

UNIT 1: MEANING AND FUNCTIONS OF EDUCATIONAL PLANNING

INTRODUCTION

As we all know, our formal education is an organized one. We must have trained teachers to teach. Buildings and many facilities have to be put up in order to have educational institutions function effectively. The people we teach in schools, teacher training colleges and universities have to meet the needs of the society. It is these people that later works as doctors, lawyers, teachers and agricultural officers.

All the above ideas come down to one very important thing, i.e. that our educational system must be arranged at every stage in such a way that it meets the needs of both the individual and the nation.

This process of intelligently trying to organize education so as to respond to the needs of its recipients is what can be termed educational planning. In this unit we are going to study educational planning in details.

OBJECTIVES

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

- a. explain what planning is;
- b. explain what educational planning means;
- c. identify and explain the characteristics of educational planning and
- d. identify and explain three functions of educational planning.
 - State the objectives of Educational Planning
 - Analyse the different approaches used in educational planning.
 - State the importance and components of educational planning.
 - Explain each stages of educational planning process.

MEANING OF EDUCATIONAL PLANNING.

In order to understand what educational planning means, it is necessary to understand what is meant by planning and what a plan is. It is from this level that we will go into the explanation of educational planning.

Adesina (1990) defines planning as a way of projecting our intentions, that is, a method of deciding what we want to accomplish. Ejiogu (1990) holds that to plan, means to project, forecast, design or make or chart our a course. From these views, it can be summarized that planning refers to the act of deciding in advance what is to be done, how and when to do it, where and who is to do it in order to achieve the goals or objectives of the system. For example, when arrangements are made as to how many students are to be in a class, how

ACTIVITY 1

1. What is planning?
2. What does educational planning mean?

CHARACTERISTICS OF EDUCATIONAL PLANNING

Educational planning has a number of characteristics. According to Adesina (1981) these characteristics are basically four. They are: primacy of planning, pervasiveness of planning, mission – oriented and future oriented.

a. Primacy of Planning

Planning is the first step in management. It takes precedence over all the other managerial functions. Everybody plans even though not everybody plans well. As a teacher, you plan your lessons before you go to teach them. As at present, you plan the way you want your child's birthday ceremony celebrated, etc. It is after this planning that you can organize it, identify those people who will help you to cook, bake the cake, and do other things. It is also after this that you will look for a photographer to take pictures.

b. Planning is pervasive:

By this, we mean that planning cuts across all levels of management and all the other managerial functions. Whether at the primary, secondary or university level of education, planning is done. For example the managerial functions of organizing, staffing, etc involve some planning. The way the birthday ceremony mentioned above is to be organized has to be planned. Also, its implementation too needs to be planned or else you find out that some of the activities may either be forgotten or that those which are to come first are treated last and vice versa

c. Planning is Mission – Oriented.

Planning involves the mapping out or charting of activities in such a way that it helps to satisfy human wants. Thus, planning is goal-directed i.e planning is directed at achieving a specified goal or a set of goals.

d. Planning is Future-Oriented.

Planning as said earlier on, is a process of deciding in advance what should be done in future, how it is to be done, who will do it, when and where to do it. This process takes into consideration past trends and present experiences in order to project into the future. Future, here, can be near or far. A plan can therefore be short-term, medium-term or long-term depending on its duration. A short-term, plan is that which is for a period not more than 3 years. It is a medium-term if the plan is for between 3 and 5 years. It will called long-term if the plan is for more than 5 years.

ACTIVITY II

1. List the 4 characteristics of educational planning.
2. A short-term plan is for a maximum of ...years.

EDUCATIONAL PLANNING PROCESS

Adesina (1981) identified three major steps in the educational planning process. It is important that we understand those steps. They are: statement of educational objectives, identification of various activities needed to achieve the stated educational objectives and evaluation of results.

a. Statement of educational objectives.

The educational objectives must be identified and clearly stated. This will ensure that there is no confusion about the objectives.

b. Identification of various activities.

The various activities which are needed to achieve the stated objectives must be clearly identified. Usually, those activities relate to the supply of the human and material resources that are required. This ranges from identifying such institutions (schools, examination bodies, etc) that would have to be established for the plan implementation and monitoring, to the number of cleaners required. They also relate to the identification of the number of staff required, their qualifications and experience and the amount of money required to maintain the system.

c. Evaluation of results:

Evaluation should be related to the stated objectives. The extent to which a plan meets the objectives it has established for itself can be determined by looking at the implementation in relation to those objective and outcome results

ACTIVITY III

List the three major steps in educational planning process.

USES OF EDUCATIONAL PLANNING

Considering that educational planning is concerned with the problem of wisely distributing the limited resources r and the types of education (formal, non-formal etc), the process of educational planning comprises three main functions.

1. Identification of Objectives and strategies:

By this we mean that educational planning helps in identifying and defining the objectives and the strategies, programmes, procedures, policies and standards which education needs to be more effective and efficient. Through educational planning we are able to clearly identify and define educational objectives, identify and also clearly

define various activities which are to be carried out to achieve the educational objectives

2. Proper Distribution of Scarce Resources.

By scarce resources, we mean the limited resources which are available to satisfy our wants (needs). Educational planning helps in seeing to it that the limited resources are properly or wisely allocated to provide the needed level and type of education to the citizens of the country. In order to help in wisely allocating the limited resources, alternative courses of action are compared and then the one that has great benefits for the citizens are allocated more resources.

3. Educational Planning aids decision making:

Educational Planning helps decision maker war all levels to reach a better and well-informed decision. This is because through educational planning, adequate date are collected on the particular level that we wish to plan for and on the basis of such information available. It is also easier to arrive at better decisions. Educational planning therefore helps to promote speedy and effective administration of the system since the administrators of the system are provided with necessary guidelines to work with. Furthermore, with educational planning, it becomes easy to evaluate the progress made in the educational system.

ACTIVITY IV

1. List three functions of educational planning.
2. Explain any of the three functions of education planning.

FUNDAMENTALS OF EDUCATIONAL PLANNING AND APPROACHES TO PLANNING

Planning in education, like anything else is the process of making decisions for future action. Educational planning is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society (Coombs 1974:14).

Beeby (1969) opines that planning is an exercise in foresight in the determination of policy, priorities and costs of an educational system having due regards for economic and political realities for the system potential growth and for the needs of the country and of the students served by the system. Educational Planning emerged out of the need to connect education with national development. Educational planning increasingly caught public attention particularly in the 1950's with the spectacular impact of soviet technological achievements since soviet Russia was the fast major power in recent times to recognize the place of educational planning. Between 1944 and 1970, Nigeria educational plan were extensively guided by, and largely dependent upon, the work of ad hoc commissions whose recommendations were endorsed at varying degrees for the purpose of educational planning.

Fundamentals of educational planning entails the following; the objectives of educational planning; the importance of educational planning, components of Educational planning, Educational planning process and approaches to Educational Planning.

The objectives of Educational Planning.

There are various dimensions to the general objectives of educational planning. These cut across political, legal, economic, social, cultural, demography, scientific and technological (Gbadamosi, 2005).

Political dimensions.

The political objective of the educational planning should relate to the promotion of justice, peace, law order and good governance. The opinion of the religious groups, teachers, organizations and traditional rulers should also be considered. No planning process is known to be incongruent with political considerations.

Economic Dimensions:

The economic consideration in educational planning should lay emphasis on the need for individual to live happily. Educational plan should include labour and employment aspects. Educational plan should tend towards preparing people for gainful employment, development of gifts of nature and production of goods to satisfy human wants. Scholars had held the view that there is a causal relationship between education and earnings.

Science and Technology Dimension

Education for technological advancement should be well planned, financed and implemented for the development of individuals in the technological society.

Legal Dimensions

Educational planning requires specific legal framework. The legislative, courts and the judiciary have important roles to play in education of a nation. There is need for legislative support for educational planning. The implementation of educational planning should be within the ambits of the nation's constitution, status and education law.

Demographic Dimensions

Educational planning should take special notice of the structure and characteristics of the school going population and the population around the schools. Educational planning without sufficient demographic data results to failure at achieving the educational objectives. The growing population and the work force should be considered while planning the education of a nation.

Cultural Dimensions

Linguistic and cultural groups' influence the operations of educational planning generally and also the implementation of policies on education. The national development objectives should be culture oriented because of the social value system as it affects education.

Sociological Dimensions

Educational planning should be able to consider the close relationship between the structure of the society and schooling. The society and the school engage in stratification and differentiation.

ACTIVITY 1

1. Explain the term Educational Planning?
2. State the objectives of Educational Planning?

THE NEED FOR EDUCATIONAL PLANNING

The need for educational planning entails the following:

1. The complex nature of education, the activities of the administrators within the system, and the highly diffuse nature of the goals of education calls for proper planning. Within the intensified complication of modern technological society, the need for social and economic planning arose. Pressures from population explosion, manpower needs, ecology, decreasing national resources and haphazard application of scientific development, the need to advance improvement as rapidly and cheaply as possible to benefit the individual and the nation, place demands on educational institutions for solution, hence the need for educational planning.
2. Resources to be used in education sector are limited, thus the need to determine in advance a programme of action for the attainment of the goal within a given time.
3. Adequate plans help to direct and co-ordinate the actions of employees in order to achieve maximum effectiveness, efficiency and productivity.
4. Planning is necessary for administrative decisions in education, for it aims at putting into action what educators deems to achieve.
5. Planning enables a nation to make its choices clear in terms of the aim and objectives.
6. Educational plans are designed to avoid in balances and enormous wastes and replenish the steadily aggravated shortage of teachers.

Since the goals and objectives of education are all embracing impacting upon social, economic and political well beings of the society, much is expected from educational planning.

ACTIVITY 2

1. Why do we need educational planning?

COMPONENTS OF EDUCATIONAL PLANNING

The major considerations for educational planning in a country include;

1. Educational status and the Head count.

Every realistic plan is based on a dependable census when figure from the head count were dependable, we could staminate, with reasonable accuracy, the number of classroom, teachers and headmasters, desks and tables elaborative, capital and recurrent costs e.t.c

2. Supply and Demand of Teachers

The quality of education depends solely on the quality of teachers trained. This is because they can only teach what they know. There is need for the restructuring of the curriculum of colleges of Education and faculties of Education to respond to national needs. Also, steps should be taken to improve the conditions of service of teachers if they are to remain in the education sector.

3. Educational Financing

Graduates of primary or secondary education who secure jobs are able to earn wages and salaries and thus contribute to the Gross National Product, and this brings about the justification for public and private investment in education because of their returns. The equitable sharing of financial burdens of education amongst federal, state and local governments must be fully considered by all parties concerned.

4. School Buildings

The design, construction, equipment and maintenance of school buildings should be considered. School buildings should be adequately maintained because of their depreciation value; which if not properly looked after, could be hazardous to the existence of the users, that is teachers and students.

5. Curriculum Development.

The constant modification of the curriculum is necessary, since the curriculum should be relevant to the needs of the society, and the society is not static, it is dynamic.

6. Educational Materials.

The supply and distribution of educational materials are highly necessarily considered. Educational materials such as books, maps rulers, pencils, teaching aids e.tc. may make the educational programme fail, if not properly organized.

7. Expansion Models

Expansion models must be created from the beginning to bring into consideration what is envisaged in the primary, secondary and tertiary schools many years ahead,

and to look for possible strengths and weaknesses they can borrow and avoid in the present one.

8. Relevance to Political, Economic, Social and Cultural Policies and Objectives.

If educational plans are not closely geared towards political, economical, social and cultural objectives, they will not take off and people will be educationally dissatisfied.

9. Integrated Implementation.

Strategies to mobilize everybody to reason to why the various statistics for planning are necessary will bring about a sincere consideration for the need to plan the education of a nation. When public support is achieved, decrees and laws are no longer imposed. Instruments and people will jointly work towards the implementation of the educational plan.

10. Legal Bases.

Planning takes place under established laws. The legal framework for planning should be streamlined through legislation to include the form, structure and functions of the planning units and agencies, the staffing and the responsibilities, the relationships of the units with other educational authorities (Gbadamosi, 2005)

ACTIVITY 3

1. List and explain the components of Educational Planning.

THE EDUCATIONAL PLANNING PROCESS

Educational Planning Process involves the following steps;

- Plan survey and deliberations.
- Definition of goals and objectives
- Programs design and specification
- Programme provision;
- Implementation and control;
- Plan Evaluation and plan regeneration (Peretomode, 1991).

Plan survey and deliberations

The very first task to be accomplished is a survey of the existing conditions, potentials and constraints. Necessary data and information must be organized and analysed to reveal the existing state of educational development and areas of needs. Then the next stage follows.

Definition of goals and objectives

Once the planning survey and deliberations has been ascertained, the next thing to do is to define the new educational objectives to be pursued as well as specify the targets to be achieved. Educational objectives that are broadly stated by the political leadership must be made more specific by the technical planners to permit specific task definitions (Lyons, 1970.).

Programme Planning and design.

This is the next task after defining goals and objectives. Here the technical planner has to reduce the already defined educational objectives to specific task to be accomplished and alternative programmes that can be adopted must be designed. The alternative programmes and or techniques for accomplishing such educational tasks must be quantitatively evaluated for efficacy to permit a rationale choice among them.

Programme Provision.

Once the choice of the most effective and efficient programme and or technique have been made, the next thing is to implement. This requires the provision of adequate resources (human and materials) to ensure effective programme implementation.

Implementation and Control.

Translate the plan into action by arranging for the execution. Determine how the activities that should be done, the manpower requirements and so on. Arrange the execution of the plans, a sort of time table will be necessary to ensure that all actions taken are intend to achieve the stated objectives. This stage also requires the commitment of the political leadership to ensure efficient flow of resources and to guarantee smooth implementation and supervision of the plan.

Plan evaluation and plan regeneration.

Evaluation must be related to stated objectives. The extent to which a plan meets the goals it has established for itself can be determined only when those goals are again brought to picture. A plan that does not produce the results it has anticipated has evidently failed.

Plan regeneration constitutes the last lap in educational planning cycle. This requires linking subsequent plans with the previous plan in terms of feedbacks or learning experiences. Plan regeneration or recycling is most desirable so that unachieved objectives or programmes from previous plans can be accommodated in subsequent ones.

<p>ACTIVITY 3.</p> <ol style="list-style-type: none">1. Explain all the stages involved in educational planning2. Why is plan evaluation and plan regeneration important during the planning processes?

Educational Planning Approaches.

The following are approaches used in Educational Planning:

- Social Demand approach
- Manpower Requirement or forecasting approach
- Cost- Benefit/Rate Returns approach
- Synthetic (Eclectic) Approach.

Social Demand Approach

This approach relies on private demand for education and stipulates that all those that demand for education should be given the opportunity provided that they are qualified. The UBE programme in Nigeria was based on this approach. (Adesina,1981).

This school believes that education is one of the fundamental human rights of every individual. As such, it recommends that all those who qualify for admission into a particular level of education must be given the opportunity (given admission). It is believed that all expenses and activities on education are good in themselves. For example because government felt that mass literacy was a birthright in Nigeria, it has always expended money on providing mass education to its citizens. In the 1970s, the Federal Government realized the need to educate all its citizens. As a means of achieving this, it started the Universal Primary Education programme. Generally, the belief is that when the citizens are literate, it will be easy for them to know their rights, participate in the choice of who is to rule them and avoid political thuggery. To a large extent, political reasons dictate the adoption of the social demand approach. This explains somehow why government continues to spend so much money on education.

Government continues to spend more on educational facilities in order to reduce the gap in educational opportunities in different states, rural-urban areas and between men and women. It is important to note that the mass literacy campaign on functional literacy, the political education programmes (MAMSER)and even, the nomadic education are all parts of using the social demand approach to investing in education.

ASSUMPTION OF THE SOCIAL DEMAND APPROACH

The social demand approach makes a number of assumption, viz:

- a) that education is the birth right of every individual and that it must be made available to all individuals to the limits of their requests.
- b) that all children of school age will demand for education that is meant for their ages.
- c) that the demand for education will continue to be greater than its supply;
- d) that the unit cost of education will remain fairly constant;
- e) that expanded education opportunities will add significantly to social and economic growth.

MERIT OF THE SOCIAL DEMAND APPROACH

1. Encourages mass education and mass literacy.
2. It is an instrument for building egalitarian societies.
3. It democratizes educational opportunities in the society.
4. Adesina, (1991) observed that policy makers and governments find the social demand approach easy to defend since the philosophy of the approach is the satisfaction of the educational needs of the people.
5. One of the reasons which Musaaazi (1985) gave for “Universalising basic education” was promotion of a sense of national unity and the “equalization of educational opportunities.”
6. According to Musaaazi (1985), the social demand approach can show the planner the resources that can be allocated to each level of education as long as certain existing trends continue and if private demand is to be satisfied.

DEMERITS OF THE SOCIAL DEMAND APPROACH

There are some shortcomings on the application of the social demand approach.

These according to Musaaazi (1985) include:

1. The fact that it does not show whether there is an alternative optimum allocation of resources.”
2. The social demand approach ignores the types and kind of manpower that is needed by the economy and that which can readily result in the production of too many people skilled in one area and not enough in another. For example, with the UPE, too many people with general education of the level of primary education were produced even though much manpower was required in specialized fields such as medicine, engineering etc.
3. The social demand approach tends to over-estimate popular demand and to underestimate costs.
4. Few countries are in position to afford the cost of providing education to all and sundry.
5. Mass education may tend to give rise to low quality education.
6. The approach is not usually cost effective as it tends to require a large chunk of the National budget.
7. Fails to consider the vacancies and capacity of the labour market (occupational and industrial) to absorb the graduates of the educational system.

ACTIVITY I

1. What do you mean by social demand approach?
2. State 2 of its assumptions.
3. List 2 merits and 2 demerits of the social demand approach.

MANPOWER REQUIREMENT OR FORECASTING APPROACH

The term “Manpower” denotes the attempt to develop a nation’s human resources to meet the demands of her economy. The Manpower requirements approach is applied purposely to aspects of skilled manpower in the labour force.

This approach emphasizes the need for planners to reflect on the manpower needed areas of the society using this as a basis for planning the educational system. The objective therefore would be to satisfy present manpower needs as well as to forecast future needs. Emphasis is placed on forecasting and training appropriate manpower relative to the dictates of the labour market. Exponent of this approach determine areas of need through surveys. Needed manpower levels and kinds of educations are thus estimated and the educational system is charged with the responsibilities of producing them (Nwankwo, 1981, Thompson, 1981).

The belief of this school of thought is that in order to increase the national income, more skilled manpower must be produced and supplied to economics, For example, using this approach, if you are a proprietor of a health centre and you want to ensure that more patients receive attention at the centre, you will decide to employ more nurses and doctors. In this case, what you are assuming is that with increased number of nurses and doctors, more patients would be attended to. This means that it is realized that a shortage of trained personnel will present a major set back to economic growth, and this you do not want.

ASSUMPTION OF THE MANPOWER REQUIREMENTS APPROACH

1. There is a direct relationship between increase in skilled manpower and productivity.
That is, the more the skilled manpower, the greater the output to be produced.
2. Future changes in the distribution of educational personnel are associated with growth and changes in the production of goods and services;
3. Education can be used to transform skills and competencies of the citizens;
4. The economic system depends on the educational system and vice versa.
The economic system provides educational system with human, material and financial resources which the system utilizes to provide for the students who will after their training, be release to the economy to work in various factories and ministries.
5. Increase in the demand for different forms of educated manpower can be predicted on the basis of the prediction of future increased output.

Merits.

1. The approach ensures that only the right quantity and caliber of manpower needed for national development are produced.
2. The approach is economic oriented by minimizing waste of resources.
3. It emphasizes the acquisition of appropriate educational qualification as pre requisite for employment.
4. It ensures high quality education

LIMITATION OF THE MANPOWER REQUIREMENTS APPROACH:

There are limitations in the application of the manpower requirements approach.

According to Okeke, B.S. (1989), the approach:

- (a) give educational planners a limited guidance. This is because it hasn't said anything about primary education yet primary education is the bedrock of any education.
- (b) Manpower requirements approach ignores the principles of cost-benefit techniques.

That is, it does not compare the cost of the manpower to be produced and the benefits to be divided from such a manpower.
- (c) The manpower requirements approach ignores social demands for education. That is, it does not consider the aggregate popular demand for education. Rather, it merely considers the shortage of manpower which needed to be provided.
- (d) This approach is more relevant in the higher levels of education, since it tends to neglect primary school level.
- (e). It takes time to produce results (i.e. manpower production)
- (f). It neglects other skill areas not immediately required by the economy.

ACTIVITY II

1. Explain what manpower requirements Approach mean.
2. What are its assumptions.
3. List three limitations of the approach

Cost –Benefit Analysis/Rate Of Returns Approach.

This approach holds that in order to be able to decide whether a particular venture is worth investing on or not, we need to calculate the cost of the venture and also calculate the benefits to be derived from it. Then, the two (costs and benefits) are then compared. If it is such that:

- a) the cost is greater than the benefits, then it is advisable that you do not invest your resources on the project, since loss is involved.
- b) the cost is less than the benefits, then it is advisable that you invest your resources in it since you will make profit: and
- c) the cost equals the benefit, then you may have to consider some other factors such as whether you want to embark on the project so as to gain some popularity, or not. After considering such factors, you will be able to, in this case, decide on what to do.

The emphasis of this approach is that all investments in education like other sectors of the economy must be cost-benefit oriented. Educational planners adopting this approach evaluate the rate of returns or benefits of education to both the individual and the society, before investments are made (Thompson,1981, Nwankwo,1981).

MERITS OF THE COST-BENEFIT ANALYSIS

1. The approach allows educational planners the opportunity to a comparison with other alternative investments. This is because it provided different alternative methods of assessing the investment in education before a final decision is taken.
2. According to Musaazi (1982) , the cost-benefit analysis can provide us with a means of appraising future benefits in terms of the costs that must be incurred at present. For example, when government spend 20% of its annual budget on education, it is interested in knowing the benefits that it would get out of such investment. When government established MAMSER to educate the masses about their rights, it is also interested in knowing to what extent this is achieved. Thus, as far as the educational planner is concerned, the cost-benefit analysis provides information about

the links between education, the labour market and the economic consequences of alternative policies.

3. This approach is the most national and prudent approach to planning. In a general sense, it is economically oriented.
4. It minimizes waste in investments
5. Emphasizes benefit versus costs principle.

DEMERITS OF THE COST-BENEFIT ANALYSIS

The cost-benefit analysis has its own problems. Musaaazi (1985) recognized three of these:

1. the approach does not deal with the social backgrounds and abilities of individuals or how such factors may have a positive influence on their earnings and education attainment. In this country, there are many people who had never been to any school, yet they are successful teachers or businessmen and women.
2. The approach holds the assumption that there is a direct link between earnings and productivity. That is, the higher the pay the higher the productivity. It is very difficult to establish this in a developing country like Nigeria. In actual fact, the situation in Nigeria in some sectors tend to be that the higher the pay, the less the workers level of productivity
3. The cost-benefit analysis pays attention to the investment aspects of education against the consumption aspect. It is also hard to calculate benefits accruable to an educated man in monetary terms. The intangible benefits of education are difficult to calculate.
4. It is difficult to calculate social and private rates of return.
5. The approach fails to realize that benefits of education are hard to quantify in view of poor statistical data.
6. It fails to realize that benefits accruing from education take time to nature.
7. The approach neglects the primary level of education.

ACTIVITY

1. Explain what cost-benefit analysis means.

2. List two of its merits.
3. State any 2 of the limitations of the cost-benefit analysis.

The Synthetic (Eclectic) Approach.

This approach is a synthesis of the various approaches. It draws on the benefits of the other three approaches. This approach was developed by Professor Frederick Harbison. It calls for the integration of the education with the general economic and social development planning. This approach affords educational planners the benefits of each of the approaches earlier mentioned.

Activity 5

1. Mention the approaches used in Educational Planning.
2. Compare and contrast social Demand approach and cost benefit approach of educational planning.

Summary

This unit dealt with fundamentals and approaches of educational planning. The concept 'Educational Planning was defined and some fundamental facts guiding the operations of educational planning was analysed, such as its objectives, the components, stages involved in educational planning process and the different approaches used in educational planning.

- Planning was defined as the process of deciding in advance what to do, how to do it, who to do it, and when to do it.
- Educational planning was also designed as the process of setting out in advance, strategies, policies, programmes, procedures and standards through which stated educational objectives are to be achieved. A number of basic elements are necessary in a precise explanation of educational planning. There are:
 - a. Planning is a deliberate and systematic process.
 - b. It sets out in advance, the activities to be carried out.
 - c. It identifies various activities needed.
 - d. It is goal-directed and,
 - e. considers knowledge of the system for which the plan is being made.

There are four characteristics of educational planning viz: primacy of planning, pervasiveness of planning, planning is goal-directed and it is future oriented.

Educational planning process involves three major steps namely; identification of

Educational objectives, identification of various activities needed to achieve stated objectives and evaluation of results.

There are basically 3 uses of educational planning: identification of objectives and strategies, proper distribution of limited resource and assistance to wise decision making.

- The social demand approach regards education as a birthright and so, plans that it be made available to all those who demand for it. One of the assumptions of the approach is that the demand for education will continue to be greater than its supply.
- The Manpower Requirements Approach recognizes only areas of shortage of manpower in the economy and plans to train and provide such required skilled manpower. It believes that in order to achieve increased productivity more skilled manpower must be provided.
- The Cost-Benefit Analysis holds that for an individual or government to be able to make a wise decision concerning investment, it must calculate the cost of such a project, the benefits to be derived from it and the alternative for investing in that particular project

ASSIGNMENT

1. What is planning?
2. What does Educational Planning Means?
3. Identify the three major steps in the educational planning process.
4. List the three uses of educational planning.

5. Identify the three traditional approaches to educational planning.
- 6 Explain what each of the three approaches means.

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UNIT TWO: PROBLEMS AND ISSUES IN PLANNING NIGERIAN EDUCATION

INTRODUCTION

Planning is the actively concerned with developing short or long range guides that will most optimally use the best available resources to achieve specified objectives “To plan,” according to the Oxford Dictionary is “ to devise or design (something to be done, some action, some steps or decisions e.t.c to be carried out); to arrange before hand”.

Several problems and issues inhibit effective planning is limited by the following problems and issues therefore posing a big threat to effective planning of the education sector.

OBJECTIVES:

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

- (1) Identify some of the problems and issues in planning Nigeria education.
- (2) Become better aware of why these problems and issues act as a constraint towards planning effectively for Nigeria education.

PROBLEMS AND ISSUES

Planning of education in Nigeria is being faced with the following myriads of problems and issues: the cart before the horse syndrome, poor functional differentiation; weak data base; population explosion; inadequate resources; depressing economy, unprogressive administrative tradition; politics and lack of public support (Nwankwo, 1981).

(a) The cart before the horse Syndrome.

A major feature of educational management in Nigeria is process disorder. For example in most cases, educational planning efforts normally start after implementation. National leaders make public pronouncements about educational policies or programmes without any regard to due process. This they do to score political points. In situations like this, plans are never made for implementation resources. The result then is failure. Psycharopoulous (1990) reported that this kind of failure is reflected in three ways the intended policy was never implemented in the first place; even if an attempt at implementation was made, it failed to be completed or achieve a minimum critical mass so as to leave an impact; although the policy was implemented, it did not have the intended effect.

(b) Politics.

Since political independence, education in Nigeria has been caught in the web of military and partisan politics. Agentha (1992) asserted that “military interventions are common but in Nigeria whether it is during civilian or military regime, there is always a marked difference between the federal and state policies and practices in education.

This has affected educational planning and implementation. Technocracy of planning education only operate within the political ideological framework of the government in power without any due regard to the socio-economic realities of the day. It is all politics.

(c) Lack of public support.

Education in Nigeria, as it is practiced across time is public imposed. The plan is made on their behalf with the belief that “they” know the needs of the people. Need assessment is rarely under taken. According to policy makers, the public will always support any educational services being provided. This has proved otherwise. Those who plan are not the implementers. The people are not involved at the stage of planning hence there is an alloyed support when it comes to implementation.

(d) Poor functional differentiation.

The functional differentiation of educational planning and implementation has been ineffective. Normatively, the broad definition of educational objectives in Nigeria has been very vague. It is not based on systematic needs assessment. Resources constraint atimes are not taken into cognizance this affect the effective implementation of plans. Also there is poor integration of tiers of government in project planning resulting into ineffective plans in recent time.

(e) Weak data base.

In educational planning, two types of data are required. These are qualitative and quantitative in nature. The quantifiable data are those related to education system and other system that influences education.

Educational system data that are needed for planning are institutional information on management, levels, quantities, types and pattern of distribution, number of teachers by sex, age, qualification, length of service, mortality, information on supportive staff, class data by arms and grades, students information by sex, age, grade, output, inflow, repeaters, dropouts and by disciplines, building and equipment by number, size specialty and types of construction materials; and recurrent and capital expenditure data. Other related data are size, geo- political distributions, age, sex structure and rate (s) of change – growth and decline of population (Nwadiani, 1990).

The quality of educational decisions and their implementation outcomes reveals the weaknesses in methods of data collection which are still very routine and unreliable. The establishment of Education Data Bank will go a long way in redressing the protracted problems of inaccurate and inadequate data for effective planning of education in Nigeria.

(f) Population Explosion.

The population of Nigeria has been witnessing very rapid rates of growth. In 1963, the population of the country was put at 55.670 million people. The actual rate of growth has not been ascertained. In the absence of current population data, projections have

been based on 2.5%, 3.0% and 3.2% growth rates for the years 1980-2000. It was projected that by year 2000, the population of Nigeria will be 138,841, 153,033 and 168,596 million using 2.5%, 3.0 or 3.2% rates of growth respectively (National population Bureaus, 1980). However the provisional census (2006) for Nigeria puts the size of the country's population at 140 million people. The rapid growth of the population is attributed to improvement made in the health sector. Structurally, Nigeria's population is more in favour of young people. Due to the large number of school age population more education burden is placed on society in terms of providing teaching and learning inputs (human, material and time). Inability to cope with the explosion of learners in our school system has affected effective planning of education in Nigeria.

(g) Inadequate Resources.

There is an acute shortage of professionally trained educational planners. Currently, educational planning divisions of ministries and boards of education in Nigeria are staffed with non-educational planners. This is why education planning has not been effective. In the school systems where educational plans are finally implemented there is dearth of teachers. The existing stock of education personnel at all levels are poorly motivated hence the current wave of brain drain. Class rooms, equipment, furniture and other instructional materials are very inadequate to promote effective teaching and learning. There is over utilization of physical facilities, yet they are poorly maintained. At the centre of resources constraint is finance. All these affect proper planning of education in Nigeria.

(h) Depressing Economy.

Nigerian economy is in serious distress. The economy that was booming is now a shadow of its former self. The mono-oil based resource has been 'dethroned' in Nigeria worsen by the neglect of other sectors of the economy like agriculture (Obanyan, 2002). The galloping inflation trend in Nigeria eats up the little funds for education. With the resultant rise in the cost of education, mobilization strategies for more funds have not proved very impressive and successful hence the growing mismatch between education and economy; thus making effective planning of education inhibited.

(i) Unprogressive administrative traditions.

The administrative tradition in education is very rigid. There is a tradition of administrative procedures which with the attendant bureaucratization has led to inability of the system to respond to changes within and outside education. This administrative tradition resulted into education decisions being delayed, conflict of power and authority. Likewise the network of hierarchical role relationship and accountability limits the expert freedom of the professionally trained educational planner in the Ministry of Education that is solely responsible for policy issue.

ACTIVITY

1. Mention some of the problems and issues in planning Nigeria Education.
2. Discuss five problems affecting effective planning of education in Nigeria.
3. The greatest threat to educational planning is lack of data.
 Refute or support the able statement.

SUMMARY

- This unit dealt with problems and issues in planning Nigerian Education. The following problems and issues were identified.
 - The cart before the house syndromes
 - Politics
 - Lack of public support
 - Poor functional differentiation
 - Weak data base
 - Population Explosion
 - Inadequate Resources
 - Depressed economy
 - Unprogressive administrative task
- All these identified problems and issues need to be addressed if the Nigerian educational system will meet the needs of the society.

ASSIGNMENT

1. What do you understand by ‘Educational Planning?’
2. Write short notes on the following
 - Depressed Economy
 - Population explosion
 - Poor functional differentiation.

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**UNIT THREE: POPULATION STUDIES AND THEIR
RELATIONSHIP TO EDUCATIONAL
PLANNING****INTRODUCTION**

Effective planning of education in Nigeria has been a problem for long because of inaccurate population figures. Thus, the population of a country has direct effect on school enrolment at all levels, depending upon the growth rate and other population factors or changes. In view of the importance of population factors in educational planning, candidates will be exposed to the following in this unit:

- population situation in Nigeria
- population age structure
- how population growth influence education planning

OBJECTIVES

At the end of the unit students will be able to:

- Explain the population situation in Nigeria
- Discuss the population age structure
- Justify why population variables are significant in planning

THE POPULATION SITUATION

Nigeria is one of the most populous countries in the world, with population of 140,003,542 which 71,709,859 males and 68,293,683 females (National Population Census, 2007). Much of what we know of Nigeria's population size in the past was based on estimates and projections, as the censuses have not been regular or very reliable. However, population censuses covering most of all Nigeria were conducted especially from 1911 to 2006 with a break in 1941 and 2001 because of the Second World War and logistics problems respectively.

Table 1 below shows the population totals, intercensal increase rates recorded and computed annual growth based on the census figures.

Table 1: Population of Nigeria According to 1911 – 2006

<i>Census Year</i>	<i>Total Population (in million)</i>	<i>% Intercensal Increase</i>	<i>% Annual Growth Rate</i>
1911	16.06	-	-
1921	18.72	17	1.6
1931	20.06	7	0.9
1952/53	30.42	52	1.9
1963	55.66	83	5.6
1973	79.76	43	2.7
1991	88.50	11	3.1
2006	140.00	58	-

Source: *Extracted from National Population Census, 1991*

Nigeria's census experience since 1866 or indeed 1789, when estimates of the population of Lagos started, has been that of problems partly because of the large size of the country. It was always difficult to cover the whole country and achieve high rates of accuracy at these early censuses. Thus, to a large extent, the figures in table 1 do not tell very much because of the inaccuracies.

These dates indicate at least moderate increases in the total population up to the 1950s and quite substantial increases thereafter.

Table 2 shows the intercensal years and population increases

Table 2: Intercensal population increase

<i>Census Year</i>	<i>Intercensal Year</i>	<i>Intercensal Population Increase in million</i>
1911	-	-
1921	10	2.66
1931	10	1.34
1952/53	21(22)	10.36
1963	10	25.24
1973	10	24.10
1991	18	8.74
2006	15	51.50

It could be observed from table 2 above that between 1952/53 and 1963, a period of 10 years the population increased by 25.24 million, between 1963 and 1973, another 10 years interval, the population also increased by 24.10 million. However, the increase between 1973 and 1991, a period of 18 years was 8.74 million which was not as rapid as the previous years. Alarming increase of 51.5 million was recorded between 1991 and 2006, a period of 15 years.

The persistent increase in population implies that Nigeria has a youthful population. Out of the 88.5 million in 1991, 48% or 42.5 million were children under 15 years. This indicates that there is built in population momentum which will continue to make the population rise because there are many youths who will procreate in spite of the prevalence of HIV/AIDS among this cohort. The increase in the number of youths have implications for education, enrollment at all levels, provision of educational facilities, human resources (staff: teachers and non-teaching), financing of education and projections.

ACTIVITY 1

1. What do you think is responsible for the persistent increase in Nigeria population?
2. Explain why percentage intercensal increase and annual growth rates are not the same each period.
3. Do you think Nigeria's population will continue to increase in view of the high HIV/AIDS prevalence among the age cohort 15 – 45 years?

FERTILITY AND NIGERIA'S DEMOGRAPHIC TRANSITION

Pre-World War II Nigeria was characterized by high fertility (a high birth rate) and a high death rate. Consequently, the country experienced a low rate of population growth. The predominantly rural, agrarian society, organized along a traditional kinship system, was also characterised by low school enrolment, low literacy, and low life expectancy.

The Nigeria Demographic Health Survey (NDHS, 2003) shows that Nigeria has a Total Fertility Rate of 5.7 births per woman. However, the ideal number of children for all women was 6.7 and for men was 7.3 in 2003 (NDHS, 2003). Nigeria's crude birth rate of 42 births per thousand population, crude death rate of 13 per thousand, and rapid population growth rate of 2.9 percent per year, indicate that Nigeria is transiting from the first to the second phase of its demographic evolution.

Given the current trajectory of rapid population growth, Nigeria is at risk of stagnating in Phase II for decades because with already large and rapidly growing population, continued high birth rate has led to built-in population momentum, which is difficult to reverse. There is an unprecedented large cohort of young people in Nigeria (tomorrow's mothers and fathers), which will continue to fuel population growth for several decades. The combination of potential stagnation in Phase II, and a young population with high fertility which fuels rapid population growth, shows social and economic development and threatens future long term development.

ACTIVITY 2

1. What implications do high fertility rate have on social and economic development (particularly education development)?

DEMOGRAPHIC TRANSITION

This refers to a change or transition in population dynamics from:

Phase 1: A high birth rate, high death rate, and low population growth; to

Phase 2: A high birth rate, low death rate, and high population growth; and finally to

Phase 3: Low birth and death rates, and little or no population growth.

The result of this transition, i.e. little or no population growth as usually facilitated by industrialization and modernization of the economy, among other factors, and is often accompanied by higher per capita income.

Population Age Structure

Nigeria has a young population compared to more advanced countries. A young population is defined as a population in which more than 20 percent of the population is below age 15. A population is considered ‘old’ if more than 10 percent is above age 64. median age is another measure of whether a population is young or old. Populations with median ages under 20 years are usually described as ‘young’, those with medians in the range of 20 to 29 are ‘intermediate’, and those with medians of 30 or higher are considered ‘old’. The median age in Nigeria (males and females together) is 17.41 years.

Nigeria’s young population has several implications for current future population dynamics. The median age at first marriage and for first intercourse for Nigerian women is 17.9 years. Women also begin child bearing early in life. As a result, 18 of Nigerian women will give birth to at least one child by the time they are 19. given the early age at first intercourse, marriage, and birth for Nigerian women, and 56 million young people who will enter their reproductive years over the next 15 years, Nigeria’s population will continue to grow rapidly for at least the next couple of decades.

Caiven the current population structure, by 2025 the number of women of reproductive age (15-49) in Nigeria will nearly double. The higher the number of women of reproductive age, the faster the population will grow. This built-in momentum will fuel population growth for years to come as the births in the future will continue to be significantly higher than it is today.

In 2000 there were nearly 52 million children under the age of 15. If the population continues to grow at the current rate, there will be 94.5 million children under the age of 15 by the year 2025. This has enormous economic and social implications for families as well as the entire nation.

ACTIVITY 3

1. Do you think Nigeria’s population age structure has any implications for population growth and educational planning in Nigeria?

EFFECTS OF POPULATION FACTOR ON EDUCATIONAL PLANNING

The population of any given country has a direct impact on school enrolment at all levels. Depending upon the growth rate of a population of a country, the percentage of the population that can be in primary school ranges from 15 percentage to 17 percent whereas that of secondary schools is about 12 percent of the population. For higher education 7.5% is closely used as the education at this level is not for everybody (Aghenta, 1999).

UNDP (1996) report on human development in Nigeria, showed that primary school enrolment was over 16 million while that of secondary school was over 4 million. This indicates that the enrolment ratios at these two levels of education are about 89 and 35 percent respectively. Apart from the fact that full enrolment was not achieved at primary, yet both have direct implication for school facilities and equipment, staffing, funding, quality control and so on.

Annual Population Growth Rate

Aghenta 1999 projected enrolment of school age population from 1991 population census of 88.5 million. The population is given at the interval of ten years. Three percent (3%) annual growth rate is used for the rest. The assumption is that with more enlightenment and possible effect of harsher economic conditions, most Nigerian parents will reduce the size of their families. For the school age children, 16 percent (mid point of 15 and 17) is used for the primary schools, 12 percent for the secondary schools and 7.5 percent for higher education (UNESCO, 1964).

Table 3: Estimated Nigerian Population and Corresponding School Age Population for the 21st Century.

<i>Year</i>	<i>Population</i>	<i>Primary School Age Population at 16% of the Population</i>	<i>Secondary Age Population 12% of the Population</i>	<i>Higher Education Age Population at 7.5% of the Population</i>
2000	108.8m (3% G. Rate)	17.4m	13m	8m
2010	146.2m	23.4m	17.5m	10.9m
2020	196.5m	31.4m	23.4m	14.7m
2030	264m	42.24m	31.7m	19.8m

<i>Year</i>	<i>Population</i>	<i>Primary School Age Population at 16% of the Population</i>	<i>Secondary Age Population 12% of the Population</i>	<i>Higher Education Age Population at 7.5% of the Population</i>
2040	337.9m (2.5% G. Rate)	54m	40.5m	25.3m
2050	432.5m	69.2m	51.9m	32.4m
2060	553.5m	88.6m	66.4m	41.5m
2070	708.7m	113.4m	85.m	53m
2080	907m	145.m	108.9m	60m
2090	1,161.6m	185.8m	139.3m	87m
2100	1,486.6m	237.8	178m	111.5m

Source: *Projected by the Author from the 1993 Population of 88.5 million. All calculations are in millions.*

It could be observed from table 3 that Nigeria is having a heavy population in the 21st century. This heavy population is evident in implication for school age population as can be seen under the primary, secondary and higher education levels. Although all Nigerians cannot enroll in higher education, but it could be disturbing if all children will enroll in primary and secondary in 2015 as response to Education for All (EFA) goal. Furthermore, it could be frightening if all decide to enroll in 2050 and 2100 at all levels of institutions (primary, secondary and higher institutions).

In 1999, school enrolments were estimated at about 16.1 million out of 16.9 million which represents 95% enrolment ratio, 4 million out of about 12 million which is about 32 percent enrolment ratio while that of higher education was less than 4 percent of the age group. Enrolment of students is an important issue in educational development in any country and it is a central issue in educational planning in that the number of students in the educational institutions determined by and large the size of the other inputs into educational system.

Summary

The chapter discusses population situation in Nigeria, population dynamics, fertility, age structure and effects of population factor on educational planning. The country's rapid population growth has implications for the educational system in terms of enrolments, facilities, personnel and other inputs at all levels.

UNIT FOUR: PLANNING AND MANAGEMENT OF STUDENTS' ACTIVITIES IN THE SCHOOL SYSTEM

INTRODUCTION

In the school system, the primary assignment of the students is academic activities.

However, students have to perform other extra-curricular activities which include games, sports, and many others. These extra-curricular activities play important roles in the academic lives of the students. They help the students to live a successful life when they go into society after school educations.

With all the attributes of extra-curricular activities enumerated above, it is essential that the school should plan for the activities properly and manage them well. It is these activities that shape the social and physical outlook of the students.

The school extra-curricular activities project the images of schools in the society. Such activities include games and sports, cultural activities, literary and debating drama and many others. These activities are important for the social, emotional and physical development of students. In fact such activities help the students to grow intellectually. Work without play will make Danladi a dull boy. In order to enable Danladi to become an active boy with balanced education, he should be exposed to social activities in the school. In this unit, we shall learn about students' activities in school and how they are planned and managed.

OBJECTIVES

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

1. identify the aims of students' extra-curricular activities in the school system;
2. identify the various ways of planning students' activities;
3. discuss management methods for students' activities.

HOW TO STUDY THIS UNIT

1. Study the unit step by step
2. Get yourself familiar with the important ideas
3. Study the unit again adopting the step by step approach.
4. Attempt all activities. You can attempt them as you read on.

AIMS OF STUDENTS' EXTRA-CURRICULAR ACTIVITIES IN THE SCHOOL SYSTEM

A congenial atmosphere is necessary for the teaching and learning processes. In the first place, discipline connotes readiness to learn to respect authority and observe conventional or

established laws of an organization or society. It implies self-control, respect for self and respect for others. The aim of students' activities is based on the premise that a disciplined individual is a disciplined society. It is discipline that helps the school system to produce a breed of well behaved boys and girls who respect for school authorities and school regulations.

The school organizes students into activities to achieve the following objectives.

These objectives adapted from Babs Fafunwa (1971:31-33) are:

1. To help the students develop ethical character.
2. To help the children play their parts as useful members of the school.
3. To make pupils understand and appreciate their roles as citizens of the school and society.
4. To help the students understand and appreciate their cultural heritage.
5. To make the students recognise the dignity of labour.
6. To give the students freedom of thought, expression and action.
7. To enable the students develop their personal talents fully.
8. To train the students in the art of leadership behaviour.
9. To help relieve the students of academic boredom.
10. To encourage self development.

Ozigi (1977) identified some broad aims of students activities which include training in good manners and maintenance of school discipline. There should be a conscious efforts to train the students good manners. This is very important since it will take care of the moral standards of students. It will help them to obey people in position of authority and enhances their respect for elders and superiors. Religious instruction will serve a good purpose here. Discipline enhances smooth and efficient management of the school. If there is breakdown of rules and regulations, that is an indication that the pupils are not disciplined, School rules are essential for the effective management of the students. Students' activities are controlled by rules and regulations. To maintain law and order in the school, the headmaster has to rely on the responsibility of the students. Students can only be responsible members of the school community if they engage in various students activities.

Going through the above aims of the extra-curricular activities in the school system, it becomes very important that as the school plans for the curricular activities, the school also plan for the extra curricular activities. Both academic and non-academic activities in the school system are interdependent. They complement each other. One cannot exist without the other. The non academic activities should be planned.

The ability of students to participate in decision making is always under-estimated by school teachers. It is often assumed that students cannot participate in decision making until they are fairly mature. Skillful teachers however, make extensive use of students in planning school activities such as games and sports, As students are allowed to participate in decision making

in the school, they develop competency to participate in many phases of the classroom management.

There are many extra curricular activities in the school system that aim at propagating the objectives we have mentioned in this unit. Students should be allowed to participate in many activities such as clubs, societies, drama, and cultural groups, and games. The students should be given opportunity to plan and administer the programmes so that they can acquire skills and knowledge. The teachers should also be involve in planning and management of the programme of activities of theses extra-curricular activities.

PLANNING STAGES FOR STUDENTS' ACTIVITIES

The states of planning students extra-curricular activities include:

1. Formulation of rules and regulations

The school authority should pan adequate rules and regulations to control all the students' activities. The rules should have general application. They should spell out penalties for any offence.

2. Registration of students' Activities.

All forms of students' extra-curricular activities need to be registered.

Registration is important so as to determine e the nature and usefulness of the club or society to be registered. The registration will ensure that the aims and objectives of such clubs or societies are not at variance with the stated goals and objectives of the school. All societies or clubs which are nocturnal in behaviour should not be registered.

3. Students' Activities Constitution.

At the planning stage of the students' extra curricular activities, emphasis should be laid on thee fact that the students should be informed to formulate their rules and regulations for each of the activities, This will be in form of the constitution to follow.

4. Appointment of Officers or Representatives

As much as possible, the constitution of students' activities should include important offices. The school authority should endorse such official positions and make sure that there is adequate plans to monitor the activities of such officers. The school should make sure that competent students are appointed as leaders of each of the clubs or societies

5. Membership of clubs and Societies.

The clubs and societies are out to bring together students of similar interests.

Membership of the club should be voluntary. There should be no plan to force students to belong to clubs or societies they do not like.

6. Financing of the students' Activities.

All arrangements must be made by the school Headmaster to control students' activities. Every necessary plan of action for students' activities financing must be planned. It is essential that the school budget should provide for students activities.

It is better for the school to finance the activities or work down the modalities for financing the clubs or societies. External financing may be dangerous. Internal sources of fund generation is better than external. If the school contributes financially to the students' activities, it will enhance good control of the activities.

In unit 1 and 2 of this module, you must have read about planning and the parameters of planning. We can only remind you here that planning is deciding in advance what is to be done. A plan is thus a project course of action. Considered in this light, the above are good planning strategies for management of students' Activities in the School System.

ACTIVITY I

1. Identify the importance of students' extra-curricular activities in the schools system.

MANAGEMENT OF STUDENTS' ACTIVITIES IN THE SCHOOL SYSTEM

We have tried to explain the importance of students activities and have identified some planning strategies to enhance the effective management of students' activities.

Ozigi (1977) gave guidelines that should be helpful to the school administrators in the management of students extra-curricular activities. The guidelines are:

1. School administrator should show keen interest in extra-curricular activities.
2. The school should limit the number of clubs.
3. Staff responsibility should only be in the form of supervision and direction.
4. The school should develop some system of honours award to students to encourage students interest.
5. Membership of the social clubs should be open to all students. There should be no discrimination.
6. The cost of joining any social club should be minimal so that the good and poor students are not eliminated.
7. The school should provide financial assistance to promote the student' activities.
8. The programme of extra-curricular activities should be well planned, co-ordinated and integrated in the school schedule.

All the above guidelines are good strategies to manage the students, activities in the school system.

The management of students' activities begins with the recognition of the need to establish students' activities in the school. The need to sell the idea to the students is essential. The school authority can do this by enlisting the services of the guidance and counselling unit. The guidance and counseling unit will advise the students about the benefits and attributes of each club. The students are taught better ways of managing the affairs of the clubs and societies. The guidance and counseling unit will encourage the students to develop adequate interest in any social organization.

Another strategy that the school Head teacher can use to manage the students' activities is students' involvement in decision making. School generally believe that students should not be involved in decision making. This is not only wrong but traditional in approach to students' management. The involvement of students in decision that concern their social activities will go a long way in removing students indiscipline in the schools system. Students should be allowed to participate actively in matters that concern their social activities. It will not be ideal to force on the students the social activity constitution. Even the rules and regulation guiding the clubs' activities should be jointly formulated by the students and the teachers.

The supervision and control of the social groups are very important. To effect these in the school system, the school should be represented by members of staff in all social organizations.

To effectively manage the students activities, the school should allow the students to have a reasonable degree of freedom of association essential to manage the students activities.

Punishment should be used when necessary to serve as deterrent to the reoccurrence of any bad behaviour. Any social club that deviates from its objectives or engage in activities that are incompatible with those approved by school should be proscribed.

Financial assistance to the activities of the social groups is essential. It will go a long way to allowing the school authority to have a say in what goes on in the social organisations.

The students social activities should be properly scheduled. The school time-table should give room for social activities. In some schools, some periods are scheduled for games and sports. The other social activities are better in the evenings especially after school hours.

ACTIVITY II

1. Identify the management strategies you would adopt as a school Headteacher to manage students' activities in your school.

SUMMARY

- In this unit, we have discussed the management of students' activities. The first section of the unit discussed the aims of students' activities, in the school. We identified ten points that show the importance of students' activities, Some extra-curricular activities are identified. This first section also identified some planning strategies for students' activities. The second aspect dealt with students' activities management.

Many strategies are identified that can aid the management of students' activities in the school system.

ASSIGNMENT

In your own words, discuss the reasons why students' activities should be allowed to flourish in the school system?

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**UNIT FIVE: TEACHER DEMAND, SUPPLY AND
UTILIZATION****INTRODUCTION**

The teacher is a crucial component of any educational system. This is because no organised education can take place without teachers. It is teachers that implement educational policies and the curriculum, They play significant roles in the attainment of the objectives of any educational system. Consequently, their demand and supply are crucial to the survival of the school system.

Education in general requires a sound development of the intellectual capability of both teachers and the children. The supply and demand of teachers should be carefully planned and executed because of the complex nature of education as the sector that shapes the lives of people. The quality of education depends on the quality of teachers trained since teachers can teach only what they know. There is no educational system that can rise above the quality of its teachers. The services of teachers are indispensable to a nation since they influence the lives of the pupils of school. It is a fact that a poorly trained teacher will produce poor doctors, engineers and teachers. Teaching is still not regarded as attractive as other professions in Nigeria because of poor pay. This seriously affects the supply and demand of teachers.

The teaching profession in Nigeria has been a low status occupation. It is a fact that the quality of education in a country is more likely to reflect the quality of the men and women who serve as teachers. Furthermore, the quality of teacher training 'makes' or 'mars' the end result of the job of the teacher. The demand for teachers is expected to be high when the supply of qualified teacher is not adequate.

In this unit, we shall examine the factors responsible for teacher demand and supply.

We will also examine the utilization of teachers in the school system.

OBJECTIVES

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

1. identify the factors that hampered the development of teacher education at the early state;
2. discuss the strategies of government in increasing the supply of teachers;
3. discuss the factors responsible for the demand of teachers in Nigeria;
4. discuss the factors that can aid the effective utilization of teachers in schools.
5. Attempt all activities.

FEATURES OF TEACHER EDUCATION IN NIGERIA

The early attempts at the training of teachers was undertaken by the early missionaries. The professional training of teachers started in 1896 with the establishment of St Andrew'

College, Oyo by the Church Missionary Society. From the very beginning, the Nigerian government had left the training of teachers to the voluntary agencies until later in the century.

At the early state of the programme for teacher education, the teachers were being trained for the primary school system. The training of teachers for secondary schools did not start until 1958 according to Adesina (1977). During the period under consideration, teaching at the secondary school level was dominated by missionaries.

Another feature of teacher education that affected demand and supply of teachers was the limited numbers of teacher trainees. Another important limitation was that there were no efforts at training specialist teachers. Rather, teacher training programmes were generalist in nature.

The development of teacher education has been papered largely by the following factors as identified by Adesina (1977). The factors are summarised thus:

- (a) Teacher education in Nigeria was for a long time a missionary enterprise lacking full backing of government.
- (b) Teacher education at the early stage was primarily concerned with the supply of teachers for the primary schools.
- (c) The supply of teachers was strictly dictated by availability of teacher education programmes.

As earlier state, the voluntary agencies controlled the teacher education for long at the initial stage. During the period, teacher education was meant for the preparation of primary school teachers. Teacher education is expensive since it is a professional training. All professional courses are expensive.

Apart from the points raised above, there are currently some problems confronting teaching in Nigeria. Teaching is taken to be a stepping stone to other more lucrative jobs. Until about fifteen years ago, teachers had no security, had few prospects for promotion and had little money. It was the 1974/75 Udoji commission that improved the conditions of work for teachers. In Nigeria there has been a high turnover rate of teachers in professor Fafunwa's view. Thus the turnover is affected by teachers withdrawing their services to other areas. Those who withdraw do so on grounds of general dissatisfaction with the profession. They desire to enter other professions because of financial attraction in such other professions or work.

Government strategies to Increase the Supply of Teachers

As a result of the factors identified above, the government has designed strategies to arrest the low supply of teachers. Such strategies include:

1. *The 1976 Crash Programme*

In 1976, the Federal Government embarked on the Universal Primary Education (UPE) scheme. Before that year, there was not enough teachers for the programme.

In 1974 the Federal Government approved an emergency teacher training programme which began in September 1974. To meet the target of producing adequate qualified teachers for the UPE scheme, the teacher education crash programme was embarked upon. Many teachers were trained as a result of the crash programme arrangement.

Majority of the teachers were Grade II Certificated for the primary schools.

2. ***Production of Secondary School Teachers***

To produce secondary school teachers, the government increased the number of Advanced Teachers Colleges. All Nigeria University were to have facilities of education offering undergraduate degrees in education. The crash programme for the production of secondary school teachers started in 1969. The programme was jointly sponsored by the Federal and State Governments. There was bursary award for students pursuing various courses in education. This was to attract school leavers to take teaching as a profession.

3. ***Improvement in the Conditions of Service for Teachers***

To arrest the high rate of teachers leaving the teaching profession, deliberate attempts were made by the governments to improve the conditions of services for teacher. The conditions of service for teachers have been harmonised with those of the civil service. This was also to arrest the drift of teachers from teaching profession.

4. ***The Federal Teachers' Scheme***

The Federal Government introduced this scheme in 2006 to increase the number of qualified teachers in the primary schools to prosecute the Universal Basic Education Programme. The programme also helped to mop up the pool of unemployed NCE teachers in some states of the Federation.

5. ***The NYSC Programme***

The NYSC programme which started in 1973 was purely meant for national unity. But the schools benefited from the programme. Most of the participants of the programme were posted to schools to teach. This increased the supply of teachers in the schools.

ACTIVITY I

1. Identify and discuss the factors that hampered the development of teacher education in Nigeria

TEACHER DEMAND

In Nigeria today, there is the dearth of qualified teachers in schools according to professor Fafunwa. He claimed that teaching was not lucrative in the past since dropouts from other professions took to teaching.

In the 1950's and 1960s, school principals always scrambled for the few university graduates who wanted to take to teaching. The school principals used a lot of incentives to attract them. The supply of teachers to both primary and secondary schools was low.

However, there are some factors that can influence the demand of teachers in the school system. There are briefly examined below.

1. **Enrolment**

The school enrolment is a factor that can be responsible for the demand for teachers in the school system. In Nigeria, the teacher student ration should be 1. 30 at the secondary school level and 1:35 at the primary school level. The higher the enrolment in schools, the higher the demand for teachers. An example is the case of the UPE already mentioned in this unit. The scheme brought about increases in school enrolment as from 1976. As from this period, the number of teachers required in the school system increased. It is the same with secondary education where there is very high increase in students enrolment.

2. **Budgetary Allocation**

The demand for teachers is subject to the monetary allocation to the educational sector. There is a relationship between the demand for teachers and budgetary allocation. If the budget is adequate, many teachers will be employed. The finances of the state determine the number of teachers that will be needed in the school system.

3. **The School Curriculum**

The school curriculum also determines the number and quality of teachers to be demanded. Vocational schools will require teachers with training in vocation subject areas. In Nigeria, the Junior Secondary Schools Programme lays emphasis on introductory technology. Therefore there is high demand for introductory technology teachers.

4. **The Geographical Location**

The geographical location of the school can affect the supply and demand of teachers. If the weather of an area is conducive many teachers would want to teach there. Teachers are more in demand at urban centres than the rural areas. Teachers are more in the southern part of Nigeria than the northern part partially as a result of this geographical factor.

ACTIVITY II

1. Identify the factors responsible for the demand of teachers.

UTILIZATION OF TEACHERS

There is a correlation between job satisfaction and work performance. Teachers' performance is increased as the reward increases. Performance also leads to satisfaction if the work situation is good. In real situations, man needs some degree of satisfaction to be productive.

One of the greatest challenges facing the Nigerian school system is that of motivating the teachers. If the objectives of education are to be achieved, or if those involved in teaching are to be properly utilized to attain the objectives of education it becomes imperative that the teachers must be motivated. When teachers are happy, it is assumed that the work they do are satisfying.

For effective utilization of teachers, there must be job enrichment. Job enrichment is an attempt by the management to design tasks in such a way as to give opportunity to the teacher for personal achievement, recognition, challenge and individual growth. Ajayi (1983) briefly summarized the steps involved in job enrichment.

These are:

1. Removing controls from a job while retaining accountability.
2. Increasing individual's accountability for his own work.
3. Giving each person a complete and natural module of work.
4. Granting job freedom for a person's own work.
5. Making timely reports on performance available to the worker instead of the supervisor.
6. Introducing new tasks not previously performed.
7. Assigning specific tasks to enable employees develop expertise in performing them.

The school Headteacher who adopts these seven steps will find it easy to utilize the teachers in the performance their duties. We have said that utilization entails the use of the system. There is that belief that after the employees have fully adjusted to job enrichment programme, which we have said includes responsibility, accountability and self evaluation, there will be increases in the level of performance.

The theory X and Y of Douglas McGregor has provided a very good insight into managerial assumptions of human behaviour and attitude to work. Theory X and Y presented a dynamic view of the behaviour of man. Every teacher has capacity for growth and development. The task of motivating him for adequate utilization rests with the management. Since the teachers have potential for growth and development, the school system must decide carefully how to make use of teachers' potentialities.

A school teacher will attain high performance when the teacher sees a very high probability of his efforts leading to high performance. He will also perform high if he views the outcomes of his work positively and attractive to him. The outcome here can be promotion. If promotion is attractive to him, he will try to work hard for high productivity. This is because there is a direct relationship between productivity and promotion. For example, if a teacher is indifferent to promotion, his productivity will be low. Therefore, we can conclude that a teachers' motivation is as a result of the actual or perceived rewards available to him for the accomplishment of goals. We can rightly say that for a school system to utilize the teachers effectively to accomplish the goals of the school, motivation becomes imperative.

There is a question which comes to mind in the area of teacher utilization. It is whether the teachers are prompted by the daily debate of the fall in standard of education. One of the objective of the school system is to produce competent outputs. The products of the school system are argued to be inferior to those of the past. Is it because teachers are not properly utilized? The answer to this question if properly analyses will show that the teachers are not properly utilized. Let us take a brief example. During the last civilian administration in many states in Nigeria, teachers were not regularly paid. Many of them engaged in other jobs to keep their souls and bodies alive. In a particular case, the result of the West African School Certificate examination in the year by a particular state was the worst in forty years. The result was poor because the teachers were not properly utilized. Remember utilization has an objective and this is to enable the system to achieve its objective promptly and efficiently.

There are some factors that can aid the effective utilization of teachers in the school system. These factors have already been mentioned when we were trying to analyse the theory of motivation. It is better we go into specifics. Broadly speaking, motivation is the major weapon that can help a school administrator make the teacher perform well. In order for the teachers to be effectively utilized in the school system, the following factors should be addressed:

1. **Incentives**

Organizational incentives take many forms. For our own purpose, we take organizational incentives as those things in the form of positive reward that will enhance high productivity on the part of the teacher. What readily comes to mind is teachers salary. Teachers salary, although harmonised with those of other sectors of the public enterprises, is still not adequate for the work of the teacher. This is the way the teacher perceives his/her salaries. Since the salary is low, it affects their work performance hence the teachers will not be properly utilized to achieve the goals of the school system. Remuneration should be fair to encourage keenness

2. **Availability of Facilities**

The utilization of teachers is dependent on the availability of school materials. In most schools in Nigeria, the facilities are grossly inadequate. An effective teacher works with facilities. In many schools, ordinary chalks are not readily available. Teachers buy their own chalks, The classroom many note furnished with teachers tables. The classrooms are over crowded with many pupils. Under such situations, it becomes difficult to make effective utilization of the teachers. School facilities are essential in order to make effective use of teachers towards the achievement of the school goals.

3. **Self Development**

To aid effective utilization of the teachers, teachers should be given opportunity to go in for inservice training for self development. Such inservice training enables teachers to renew their knowledge for effective performance of their jobs. Inservice training enable the teachers to be properly utilized in the school system. A teacher

will be effectively utilized in the school system if he is current with the latest development in education.

4. Mutual Understanding between superior and Subordinates

In many instances, the relationships between the teachers and the Headteachers are not cordial. Cordial relationship is essential if the school Headteacher wants to properly utilize his/her teachers. Friendliness and equity should prevail in a school where the Headteacher is aiming at proper utilization of the teachers. Equity signifies kindness and justice. Justice should not only be done, it should be seen to be done. If this is not used in schools, the teacher will perceive inequity. Teachers under this situation will be difficult to utilize in the school system. Friendliness and equity in the school system promise team spirit, Promotion of team spirit gives the organisation a sense of unity and give room for effective utilization of teachers in the school system.

5. Appraisal Process

The performance appraisal may be taken to mean the process of assessing the personnel to arrive at judgments about the performance of an individual in the school system. It is always out to improve appraises. It is also concerned with improving performance and promoting abilities. It is always good to encourage self development. Appraisal can be used to determine whether a teacher should be promoted, demoted, transferred or dismissed. It is the appraisal process that will determine which teacher can be utilized in the school system. The utilization of the teacher is based on the teacher's ability to perform. It is the appraisal that will in cover the competent teachers who can be effectively used for the goals of the school.

6. Teachers' Security of Tenure

Teachers should be protected against arbitrary treatment. They should be ensured of continuing employment. Teachers should also be protected from post employment financial insecurity. A high teacher turn over rate is not good for the efficient functioning of the school system. Every teacher in the school system should have a future. This will make the teachers to be interested in the job of teaching. General goals. The unsuccessful schools have unstable members of teaching staff. For effective utilization of teachers and for continuity, the teacher must enjoy security and have stable tenure in the school system.

ACTIVITY III

1. Identify those factors that can aid effective utilization of Teachers at the Primary School level.

SUMMARY

- In this unit, we have examined the concept of teacher demand, supply and utilization. The unit examined the features of teachers education in Nigeria and identified the

factors that hampered development of teacher education. Attempt has also been made to identify the strategies of the government in increased teacher supply.

- The second section deals with teacher demand. Some factors affecting the demand for teachers are? Name them.
- The utilization of teacher forms the third section of this discussion. The effective utilization of teachers is based upon the effective motivation of teachers. We tried to examine some theories of motivation. With this, we have concluded that there is a positive relationship between personal satisfaction and job performance. Finally about, seven factors were identified as important in effective utilization of teachers in the school system.

ASSIGNMENT

Identify and discuss the reasons responsible for teachers' low morale in the school system.

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UNIT SIX: ORGANISING AND PLANNING THE SCHOOL PLANT

INTRODUCTION

We all know that children in schools learn better in a given environment. The school environment is made up of buildings, playgrounds and many other equipment. Of all these, the school buildings are perhaps the most important. Classrooms, offices, dinning halls, assembly halls are vital to our children's education.

The buildings become useful if they are well designed for the purpose of improving the learning environment of the children. Therefore, if effective learning is to take place in schools, buildings must be planned well.

In this unit we shall learn about what is technically called school plants and how they are organised and planned for effective learning.

We shall also consider the school survey as a pre-requisite for adequate school plant planning. However, the trust of the discussion in this unit is that school plant should be carefully planned and the school site carefully selected.

OBJECTIVES

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

1. discuss the meaning of school survey;
2. define the concept of school plant;
3. identify the important factors in choosing a school site;
4. list the steps usually taken in planning, constructing and financing school plants.

There is the need for you to be familiar with the following terms before we go further in this Unit.:

School Survey	-	Collecting information about the location of the school in order to have a long range school plant plans for a particular area.
School plant	-	The site of the school, the buildings and all physical Facilities of the school.
School plant Planning	-	A process of selecting a suitable site for the school and buildings considered important for satisfying the educational needs of students.
School Site	-	This is the specific geographical location of the school. The site contains the buildings where school equipment Are kept for education use.

4. Representing a sound business-like approach to school operations.

With these characteristics, it is imperative that before adequate planning and organization of the school plant can be approached, there should be a school survey.

The survey is to determine the school plant needs of the school.

It will be unreasonable for a school to take off without proper survey of the requirements of such school in the areas of building needs, equipment and even personnel. There is no need choosing the site of a school or locating a school in a particular district without first surveying the educational needs of the people of the district. The educational needs of the people will determine the of building needs of the school. If a particular district after relevant survey should establish a technical college, it means that the school buildings in such a school will be different from purely secondary-grammar schools. To plan adequately for the school plant, educational administrator must first make a survey of the educations needs of the area where the school is to be located.

Meaning of School Plant

The school plant is a term that refers to the site of the school, the buildings and provision of physical equipment. It embraces the permanent and relatively permanent possessions of the school resources such as the laboratory equipments, chalk, black board, machines, tolls and so on. The school plant can be taken also to be the environment where the curriculum will be implemented. In essence the school curriculum is physically expressed through the school plant. The school plant is the specifically controlled environment with the intention of aiding both the teaching and learning activities of the school. It is the putting together of facilities to protect the physical well-being of the people associated with the school.

The school plant being very important, and in consideration of the above definitions of the concepts, should be properly selected and economically purchased so as to avoid wastage. It can be stated without contradiction, that school plants are constructed on the basis of financial expediency rather than upon the consideration of educational objectives. The Planning, maintenance and even financing the school building needs require the combined talents of an educator, the artist or architectural designer, medical personnel and an economist. The educator is to determine the building needs of the school, the designer is to help the educator to translate his idea graphically. The medical personnel determines the safety needs of the plat while the economist determines the prudence of the financial implications of the school plant.

School plant planning can be taken to be the process of selecting a suitable site for the school. The buildings are designed to satisfy the educational needs of the students. Schools plant planning being a process, begins with the proper survey of the educational needs of students and terminates with the completed building where the students and their teachers will sit to interpret the curriculum. Therefore, for effective school plant planning, there must be collective efforts of the educators, professional groups and the non professional groups who will make use of the school plant.

Planning the school plant entails that the school plant should provide a favourable environment for learning and adequate care of the school facilitates such as buildings, materials and equipments, and also that the responsibilities of the various personnel to take care of the school plant maintenance are clearly defined. In planning the school plant, adequate provision should made that the school plant operates at the desired level of efficiency and necessary services are available. The organization of school plant should involve every person who is associated with the school either directly or indirectly. This is so since the school plant is a symbol of the total school curriculum for the parents of the students and the entire community.

ACTIVITY

1. What is school survey? Use your own words to describe it.
2. What is the meaning of school plant?
3. Identify five reasons to show the importance of school plant of the school system.

CREATIVITY AND SCHOOL PLANT PLANNING

It is difficult to plan the school plant without creativity. Creativity is imperative for adequate planning and organization of the school plant. Creativity is the ability to formulate new concepts from the combination of two or more ideas in the mind. Every human being is creative to some extent. This is so since all of us are constantly finding solutions to our problems. The capacity to be creative is the birth right of every individual. Creativity requires imagination. Imagination may be more important than knowledge since knowledge is limited but imagination embraces critical thinking in the abstract. To create, a person must be able to work in an atmosphere of freedom and openness. School plant planners can develop more imaginative school buildings by availing themselves of the creative talents of school administrators, the architect, engineers and non academic staff of schools. The greater the understanding of the nature of creative on the part of school plant planners, the greater the likelihood of producing a beautiful school compound.

Creative schools do not just happen. They are planned that way. A school design is imaginatively conceived. Creative school plans are those that may judicious uniquenesses does not make an imaginative school plant. The uniqueness must contribute to the advancement of health, safety, comfort and convenient to the promotion of sound academic work in the school.

There are some conditions that foster creativity in planning the school plant. These creative conditions according to psychologist are both internal and external factors. The internal factors are primarily concerned with the personal characteristics of individuals such as the capacity to be puzzled, his state of mental health, his ability to concentrate, his initiative and drive, his sense of security and so on. The external factors can be influenced and controlled. These external factors are things such as the atmosphere surrounding the creative person.

Therefore, to have adequate school plant planning, the creative individual school enjoy psychological freedom arising from all external factors. He should express a feeling of inner

satisfaction as a result of his creative effort. To encourage creativity in school plant planning, the creative person should be regarded in some tangible or intangible form of his efforts provided his product is sensible and useful. Planning the school plant requires foresight. Foresightness is one of the attributes of a creative person. Foresight must be relied on when planning the school. Lack of foresight in school planning will find its expressions in grossly inadequate provision of school facilities in the school system and this will inhibit proper implementation of the school curriculum and this leads to fall in standard of education. Lack of foresight in planning the school plant will also lead to economic wastage of the school plant since school plant is planned for the present and for the future.

THE SCHOOL SITE AND ITS ESSENTIAL FEATURES

The school site is an essential aspect of school plant planning. As earlier stated in this unit, the type of school proposed will determine the type of school plant and of course the site. The site of the school is the specific geographical location of the school that contains the buildings where school equipments are kept for educational use.

There are essential features of the school site. These are the location of the school, natural beauty, freedom from danger, freedom from health hazards and freedom from noise. We will examine these features one after the other.

(i) Location

The school site or location should be readily accessible to student and teachers by both private and public transportation. The location should be near but not necessarily in an urban centre which is capable of providing many services required by the school and people associated with it. The school should be located in an area where existing development is compatible with that of the institution.

(ii) Natural Beauty

This is a vital element in an ideal school. However, efforts must be made not to compromise too much on natural beauty when planning the school plant. The closeness of the school plant to a majestic mountain, a lake or river of beautiful landscape is highly desirable. Trees for shade and flowers for beauty should be considered in the environment of the school site. Good examples here are ASCON in Badagry which is located near the lagoon and the school of strategic studies Kuru near Jos. The design of the building and the general layout of the site are vital ingredients in the creation of an educationally stimulating school environment to facilitate academic performance of students. The planning of the site should take into consideration the aesthetics of the school plant.

(iii) Freedom From Danger

Safety from danger is a prime consideration in selecting a school site. A school site should not be located in a flight path of air craft because of potential danger from accident. A school site located on the highway is not desirable. To avoid, danger, the school site should not be located near industries. Such will cause air pollution which

is dangerous to human health. Industrial centres are not ideal for a school site in order to avoid areas near the source of explosion.

There are eight steps that will be examined in planning, constructing and financing the school site. These are:

Determination o school building needs

There should be a survey of the school buildings needs. The survey should give particular attention to the educational needs of the students and the community. Particular attention should be paid to the number and types of students to be immediately accommodated with the next few years. The extend of use of the present school buildings, if any, should be ascertained. The determination of the school building needs of a school site should be done by the school administrator and the members of staff.

Making a schedule of school building rooms and equipments

The school administrator should prepare a schedule of the building rooms for the proposed building. Such a schedule should be consciously done to satisfy the educational needs of the students. A school administrator who is making a schedule of the rooms in a building to serve as hostel should consider the number of students to be accommodated now or in the future. In a mixed school, the hostels for boys should be different from those of girls. Each should be far apart. Before the school architect begins to draw the plan of the buildings he must know the use of the buildings will be put.

Selecting, purchasing and conditioning the school site

Before a school site should be purchased or selected efforts should be made to consider the essential features of the site already treated in this unit. The conditioning of the school site is the development of the plans already made for the school site. It is economically wasteful to condition a school site that does not meet the essential features of a school site.

Obtaining the services of the school Architectural Designer

The architect determines largely whether the buildings of the school will be beautiful structures or ugly ones. When the data are no hand showing that a new school building is needed and the decision has been make to erect the building, the next step is to employ an architect for the project. School architecture is a profession today. The day when the school teacher could design a school site is belonging gradually to the past.

Preparing and approving school building plans and specifications

All the building plans of the school need approval by the appropriate authority. All the objectives the school administrator and the architect have in mind will have to be approved.

Every thing in respect of safety, adaptation to educational needs, convenience, aesthetics and economy need approval.

Letting the school compound

After plans have been approved, the contacts should be made. All contracts should be made on basis of bids. It is important that the school administrator be involved by the Ministry of Education in the award of contracts for the school building. It is also necessary that the school Board of Government be involved in this exercise. This exercise calls for collective responsibility of all involved in the school system. It is also ideal that the contract is given to a competent hand and not on the basis of favouritism.

Supervising and Inspecting school building construction

Sometime in 1970s at the then University of Ife in Ile-Ife, a students hostel under construction collapsed. A Panel was set up to investigate the causes of the collapse of the building. Among the findings of the panel was that the building construction was not properly supervised and that the contractors used sub standard materials. It is important that when construction is in progress and always before it is accepted from the contractors the school administrator should ensure that all constructions should have been performed according to plan and specifications. The supervisors should ensure that all materials used, all workmanship and all other part's and phases of the construction follow the plans and specifications strictly.

Paying for the School Plant

In Nigeria, payment for the school plant is done either by the Local, State or Federal Government, or the combination of all. In many local communities, schools are build and financed through communal efforts. The school administrator should make sure that the contractor is paid for the building of the school plant. There should be no delay in paying the contractor who has done the work well.

ACTIVITY III

1. Of what importance is the supervision of the school building under construction?
2. Why should the school administrator, the architect, the medical panel and the economist be involved in the construction of a school building such as the students hostel?

SUMMARY

- In this unit, we have dealt with the concept of school survey which we have said focuses its attention on getting relevant information that concerns the area where the school is to be located. It is essential that there should be a survey before intelligent school plant planning is carried out.
- The school plant which is space interpretation of the curriculum embraces all the physical possessions of the school such as the site, the buildings, the equipments and all the facilities to be used for the implementation of the curriculum. Since the school plant is very important, it then means that to play for it, it will require creativity on the

part of all involved in planning the school plant. Planning of the school plant calls for ingenuity of planners. To plan for the school plant requires foresight in order to avoid economic wastage either presently or in future.

- The school site which is the specific geographical location of the school has some essential features as treated in this unit. These are location, natural beauty, freedom from danger, freedom from health hazards and freedom from noise.
- Finally, in this unit, we identified eight steps that could be used in planning, constructing and financing the school plant.

ASSIGNMENT

1. You are a school administrator representing your community at the local government council. A school is to be established in the locality. Advise the community on factors to be considered before choosing the school site.
2. In this unit, we have said that payment for the school plant is done by the government or the Local communities. Locate three other sources of financing the school plant.

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UNIT SEVEN: MAINTENANCE OF THE SCHOOL PLANT**INTRODUCTION**

In our day to day life we are expected to keep our environment clean. We have to keep our clothes clean. The food we eat must be prepared in a clean environment. The maintenance of clean surroundings reflects on our personal cleanliness. If our surroundings are untidy, there is a strong correlation between that and our personal cleanliness.

Just like a human being, the school too, must keep its surrounding clean if what happens in it is to be considered healthy and productive. In this unit, we shall study the maintenance of school plant. The unit focuses attention on the importance of adequate school plant maintenance.

The general appearance of the school constitutes the basis upon which people (teachers pupils etc) within the school community make their judgements about the quality of the school ad its programmes. An untidy school premises is often embarrassing to citizens. Community people may think that since the school premises and facilities are untidy, the educational programmes of the school would reflect the untidy attitude of the school. The proper care of the school grounds would be positive factor in school community relations. An efficiently maintained school plant will have positive effect on the instructional programme in the school.

We can just imagine the untold hardship some teachers and their students are subjected to in some schools where there are no tables for teachers, no desks for students and the classroom has a worn out chalkboard. Under such a situation in the above picture, there is no meaningful academic work.

Plant maintenance refers to the repair and upkeep of the school plant and equipments in order that efficient services can be rendered. Plant maintenance is imperative so that the school plant can be kept very close to the state of originality. Maintenance of the school plant is to reduce the likelihood of repairs or breakdowns of school equipments. Plant maintenance entails that school plant maintenance should be regularly carried out. The regularity of maintenance are designed to keep the school plant operating at its optimal level so as to reduce the break down of equipments. It is therefore important that the school plant should be maintained all the year round.

The school plant maintenance entails that a good orientation should be given to people within the school system to inculcate in them the respect for school property. The campaign will be fruitful if the facilities are beautiful and the lawns are kept neat. The classrooms at the NTI Centre at Kaduna are so neat that even a dog which is an animal will find it almost impossible to urinate in the classrooms carelessly. There are some schools in various cities in Nigeria that are so worn out with dilapidated walls and filthy surroundings. The pupils from such schools are dirty and have little respect for school properties. There are many obscene writings on the walls of the classrooms which show that the battle in plant maintenance procedures should begun. School plant depreciate but to arrest the depreciation of the plant, the school should promote proper plant maintenance.

OBJECTIVES

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

1. identify the functions of cleaners in school plant maintenance;
2. identify the qualifications of cleaners engaged in school plant maintenance services;
3. discuss the school plant maintenance procedure;
4. identify types of maintenance services;
5. explain the reasons for keeping the school plant attractive.

HOW TO STUDY THIS UNIT

1. Read the introduction and the summary, then read the whole unit.
2. Go back and read the nit step by step. Where examples are given you may substitute your own.
3. Attempt all the activities. Do not read the answers until you have completed the activities.
4. Try the assignment at the end of the unit. If you encounters any difficulty you have to go back and read the unit all over again.
5. Obey all instructions and rules to enable you obtain best result.
6. Check the answers to the activities and assignments at the end of the book.

You should note the following operational terms which would help you to understand the discussion in this Unit

Plant maintenance	-	The repair, replacement and upkeep of the school plant and equipment so that efficient services can be rendered
Plant Operation	-	The Management of the school custodian programme
Custodial Services	-	Mental activities involving such chores as sweeping dusting, washing blackboards, and scrubbing floors.
Maintenance Plant Personnel	-	These are skilled trades-men who are assigned specific duties because of their specialized skills. Such duties may include electrical work, Plumbing, Carpentry and cabinet making.

MAINTENANCE OF THE SCHOOL PLANT

Maintenance refers to keeping of the school plant, the buildings and the equipments in as near as their original state. All parts of the school plant continually depreciate. Depreciation begins from the day the new building is taken over and is constantly undergoing that process throughout its life. Likewise every item of school equipment continually depreciates.

There are four factors responsible for depreciation. They are:

- i. Tear and wear of usage.
- ii. Physical decay.
- iii. Obsolescence-growing out of utility.
- iv. Accident may be due to negligence in the use of the school plant or defects in materials or construction.

The depreciation of the school plant or part of it does not proceed at the same rate. The rate of depreciation varies in the quality of workmanship, the climatic conditions of the location of the school and carefulness in the use of materials. Depreciation is inevitable and cannot be entirely eliminated. The school system can retard depreciation through thorough and careful plant maintenance.

OPERATION OF THE SCHOOL PLANT

Keeping the school plant open and ready for use requires the services of maintenance personnel popularly referred to as cleaners. They may be gardeners who are expected to mow the lawns and trim the flowers. These categories of people are very important in the maintenance of the school plant. Let us imagine a situation where the toilet is not kept clean. The flies are seen dancing in and out of the toilet. The stinking odour from the toilet disturbs the pupils in class. The students become uneasy and restless. It is only the cleaners that could come to the aid of the students to rescue them from such a horrible situation. In essence, the cleaners are as important as the teachers. Both the teachers and the cleaners complement each other. In fact none of them can exist without the other. The teacher will find it extremely difficult to teach in filthy environment.

The largest expenditure for cleaners supply are those tools meant for clearing, cleaning, weeding, sweeping, or soap, duster and towels. Toilet supplies such as brushes, mops and ladders should be supplied the cleaners.

The cleaners as stated above are very important. In the secondary schools, students can help the cleaners especially cutting the lawn, grass or sweeping their hostels. In post primary institutions, it is extremely difficult to make the students clean the environment. In a nutshell, the cleaners have specific functions as far as the school plant maintenance is concerned. Since it is realistic to make the student at all levels to be responsible for cleaning and maintenance of the school plant which has to be done constantly, it becomes inevitable to make use of cleaners. In specific terms the cleaners have the following functions:

1. They are the custodian of valuable school properties. They are put in charge of the school building and equipments.

2. They help to select supplies and supervise the use of power, that is electricity, water supply and toilet equipments. They regulate the use of electricity by switching off lights and fans when the students are not in the classrooms or even in the hostels.
3. The cleaners determine the house-keeping standard of the school. Housekeeping are those activities relating to cleaning storage and orderly arrangement of the various items that are kept on the school premises.
4. The cleaners have the responsibility for keeping the school buildings in such a condition that the health and safety of students will not be in danger. They are in charge of security activities. Such security activities relate to the care and maintenance of building security of equipment, and closing the school buildings and grounds.
5. The cleaners carry out preventive maintenance and minor repairs. The cleaners are to make sure that there is prevention of the damage of the school equipments. They can also carry out minor maintenance repairs in the school.
6. The cleaners exercise a large moral and educational influence on the school. They become the unofficial contact between the school and the community. They serve in that capacity as the representative image of the school in the community.

Having clearly stated the functions of the cleaners, it becomes very important at this stage to enumerate the qualifications of the school cleaners who are put in charge of the routine maintenance of the school plant. The qualifications of the cleaners are relevant to the type of work they do. Such qualifications are summarized below:

1. They should be able bodied and be of very good behaviour.
2. The cleaners should be able to read and write simple pidgin english.
3. They should be clean or fairly clean in appearance.
4. They shall not be addicted to the use of intoxicating liquor or tobacco.
5. They shall not be under aged, that is they should be old enough to appear in court.
6. they should be courteous energetic and full of lots power to work.
7. In some cases it might be necessary to require the cleaners to have had experience in the use of cleaning instruments like electric machines, or mowers.

ACTIVITY I

1. What is the relevance of the qualifications of cleaners to the maintenance of the school plant.
2. Briefly state the reasons why the functions of the cleaners are important in the maintenance of school plants.

THE SCHOOL PLANT MAINTENANCE PROCEDURES

The operation and maintenances of the school plant are functions that are associated with keeping the physical plant open and equipments in good condition. In schools today, there are maintenance personnel who are skilled technicians. Assigned duties that call for specialized skills for maintenance of electrical gadgets, plumbing, carpentry and metal work.

For proper maintenance of the school plant, there are some principles that should be used as guidelines in the development of a standard maintenance programme. Some of these principles are:

1. The Primary aim of school plant maintenance procedure should be the provision of a favourable environment for learning and adequate care for school facilities.
2. The responsibilities of all personnel concerned with maintenance should be clearly defined and job descriptions be developed for all maintenance personnel.
3. The relationship of the school headmaster to the maintenance personnel should be clearly delineated and supervisory responsibilities also be clearly defined and communicated appropriately to all concerned.
4. There should be sufficient provision of manpower to ensure the operation of the programme at the desired level of efficiency and adequate provision of necessary services..
5. The entire maintenance programme should be renewed periodically to identify methods by which efficiency can be improved.
6. All schools personnel should be oriented towards recognition of the physical conditions of the school facilities as a symbol of the total school programme to the community.

If the above basic principles are met, then we can identify four plant maintenance procedure to ensure that the school plant is well maintained. The procedure for plant maintenance are:

1. Ascertaining needed repairs for school building

In order to discover needed repairs, there should be a periodic and systematic inspection of all school properties. This should be an event. Complete inspection is needed. Even organization needs annual report. In the same vein, the school need situation reports on the school plant annually or periodically in order to establish the condition of the school equipments. Any equipment in poor condition discovered through this routine check should be taken for repairs. The school Headmaster should determine the types of repairs required.

2. Emergency Repairs.

Many repairs of emergency nature of a minor technical nature can be done by the cleaners. Any complex repairs that requires emergency should be sent to the maintenance personnel who are skilled personnel. The cleaners should not attempt to maintain any complex or complicated school materials or equipments. The procedure

requires that a major damage to school equipment should be referred to competent and skilled personnel.

3. Establishment of repair shop

A repair shop can be established where cases can be reported for necessary repairs. Items such as desks, tables and if possible, beds can be repaired at the school workshop immediately. The school repair workshop is better and more cost effective than contracting out the items for repairs. The rigid provisions of contracts relationship may delay the emergency repairs required.

4. Maintenance of repair records.

The maintenance personnel should maintain repair records. This has many advantages. It will show how often repairs are carried out on the school plant or on a particular equipment. It will also indicate the amount of money being spent on repairs of equipment and the school plant generally. The record can be collected periodically in order to determine the efficiency of the repairs carried out. Both the supervisor and the Headmaster should check the record regularly for proper maintenance analysis.

MAINTENANCE SERVICES

According to Fobis Jordan (1985), there are three interrelated maintenance services. These are:

1. Regular maintenance;
2. Emergency maintenance and
3. Preventive maintenance.

1. Regular Maintenance

The regular maintenance services are those maintenance services which are performed on a periodic basis on specific equipments or school facilities. They are the services which are carefully designed to keep the equipments operating at an optimal level and to reduce the incidence of breakdown or major repairs. The regular maintenance services can be carried out at the school repair workshop or contracted out to skilled personnel.

2. Emergency Maintenance

These are maintenance services carried out a irregular period and basis. The services here can be provided upon notice by the cleaners. The services may be provided to enable the maintenance unit prevent the breakdown of a particular equipment.

3. Preventive Maintenance

These are maintenance services that a re performed on a continuation basis by the maintenance personnel. The purpose of preventive maintenance is to

reduce the likelihood of repairs or breakdowns of equipment. The preventive maintenance programme has been proved to be cost effective.

ACTIVITY II

1. In your own words, discuss briefly the school plant maintenance procedure.
2. Identify three types of maintenance services and discuss, using your own words and experiences, the preventive maintenance.

KEEPING THE SCHOOL PLANT ATTRACTIVE

In addition to playing important part in educative system, the school plant plays a major role in public relations. This issue had been treated extensively in unit 5. The school plant is of great value to teaching and learning in the school system.

In some communities, the school land may not be beautiful. The land may be full of rocks, holes and very often the interior of the school buildings are not decorated for years. There are no repairs carried out for years. The walls bear obscene writings of pupils that manifest the degree of moral decadence. In too many school buildings, insufficient attention has been directed to beautification of windows and classrooms through such means as proper colour painting and growing of plants. Attention should be put on colour blend so that the buildings look beautiful.

In some schools, the toilets remain perpetual embarrassment to standard clinical requirements. Such school are filled up with flies and they carry ugly sight for the surrounding. In many instances, where pit latrines do not work and where lack of water makes modern toilets stink, a dynamic plan of plant maintenance therefore becomes imperative.

Proper care of school grounds will be a positive factor in school community relations. The efficiency of maintenance practices for the school plant will have direct effect upon the daily operations of the instructional programmes. The learning environment which is very important in educational process, will be positively influenced by sound maintenance practices. The school administrator who should understand that the school plant should be kept attractive, need to employ competent maintenance personnel. The employment of maintenance personnel requires appropriate trade and formal interviews of prospective candidates for employment. An attractive school plant is a reflection of the competence of maintenance personnel.

The standards of clean and well maintained buildings and grounds have positive effect upon the school children in both their curricular and extracurricular activities. As a result of the quality maintenance services, pupils, teachers, and members of the community will likely view the school with pride and have a positive attitude towards the contributions that the school makes to their personal life and to their community.

The climatic conditions of the location of the school will affect the maintenance of the school plant. Excessive amount of rain or dust will complicate the problem and can force schools plant maintenance to become difficult. Although considered very much as problem climatic

condition are, not as problematic as location of schools in industrial or urban areas which often create maintenance problems due to find it difficult to maintain attractive school plant.

Vandalism in the schools is another problem facing the maintenance of the school plant. School administrators, lawmakers, and the public have struggled with the problem of vandalism. Up till date, there are no solutions to the problems of vandalism. Vandalism to school plant occurs frequently in Nigeria when students go on rampage. Students crisis is the major sources of vandalism to the school plant. There have been many instances where students burn down school buildings completely. Many equipments are destroyed in the process of students unrest. Effort made to sensitize students to abhor acts of vandalism have not yielded enough positive dividend. This aspect is left for the administrators to tackle. The point is that vandalism negates keeping the school plant in attractive conditions. It can only be recommended that when planning the school plant or even renovation the vandalized school plants, design features can be included that will discourage vandalism. The roofing of the building can be made of concrete and the floors made of hard concrete. Possible attempts at making the school plant look attractive would be to locate the school outside high danger areas as enumerated in unit 5. The avoidance of external features that encourage vandalism will help to keep the school plant in attractive conditions. The use of building materials that resist vandalism is essential in an attempt to keep the school plant attractive. However, with all these efforts, the most important thing is to educate the students and members of the community to have respect, pride and protective attitude for the school plant. This will help the school plant maintenance and will help to keep the school plant attractive.

SUMMARY

- The unit has dealt with the maintenance of school plant. The discussion started with the identification of factors responsible for depreciation and conclude that depreciation is inevitable since all things depreciate as a result of usage.
- The unit examined the issue of a very important group in the maintenance of the school plant and these are the cleaners of various categories both skilled and unskilled. The functions and qualifications of the cleaners were also examined extensively. The cleaners are very important components in maintaining attractive school plant. The activities of the cleaners complement those of the academic staff and the unit believes that both of them are partners in progress in the real implementation of the school curriculum.
- The school plant maintenance procedure takes off with identification of six principles advanced by Jordar, (1985). These principles are aimed at helping to maintain a proper school plant. This unit suggests that the principles are good guidance in respect of formulating maintenance programmes. There are four-point maintenance procedure identified in this unit.
- The maintenance services are three in number. They are regular, emergency and preventive maintenance services. Keeping the school plant attractive generates a brief discussion. The view is that a clean environment produces clean pupils both in behaviour and in intellect. The proper care of the school plant will promote school-

community relations. There are problems identified with keeping the school attractive. Such problems are the climatic conditions of the locations of the school and vandalism. Vandalism is a continuous problem being faced by school plant maintenance in Nigeria. The conclusion is that to prevent vandalism to school plant, both the students and the citizens should be given the orientation to value, respect and protect the school plant. This is the key to attractive maintenance of school plant.

ASSIGNMENT

1. Explain briefly the concept of school plant maintenance.
2. Should pupils be used in school to maintain the school plant?
3. Vandalism to school plant is a direct product of the social background of the pupils. Do you believe this statement?

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UNIT EIGHT: ECONOMICS OF EDUCATION AND ITS IMPLICATIONS FOR EDUCATIONAL PLANTS

INTRODUCTION

Economics of Education is a specialized field of economics. It deals with the production and distribution of knowledge, skill, mind and character by the process of formal schooling. It mainly concerns itself with the process of educational production, the distribution of education among group of individual; how much to spend on education and the types of education to produce, and the efficiency of the educational system among others.

OBJECTIVES

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

- Explain the meaning and scope of Economics of Education
- Identify basic economic concepts used in education
- Explain the term educational plants
- Explain the implications of Economics of Education for educational plants.

MEANING AND SCOPE OF ECONOMICS OF EDUCATION

Economics of Education is a study of human behaviour (in terms of human decisions, actions and reactions) about schooling. It also deals with how this human behaviour affects sustainable development. Economics of Education focuses on the allocation of scarce and substitutable resources available for education and training. Being an applied economics, it involves the application of economic terms, concepts, principles and laws in the process of producing, financing, distributing and consuming educational goods and services (Babalola, 2003).

ACTIVITY 1

1. What do you understand by the term Economics of education?

ECONOMICS CONCEPTS USED IN THE ANALYSIS OF EDUCATIONAL ISSUES.

Economics concepts used for educational issues include consumption, investment, cost, benefits, demand, supply, economic growth, efficiency, equity and financing of education. These concepts will be discussed in the section.

(a) Investment and Consumption:

An important distinction to economics of education is between investment and consumption. We can classify all expenditures as either investment or consumption,

although the borderline is not always a clear-cut one. Consumption refers to the purchase or use of goods and services with immediate but short-lived benefits. Investment, on the other hand refers to the acquisition of assets, which yield benefits over a long period. You could regard expenditure on education as a form of investment that promised future benefits. In fact, people demand education as an asset that is capable of generating long-lived future benefits, if the present value of the expected stream of benefits resulting from such education exceeds the present cost of the education. One invests in education when one sees education as assets that promise a stream of economic benefits in the future.

(b) Costs and Benefits of Education:

The costs of education are the total resources devoted to education. They include the direct money outlays (in the form of tuition fees, expenditures on additional living items, books, uniforms, and transport). They also include indirect financial burdens (in form of opportunity costs measured as the loss of income incurred either by the individual or by the society as a result of schooling).

Cost of education is anything that a person gives up because of a schooling decision (Akangbou, 1981). The benefits of education as the other hand, are measured in terms of the extra lifetime incomes or earnings enjoyed by educated workers, compared with workers with lower levels of education or illiterate workers.

(c) Education Demand and supply:

Economists' measure educated demand by counting the number of the eligible relevant age population or the number of qualified potential entrants who are willing, able and ready to participate in a particular educational programme at a given cost and at a specified time. (Gbadamosi, 2005). The law of educational demand states that the higher the price of education, the lower the demand owing to substitution and income effects. However, this law may not hold when there is evidence of ostentatious speculative and inferior educational services. There is the derived demand, which is as a result of enrolment demands. For example, a school employs teachers and builds classrooms to meet the demand created for them by the enrolment.

Educational supply, on the other hand, refers to the quantity of education in terms of the number of places that institutions of learning are willing, able and ready to offer at a given price over a period. Supply varies over a period or from place to place because cost or the price of the educational technology (distance learning) natural influence and political situation influence educational supply.

(d) Economic growth and Education:

Economic growth is a sustained increase over a significant period, in the quantity of material goods and services produced in an economy. One important measure of economic growth is change in the per capital income. Education is one of the many elements that influence economic growth and it does so in four main ways. First, education inculcates skills such as typing, accounting, teaching, medicine, law,

engineering and electronics which are useful in the productive process (extractive, manufacturing and construction, commercial and service sectors). Second, education imparts knowledge of economics, politics, science, history, arts, geography, philosophy, mathematics and logical reasoning that can contribute to the most important aspects of economic growth. Thirdly, education provides job ethics and attitude conducive to production of goods and services. Finally, education serves as a screening device for selecting or identifying talents in the most efficient manner (Babalola, 2003)

(e) Efficiency:

The concept of efficiency is defined as “the ratio between the output of an organization, establishment or department and the inputs used in producing the output”. Educational efficiency on the above definition can be taken to be the relationship between the outputs of the education system to measure the efficiency of the education system. This means that in order to measure the efficiency of the education system, one has to determine the inputs into the education process, the outputs produced with such educational inputs and the ratio between the educational outputs and inputs. Mathematically, it is presented as:

$$E_t = \frac{Q_t}{x_{1,t}}$$

Where Q_t = Educational output (s) in time t;

X_{1t} = inputs in time t, $i = 1,2,3,-----n$

and E_t = Efficiency of the education system (Akinsolu, 2005)

(f) Financing of Education:

Economists are particularly interested in issue of sharing the financial burden of education among the beneficiaries. Economists believe that who ever derives more from education should pay more for such education. They want to know what should be the balance between public and private sources of finance.

(e) National Income:

This is the monetary value of goods and services produced in a country over a period. The National income can be measured in three ways.

Gross Domestic Product (G D P)

Gross National Income (G N I)

Per Capital Income (P C I) (Babalola, 2003)

Gross Domestic Product: is the monetary value of goods and services produced by all factors of production owned by both indigenous and foreign people living in a country over a period.

Gross National Income: is the monetary value of goods and services produced by all factor of production owned by both citizens of a country regardless of country residence over a period.

Per Capital Income: is the total income of a group divided by the population of the group.

All these concepts assist greatly in determining the buoyancy of any nation's economy, out of which the education sector takes its share.

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(f) Growth Rate

Growth rate is the rate of change in any measure of development over a period. It can be measured by using the following formula:

$$\frac{Y_1 - Y_0}{Y_0} \times 100$$

Where Y_1 = Income in year 1

Y_0 = Income in year 0

(g) Physical and Human Capital

Physical and human capital refers to the acquisition of machines, money and materials for further productive activities. Human capital on the other hand refers to the acquisition of trained and skilled men for further productive activities.

The four main characteristics of capital are as follows:

- (a) **Capital increase is expected:** i.e. capitals are capable of increasing the productive capacity of an organization.
- (b) **Pay-off time is long;** it takes a long period of time before capitals can be paid off, e.g. an educated person work for some years before he/she can pay off the money spent on his/her education
- (c) **Building-up period is long:** it requires a lengthy period of time to build up capitals. In becoming a doctor, lawyer, teacher etc, takes some years.
- (d) **Depreciation is a must:** capitals depreciate over time. Depreciation manifests in human knowledge and skills.

ACTIVITY II

- (a) List all the concepts of economics of education
- (b) State the difference between physical and human capital
- (c) Why is National income important in sustaining the education sector

EDUCATIONAL PLANTS

Educational plants comprises of the building, site and the equipment that are of considerable importance in educational development and in fact play some crucial roles in the learning process. According to Castaldi (1977), educational plants are those things of which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Educational plants and facilities are therefore numerous. Whatever materials and or services that helps to facilitate teaching and learning rightly fall under the term school plant or educational facilities. Thus ,generally includes all materials and equipment used in running the academic and non academic functions of the school.

Educational plants require adequate planning process. The logical place to start educational plant planning is the development of the educational programme. The school educational programme strongly influence the design of school buildings, this will make the provided educational plants attuned to the specific needs of pupils who use them or the community in which the school is located.

ACTIVITY III

- (i) Explain the term 'Educational Plants'
- (2) Why is it important to develop the educational programme before educational plants?

IMPLICATIONS OF ECONOMICS OF EDUCATION FOR EDUCATIONAL PLANTS

Since educational plants are physical capital under the economic concept earlier discussed, the provision and their sustainability rest solely on some basic economic principles such as:

- Demand and Supply
- Cost and Benefits
- Efficiency
- Educational Financing
- National Income
- Build up

Demand and Supply

In providing educational plants for any given school, it has to be based on demand and supply concept. This helps in minimizing wastage.

Cost and Benefits

On the issue of Cost and Benefit, the implication of this is that stakeholders before providing any educational plants to the school must have assessed its cost and the benefit to be derived. If the benefits outweigh the cost, they venture into the supply but if otherwise they withdraw a times.

Efficiency

In provision of educational plants, educational planners ensure the selection of those that are likely to yield more effective and desirable educational results and reject those that tend to yield limited or questionable educational outcomes.

Educational Financing

Funding is very vital for sustainability of all educational programmes. Provision of educational plants within the school system requires adequate funding. Through various sources of funding, educational plants are provided for school use.

National Income

The buoyancy of the National economy dictates public and private investment on education. Educational plants will receive proper planning which will later produce desirable result on the sector.

Build up

In planning for educational plants, there is always a build up period. This can be called the educational specifications period. Educational specifications are statements that translate the physical requirements of the educational programme into educational facilities. The purpose of educational specifications is to describe clearly and concisely the various learning activities to be accommodated in the school, their spatial requirements and special features. These specifications serve as the link between the educational programme and the school facilities.

All these aforementioned play tremendous role in provision, maintenance and management of educational plants.

ACTIVITY IV

1. List the implications of economics concepts on the provision, maintenance and management of educational plants.

SUMMARY

- This unit dealt with Economics of Education and its implication for educational plants. The concept of economics of education is defined and some major economics terms used in education were analyzed. The paper further explains the term educational plants and likewise draws some implications of economics of education concepts on educational plants in Nigeria.

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UNIT NINE: EDUCATION STATISTICS**INTRODUCTION**

Schools are the building blocks of educational planning, and as such they are the units of educational data. As a result of the rapid development of education since Nigeria independence, different types of educational institutions have emerged to meet the developmental needs. The types of education data in Nigeria are determined by the characteristics of stages of educational development. Education data constitute information for statistical decisions making and projections that are sine-qua-non to improvement and development in educational system. Thus, students will be exposed to the following to enhance their knowledge of education statistics.

- Meaning of education statistics
- Types of statistics
- Methods of data collection
- Statistical tools for describing educational data;
- Drawing inference from research data

OBJECTIVES

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

1. Define education statistics
2. Describe the types of statistics
3. Explain methods of data collection
4. List and explain tools for describing educational data

MEANING OF EDUCATIONAL STATISTICS

Enrolments, dropout, attrition, gender, facilities, equipment, personnel, learning achievements are some of the data in education which are useful for planning. Thus, education statistics is a scientific process of collecting; organizing and analyzing education data with the purpose of making pertinent deductions, inferences and conclusions about educational issues.

In another similar way, statistics is a scientific method for collecting, organizing, summarizing, analyzing and presenting numerical evidences (educational data) as well as drawing valid conclusions and making reconcilable decisions on the basis of such analysis.

TYPES OF STATISTICS**(a) Descriptive Statistics**

In studies where the questionnaire survey method is used, the entire analysis procedure usually involves calculation and interpreting descriptive statistics. The

uses of descriptive statistics permit the researchers to describe many scores with small number of indices.

Commonly used types of descriptive statistics are:

Measures of central tendency, the three common quantitative for measuring average or central tendency or location are the Mean, Mode and Median. They are used to determine average score of group scores. The mean is the most important measure of central tendency, and the most widely used in research. The Median (the value in middle when the data is arranged in an increasing or decreasing order of magnitude). While the Mode (the mostly occurring value in a set of data) can sometime be useful in some data situation. For examples the median is more appropriate than the mean for graded responds or quantitative data having skewed distribution.

Measures of variability which include the range, variance, standard deviation indicate how spread out are a group scores. They are very useful because adequate interpretation of data is virtually impossible without group knowledge of the variability in the data as measured by the standard deviation. Means as summary indices are not usually reported without the standard deviations. When the median is taken as measure of average, the range should also be reported.

The range is the difference between the highest score and the lowest score.

Interquartile and semi-interquartile: the point below which you have one quarter (25%) of the scores is called the first quartile (Q_1), while the point below which you have three-Quarters (75%) of the is called the third quartile (Q_3). The Median corresponds to the second Quartile (Q_2).

The inter-quartile range (IR) and the semi-interquartile range (SIR) are defined in term of thee distance between the first quartile and third quartile as follows:

$$\begin{aligned} \text{I.R} &= Q_3 - Q_1 \\ \text{S. T. R.} &= \frac{Q_3 - Q_1}{2} \end{aligned}$$

Measure of relationship which indicates to what degree two sets of scores are related

They include: correlation; Pearson r, Spearman Rank-Order Correlation, Kendall Taur, Regression Analysis.

Measure of relative position describes a subject's performance compared to the performance of all other subjects.

Researchers often present study reports in words, in tables, diagrams, charts and graphs. Examples are: frequency table, bar chart, histogram, frequency polygon. The frequency distribution table shows the number of times each score occurs. A graph is an illustration of the relationship between an independent variable (x) and a dependent variable (y). Graphical presentation of data helps to:

- arouse greater interest in the subject matter presented;

- clarify, simplify or explain the major aspects of the data
- clarify a print referred to in the text
- serve as a statistical reservoir for other users

ACTIVITY IV

1. Differentiate between qualitative and quantitative data
2. Give examples of inferential statistics
3. What are measures of:
 - (i) Central tendency?
 - (ii) Dispersion or location?
4. Why is mean useful in data analysis?
5. Explain the significance of graphs, charts, frequency distribution table in data representation.

(b) Inferential Statistics

Inferential statistics shift attention from describing a limited group of observations to making inferences about the entire population which may not have been studied as a whole.

Inferential statistics deal with inferences drawn from the study of populations based on the behaviour of samples. The researcher using inferential statistics is faced with the task of drawing inferences or making predictions about the population on the basis of the sampled data studied (Ofo, 1994).

While descriptive statistics can be helpful in organizing large amount of data and presenting them in an early understandable form by the reader, inferential statistics are applied when one wishes to draw inferences, test conclusions made, or make generalization about the data.

Inferential statistics usually answer such questions as:

- What is the probable accuracy of the measurement?
- To what extent is there a relationship between a set of measures?
- To what extent does the situation described by the data differ from what might be arrived at through mere chance?

Some of the concepts underlying the application of inferential statistics include:

- Hypothesis Testing
- Testing a statistical hypothesis
- The Null hypothesis

- Test of significance
- Standard error

Detail explanation will be offered in further studies. Examples of inferential statistics.

- The t-test
- Analysis of variance (ANOVA)
- Chi-square

The t-test is used to determine whether a difference exists between two means and whether a significance exists at a given probability level. For example, to test if there is a significant difference in the mean scores of boys and girls in mathematics test, t-test is appropriate for testing for the difference. It could also be used to find the effects of two instruction methods on students.

Analysis of variance (ANOVA) relevant determine mean difference of more than two groups. For example, the mean difference between the scores in three methods of instruction in order to determine the most effect among them.

Since the t-test and ANOVA are both inferential statistics, certain assumptions underline their use. Some of these assumptions are:

- the observations (scores) are independent and the value of any one observation should not be related to the value of another observation.
- the scores in the population are normally distributed.

The Analysis of Covariance (ANCOVA) invented by Ronald Fisher is appropriate when the subjects in two or more groups are found to differ significantly on a pre-test or other initial variable. In this case, the effects of the pre-test and/or other relevant variables are adjusted and the resulting adjusted means of the post-test scores are computed.

The chi-square represented with a symbol X^2 , is employed to test the difference between an actual sample and another hypothetical sample of previously established distribution. The chi-square test is used in comparing actually observed proportions in a study with proportions in a study with proportions expected. The chi-square enables us to decide whether there is a relationship or deviation between occurrences. This is done by comparing the obtained frequencies, thereby determining the probability of their being different or not. Chi-square can be used for one-sample case, two or more sample cases.

In a study where a questionnaire is used as the study instrument using the Likert five point scale of strongly agree, agree, neutral (undecided), disagree and strongly disagree, these five point scale could be compressed to three categories of agree, neutral and disagree. In dealing with two or more sample cases in chi-square, the same formula is used, but the major difference is the methods of determining the expected frequencies and the number of degrees of freedom.

It is important to note that only few examples of inferential statistics are briefly discussed. There are many more.

ACTIVITY II

1. Explain the difference between inferential and descriptive statistics
2. Give examples of inferential statistics
3. What is the difference between t-test and Analysis of Variance (ANOVA) statistics?
4. Under what condition would you use Analysis of Covariance (ANCOVA)?
5. When is it appropriate to use chi-square?

DATA GATHERING

There are two means of gathering data and these are:

- Routine collection from a source
- Data generation through surveys and experiments.

Data abstracted from a source are called secondary data as the researchers are usually not responsible for the original design and collection of the data. The data generation processes in such cases are usually established for specific purposes for which the investigation or researcher intends to use the data (Bangboye, Lucas, Agbeja, Adewale, Ogunleye and Fawole, 2006). In medicine for example such routine sources include the census, vital registration systems, institutions such as health facilities, schools or armed forces, and disease notification systems such as the cancer registries. The problems of timeliness, relevance, incompleteness and inaccuracies are associated with data from routine sources.

Data from surveys or experiment are planned studies to collect information relevant to specific objectives, including testing of specific hypothesis. The students from the Humanities and the Social Sciences, Public Health, Law and Education are most likely to be involved in carrying out surveys while students from Agriculture, Physical and Biological Sciences, Basic Medical, Pharmacy and Clinical Medicine are most likely to be involved in conducting experiments.

Types of Data

There are two types of data. These are qualitative and quantitative data.

Qualitative Data

Qualitative data occurs when the observation fall into separate distinct categories with no notion of numerical magnitude. Qualitative data are measured on nominal or ordinal scales which are inherently discrete i.e. finite number of possible categories into which each observation may fall. Examples are:

- Examination result: pass or fail
- Colour of school uniform: brown, white, green, multi-colour
- Gender: male, female
- Religion: Christian, Islamic and traditional

In the ordinal scale of measurements, an ordering exists as the mutually exclusive categories are graded. Examples are:

- Level of educational qualification: Teachers Grade II, NCE, B.Sc(Ed)/B.A(Ed), Masters, Ph.D
- Socio-economic status: Low, Middle, High
- School location: Urban, Semi-urban and Rural

Data culled on these scales are known as categorical data.

Quantitative Data

In quantitative data the notion of numerical magnitude i.e. values are expressed in numbers and in some cases the units of measurements are well known. They have all the features of normal and ordinal scales but are measured on at least the interval scale. Examples include: students' scores in a school examination, and "temperatures of patients measured on either Celsius or Fahrenheit units" such scale has numerical magnitude, directions (interval) and an absolute or true zero.

The data on this scale of measurement are discrete if the measurements are integers assuming only whole numbers or counts. For example, number of students in a class, enrollment figure, purity and apgar score. On the other hand they are continuous if the measurements can take on any value, usually within some range in a continuum. Examples of such are: Students' score in mathematics test is discrete variable while wait skin fold thickness are continuous variables.

In historical research, the basic skills required of the researchers to analyze quantitative or symbolic material involve collecting, classifying ordering, synthesizing, evaluating and interpreting. (Cohen, Manion, Morrison, 2000).

Techniques and Instruments for Data Collection

There are many techniques of collecting data but the technique depends on the problem and type of data to be collected. According to Nworgu (1991) the collection of appropriate data in any research involves deliberate and planned efforts. He identified the following steps in data collection which an investigator could follow:

- Deciding on what data to collect and from where;
- Choosing an appropriate technique of data collection and identify the relevant instrument(s) to be used;
- Developing the validity and administering the instruments.

The techniques and instruments in data collection according to Cohen, Manion and Morrison (2000) include:

- Observation
- Questionnaire
- Interview

- Measuring scales (Likert, Thurstone, Guttinan)
- Accounts
- Test
- Personal constructs
- Multi-dimensional measurement
- Role-playing

A brief explanation of some of these techniques and instruments are given.

Observation

Observational data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations. It involves watching people, events, situations or phenomena and obtaining first hand information relating to particular aspects of such people, events, situations and phenomena (Nworgu, 1991). The researcher is given the opportunity to look at what is taking place in Situation rather than at second hand (Patton, 1990). This enables the researchers to understand the context of programmes to be open-ended and inductive to see things that might otherwise be unconsciously missed, to discover things that participants might freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews), and to access personal knowledge. However, human behaviour such as honesty can only be exhibited in a situation that demands the demonstration of honesty; thus, it is situation-based.

Types of Observation

There are many types of observation. Nworgu (1991) identified two observations as participant observation/non-participant observation. In participant observation, the observer is a member of the setting in which the observation is taking place. The observer may have been a long standing member of the setting or he may join the group for the main purpose of carrying out the observation. In the non-participants observation, the observer is not a member of the setting in which the observation is taking place. He observes the behaviour or event of others and is not involved in the behaviour being observed.

Cohen, Manion and Morrison (2000) said the kind of observations available to the researcher tie on a continuum from unstructured to structured, responsive to pre-ordinate.

A structured observation will already have its hypotheses decided and will use observational data to conform or refute these hypotheses.

An unstructured observation will be hypothesis-generating rather than hypothesis-testing. The semi-structured and unstructured observations will review observational data before suggesting an explanation for the phenomena being observed.

Advantages of Observation

Morrison (1993) argued that observation enable the researcher to gather data on:

- the physical setting (e.g. the physical environment and its organization)

- the human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance gender, class)
- the international setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.).
- the programme setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization).

Observation procedure helps to watch and describe behaviour the way it occurs in the natural setting. The method helps in recording what actually happened rather than people's opinion.

Disadvantages of observation method

The main disadvantages are:

- To use this method successfully, the observer must be highly skilled and unbiased.
- The present observation does not tell or give any detail about the past and future happenings.
- Realistically, observation tells nothing about people's real attitudes. Most human beings for example, pretend a lot and react to situations in different ways.

Guidelines in conducting observation:

- The observer should avoid interference with the setting in which the observation is taking place.
- A list (checklist or rating scale) of the relevant aspects of the situations to be observed should be made. The checklist assists the investigator to indicate those attributes that are present or absent in the setting while the rating scale assists further to indicate the degree or extent to which those attributes are present.
- To overcome Hawthorne effect, the observer may ignore the first two or three observations in that with time, the group returns to its normal behaviour having overcome the influence of the presence of the observer.

The Questionnaire

Questionnaire is the most common or frequently used method of data collection. Questionnaire could be used to obtain information on a number of issues such as the distribution of a group of people in terms of such factors as gender, state, qualification, age, socio-economic status, teaching experience etc. Questionnaire could serve to provide information for assessing certain situations such as the extent of availability of the school equipment or facilities in an educational zone or state or the extent of implementation of the continuous assessment in schools. With questionnaire, we can obtain data on the feelings and perceptions of a group of people toward certain things or issues such as attitudinal disposition toward professionalisation of teaching or their perception of the problems associated with examination malpractices in Nigeria, among others.

Types of Questionnaire

There are two major types of questionnaire namely the structured or fixed response questionnaire and the unstructured or open end questionnaire.

The structured or fixed response questionnaire

In a structured questionnaire, the respondent is restricted to some response options. A question is asked and a number of response options are supplied. From these, the respondent is expected to pick any one that best suits his/her response.

The open-end or unstructured questionnaire

Unlike structured questionnaire, in unstructured questionnaire no response options are provided for the respondents. Only questions pertinent to the problem are asked and the respondent is free to supply his response in his own words and in any manner he deems appropriate. Unstructured questionnaire is most appropriate where the researcher cannot predict what the subjects' responses could be.

Construction of questionnaire items

1. In constructing questionnaire items the following factors need be considered:
Identify the objectives or purpose the questionnaire is expected to accomplish.
2. writing of the items which will elicit the desired information from the subjects. In doing this, the following factors worth considering:
 - the characteristics of the sample e.g. educational level, socio-economic class, age, etc
 - the type of questionnaire format to adopt. Deciding on whether to use the restricted response format or the open-end format
 - the length of the questionnaire. It is generally advisable to have a questionnaire that is neither too short nor too long. Furthermore, in writing questionnaire items, the following points should be kept in mind:
 - each question should be clearly stated in the form very easy to understand. The spacing of the questionnaire items is done in a way that each question is immediately followed by the response
 - make sure that the answers you demand for a question are not long. Short responses are most suitable. At the same time do not ask questions that may lead the respondent to an answer
 - avoid questions that involve calculations. The researcher should ask questions that the respondent will easily react to rather than asking memory taking questions.
 - Where multiple choice questions are asked, viable alternatives for their answers should be provided
 - Questions asked should be straight forward and never ambiguous. Avoid questions that are pregnant with meanings.

Advantages of the questionnaire

The main advantages of using questionnaire as a research instrument are that:

- The questionnaire is less expensive when compared with the personal interview, although the large number of useful responses received may make it expensive through data analysis.
- The study samples are easily collected from a wider population.
- The bias of an interview is totally avoided.
- As the respondents are not asked to give instant answers to questions, much time will be taken to react to questions, or even go through necessary records before answering certain questions.

Disadvantages of Questionnaire

- There is usually a very poor response rate in Nigeria, most people feel very cold reacting to questionnaires, even the well read elites.
- Much time is wasted expecting completed questionnaires to be returned
- Bias may be introduced because it is only those interested in the topic that will actually respond to the questionnaire.
- Some people may fill in fictitious responses to please the researcher
- Since there is no one at hand to explain questions, many questions may be improperly answered and some questions not responded to.

Interview

Interview involves eliciting information from the respondent through some verbal interaction between him and the researcher. To conduct an interview requires a great deal of skill in communication technique.

There are two types of interview:

- Face-to-face
- Telephone

Purposes of the Interview

The purposes of the interview are many and varied. They are to:

- Evaluate or assess a person in some respect;
- Select or promote an employee;
- Effect therapeutic change, as in the psychiatric interview
- Test or develop hypotheses;
- Gather data as in surveys or experimental situations;

- Sample respondents opinions, as in doorstep interview;

Guideline for conducting a good Interview

- Rapport between the interviewer and the interviewee should be established before the interview begins.
- Provide some context in each question to avoid wrong interpretation of questions.
- Probe response further by interviewee further for more details.
- Avoid the use of leading questions i.e. those that tend to suggest answers

Characteristics features of an Interview

- Verbal interaction between the interviewer and the interviewee
- Recorded responses
- Flexibility: interviewer can vary the interview as deem appropriate
- It provides a very useful and powerful means of collecting data on significant educational problems.
- It is possible for the interviewer to explain questions since it is a face to face interview.
- More information could be collected since the interviewee will devote more time to answer personal questions.
- There are some instances where only the interview can be used in data collections. For example, if the subjects are illistrates or children, they cannot be expected to complete questionnaire.
- It is flexible or acceptable to situation.
- There is possibility of good return in using interview.

Disadvantages of the Interview

- Great magnitude of data reduction because of coding
- Typically, interview has limited number of respondents who can be reached
- Overall reliability could be quite limited
- Limited emphasis on writing
- It is time consuming to conducting an interview
- Conducting an interview demands a lot of skill on the part of the researcher
- Variation across different interview situations do affect the responses obtained
- Inter-interviewer variability may occur when more than one interview is used in a single study.

ACTIVITY III

1. Mention the data gathering instruments
2. How useful are the following in data gathering?
(i) Observation (ii) Questionnaire (iii) Interview
3. Discuss the advantages of questionnaire over interview and observation

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