who have successfully completed the junior high school courses and are willing to continue their education. The present curriculum for the senior high school is good as a working document. The emphasis at this level on vocationalization, science and technology and the preparation for the professions is in accord with the needs of the country in need of economic recovery and development;
- (4) Provide facilities in all areas of need at the tertiary level and the orientation of students at this level should be such that students develop independent – thinking habit and creativity which can assist this country in building a nation. There is an urgent need to provide quality control mechanism at the departmental levels where teachings are done – team teaching led by experienced teacher supervisor to reduce some of the ugly situations now appearing in the tertiary institutions is recommended. Properly train all the teachers for primary and secondary schools employ them, professionally develop them and give them enviable conditions of service;
- (5) Determining Manpower Needs: If we must plan education realistically particularly at the tertiary level, we must determine the manpower needs of the country for a particular period and then translate such needs into educational requirements. When the Government sets a desirable target particularly for economic growth during the plan period, experts can now determine the type of the skills required, the quantity, quality, type and level of manpower required for executing the plan and related activities (Aghenta 1980, 1985).

The determination of the manpower then starts with:

- (a) the examination of the goals of the country, labour supply and composition, economic conditions, political and legal environments, social and cultural values and norms;
- (b) the analysis of the national economy into the following major sectors can then be done;
  - (i) Agriculture, livestock, forestry and fishery;
  - (ii) Mining and quarrying;
  - (iii) Building and construction;
  - (iv) Manufacturing;
  - (v) Public utilities;
  - (vi) Commerce and trade (wholesale and retail trade);
  - (vii) Transport and communication;
  - (viii) Producer of Government Services; and
  - (ix) Other services such as health, education, defence, Police, hotel and so on.
  - (x) These will guide the development of the relevant manpower at the general, semiskilled and professional levels (Awokoya, 1976).
- (6) Human Resources Assessment Approach: Another approach we can use is that of the human resources assessment approach which emphasizes the integration of social, economic, and political factors into educational planning and in this approach the following factors are considered:
  - (i) the scale of development feasible considering the availability of specialized manpower;
  - (ii) the scale of development needed to absorb the back-log of unemployed and new entrants to the labour force (Aghenta, 1984, 1985).
  - (iii) the extent of in-service training in industry; and
  - (v) the pattern of investment priorities envisaged in the plan and the broad economic, social and economic goals for national development (Philips, 1964).

**Personal Contributions Through Research and Publications to the Effective Planning of Education to Produce the Right Quality Education to Accelerate National Development.**

*To be able to bring about the desired changes in this direction, my research and publications have emphasized:*

- (a) Educational Planning its concept, process or mechanics, role in producing quality education and in accelerating national development, Aghenta (1982, 1985, 1987a, 1987b 1989 and 1993).
- (b) Teacher education which I consider, as the basis for quality education hence must be thoroughly planned Aghenta (1976, 1977, 1980, 1981, 1982, 1983, 1990, 1992 and 1998).
- (c) Organization and management of education including costing, funding, provision of facilities etc is considered crucial to the enhancement of quality education. Aghenta (1976, 1980, 1983, 1984, and 1985).
- (d) Planning and developing the right manpower for National Development. Aghenta (1977, 1979, 1980, 1982, 1983, 1984, 1986, 1989).
- (e) The provision of the right type of education for National Development. Aghenta 1981, 1982, 1983, 1984 and 1993).
- (f) Employment of school leavers/graduates to step up National Development Aghenta (1977, 1980, 1982, 1983, 1984, 1986 and 1989).

On the basis of my research and publications in combination with others, awareness for the need to plan education for quality and national development is very much in the air. Educational planning has steadily become indispensable in Government educational policies, programmes and projects and has indeed become an important subject matter in the interdisciplinary approach to national planning and development. Within education, whether for UPE, UBE, teacher education, curriculum matters, or Manpower Board activities, Educational planning has become at least a necessary evil. The frequency with which experts in the new field of educational planning are invited to give keynote addresses, lead papers in government organised seminars and commissioned research studies on educational policies and programme shows the awareness of the important role that educational planning plays in the provision of quality education and for national

development. Our humble contributions are now stimulating such an awareness in government and other bodies.

## **CONCLUSIONS**

The message in this lecture is that education is a tool for national development, national development in the paper was defined in a broad social, political and economic perspectives and that if such education is planned realistically, bringing about quality education, relevant and competent knowledge and skills and positive attitude, national development will result, provided that what is planned must be implemented in an educational structure that has a solid base as a result of the adequacy of infrastructural facilities, adequate and satisfied teaching force, adequate funding and the readiness of the government to provide employment opportunities for the products of the educational system the major avenue for them to apply their skills and therefore contribute their quota to national development.

Nigeria should continue to invest on education but is called upon to increase the level from the current budgetary allocation of about 16 percent to 20 percent in that case will beat the African average of 18 percent. There should be partnership in funding education, government commercial/industrial bodies, voluntary agencies, communities and parents. These stakeholders should also take part in the formulation of educational policies and policy implementation.

With higher funding, access to education, particularly, at the first and secondary levels should be increased greatly so as to raise the current Nigeria's education index from 52 to 70 and above which is the feature of developed countries. It is at that level that education can make a great impact on development. Happily the UBE programme if fully implemented will take care of this.

Quality education is a pre condition for development and a crucial part of this is the presence of well trained, well remunerated, well motivated and well satisfied adequate teaching force whose members should not be retired prematurely to save costs. Quality education also requires good buildings, appropriate facilities, equipment, supplies, adequate funding, competent supervision, competent management of staff and students, honest evaluation and so on (Aghenta, 1976, 1980, 1983, 1985, and 1985).

Higher education which should be better planned and controlled for quality should continue to stress science/technology and the professions. The needs of the country in important areas such as mining, agriculture, building, construction, trade and commerce manufacturing, industrialization, public utilities, transport and communication, the military, crime control, information,

health, education e.t.c must be emphasized in the acquisition of knowledge and skills in Nigerian higher education which is directly linked to the production of modern development including education for all, adequate health, nutrition, housing, security, self-reliance, employment, good income, high standard of living e.t.c. Employment related to the above areas must be deliberately created to absorb school leavers and graduates on a continuing basis where in they can apply their acquired knowledge and skills to accelerate the development of the national economy through individual and group productivity. Private sector must expand its activities, create more jobs for school leavers/graduates in the interest of the economy of Nigeria. It is hardly reasonable to be calling on school leavers and graduates to set up their businesses many of whom are from poor homes which have no capital for such a venture. Instead expand our rich agricultural potentials to agro-industrial revolution, catering for all sorts of school leavers/graduates who must be thoroughly educated and trained in a well planned, funded, equipped, staffed and administered educational system.

Finally, educational planning which helps in national development has reached maturity in Nigeria but has a cast iron obstacle of non-implementation on its way either in part or in whole. I sincerely appeal to all the relevant authorities in Nigeria to implement faithfully all the education plans they have commissioned and accepted. It is a sure way to genuine development.



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*Professor Joseph Amiokhe Aghenta* was born on the 24<sup>th</sup> of August, 1941 at Okpogho Village in Emu Clan of Esan South East Local Government Area of Edo State. He used to follow his grandfather to the farm until January, 1952 when his father, who was then in the Ishan Divisional Council Service, insisted that he must go to school. He attended Otokpoji Primary School from 1952 to 1955.

The Headmaster of his school, Mr. J. A. Ukpan encouraged him to further his education. He accordingly sat for and passed the entrance examination to the Immaculate Conception College, Benin City and was admitted in 1956. While in the College between 1956 and 1960, he suffered some setback as he was intermittently being sent out of school due to his inability to pay his school fees. Professor Aghenta would remain ever grateful to Mr. Okechi Amu-Nnadi, the then Principle of Western Boys High School who offered him a school scholarship for two years (1959 and 1960) which enabled him to complete his secondary education.

Between 1961 and 1964 Professor Aghenta taught in various schools. In September 1964 he was admitted to the University of Nigeria, Nsukka to read History, but transferred to the University of Ibadan in 1966 due to the Nigerian Civil War. He obtained his B.Ed degree in History in 1968.

In 1971, he proceeded to the University of Ife where he obtained his Masters degree in Educational Administration and Planning in 1972. Between 1968 and 1974, he taught at Edokpolor Grammar School, Benin City. In September 1974, he was made the Vice-Principal of Annunciation Catholic College, Irrua, but in December, 1974 he was transferred to the Ministry of Education Headquarters. He strongly resented this transfer. He therefore sought to change his job by applying to the University of Benin for employment.

He was appointed a Lecturer in the Faculty of Education of the University of Benin in 1975. Professor Aghenta obtained his Ph.D Degree in Educational Planning in 1979. He has since held several headship appointments in the University. He was at various times Head of the Department of Educational Administration and Foundations and Ag. Director, Institute of Education.

He became a Professor in 1984 and Dean Faculty of Education (1985-1989). From 1990 – 1992, he was made the Honourable Commissioner of Education, Bendel and later Edo State.

Professor Aghenta got the Commonwealth Fellowship Award which he utilised at the University of London in the 1988/89 session.

He was a Consultant to UNESCO and other bodies on Educational and Manpower Planning, Member Commonwealth Association of Educational Management, Fellow, Nigerian Academy of Education and its Secretary from 1994 to 1998. President, Nigerian Association of Educational Administrators and Planners (1990-1995).

Professor Aghenta is a traditional Chief with the titles of Ojekpolor of Emu land and Oyakhire of Amahor.

He is the current Director of Academic Planning of the University of Benin and married with children.