LOCAL COMMUNITY CONTRIBUTIONS TOWARDS

THE DEVELOPMENT OF SECONDARY EDUCATION

IN IMO STATE OF NIGERIA

By

Hope Gloria Ngozi Osuji

A thesis presented to the Department of Educational Studies in partial fulfilment of the requirements for the degree of Doctor of Philosophy

University of Surrey

November 1989
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
</tr>
<tr>
<td>Abstract</td>
</tr>
<tr>
<td>Acknowledgement</td>
</tr>
<tr>
<td>List of Tables</td>
</tr>
<tr>
<td>List of Maps</td>
</tr>
<tr>
<td>List of Figures</td>
</tr>
<tr>
<td>List of Appendices</td>
</tr>
<tr>
<td>Definition of Terms Used</td>
</tr>
</tbody>
</table>

**CHAPTER 1 - INTRODUCTION**

Background to the Study | 1

Initial Attitude of the People towards Western Education | 2

Early Beginnings of Western Education 1842-1900 | 4

Period of Well-Defined Partnership in Education 1900-1959 | 8

Period of Political Independence to the End of the Civil War 1960-1969 | 26

Nigerian Civil War 1967-1970 | 30

Post War Period and State Take-over of Schools 1970-1979 | 33

  Primary Stage | 37

  Secondary Education | 42

  Technological & Technical Education | 43

The Present Situation 1979 to date | 46

The Problem | 51

The Purpose of the Study | 53

The Significance of the Study | 54
The Hypotheses

CHAPTER 2 - THE STUDY AREA

Location

Imo State

Size

Population

Behaviour Patterns

Social and Political Organisation

The Economic Resource Base

Development of Western Education in Igboland, Imo State

Interdenominational Rivalry between the C.M.S. and R.C.M.

Establishment of Secondary Education in Igboland

Expansion of Secondary Education in the Eastern Region

Expansion of Secondary Education in East Central State

Expansion of Secondary Education in Imo State

State of Education as at the Beginning of 1984

CHAPTER 3 - SOME CONSIDERATIONS OF COMMUNITY EDUCATION

Definition of Community

Organisation of the Age-Grade System

Community Education in some African Countries:

Sierra-Leone

Tanzania

Kenya
Method of Distribution of the Questionnaires and Data Collection 201

Data Collection 201

Data Analysis 202

CHAPTER 5 - ANALYSIS AND INTERPRETATION OF DATA 209

Analysis and Interpretation of Data 209

The Curriculum Objective Argument 242

Summary of Findings 254

CHAPTER 6 - DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS 257

DISCUSSION ON THE FINDINGS 257

Establishment of Schools up to 1970 257

Local Community, Government and Voluntary Agency Contributions before 1970 258

The Contributions of Community and Government Before and After the Take-over of Schools 259

Relevance of the Curriculum to Local Occupations and Needs 260

Differences in Opinion between Adults' and Students' Responses with regard to the Relevance of the Curriculum in Achievement of Educational Objectives 263

Histograms of Differences in Opinion between Adults' and Students' Responses with regard to the Relevance of the Curriculum 264

Relationship between Attitude to Contribution and Enrolment 283

Why Communities continue to Contribute to Secondary Education 285

Contribution Strategies Adopted by the Communities in Imo State 288
RECOMMENDATIONS

1. Involvement of Others in Funding Secondary Education 303

2. Increasing Government's Area of Responsibility 304

3. Realisation of our Educational Needs 305
   (a) Budget 305
   (b) Curriculum 307
      (i) The Naturalistic Model of Curriculum Planning 308
      (ii) Levels of Control in Curriculum Planning 310
      (iii) An Environmental Approach to Curriculum Planning 329
   (c) Personnel 335

4. The Technical and Vocational Education Initiative in Britain 337

5. Use of Better Qualified Teachers 337

6. Inspection and Supervision 338

7. Guidance and Counselling 339

8. Alternative Avenues of Economic Benefit 340

9. Decongestion of Urban Schools 340

10. Increased Community Participation in School Affairs 341

Conclusion 346

Suggested Areas for Further Research 357

Bibliography 358

Appendices 375
THESIS ABSTRACT

LOCAL COMMUNITY CONTRIBUTIONS TOWARDS THE DEVELOPMENT OF SECONDARY EDUCATION IN IMO STATE OF NIGERIA

by

HOPE GLORIA NGOZI OSUJI

This investigation set out to determine the level of Local Community contributions towards the development of secondary education in Imo State. It also set out to find out whether the derived gains with regard to the satisfaction of community needs are commensurate with the input into secondary education by the community.

Twelve (12) hypotheses were tested to arrive at the decisions.

Ten schools from each Educational Zone were randomly chosen for the investigation, giving a total of fifty (50) schools.

The respondents for each school consisted of the principal, two teachers, two parents, two town union or community leaders, two final year students and the Eze (Traditional ruler) of that particular school community.
The instrument of questionnaire as well as information from the Ministry of Education formed the basis of data collection. Structured interview questions were also used.

It was found that in the establishment of schools, the Voluntary Agencies exceeded the government and the Local Communities. In the case of funding of the secondary schools before the government take-over of schools in 1970, it was found that the three bodies, the community, the government and the Voluntary Agencies contributed equally. The Analysis of Variance technique was used to test the difference.

It was also found that there was no significant difference in the community contributions before and after the war; the same applied to that of the government, but in both instances, community contributions surpassed that of the government. In these cases the $x^2$ test was used to test the differences in contribution.

With regard to the relevance of the curriculum to community needs it was found that despite the government's effort to satisfy the different needs and aspirations of the people, theoretical education still prevails, thus providing no solution to the unemployment problem. The 'Student-t' test was used to identify significant differences in the opinions of adults and students with regard to the relevance of the curriculum in the achievement of educational objectives. Significant differences were found in
the areas of employment, ability to acquire local culture and crafts, spiritual development, acquisition of high morals, discipline, ability to go for further education and ability to think objectively. Histograms were used to show the differences clearly. In spite of this, parents are still enthusiastic about secondary education in that they still contribute towards the establishment of new schools and are still keen on sending their children to school.

It was therefore recommended that:–

1. Government should allow other bodies such as the voluntary agencies, individuals and other interested groups to be involved in the development of secondary education to reduce the costs borne by the community and the government.

2. The government should increase its areas of involvement in secondary education development.

3. The government should see that budgeting and curriculum planning should involve representatives of all interested groups in secondary education.

4. Artisans and people skilled in the local crafts should be incorporated in the School-Community Relations workshops by the government to train the crux of the new breed of teachers.
5. Workshops, seminars and in-service training should be organised by the government for serving teachers at minimal costs to the teachers.

6. The government should ensure that the least qualification for teachers in the secondary schools be the Nigerian Certificate in Education (N.C.E.).

7. Government should ensure that guidance and counselling services be provided in schools to advise the students about vocational choice.

8. The people should consider alternative avenues of economic investments such as small scale industries, to absorb both secondary school drop-outs and graduates without jobs.

9. Specification of aims and objectives should be shared at four levels of the educational system. General aims by the Federal government, specific aims by the State government, general objectives by the local communities and specific objectives by the school.

10. Measures to improve curriculum design are also suggested.
11. The government should organise a carefully planned, coordinated and long-term investment in both community and educational welfare to avoid spirals of educational deprivation.
ACKNOWLEDGEMENT

The author is grateful to Professor N A Nwagwu, The Provost of Alvan Ikoku College of Education, Owerri, Imo State, Nigeria, for permission to register for the course and also for the part he played as a professional senior colleague, adviser and resource person.

The writer also uses this medium to express her deep appreciation of the time and effort put in by her Local Supervisor Dr S O Igwe, Head, Department of Educational Foundations and Administration A.I.C.E. Owerri, to patiently read through the drafts of the project, as well as act as a resource person.

A world of gratitude goes to Dr S A Amajirimw, Head, Department of Teacher Education, A.I.C.E. Owerri for his advice and very useful suggestions, and for his readiness to help whenever approached, and to Dr O N Arukwe for his assistance when it was needed.

The author is most grateful to Dr J Hobrough and Mr Ian Jones, her Overseas supervisors in the Department of Educational Studies, for their promptness in replying to her letters and going through the work and making helpful suggestions. Their kindness and hospitality whenever she visited the University must not go unmentioned. Dr Hobrough especially helped me considerably to improve this work in the final stages. The author also extends
her gratitude to Dr M Pope of the same Department who out of her kindness and sheer willingness to help, managed to squeeze time out of her busy schedule to have a look at the project whenever approached.

Much gratitude is due to my Research Assistants Mr Innocent Ohaneku, Mr Cornelius Osumune, Mr Ohaeri Okoro and especially to Mr D E Okorafor who spent his money and time to help in the distribution and collection of the questionnaires in Aba Zone.

Gratitude is also extended to the Principals whose staff and students also helped in the distribution, completion and collection of the questionnaires in their various communities.

The writer is indebted to Esther Ada, Njoku and Dr Okwuoma Abanobi who helped in the typing of the initial drafts; and to her brother Mr Moses Amaechi for all his encouragement and the numerous ways in which he helped towards the completion of this project.

The author is also most grateful to Mrs Caryl Horwood for producing the final copy of the thesis, and for all the services she rendered which were outside the bargain.
Finally, my unfathomable and inexpressible gratitude goes to my husband Dr Alexander Iwuozo Osuji for being a very kind, understanding and loving husband in ways too numerous to mention, and to my parents and my children for their incessant prayers.

To God be all the Glory and Praise.
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ownership of Primary Schools as at the Eve of Amalgamation in 1914 in the South of Nigeria</td>
<td>12</td>
</tr>
<tr>
<td>1b</td>
<td>Ownership of Secondary Schools as at the Eve of Amalgamation in 1914 in the South of Nigeria</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Primary Education Establishments in the South of Nigeria as at 1929</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>Secondary Education Establishments in the South of Nigeria as at 1929</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Training Establishments in the South of Nigeria as at 1929</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Assisted and Unassisted Primary Schools and Enrolment in Southern Nigeria 1929 and 1936</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Enrolment in Primary Grade I - Projected and Actual Figures in 1976-77</td>
<td>39</td>
</tr>
<tr>
<td>7</td>
<td>The Comparative Population Figures and Population Densities of Nigerian States for Selected Years</td>
<td>40</td>
</tr>
<tr>
<td>7b</td>
<td>The Comparative Size of Nigerian States</td>
<td>62</td>
</tr>
<tr>
<td>8</td>
<td>Secondary Schools in Eastern Nigeria, 1929</td>
<td>92</td>
</tr>
<tr>
<td>9</td>
<td>Establishment of Secondary Schools in Southern Nigeria. Number of Secondary Schools in Southern Nigeria 1859-1914</td>
<td>93</td>
</tr>
<tr>
<td>10</td>
<td>Ownership, Number and Enrolment of Secondary Schools in Eastern Nigeria from 1956 to 1959</td>
<td>97</td>
</tr>
<tr>
<td>11</td>
<td>Secondary Education in Eastern Nigeria 1961-1965 Number and Enrolment</td>
<td>99</td>
</tr>
<tr>
<td>13</td>
<td>Summary of Imo State Post-Primary Schools Statistics 1976/77 – 1984/85</td>
<td>106</td>
</tr>
<tr>
<td>14</td>
<td>Contributions of the State Government, Local Government and Parents in Funding Secondary Education 1983/84 session.</td>
<td>108</td>
</tr>
<tr>
<td>Page</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>15</td>
<td>Contributions of the Federal and State Governments in Funding Education in Imo State 1978/79 to 1983</td>
<td>112</td>
</tr>
<tr>
<td>16</td>
<td>Educational Funding Emphasis over 100 years</td>
<td>113</td>
</tr>
<tr>
<td>17</td>
<td>Schools per Zone and Sample Size</td>
<td>196</td>
</tr>
<tr>
<td>18</td>
<td>Establishment of Secondary Schools by Communities, Government and Voluntary Agencies as of 1970</td>
<td>211</td>
</tr>
<tr>
<td>19</td>
<td>Financial Contributions of the Government, Communities and Voluntary Agencies</td>
<td>213</td>
</tr>
<tr>
<td>20</td>
<td>Analysis of Variance to Show Difference in Hypothesis 2</td>
<td>214</td>
</tr>
<tr>
<td>21</td>
<td>Anova Summary</td>
<td>214</td>
</tr>
<tr>
<td>22a</td>
<td>Government and Community Contributions Before Government Take-over of Schools</td>
<td>217</td>
</tr>
<tr>
<td>22b</td>
<td>Difference Between Community and Government Contributions Before Government Take-over of Schools</td>
<td>218</td>
</tr>
<tr>
<td>23a</td>
<td>Contributions of the Local Community and Government in the Development of Schools in Imo State</td>
<td>220</td>
</tr>
<tr>
<td>23b</td>
<td>Difference in Contributions</td>
<td>221</td>
</tr>
<tr>
<td>23c</td>
<td>Contributions of the Local Community and Government with regard to the Schools used in the Study</td>
<td>223</td>
</tr>
<tr>
<td>23d</td>
<td>Difference in Contributions</td>
<td>224</td>
</tr>
<tr>
<td>24a</td>
<td>Contributions of the Local Community Before and After the Government Take-over of Schools</td>
<td>226</td>
</tr>
<tr>
<td>24b</td>
<td>Difference Between the Contributions</td>
<td>227</td>
</tr>
<tr>
<td>25</td>
<td>Government Contributions Before and After the Government Take-over of Schools</td>
<td>229</td>
</tr>
<tr>
<td>25b</td>
<td>Difference in Contributions</td>
<td>230</td>
</tr>
<tr>
<td>26</td>
<td>Showing Relevance of the Curriculum in terms of Local Crafts, Occupations and Needs - Parents View</td>
<td>232</td>
</tr>
<tr>
<td>26b</td>
<td>Showing Relevance of the Curriculum in terms of Local Crafts, Occupations and Needs - Students View</td>
<td>234</td>
</tr>
<tr>
<td>27a</td>
<td>Showing Relevance of the Curriculum to the Acquisition of Psychomotor Skills - Parents View</td>
<td>236</td>
</tr>
<tr>
<td>27b</td>
<td>Showing Relevance of the Curriculum to the Acquisition of Psychomotor Skills - Students View</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>28a</td>
<td>Showing Relevance of the Secondary School Curriculum to the Acquisition of Cognitive Skills - Parents View</td>
<td>238</td>
</tr>
<tr>
<td>28b</td>
<td>Showing Relevance of the Curriculum to the Acquisition of Cognitive Skills - Students View</td>
<td>239</td>
</tr>
<tr>
<td>29a</td>
<td>Showing Relevance of the Curriculum to the Acquisition of Affective Skills - Parents View</td>
<td>240</td>
</tr>
<tr>
<td>29b</td>
<td>Showing Relevance of the Curriculum to the Acquisition of Affective Skills - Students View</td>
<td>241</td>
</tr>
<tr>
<td>30</td>
<td>Secondary School Enrolment in Imo State from 1976/77 - 1986/87</td>
<td>250</td>
</tr>
<tr>
<td>31</td>
<td>Showing Parental Attitude in Sending their Children to Secondary Schools</td>
<td>252</td>
</tr>
</tbody>
</table>
# LIST OF MAPS

<table>
<thead>
<tr>
<th>MAP</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nigeria as Two Regions</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Nigeria as Three Regions</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Nigeria as Twelve States</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>Map of Nigeria showing the Nineteen (19) States</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>Map of Imo State</td>
<td>61</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

FIGURES

1. The Two Paradigms of Research
2. The Classical Model of Curriculum Planning
3. Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Employment
4. Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Local Culture and Crafts
5. Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Spiritual Development
6. Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to High Moral Values
7. Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Discipline
8. Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Further Education
9. Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Objective Thinking
10. A Schematic Diagram of the Main Components of the Naturalistic Model
11. Recommended Levels of Control in Curriculum Planning
12. Recommended Approaches for the Achievement of Community and Individual Educational Objectives
13. Diagram Depicting an Environmental Approach to Curriculum Planning
14. The Attainment-Resources Model
15. The Provision-Performance Model
16. The Provision-Performance Model as a Spiral of Educational Deprivation
17. A Composite Attainment-Resources/Provision-Performance Model
# LIST OF APPENDICES

## APPENDIX

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>List of Schools Used</td>
<td>375</td>
</tr>
<tr>
<td>2A</td>
<td>The Questionnaire</td>
<td>379</td>
</tr>
<tr>
<td>2B</td>
<td>Students' Questionnaire</td>
<td>387</td>
</tr>
<tr>
<td>3</td>
<td>1980 Education Law</td>
<td>391</td>
</tr>
<tr>
<td>4</td>
<td>Functions of Boards of Governors of Post-Primary Schools or Institutions</td>
<td>397</td>
</tr>
<tr>
<td>5</td>
<td>Map Showing Educational Zones of Imo State</td>
<td>400</td>
</tr>
<tr>
<td>6</td>
<td>Using the 'Student-t' test to Determine Significant Difference in the Opinions of Adults and Students</td>
<td>401</td>
</tr>
</tbody>
</table>
# Definition of Terms Used

1. **A.L.C.** - Assumed Local Contribution

2. **C.M.S.** - This means Church Missionary Society

3. **Community Development** - This is the process by which the people themselves are united with those of the governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation to enable them to contribute fully to national progress.

4. **Community Education** - This is the process of adapting community skills into pedagogical forms. In other words designing meaningful work-experience curriculum which would be integrated with formal education in order to produce literate, knowledgeable and self-reliant individuals.

5. **Community School** - This means a school with a meaningful work-experience curriculum which would be integrated with the formal education in order to produce literate, knowledgeable and self-reliant individuals, and at the same time involves the members of the locality in the establishment, administration and management of the school.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Eze</td>
<td>This is an Ibo word which means Traditional ruler or Paramount chief.</td>
<td></td>
</tr>
<tr>
<td>7. Ibini Ukpabi/Chukwu</td>
<td>This is the name of the Oracle of the Aros called Long-Juju by the British.</td>
<td></td>
</tr>
<tr>
<td>8. Local Community/Traditional Community</td>
<td>This type of community is made up of a group of people living together in the same place, with common values and history bound together by multiple economic, social, religious and kingship ties, descended from people who also lived in that place.</td>
<td></td>
</tr>
<tr>
<td>9. Ofo</td>
<td>This represents the lineage staff of authority among the Ibos.</td>
<td></td>
</tr>
<tr>
<td>10. Ofogori</td>
<td>This is an Ibo word for a useless unprogressive individual.</td>
<td></td>
</tr>
<tr>
<td>11. R.C.M.</td>
<td>This stands for Roman Catholic Mission.</td>
<td></td>
</tr>
<tr>
<td>12. Secondary Schools</td>
<td>Secondary Schools as are referred to in this work include only Secondary Grammar, Commercial, Technical and Comprehensive Schools as opposed to pure commercial and technical schools. In each of the cases</td>
<td></td>
</tr>
</tbody>
</table>
used, academic subjects and subjects from these other areas are taught.


14. **U.P.E.** - Universal Primary Education.


16. **W.M.S.** - This stands for Wesleyan Methodist Mission.
BACKGROUND TO THE STUDY

The education that is indigenous to the area called Imo State in particular, and in fact to the South of Nigeria, is the Traditional education.

Secondary education as referred to in this work is in relation to Western Education.

Community contribution to Secondary education, vis-a-vis community education, all emerged as a result of the introduction of Western Education to the country.

The first chapter of this work will therefore give a general view of the advent of Western Education, with special reference to the Southern part of Nigeria in general and Imo State in particular.

It is in the course of the tracing of this history that the involvement of the different groups in education, and in Secondary education in particular, will be revealed.
INITIAL ATTITUDE OF THE PEOPLE TOWARDS WESTERN EDUCATION

Imo State is right in the heart of the Southern section of Nigeria, which according to history was the area that embraced Western Education when it was first introduced into the country by the missionaries in the second half of the last century.

The Ibos, the ethnic group occupying the area now known as Imo State, are a very dynamic group of people. They like change especially when that change brings financial rewards and fame with it.

Initially it was the slaves that were sent to schools as "the experimental guinea pigs". When it was realised that they learnt the white man's language and could read and write, qualities which elevated them to posts of clerks and interpreters, the kings and the wealthy became very keen on Western Education and started sending their children to school. Ekechi (1971: 2) narrated how Jonas, a liberated slave, impressed King Obi Ossai of Abo with his eloquence and apparent erudition and made him exclaim, "You must stop with me; you must teach me and my people. The white people can go up the river without you: they may leave you here until they return, or until other people come."

As time went on, more people realised the importance of the acquisition of an academic certificate. Even at the primary level at the time, it earned one a passport to higher social status
through salaried employment. It was also associated with great personal achievement. More people in this area therefore sent their children and wards to school. Education then became the means for the rich to retain their status in the society, and for the poor the only hope to climb up the social ladder and improve on their economic status. The spirit of competition and rivalry which is very rife among the Ibos moved from individuals to compounds, to kindreds, villages, clans and towns. Soon the existing schools were no longer adequate to accommodate the large number of pupils who sought admission. Communities under the supervision of the missionaries started building schools to accommodate their own children. Children from poorer communities would trek as many as twenty miles on foot to attend primary schools. It was therefore a mark of prestige for individual communities to own their own schools.

The building of schools to them was a very lucrative and prestigious project because not only would their neighbours stop bragging for them but also their children could get salaried employment in the school premises either as teachers or as labourers/auxiliary staff.

As part of the background to the study, we shall briefly examine the different stages and situations through which the educational system of the country has passed.
The first experience of Western Education was given to Nigerians as early as the fifteenth century. This was by the Portuguese merchant adventurers who regarded education as of basic importance to the spread of Christianity. The trans-atlantic slave-trade which became very popular in the sixteenth and seventeenth centuries displaced the former legitimate trades in tobacco, guns and gun powder, clothing etc. Western Education which was gaining root in the few trading centres also disappeared with the legitimate trading centres. No educational impact was therefore made on the people living in the interior of the country.

The next group that came were the explorers, the colonialists and the missionaries. Among the missionaries, those of the Wesleyan Methodist Mission who arrived in Badagry on the 24th September 1842 in the persons of Rev Thomas Birch Freeman and Mr and Mrs de Groft were the first to come, followed by those of the Church Missionary Society (CMS). The members of the CMS were Samuel Crowther, a Yoruba rescued by a British naval vessel from a slave-trading ship, Mr Townsend and Rev C.A. Golmer. The missionaries soon opened up churches and schools.

Soon missionaries of other denominations arrived and they all started opening missions and schools in the different parts of Southern Nigeria. For almost fifty years the entire educational provision was dependent upon the efforts of the Christian missions.
and their home churches, donations from individuals and Sunday collections, with material and labour being provided by the natives.

Until 1877, apart from passing an Ordinance in 1822 to govern education in all West African territories and a visit in 1864-5 by Commissioner Ord to examine the state of education in the territories, neither the local nor the Imperial government made any provision for education which they thought was not necessary.

Certain suppositions have been made to explain this attitude:

1. "That during the first half of the nineteenth century the role of the British government in the affairs of the Nigerian coast was that of an impartial guardian solely interested in exterminating the foul trade in slaves and in encouraging legitimate trade" (Anene 1966: 28).

2. Another was that "the colonial administration was in fact transplanting what had become an established educational policy and practice in Britain" (Adesina 1977: 6). This was based on the fact that it was only in 1833 that the first grant in aid of education, which also marked the beginning in England of state intervention in public education, was given in the sum of £20,000 to assist British Societies to build more schools. This attitude was adopted in Britain because state intervention would undermine the monopoly of the church and also encourage popular education or education for the masses which the upper classes very much opposed.
This stance could also be said to have been adopted by them in Nigeria because, for some of the colonialists, the natives were only good as hewers of wood and drawers of water. Besides, despite the fact that they had other priorities such as eradication of the slave trade by the establishment of legitimate trade, they were also busy "building roads, filling up swamps, staking the river banks, building prisons, hospitals, barracks and powder magazines" (Adesina 1977: 6). These duties did not leave them enough time and funds for education which they thought was not necessary.

In 1877, the Lagos administration made a grant of £200 to each of the three missionary societies involved in education in the colony which was also administered as part of the Gold Coast colony - the Church Missionary Society (CMS), the Wesleyan Methodist Society (WMS) and the Roman Catholic Mission (RCM). This was the first time government contributed towards education.

Following the complaints and criticism of the traders and the government regarding the narrow, shallow and extremely religious education given to the natives, an Ordinance was passed in 1882 for the Promotion and Assistance of Education in the Gold Coast Colony. This was the first legislation applied to the colony of Lagos which aimed at the control of education by Government. The Ordinance like the British Education Act of 1844 stipulated that a Board of Education be established consisting of the Governor, the members of the Executive Council and four nominated members. The
general Board was authorised to set up local Boards to advise the general Board on "conditions under which grants were made to schools" (Lewis 1975: 27). This was to see if the conditions were being maintained and also on the opening of government schools. This Ordinance led to the system of grants-in-aid which was given to schools with good organisation and discipline. Special grants were also made on the basis of numbers enrolled and the results of examination.

The 1882 Education Ordinance could also be based on the 1844 and 1870 Education Acts of Britain, and was introduced into a country with dissimilar cultural, economic and political circumstances. This made it a failure. It brought to light Government's intention to control the development and growth of schools in the Lagos settlement and its environs.

In 1886 the Colony and protectorate of Lagos was administered separately from the Gold Coast (now Ghana). Its own Ordinance then became a necessity and was therefore enacted in 1887. This was the first purely Nigerian Ordinance. The Ordinance stipulated that "a Board of Education be established and it was to consist of the Governor, the Inspector of Schools and four other members nominated by the Governor to serve for not more than three years, that the schools at all times be open for inspection by the Inspector, the Sub-Inspector or any member of the Board" (Adesina 1977: 10).
The Ordinance also stated that the Board should use the money at its disposal to assist schools and to institute scholarships. To be more specific, scholarships of £10 per annum for poor children to enable them to attend secondary schools were provided under this Ordinance. It also laid down the criteria for the award of grants to schools, and therefore introduced the system of partnership in education.

PERIOD OF WELL-DEFINED PARTNERSHIP IN EDUCATION - 1900-1959

Since the study is dealing with Imo State, a state in the Southern part of Nigeria, the educational discussions here will deal mainly with issues related to the Southern areas. Besides, a number of factors did not make for enough education activities of the Western type to take place in the Northern part of Nigeria at the time.

The first of these factors was the geographical location of the Northern part. The missionaries came from the coast and naturally their first contact was with the coastal regions. At that time also movement into the hinterland was difficult due to lack of adequate roads and suitable means of transport. Also they did not have enough men and resources to embark on large scale evangelisation, so they decided to fortify the areas already within their control.
The other hindrance was the religious factor. Unlike in the Southern part where there was no established religion or type of formal schooling, the Northern part had been under the influence of the Muslim religion, culture and schooling since the nineteenth century. According to Phillipson (1948: 22) and Lewis (1975: 29) "there were 19,073 Qur'anic/koranic schools by 1913 with an attendance of 143,312". The Emirs were therefore very reluctant to receive the Christian Missionaries who brought a type of religion, culture and schooling that were completely different from the established traditional one.

Finally, when Lord Lugard was the Governor of the Northern region, he adopted a restrictionist policy which prohibited the Christian Missionaries from carrying their missionary activities into the Muslim North. This was because the Emirs had accepted colonisation or protection by Britain on the condition that the Christian Missionaries did not operate in their area. This was in order not to risk their children deviating from the accepted religious beliefs and traditional ways of life.

It was in the Southern section therefore that much of the activity dealing with Western education took place. The situation is evidenced in Sir Hugh Clifford's statement when he was addressing the Nigerian Legislative Council in 1920 and he noted that "after two decades of British occupation, the Northern provinces have not yet produced a single native of these provinces who is sufficiently educated to enable him to fill the most minor

The first positive action of the Government in relation to education in Eastern Nigeria was its taking over of the Boys' High School at Bonny in 1900, opened earlier in 1898 by the CMS, but "the proclamation of the Protectorate of Southern Nigeria in 1900 marked the beginning of increased missionary activities" (Igwe 1977: 176).

The missions were asked to submit their schools for inspection and thus qualify for grants-in-aid under a provisional code which took effect in 1902. "The first inspection was held that year" (Taiwo 1982: 30). In 1903 an Education Department was established for administrative purposes for the Southern provinces. It revised the criteria governing the award of grants-in-aid to the missions to ensure controlled expansion and high standards. More stringent conditions were introduced for schools to qualify for grants-in-aid. This was not necessarily by a genuine desire for high standards, but because of scarcity of funds. Whatever the intention, school standards were improved. The factors to be taken into consideration before grants were given to schools were payment by results, tone of the school, state of buildings and equipment efficiency and qualifications of the teachers, as well as the non-profit outlook of the school and adequate records.
In 1906 the Colony and Protectorate of Southern Nigeria was formed by an amalgamation of the Colony and Protectorate of Lagos and Protectorate of Southern Nigeria. An Education Ordinance for the new territory was introduced in 1908, creating provincial Boards of Education for the three component parts into which the Southern Region was divided. For administrative purposes it was split into three provinces, the Western, Eastern and Central.

MAP 1

NIGERIA AS TWO REGIONS

- 11 -
Between 1903 and 1905 only one mission school in fact received grants-in-aid. On the eve of amalgamation, although governmental interest in education had been on a steady increase, particularly at the primary level, a lot of the educational burden was still being shouldered by the Voluntary Agencies and the communities served by the school; for example Table 1 below shows the number of schools owned by the government and those of the Voluntary Agencies at the time. The Voluntary Agency institutions far surpassed that of the government.

Table 1

<table>
<thead>
<tr>
<th>AUTHORITY</th>
<th>NUMBER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>55</td>
<td>146</td>
</tr>
<tr>
<td>Voluntary Agency</td>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>

Table 1b

<table>
<thead>
<tr>
<th>AUTHORITY</th>
<th>NUMBER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Mission</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Statistics from Adesina 1977: 13

In addition the combined enrolment of the Government and assisted schools was 15,716 while enrolment in the unassisted schools came to 26,000 pupils in the primary schools. At this time, local
communities contributed heavily financially and materially in developing the different categories of schools that existed. In fact, it was known that where the local community could not afford to maintain the schools, especially the CMS schools, the schools were closed down. However, the most important achievement in the period 1842-1914 was the establishment of the dual mandate for the development of education in Southern Nigeria. Lord Lugard's dual mandate was "... to develop the abounding wealth of the tropical regions of the earth for the benefit of mankind and at the same time to safeguard the material rights of the natives, and to promote their material and moral progress" (Nicolson 1969: 17).

As there was unhealthy rivalry among the missions in the South, it became necessary for the government to show more presence. The government therefore not only provided schools but also made laws "for the operation of schools and the regulation of missionary activities in the field of education" (Ogunsola 1974: 13).

Lord Lugard formulated a policy in the 1916 Code, in which he stated that non-assisted mission schools were to be encouraged to transfer to the assisted list, provided they conformed to the policies and principles laid down by the government. To bring more schools into the assisted list, the odious principle of payment by results was removed, but other conditions such as tone, discipline, organisation, adequacy and efficiency of staff, sanitation and the quality of class work as well as the result of periodical examinations were retained. The relaxing of the
conditions resulted in some increase in the number of assisted schools from "91 in 1912 to 167 in 1917" (Nduka 1964: 33).

One would imagine that this would have lessened the financial burden on the local communities. There was instead a proliferation of illegal schools which did not have to meet the standards set by the government since they were not aided. These were established in order to accommodate the increasing number of those who wanted education.

A very important move was made by the British Government in 1919 when it decided to assess its own educational responsibility, and define directions that educational development in the colonies should take. Before this time, a Miss Caroline Phelps-Stokes, an American philanthropist, had established a fund in 1911. The object of the fund was for educating the black people both in Africa and the United States. It had therefore sponsored two commissions, one in 1920-21 to West Africa and the other in 1924 to East and Central Africa, the object of which was to study race relations and problems of native education in Africa. To be more specific, Wilson (1963: 37) had stated that according to the will, "among the objects of the trust should be research and publication for educational purposes in the education of Negroes both in Africa and the United States".

The two Commissions sent in a Report which condemned the wholesale transfer of educational practices in Europe and America, and the
classical type of education which the missionaries gave the Africans. Insinuating that the fact that it worked in Europe did not mean that it would work also in Africa. The Report advocated the adaptation of education to the needs of the individual and community. It proposed the development of education along vocational and agricultural lines, and the establishment of farm demonstration schools. The Report of the Commissions was described by Fafunwa (1974: 120) as "An important educational document which constitutes a significant turning point in African education".

The British Government was therefore influenced by the Report. This Report therefore gave birth to the 1925 Memorandum developed by a group under the name of "Advisory Committee on Education for the Colonies". This group was appointed by the colonial administration to advise the Secretary of State for the colonies on any matters of native education, and "to assist him in advancing the progress of education in British Tropical Africa" (Adesina 1977: 23).

The 1925 Memorandum on Education in the British Colonial Territories set out the principles on which the educational systems of these places were founded. The Phelps-Stokes Reports and the 1925 Memorandum culminated in the 1926 Education Ordinance. This Ordinance according to history laid the foundation of Nigeria's educational system, and remained a reference source until the eve of political independence. The
Ordinance emphasised six major areas:

a) "Expansion of the educational system within the financial limits of the colonial administration.

b) Registration of teachers, which marked the beginning of teachers' unionism and eventual formation of the Nigerian Union of Teachers.

c) Government's control of establishment of new schools and closure of poorly administered ones.

d) Establishment of Board of Education.

e) Appointment of Supervisors for Voluntary Agency schools (hitherto school inspection was carried out by government inspectors only). The system of dual inspectorate took effect from 1927.

f) New systems of grants-in-aid by which schools were categorised into A, B, C, the level of efficiency in each category determining how much grants-in-aid the school would receive, and a minimum rate of salaries for teachers in assisted schools."


The government was, however, responsible for the salaries and other expenses incurred by the Voluntary Agency inspectors (Hilliard 1957: 168-170).

The period of 1926 to 1927 was one of relative importance due to financial prosperity which also boosted educational progress.
After the amalgamation of Northern and Southern Nigeria in 1914, the Northern and Southern Education Departments were not amalgamated until 1929. Mr. E.R.J. Hussey was then appointed the first Director General of Education of Nigeria. The posts of government visiting and supervising teachers were also created.

Educational establishment statistics in the South as at 1929 were as follows:

**Table 2**

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Native Administration</th>
<th>Private or Mission Assisted</th>
<th>Unassisted Private &amp; Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools</td>
<td>49</td>
<td>6</td>
<td>269</td>
<td>2,440</td>
</tr>
<tr>
<td>Average Attendance</td>
<td>9649 boys &amp; 1000 girls</td>
<td>36,780 boys 10,080 girls</td>
<td>72,250 boys 8,874 girls</td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from Ukeje 1966: 22.

**Table 3**

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Mission (Assisted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Attendance</td>
<td>39 girls in Queens College, 142 boys in Kings College</td>
<td>442 boys and 11 girls</td>
</tr>
</tbody>
</table>

Statistics Adapted from Ukeje 1966: 62.
Table 4

TEACHER TRAINING ESTABLISHMENTS IN THE SOUTH OF NIGERIA AS AT 1929

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Voluntary Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools</td>
<td>4 (Ibadan, Umuahia, Warri, Buea)</td>
<td>Number not available</td>
</tr>
<tr>
<td>No. on Roll</td>
<td>90 all male</td>
<td>390 boys and 41 girls</td>
</tr>
</tbody>
</table>

Source: Taiwo 1982: 76

From the above tables it is very clear that although the first government school was opened in Bonny in 1900, as at 1929, Government's impact in the field of secondary education and teacher training was still very negligible. Even at the primary level the government and native administration schools form 2.3 per cent of the completely mission and private schools. Also there was no increase in government schools from 1914 to 1929. It must be mentioned that although most of these schools were called Mission schools, in most cases, the members of the community built those schools and handed them over to the particular missions to which they were affiliated. Another point to be taken note of here is the small number of girls in the institutions. In the native custom, girls were only meant to be taught domestic duties that would enable them to be good wives and raise a good family. Any education that was complex, whether Traditional or Western, was for the boys who would be the future providers or caretakers of the home. Western Education taught the natives that girls
could also be educated and that educated girls make even better housewives and mothers.

In the 1930's, educational expansion and the efficiency of the schools were greatly affected by the slump in international trade which resulted in the economic depression at the time. The situation was however alleviated through the increased vigour and activities with which the Voluntary Agencies entered the educational scene. The co-operation of the Local Communities also helped in no small measure.

The economic depression of the 1930's became manifest in Nigeria about 1933. This was because it was then that the prices of the local community export commodities such as palm oil and palm kernel fell. Funds were in short supply and therefore salaries of workers, the majority of whom were teachers, were slashed. However, the employed were still better off than the unemployed financially. The educated ones were the employed ones. At this time of economic stringency and food scarcity, the people of Eastern Nigeria, especially the Ibos, realised the many useful facts of education. It not only gave one the opportunity to acquire the white man's superior intelligence, it also provided financial security at all times.

This type of experience induced a pioneer Nigerian Nationalist, Mazi Mbonu Ojike, to confess that:
"It was then that I began to look at education as a commodity that does not fall in price" (Ojike 1946: 74)

This trend of thought was in the minds of many of the Southerners and people did all they could to send their children to school as a type of investment for the future and for the dreary weather. The result of this attitude was an increase in the number of schools and an explosion of enrolment at both primary and secondary levels, despite the economic situation.

This is illustrated below.

Table 5

ASSISTED AND UNASSISTED PRIMARY SCHOOLS AND ENROLMENT IN SOUTHERN NIGERIA 1929 AND 1936

<table>
<thead>
<tr>
<th>Year</th>
<th>Eastern Group of provinces</th>
<th>The Entire Southern Protectorate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Schools</td>
<td>Enrolment</td>
</tr>
<tr>
<td></td>
<td>Assisted</td>
<td>Unassisted</td>
</tr>
<tr>
<td>1929</td>
<td>122</td>
<td>1,574</td>
</tr>
<tr>
<td>1936</td>
<td>143</td>
<td>1,826</td>
</tr>
</tbody>
</table>

Source: Igwe 1977: 212

From the above figures in 1936, 45.3 per cent of the assisted schools and 67.4 per cent of the unassisted schools out of the entire Southern protectorate were from the East alone. In
enrolment also the East alone had an enrolment percentage of 52.4 and 68.6 for both the assisted and unassisted schools out of the whole Southern protectorate. These show very clearly the degree of enthusiasm towards education that was exhibited by the Easterners (mainly Ibos) at the time.

By 1940 the economic depression had come to its worst. The effect on education caused considerable concern, especially in the Southern Provinces. Here the demand for education continued to rise; more teachers, more infrastructures and materials were then required, but there were no funds to provide all these. There were no funds to pay teachers their full salaries let alone more increments. "In February 1939 the year before, the Board of Education for the Colony and Protectorate of Southern Nigeria had unanimously passed a resolution, in which the attention of Government was drawn to the pressing need for the further expansion of educational facilities in Nigeria" (Taiwo 1982: 84). The missions even expressed the fear of leaving the educational arena if things did not improve.

Due to the severe restrictions which financial exigencies placed on the scope and scale of government assistance, the Governor applied to the Secretary of State on 18th November 1940 for an allocation of £26,000 from the Colonial Development Fund. In his reply, the Secretary agreed to consider the application on the
condition that the Governor provided a systematic plan of
development in stages over a period of years, including plans for
controlling educational expansion. In compliance with this
condition, the 1944 ten-year educational plan was drawn up. This
plan related to the needs of the country as a whole and covered
various issues. The Education Ordinance of 1948, which was the
first education legislation covering the whole country, was based
on the 1944 ten-year educational plan and the Memorandum on
Educational Policy in Nigeria.

Within this period under discussion many commissions were set up.
The intention was to prepare Nigerians towards self-government.
What actually happened in effect was exactly the opposite.

The clamour for education by the people resulted in establishment
of more schools, lack of adequate number of trained teachers and a
lowering of standards. Most of the teachers who only had the
first eight years of education from the missionaries gave back to
the people the only thing they knew. So while the educational
policies and the Commissions and Reports stressed shaping
education to satisfy the needs of the people, training more
teachers and curtailing the number of schools, the opposite was
happening. Who wanted to be African? Every educated person had
to be English in thought, word and deed. Therefore with the
monitorial system flourishing, and with the keen competition going
on among villages, and among denominations, schools were opened
indiscriminately, and since there was no insistence on using
MAP 2
NIGERIA AS THREE REGIONS

NORTHERN
WESTERN
EASTERN
trained staff, teachers were in abundance and they only regurgitated what they learnt from their colonial teachers which was anything but African in content.

The inability of the Government to provide the corresponding financial assistance to these schools made them realise that with the increasing educational expansion, there should be a great need and advantage for local participation. Mr. Phillipson, later Sir Sydney, was asked by the Government to devise a system for granting financial assistance to Voluntary Agency Schools. The new system he devised was designated "Assumed Local Contribution" (A.L.C.), by which the poorest areas should get the greatest amount of Government assistance. It made the cost of education be shared in a fixed proportion between Government and the Local Communities, taking into consideration the economic standing of the various communities.

The 1951 Constitution, which resulted in the 1954 Constitution (Lyttleton Constitution) after its amendment, instituted regionalisation and gave regional ministers power to supervise education in the regions as well as control in the areas of primary and secondary education. The regions, North, East, West and the Federal Territory of Lagos capital, into which the country was then divided, accepted the task with great determination.

"Each voted almost 40 per cent of the regional revenue to education" (Taiwo 1974: 183). Each formulated policies and
enacted laws; as is evident in the 1954 Education Law of Western Region, 1956 Education Law of Eastern Region, 1956 Education Law of Northern Region and the 1957 Lagos Ordinance enacted by the Central Government. All these Reports helped to prepare Nigeria for an educationally independent nation. Having given power to the regions, on 17th January 1955 therefore the Western region introduced a scheme of universal primary education in which education would be free for all children in the region aged six on 1st January 1955 until they were twelve.

The Eastern region also followed suit and introduced the Universal Primary Education scheme in January 1957. It abolished fees in the primary school for all pupils attending and for all pupils eligible to attend these schools. Unfortunately the Government had previously in April 1956 abolished the educational rates. The burden of course was too great financially for the region. After one year therefore, the A.L.C. was reintroduced and only Infant Classes I and II were non-fee paying while standards I to VI were fee-paying. In 1959 the scheme was extended to standard II and later when the primary system was changed from 8 years to 6 years, the scheme then covered the first 3 years of elementary education.

By 1960, constitutional provisions had been made spelling out the roles of the Central and Regional Governments. With regard to higher education, Government was in total control. With regard to primary and secondary education, Government remained in financial partnership with the Voluntary Agencies and private proprietors.
Government also supervised the overall administration and management of schools while the Voluntary Agencies were responsible for the day to day running of the schools and collection of the A.L.C.

PERIOD OF POLITICAL INDEPENDENCE TO THE END OF THE CIVIL WAR
1960-1969

At Independence, having laid the foundation preparatory to the training of the manpower that would take over the rein of government machinery of the country, her economy, diplomatic service and other services, Government's main preoccupation at this period was to ensure that high-level manpower was being produced. In pursuance of this, Government therefore embarked on the expansion of secondary schools by including the higher school and different types of secondary schools: such as modern schools, comprehensive schools and commercial schools which produced people needed to cope with the increase in the volume of trade and general industrial activity going on in the country at the time.

Local Education Authorities, Voluntary Agencies, Local Communities and individuals all engaged in the establishment and running of schools. Some established Day Schools and Evening Schools. Enrolment shot up from 135,434 in 1960 to 211,879 in 1963, in the primary school.
To further bridge the gap between literary education and vocational education, the Government opened comprehensive schools. The first comprehensive school experiment opened at Aiyetoro in 1963. "This was a project in which the Government, the United States Agency for International Development (U.S.A.I.D.) and Harvard University co-operated", (Ukeje 1986: 40). "It was heavily financed by the Ford Foundation and staffed with Americans and Nigerians" (Taiwo 1982: 140). It marked the first ever occasion of multi-agency control in secondary education in Nigeria, and introduced an international element into the administration of secondary education in Nigeria. The experiment was also carried out at Gborokiri Port-Harcourt in the East which unfortunately phased out with the civil war. Unfortunately the whole project collapsed due to the fact that the Nigerian mind had not yet been extricated from the bonds of colonial education which was literary and academically oriented and only led to prestigious professions. The artisans and technicians were always looked down on. But the comprehensive experiment involved the government in education beyond the mere provision of grants in aid.

Despite all these efforts to improve on the manpower aimed at developing the nation academically, and satisfying the needs of the people, many Nigerian educators and parents were still complaining about the lack of relevance of the Nigerian educational system in meeting the pressing economic, social and cultural needs of the nation. "It was claimed that even after five years of Nigeria's independence, the educational system of
the country was not only colonial, but more British than the British themselves; that is to say, the Nigerian schoolchildren were being educated to meet the needs of a foreign culture and were therefore better fit for export than for life in their own country" (Fafunwa, 1986: 25).

This dissatisfaction among academics and parents, followed by a survey of their opinions by Prof. Fafunwa in 1964 which confirmed the situation, eventually led to a National Curriculum Conference held in Lagos in September 1969. From the recommendations made in the conference, a national philosophy of education was evolved and recommendations on the control of public education in Nigeria made.

According to Taiwo (1982: 164), "The conference was a good ending to the educational activities of the decade and a worthy prelude to the decade of rehabilitation, reconstruction and national development." By this time, Nigeria had moved from Regional Administration to a twelve state structure in 1967. This division into states made more glaring the persistent problems of educational development and the fallacies of educational growth among the different geographical areas of the country.

The increasing participation of the government in the management of schools, colleges and universities made them pay more attention to the role of voluntary agencies in education with regard to planning.
MAP 3
NIGERIA AS TWELVE STATES
Within this period, the Civil War broke out on 6th July 1967 and lasted until January 1970.

THE NIGERIAN CIVIL WAR 1967-1970

Before going into the period 1970-1979 a brief account of what led to the civil war may be relevant here. This is considered necessary in order to put subsequent events into their proper perspective.

Nigeria gained her independence on 1st October 1960. At Nigerian Independence in 1960, Nigeria became a federation. The supposed nationalists took over the reins of power. Political parties which ensued were based on tribal rather than ideological interests which would be for the good of the nation. Separatism rather than unification of the country became the outcome. Rather than form one united front against foreign domination, tribal groups in the name of political parties were formed. The major tribes formed the different political parties with the minority groups attaching themselves at one time or another to any of the groups that won their sympathy. However the rift and the hatred and jealousy escalated to a pitch that resulted in two pogroms against the Ibos by the Northerners.

On 27th May, the Consultative Assembly (in the East) mandated Colonel Ojukwu "to declare, at the earliest practicable date,
Eastern Nigeria a free sovereign and independent state by the name and title of the Republic of Biafra" (Madiebo 1980: 93).

As a follow-up, Gowon announced a new constitution for Nigeria based upon the division of the existing four regions into twelve states. By this arrangement the Eastern Region was unilaterally split into three states: Rivers, East Central and South Eastern States.

Now with Ojukwu declaring Eastern Nigeria an independent sovereign state of Biafra on May 30th 1967 with himself as the Head of State, and Gowon insisting on having one unified Nigeria, with himself as the Head of State, the only outcome was the inevitable war which lasted for three years from 1967 to January 1970. With the outbreak of the war, all schools, colleges and universities, all educational institutions were closed down in the then Eastern Region which to the Federal Government then contained the three states of East Central, South Eastern and Rivers. In the case of the former East Central State "there was a complete halt in all educational activities" from July 1967 to January 1970 (East Central State of Nigeria. Three years after the civil war, Official Document No. 6 of 1974 p. 94).

In the South Eastern and Rivers States schools were re-opened at one time or another during this period. According to Igwe (1977: 592), "In the South Eastern State while the civil war was still
Map of Nigeria Showing the 19 States

- NIGER
- Kaduna
- Kano
- Katsina
- Bauchi
- Plateau
- Benue
- Cross River
- Anambra
- Imo
- Ondo
- Lagos
- Benin
- Sokoto
- Oyo
- Ogun
- Upper Volta
- Niger
- Kano
- Borno

Scale: 1:2,000,000

FCCTA = Federal Capital Territory, Abuja
on, the Federal Government re-opened some schools in areas occupied by its forces. The first batch were re-opened in April 1968. But the majority of the schools remained closed until the end of the civil war. In the Rivers State, by June 1969 a total of 361 of its 507 primary and 18 of its 28 secondary schools had re-opened. In the whole of the former Eastern Region therefore most of the period 1967-70 was one of very limited educational activities in some parts and none at all in others”.

POST WAR PERIOD AND STATE TAKE-OVER OF SCHOOLS 1970-1979

At the end of the civil war on 12th January 1970 the Federal Government embarked on considerable expansion at all levels and in all types of educational institutions.

The greatest damage was done in the East Central State from which Imo State was carved out in 1976 when the country was split into 19 States.

School, college and university buildings were either partially or completely destroyed. From 1970 most States in the Southern area enacted edicts promulgating a unified teaching service, state take-over of schools, establishment of School Boards and the abolition of the educational functions of the Local Authorities and the system of grants-in-aid. It is alleged that the Federal Military Government took over all Voluntary Agency schools as a punishment to the Missionary bodies for their assistance to Biafra
and also to slow down education in the South as their over­zealousness stemmed from being more educated than the rest of the country.

According to Igwe's (1977: 593) report of his interviews with some Church leaders, some of them argued that one of the reasons for the State take-over of their schools was the alleged support for the Biafran regime. He also reported that one of the Catholic Bishops among others expressed the view that -

"because the Catholic Mission was sympathetic to the suffering of the masses during the civil war, the Government believed that the humanitarian activities of the Church prolonged the civil war, and as a reprisal against the Church, its schools were taken over by the Government".

The author believes that the policy was decided on by the Federal Government to ensure that the missionaries had no hold on the people. Since they established most of the schools all over the Federation, it was only wise and proper that Government take-over of schools should be nationwide. On the other hand if the Federal Government had no ulterior motive, this policy would have obtained in the Nigerian section where the schools were not interrupted and then gradually been implemented in the war-ridden areas of the Eastern region. On the contrary, it was the East Central State that first took over schools. On 9th July 1970 the then East Central State Commissioner for Education, Dr. Magnus Adiele, had convened a meeting with the Voluntary Agencies and the private
proprietors acquainting them with the details of Government policy on the take-over of schools, and also according to him, "to pay them tribute for their historic contributions to the progress of education in this part of the country". (Ministry of Education, Enugu: Annual Report 1970, Official Document No. 9 of 1973: 3).

By January 1971, the East Central State Government promulgated its Public Education Edict 1970 (Edict No. 2 of 1971). By it, all primary and secondary schools and other educational institutions in the State were nationalised with effect from 26th May 1970.

It would be pretentious for one to say that the State take-over was just an ordinary national policy that would have been promulgated with or without the war having taken place. The Church's allegation has more going for it than otherwise.

This was supported by Ajayi (1982) when he expressed the view that on political grounds the schools take-over was spurred on by the support which the Missions gave the Biafrans during the civil war which generated a negative public attitude towards them. Adesina (1977) also confirms this possibility when he asserted that the Missions were accused of "using their educational institutions as platforms to propagate foreign ideologies and to condemn political and economic beliefs to which they did not subscribe".

Also according to Awoyemi (1984: 164) "Since the Missions were controlling almost 90 per cent of the secondary schools, it was therefore not wise for the Government to fold its arms and watch
the Missions diverting their loyalties, securities and belongingness to different voluntary bodies first and to the government later".

Some other reasons have also been given for the Government takeover of schools, such as:

(a) That the missionary education was intensely denominational with no central control of schools or central school laws.
(b) Lack of adequate teachers both in number and in qualification.
(c) No uniform condition of service for the teachers in the different denominational schools as was also confirmed by Adesina (1977) and Taiwo (1980).
(d) That the educational policies of the Missions were grossly inadequate for a developing country, and moreover did not reflect the needs of the society.
(e) According to Adesina (1977) since the assumption was that the Government was responsible for 95 per cent of the financial burden of secondary schools, (although he may be referring to the schools in the North) there was no reason why the Government should leave the control of education to the Missionary bodies.

The contention of the writer here is assuming that because of those later reasons the Government had it in mind to take over schools, the activities of the various Missionary bodies towards the Biafrans during the civil war accelerated the move.
However, the Nigerian Educational Council continued its deliberation on the curriculum development programme and produced the National Policy on Education of 1977.

Higher education had all along been the government's responsibility. A brief narration of the effects of Government take-over of schools on the other levels of the educational system will be given.

**Primary Stage**

At the end of the war, the Federal Military Government in addition to other reasons felt that it would have more control over the people if it controlled education. Therefore education at this stage was proposed to be used as an instrument of national unity, growth and development. In agreement with Article 26 of the Universal Declaration of Human Rights which asserts the right of everybody to education which shall be free at least in the elementary and primary stages, section 18 sub-section 3 of the Constitution of the Federal Republic of Nigeria 1979 accepts free, compulsory and universal primary education as one of the policies for educational emancipation and national cohesion.

As has been mentioned before, the UPE has been tried by the former Western and Eastern Regions in the fifties. The Western scheme proved more successful because of better finances and careful planning. That of the East failed after one year and later was
reduced to a first three years free primary education, because of excessive numbers, lack of proper planning and adequate finances. In 1974 concomitant with the acceptance of education as the basis for national unity, the Federal Military Government formally accepted Universal and Compulsory Primary Education as one of its policies. The scheme was launched on Monday 6th September 1976 by Lt. General Olusegun Obasanjo, the then Head of State. In addition to the use of the UPE as a source of social cohesion and national unity, the Government also intended that it should redress the educational imbalance between the States, tap the potential of every Nigerian for the general development of the country, increase our literate manpower, and bring about a united Nigerian culture as opposed to the diverse traditional cultures of the different ethnic groups. During implementation, despite all the efforts of the Government not to fail as did the previous State governments that tried it, the projected enrolment based on the faulty 1963 census was far below the actual enrolment by State in 1976/77 in Primary I. Besides, the fact that education was free made everybody, under-aged and over-aged children and adults, enrol in Primary I. Even drop-outs came back and re-registered in the upper classes. (Ocho 1986).

The overwhelming enrolment therefore knocked the Federal Military Government budget for the UPE completely overboard. As a result there was inadequacy of both human and material resources to see to the proper administration of the scheme.
### Table 6

**Enrolment in Primary Grade I**

**Projected and Actual Figures in 1976-77**

<table>
<thead>
<tr>
<th>State</th>
<th>Projected Enrolment ('000)</th>
<th>Actual Enrolment ('000)</th>
<th>Actual as % of Projected</th>
<th>Difference between Actual and Projected ('000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anambra</td>
<td>148.1</td>
<td>292.8</td>
<td>198</td>
<td>+144.7</td>
</tr>
<tr>
<td>Bauchi</td>
<td>100.1</td>
<td>102.9</td>
<td>103</td>
<td>+2.9</td>
</tr>
<tr>
<td>Bendel</td>
<td>101.3</td>
<td>174.4</td>
<td>172</td>
<td>+73.1</td>
</tr>
<tr>
<td>Benue</td>
<td>99.9</td>
<td>276.2</td>
<td>276</td>
<td>+176.3</td>
</tr>
<tr>
<td>Borno</td>
<td>123.4</td>
<td>88.2</td>
<td>71</td>
<td>-35.2</td>
</tr>
<tr>
<td>Cross River</td>
<td>143.2</td>
<td>233.9</td>
<td>163</td>
<td>+90.7</td>
</tr>
<tr>
<td>Gongola</td>
<td>107.3</td>
<td>112.7</td>
<td>105</td>
<td>+5.4</td>
</tr>
<tr>
<td>Imo</td>
<td>151.2</td>
<td>260.9</td>
<td>173</td>
<td>+109.7</td>
</tr>
<tr>
<td>Kaduna</td>
<td>168.8</td>
<td>281.1</td>
<td>167</td>
<td>+112.3</td>
</tr>
<tr>
<td>Kano</td>
<td>237.8</td>
<td>193.1</td>
<td>81</td>
<td>-44.7</td>
</tr>
<tr>
<td>Kwara</td>
<td>70.6</td>
<td>87.3</td>
<td>124</td>
<td>+16.7</td>
</tr>
<tr>
<td>Lagos</td>
<td>65.2</td>
<td>84.6</td>
<td>130</td>
<td>+19.4</td>
</tr>
<tr>
<td>Niger</td>
<td>49.3</td>
<td>72.3</td>
<td>147</td>
<td>+23.1</td>
</tr>
<tr>
<td>Ogun</td>
<td>63.9</td>
<td>75.6</td>
<td>118</td>
<td>+11.7</td>
</tr>
<tr>
<td>Ondo</td>
<td>112.4</td>
<td>112.6</td>
<td>100</td>
<td>+0.2</td>
</tr>
<tr>
<td>Oyo</td>
<td>214.4</td>
<td>198.9</td>
<td>93</td>
<td>-15.4</td>
</tr>
<tr>
<td>Plateau</td>
<td>83.4</td>
<td>171.3</td>
<td>205</td>
<td>+87.9</td>
</tr>
<tr>
<td>Rivers</td>
<td>70.8</td>
<td>94.6</td>
<td>136</td>
<td>+23.8</td>
</tr>
<tr>
<td>Sokoto</td>
<td>186.9</td>
<td>78.7</td>
<td>42</td>
<td>-108.2</td>
</tr>
</tbody>
</table>

**Nigeria**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,297.9</td>
<td>2,992.9</td>
<td>131</td>
<td>+694.4</td>
</tr>
</tbody>
</table>

Source: Adapted from Ocho (1986: 70) in Ukeje p. 56
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pop. (000)</td>
<td>R A</td>
<td>Pop. (000)</td>
<td>R A</td>
</tr>
<tr>
<td></td>
<td>Density (Km²)</td>
<td>K</td>
<td>Density (Km²)</td>
<td>K</td>
</tr>
<tr>
<td>Anambra</td>
<td>3051</td>
<td>7</td>
<td>318</td>
<td>3</td>
</tr>
<tr>
<td>Bauchi</td>
<td>2444</td>
<td>12</td>
<td>136</td>
<td>13</td>
</tr>
<tr>
<td>Bendel</td>
<td>2789</td>
<td>10</td>
<td>117</td>
<td>14</td>
</tr>
<tr>
<td>Benue</td>
<td>1837</td>
<td>16</td>
<td>96</td>
<td>15</td>
</tr>
<tr>
<td>Bornu</td>
<td>3229</td>
<td>6</td>
<td>290</td>
<td>5</td>
</tr>
<tr>
<td>Cross R.</td>
<td>2867</td>
<td>8</td>
<td>160</td>
<td>10</td>
</tr>
<tr>
<td>Gongola</td>
<td>2683</td>
<td>11</td>
<td>196</td>
<td>9</td>
</tr>
<tr>
<td>Imo</td>
<td>4069</td>
<td>4</td>
<td>467</td>
<td>2</td>
</tr>
<tr>
<td>Kaduna</td>
<td>4014</td>
<td>5</td>
<td>92</td>
<td>16</td>
</tr>
<tr>
<td>Kano</td>
<td>6074</td>
<td>1</td>
<td>228</td>
<td>6</td>
</tr>
<tr>
<td>Kwara</td>
<td>1275</td>
<td>18</td>
<td>28</td>
<td>19</td>
</tr>
<tr>
<td>Lagos</td>
<td>2127</td>
<td>13</td>
<td>963</td>
<td>1</td>
</tr>
<tr>
<td>Niger</td>
<td>1219</td>
<td>19</td>
<td>70</td>
<td>18</td>
</tr>
<tr>
<td>Ogun</td>
<td>1882</td>
<td>15</td>
<td>138</td>
<td>12</td>
</tr>
<tr>
<td>Ondo</td>
<td>2845</td>
<td>9</td>
<td>197</td>
<td>8</td>
</tr>
<tr>
<td>Oyo</td>
<td>5305</td>
<td>2</td>
<td>301</td>
<td>4</td>
</tr>
<tr>
<td>Plateau</td>
<td>1898</td>
<td>14</td>
<td>91</td>
<td>17</td>
</tr>
<tr>
<td>Rivers</td>
<td>1653</td>
<td>17</td>
<td>147</td>
<td>11</td>
</tr>
<tr>
<td>Sokoto</td>
<td>4409</td>
<td>3</td>
<td>214</td>
<td>7</td>
</tr>
<tr>
<td>Nigeria</td>
<td>55670</td>
<td>-</td>
<td>153</td>
<td>83979</td>
</tr>
</tbody>
</table>

From the figures shown in Table 6, on the column 'Difference between Actual and Projected in ('000)', one can see that of the nineteen States only 4 States - Borno, Kano, Oyo and Sokoto - had less than the projected figures. Three out of the four are the Northern States and are among the areas that Adesina (1977: 15) described as the predominantly Moslem emirates where the Lugardian principles mainly applied in the early years of introduction of Western education. As expected the areas with the higher number than was expected were the Ibo areas of Anambra and Imo. Benue scored highest with an additional 176.3 per thousand more than the projected figure. The reason may be because the people projecting the enrolment must have been deceived by the small population figure of Benue as can be seen in Table 7. In fact it ranked 16 out of 19 States in 1963 and 15 out of the 19 States in 1977. They may not also have taken into consideration the fact that it was one of the predominantly Christian areas that accepted Western Education in time. The relative difference between the projected and the actual enrolment in its case therefore must have been due to the fact that the projected number was lower than it should have been.

Oyo fell in with the four Northern States because in my opinion its figures were over-projected; for instance, Oyo ranks 4th in population density per km² and was given a projected enrolment of 214.4 per thousand while Imo that ranks second was given a projected enrolment of 151.2. However, education had always been
free in Oyo, so the change to UPE was nothing phenomenal as in the Eastern States.

However, the increase in number of enrolment was more in Benue, Anambra and Imo. As the last two states, especially Imo, were the states greatly devastated by the war economically, infrastructurally and even in manpower, there was a terrible struggle to meet the requirements. To add to the already very bad financial situation was the general inflation, which increased the cost of building materials and equipment and also the increase in teachers' salaries because of the Udoji Awards. Conditions were really bad especially in these two states. Anybody who had passed standard 6 (i.e. spent at least 8 years in the primary school) was recruited to 'teach' eager and willing children under all sorts of conditions. This was the situation in the primary section at this period. The Governments of the war-ridden areas of the South actually found it very hard to cope.

Secondary Education

After 1970 the Federal Military Government decided to take over all Voluntary Agency Secondary Schools. The Government of the then East Central State which was the heart of Biafra, the homeland of the Ibos, was the first to take over all primary, secondary and other educational institutions in the state under its Public Education Edict 1970 (Edict No. 2 of 1971). It took effect from 26th May 1970. The other Southern States which were
in the then Biafra, the Rivers State and the South-Eastern States, then followed suit but retrospectively from 1st September 1968 and 1st April 1973 respectively.

The Federal Government made its position with regard to education perfectly clear in the Federal Government policy statement published in the Daily Times of August 1972, page 17:

"The Supreme Military Council has decided that the Federal Government should henceforth assume full responsibility for higher education throughout the country, with the proviso that the status quo in respect of the existing Universities should be maintained.... It also decided that education, other than higher education, should become the concurrent responsibility of both the Federal and State Governments, and be transferred to the concurrent legislative list."

Besides this, the Federal Government Education Decree superceded all state education decrees. This was in order to have a harmonising effect on the state education efforts.

When the financial burden started weighing down on the government, it then decided as was stated in the National Policy on Education 1977, (Section 22.1) that:

"Government will take over all secondary schools as soon as possible; but schools take-over will be without prejudice to community involvement and participation. Many states have already taken over secondary schools under their jurisdiction
and states which have not yet taken them over will be encouraged to do so. Such states are in fact already exercising effective control over all secondary schools under them".

Technological and Technical Education

Technical education has been defined in the National Policy on Education (1981: 28) as "that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge". Despite the known and suggested reasons for the unpopularity of technical and technological education in Nigeria, such as:
(a) Its being meant for the academically unintelligent
(b) Low wages paid to them because of the rating
(c) Involvement of manual labour
(d) The belief that such skill could be learnt through mere apprenticeship, and most importantly that the colonial masters, whom they regarded as the epitome of civilisation and erudition, never did such menial jobs,
the need for technical education had all along been stressed by past Commissions and Reports but still the response had always been poor.

The expositions of the Ashby Report and the recent economic changes in the country after the civil war induced a change of attitude in the people and boosted government efforts in the
establishment of Technological Colleges. At the end of the civil war in 1970, the urgent need for reconstruction of roads, buildings, provision of a good network of communication and general infrastructure which were damaged during the war became very apparent, and government set up some Technical Colleges in an attempt to solve some of these problems. But by 1974 people like Ohikhena and Banjo were still stressing the irrelevance of the courses taught to the realities of technical and technological development in the country.

On the side of the people the rate of unemployment of well-qualified grammar school and university graduates since the past decade has made some of them realise the importance of technical education. Some now know that the type of education that gives one a job quicker, either by being employed by others or by oneself, is much better than any other type. People have now started sending their children to Technical Schools.

All said and done, Nigeria is still very far from being technologically developed. According to Aminu (1979), the most important asset of a nation is its total human resources, and technology will be meaningful only if it is seen to identify itself completely with the people.
In October 1979, the first civilian executive took office. This regime did not have the same enthusiastic approach towards the financing of education as the Military Government had. Because of the very bad economic situation in the country, brought about by the fall in prices of Nigerian crude oil abroad due to the oil glut, the Federal Government became very hard-pressed financially, the Nigerian economy being dependent mainly on the sale of petroleum abroad. She once again relinquished her responsibility of giving bulk sums for the financing of primary, secondary and teacher training institutions below the University. She continued however to be responsible for Federal Government Colleges, of which each state has at least two, and all Federal Universities. Before this time, from April 1979 until about the 1980/81 academic session, the Federal Government made an annual grant of N40 per pupil properly registered in the primary and secondary school system. The Federal Government also made money available for additional capital projects for the schools and the payment of salaries in Grade Two Teacher Training Colleges throughout the country, but from the 1980/81 academic session, the then civilian government stopped the two grants. From then on the states were expected to finance their educational programmes from their own resources and from the subsidy received from the Federal Government. The Federal Government distributed its account among the various governments as follows:
Federal Government - 55%
State Government - 34.5%
Local Government - 8%
Federal Capital Territory - 2.5%

Only 15% of the 34.5% for the states will be distributed among the 19 states for social development purposes as represented by primary school enrolment." (Ocho 1986: 73)

The UPE which was already set up created tremendous financial problems for most states, not only because of the reduced oil revenues, but also because there was a 31% greater enrolment than had been expected. As a result, the expected finance required for providing infrastructures and paying teachers' salaries was much higher than expected. The rise in cost of materials and teachers' salaries was much higher than expected. This was because of the increase in enrolment and also because of the sustained inflation of prices in the economy. This resulted from the continuing effects of the increase in oil prices during the boom years of 1973 and 1974 and the upward movement of salaries and wages by the Udoji Report.

When the Federal Executive Council set up the Implementation Committee for the National Policy on Education, in September 1977, to work out the modalities, the Committee also examined the UPE scheme as it was one of the programmes contained in the policy. The Committee submitted its recommendations to the Federal Commissioner for Education in October 1978. Concerning the UPE
implementation, they suggested that the financing of the UPE had
to be shared among the Federal, State, Local Governments and
Communities. (Federal Republic of Nigeria, Implementation
Committee for the National Policy on Education Blueprint 1978-79:
15).

Failing this, the only alternatives left for the State Governments
were:-

1. "To reintroduce payment of fees for some or all classes of
primary school
2. Impose education rates or other forms of taxes on the
citizens
3. Retire all teachers of 55 years and above and retrench all
unqualified teachers." (Ocho 1986: 74)

When the Federal Government found it impossible to finance the
running of all secondary schools, the Federal Government under the
civilian regime amended Section 22:1 in the National Policy on
Education 1981, to read

"Concerning the proprietorship of secondary schools,
Government welcomes the contribution of Voluntary Agencies,
Communities and private individuals in the establishment and
management of secondary schools alongside those provided by
the Federal and State Government."
With the number clamouring for education in Imo State, the State Government could not of course find enough funds to run the schools.

As a matter of fact, all the alternatives suggested above were adopted in Imo State. Having been given the go-ahead again to establish schools, communities and individuals once more embarked on establishment of schools. The politicians who knew the people's interest in education encouraged them more in order to win their votes in the impending election of 1983, and opened schools no matter the degree of adequacy.

The Roman Catholics thought that the time was ripe again for them to start requesting that their schools be handed back to them. The politicians made promises of eventual return of schools to the voluntary agencies and individual proprietors.

Levies of all sorts were introduced, Parent Teacher Associations levied members heavily for the development of schools. Also school fees, rates and taxes were collected for educational purposes.

This continued in Imo State until the Military took over power again in December 1983. Since then the zeal for the establishment of schools in Imo State, especially, seems to have died down. This is more so since the politicians who were using the opening of schools to curry favour and prepare grounds for winning their
votes were out of the scene. Also the government put a stop to the opening of more schools. However, parents and guardians are still bedevilled with payment of rates, levies, taxes, fees or whatever name the State may wish to give one type of contribution or another at any specific time, but all are paid only as specified and approved by the government.

With regard to this financial involvement of the people in education, the Federal Government still maintains its stand that it has "adopted education as an instrument par excellence for effecting national development ... that any existing contradictions, ambiguities and lack of uniformity in educational practices in the different parts of the Federation should be removed to ensure an even and orderly development of the country". (National Policy on Education 1981).

In other words, the government is still very much in administrative control of education of the country while the burden of financing the educational institutions below the universities still weighs very heavily on the people, especially in Imo State, one of the states where the demand far exceeds supply.
THE PROBLEM

Having given a brief outline history of the educational activities at the different stages of the nation's development, one may start wondering whether government's participation with regard to primary and secondary levels of education was more in terms of administration and control rather than financial.

Imo State is part of the areas of the country that accepted Western education from the early days, and is therefore one of the states that had contributed immensely towards the development of education.

Since the study deals with secondary education, the problems eminent in this study are as follows:-

1. Determining the extent of contributions of the various agencies which participated in secondary education development in the state - Government, Local Community and Voluntary Agency - with regard to financial and material resources, and therefore who actually owns the schools.

2. Secondly, people's interest in education, especially secondary education because of its strategic position in the educational system, together with the number from the UPE demanding secondary education has resulted in an enrolment explosion in the secondary sector. The inflation in the
country in addition to the economic depression resulting from the oil glut has even made the provision of adequate funds for the proper sustenance of the secondary sector, or any other sector for that matter, extremely difficult. The result is that with the state take-over of schools, the financial burden of running the schools has become heavier rather than lighter on the communities. The people have to contend with payment of all sorts of levies, taxes, rates, fees, etc. to support secondary education. The problem here is to determine whether or not the government should contribute more towards the development of the secondary schools, to alleviate the burden on the communities.

3. Thirdly, despite the volume of contributions which people make under very difficult economic conditions, some parents do not feel they gain enough economic or financial benefit out of training their children in the secondary school, that is for those whose education terminates at that stage. The point here is, those whose education stops at the secondary stage can neither employ themselves nor are they employable. The problem here is how to make the parents and the pupils benefit from the secondary sector to compensate for the heavy amount invested in it. Is it possible to gear the curriculum towards community needs, by making it more practically oriented so that the products can be independently employed on graduation?
4. In Nigeria today, it has gradually dawned on the people that secondary school graduates form a great percentage of the unemployed since the curricula have not prepared them to be independently employed. The problem here therefore is whether the government should invest more money towards the development of industries and trade rather than on secondary education, most of the people having acquired the basic education in the primary sector, to enable them to read and write.

THE PURPOSE OF STUDY

The purpose of the study therefore is to:

1. Determine the degree of contributions of the Government, the Voluntary Agencies and Local Communities in the development of secondary education in Imo State.

2. Determine whether the Government should involve bodies such as the Voluntary Agencies and individuals more in the establishment and development of schools, or increase its quota.

3. Verify whether the curriculum content of the community schools are geared towards the satisfaction of community needs by way of acquisition of relevant skills.
4. If necessary, suggest better alternatives to secondary education in terms of economic gains and satisfaction of community and individual needs.

SIGNIFICANCE OF THE STUDY

The secondary stage is a very important stage in the physical, mental, intellectual and social development of an individual. According to Ukeje (1966: 153) summarising the opinions of some contemporary psychologists, the secondary stage is said to be –

1. "a period of rapid growth and vigorous health;
2. a most critical period of growth with enormous problems and difficulties;
3. a period of social adjustment with increased social consciousness and the achievement of social poise, social tolerance, independence and freedom from extreme conformity;
4. it forms a transitional period between childhood and adulthood;
5. it is a period of vital intellectual activity with the development of critical thinking;
6. it is a period of genuine interest when the need is felt for a philosophy of life;
7. it is usually the time for vocational selection".

In addition to all these, secondary education occupies both the consumer and producer status. In other words, it consumes primary school products while the tertiary institutions consume secondary
school products. It is also a terminal education for most people. It therefore occupies a very important position in the educational system of the nation. Its position in Nigeria has become enhanced since the launching of the UPE in 1976 which resulted in an explosion in enrolments with its concomitant problems.

The need to establish more secondary schools has become more ardent especially in the states such as Imo which had all along accepted Western education and had established secondary schools with little consideration for the absorptive potentiality of the economy. Recently, despite all the volume of contributions to secondary education development which people have made under very difficult economic conditions, the dividend does not seem to be commensurate with the expenditure. The reason being that the graduates can neither be employed nor employ themselves. The academic and theoretical oriented curricula which they have been used to have not prepared them for practical jobs or to be fit for local farming. There is also the problem of either not being admitted into the University or lack of money to accept the admission.

The significance of the study therefore lies in the fact that with regard to the financing of secondary schools, it may make the government reconsider whether to put in more money to alleviate the suffering of the poor masses or to involve the Voluntary Agencies and private proprietors more in the running of schools.
The study may make the government and the curriculum planners realise the predicament of these secondary school graduates and plan for proper implementation of the 6-3-3-4 system through the provision of funds, personnel, infrastructure, equipment and other material resources.

It may motivate the government to consider ensuring that the neighbourhood schools emphasise that particular part of the curriculum which relates to the community, so that the graduates can be productively employed on leaving school.

Lastly, the outcome of the research may re-orientate the people's minds towards looking for other avenues of improving themselves and making a living instead of investing so much on secondary education, which so far, for those whose education terminated there, has not been beneficial.

HYPOTHESES

1. The Local Community, Government and Voluntary Agencies made equal contributions in the establishment of secondary schools at the time of government take-over of schools in 1970.
2. There will be no difference among the contributions of Government, the Local Community and the Voluntary Agencies in the development of secondary schools in the area now called Imo State, before the government take-over of schools (1960-1970).
3. There is no significant difference between government and community contributions to the development of secondary schools before the government take-over of schools.

4. There will be no significant difference between the contributions of community and government in the overall development of secondary schools in Imo State (1975-1985).

5. There is no significant difference between the Local Community contribution to the development of secondary schools before and after the government take-over of schools (1960-1970, and 1975-1985).

6. There is no significant difference between the government contributions to the development of secondary schools before and after the government take-over of schools.

7. The curriculum content of the secondary schools is not relevant to the needs of the society.

8. The curriculum content of the secondary schools is not relevant to the acquisition of psychomotor skills.

9. The curriculum content of the secondary schools is not relevant to the acquisition of cognitive skills.

10. The curriculum content of the secondary schools is not relevant to the acquisition of affective skills.

11. There is no relationship between actual secondary school enrolment and the attitude of parents towards contributing to the development of secondary education.

12. There is no relationship between actual secondary school enrolment and the attitude of parents towards sending their children to secondary schools.
CHAPTER 2

THE STUDY AREA

After the brief history of education of the country as presented in Chapter One, the present Chapter is about related aspects of Imo State, the study area, in relation to the rest of the Federal Republic of Nigeria.

LOCATION

The geographical entity called Nigeria occupies the area between longitude $2^\circ$ and $15^\circ$ East of the Meridian, and latitude $4^\circ$ and $14^\circ$ North of the Equator. It is bounded in the East by the Republic of Cameroun, in the North by the Niger Republic, in the West by the Republic of Benin and in the South by the Atlantic Ocean. The Nigerian Nation is a conglomeration of tribes of different languages and cultures.

On colonisation, the country with its natural division into the North and South by the rivers Niger and Benue, was administered as the Northern and Southern Protectorates.

Sir Frederick Lugard was the first High Commissioner for the Protectorate of Northern Nigeria. He had spent his time pacifying the territory and maintaining law and order. When he sensed the vehemence with which the Northern Emirs opposed Christianity and
Western Education, he advocated the policy of non-interference with the Mohammedan religion. Since Christianity went hand in hand with Western Education, the North did not have the privilege to acquire Western Education for quite some time. Lugard left Northern Nigeria in May 1906.

When Lord Lugard came back to Nigeria in 1912 as Governor of the Northern and Southern Protectorates, he discovered a lot of educational and developmental gap between the North and the South. He therefore did not hesitate to amalgamate the two areas of the North and South in 1914.

On amalgamation, he evolved one system of education for the whole country. He also formulated a policy for achieving the aims of the education system he proposed for the country.

With the vastness of the country, coupled with the multiplicity of water-tight ethnic groups, administration was too cumbersome and unwieldy. Under the 1954 Constitution, the country was divided into three regions, with Lagos as the capital, each region being made responsible for its educational affairs.

The political stance taken by the Nigerian nationalists turned the country into a dangerously tribalistic nation.

With enlightenment and increase in number of potential leaders, and also to eliminate bickering among tribes and allay the fear of
domination in the minor tribes, the country was further split into four regions.

Just before the civil war, 1967-1970, there was the need to divide the country into twelve states and subsequently into 19 states of which Imo State is one.

The maps of the different stages as shown on pages 11, 23, 29 and 32 are self-explanatory. Recently, it has been divided into 21 states. Katsina State from Kaduna State and Akwa-Ibom from Cross-River State have been added to the number of states.
### Table 7b

**THE COMPARATIVE SIZE OF NIGERIAN STATES**

<table>
<thead>
<tr>
<th>State</th>
<th>Area (sq.km.)</th>
<th>Area (%)</th>
<th>Rank Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anambra</td>
<td>9600.0</td>
<td>2.6</td>
<td>17</td>
</tr>
<tr>
<td>Bauchi</td>
<td>17926.0</td>
<td>4.9</td>
<td>8</td>
</tr>
<tr>
<td>Bendel</td>
<td>23875.5</td>
<td>6.6</td>
<td>4</td>
</tr>
<tr>
<td>Benue</td>
<td>19200.0</td>
<td>5.3</td>
<td>7</td>
</tr>
<tr>
<td>Borno</td>
<td>11144.0</td>
<td>3.1</td>
<td>16</td>
</tr>
<tr>
<td>Cross River</td>
<td>17865.6</td>
<td>4.9</td>
<td>9</td>
</tr>
<tr>
<td>Gongola</td>
<td>13664.0</td>
<td>3.8</td>
<td>13</td>
</tr>
<tr>
<td>Imo</td>
<td>8720.0</td>
<td>2.4</td>
<td>18</td>
</tr>
<tr>
<td>Kaduna</td>
<td>43372.8</td>
<td>11.9</td>
<td>2</td>
</tr>
<tr>
<td>Kano</td>
<td>26608.0</td>
<td>7.3</td>
<td>3</td>
</tr>
<tr>
<td>Kwara</td>
<td>45875.2</td>
<td>12.6</td>
<td>1</td>
</tr>
<tr>
<td>Lagos</td>
<td>2209.6</td>
<td>0.9</td>
<td>20</td>
</tr>
<tr>
<td>Niger</td>
<td>17344.0</td>
<td>4.8</td>
<td>11</td>
</tr>
<tr>
<td>Ogun</td>
<td>13600.0</td>
<td>3.7</td>
<td>14</td>
</tr>
<tr>
<td>Ondo</td>
<td>14400.0</td>
<td>4.0</td>
<td>12</td>
</tr>
<tr>
<td>Oyo</td>
<td>17600.0</td>
<td>4.8</td>
<td>10</td>
</tr>
<tr>
<td>Plateau</td>
<td>20800.0</td>
<td>5.6</td>
<td>5</td>
</tr>
<tr>
<td>Rivers</td>
<td>11212.8</td>
<td>3.0</td>
<td>15</td>
</tr>
<tr>
<td>Sokoto</td>
<td>20600.0</td>
<td>5.7</td>
<td>6</td>
</tr>
<tr>
<td><strong>Federal Capital Territory</strong></td>
<td><strong>8000.0</strong></td>
<td><strong>2.2</strong></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td><strong>NIGERIA</strong></td>
<td><strong>363617.5</strong></td>
<td><strong>100.0</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>

Decree number 12 of 1976 divided the country into 19 States on February 3, 1976. (Nigeria the basic facts, 1976: 16)

Imo State was then carved out of the former East-Central State which became split into Anambra State and Imo State. Imo State therefore shares its boundaries with the three states with which it formed the former Eastern Region of Nigeria, namely, Anambra on the North, the Cross River on the East and the Rivers on the South.

Size: Imo State has an area of 8,720 sq. km. which is only 2.4% of the total land area of Nigeria. It ranks 18th in order of size among the 19 States in the country (see Table 7b on page 62).

Population: Based on the 1963 Nigerian Census, Imo State has the fourth largest population in the country with 4,069,000 inhabitants, and the second largest population density with 467 persons per sq. km. (see Table 7 on page 40).

Imo State is occupied only by the ethnic group called Ibos or Igbos as the indigenes.

Even in Eastern Nigeria, the Ibos were the largest single ethnic group and occupied more than half the land mass of the region then.

The Ibos are found in Anambra, Rivers and Bendel States but the areas which make up what is often described as the Ibo-heartland -
Okigwe, Orlu, Owerri (except Awka in Anambra State) - are all in Imo State. It is said that the Ibos in other parts of the country did migrate from these areas mentioned. (Igwe 1977: 118).

**Behaviour patterns:** The Ibos, no matter where they are found, exhibit the same behavioural patterns. Therefore references can be drawn from quotations or remarks made about Ibos from any of the other states as well as Imo State. The Ibo man is highly dynamic, enterprising and likes always to be in the stream of progress. These qualities make the Ibos highly competitive, emulative, and sharpens the spirit of rivalry in them. As an individual, an Ibo is highly individualistic and proud. He attaches more importance to his personal achievement either academically or financially, than to that of the group to which he belongs. An indolent man is snubbed and not respected and is usually described in Ibo as "Ofogori" (a useless, unprogressive individual).

Therefore once the Ibos were conquered and subjugated by the British military force, they had no option but to accept the British rule. When the missionaries came and the Ibos discovered the advantages in what they had to offer, each group wanted the missionaries to come to them. Their spirit of rivalry and competition also pushed them into accepting Western Education as confirmed by Ekechi (1971: 7). "The Igbo spirit of competition, emulation and rivalry must be seen therefore as a significant force in the eventual bringing about of missionary penetration".
Ekechi (1971: 7) also quoting Crowther's observation states that: "From all I could gather by observation, the Ibos are very emulative as in other things, so it will be in book learning. Other towns will not rest satisfied until they have also learned the mystery of reading and writing, by which their neighbours may surpass or put them in the shade".

Thus in compliance with Crowther's observation the Ibos scrambled for and grabbed Western Education to their eventual aggrandisement and detriment: aggrandisement in that acquisition of Western Education earned them wealth, fame, importance and authority in the country before the civil war, and their detriment in that it is partly what has earned them the hatred of all the other ethnic groups in the country.

Besides their competitive and emulative qualities there are other behavioural patterns inherent in the Ibo tradition that led to the easy acceptance of Western Education.

Igwe (1977: 109) quoting Apter (1965) states that "modernisation is faster in societies with more elements of instrumentalism than in those with more emphasis on consumatory values". The instrumental society being one that sees human action in terms of its immediate practical result while the consumatory society evaluates an action in transcendental terms. The Ibos seem to fall into the earlier category.
Formerly in Iboland there were no established authority structures as obtained in the North and West. What obtained were just the village heads whose authority was nothing compared with the authority and power wielded by the Northern Emirs or the Yoruba Obas. This all stems from the fact that the Ibo man is very proud. He owes no obligation to anyone from whom he does not derive his livelihood. This even manifests itself in the form of greeting. The Hausas and Yorubas prostrate before their elders and kings, no matter what the age difference, but an Ibo boy will just stand straight and greet his father.

Recently some semblance of authority has been given to the Ibo traditional rulers. It was nearly diluted with the proliferation of the wealthy men who had got themselves installed as "chiefs" in their various villages.

It was then decided that the traditional rulers be called "Ezes" who have the mandate of authority of the people, while the chiefs would be just title holders. Due to this lack of constituted authority, no-one, unlike in the North, posed any hindrance to whoever wanted formal education at the time.

Also when the missionaries came, besides the traditional religion, there was no organised religion such as Islam as the Northerners and some Yorubas had. The Ibos therefore fell prey to this new religion which also brought with it the Western Education.
Another contributory factor was the desire for a decent means of livelihood. The land ownership in the state was on individual family basis and because of the density of population each individual's share was usually not enough to allow for shifting cultivation. Farming was usually at subsistent level.

According to Nwabuogu (1972) "some agronomic indicators point to the basic weaknesses in the traditional agricultural system: small acreage of cultivated land per head, excessive fragmentation of farmland, increasing density of landuse, over-cultivated or exhausted soils, and declining yields of products due to a lowering of soil fertility".

These natural circumstances in addition to their inherent characteristics forced the Ibos to seek to acquire Western Education as well as to become skilful traders and shrewd businessmen. Western Education offered a more decent, respected and powerful means of livelihood. Those who were financially and intellectually endowed therefore rushed for it. Also the fact that the land area was small compared with the population as was also noted by Stamp (1938), Harrison-Church (1965), Jesufu (1968) and Ojo (1968) forced the Ibos to migrate to all parts of the country and even beyond. (Nwabuogu 1972).

Prothero (1974: 27) confirms this when he says that "the Ibos were able to move easily to new areas because of more advanced educational opportunities which they enjoyed during the first half
of the present century, giving them advantages over other people in Nigeria).

To buttress the point that the Ibos are disliked because of their ambitious and progressive qualities, a typical Ibophobist once wrote,"for various reasons one could say that these non-Ibo groups did not like the Ibos very much because according to most of them, the Ibos were land grabbers, colonial masters, the controllers of administration, of the business life of their lands, and they were also quite selfish". (Amadi S. 1970).

In his personal opinion, the Ibos swarmed Idoma Division in Northern Nigeria and took over all the business in Otukpo market. They managed the primary schools, provided headmasters as well as teachers; they were the railway station masters, postmasters, spokesmen for the Roman Catholic and Methodist missions and literally monopolised the public and private life of the division. While the Ibo girls shunned the not-so-wealthy Idoma men, the Idoma girls married Ibo labourers, traders and teachers. (Amadi S. 1970).

These views expressed by a non-Ibo describe, in a nutshell, the position of the Ibos amongst their fellow Nigerians.

In summary, the Ibos have the habit of adapting very easily to any environment or situation and making the best out of it.
SOCIAL AND POLITICAL ORGANISATION

In Iboland the basic social unit is the family, made up of the father, mother/mothers and children. Following this is the patrilineage group made up of the blood relations of the father with their own families. Each family lives in its own compound but all the compounds or hamlets occupy a particular section of the land apart from another group of compounds or hamlets. A group of hamlets occupied by members of the same kindred then forms the village proper.

According to Floyd (1969: 56) quoting Jones, "in the sociological framework, the social structure of the village group is based on a theory of agnatic descent which regards each village group as a patri-clan, descendants of a common ancestor". Members of this village share a common village centre which forms a meeting point for ceremonial occasions. Usually churches, schools and market places are located round this area. A group of villages make up the clan. But the important fact here is that members of the same clan also have a remote common ancestry, cultural values, traditions and practices. The associating villages which make up the clan may share common markets, meeting places, ceremonies, streams and playgrounds.

In political organisation, the Ibos have been said to live in small village communities, often described as village 'democracies'. The political unit is the village group. Each
kindred or family group or lineage group has the oldest male members or the ancestral first son as its custodian of authority. His authority is symbolised by his lineage staff called the 'Ofo'. The ofo holders from each kindred together form the council of elders for the village and town on a larger scale.

As Anene (1966: 12-13) rightly stated: "Among the Ibo, religion, law, justice and politics were inextricably bound up. Law and custom were believed to have been handed down from the spirit world, from time immemorial, from ancestor to ancestor. The elders were fundamentally the representatives and mouthpiece of the ancestors. Their sacred staff of office, called the Ofo, symbolised the authority of the ancestors and was venerated as the embodiment of the supernatural world and all the spirits of the ancestors".

The elders only met to take important decisions regarding the clan or to settle a dispute either among individuals, families or kindreds. No-one is usually exempted from such meetings. Decisions are taken only by the elders. On arriving at a consensus all the elders confirm it by hitting one end of their Ofo on the ground as the English Judge does with his staff. After this, the decision taken is binding on every member of the group and deviation from this is believed to earn one the displeasure and vengeance of the gods and ancestors. This belief makes the Ibo traditional society a very disciplined one.
In summary, true to their character of being proud and independent, the Ibo communities are democracies in the sense that everyone participates in the government of the community. Their common belief and interest in mythical values and norms, common sacred places and ceremonies are more important unifying factors than the secular sanction of force. No doubt the introduction of warrant chiefs as the principal authorities among the Ibo by the British officials contributed substantially to the disintegration of traditional Ibo society. As Anene (1966: 1) rightly deduced: "It is a generally accepted thesis that when 'backward' peoples were suddenly confronted by a powerful modern state and were not given time to adjust themselves to the new situation, the peoples invariably lost their stability and became disorganised".

Another group of men that are highly respected in the Ibo tradition are the wealthy and strong. Initially, wealth was assessed in terms of how many wives one had, the size of his yam barn, the number of domestic animals he had, number of children and number of slaves.

The strength of a man was assessed from his performance during wrestling competitions and inter village or tribal wars. These men were also accorded high social status but they wielded no political authority. These days wealth is assessed in terms of financial affluence.
In carrying out social functions and developments there are such organisations as Town Improvement Unions, age groups in some Ibo communities, some titled men's societies and secret cults. These groups enforce sanctions only on their members.

THE ECONOMIC RESOURCE BASE

Before the coming of the Europeans into Nigeria, people were contented with the financial/economic situation as there was not much desire for material wealth.

Farming and trading were the main sources of wealth and even survival at that time. It is a matter of course anyway that families had their own lands from which they produced enough food to sustain themselves as well as sell the surplus. Basically agriculture was at the subsistence level. Everybody, no matter what his occupation, was a farmer. There were other occupations such as hunting, wine tapping, weaving, fishing, carving, pottery, blacksmithing, soothsaying, native healing, palm fruit cutting, etc. By involving himself in two or three of these occupations at a time virtually everyone managed to be contented.

The Ibos therefore regarded the European goods which trickled in occasionally as mere luxuries. The later rise in population and scarcity of farm land started producing a non-agricultural group. In agriculture the main concern of the man was yam cultivation. Other cash crops such as cocoyam, maize, cassava, beans,
vegetables and other subsidiary crops were the woman's business. As regards the palmfruit, the man's job was to cut it down, the processing was left to the women. The situation changed when it was realised that the sale of palm oil and kernel to the Europeans was good money-yielding business, and the sole means of purchasing the European goods which essentially made life more comfortable. With increase in population, paucity of soil texture and greater demand for European goods, the Ibos started migrating to other parts of the country in search of more wealth and suitable means of livelihood. Commenting on this Dike (1956: 23) observed that, "perhaps the most important factor conditioning Ibo history in the 19th century is land hunger. Yoruba-land occupying a greater area of land, has a smaller population. Hence the Ibos pressing against limited land resource had of necessity to seek other avenues of livelihood outside the tribal boundaries". Besides rushing for Western Education which could give one salaried jobs and social recognition, those who could not make it academically turned to other jobs such as trading, tailoring, welding, shoe-making, carpentry, blacksmithing, baking etc.

However, agricultural development in the state has been improved since the 1960s. The introduction of expanded government agricultural extension services, subsidy and credit schemes for palm oil, cocoa and rubber, and the introduction of community co-operative plantations, and the encouragement of the use of fertiliser through subsidised fertiliser sales, have helped a lot. Other aspects of development in agriculture are the introduction
of improved crop varieties, especially maize and rice, new methods of crop propagation in such crops as yam and cassava, and the popularisation of commercial poultry farming.

Besides all these efforts, Imo State is one of the oil producing States in Nigeria. In 1979, Imo State produced 6.17% of the total national oil production, compared with 53.08% of Bendel State, 28.74% of Rivers State and 11.6% of Cross River State. (West Africa 1980: 1642).

However, the principle of derivation in revenue-sharing arrangements of the Federal and State Governments has been replaced by other factors such as need, population and equality of development to be the guiding factors. (Phillips 1971).

In other words, the Federal Government has returned to the fiscal supremacy that used to be the case in 1948-1952, when funds allocated to the former Regions did not "closely approximate (their) proportionate contribution to the centrally-raised revenue" (Phillips 1971: 393).

The State therefore had to devise ways and means to make ends meet in terms of administering and managing its affairs, catering for its educational development and providing social services and essential amenities.
DEVELOPMENT OF WESTERN EDUCATION IN IGBOLAND – IMO STATE

The former East-Central State of Nigeria which has been split into Anambra and Imo States was the only state which consisted entirely of Ibos/Igbos. Other states with some Ibos in them are Rivers and Bendel States.

Therefore in tracing the development of Western Education in Igboland mention will be made of towns in the present Anambra State.

The first contact of the traders and missionaries with the Igbo people was in 1841 when they visited king Obi Ossai at Abo in Bendel State. At the end of their stay Crowther, who was one of the missionaries, had promised king Obi Ossai that he would establish a mission station at Abo, and also that he would send black teachers when they returned. When in 1854 king Ossai died, his two sons Aje and Chukwuma who were ruling as coadjutators did not make the climate conducive for missionary work. Therefore Crowther who did not want any conflicts with either of the two brothers, especially Aje, moved over to Onitsha which he and Dr. Baikie the trader discovered was a good commercial centre and occupied a strategic position. Besides, the king Akenzua of Onitsha and his people were very friendly.
According to Ekechi (1971: 8) Onitsha was considered so strategic and important by the missionaries that Crowther directed Reverend Taylor as follows: "The first and most important place to which your attention should be chiefly directed is Onitsha, which appears to be the high road to the heart of the Ibo nation".

Thus on Monday 27 July 1857 the first C.M.S. Church in Igboland was established. The time of the arrival of the missionaries coincided with the period when Onitsha was at war with her neighbours - most seriously with Ogidi, Abo, Obosi and Idda. The king of Onitsha on seeing what looked like an extra force grabbed the opportunity by welcoming the visitors, the more so to boost his position and if possible his military strength. On seeing this, the Ibo spirit of competition and rivalry was kindled in the neighbouring towns and they also demanded that these visitors should come to them. Thus, between 1870-1898 the missionaries exploited this open rivalry among the Ibo towns and penetrated into various Igbo districts.

The Roman Catholics came late and established their own mission in Onitsha in 1885. Since the Roman Catholics were also rivals to the C.M.S., they did everything to win more converts than the C.M.S. So there existed a situation where the missionaries were scrambling for the people and the people were also scrambling for the missionaries and the message they brought. The result was a spread of the Christian faith and schools in and around the towns surrounding Onitsha.
After the C.M.S. missionaries arrived and established stations at Onitsha in 1857, it took them about fifty years before they reached Owerri some 101 kilometres away to the north-east.

The town Owerri is the capital of Imo State. According to Ekechi (1971: 205), "the coming of the missionaries to Owerri marked the completion of the project to evangelise the Igbos".

When the C.M.S. missionaries got to Owerri, they felt there were no more major areas to invade and therefore concentrated on consolidation rather than expansion.

It is presumed that certain factors caused the delay of the movement of the missionaries from Onitsha to the Owerri axis. One of the factors was the very bad nature of the roads and the insecurity involved in travelling through very narrow bush paths, winding through thick forests harbouring dangerous animals.

Secondly, there was lack of funds and men for further expansion.

Thirdly, the C.M.S. and the Roman Catholics were so busy rivalling each other at Onitsha that it did not occur to any of them to explore new areas.

Another factor was the uncertainty of the attitude of the villagers towards them. Sometimes they were shunned, at others they frightened the people away, and on other occasions the
natives resisted their intrusion as is briefly narrated later in the Aro expedition.

Therefore the major factor that delayed missionary penetration into the interior at the initial stage was fear of insecurity. The natives were very hostile to intruders. The British traders who had come to the coasts of West Africa before the 20th century had carried on with their trade without the British occupying the area politically. The British Government soon realised "that to attain success, trade and political frontiers must march hand in hand" (Dike 1956: 205). Meanwhile the traders could no longer withhold their lust to explore the rich possibilities of lucrative trade lurking in the interior. Hence they forced their way through the creeks in armed boats and gradually subdued the natives. Between 1885 and 1900 the British forces subjugated and pacified Nigeria. According to Dike (1956: 218) "During these years, the impact of European industrialism, hitherto restricted to the Atlantic seaboard, rapidly spread to the tribal interior."

Another big obstacle which the British had to overcome before coming into the Igbo area was the Aros who were the commercial experts of the interior Igbo. The Aros saw the British intrusion as a threat to their position and they put up a very strong resistance against the invaders. Not only were the Aros very keen businessmen, they exploited the belief of the Ibos in an Oracle called Ibini Ukpabi/Chukwu whose abode was supposed to be in Aro Chukwu. The British called the Oracle the Long Juju. Aro town
was therefore a spiritual as well as a commercial centre for the Igbos. Because of the extraordinary powers arrogated to the Oracle and therefore to all Aros, they were a threat to both the British and their fellow Igbos alike.

Ralph Moor, the Consul, did not like the situation and therefore requested Colonial Government's authority to destroy the Oracle. Under the command of Lt. Colonel Montanaro of the British Royal Artillery, "four army columns moved to Aro Chukwu, advancing from Akwete, Oguta Elele and Owerri" (Anyabuik 1981: 55). So many reasons were given by different authors as to why the Aros were attacked. For instance, Ekechi (1971: 123) quoting Ayandele observed that "the Roman Catholics, of course, were not the only Christian mission invited to participate in the expedition; the Protestants were also invited. From the early planning stages Moor and the Presbyterians had arrived at the conclusion that the Aros should be dealt with in order to introduce Christianity into the hinterland". From this, one would agree that part of the reason for destroying the Long Juju was for the propagation of the Christian Faith. On his part Afigbo (1972) is of the view that the historic Aro expedition was neither prompted nor executed by any mission in order to blow up the Long Juju, which was said to be the citadel of Ibo religion, and impose Christianity on the Ibos as Ayandele (1966: 133) had suggested. Rather, Afigbo (1972: 95) attributes this erroneous idea to one Herbert Richmond Palmer whom he describes as "one of the proconsuls of colonial Nigeria who spun myths and legends with a wild and fascinating abandon".

- 79 -
Afigbo (1972: 105) rather seems to agree with Colonel Moorhouse who he said had easy access to the Archives of the Southern Provinces and who said that the expedition was carried out in order to break down the trade monopoly of the Aros far more than any missionary influence.

This to my mind seems to be a more acceptable reason, because in all frontiers of Nigeria, there were stories of British troops breaking in by force. The British Government with their military strength therefore paved the way for the missionaries and acted as a protective force behind their movement towards Igboland. The Aro expedition lasted from 1st December 1901 to 4th March 1902.

It was only after this that the missionaries now encouraged by the High Commissioner of the Protectorate of Southern Nigeria at Calabar, Sir Ralph Raiment Moor, ventured into the interior.

It was the Church Missionary Society therefore that eventually moved into Owerri and became established. It was on 17th November 1905 that Bishop Tugwell, Mr. Onyeabo and others left Onitsha for Owerri.

At the end of the Aro expedition, Owerri was chosen as the garrison station. There was so much zeal in the pursuance and acceptance of the Western religion and education in the Owerri area, that there was a sudden change of lifestyle in the area.
According to Ekechi (1971: 212), F.D. Walker writing in 1930 remarked that in the Owerri area "there are a hundred churches in various stages of development, when twenty-five years ago there was not a single African Christian in that area".

The missionaries promised the youths better lives through education and they responded positively because the early government clerks and mission boys who had earlier received Western Education, came from Bonny and Onitsha, and the Owerri people did not want to be left out. They wanted their sons to be of equal status. This status they could not achieve unless they went to school and consequently had to become Christians. The result was that the majority of the Christian congregation then were the youth.

Since there were also adults in the congregation, the reason could only be inherent in the attitude of the Ibos to change. According to Ottenberg (1958: 130) "The Ibos are probably more receptive to cultural change, and more willing to accept Western ways, than any other large group in Nigeria".

It is also speculated that the social and political upheaval at the time which was caused by British penetration by military force, and disruption of the traditional authority by instituting its own, instilled fear in the people and they regarded the Church as a type of refuge for the oppressed people. Being a Christian then elevated one from the pagan and heathen status to that of an
educated and civilised elite who could reason like the white man and discuss with him. This status also obviously carried some recognition and remunerations such as employment and being better treated by the soldiers.

The general policy of the missionaries was that the education they should impart should aim at converting the children to Christianity and at the same time give them enough education which would qualify them to become useful members of the society. Commenting on this view, Dr. Nassan in Fajana (1978: 34) observed that: "The two objects of all school instruction are: to impart knowledge, saving the soul (sic) and to fit for practical usefulness in life".

The adults who were already deeply entrenched in their traditional religion and beliefs were difficult to convert, but they allowed their children to go in order to benefit from the economic rewards which school education brought. The majority of the converts were therefore young boys who wanted to go to school. Some begged to be houseboys in order to be given the opportunity to go to school. They were prepared at that time to pay as much as six pence when people in other areas paid little or nothing in education.

The enthusiasm shown by the boys, added to the fear that they might defect to the Roman Catholics who had more resources, moved Bishop Tugwell to plead with Salisbury Square, which was the London Headquarters of the C.M.S., to send them some aid to
satisfy the intelligent, bright, affectionate and eager boys as he described them. Bishop Tugwell was also quoted to have emphasised that "schools were the best possible means of attracting people to the Church and the easiest way to introduce Christianity in this heart of the Ibo country". (Ekechi 1971: 216).

At this time, the people were still suffering from the maltreatment of the soldiers and the exploitation of the warrant chiefs who were agents for the government. Being a Christian offered one some privileges. Thus although the people wanted education, the urgent demand by the people for the establishment of schools and churches in the villages was more for security reasons than for the desire to be saved. The C.M.S. made great headway in missionary activities in the Owerri area between 1905 and 1914. The Owerri area started gaining gradual independence from Onitsha in 1909, and between 1913-1914 the independence was complete. The division corresponded to the political one of Onitsha district and Owerri district which were later called provinces.

INTERDENOMINATIONAL RIVALRY BETWEEN THE CMS AND RCM

Having been separated, the two stations started acting as separate entities forgetting the major motive of the missionaries which was to foster evangelisation. The Onitsha group who were the parent group instead of building up the Owerri group were starving it of both financial and human help. The result was that when the
RCM came into Owerri in 1912 and established themselves at Emekuku, the CMS was not strong enough to counter their effect; they made a sweeping move and won many converts.

Since the Roman Catholics came late to the scene, they worked out well-planned devices for proper rivalry. They capitalised on every mistake made by the C.M.S. and improved on it. Where the C.M.S. adopted open-air preaching, they used a house to house propaganda system. When the C.M.S. insisted on using the vernacular as a medium of instruction, the R.C.M. used English language. When the C.M.S. put the scriptures as the most important subject, the R.C.M. planned for a more comprehensive education programme. The C.M.S. charged fees and the R.C.M. established free schools and gave out presents. While the C.M.S. wanted to consolidate first before expansion, the Roman Catholics wanted to expand before consolidation. There were many other ways the Catholics adopted to fight the C.M.S.

The Roman Catholic rivalry against the C.M.S. was so much that Enemo in a lecture he delivered during the Teachers week at Awka (1950: 7) described the Roman Catholic attitude as "a calculated, carefully planned and lengthily prepared offensive, directed by an expert strategist and an overwhelmingly powerful personality".

At a point, it was suggested that the area of operation be divided amongst the various missions. Others agreed to the suggestion but the Roman Catholics refused and the idea was dropped.
The stand of the Church Missionary Society as regards school education may be illustrated by the following quotation:

"Our designs and hopes in regard to Africa are not simply to bring as many individuals as possible to the knowledge of Christ. We desire to establish the Gospel in the hearts and minds and social life of the people, so that truth and righteousness may remain and flourish among them, without the instrumentality of foreign missionaries. This cannot be done without civilisation. To establish the Gospel among any people, they must have Bibles and therefore must have the art to make them or the money to buy them. They must read the Bible and this implies instruction" (Ajayi, 1965: 126).

This was why Archdeacon Dennis and his team at Egbu were bent on translating the Bible into the Vernacular so that the people could read and understand for themselves. The school was to them a forum for instructing the converts in the art of reading, writing and understanding the scriptures. This was why they adopted the simple curriculum of Scripture Reading, Writing, Arithmetic, English Grammar, Moral Instruction and Physical Exercise.

The R.C.M. on the other hand had another view; they believed in attracting a lot of followers first by whatever means available to them and later teaching them the Gospel. Since the children could be easily wooed, they used them to attract their parents. This strategy is amply illustrated by a statement attributed to
Shanahan. "C'est une lutte pour l'ame des enfants, par consequent pour l'ame du pays Ibo: C'est par les ecoles que l'on gagnera tout ce pays" which means "It is a struggle for the soul of the children, consequently a struggle for the soul of Igbo country; it is through the schools that one can win the whole country" (Anyabuike, 1981: 197).

For the Catholics, school education had to be made attractive in order to draw the common man. While the C.M.S. used the school as an instrument of instruction for the Christian faith, the Roman Catholics used it as a form of incentive to attract followers.

Education to the C.M.S. was therefore not an end in itself but a means to an end. Since there was so much inter-denominational rivalry, the number of primary schools increased by leaps and bounds. Between 1901 and 1914 there was an urgent need for local manpower in both the government and commercial sectors of the economy. Some education higher than the primary stage was needed.

Sir Ralph Moor appreciated the urgency of the need for secondary education. He suggested to the missions to include industrial education as part of their education. He felt that what was needed at the time for the Africans was only vocational education. He felt that high school education should be a combination of the general academic education and technical education. According to him, this would enable the young Africans to take their proper places as educated members of the community. Besides the need for
trained manpower, the spillover from the primary schools became so much that an advanced education was necessary. Unfortunately, the C.M.S. was still adamant about not teaching English language in the schools. Meanwhile, the Catholics complied with all the requirements of the government such as payment of grants by results and using English language to teach. Because the Catholics complied with the Administration's guidelines, they became the largest beneficiaries of government grants.

The competitive rivalry then made the London authorities relent on this policy of not teaching English in order not only to stop the Catholics from winning more converts but to provide the much needed local manpower. They also authorised the establishment of secondary education in Onitsha. But unlike the Catholics who taught industrial education and other subjects such as Elementary Algebra, Geometry, Bookkeeping and Foreign Languages, the C.M.S. despite the Catholics threat, maintained that only a simple form of secondary education should be given to the aspiring young Ibo Christians. The C.M.S. dismissed the idea of teaching what they called 'ambitious subjects'. They objected to proper advanced education because according to them it would destroy spirituality and equip the boys for other jobs such as were found in government or commercial enterprises that were lucrative. Giving them better education would make the missionaries lose their future catechists and teachers. The C.M.S. insisted that their secondary school should stop at such grades as the West Indian teachers could handle. The priority of the C.M.S. was reading and understanding
the Bible, hence they insisted on teaching with the vernacular although probably the last but one reason given above may also have been at the back of their minds.

Amongst the Anglican missionaries were also said to be found those whose opposition to proper higher education was based on racial prejudice. They were said to have had the idea that the native was not suitable for a high mental development. Because they thought the native to be mentally inferior they recommended agricultural and vocational education. This was unlike the views of Father Shanahan, a Catholic who thought the Igbo boys were "intelligent, full of life and goodwill" (Ekechi 1971: 186).

It was the determination to prove the white man wrong that put the whole country into this economic mess today. So much emphasis was laid on literary and theoretical education to the detriment of trade-oriented and practical education. It was not that vocational education 'per se' was wrong; it was the idea behind the introduction of it which made people hate it up to this day. Although the government has applied all sorts of measures to make that area attractive, it is still an uphill task and people still look down on vocational education. But as has been mentioned earlier, the economic depression, leading to unemployment of the grammar school graduates and this inability to gainfully occupy themselves, have made the people start rethinking.
ESTABLISHMENT OF SECONDARY EDUCATION IN IGBOLAND

The establishment of secondary education like that of primary education in Igboland was mainly due to the activities of the missionaries. It is evident from what had obtained so far that the Roman Catholics more than the Protestants were the most enthusiastic supporters of secular education. They adopted this stand because they believed that without schools they would be lost since the Protestants came before them.

When in 1897 Governor McCallum who came from the Malay States discovered the low quality of clerks in government offices in Nigeria, he was terribly shocked and decided to see that the situation was put right. In that same year therefore he paid surprise visits to schools with the Inspector of Schools to see what was actually being taught. At the end of the visits, although he acknowledged the careful work done by the missions, he pointed out some defects of the school system.

According to Fajana (1978: 64) "among these were lack of interest by managers, absence of European headmasters, inadequate salary for teachers, defective curriculum, short school hours, unsatisfactory buildings".

To improve on the situation he advocated that Government should support the missions to educate children up to Standard V and take
over completely the higher standards and establish a secondary school.

At this time the C.M.S., which was opposed to additional subjects to the 3Rs in the primary school, just could not accept the idea of secondary education. Bishop Tugwell opposed the idea vehemently. He had a memorandum signed by some of his people opposing the idea of state secondary education. They feared that education would be mainly secular, although Government had argued that there was provision for the teaching of religious instruction.

Although the Colonial Office agreed with Governor McCallum, they also seemed to share the view of the C.M.S. that the African was of a low mental capacity. This is evident from this quotation by Fajana (1978: 66) which was a comment extracted from the minutes of the Colonial Office while discussing McCallum's proposal.

"I hope he does not overrate the qualities he has to deal with. The Negro is not as good as the Malay and I am rather doubtful as to its succeeding, but he may try."

This comment suggests doubt in the minds of the people at the Colonial Office as to whether the African can cope with secondary education. McCallum's plans were therefore not supported fully. To make matters worse, he was transferred after only two years. His successor MacGregor was a medical doctor by profession and was
therefore more interested in health issues than in educational matters. The fight for the establishment of secondary schools therefore died down for the time being.

From 1901 the issue of higher education was very pressing from all angles. The colonial administration needed skilled manpower such as clerks, artisans and interpreters urgently. The Igbos, faced with the new social, political and economic changes, wanted the best of Western Education as a means of social and economic mobility as well as a means to challenge colonial exploitation. While the C.M.S. opposed secular education because it would make their converts weak in religion, the R.C.M. not only supported and gave secular education but embraced higher education in order to establish supremacy. Father Shanahan even thought of establishing a Roman Catholic higher school to train future political leaders before the C.M.S. would think of it and therefore rule the country. He put his fears on paper and submitted it to the Catholic authorities and in that same year money and staff were made available and a higher school was opened in Onitsha in 1901. However it is said that this school was not quite regarded as a secondary school. The records do not show whether the school was a secondary school, a teacher training institution or an upper school. The only thing was that some advanced courses such as Greek, Latin, Mathematics and other subjects were taught.

However, the Methodists were the first to establish a secondary school at Uzuakoli for boys in 1923, called the Ibo Boys
Institute. The C.M.S. never got themselves to establish a higher institution until in 1925 when the Anglican Secondary School, dedicated to Archdeacon Dennis, now called Dennis Memorial Grammar School, was established. Soon after, the Teacher Training College at Umuahia was converted into a middle secondary school in 1929 but was owned by the Government.

Therefore although the Catholics had established a greater number of primary schools, as of 1929 it had no secondary school in IgboLand.

From 1900 when the missionaries came into IgboLand until 1929, the secondary schools in the whole of Eastern Region were only six in number. Their location, date of foundation and ownership were as shown in the Table below -

Table 8
SECONDARY SCHOOLS IN EASTERN NIGERIA, 1929

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Location</th>
<th>Date of Foundation</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope Waddell Training</td>
<td>Calabar</td>
<td>1895</td>
<td>C M S</td>
</tr>
<tr>
<td>Institute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oron Training Institute</td>
<td>Oron</td>
<td>1905</td>
<td>Methodist</td>
</tr>
<tr>
<td>Duke Town Secondary School</td>
<td>Calabar</td>
<td>1919</td>
<td>C M S</td>
</tr>
<tr>
<td>Ibo Boys' Institute</td>
<td>Uzuakoli</td>
<td>1923</td>
<td>Methodist</td>
</tr>
<tr>
<td>Dennis Memorial Grammar</td>
<td>Onitsha</td>
<td>1925</td>
<td>C M S</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government College</td>
<td>Umuahia</td>
<td>1929</td>
<td>Government</td>
</tr>
</tbody>
</table>

Source: Abernethy 1969 p. 36
<table>
<thead>
<tr>
<th>AGENCY</th>
<th>SCHOOL</th>
<th>LOCATION</th>
<th>FOUNDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>C M S</td>
<td>C.M.S. Grammar School</td>
<td>Lagos</td>
<td>1859</td>
</tr>
<tr>
<td>R C M</td>
<td>St. Gregory's College</td>
<td>Lagos</td>
<td>1876</td>
</tr>
<tr>
<td>Methodist</td>
<td>Methodist Baptist High School</td>
<td>Lagos</td>
<td>1878</td>
</tr>
<tr>
<td>Methodist</td>
<td>Methodist Girls High School</td>
<td>Lagos</td>
<td>1879</td>
</tr>
<tr>
<td>Baptist</td>
<td>Baptist Boys High School</td>
<td>Lagos</td>
<td>1885</td>
</tr>
<tr>
<td>Church of</td>
<td>Hope Waddell Institute</td>
<td>Calabar</td>
<td>1895</td>
</tr>
<tr>
<td>Scotland</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodist</td>
<td>Oron Training Institute</td>
<td>Oron</td>
<td>1905</td>
</tr>
<tr>
<td>C M S</td>
<td>Abeokuta Grammar School</td>
<td>Abeokuta</td>
<td>1908</td>
</tr>
<tr>
<td>Government</td>
<td>Kings College</td>
<td>Lagos</td>
<td>1909</td>
</tr>
<tr>
<td>Private-African</td>
<td>Eko Boys High School</td>
<td>Lagos</td>
<td>1913</td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C M S</td>
<td>Ibadan Grammar School</td>
<td>Ibadan</td>
<td>1913</td>
</tr>
<tr>
<td>C M S</td>
<td>Ijebu-Ode Grammar School</td>
<td>Ijebu-Ode</td>
<td>1913</td>
</tr>
<tr>
<td>R C M</td>
<td>St. Mary's Convent</td>
<td>Lagos</td>
<td>1913</td>
</tr>
</tbody>
</table>

Source: Fafunwa (1974: 99)

* From Igwe 1977: 183
In 1930 there were fifteen secondary schools owned by the various missions. In 1938-9 the number had doubled, and enrolment risen from 672 to 4677, a more than seven-fold increase (Phillipson 1948: 23-5).

The period 1930-1950 was a period of severe economic depression and the situation was worsened by the effects of the Second World War (1939-1945). This posed a very difficult period in Nigerian education as many education plans were either abandoned or modified. It produced a lot of adverse effects on staffing and financing, retrenchment and salary reduction of staff. It also set in motion the Nigerianisation scheme as there was a shortage of expatriate staff and funds.

Due to these difficulties, the nation formulated a firm foundation for an orderly development of education at all levels in the 1944 ten-year development plan. This led to the phenomenal growth of schools that took place in the 1950s.

EXPANSION OF SECONDARY EDUCATION IN THE EASTERN REGION

In treating the development of secondary education in Imo State, therefore, a brief history of secondary school development from the Eastern Region through East-Central State to Imo State will be traced.
As was stated earlier it was from the period of regionalisation of education that a phenomenal rise in the establishment of secondary education was noticed. The unprecedented rise in the number and types of schools and pupils at various levels from 1950 onwards was due to certain factors. From this period of representative government which began in 1954, Nigerians had the opportunity to participate in determining policies. Nigerians occupied administrative and high professional positions in education as well as in other areas. There was also an increase in the efforts of Voluntary Agencies, Government, private individuals and communities in the establishment of schools at the Primary and Secondary levels. There was competition among governments, competition between the different denominations, competition among communities; the result was a tremendous rise in the number of institutions. At this time also Government encouraged the establishment of schools through the increase of grants-in-aid to Voluntary Agencies. Government also contributed directly to the building of government and local government schools through allocation of funds. Certain individuals, especially politicians, whose primary motive was more for financial gain than charity, built schools. Another important reason for their building schools was the training of the youth to occupy responsible governmental posts when the expatriates were gone.

Other reasons apart, one of the most important reasons for the increase in the establishment of secondary schools at the time was political. In the South, the people had known the benefits of
education and therefore wanted more and more of it. In the North, with the Nationalists working so hard towards political independence, it dawned on the people that one day the political control of the country would be left to the natives and the only natives who would handle it adequately would be the educated ones. As a result, they also started to pay more attention to Western Education so that they would not be left out in the scheme of things when the time came.

As a result of the urge to produce the manpower to replace the colonialists, there was inadequate planning to see to the proper transition rate from Primary to Secondary schools. Besides, secondary schools were fee paying and only those who could afford the fees sent their children to secondary schools.
Table 10

OWNERSHIP, NUMBER AND ENROLMENT OF SECONDARY SCHOOLS
IN EASTERN NIGERIA FROM 1956 TO 1959

<table>
<thead>
<tr>
<th>OWNERSHIP</th>
<th>NO. OF SCHOOLS</th>
<th>ENROLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Local Authority</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Voluntary Aided</td>
<td>42</td>
<td>46</td>
</tr>
<tr>
<td>Voluntary Unaided</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>83</td>
</tr>
</tbody>
</table>

n.a. = not available

Source - Igwe 1977: 374

From the above table, in 1956 the Voluntary Agencies which also included the local communities and private individuals controlled 91.5% of the number of schools and 92.2% of their enrolment. By 1958, two years later, the percentages of the number had depreciated while that of enrolment increased. This shows that demand for secondary places was still more than the available places. Seeing the reluctance of the government to establish more schools, the nationalists worked through the local government authorities to establish schools, hence the rise from two to six in two years. Before 1955 the educational policies of Nigeria were determined by expatriate staff. The Colonial Government exposed its intentions for secondary education in Nigeria when the curricula tended to produce only literate and clerical staff. In fact, Lord Lugard was quoted to have said in 1921 that "the chief
function of Government (Primary and Secondary) schools among primitive communities is to train the more promising boys from village schools as teachers for these schools, as clerks for local Native Courts and as clerks for the administration" (Adesina 1984: 160 quoting Nduka 1955). The idea was propagated for a long time.

The nationalists therefore wanted to establish their own schools to fight this type of idea, and also to help in the provision of schools which were still in great demand, although they all turned literary in the long run.

Also in addition to the need for secondary schools was the competitive rivalry between the regions in the provision of educational facilities. The Regional Government therefore had an open door policy on the establishment of schools. By this policy it encouraged all and sundry, Voluntary Agencies, private individuals and communities to build schools in order to absorb the large number of aspirants from the primary sector. Consequently as can be seen from the table below, between 1959 and 1965, 170 more secondary schools had been established in the region. Figures show an enrolment increase of 201 per cent. This still shows the degree of interest by the people of this region in Western Education.
### Table 11

**SECONDARY EDUCATION IN EASTERN NIGERIA 1961 - 1965**

**NUMBER AND ENROLMENT**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF SCHOOLS</th>
<th>ENROLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>137</td>
<td>24,982</td>
</tr>
<tr>
<td>1962</td>
<td>197</td>
<td>31,802</td>
</tr>
<tr>
<td>1963</td>
<td>222</td>
<td>39,753</td>
</tr>
<tr>
<td>1964</td>
<td>245</td>
<td>47,051</td>
</tr>
<tr>
<td>1965</td>
<td>276</td>
<td>58,059</td>
</tr>
</tbody>
</table>

Source: Statistical Digest 1966  
(Eastern Nigeria Tables 2.4; 2.10 and 2.17 pp. 9, 14 and 21)

* 1960 figures are not available. Compiled by Igwe S.O. 1977.

The ownership of the 276 schools in Eastern Nigeria in 1965 went thus:

- Private Individuals - 76
- Roman Catholic Mission - 71
- Protestant Missions - 59
- Local Communities - 41
- Government and Local Authorities - 29

**Total - 276**

As was mentioned before on page 95, in consonance with the policy of the Nationalist Government, the top politicians who became the very rich among the people established private schools. Most of them were profit oriented and also to help provide more secondary places for the teeming number of primary school graduates. Those private schools were alleged to be profit oriented because they
were known to employ mainly unqualified teachers; they charged high fees and because of the unqualified teachers produced very poor results at the end of the course. They were also known to admit the students that were not accepted by either mission schools or government schools. All these contributed to the poor results of the schools.

From 1945 when the Government started giving more generous grants to the Missions to enable them to develop and expand their secondary schools, the Government representatives were also appointed to the Board of Governors of such institutions. This was to ensure that the grants given to them were properly devoted to the development of the schools. To ensure more active participation of the people, Local Education Committees comprising Africans and Europeans were set up. These Committees were to act in an advisory capacity in such areas as the location, opening and closing of schools, provision of amenities such as school meals and also to act as a body that could discuss the common educational needs and problems of the area. They also formed the nucleus of the subsequent local education authorities as also obtained in England and Wales.

The local education authorities came third in the ownership and establishment of schools after the Missions. It is also necessary to point out that most of these mission schools were built mainly by the efforts of the people through provision of land, labour and
material. Such schools were, on completion, handed over to a particular mission to manage on behalf of the people.

From the above facts, it is very obvious that out of the 276 secondary schools that existed in the Region at the time, the local people contributed substantially to the establishment of a large percentage of them.

EXPANSION OF SECONDARY EDUCATION IN EAST CENTRAL STATE

The Nigerian civil war broke out in 1967, and as was mentioned earlier in Chapter 1, from 1967 to 1970 was a period of educational inactivity in the then Eastern Region, as it was the area most affected by the war.

As indicated earlier also when the Biafrans were defeated, the former Eastern Region was then accepted by all as having been divided into the South Eastern, East Central and Rivers States. These three Eastern States took over schools in this area soon after the civil war in 1970 with the East Central State taking the lead. By Government taking over schools, the ownership, management and supervision of all institutions below the University and Colleges of Education belonging to the Voluntary Agencies, private school proprietors, local government authorities and communities, were vested in the states' Ministries of Education and School Boards created for that purpose after the take-over.
With the State take-over of schools, the system of grants-in-aid was abrogated. From that date, the governments or their agencies assumed full responsibility for both the capital and recurrent expenditure in schools. However the payment of school fees continued both at the primary and secondary levels. The communities devised means of raising funds to rehabilitate and reconstruct schools destroyed or damaged during the civil war. In 1972, contrary to the 1954 Constitution, an important policy statement contained in the Federal Education Edict (1972) as was stated in the Daily Times, August 21 (1972: 17) transferred all education, except higher education, to the concurrent legislative list. This policy marked the beginning of increased Federal responsibilities over education in Nigeria.

EXPANSION OF SECONDARY EDUCATION IN IMO STATE

At the creation of Imo State in 1976 (when the East Central State was split into Imo and Anambra States), Imo State established its own Ministry of Education to assume proprietorship of and responsibility for the control and management of schools in the new state. Soon after the creation of Imo State, the Federal Government of Nigeria launched a Universal Primary Education (UPE) Scheme throughout the country in September 1976. The implication was that from that date primary education was to be financed entirely by the Federal Government with the state authorities acting as its agents. The planning and implementation of the UPE
in the State therefore became the first major educational responsibility of the new Ministry of Education.

Having assumed full financial responsibility, the Federal Government from April 1979 made an annual grant of N40 per pupil and student duly registered in the primary and secondary schools respectively. In addition it helped in the provision of the infrastructure for the schools and payment of salaries in Grade Two Teacher Training Colleges throughout the country. By the end of the 1979 session, the full financial impact of the UPE began to bite. Based on the recommendation of the Okigbo Commission on Revenue Allocation (1980), the Federal Government transferred back full responsibility for primary education to the States and local governments in 1981. This was at the time of the civilian regime. The N40 grant per primary and secondary child was stopped. Following this action, "there is a complete absence of Federal Government investment in primary education" in the Fourth National Development Plan 1981 - 85 p. 5.

This particular measure accentuated the problem of educational financing in the country especially in areas with high demand for education. Once again as had happened in 1957 when a similar grant was given and later withdrawn, the state government and the local communities picked up the responsibility of financing that level of education.
Formerly community education projects were in the form of communal payment of school fees or awarding of scholarships to deserving students with funds raised through communal efforts. "Since the inauguration of the Universal Primary Education (UPE) last year (1976), communal education efforts have shifted from communal payment of school fees to construction and repairs of school blocks and erection of buildings for primary, secondary and technical schools. Afikpo Local Government Area in the state was the only area where the sum of N2,880 was paid as fees for 47 students in 1977/78". The report also states that "the sum of N9,371,818 represented the total expenditure on construction of buildings by communities in 19 local government areas in 1977/78" (Educational Policy and Administration in Imo State of Nigeria. A Colloquium, 1986).

Out of this, five communities in Ideato Local Government Area spent N2,685,000 on communal education projects. The building of secondary schools became the order of the day when the civilian regime set-in in 1979-82. The fact that the then government was ready to approve any school established irrespective of level of adequacy in terms of facilities, in order to win the people's affection and therefore their votes, pushed the people towards establishment of secondary schools. It reawakened the spirit of rivalry among the communities which had lain dormant since the government take-over of schools and establishment of schools (now secondary) which had all along been used as a prestige symbol and a mark of progress was embarked upon again with great zeal.
Between 1976 and 1983 there were an additional 163 schools (secondary grammar alone), an increase of 59% in 4 years.

The general practices and trends in the establishment of secondary schools since 1973 in the state may be illustrated below -

Table 12

GROWTH OF SECONDARY GRAMMAR, TECHNICAL AND COMMERCIAL SCHOOLS IN IMO STATE, NIGERIA - 1972/73 TO 1981/82

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF SCHOOLS</th>
<th>INCREASE OVER PREVIOUS YEAR</th>
<th>PERCENTAGE INCREASE OVER PREVIOUS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972/73</td>
<td>122</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1973/74</td>
<td>129</td>
<td>7</td>
<td>5.7</td>
</tr>
<tr>
<td>1974/75</td>
<td>131</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>1975/76</td>
<td>136</td>
<td>5</td>
<td>3.8</td>
</tr>
<tr>
<td>1976/77</td>
<td>157</td>
<td>21</td>
<td>15.4</td>
</tr>
<tr>
<td>1977/78</td>
<td>231</td>
<td>74</td>
<td>47.1</td>
</tr>
<tr>
<td>1978/79</td>
<td>286</td>
<td>55</td>
<td>23.8</td>
</tr>
<tr>
<td>1979/80</td>
<td>362</td>
<td>76</td>
<td>26.6</td>
</tr>
<tr>
<td>1980/81</td>
<td>403</td>
<td>41</td>
<td>11.3</td>
</tr>
<tr>
<td>1981/82</td>
<td>435</td>
<td>32</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Source: Planning and Statistics Division, Ministry of Education, Owerri, Nigeria, 1982

The figures above show all the types of secondary schools lumped together. But even at that, there is a gradual increase in the number of schools with a walloping 47.1% increase in 1977/78, a
year after the UPE had started. There was also another jump in 1979/80 probably as a result of the grant that was being given by the Federal Government. The obvious drop in 1981/82 to 7.9% was probably due to the withdrawal of the grant to schools. The same trend is also visible in primary school enrolment.

With regard to Secondary Grammar alone, which is the area of the research, the figures below show the trend –

Table 13

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SECONDARY GRAMMAR</th>
<th>RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Schools</td>
<td>Enrolment</td>
</tr>
<tr>
<td>1976/77</td>
<td>148</td>
<td>110,140</td>
</tr>
<tr>
<td>1977/78</td>
<td>221</td>
<td>155,858</td>
</tr>
<tr>
<td>1978/79</td>
<td>276</td>
<td>177,942</td>
</tr>
<tr>
<td>1979/80</td>
<td>350</td>
<td>239,448</td>
</tr>
<tr>
<td>1980/81</td>
<td>391</td>
<td>277,340</td>
</tr>
<tr>
<td>1981/82</td>
<td>424</td>
<td>298,962</td>
</tr>
<tr>
<td>1982/83</td>
<td>439</td>
<td>279,414</td>
</tr>
<tr>
<td>1983/84</td>
<td>444</td>
<td>270,898</td>
</tr>
<tr>
<td>1984/85</td>
<td>442</td>
<td></td>
</tr>
</tbody>
</table>

From Table 13 above, in the secondary grammar, the trend of increase and depreciation according to prevailing circumstances at the time was also the same. Nwana (1986: 15) predicted that during the 1985/86 year enrolment would be down to about 250,000 or less, probably because of the increase in rates and fees.

The increase in the number of schools escalated in the 1979/80 and 1980/81 session to 350 and 391 respectively, increasing by 74 and 41 schools respectively over 1978/79 and 1979/80 figures and by 33 schools over the 1981/82 figure. There was also a significant drop in the 1982/83 figure in number of additional schools to 15 and to 5 in the 1983/84 figures. By 1984/85 there was a decrease in the existing number. During the 1984/85 session there was a type of rationalisation to halt the proliferation of post-primary schools and the consequent lowering of standards in education. By this rationalisation some secondary schools were graded as Junior Secondary Schools, some graded as Junior/Senior Secondary Schools and others as Senior Secondary Schools and Vocational Schools.

Besides the government grants that encouraged the people to put up schools, the escalation in the number of schools during the 1979/80 period was also politically induced.

The extent of community involvement and contribution to the development of secondary education in the State may be illustrated by the following statement by the State Ministry of Education (1984): "In Imo State of Nigeria for instance, a total of 286
Secondary Schools were built and handed over to the government for management by local communities between 1976 and 1983. It has also been estimated that all the local communities together spend a total of N17.6 million on the state school system every year. Such a huge sum of money would have been lost to education if entirely dependent on public authorities for its financing." (Ministry of Education, Owerri 1984).

Again, another government report on the same topic had this to say: "Communities help to provide infrastructure in primary and post-primary schools. For example: out of the 447 purely secondary schools in the state, over 90% were built through community efforts" (Educational Policy and Administration in Imo State of Nigeria. A Colloquium, 1986: 6).

The table below also shows the proportionate contribution of the State and Local Governments, and local communities/parents in funding secondary education in the 1983/84 session.

Table 14

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>TOTAL EXPENDITURE IN MILLION NAIRA</th>
<th>COST PER PUPIL IN NAIRA</th>
<th>CONTRIBUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Govt.</td>
<td>Local Govt.</td>
<td>Parents</td>
</tr>
<tr>
<td>Secondary</td>
<td>N64.2</td>
<td>N326.94</td>
<td>N206.94</td>
</tr>
</tbody>
</table>

Source: M.O.E., Owerri. Expenditure in this table excludes boarding, text books and incidentals.
From the above table, 37% of the cost per pupil comes from the parents, and this excludes the funds expended in capital projects, the levies and rates charged from time to time.

Most of the secondary schools in this area were set up by the local communities, under the guidelines prescribed by the Imo State Government.

When a community decides to build a school, the first line of action will be to make a formal application to the Commissioner for Education asking for approval to establish the school. The Commissioner is empowered by the State Education Law to give such approvals.

It will then be given the necessary conditions to be met before qualifying for approval. Such conditions are:

(a) establishing the need for such an institution in the area
(b) acquiring a site that is not in dispute
(c) good evidence that the local community can finance the establishment of the school, for instance it is required that the community makes a deposit of at least N50,000 in the bank for the initial cost of buildings and equipment. An undertaking is also signed by the sponsors of the school that they will be responsible for all the buildings required - classrooms, laboratories, dormitories, dining hall, staff quarters and their equipment.
If the community feels that it can meet the above conditions, it applies again. A team of officials from the Ministry of Education goes to verify this claim and makes recommendations to the Commissioner after the visit. If the recommendation is favourable, the community receives a written provisional approval enabling it to start work on the school project. The plans for the building are provided by the Ministry of Education. On completion of the project, it applies for inspection, after which if reports are favourable, the school is then authorised to open. This implies that the government takes it over and allocates teachers and students to the school.

From then on, a board of governors consisting of the local people and the principal is appointed. The only responsibility of the government will consist mainly of payment of staff salaries. Some percentage of the funds used for paying the staff salaries is derived from school fees paid by the students.

Most repairs and capital projects are borne by the Parent Teacher Associations (PTAs) and members of the community where the school is located.

Since this is the situation in Imo State, coupled with the ills that have been apparent since the state take-over of schools, such as indiscipline among staff and students, drug addiction, malingering, embezzlement of funds by Principals, examination
leakages etc., people are wondering to what extent it is beneficial for the government to continue keeping the schools.

The situation is even worse in Imo State where "participation by Local Government" was taken to mean management and financial contribution. Thus in 1981, "Imo State Government announced that the Local Government would be responsible for the payment of Primary Schools teachers' salaries with effect from 1st January 1981" (Colloquium 1986: 59).

The distribution of funding education in Imo State is as follows:--
(a) The Governments (State and Local)
(b) The Community
(c) The Parents.

Looking at the categorisation closely, one can see that the three groups still involve the same people. The only relief for the people comes from the bulk Federal Government allocation to the States, from which each state then appropriates a certain percentage to education.

The Table below shows the contributions of the Federal and State Governments to the funding of education in Imo State from 1978/79 to 1983.
### Table 15

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FEDERAL GOVERNMENT IN MILLIONS N</th>
<th>STATE GOVERNMENT IN MILLIONS N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978/79</td>
<td>51.91</td>
<td>73.10</td>
</tr>
<tr>
<td>1979/80</td>
<td>75.55</td>
<td>60.10</td>
</tr>
<tr>
<td>1980/81</td>
<td>45.18</td>
<td>148.64</td>
</tr>
<tr>
<td>1981</td>
<td>46.63</td>
<td>132.49</td>
</tr>
<tr>
<td>1982</td>
<td>1.08</td>
<td>195.78</td>
</tr>
<tr>
<td>1983</td>
<td>0.50</td>
<td>152.72</td>
</tr>
</tbody>
</table>

Source: M.O.E., Owerri

Note: The fall in 1983 was as a result of the actual money paid out.

Looking at the table it was only in 1979/80 that the Federal Government subvention surpassed the State one. This gives one an idea of how hard-pressed both the government and the people of Imo State are towards funding education. Hence the government started looking for alternative sources of funds to help alleviate the financial burden of education in the state.

The table below also shows the relative emphasis laid on six major sources of funding education in Nigeria over eight specially designated time periods in Nigeria's educational history.
### Table 16

**EDUCATIONAL FUNDING EMPHASIS OVER 100 YEARS**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>GOVERNMENT</th>
<th>VOLUNTARY AGENCY</th>
<th>COMMUNITY</th>
<th>FOREIGN AID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Federal</td>
<td>State</td>
<td>Cash</td>
<td>Kind</td>
</tr>
<tr>
<td>Late 19th Century</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>1900-1957</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>1957-1960</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>1960-1966</td>
<td>/ /</td>
<td>/ /</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>1966-1970</td>
<td>/ / /</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>1970-1982</td>
<td>/ / /</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>1982-1984</td>
<td>/ /</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Late 20th Century</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
</tbody>
</table>

Key to the table =  
- x = Not in existence  
- / = Active  
- / / = More Active  
- / / / = Most Active  
- Blank - = Existent but not Active

Source: Nwana 1986: 18

It is apparent from the above table that Voluntary Agency support started deteriorating since Nigerian Independence and disappeared completely after the civil war. Although Government interest has increased since then, it is mainly in the form of financing recurrent expenditures and offering of scholarships and bursaries.
Capital projects, repairs and incidentals are still borne by the members of the community and parents.

1970 to 1982 as can be seen in the table therefore marked the period of complete government financing of schools with the parents contributing in the form of school fees P.T.A. levies, the latter being used in the construction and maintenance of infrastructure. In the East Central State the take-over was quite radical: schools bearing names that reflected their religious antecedents had their names changed. Pupils and students were no longer limited to their denominational schools. In other words, unlike before, every child was free to attend any school irrespective of the denomination, since all schools were now public schools, supported from public funds. There was therefore no Voluntary Agency aid in education at this period. Since there was no financial support from either the Voluntary Agencies or the communities as can be seen from the above table, the Government became very hard-pressed therefore and encouraged the formation of Parent-Teacher Associations which inevitably sprang up in all schools as parents and teachers could no longer bear the very poor state of affairs in the schools. The Parent-Teacher Associations then operated as voluntary bodies helping in matters of school development and local interest.

The School Boards set up soon after the creation of the State in 1976 were found to be inefficient in managing the affairs of the school system. The Ministry of Education, charged with the
responsibility of policy formulation, control, planning, financing, co-ordination and maintenance of standards was finding it increasingly difficult to cope. This was because of the unprecedented increase in the number of primary and post-primary institutions, with its concomitant population explosion.

The former civilian administration in Imo State in 1980 therefore dissolved the then State Schools Management Board. The Government set up an Education Review Panel "to recommend what it then considered a more stable and dependable arrangement for the management of schools in Imo State." (Advisory Committee Report, 1985: 6).

After considering the recommendations of the panel and views from other sources, the Imo State Government then established the 1980 Education Law No. 10 which created the State Education Board with five Zonal Boards.

**STATE OF EDUCATION AS AT THE BEGINNING OF 1984**

As has already been pointed out, because of the inability of the State Education Boards and the Ministry of Education to grapple adequately with the educational explosion in the State, there were a lot of shortfalls in standards and expectations from the schools. The resultant evils and problems and their outcome were clearly compiled in an address to the Principals of Post-Primary Schools in Imo State by the then Military Governor, Brigadier
I.O.S. Nwachukwu at the Multi-Purpose Hall, Owerri on Monday 16th January 1984.


To correct these ills, after various studies and reviews, the Military Governor directed that the machinery of education in the state be restructured. It was then that the new Management Board, now designated State Schools Management Board (S.S.M.B.) was created. A drastic rationalisation exercise on staff and facilities was carried out. Despite that, there was still a great need to reduce the cost of education to Government.

It was to achieve this that the Government started considering handing schools back to the voluntary agencies and private proprietors hence an Advisory Committee on Private Participation in Education in Imo State was set up in 1985.

"To advise Government on how private participation in education in Imo State can be organised with a view to relieving Government of the present financial burden of education, bearing the following points in mind:
1. Reducing the cost of education to Government
2. Raising and maintaining educational standards
3. Ensuring that all schools operate within the framework of the
new National Policy on Education

4. Ensuring that education is not commercialised
5. Ensuring that the interests of teachers are fully protected
6. Ensuring greater and continued participation in education by Local communities and Old Boys”.


Since then, the Committee had submitted its report but nothing has been done about it. At this point it is very pertinent to mention that the Nigerian Union of Teachers had maintained a stand against the idea of handing schools back to the voluntary agencies. This may be contributory to the stalemate over the implementation of the Committee's report.

Although Government is expressing anxiety over the high cost of funding education in the State, it must be mentioned that at no time in Imo State has the educational burden been left entirely to the Government. This is because it will just be too great and the majority of the people who want education may not get it. With the state control of primary and post-primary schools in Imo State, the private group continued participating in any way they were authorised to without clashing with the Government. For example, some missionary bodies especially the C.M.S. and R.C.M. continued opening and running Seminaries and Novitiates for the education of boys and girls, Nursery Schools for the under-school age, and Schools for Nursing.
Individuals still open and manage commercial schools and professional institutions such as Catering Schools.

The civilian regime, 1979-1983, was a period of gross indiscipline in schools and poor standards of performance.

In June 1984 after the Military took over again, to correct the ills in the school system, it ordered a wide range of strict inspection of private vocational schools authorised to operate by the former Government, as well as inspection of other private schools not yet permitted to operate.

Duties of the Inspectorate were more streamlined and it became government policy that each school must be seen at least once a year by government inspectors. This was to ensure that all functioning schools had adequate accommodation, sufficient number of qualified staff and equipment with which to operate. Government also stipulated the range of fees to be charged in these privately owned vocational schools.

The various contributions of the members of the community towards the development of secondary education besides the initial capital project, include the following:

1. Donations of land for the establishment of the school
2. Provision of equipment such as school furniture, science equipment, games equipment, etc.
3. Putting up of special buildings in the school such as
libraries, science laboratories, staff quarters, school halls, etc.

4. Provision of amenities such as water and light

5. Donations to encourage sporting activities or any other aspect of the school life that needs uplifting in the form of trophies, football jerseys, balls, monetary prizes and certificates

6. Individual and communal scholarship award programmes for deserving students

7. Occasional offer of communal labour and provision of local security for the schools.

Upon all these, as has been mentioned before, parents still pay school fees, education rates, occasional PTA levies, buy books, uniforms, mattresses and lockers for boarders. In fact everything about schooling in Imo State besides some recurrent expenditures is borne by the parents who make up the local community.

Since the creation of the State, the number of secondary grammar and technical schools has risen from 148 to 455 and virtually all the new schools were founded and built by community efforts in kind, money and labour.

At the introduction of the new education programme of 6-3-3-4 system (6 years primary, 3 years junior secondary, 3 years senior secondary and 4 years University) in the State, the communities have again been called upon to erect in their secondary schools
Technical Workshops for the effective take-off of the education system.

Since then four hundred and thirty-three (433) local communities have built their Technical Workshops in their secondary schools following the guidelines stipulated by the Federal Government. Out of these 433 secondary schools, 412 have benefited from the recent Federal Government exercise of equipping schools for Technical Studies in readiness for the 6-3-3-4 education system, and therefore have heavy machinery and enough tools. 34 of them were the ones that were originally equipped as specially selected schools from each of the states, and contain tools and accessories good enough for technical work up to the end of Junior Secondary.

From the time the school is handed over to the government, it becomes the duty of the government to employ teachers, admit students, determine the curriculum, set standards, undertake examinations, and set rules and regulations for the school.

It is very clear from all that has been discussed that in spite of the huge financial contributions by the local communities, they do not have any say in determining the curriculum of the school as the curriculum for the country is determined by appointed individuals who may not be conversant with the individual needs of the various communities.
Chapter 2 traced a brief history of Western Education in the state thereby highlighting the part played by the community in the development of education in the country. This Chapter will first of all define the word "community" in all its ramifications, trace the origin of community development efforts in the state which manifested itself in the area of education, and why it did. It will then treat community education as obtains in some West African countries and other Third World countries. A look will also be taken at the concept of community schools in the Western world, then a general analysis of the different types of community education will be made. Lastly a comment will be made about what pattern the author would like our Nigerian community education to adopt.

DEFINITION OF COMMUNITY

The word "Community" has been defined in various ways by various authors. The discrepancy is partly as a result of the fact that the word "is both a descriptive and a normative concept" (Ruopp, 1953: 4). In the same vein, Hillery (1955) had concluded that although all the definitions deal with people, there were still a lot of diversities in the definition of the term. He found that besides some ecologists, many accept the definition that
"community consists of persons in social interaction within a geographical area and having one or more additional common ties" (Hillery, 1955: 111).

Community has been variously described as radial or dispersed. In this case, the people may be bound by strong ethnic, cultural or religious ties (Bray et al 1986). For example, church, language or birthplace can provide a strong feeling of community. A case in point is the Aros of Iboland in Imo State who, though dispersed, show a strong bond of community deriving probably from a strong sense of commitment to their cultural history. In a broader concept, but deriving from a sense of shared religious and cultural history, the Jews show a strong sense of community although they are widely dispersed in the world.

There is also the "Adopted Community". This represents a group of people living in the same place and sharing common interests but not necessarily bound by historical links or local ties. This is the type of community found in housing estates in towns. For example, Aladinma Housing Estate in Owerri, Imo State, or "One Thousand and Four Flats" in Victoria Island, Lagos. In adopted communities, residential propinquity and the need to sustain interests and benefits accruing thereof is the basis for the shared sense of community.

There is yet another type of community, the "Traditional Community". This type of community is made up of "a group of
people living together in the same place, with common values and history, bound together by multiple economic, social, religious and kinship ties, descended from people who also lived in that place" (King, 1976:97).

This last definition of community describes the type referred to in this thesis. It is the type of community that has been there ever since several past generations can remember, and may continue to be there for generations to come. Members of this community can go out to live in different places but still pay allegiance to the local community. They participate either both physically and financially or just financially in any activity that goes on in the community. Otherwise their relations will be forced to pay their dues either in cash or kind. The members come back to the place from time to time because members of both the immediate and extended families are all resident there or have their home bases there.

Usually in Nigeria, especially in the southern section, a full grown man should have a residential house in that area, even if he just stays there for one week in several years. During ceremonial occasions everyone goes back to his community to celebrate. At death, the individual's corpse is carried back to that place and buried there. People move from their local community areas to the towns to find means of livelihood. During the Christmas celebrations, the towns are ghost places because everyone has gone home to his kith and kin to celebrate, except for those who have
not succeeded in building a comfortable residential house or have some other reasons. In their communities, members have a sense of identity, solidarity and stability. One's local community is "home". A Southerner refers to his local community as "home", although he may not have lived there for the greater part of his life.

In all the different types of communities that can be identified, they all involve people, areas, common ties in one or more forms of social interaction. The traditional community or the local community is the closest knit of all the communities.

Since the work is on local community contribution towards the development of secondary education, the next part of my literature review will deal with the beginnings of community development efforts in Imo State. Although mention has been made in the previous chapters regarding how the members of the communities had put in money, labour and time in the development of primary education, the term "community development" was not then used but the principles underlying their efforts were the same (Owuamanam, 1981). The development of secondary education by the people came as a later event.

Earlier on in the Eastern States of Nigeria, the main source of government revenue was from import duties. When on 1st April 1928, direct taxation was introduced, the natives were no longer enthusiastic about offering the free communal labour which had
been used for the maintenance of roads and clearing of waterways as was instituted by the Roads and Rivers Ordinance (Owuamanam, 1981). The people felt that the tax money should be used to pay for such labours as well as provide other social amenities such as good roads, water, electricity, hospitals, dispensaries, post-offices etc. Because of the interest of parents in education they were still prepared to see to educational matters.

In the early 1930s there was introduced what was called the Native Administration System. This reduced the warrant chiefs to mere government representatives at village level. Native Authority Councils were created and Native Authority Councillors were chosen from among the village heads.

The Second World War (1939-1945) and the economic depression of the 1930s crippled most of the councils and they could not do much for the communities they served. It was at this time that men from different villages and local communities who found themselves in isolated urban areas realised the importance of education in the procurement of the best salaried jobs, they themselves having been educated. To achieve any effective development in their different communities people from the same communities started forming united fronts called "Improvement Unions". These unions were meant to help members in times of difficulties, educate their people on the importance of formal education, and encourage them by giving scholarships to deserving members. The unions would
also urge their members to contribute money for the establishment of schools in which their children would enrol.

As soon as the war ended in 1945, the creation of local government councils was proposed. By the 1950s there was hardly a town that did not have a branch of its improvement union in all the major urban centres.

In 1951, the first county council was established in the then Eastern Nigeria at Ikot Ekpene in the present Cross River State. According to Owuamanam (1981: 18) "the Ikot Ekpene experience encouraged the government to establish more county councils and by 1955 the Local Government Law was promulgated giving these councils responsibilities for community development". District Officers played major roles in community development. One glaring example was the work of Mr. E.R. Chadwick who was the District Officer of the Udi Division. In fact as a result of his activities in the division, he was regarded in the then Eastern Nigeria as the chief architect of modern community development. This man, according to Jackson (1956: 60) "helped the people of Owa clan in 1945 to construct a road five miles round the eroded Udi escarpment. He brought mass literacy to the area, built road link systems connecting various villages, improved their market and organised a women's co-operative society to run a maternity home in Ogwofia Udi". A film titled 'Day Break in Udi' was shot to show the various activities of the Udi people in providing the funds and organising communal labour to establish these amenities.
The said film, in addition to "a grant of N500,000 from the Colonial Development and Welfare Fund allocated from Britain in 1952" (Owuamanam, 1981: 19), meant to be spent over a period of five years for the purpose of assisting communities with their planned projects, gave a lot of boost to other communities to emulate them. Eastern Nigeria then became known for being the pioneer in establishing self-help projects in Nigeria and other regions eventually followed suit. The Town Improvement Unions formed in various urban towns were one of the main movers of community development projects. In some areas where the 'Age Grade' system is practised, the different age grades also formed another powerful front.

ORGANISATION OF THE AGE GRADE SYSTEM

As mentioned before in Chapter 2 the Age Grade system is not practised in all areas of Iboland. Some areas are copying it, others are yet to copy it because it is a very powerful instrument for community development.

Where it is practised, all children of the same age know themselves. At the age of 18, all the male children in the community within the age range come to launch the group. Each group chooses a name by which it will be known and also elects its officers. This formal launching of the age grade is usually regarded as the age of manhood for the group and is usually marked with great festivities. The men in each community are therefore
in batches of different age groups. Contributions towards community development projects in the form of labour and money or defence are shared out among the different age grades. There is a type of healthy rivalry among the different age groups in terms of which contributes most towards the development of the town.

Members of each group are very closely knit. Therefore in Eastern Nigeria the Town Improvement Unions and the Age Grade system (where it exists) form very strong pillars of community development.

Community development history has been briefly traced because in the East, as has been discussed in Chapters One and Two, education is one of the most important aspects of community development. Therefore when the issue of community development became the vogue, development of secondary schools was one of the main projects, primary schools having already been established in almost every village in the then Eastern Region. By 1964 different village or clan improvement unions had established a total of 38 (thirty-eight) secondary schools throughout the former Eastern Nigeria. (Igwe, 1985: 3).

In the case of Imo State of Nigeria therefore, local community contributions in the development of secondary education were motivated by the peoples' desire for progress and development. In most other countries, as will be shown later in this chapter, communities established schools as a means of satisfying the needs
of communities. In the Western countries, Britain and America for example, community schools were established mainly for social rather than economic reasons.

Because of the "progressive" rather than the "community based" considerations in the establishment of secondary education in the state, despite the fact that the local community had played and is still playing a major role in the development of secondary education, the curriculum is far divorced from the needs of the communities.

COMMUNITY EDUCATION IN SOME AFRICAN COUNTRIES:

Sierra Leone

Just as in the traditional Nigerian education, the education that existed in Sierra Leone before the introduction of Western Education was meant to prepare children for eventual entry into manhood. The education consisted of the "initiation of boys" which was a preparation for and an inculcation into adulthood. The apprenticeship system was also one of the systems of education adopted to train the child. "During preparation for initiation, emphasis was placed on social responsibility, job orientation, political participation and spiritual and moral values" (Stones, 1966: 5).
The fault with this type of education was that it was unprogressive as the children were not in a position to make suggestions or question the authority of the elders. The advantage on the other hand was that the education was closely related to the society and prepared youths for their future roles and survival in the society.

The apprenticeship system which was another form of traditional education produced specialists in the existing traditional skills such as blacksmithing, pottery making, weaving, metalwork, et cetera. The boys learnt by watching and imitating their masters. The two types of education were static. What was passed from generation to generation remained unchanged as there was not enough broad knowledge about anything else to induce initiative or awaken their sense of reasoning.

With the introduction of Western Education in Sierra Leone, two groups of people were formed. Those who belonged to the educated community and those who belonged to the traditional community. The educated community which was served by the formal school system became divorced from the community. This was also the case in Nigeria but no-one paid serious heed to the danger until very late. Even then not much is actually being done to change the situation.

In the Sierra Leonean case, the Phelps Stokes report of 1925 and comments by the British Colonial Office in 1925, 1935 and 1943,
which insisted that real or proper education must be such that it served the needs of the immediate community, made them develop strategies of making the aims materialise. It was also at this time that the ideas about rural community development were being spread. This idea provided great awareness among the rural dwellers. A concept of community development has been accepted since the United Nations Organisation developed its concept some twenty-four years ago. As quoted by Owuamanam (1981: 23), this concept defines community development as "... the process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation to enable them to contribute fully to national progress."

Most often a community may not be aware of its problems until a catalytic event takes place to awaken it to such problems. The traditional education made them adopt a very complacent attitude to life. The Western Education when it eventually took root made them realise that the 3Rs had nothing to do with what they were used to although it had its uses. At least, it introduced the European culture into West Africa as a whole. It was this culture that made people aware of the need for good roads, good communication network systems, good health care facilities and other social amenities. According to Faure (1972: 77), education "...through the knowledge it provides of the environment in which it operates should help society become aware of its problems."
Education therefore as much as possible should be related to the needs of the people. It must integrate aspects of the general life and work of the people into its curriculum. Since this was not happening in Sierra Leone at the time, they thought it wise to develop the type of education that had to take account of the family and the community.

After having acquired the type of education that they thought was necessary for independence, that is "education for citizenship and self government", they then embarked on this community type of education. This move to formulate the type of education that would reflect modern ideas as well as help solve the community's problems and satisfy its needs manifested itself in what was called the Bunumbu Project.

This experiment was launched in the nineteen-seventies to facilitate the movement back to community and community education. According to King (1980: 38) "This experiment, in the form of a project, was the end result of Government's search for alternative structures to solve certain problems, whose resolutions were of paramount importance for national development." The Sierra Leonean Government had discovered that there were two areas of need which needed to be solved through community education. One was educational and the other was socio-economic.

In the educational sector the Government had noticed the unrelatedness between the content of the curriculum and the needs
of the local community. Also, that little attention was being paid to meeting the needs of those who were not academically inclined and therefore whose education terminated at the primary level.

In the socio-economic aspect the Government had also noticed that poor agricultural yield in the rural areas had resulted in rural-urban drift worsening further the level of agricultural production. Also the fact that most of the people who moved into towns were either not educated or half-educated meant that they had no jobs. The result was famine, unemployment and its attendant ills including increase in crime, overcrowding, poor sanitation, and general socio-economic malady. All these are situations which are also quite prevalent in Nigeria.

However, in the Sierra Leonean case, the Government thought that agricultural development would improve the productive capacity of the nation and therefore raise the standard of living of the people, particularly those in the rural areas. The Government also thought it would offer some employment to the youth and therefore curtail the movement to towns and other associated ills. In the education sector the project aimed at developing a new curriculum with a rural bias. To give the curriculum a rural bias, the curriculum must contain subjects that would enhance and satisfy the personal developmental needs of the children, and relate more closely to the practical life of the local community.
Having realised all this, the project was therefore developed and changes made in the curriculum, medium of instruction, method of teaching and system of examination to make the education of the people truly community based.

**Tanzania**

Tanzania is actually two countries in one: Tanganyika which became independent on December 9, 1961, and Zanzibar, which became independent in 1963, were united in 1963 to form the Republic of Tanzania, under the Presidency of Dr. Julius Nyerere.

On assumption of office in 1964 President Nyerere, having presumably understood that the philosophy of a nation determines the system of education the nation will adopt, did not waste time in adopting a philosophy for the nation. He critically surveyed the existing education of the country which was the inherited colonial system of education. His findings are in line with what exists in all countries which were formerly under colonial administration. They are as follows:-

1. "Colonial education was not designed to prepare young people for the service of their own country; instead, it was motivated by a desire to inculcate the values of the colonial society and to train individuals for the service of the colonial state."
2. Colonial education emphasised and encouraged the individualistic instincts of mankind, instead of his cooperative instincts. It led to the possession of individual material wealth being the major measure or criterion of social status, merit and worth.

3. The result of the above emphasis was that the inherited system induced attitudes of human inequality which in practice underlined the domination of the weak by the strong, most especially in the economic field.

4. Such a system of education failed to, and could not, transmit the values and knowledge of Tanzanian society from one generation to another. Rather, it was a deliberate attempt to change Tanzania's values and traditions and replace them with those of the colonial master.

5. Colonial education was not only inappropriate or irrelevant in Tanzanian society, it was also inadequate. So little education had been provided that the country did not have enough educated men to administer the Government on independence in 1961, much less to undertake the massive economic development and reconstruction tasks ahead.

6. Finally the inherited colonial education was based upon race, and this was a negation of the moral case and principles of the independence movement which had been founded upon a
rejection of racial distinctions, racial domination or superiority, and racial discrimination." (Nyerere 1967: 15-28).

Having enumerated all these criticisms, he decided that a socialist state was what Tanzania needed. Educational planning would therefore be directed in such a way that the needs and aspirations of the people would be met. The political and social philosophy having changed, the educational philosophy must equally change accordingly for it to materialise. The Government therefore, according to Nwagwu (1973: 21), "encouraged, both financially and morally, the Ministry of National Education and the Institute of Education at the University of Dar es Salaam to produce and develop new curriculum, syllabus, textbooks and teaching materials for the schools. The aim of the new curriculum was to produce students who would be self-reliant and play their proper roles in the future as citizens of the country."

The aim of the Tanganyika African National Union (TANU), which is the government political party, the Government and the people, is to build and create a socialist society which is based on three principles:

1. "Equality and respect for human dignity
2. Sharing of resources which are produced by the people's efforts
3. Work by everyone and exploitation by none."

(Nyerere, 1967).
To achieve the above principles the emphasis was on socialism and rural development.

Tanzanian Government therefore set up a special committee to look into the running of co-operative education. This committee formulated some objectives of co-operative education, stated some anticipated problems that may hinder the achievement of those objectives and then made recommendations to the Government. This acted as a supportive measure when in February 1967 he made the Arusha Declaration which projected the ideology of socialism and self-reliance. The government being the ruling party, these ideas were incorporated into the national policy paper "Education for Self-Reliance (1967)" by Nyerere. This policy paper contained the principles of co-operative education and recommended the immediate implementation of co-operative education.

Since the majority of the people live in the rural areas, and the rural population is very scattered, "Ujamaa" villages were started. "Ujamaa" according to Nwagwu (1973: 8) "is a Swahili word that symbolises living and working co-operatively together." People from these scattered villages then came together to live, work and mount joint self-help rural development projects. "These villages are like the Chinese Communes or the Israeli Kibutz." (Nwagwu 1973: 33).

In the school system this education for socialism and self-reliance is meant to foster the social goals of living together,
and working together, for the common good. The emphasis is on cooperative endeavour, not merely individual advancement. The intention also is to prepare youths for work in the rural areas where development can only be achieved through the co-operative efforts of the people in agricultural endeavours, and village developmental projects.

Since education is an expensive service, it is also intended that these youths who are benefiting from such a service participate in some practical work to pay back to the society what they have taken. The curriculum at each stage of education is therefore planned in such a way that each phase of education must satisfy the needs of the graduates by equipping them to go straight into work, rather than prepare them as if all must move on to the next higher phase of education. While preparing the majority as if that stage is terminal, provision is also made for a few who will proceed to higher education.

The Tanzanian move to establish community education centres was therefore motivated by President Nyerere's ideology of socialism, equality and individual freedom, in addition to his aim of producing self-reliant individuals. An example is the Kwamsisi Community School project. According to Hawes (1979: 169), and Nimpuno (1976), "the Kwamsisi school had only retained English, Maths, Swahili, and Political Education and added courses to introduce community skills, self-reliance and cultural studies."
In Nyerere's attempt to entrench socialism in Tanzania, he has repeatedly advocated the need to diversify the content of education through an increased emphasis on the acquisition of vocational skills and the introduction of manual labour and other activities aimed at a self-reliant economy into the curriculum. This meant that more emphasis was laid on these activities during evaluation than on academic subjects. Qualification for further education was based on "a Teacher-Pupil assessment of work done for the school and the community" (Nyerere 1967: 26). Assessment is continuous and by written examination and performance in practical work as well as attitudes towards work. In the Tanzanian case there seems to be an overweighting of practical skills rather than academic skills. The result is that in the secondary sector, there are four types of secondary schools, each with a special practical area of concentration. The four areas being Agriculture, Technical, Commerce and Domestic Science. A third of the time is devoted to each practical area in the secondary school where it is practised, with the hope that any secondary school graduate would have acquired enough knowledge from that practical bias to be independently employed when he left school. If the individual happened to be the academic type then the practical knowledge acquired would be an extra skill which he could practise in his spare time or as occasions arose. Schools were made centres for production to ensure their commitment to the project and integration into the community. This programme for the vocationalising of secondary schools was announced in 1972. In his "Education for Self-Reliance", proposals were made but the
modes of achievement of those proposals were not properly defined; unless one would regard the grouping of various community facilities like workshops, dispensary and day-care centres for children on the same compound as the school, as ways of achieving them.

To effect the change in Tanzanian education, there were some organisational adjustments made, and some problems were bound to rear their heads. These were the problems of making sure that the actual needs of the people were identified, in order to ensure that the programs would be approved/accepted. In Tanzania, as in any other developing country, the needs were usually economy oriented. Another problem in advocating the inculcation of the people's needs in the curriculum is finding out actually whether the people's acceptance of the satisfaction of these needs is a priority in education rather than the ordinary academic curriculum. Also because proper objective assessment methods have been difficult to develop, people regard such a curriculum as inferior. Just as was feared, the policy did not meet with much success. According to Nyerere (1974: 10-11) "...few of our schools are really an integral part of the village life.... Further, few schools, if any, can really claim that their production makes any large contribution to their own upkeep much less to the society in general....our third failure is in not overcoming the belief that academic ability marks out a child or an adult as especially praiseworthy, or as deserving a privileged place in the society." As a result, according to Bray (1981: 3),
"in Tanzania.... the established school system with its familiar classrooms, uniforms, timetables and pupil and teacher roles still prevails." Adams (1981: 80) in referring to the experiment has also observed that, "Despite being termed vocational schools, most courses provided in this sector are too academic in method and aim". This is the problem that has taken root in all former colonial territories. The feeling that academic curricula train the elite of the society, while vocational curricula are for the not so intelligent and for the underdogs, will take a long time to erase out of the minds of the people. In the case of Tanzania some other reasons for the apparent failure of Nyerere's plans have been enumerated by some authors.

Van Freyhold (1979: 116-122) has attributed some of the reasons for the failure to "internal class conflicts inadequately anticipated in Nyerere's social philosophy". Also Nyerere himself in 1967 attributed the failure to the corrupting influences of colonialism. Not only would a developing country which wants to introduce community education face the problem of the people not accepting the change in curriculum, she would also face the problem of being unable to identify the aspirations, the needs and perceptions of the different cadres of the populace. There would be planning and administrative difficulties which might arise in terms of personnel, infrastructure and finance. There would also be the problem of the individual versus the group. Should each individual's needs be satisfied to the detriment of the group or vice-versa?
There was also according to Harran (1983: 60) "the uncertainty as to the universality of the motivation of those involved in the project". This was because proper consultation of the right people concerned was not done before the project was implemented.

The Tanzanian experience is a laudable one. It is one of the countries that embraced functional education at a national level. The only or the main problem was that the people's minds were not fully prepared for the change. The result was lack of cooperation and quiet disobedience to the recommended innovation. Given time and with more involvement of the people, and reduced vocational subjects in the time-table, the objective might still be achieved in the future.

A look at another attempt by a developing country will afford us further insights and ideas on the problems and prospects in the establishment of community based school systems.

Kenya

In Kenya just as in Nigeria, it was the unprecedented rise in the number of primary school leavers, as well as the fact that parents regarded secondary education for their children as a way of investing scarce family resources and of ensuring their future prosperity, that highlighted the need for secondary education.
According to Nwagwu (1973: 7), "in 1964, of the 103,400 children who took the Kenya Preliminary Examination (KPE), which is the nation's primary school leaving certificate examination, only 12,000 went into secondary schools". Before independence in December 1963, President Jomo Kenyatta was calling on all the tribes and races of Kenya to pull together in order to build a free, united and prosperous nation. The word he picked as his motto was "Harambee". According to Nwagwu (1973: 8), "the word Harambee is a Swahili word which originated from an attempt to pull together when people are lifting or pulling something heavy". In other words it "Symbolises hard work, spirit of brotherhood and togetherness, united effort and communal responsibility".

Thus with the need for more secondary schools, "self-help" or "harambee" secondary schools sprang up everywhere as did community schools in Nigeria when the need for secondary schools was great.

The Harambee schools provided places for the primary school leavers as well as saved the government the great burden of providing more secondary schools than it could afford. Harambee schools were developed in the same way that community schools in Nigeria were developed. Members of the community raised funds and provided free labour in order to establish these schools to create more opportunities for secondary education for their children. With the hope that the government would eventually assist self-help schools once they achieved a particular standard, Harambee schools mushroomed beyond government control just as in Nigeria in
the 1930s. In 1971 it was noted that out of the 809 secondary schools, 478 were unaided schools, and over 98% of these unaided schools were Harambee schools. Because of the poor financial backing the schools received, they suffered limitations in terms of staffing and facilities and therefore offered less number of subjects. Their academic performance was therefore low and they acted as a dumping ground for those who could not get admission into the government maintained and assisted schools. Because of the theoretical leaning of the curriculum and the very poor standard of what was taught, it is said that many of the products of the Harambee schools were as unemployable as they were when they left primary school.

The situation has made Kenya start putting up Technical Schools. There is even an Institute of Technology at Kiambu which is a Harambee effort and which was opened in 1973. The government has also introduced a series of non-formal programmes to run parallel with the formal school system. Some of these programmes are aimed at training the youths to develop acceptable character and attitudes, and to develop particular skills to meet the needs of the youth, society and the world of work. Examples are the Young Farmers Club and the 4K-Club i.e. Club Kwungana (Unity), Kufanya (Work), Kusaidia (Assistance) and Kenya, (Alaezi 1981: 106). These are regarded as supplementary programmes.

There were also follow-up programmes which provided primary school leavers or secondary school dropouts with adequate practical
skills to enable them to be on their own. These are in the form of village Polytechnics, National Youth Service, Christian Industrial Training Centres and Correspondence Courses. The village Polytechnics are supposed to fully plan their curricula to be in consonance with local needs and resources available. In doing so, the youths would be trained in economically viable local practical skills such as carpentry, masonry and tailoring. The girls engage in domestic science. Book-keeping is also learnt. Some academic courses such as English, Mathematics, History and Geography are also taught.

By 1973 Kenya had 13 Technical Schools which at the time were highly selective schools that turned out intermediate technical manpower. There were also at the time 14 Harambee Technical Schools opened by communities.

The problem with the Kenyan education is that from the onset, the community based education had an inferior tinge to it. Their community secondary schools were only meant for the dropouts and as a last resort. For community based education to be really appreciated by the people, the government has to put some worth and credence into it. Otherwise people will be ashamed to be associated with such education. This is not really the best type of community education. Proper community education should form an integral part of the formal education of the children, the only difference is that the curriculum should relate to the needs of the people, and help the people achieve functional education.
COMMUNITY EDUCATION IN AFRICA - SUMMARY

There are other examples of countries and even individuals that have tried to relate education to the needs of the community. While the author does not intend to discuss them fully it would be worthwhile to mention some of them.

There has been some attempt in Cameroon and Malagasy Republic to localise education. Ghana has also set up "continuation programmes" in some of its selected schools. Guinea has good colleges for rural education at the post-primary level. In the Nigerian case, at the private individual level is the Mayflower School, Ogun State, Nigeria, established by Tai Solarin which has tried to prove to parents that children would be able to combine both academic and practical curricula and still come out tops in academic examinations. It is almost like the Bumumbu projects where members of the community who possess some skills are invited to come and instruct the students on how to acquire such skills. Such a method was also adopted by Ethiopia, in making use of local craftsmen as teachers. There is also the Botswana case where Van Rensburg's experiment has been trying to integrate work activities existing in the community with academic work (Bray: 1988). He believes that achievement of the basic needs of the people can only be satisfied by the complete engagement of the people in those activities. Another Nigerian, Mr. Nzeribe, had also established such an activity based curriculum school at Awomama, Imo State.
In each of these countries, where there has been established some form of community education, the idea has been motivated by economic pressures resulting from unemployment and the inability of government to establish an adequate social welfare scheme.

There has therefore been the need to produce economically independent and self-reliant citizens. The problem only lies in the intensity and mode of implementation. Some countries adopt the method of over-loading the formal curriculum with work-oriented curriculum to the detriment of academic knowledge. Although community based education is being advocated, the children will have to be brought up to be able to live in a world outside their immediate community. This is what is not going on in Tanzania and people are bound to react unfavourably towards it.

Some, like in Kenya, think that this type of education is meant for the academically unfit. This is not the idea behind it. It is meant to equip the students with basic local skills which they can practise either as full time professions or in their spare time. This is the central point in lifelong education.

Others think that what is important should be to devise means of solving those practical problems that are urgently crying for solution. In other words, paying attention to the relevant needs of the society as in Van Rensburg's experiment and in the case of Tai Solarin integrating the school programme with the world of work.
All these are varieties of community based education from which one could devise a better version to suit the academic and social environment of a particular country.

COMMUNITY BASED EDUCATION IN OTHER THIRD WORLD COUNTRIES

China and Cuba are two of the third world countries which have thought it wise to incorporate theory with practice in education although China has again gone back to the old system.

China

China like the colonised West African countries initially had the type of education that was only good for the office and not necessarily relevant to the needs of the people. From 1958, Chairman Mao Tse Tung taking his premise from the Marxist philosophy that "the only way of producing fully developed human beings was by combining education with productive labour", (Marx, 1957), reformed the Chinese education system. In most of the schools, that were then set up, theoretical studies were drastically reduced to the benefit of productive labour. Practical experiences were created for the students in the farms, factories, industries or anywhere there was the possibility of practical jobs being done.

These schools were called "Part-work, part-study schools or school-run factories". These schools worked in conjunction with
some factories which provided them with material for work and experience in taking decisions as they worked with more experienced workers. This type of exposure brought them more in contact with the adult world and also gradually erased the attitude that anything native or practical was inferior or debasing.

In 1976 a new regime assumed office. According to Mauger, (1982: 15) the new government thought that education was "in such a mess that it needed re-organisation from top to bottom". They therefore reverted to the academic curriculum which is not relevant to the needs of the people and of course not useful to those whose academic career would end at the primary level either due to intellectual or financial disabilities.

Chinese people have experienced bookish education before changing into one with more emphasis on practical work and back again to one with more emphasis on academic work. One really begins to wonder why it should be so when we at the moment are advocating vocationalised education. The problem of the whole exercise in all the countries where education has been geared to meet the needs of the people has been over-enthusiasm to make right what has been wrong for a long time, and therefore leaning too much on the one side instead of striking a balance between the two types. It is not right to emphasise too much of one aspect to the detriment of the other one because both types of education have their different advantages and disadvantages. The crux of the
matter is in each country determining how much time and money could be devoted to each type of education to solve the immediate needs of the particular country.

Cuba

Cuba, as mentioned earlier, is another country that took its cue from the Marxist principle and decided to adopt the work-oriented alternative education. This was started with the hope that it would enhance social, educational and economic benefits for the whole nation. They instituted what they called "Schools in the Countryside" system of education, to bridge the social and economic gap between urban and rural areas.

In the "Schools in the Countryside" system, 45 days in a year were supposed to be spent by students doing a programme for rural communities. During this period students spent a lot of time working in state farms and private farms producing agricultural and industrial products.

The monitorial system of teaching was used where brighter students were used to teach the less intelligent ones. This made the children develop a sense of responsibility, self-reliance and self-government. Through involving the students in productive labour, they helped in improving the economy of the state and therefore allowed more people to benefit educationally. The
students therefore unconsciously pay for their education through this work.

In the "Schools in the Countryside" system, the method adopted is that the students are categorised into two groups. For six periods of class in the morning one group engages in classwork while the other group is doing practical work on the school farm. In the afternoon the groups switch duties. The nights are partly used for studies and partly for recreational activities.

Moving to the countryside for these courses and for practical work is very inconvenient to the students and therefore poses a big problem. It involves transport, medical and adjustment problems. However, the country has solved this problem by involving the Ministries of Health, Transport and Agriculture in the programme on both national and local levels from its preparatory stage to the students' return.

The programme therefore is very demanding on both the government and students as well as on the teachers. It involves a lot of expenditure for the government. On the students and their teachers part it needs a lot of adjustment before they can even face their work. As most of the children may not be opportuned to be sent to their own villages, there is the possibility that they may not feel at home and therefore look on the exercise as a difficult period one must pass through in the course of one's education.
India had learnt a bitter lesson when she had tried to introduce the scheme of basic education as formulated by Gandhiji and his colleagues at the primary level without experimenting with a smaller group. She had underestimated the difficulties that would be encountered in its large-scale field trial. The scheme therefore failed. When she felt it was right for work-experience to be introduced into the curricula of the secondary school she decided to try it through an action-research project. The authorities were also aware of the fact that for work-experience activities in the schools to be realistic "they must be linked with the occupational structure in the midst of which the schools function" (Naik 1974: 35).

The planners therefore conducted an occupational survey for one of the test districts - Maharashtra district - to determine the occupational structure of the district. The survey was able to identify the obsolete and emerging occupations of the area and the occupational inclinations of secondary school dropouts in the area. They therefore evolved a curriculum of elementary activities in technology and agriculture for the in-school students and another of general education with occupational training for immediate use for those out of school. To prepare a programme that was adequate, a Programming Workshop on Occupational Education and Training was organised by the State Institute of Education, Maharashtra, 1969. Members consisted of
educationists, economists, industrialists, agriculturalists and people from commerce and youth employment. The Ministry of Education together with the Ford Foundation supplied the technical knowhow, while the Ford Foundation in India and the State Government supplied the funds.

In developing the work-experience curriculum, headmasters and secondary school teachers were invited. As guidelines for effective formulation of the programme, they decided to find out the following details:

(i) "The probable areas of work-experience
(ii) The cost of conducting these projects
(iii) The time element involved in the various operations in a project
(iv) Whether work-experience could be adjusted in the normal school time-table
(v) The kind of skill required by the teachers
(vi) The teaching-learning materials necessary for putting across the programmes" (Naik 1974: 36).

Teachers and experts in agriculture and technical education also produced tentative curricula which were used in 76 secondary schools which had volunteered to participate in the experiment.

At the end of the first phase, a workshop was organised for all teachers and the whole programme was reviewed and developed into a handbook for teachers and a workbook for students.
In the second phase, 570 schools were now used with 20 schools from each district, the schools had been selected at district meetings in consultation with headmasters.

In Maharashtra, there are about 6,000 secondary schools but the project was started with only 76 and eventually 570 schools. From the beginning there had been a proper planning of the whole project, because they took into consideration all the possible problems that might constitute a handicap for the effective implementation of the project.

As a result of this proper planning, when a member of the staff of Ford Foundation selected 102 schools at random to evaluate their performance, he reported that students had been enthusiastic in accepting the programme. Many of them were even reported to be working at their selected activities even after school hours. Evidence of its success was also shown by the fact that a very large number of the schools that were not chosen for the programme insisted that they would include work-experience projects in their curriculum using the equipment and staff already available to them.

The decision was therefore taken to universally introduce work-experience programmes in standards 8 and 9 of secondary schools in Maharashtra. Preparations were also made to train the required number of teachers and supervisors. The Maharashtra State Board of Secondary Education issued detailed instructions to help
schools select and implement activities which relate to their environment and facilities. Also the colleges of education were encouraged to train the trainee teachers in some aspects of work-experience skill.

In inculcating work-experience in the industrial aspect, the same gradual process was also adopted. Ten per cent of all the secondary schools in each area of Bombay was taken. The whole numbered about 350 schools. The exercise was again found to be successful. On the whole the enthusiastic response by students, teachers and all concerned was due to the manner in which the whole idea was propagated nationally. Since the right people were consulted, the curriculum produced was realistic and teaching materials were available, probably because the subjects or the curriculum chosen related to the environments and the needs of the people.

The technologically oriented subjects include courses in handyman's skills, production and maintenance of science apparatus, maintenance and repairs of radios, clocks and time-pieces, elementary plumbing, preparation of plastic articles, maintenance and repair of water pumps and elementary chemical technology, et cetera. Agricultural oriented courses include farm operations, poultry keeping, preparation of bread and biscuits, horticulture, bee-keeping, food preservation, fishery, animal management, et cetera.
For the industrial training, students were introduced to the factory or establishment. They were meant to understudy the skilled workers and then left on their own to study on the job. They were rotated from one job to another and from one level to another to gain experience in various factory operations. In so doing the students gradually mastered the modalities of the industries, understood the roles of management, organisation, supervision, discipline and safety. The experience helps the student to build up proper attitudes to work and skills and exposes them to different interest areas and occupational choices.

India adopted a good procedure in attacking the problem. Not only were all the people that mattered in planning the project contacted before the programme was started, all the possible difficulties envisaged to hamper the progress of the programme were identified and possible solutions posed. The project was also started on a limited scale and gradually expanded. This gave time for more provision of all the wherewithal that would be necessary for its implementation. The idea of continuous reviewing also made it possible for mistakes to be corrected and excesses curbed. The creation of a handbook for teachers also provided the teachers with a definite direction in their teaching, while the workbook was a good material for practical work and objective assessment.
The Indian example is a good one if the funds are available. They were lucky to have had the help of the Ford Foundation, which made it possible for a lot of the facilities to be provided.

COMMUNITY SCHOOLS IN THE WESTERN WORLD

Unlike in the developing countries where it is the rule rather than the exception that all secondary schools are used or are proposed to be used as centres for the inculcation of community education, the situation in the Western countries is different. Secondary schools teach mainly academic courses unless the school is a comprehensive one. The community schools established are of various types. According to the periodical "Education Today" (1972) community schools have been defined in different ways depending on the purpose for which each particular one has been set up. Some of the definitions are as outlined below:

(i) A school with a community catchment area as opposed to one selecting pupils from various communities

(ii) A school that is mainly interested in community studies

(iii) A school that is extensively used outside formal school time by both pupils and community members

(iv) An institution that serves the community and focuses community pressures for change by being involved in local problems and progress.

The above definitions fit with practices of community schools in some African countries as well as those in the Western world.

-157-
In Britain in 1675 the industrial schools provided children with work in occupations prevalent in the community. Kay Shuttleworth's schools of 1840 enabled students to participate in domestic duties as well as school work. Community schools in actual fact started in 1929 in Britain. Community schools are sometimes referred to as community centres. The terminology was imported from America where such establishments cater mainly for recreational and social activities. Community centres in Britain were established to satisfy the demands of residents of large new housing estates who were clamouring for accommodation, social recreation and educational activities. The National Council of Social Service had also sponsored similar provisions for many years through the village halls. Such establishments also helped in socialising the adults after the Second World War. Some voluntary organisations created centres for formal and informal education. In Britain, for instance, the community centres involved both recreational and educational activities. They were open to all residents of the area without exception. These schools/centres were supported by voluntary funds although the Housing Act of 1936 gave the responsibility to Housing Authorities requiring them to charge the account to the Housing Revenue Account. Community centres of the British type can be found in Australia, Canada and New Zealand. Some that are established in the colonies were to help the people cope with the problems of self-government, basic problems of welfare and economy such as raising standards of literacy, hygiene, home management, crafts and agriculture.
For instance in Britain at the time, there were a lot of problems that needed to be sorted out through community education. Some of such problems included the following:

(i) "Overcrowded, anonymous cities with little sense of communal or personal identity.

(ii) The decline of religion with the consequent loss, for most people, of one more focus for community life and action and the consequent need to create another.

(iii) An over-competitive society with very deprived groups at the bottom of the social pile, groups which have few real links with any social or educational institution.

(iv) The need for further and adult education both vocational and liberal, indeed for recurrent education.

(v) The need to provide alienated youth with a communal focus for leisure activities.

(vi) The need to transform the school from a bookish institution largely alienated from communal life into one with close links and continual interaction with the community".

(Halsall, 1975: 1)

All these problems in actual fact are what exist in the present day Nigeria. Hence it has now also become imperative that our community schools be community schools as defined in this work. According to Halsall (1975) all these problems also necessitated some progressives to establish what they called Public Halls or
Schools for the people. It was also at this time that a man called Frederick Maurice came up with the idea of the "ultimate self-government" of the Working Men's College.

There was also what was known as the People's Palace in East London, which later became the East London Technical College. It was also regarded as a centre for all the people. The working men also established institutions to cater for their vocational needs. An example of such institutions was the Mechanics Institutes.

Another important move towards community education in Britain was made by Henry Morris, a once Chief Education Officer of Cambridgeshire. He noticed the drift towards the cities of able citizens from the villages, and the uneven distribution of educational and social centres. He therefore set out to establish multi-purpose centres for education which he called Village Colleges (Halsall 1975).

The community school movement in Britain of the 1950s and 1960s was not nationwide. It was limited to localities with innovative education officers, as was the case in Nigeria when community development started with innovative District Officers. An example is that of Rochdale in Lancashire where they established a community primary school. This school is much patronised by adults and some truants. The school makes use of voluntary helpers (as is the case in Sierra Leone) who possess some practical skills or can help in any way.
These helpers all participate in planning the weekly programme. The community council sees to the overall supervision of the use of the school building and the general community activities.

There is also the Countesthorpe College which deals with individualised learning and group work in both academic and community skills. Just as in Rochdale, the members of the community in Countesthorpe are free to use the school facilities and to some extent work with the students. The college has three major educational objectives:

a. Knowledge - the student's knowledge of himself and the community.

b. The students have to acquire certain skills such as communication skills, skills related to other objectives such as performance in music, crafts and physical skills, and also creative skills.

c. They have to develop some personal factors and attitudes, such as ability to organise one's own work and play, and development and recognition of one's own moral code. They also need to develop the ability to organise the nature of social situations and to find the right reactions for them (Bembaum 1973).

To achieve these ends adults from the community come to study and work with the students. This gives a lot of personal satisfaction to all involved. The students learn from the adults and the adults learn from the students. Students are occasionally divided
into small groups of fifteen (15) to work more closely with the teachers and at other times they are given time for individualised study.

During the small group learning there is the opportunity for the students to influence the teacher or vice versa with their own ideas. There is participatory democracy being practised in the whole school. The rigid teacher/student relationship that exists in the traditional school does not exist here. According to Bernbaum (1973:51) "Tim McMullen's desire as the headmaster is to establish a participatory democracy in the school so he could (1) increase the personal satisfaction of all members of the College, (2) increase both staff and student motivation by giving them the opportunity to influence or decide student/teacher activities in the school, and (3) provide a model to the students of a desirable form of government".

The problem with this type of community school lies in the area of provision of adequate materials for work, and being able to satisfy the demands made by externally moderated examinations. There will be difficulty in assessing the quality of work done here since external examiners do not recognize such. That is why in most countries where community education has not been fully integrated into the school system, the teachers seem to neglect it in preference to the academic subjects on which performance of their students will be judged.
Similar to the Indian experience, in 1982 the British Prime Minister, Mrs. Margaret Thatcher, announced the introduction of the Technical and Vocational Education Initiative (TVEI) in the secondary schools. This is meant to stimulate technical and vocational education for 14-18 year olds across the ability range within the government educational system. Ten months after the government statement, in the autumn of 1983, the project was started. Like the Indian case also the project was started with 14 carefully selected Local Education Authorities, and 49 more were supposed to be joining the following year. A special group, The Manpower Services Commission (MSC), was given the task of managing the scheme, while a high-powered National Steering Group was appointed to establish criteria and to monitor progress. This also indicates, as in the Indian case, that the surrounding issues were examined before criteria were established.

It will also be noticed that even in a developed country such as Britain there was as much interest in this work-oriented programme as was in India. It was said that initially it was proposed that only 10 LEAs would start the project, but the interest was so much that 14 started it in the long run. Even though it was rumoured that the attraction was due to the offer of £400,000 offered to LEAs to cover the start-up costs for extra buildings and equipment. But this the author does not believe because the
attraction is more about the nature of the curriculum than it is about equipment and machinery.

Although this project will be nationwide in future, the fact that each LEA is given a free hand to do what they want as long as their proposals satisfy the basic criteria and outline content laid down by the MSC (on the advice of the National Steering Group which is made up of representatives from both education and industry), localises education and will enable each LEA to see that their needs are satisfied.

The overall aim of the TVEI is to make education more work or employment oriented, but as David Young has said, according to Fennel (1984) there is "no intention of making TVEI a simple mechanistic link between vacancies in the job market and courses in schools". Rather the TVEI is more interested in focussing much more on developing those skills which make people more competent to do things in the world as opposed to acquiring simple knowledge (Fennel 1984).

Hobrough and O'Donnell (1986: 28) state that "The aims of TVEI were, in conjunction with LEAs to explore and test ways of organising and managing the education of 14-18 year old young people across the ability range so that:

(i) more of them are attracted to seek the qualifications/skills which will be of direct value to them at work and more of them achieve these
qualifications and skills;

(ii) they are better equipped to enter the world of employment which will await them;

(iii) they acquire a more direct appreciation of the practical application of the qualifications for which they are working;

(iv) they become more accustomed to using their skills and knowledge to solve real-world problems they will meet at work;

(v) more emphasis is placed on developing initiative, motivation and enterprise as well as problem-solving skills and other aspects of personal development;

(vi) the construction of the bridge from education to work is begun early by giving these young people the opportunity to have direct contact and training/planned work experience with a number of local employers in the relevant specialisms;

(vii) there is close collaboration between local education authorities and industry/commerce/public services etc., so that the curriculum has industry's confidence."

All these are very laudable aims and in fact should be adopted by all the developing countries; but the problem would be the method of implementation. It would solve the unemployment problem which is the cankerworm in Imo state in particular and Nigeria in general.
Even in this case there are critics of the programme. Some of the criticisms are cogent. It will therefore be left to any government which may wish to adopt the programme to correct the suggested mistakes seen in the British one. Here are some of the criticisms:

1. The government placed authority and action with the MSC rather than the Department of Education and Science (DES).
2. It was not right to make TVEI school centred. There were other schemes such as Youth Opportunity Schemes (YOPS) and Youth Training Schemes (YTS) which were all post-school for youngsters who would otherwise be unemployed.
3. The Prime Minister did not carry out adequate consultation before announcing the programme (which was also what was condemned in Nyerere's scheme).
4. It is the child of a new form of bureaucratic organisation, MSC on the one hand and a populist style of government on the other.
5. It is a gangplank to unemployment. They argue that training cannot create jobs. Vocationalising of secondary curriculum will not solve the problem of youth unemployment. It will only act as a short term social control if it is not accompanied by economic measures which will create jobs.
6. According to Gorbutt (1984) and Skilbeck (1983) it is divisive and attacks the comprehensive principle. It is as divisive as the grammar school. There should be common curriculum for all students. Both the academic and the prevocational options should be pursued within a
comprehensive tertiary college.

7. Holt (1983) describes the logic of 14-18 curriculum, as proposed by the TVEI, as totally un compelling and argues that vocationalism is a threat to universal education. Both Holt and Skilbeck agree that TVEI is narrowing in intent and that it cuts across the rationale of a curriculum based on a notion of liberal education which is noninstrumental and by definition cannot be related to jobs. (Gorbutt 1984)

On the other hand there are others who support the whole programme and they have this to say:

1. Education must reflect wider social values and these values will in turn reflect particular social conditions and problems.

2. To educate children is to help them grow up as persons, and as persons they have to learn how to live independently and constructively within a particular society.

3. With respect to personal growth, first despite the much earlier age at which young people mature physically and emotionally, the day on which they can leave the education or training schemes and through earning their keep become fully fledged adults is being postponed.

4. The future is less predictable in what it has in store for young people and they need the skills and personal qualities to deal with these uncertainties and changes.

5. The experience of schools and colleges is that the qualities
that employers require of young people have less to do with academic success than with personal skills and qualities.

6. There is the need to develop appropriate attitude towards the industrial base of the very system through which we are trying to educate our young people - to eliminate contempt for the practical and for the productive part of the economy.

7. There is need to adapt to the technological base of the industry, of information and of communication.

(Pring 1985)

The author agrees completely with the latter group but agrees with the opponents with regard to the fact that the appropriate people as in the Indian case should have been consulted, then there would not be the feeling of denying them of the freedom of choice. In a democratic country, which most countries claim to be, there must be cross-communication of ideas no matter at what level. Also, the government should be prepared to establish industries to employ these youths, or give them some small subsidy to enable them to start something on their own. Otherwise it will really be a "gangplank" to unemployment as they called it.

GENERAL ANALYSIS OF THE DIFFERENT TYPES OF COMMUNITY EDUCATION
AND THE NIGERIAN CASE

Grant (1979: 25) quoting Minzey and LeTarte (1970) defines community education as "the development of a process that encourages community members to unite in order to identify and
solve problems." Any variance in defining community education according to Grant (1979) "comes in the application of this concept".

According to him community education has three common characteristics:
1. "Concern for the individual's ability for self-determination.
2. Identification of community needs and resources.
3. Development of the leadership potential of the community."

Alaezi (1981) has also defined it as "the improvement of knowledge, aims and methods of combining certain community skills so that the learner may become a useful member of the community as long as he lives".

In the context of this research the author defines community education as the process of adapting community skills into pedagogical forms. In other words designing meaningful work-experience curriculum which would be integrated with the formal education in order to produce literate, knowledgeable and self-reliant individuals. A community school would therefore be one that possesses this type of curriculum and at the same time involves the members of the locality in the establishment, administration and management of the school.

As has been mentioned earlier in this chapter, community education
in the developing countries has in all cases been motivated by economic pressures, low agricultural yield, unemployment leading to hunger, starvation and all forms of vices. This is because the educated ones had all gone through the colonial type of education which was too academic, theoretical and unrelated to the life and skills of the community.

All these African countries had been spurred on towards the establishment of the various types of community education by the Phelps-Stokes Commission in 1925, the 1961 Addis Ababa conference and the Harare conference, to mention the most prominent ones. The Phelps-Stokes Commission had advocated the adaptation of education to the needs of the individual and the community. In the Addis Ababa conference, all the participants had pledged to meet all the challenges involved in the development of their respective nations and in particular of their educational systems. The Harare Conference gave further impetus to the increasing positive awareness Africans have of the positive value of their ancestral heritage. Among the declarations made during the Harare conference was: "... to make education more relevant to daily life and particularly to the world of work, by the introduction of productive work into the educational process for the sake of its instructive and moral values as well as its economic advantages; by closing links between the educational system and the production sector; by more precise information about working life; and by improved educational and vocational guidance ..."(Skander 1983: 83).
Thus Kenya embarked on her own system of community education in the 1960s, Tanzania in 1972, Sierra Leone in 1970, and Nigeria, although proposed in the 1969 curriculum conference, adopted in the 1977 National Policy on Education, supposed to have been implemented since 1982 but Nigeria is yet to start it seriously in most of her secondary schools.

Although mention has been made of the type of community education practised in the Western world, it was only to highlight the difference between that of the developed and developing world. While community education in the Western world is for continued training of those already literate, in some developing countries such as Kenya it is partly meant for the introduction of basic literacy to the illiterate masses. While it is for leisure and socialisation in the Western world, it is meant for serious work and vocational training in the developing world. Again while it is used for recreation and a place to learn a hobby or vocation in the Western world, it is meant to provide participants with life-long skills that will make them into useful and self-reliant adults in the community in the developing world.

In the Nigerian case, the schools are regarded as community schools just because they are established by the members of the community. This work intends to stress the fact that schools should be community both in terms of administration and management, and in curriculum content.
With the introduction of the TVEI in Britain, it looks as if they are also changing from the theoretical education to a more vocationally oriented type of education. All this may have resulted from the rise in unemployment figures but there is no evidence.

This is not a community education as also the Indian case is not, in the sense that both programmes were financed by the government, but it is a community education for the fact that the curriculum is community based and tries to solve the needs of the members of the community. There is no reason therefore why in Imo State as in other states where the members of the community contribute a lot towards education, the curriculum should not be geared towards the satisfaction of community and individual needs.

THE NIGERIAN CASE

Community schooling/education in this work therefore refers to the type found in the developing world. Most importantly, it should be noted according to Batten (1965: 99-100) quoting Orata (1954: 69) that "Unless and until the people have a part, as the Indians did in Kyle, in determining school policies and in planning school-community projects, the school may be of the community in the sense that it is physically located there, and it may be for the community partly because certain extracurricular activities are undertaken by the teachers on its behalf, but it is not a school by the community in any sense of the term at all". 
In most of the colonised countries, in addition to developing the various countries they ruled, the colonial masters introduced their religion and education, and their language was mostly used as the medium of instruction. They introduced the type of education that was needed to serve their immediate purpose at the time. There was emphasis on the 3Rs to train clerks and others who worked in government offices. Unfortunately, the people imbibed this system of education. Christians valued Christian education because of the moral teachings involved, others including the Christians valued it as a means through which their children could get salaried employment in the world outside their community.

Education therefore trained children for life outside their local communities and therefore did not have any relationship with community needs. Also with the long hours spent at school, the pupils would hardly have enough time and energy left to devote to traditional education. Secondly, since the Christian Missionaries opposed everything native and termed them paganish, the pupils were drawn further and further away from practising the traditional norms and participating in traditional education. Traditional education was meant to prepare the young people of the community for a known and well-established way of life. The main purpose of traditional education was to maintain tradition and custom, and not to change it. With Western Education, the people acquired new and better positions in life, adopted new ways of living and therefore needed more money to finance the mode of life.
and living so adopted. Traditional education alone would not qualify anyone for salaried jobs; people therefore started losing interest in traditional education. The interest kept diminishing as the people accepted more changes. Gradually most people lost touch with traditional education.

After the Commission and conferences mentioned before, it dawned on Africans that in as much as they did appreciate Western Education for all its good values and qualities, individuals in the various African countries should be aware of, appreciate and cherish their natural heritage and tradition. This lack of appreciation has caused a catalogue of woes ranging from economic depression, unemployment, vice, crime, drug peddling and the like, because our education has not been geared to solve our economic and social problems.

Now that the developed countries are fast developing in technology, the developing countries have now realised the futility of the theoretical education which the Europeans brought to them, although it was the people's choice (see page 88 of Chapter 2).

There is therefore the need to evolve a modern and efficient form of community education which will integrate local needs with the formal education. The formal education will help the people to learn the new methods and skills by which they can satisfy their new wants and desires. The new community education will help the
people consider the future effects as well as the immediate benefits of the changes they are making. In this way only can the people have lasting satisfaction through the changes they are making.

With the people involved in community education, it should give them a sense of belonging and security. They would therefore find it easy and natural to work together for the common good and to care for themselves.

The new community education would serve the same purpose as the traditional education but would at the same time help the people to reach new satisfactions by adjusting themselves to the current changes taking place.

For those in the urban areas where individuals live almost in isolation from their neighbours, the community education should act as a cementing force to all the people of diverse cultural and traditional backgrounds and thus enable them to evolve an acceptable way of behaving which would harness their differences and therefore help them live as one community.

DIFFICULTIES INVOLVED IN ESTABLISHING COMMUNITY-BASED EDUCATION IN COLONISED AFRICAN COUNTRIES WITH SPECIAL REFERENCE TO NIGERIA

Although most African states have agreed or rather been made to realise that curriculum geared to meet the needs of the people is
what is needed at the present time, attempts to implement this programme had often not come off as successfully as had been expected.

One of the reasons for this state of affairs is that even though the people are now aware of the fact that vocationalised education, or rather education related to solving the practical needs of the people, is best, there is still the obvious fact that people associate elitist education with academic curricula.

This had its origin from the attitude developed by the natives during the colonial era. The type of education that made the white man respected and respectable was not the practical type. Besides most of the missionaries who they looked up to condemned everything native. To be educated then and to belong to the elite class, one had nothing to do with native crafts, native customs and habits. Even after the Phelps-Stokes Commission in 1925 had suggested that education should be geared to meet the needs of the people, derogatory statements made by some of the colonialists such as 'Africans were good only as hewers of wood and drawers of water' made Africans hate practical jobs.

It is an obvious fact that Africans send their children to school to acquire knowledge which will qualify them for a salaried job, and therefore a high social status. This was the original reason and still is. Forster's (1969: 89) assertion that "African parents only perceive the school as an instrument of individual
opportunity" has a lot of truth in it. The researcher does not agree with Alaezi (1981) who holds a different view. Alaezi feels that an Igbo father primarily sends his child to school so that he can learn better eating habits, possess better dress, better public relations and more beautiful homes and surroundings. These are some of the advantages that result from being educated but they are not the primary motive.

The parents he referred to who stop their children from schooling at the primary or secondary level to start a business or learn a trade only do so if the children are not academically bright. No Igbo parent would pull a child out of the school unless he was financially handicapped. Education was and still is for most people the only decent, reliable and safe means of economic upliftment. It is only recently that Nigerians started engaging in smuggling, drug trafficking and all sorts of illegal business dealings which yield money fast, that people are now regarding traders and businessmen as the money men.

These days when the Nigerian economy has fallen so low, one cannot even set up an honest business and expect to be very rich through it. One can only manage to make ends meet if one is doing well. Even the successful secondary school graduates have very remote chances of being employed. This is why parents must be educated to understand the importance of community oriented education. Because Nigerian parents still believe so much in formal education, the slightest deviation from the formal curriculum is
regarded by them as a waste of time and a hindrance towards the academic success of their children. According to Forster (1969: 90) as long as the parents are of this view, "not only the school but the most "traditional" of all institutions, the family, will tend to subvert the egalitarian ends of the programme".

Another hindrance to the cause is that it is usually the practice rather than the exception that the well-to-do Africans and their national rulers send their children abroad for their education. The result is that there are not many to educate the local people, neither are there positive examples for them to emulate.

In Nigeria where the apprenticeship system exists the students look down on these local practical skills because such jobs have been mastered by their counterparts who have never been to school. Adopting these skills as their professions would put them on the same status as either the illiterates or the school drop-outs.

Another difficulty lies in the shortage of trained staff to coach the students. Since most of the educated group or the present teachers belong to the group that passed through academic education, government can either make use of those who learnt on the job or start afresh to train teachers in those practical skills. This, of course, will take some time and therefore prolong the time for the implementation of the scheme. If the experienced illiterates are used, the problem of medium of instruction will arise. Since this is at the secondary stage it
will be pertinent that the instruction should be given in an accepted medium of instruction.

There is also the problem of method of assessment. In any practical work, there is theoretical as well as practical assessment. How would the illiterate instructors carry out the assessment? This again makes it imperative that adequate staff must be trained to be able to devise proper and effective assessment programmes for the community based education.

Most importantly, there is the thorny issue of funding. In most developing countries, education has to compete with the whole gamut of social needs. There is also the added fact that the world-wide economic recession has hit them hardest. Each of these needs requires immediate attention. Such needs come in the area of demand for roads, hospitals, markets, good communication systems, good water supply, electrification, and even proper nutrition. Also according to Skander (1983: 89) "there is the fact that Africa does not yet possess an adequate background of experience in human resource planning, or in labour market expertise." A change in curriculum of this nature needs new equipment, new infrastructure, trained staff and other facilities. This needs a lot of money which most of these countries can ill-afford. What obtains in places where attempts have been made to establish proper community education is a haphazard arrangement of the whole exercise. It is stated in the education policy to give the world the impression that education is being practicalised and
localised when in fact the former theoretical academic curricula are still being pursued. This is very evident in Nigeria.

For instance Nigeria is supposed to have started the 6-3-3-4 system. This means six years in the primary school, three years in the junior secondary school during which both academic and vocational courses are supposed to be taught. After the junior secondary, the academically inclined can then proceed into the senior secondary for the next three years. The technically inclined will move out into the world either to continue training under the apprenticeship scheme or establish on their own or continue in the senior secondary if he is bright.

What actually obtains now is at the end of the junior secondary school phase, parents lobby principals to push their wards to senior secondary, failing which the parents would transfer the children to schools where the principals were willing to accept them for admission into senior secondary. Parents are pushed to do so because the students have not been taught the practical skills, they have no knowledge of any local skills neither has the government provided opportunities nor places for them to continue training as apprentices or to work. The student therefore will graduate from the secondary schools with little or no knowledge in practical skill in any specific area.

However, the government is trying to forestall this deficiency in the system by establishing the Open Apprenticeship Scheme which at
the moment is used as an emergency programme to fight graduate or educated and general unemployment in the country which is the aftermath of the old system of education. This is why the new system is being introduced but again it is not being properly planned. The writer envisages that although this scheme is not categorically meant for senior secondary school graduates, they will eventually find themselves in the scheme.

The Federal Government Open Apprenticeship Scheme was launched in Imo State on June 16, 1987. In this scheme secondary school graduates are sent to privately and government owned establishments to learn on the job. These entrepreneurs are paid by the government for training the students and the students also receive some monthly allowance, probably to help them buy some of the materials they need. The training lasts for about one and half to two years after which the students are expected to start small scale projects on their own with a little subsidy from the government. Complaints have already started coming from the students about irregularity in payment of monthly allowances and inadequate facilities. If the present secondary school graduates find themselves in this programme, it will not be because this process of training was in the National Policy on Education nor was it the government's original intention.

It was intended that the whole group would go through the same curriculum set up for the first three years of secondary education. The academically inclined continue in the academic
field while the rest continue training in the vocational line. This method of farming students out to private proprietors has been adopted because of lack of proper vocational and practical context in the former curriculum in the formal school system. Again the apprenticeship scheme is being carried out on a large scale. This is the reason for the scarcity of facilities and irregularity in payment of allowances. Financial projects must be tried on a small scale especially as the economy is not very buoyant.

For a successful community oriented education to materialise in the country, there should be inculcated in our educators, students, parents and the society at large, a change of attitude and mentality from the very strong influence of colonial models and practices. Our community schools then would not only be in name but also in actual fact and practice.

CONCLUSION

In Iboland - Imo State, the idea of community education was born not necessarily as a means of propagating community culture and skills but as a prestige symbol and a measure for the degree of development of the particular community. This was the reason why communities developed all types of unions and associations, to form a united front in order to see that their aim was achieved.
With general technological development in the world and the economic crises facing most of the developing world, it has now become imperative that one looks at the educational system to know whether the members of the community are actually gaining anything from it.

This work recommends that we should take cognisance of the various Commissions and Reports, and try to relate education to the needs of the community rather than carry on with the former theoretical education.

Examples of countries that had decided to relate education to community needs were given and examined. Some obstacles to the implementation of the programme were also identified.

For community schools to be truly community schools in function and scope, community education must be practised in it. Also for community education to succeed in Nigeria, first of all devoted teachers must be trained in the various projects. These teachers, with the help of some community workers, should go and educate the parents about its usefulness. With the help of the parents, projects which will benefit both parents and the pupils/students will be developed. Government and educators should propose the guidelines, but there is the need to involve the community leaders in working out the curriculum so that the crafts and skills common to each locality will be reflected in the curriculum. Once this is done, the parents will be able to sell it to their children and
wards who will in turn appreciate the skills and enjoy learning them.

In as much as one would advocate gearing the curriculum towards relevance to the environments, the curriculum must contain items which have positive utility. A cultural practice which inhibits development must be rejected. The content must be chosen in such a way that it suits the perceptive abilities of the particular age groups. The content must be such that it fulfils the requirements of the world of work and more specific issues of employment within the educational and training systems. It must also open new vistas of knowledge about life and the world beyond the immediate community.

The crux of the matter as far as community education is concerned is being able to identify the local learning needs, making a careful translation and integration of those needs into the existing formal curriculum. There should also be adequate provision of materials and facilities, human and financial resources to make for the effective implementation of the programme. Finally, an effective and efficient guidance and supervisory unit should be established to guide and monitor the implementation of the programme.

Having briefly traced the system of community education in the various countries, the researcher now intends to find out what contributions the members of the community are making towards the
development of secondary education in Nigeria, and what benefits they are deriving from it in terms of acquisition of local skills.

It is worth emphasising the point made on page 165 about the Technical and Vocational Education Initiative in Britain. It is my belief that of all the examples of work-oriented/related formal education discussed in this thesis that the most recent and the best organised one is the TVEI in Britain. I would suggest that the Nigerian Government should adapt this concept and institute it in Nigeria, making sure that all the problems identified in the United Kingdom before its execution are properly covered. Thus there should be a proper consultation with all the groups concerned. It should be left with either the Nigeria Educational Research Council or the Federal Ministry of Education to organise because they have all the facts about education in the country. Creating another group to handle it will duplicate duties and waste money in salaries and allowances. The country should also be prepared to make provisions for the graduates of the secondary schools for effective employment by themselves, or by being absorbed in the work industry so that the programme does not become a gangplank to unemployment.

Therefore the details of the TVEI in Britain should be studied and applied initially in one or two selected areas or schools to see how it works out in Nigeria, but adapting it to solve our own local needs. (See also p.337 recommendation.)
CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

In this chapter, a very brief overview of the two current approaches which can be adopted in educational research will be given. The author will later in the chapter describe the paradigm followed in this research. The methodology used will also be described.

PARADIGMS IN EDUCATIONAL RESEARCH

The established or conventional form of research has been in the natural sciences in which the known approach has been the 'scientific approach'. It is otherwise called the objective or experimental or reductionist approach. The scientific method/approach was so successful and revealing that the social scientists thought it might also be useful in solving problems related to social phenomena.

One of the earliest protagonists associated with this type of thought was a Frenchman, Auguste Comte, (Cohen 1980), who referred to its underlying philosophy as positivism. Positivism may be said to refer to "a broadly defined movement in the history of man's
intellectual development, the distinguishing feature of which is the attempt to apply to the affairs of man the methods and principles of the natural sciences".

(Gilbert and Pope 1987: 50)

However, another approach has also been developed - the naturalistic approach, which is based on an analogy drawn from research in anthropology i.e. where individuals are studied in their social setting. It is also called the descriptive or the holistic approach.

Gilbert and Pope (1987) have therefore presented a very explanatory diagram on page 189 marrying the positivist view and the holistic view, therefore showing that a multiparadigmatic approach can be adopted in educational research. The distinguishing features actually lie in the labelling of the strategies used in the two paradigms. Gilbert and Pope have arranged them in this form:

<table>
<thead>
<tr>
<th>Paradigm 1</th>
<th>Paradigm 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>Non-traditional</td>
</tr>
<tr>
<td>Scientific</td>
<td>Artistic</td>
</tr>
<tr>
<td>Experimental</td>
<td>Naturalistic</td>
</tr>
<tr>
<td>Reductionist</td>
<td>Holistic</td>
</tr>
<tr>
<td>Prescriptive</td>
<td>Descriptive</td>
</tr>
</tbody>
</table>

Guba (1978) feels that the first, and probably crucial, difference between the two types of investigators is the philosophical base.
According to him, the naturalistic investigator uses paradigm 2 and is 'a phenomenologist' while the conventional enquirer who uses paradigm 1 is a 'logical positivist'. The positivist deals with scientific facts and their relationship to one another while the phenomenologist is concerned with describing and understanding social phenomena.

A paradigm in the definition of Field and Morse (1985: 138) is

"A collection of logically connected concepts and propositions that provides a theoretical perspective or orientation that frequently guides research approaches towards a topic."

Bailey (1982: 23) also defines it as

"A perspective or frame of reference for viewing the social world, consisting of a set of concepts and assumptions."
THE RESEARCH PARADIGM/DESIGN USED IN THE STUDY

With regard to the diagram on page 189 relating to the two major research paradigms, the researcher adopted mainly the approaches in paradigm 2. According to Gilbert and Pope (1987: 19) "... a paradigm is a pattern or constellation of notions not something that can be defined by a unitary concept."

In treating the first two chapters, the holistic and descriptive approaches were used. The holistic approach as opposed to the reductionist approach according to Gilbert and Pope (1987: 19) "... seeks to describe, as far as possible, the context and a wide range of variables rather than focus on a few exclusive ones." These approaches were then used to give the reader a brief background knowledge of the educational history of the country in general and of the area of study, Imo State in particular, which as of necessity was relevant in a topic of this nature. The descriptive mode adopted here was in consonance with the philosophical base of paradigm 2.

In the second chapter, the inquiry paradigm such as would be used by a naturalist investigator, mainly concerned with description and understanding, was also adopted. Here the location, size, population, behaviour patterns, social and political organisation and the economic resource base of the area were fully discussed before mention was made of the advent of Western Education in the State and therefore the involvement of the community.
The illuminative evaluation which also falls under paradigm 2 was used in Chapter 3 of the work. Pope and Gilbert (1987: 98) state that

"The aims of illuminative evaluation are to study the innovative program: how it operates; how it is influenced by the various school situations in which it is applied; what those directly concerned regard as its advantages and disadvantages; and how students' intellectual tasks and academic experiences are most affected."

In this chapter, the researcher looked at other countries where community education had been established and tried to elicit the desirable and undesirable elements in them in order to discover the phenomena on which to base emergent views.

The stance taken in the research was open-minded and exploratory in that the questionnaire and interview techniques were used to elicit facts. The answers from the pilot study led to the formulation of hypotheses 11 and 12. This goes to prove that the research stance was expansionist rather than reductionist, because further enquiry emanated from results of previous results.

As for the framework or design, there was nothing rigid or fixed about it. The design was left to emerge as the investigation proceeded. Likewise in the style used, there was no manipulation of the situation. Simple random sampling was used to select the schools used, and respondents were chosen from the schools' communities to respond to the questionnaire.
Case study and survey methods were used. Case study in the sense that some selected schools were used, and survey method in the sense that respondents from the various communities were asked questions relating to the general school system in the state.

Quantitative as well as qualitative data were collected.

Based on the diagram on page 189 one would therefore not agree with the philosopher of science Thomas Kuhn who suggests that "if one is operating within a paradigm then there will be a particular group of axioms, meanings for words, methods used etc. which typify that paradigm and make it 'incommensurate' with any other paradigm i.e. there is no common standard of measurement between them" (Gilbert and Pope 1987: 18).

The same method, technique and even the type of data collected can be used for paradigms 1 and 2. The difference in the researcher's view is in the strategies used.

**RESEARCH METHODOLOGY**

This section describes the design and methodology used for the study. It is made up of five different aspects. These are discussed under population, sample, instrumentation, data collection and procedure for analysis of data.
POPULATION OF THE STUDY

The area of study has been discussed at length in Chapter 2 of this study. As was shown in that chapter, the State Education Law of 1980 divided the State into five Educational Zones, with five Zonal Boards. At the creation of Imo State in 1976, there were 148 secondary schools. These schools comprised government owned, voluntary agency owned, community owned and individual owned. As of now there are 458 secondary schools in the State with over 90% of them built through community efforts.

Although all schools have been taken over by the government, the emphasis of the study is on community contribution in their establishment and development.

PILOT STUDY

For the pilot study samples of the questionnaire were given to some of the researcher's colleagues as well as some parents to fill in.

The pilot study was undertaken for the following reasons:

"... to test the instruments to be used in the full enquiry, to prove that access to the sampled population can be obtained, and to alert the researcher to the outcome of the enquiry." (Gilbert and Pope 1987: 15)
Answers obtained from the pilot study helped in the structuring of the proper questionnaire used for the study.

SAMPLE

The schools used for this study are secondary schools. Purely vocational, commercial, purely government schools, technical colleges and schools for the handicapped are not involved as they are not within the scope of the study. With all these excluded, we have a total of 449 secondary schools. From there, fifty schools randomly selected at the rate of ten schools per zone, were used as the sample for the investigation. This number represents 11.14 per cent of the total.

The zones are Aba, Okigwe, Orlu, Owerri and Umuahia. Table 17 shows the zonal population of the schools and the sample size.

These schools comprised boys, girls and co-educational schools. Representative sampling technique was used.

The names of all the co-educational schools in each educational zone were written on separate small pieces of paper, folded and dropped into a separate bag for each zone. The Ballotting-without-replacement method (Nwana 1981), or Sampling-without-replacement method (Pope and Gilbert 1987), was used until six schools were picked for each zone. The same method was used for the girls' schools and the boys' schools for each zone. From the bags for
girls' schools for each zone, two schools were picked and the same was done for boys' schools. For each zone therefore, we have six mixed schools, two girls' schools and two boys' schools.

It will also be seen that most of the schools are rural schools as most of the communities are rural. The only urban school used (Akwakuma Girls') was initially started as a model primary school by the government but since there was no secondary school in the area, the government authorised the community to convert it into a secondary school. It was initially a co-educational school and later changed to a girls' school. The community then put up most of the infrastructure and essential amenities.

The subjects per school used comprised the following:

1. The principal of the school.
2. Two graduate teachers of the school.
3. Two parents of students in the school.
4. Two town union/community leaders.
5. Two age-grade leaders (where applicable).
6. The Eze (Traditional ruler of the community).
7. Two final-year students.

The final-year students were given the questionnaire for students only. They were chosen because they have been longer in the school than the other students and would therefore be more knowledgeable about various aspects of the school than other students. The other people were chosen because of their positions
in the society and in the school. They are the ones that would know the details about the schools. Church leaders were not used because their answers may be biased. This is because voluntary agencies were prohibited from ownership and management of schools by Edict No. 2 of 1971 known and called the Public Education Edict 1970.

The list of schools used can be seen in appendix 2.

**TABLE 17 - Schools per Zone and Sample Size**

<table>
<thead>
<tr>
<th>Zones</th>
<th>Total No. of Schools</th>
<th>Number of Schools Used</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABA</td>
<td>71</td>
<td>71</td>
<td>10</td>
</tr>
<tr>
<td>OKIGWE</td>
<td>106</td>
<td>104</td>
<td>10</td>
</tr>
<tr>
<td>ORLU</td>
<td>80</td>
<td>79</td>
<td>10</td>
</tr>
<tr>
<td>OWERRI</td>
<td>136</td>
<td>134</td>
<td>10</td>
</tr>
<tr>
<td>UMUAHIA</td>
<td>62</td>
<td>61</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>455</strong></td>
<td><strong>449</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

The following schools were excluded to get the number used:

(a) 2 Government Colleges from Okigwe Zone

(b) 1 Remedial School from Orlu Zone

(c) 1 Government and 1 Handicapped School from Owerri Zone

(d) 1 Government College from Umuahia Zone

* Note: Three (3) new schools have since been reopened. Two (2) in Aba Zone and one (1) in Owerri Zone. The total as of now in August 1988 is 458 schools.
Structured questionnaires were used in order to elicit facts that would either accept or reject the hypotheses used for the study, as stated in Chapter 1. 500 (five hundred) adult questionnaires and 100 (one hundred) student questionnaires were distributed, giving a total of 600 (six hundred) questionnaires.

The questionnaire was used basically for the following reasons:
1. To find out the degree of local community contribution to the development of secondary education in Imo State.
2. To find out whether the secondary school curriculum was relevant to community needs with regard to acquisition of relevant skills.

THE QUESTIONNAIRE

The first three questions were used to elicit the personal data of the respondent. The next twelve questions in section A were designed to find out the contributions of the Community, the Government and the Voluntary Agencies to the development of the secondary schools, before the government take-over of schools. The period considered was from the year of Nigerian Independence to the year of government take-over of schools, that is from 1960-1970.
Section B contained ten questions meant to find out the general views about the contributions of the local community and the government in the overall development of secondary schools in Imo State. The date range taken was a year before the creation of Imo State to ten years after, that is 1975-1985.

Section C is made up of fourteen questions, also designed to find out which body contributed what towards the development of secondary schools after the government take-over of schools. The questions in this section were asked specifically with regard to the schools used for the research.

The next section D dealt with curriculum content and its relevance to the needs of the people. The first part of this section was designed in such a way that the respondents would identify the local crafts and occupations indigenous to their area and therefore to Imo State, state whether these were reflected in the curriculum and make suggestions as to what more they felt should be included in the curriculum.

The second part of the section is then designed to find out from parents only, how far their objectives in terms of psychomotor, cognitive and affective needs (Bloom 1956) are being satisfied in their children through the curriculum of secondary education. There is also a separate questionnaire for the students. This is the same as the last section of the adult questionnaire. The intention was to find out whether the students' views differed
from those of their parents or not. This was just to give more validity to the results.

Section E of the questionnaire was designed to find out the relationship between actual secondary school enrolment and the attitude of parents in sending their children to secondary schools.

INTERVIEWS

Structured interviews were also designed in that they were included in the questionnaire. Three of the questions are open-ended and three are closed.

Answers obtained from the oral interviews were used to form part of the recommendations.
INTERVIEW QUESTIONS

1. What do you think a good curriculum should be all about?

2. Who do you think should be involved in the curriculum planning of the secondary schools?

3. Should there be a central curriculum for the nation?

4. Should the curriculum be diversified to reflect the needs of the locality?

5. How often should a curriculum be reviewed - 5 yrs, 10 yrs or as needs arise?

6. Who should be involved in major decision-making with regard to the school system, in issues such as Curriculum Planning, Recruitment and Dismissal of Principals and Teachers, Budgeting and Disciplinary matters?
METHOD OF DISTRIBUTION OF THE QUESTIONNAIRES AND DATA COLLECTION

The investigator distributed the questionnaires in the Owerri and Orlu Zones. The research assistants consisted of some students reading for the Post-Graduate Diploma in Education (PGDE), who were being supervised in their teaching practice by the researcher's colleagues. They helped to distribute the questionnaires to schools in their zones. Each assistant was properly briefed by the researcher regarding what was required from the respondents. The intention was to enable them to explain areas of confusion to the respondents.

The Principals or the Vice-Principals depending on which one was available were given the questionnaires and with the help of the investigator or her assistants the rudiments of the questionnaire were explained to the students and the teachers.

Students and some teachers who were members of the community helped in distributing the questionnaire to the respondents in the community such as the Town Union/Community leaders, Age Grade leaders, and the Eze (Traditional Ruler) of the community.

DATA COLLECTION

Each school was given about two weeks for all the returns to be made before the researcher and her assistants went back to collect the questionnaires. In some cases several trips were made before
a reasonable number of the questionnaires could be recovered. Eventually out of 500 questionnaires distributed, plus those used to replace lost ones, only 339 questionnaires or 67.8% were properly filled in among those returned. In the case of the students' questionnaire, only 80 out of 100 or 80% were properly filled in and returned. The total collected was therefore 419 out of 600 - a percentage return of 69.8.

Section D (2) in the questionnaire, supposed to be filled in by parents only, was completed by a total of 238 parents.

Section E of the questionnaire was filled in by 100 parents as this section was drawn up as a follow-up to findings from the original questionnaire.

Having explained the method of distribution and collection of the data, the next section describes the procedure and the process to be adopted in the analysis of the data collected.

DATA ANALYSIS

Use of Statistical Data

Statistical data obtained from the Ministry of Education were used to analyse hypotheses 1, 11 and 12. Hypothesis 1 states that the Local Community, Government and Voluntary Agencies made equal contributions towards the establishment of secondary schools, up
to the government take-over of schools in 1970. The data collected enabled the researcher to know which body founded which school as of that period - 1970.

Hypothesis 11 states that there is no relationship between actual secondary school enrolment and the attitude of parents towards contributing to the development of secondary education. Here the rate of increase in the enrolment from 1976/77 to 1986/87 school year was compared with the rate of increase in the number of schools established.

Hypothesis 12 states that there is no relationship between actual secondary school enrolment and the attitude of parents towards sending their children to secondary schools. The state of relationship was deduced by comparing the enrolment figures from 1976/77 to 1986/87, that is over a ten year period, with the attitude of parents towards sending their children to secondary schools as was analysed from the questionnaire.

The Use of Raw Scores

The responses recorded in respect of each set of items were calculated and used in testing the various hypotheses.
The Use of the Questionnaire

The raw scores of the responses to the ten questions in section A of the questionnaire which set out to solve hypothesis 2 were calculated. The statistical tool of ANOVA was used to calculate the difference among contributions.

Hypothesis 2 states that there will be no significant difference among the contributions of the Government, Communities and Voluntary Agencies in the development of secondary schools before the government take-over of schools.

The same questions in section A were used to solve hypothesis 3. Hypothesis 3 states that there is no significant difference between government and community contributions to the development of secondary schools before the government take-over of schools. The raw scores were calculated and the percentages in relation to those in favour of the community and the government found out. The statistical tool of Chi square was used to test whether there was any significant difference in the contributions of the local community and that of the government in the development of secondary schools before the government take-over of schools. In the analysis the development was categorised into Taxation, Funding and Recruitment of Staff. Popham and Sirotnic (1973: 271) recommended the use of Chi square Test ($x^2$) analysis when the data have been measured on "nominal and classificatory scales". Rupert (1972: 279) justifies its use when the sample size is large; and
Siegel (1956: 1) also recommended it for its simplicity. The same method was used to treat questions in section B which were designed to solve hypothesis 4.

Hypothesis 4 states that there will be no significant difference between the contributions of the local community and the government in the overall development of secondary schools in Imo State. The raw scores of the responses to the questions in sections A and B were used to solve hypotheses 5 and 6, also using the same statistical tool of $x^2$ as was used in solving hypotheses 3 and 4. Hypothesis 5 states that there is no significant difference between the local community contribution to the development of secondary schools before and after the government take-over of schools from 1960-1970 and from 1975-1985.

Hypothesis 6 on the other hand states that there is no significant difference between the government contributions to the development of secondary schools before and after the government take-over of schools.

The questions in section C were asked with regard to the particular schools used in the research. They were asked to find out whether the people's view with regard to their own particular community schools differed with their opinion about the situation in secondary schools in general in Imo State.
Section D of the questionnaire was designed first of all to find out the local crafts and needs of the people of Imo State, by identifying such from among the listed number of crafts.

Secondly, respondents were asked to state which of those crafts/occupations were reflected in the curriculum and then to make suggestions as to what they would want included in the curriculum. One third of the number of respondents which is 113, was used as the criterion measure. Any craft that had 113 respondents ticking it was accepted as a local craft. The same criterion measure was used for majority agreement for reflection of the crafts in the curriculum, and also for their suggested input in the curriculum. To be precise, this section is to show the relevance of the curriculum in respect of local crafts, occupations and needs.

The second group of questions in this section was used to test parents' opinions regarding the relevance of the secondary school programme to the acquisition of the various learning skills by their children. These questions were grouped to test:-

a. Psychomotor skills
b. Cognitive skills
c. Affective skills

Footnote: Please refer to page 242 for fuller discussion of Bloom's Taxonomy of Educational Objectives. At that point a discussion relating to hypotheses 8-10 (pp 236-241) with respect to Bloom's Taxonomy is considered.
The first six objectives relate to the achievement of psychomotor skills, the next six following to the achievement of cognitive skills, and the last eight objectives to the achievement of affective skills.

The responses to the 20-item educational objectives were scaled along a five point continuum. This ranged from Strongly Agree to Strongly Disagree. The following scores were attached to the responses:

- Strongly Agree - 5
- Agree - 4
- Undecided - 3
- Disagree - 2
- Strongly Disagree - 1

From these scores attached, the totals from all the respondents which in this case were parents only, amounting to 238 in number, were obtained. The mean response of each particular objective was worked out.

The students questionnaire which is the same as the section D of the adult questionnaire was also analysed using the same method.

Section D of the adult questionnaire in addition to the students questionnaire were designed to test the 7th hypothesis which states that the curriculum content of the secondary schools is not relevant to the needs of their local communities.
The B part of section D was designed to identify the relevance of the curriculum with regard to the acquisition of relevant skills – psychomotor, cognitive and affective. This part was used to answer hypotheses 8, 9 and 10.

Hypothesis 8 states that the secondary school curriculum is not relevant to the acquisition of psychomotor skills. Hypothesis 9 states that the secondary school curriculum is not relevant to the acquisition of cognitive skills. Hypothesis 10 states that the secondary school curriculum is not relevant to the acquisition of affective skills.

Section E of the questionnaire was designed to find out the relationship between actual secondary school enrolment and the attitude of parents in sending their children to secondary schools. This was to solve hypothesis 12 which states that there is no relationship between actual secondary school enrolment and the attitude of parents towards sending their children to secondary school.

The responses were also arranged along a five point continuum, ranging from strongly agree to strongly disagree, and the values attached also ranged from 5 to 1.

Having explained the procedure and the process adopted in the analysis of the data, the next chapter deals with the actual analysis and interpretation of the data.
CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis of the various data which were collected from the field. The data facilitated the testing of the various proposed hypotheses. Hypotheses 1 - 6 were based on the contributions of the various bodies - Local Community, Government and Voluntary Agencies - in the development of secondary education in Imo State, both before and after the government take-over of schools. The date range was taken from 1960-1985, with 1960-1970 as before the take-over, and 1975-1985 as after the take-over.

The following areas of contribution were considered:-

i. Payment of education rates

ii. Payment of Parent Teacher Association dues

iii. Financing of capital projects

iv. Maintenance of buildings

v. Provision of furniture

vi. Payment of staff salaries

vii. Equipment of laboratories

viii. Provision of sports equipment

ix. Provision of essential amenities

x. Recruitment of staff
If according to the researcher's assumption, the community contributes quite a proportion, does the curriculum of the secondary school satisfy the needs of the community?

Hypothesis 7 was therefore posed to identify the relevance of the curriculum with regard to local crafts and occupations.

Hypotheses 8-10 set out to find out whether the secondary school curriculum satisfies the objectives of secondary education in terms of helping the student acquire the necessary skills of the three domains - psychomotor, cognitive and affective.

Hypotheses 11 and 12 were to see if there was any relationship between the nature of enrolment and the attitude of parents in contributing to the development of secondary education and also the attitude of parents in sending their children to secondary schools.

The findings after testing the hypotheses were objectively stated while leaving impressionistic interpretations for Chapter 6.

**Hypothesis 1**

The Local Community, Government and Voluntary Agencies made equal contributions in the establishment of secondary schools at the time of Government take-over of schools in 1970.
Table 18

FOUNDING/ESTABLISHMENT OF SECONDARY SCHOOLS BY COMMUNITIES, GOVERNMENT AND VOLUNTARY AGENCIES AS OF 1970

<table>
<thead>
<tr>
<th>Different Bodies</th>
<th>No. of Schools established by each as at 1970</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communities</td>
<td>14 )</td>
<td>39</td>
</tr>
<tr>
<td>Private Schools</td>
<td>25 )</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>2.48</td>
</tr>
<tr>
<td>Voluntary Agencies</td>
<td>79</td>
<td>65.29</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>121</strong></td>
<td></td>
</tr>
</tbody>
</table>

The figures were calculated from the statistics collected from Statistics Division, and Management Information Unit, of the Ministry of Education, Imo State, 1986/87.

From the calculations, the total number of schools as of 1970 was 121. Community Schools and Private Schools accounted for 32.23% of the total, Government Schools 2.48%, while Voluntary Agency Schools made up 65.29% of the total. Schools built by individuals, called Private Schools, came up to 20.66% of the total, while Community Schools alone accounted for 11.57%. For the purposes of this research, Community Schools and Private Schools were categorised as Community Schools since the contribution came from the members of the community.

Even with that, Voluntary Agency schools still surpassed those of the Government and Local Communities. The number of Community schools came second while that of the Government brought up the
rear. The number of Voluntary Agency schools was this high because communities usually handed over their schools to the denominations to which they belonged before 1970, that is before the government take-over of schools.

The three bodies therefore did not make equal contributions in the establishment of secondary schools as of 1970.

Hypothesis 2

There will be no difference among the contributions of the Government, the Communities and the Voluntary Agencies in the development of secondary schools in the area now called Imo State, before the government take-over of schools (1960-1970).
Table 19

FINANCIAL CONTRIBUTIONS OF THE GOVERNMENT, COMMUNITIES AND VOLUNTARY AGENCIES

<table>
<thead>
<tr>
<th>AREAS</th>
<th>RESPONSSES</th>
<th>CONTRIBUTIONS BEFORE THE TAKE-OVER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f</td>
</tr>
<tr>
<td>Funding:-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Financing of capital</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Maintenance of buildings</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>iii. Provision of furniture</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>iv. Payment of staff</td>
<td></td>
<td>170</td>
</tr>
<tr>
<td>salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Equipment of laboratories</td>
<td></td>
<td>117</td>
</tr>
<tr>
<td>vi. Provision of sports</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Provision of essential</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>amenities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii. Recruitment of staff</td>
<td></td>
<td>177</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>711</td>
</tr>
</tbody>
</table>

Only the areas where the three bodies contributed were used in the calculations. The areas where it was very obvious that only the community contributed such as provision of land, labour and payment of rates and dues were not used in this hypothesis as there are three variables.
Table 20

ANALYSIS OF VARIANCE TO SHOW DIFFERENCE IN HYPOTHESIS 2

<table>
<thead>
<tr>
<th></th>
<th>GOVERNMENT</th>
<th>COMMUNITY</th>
<th>VOLUNTARY AGENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL RESPONSE (TOTR)</td>
<td>711</td>
<td>1104</td>
<td>591</td>
</tr>
<tr>
<td>SUM OF SQUARES (SS)</td>
<td>88737</td>
<td>184524</td>
<td>47229</td>
</tr>
</tbody>
</table>

Table 21

ANOVA SUMMARY

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.G.V.</td>
<td>2</td>
<td>18000</td>
<td>9000</td>
<td></td>
</tr>
<tr>
<td>W.G.V.</td>
<td>21</td>
<td>61288</td>
<td>2918.5</td>
<td></td>
</tr>
</tbody>
</table>

F = 3.08 p > .05 df 2/21
TOTR = Total responses
SS = Sum of squares of individual responses in each column - (k)
B.G.V. = Between group variance
W.G.V. = Within group variance

The F ratio of 3.08 df 2/21 is not significant at five per cent security. The critical ratio is 3.47 at the same level of significance. Based on the evidence of F ratio (3.08), the Ho (null hypothesis) that the three bodies will equally fund the secondary schools is upheld. The variation is therefore attributable to chance factors especially in sampling.
In the areas of financing of capital projects, maintenance of buildings, provision of furniture, provision of sports equipment and provision of essential amenities, most people responded in favour of the community than for the government and voluntary agency. The percentage response in the above areas with regard to the community were 8.73, 8.35, 7.61, 6.48 and 6.90 respectively. The percentage response in the same areas with regard to the government were 0.96, 1.29, 1.66, 3.03 and 3.33 respectively. For voluntary agency the percentage response for those areas were 2.20, 2.83, 3.28, 3.03 and 2.00 respectively.

Respondents in favour of the government superseded those for community and voluntary agency in the areas of provision of money for staff salaries, equipment of laboratories and recruitment of staff. The percentage response for those areas in favour of the government were 7.07, 4.86, and 7.36 respectively. The percentage response for the community in those areas were 3.53, 3.49, and 0.79 respectively. The percentage response for the voluntary agency in those areas were 3.49, 2.70 and 5.03 respectively.

However, the ANOVA calculations showed no significant difference in the contributions of the three bodies.
1. SS C - Correction \[ \frac{2406^2}{24} = 241202 \]

2. Total Sum of Squares \[ 320490 - 241202 = 79288 \]

3. \[ SSbg (responses) = \frac{711^2}{8} + \frac{1104^2}{8} + \frac{591^2}{8} - 241202 \]
   \[ = 259202 - 241202 \]
   \[ = 18000 \]

4. \[ SSwg = 79288 - 18000 = 61288 \]
   \[ dfbg = k - 1 = 2 \]
   \[ dfwg = N - k (24-3) = 21 \]

5. \[ MSbg = \frac{18000}{2} = 9000 \]

6. \[ MSwg = \frac{61288}{21} = 2918.5 \]

7. \[ F = \frac{MSbg}{MSwg} = \frac{9000}{2918.5} = 3.08 \]
   \[ F = 3.08 \]
Hypothesis 3

There is no significant difference between government and community contributions to the development of secondary schools before the government take-over of schools.

Table 22a

<table>
<thead>
<tr>
<th>AREAS</th>
<th>RESPONSES</th>
<th>Contributions before Government Take-over of Schools</th>
<th>Government</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Taxation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Payment of education rates</td>
<td>-</td>
<td>-</td>
<td>124</td>
<td>5.90</td>
</tr>
<tr>
<td>(ii) Payment of P.T.A. dues</td>
<td>-</td>
<td>-</td>
<td>162</td>
<td>7.71</td>
</tr>
<tr>
<td>b. Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Financing capital projects</td>
<td>23</td>
<td>1.09</td>
<td>210</td>
<td>10.00</td>
</tr>
<tr>
<td>(ii) Maintenance of buildings</td>
<td>31</td>
<td>1.48</td>
<td>201</td>
<td>9.57</td>
</tr>
<tr>
<td>(iii) Provision of furniture</td>
<td>40</td>
<td>1.90</td>
<td>183</td>
<td>8.71</td>
</tr>
<tr>
<td>(iv) Payment of staff salaries</td>
<td>170</td>
<td>8.09</td>
<td>85</td>
<td>4.05</td>
</tr>
<tr>
<td>(v) Equipment of laboratories</td>
<td>117</td>
<td>5.57</td>
<td>84</td>
<td>4.00</td>
</tr>
<tr>
<td>(vi) Provision of sports equipment</td>
<td>73</td>
<td>3.47</td>
<td>156</td>
<td>7.43</td>
</tr>
<tr>
<td>(vii) Provision of essential amenities</td>
<td>80</td>
<td>3.81</td>
<td>166</td>
<td>7.90</td>
</tr>
<tr>
<td>(viii) Recruitment of staff</td>
<td>177</td>
<td>8.42</td>
<td>19</td>
<td>0.90</td>
</tr>
<tr>
<td>TOTAL</td>
<td>711</td>
<td></td>
<td>1390</td>
<td></td>
</tr>
</tbody>
</table>
Percentage of government contributions before the government take-over of schools

\[ \frac{711 \times 100}{711 + 1390} = \frac{711 \times 100}{2101} = 33.84\% \]

Percentage of community contributions before the government take-over of schools

\[ \frac{1390 \times 100}{711 + 1390} = \frac{1390 \times 100}{2101} = 66.16\% \]

Table 22b

<table>
<thead>
<tr>
<th>Cell</th>
<th>fo</th>
<th>fe</th>
<th>fo-fe</th>
<th>(fo-fe)²</th>
<th>(fo-fe)² ÷ fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>33.84</td>
<td>50</td>
<td>16.16</td>
<td>261.15</td>
<td>5.22</td>
</tr>
<tr>
<td>b</td>
<td>66.16</td>
<td>50</td>
<td>16.16</td>
<td>261.15</td>
<td>5.22</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td>10.44</td>
</tr>
</tbody>
</table>

\[ x^2 = 10.44, p < 0.01 \text{df}1 \]

Since the calculated \( x^2 \) value 10.44 is more than the table value 6.635 at one per cent level of probability with 1 degree of freedom, the result is significant hence the null hypothesis is rejected.

There would therefore seem to be a significant difference between government and community contributions to the development of secondary schools in favour of the latter.

(124) 5.9% and (162) 7.71% of 339 respondents agreed that they paid education rates and PTA dues respectively before the take-over of schools by the government.
(210) 10%, (201) 9.57%, (183) 8.71%, (156) 7.43%, and (166) 7.9% of the respondents agreed that the community contributed in the financing of capital projects, maintenance of buildings, provision of furniture, provision of sports equipment and provision of essential amenities as against (23) 1.09%, (31) 1.48%, (40) 1.90%, (73) 3.47% and (80) 3.81% respectively who responded in favour of the government in those areas.

It is only in the areas of salary provision and equipment of laboratories that respondents in favour of the government superseded those in favour of community. (170) 8.09% and (117) 5.57% respectively of the respondents ticked in favour of the government while (85) 4.05% and (84) 4% of the respondents respectively ticked in favour of the community.

On the whole the community was found to have contributed more than the government to the development of secondary schools before the government take-over of schools.

Hypothesis 4
There will be no significant difference between the contributions of the community and the government in the overall development of schools in Imo State (1975-1985).
<table>
<thead>
<tr>
<th>AREAS</th>
<th>RESPONSES</th>
<th>Local Community</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>£</td>
<td>%</td>
<td>£</td>
</tr>
<tr>
<td>a. Taxation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Payment of education rates</td>
<td>306</td>
<td>11.59</td>
<td>-</td>
</tr>
<tr>
<td>(ii) Payment of PTA dues</td>
<td>272</td>
<td>10.30</td>
<td>-</td>
</tr>
<tr>
<td>b. Funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Financing of capital projects</td>
<td>297</td>
<td>11.25</td>
<td>24</td>
</tr>
<tr>
<td>(ii) Maintenance of buildings</td>
<td>276</td>
<td>10.45</td>
<td>33</td>
</tr>
<tr>
<td>(iii) Provision of furniture</td>
<td>250</td>
<td>9.47</td>
<td>49</td>
</tr>
<tr>
<td>(iv) Payment of staff salaries</td>
<td>113</td>
<td>4.28</td>
<td>226</td>
</tr>
<tr>
<td>(v) Equipment of laboratories</td>
<td>42</td>
<td>1.59</td>
<td>265</td>
</tr>
<tr>
<td>(vi) Provision of sports equipment</td>
<td>84</td>
<td>3.18</td>
<td>104</td>
</tr>
<tr>
<td>(vii) Provision of essential amenities</td>
<td>206</td>
<td>7.80</td>
<td>93</td>
</tr>
<tr>
<td>(viii) Founding/Establishment</td>
<td>(339)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Recruitment of staff</td>
<td>-</td>
<td>-</td>
<td>(339)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1846</td>
<td>794</td>
<td></td>
</tr>
</tbody>
</table>

1846 + 794 = 2640

Percentage of Community contributions after the government take-over of schools = \( \frac{1846 \times 100}{2640} = 69.92\% \)

Percentage of Government contributions after the government take-over of schools = \( \frac{794 \times 100}{2640} = 30.08\% \)
Table 23b

DIFERRENCE IN CONTRIBUTIONS

\[ x^2 = \sum \frac{(f_o - f_e)^2}{f_e} \]

<table>
<thead>
<tr>
<th>Cell</th>
<th>fo</th>
<th>fe</th>
<th>fo-fe</th>
<th>(fo-fe)^2</th>
<th>(fo-fe)^2 ÷ fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>69.92</td>
<td>50</td>
<td>19.92</td>
<td>396.81</td>
<td>7.94</td>
</tr>
<tr>
<td>b</td>
<td>30.08</td>
<td>50</td>
<td>19.92</td>
<td>396.81</td>
<td>7.94</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td>15.88</td>
</tr>
</tbody>
</table>

\[ x^2 = 15.88 \; p < .01 df=1 \]

Since the calculated \( x^2 \) value of 15.88 is more than the table value of 6.635 at one per cent level of probability and with 1 degree of freedom, the finding is highly significant, hence hypothesis is not accepted.

There would therefore seem to be a significant difference in the contributions of the local community and that of the government in the development of secondary schools, with the local community contributing more. From table 23a the local community contributes significantly more in the areas of provision of money for capital projects, maintenance of buildings, provision of furniture, provision of amenities and in the actual founding of the schools. In the above areas (297) 11.25%, (276) 10.45%, (250) 9.47%, (206) 7.8%, (339) 12.84% of the respondents ticked for the community in those areas respectively. With regard to government contribution 0.91%, 1.25%, 1.86%, 3.52% and none of 339 respondents ticked respectively for the above areas.
Unlike before the take-over of schools, the respondents when answering questions for the period after the take-over of schools, filled in that the community founded the schools, and that the government recruited all staff. According to the respondents, before the take-over of schools, the two functions were performed through a combined effort of the different bodies, although in different degrees of involvement. In the above calculations in table 23a, the figures for founding the schools and recruitment of staff were not used since both were equal.

The question of provision of land and labour had already been answered in hypothesis 2, that these two services were provided by the community. It will therefore not be necessary to repeat them here.*

* Where respondents filled in "community" and "government" for each particular question, the answer was discarded. This accounts for the shortfall in the numbers. The reason for discarding such answers is that the researcher here is only concerned with two variables - "Community" and "Government".
### Table 23c

**CONTRIBUTIONS OF THE LOCAL COMMUNITY AND GOVERNMENT IN THE DEVELOPMENT OF SECONDARY SCHOOLS WITH REGARD TO THE SCHOOLS USED IN THE STUDY**

<table>
<thead>
<tr>
<th>AREAS</th>
<th>RESPONSES</th>
<th>Local Community</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>a. Taxation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Payment of education rates</td>
<td>306</td>
<td>11.43</td>
<td>-</td>
</tr>
<tr>
<td>(ii) Payment of PTA dues</td>
<td>272</td>
<td>10.16</td>
<td>-</td>
</tr>
<tr>
<td>b. Funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Financing of capital projects</td>
<td>325</td>
<td>12.14</td>
<td>-</td>
</tr>
<tr>
<td>(ii) Maintenance of buildings</td>
<td>239</td>
<td>8.93</td>
<td>92</td>
</tr>
<tr>
<td>(iii) Provision of furniture</td>
<td>221</td>
<td>8.26</td>
<td>74</td>
</tr>
<tr>
<td>(iv) Payment of staff salaries</td>
<td>113</td>
<td>4.22</td>
<td>226</td>
</tr>
<tr>
<td>(v) Equipment of laboratories</td>
<td>47</td>
<td>1.76</td>
<td>254</td>
</tr>
<tr>
<td>(vi) Provision of sports equipment</td>
<td>84</td>
<td>3.14</td>
<td>104</td>
</tr>
<tr>
<td>(vii) Provision of essential amenities</td>
<td>235</td>
<td>8.78</td>
<td>84</td>
</tr>
<tr>
<td>(viii) Founding/Establishment</td>
<td>339</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>c. (i) Recruitment of staff</td>
<td>-</td>
<td>339</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1842</td>
<td></td>
<td>834</td>
</tr>
</tbody>
</table>

1842 + 834 = 2676

Percentage of community contributions in the schools used:

\[
\text{used} = \frac{1842 \times 100}{2676} = 68.83\%
\]

Percentage of government contributions in the schools used:

\[
\text{used} = \frac{834 \times 100}{2676} = 31.17\%
\]
Table 23d

DIFERENCE IN CONTRIBUTIONS

\[ x^2 = \sum \frac{(f_0 - f_e)^2}{f_e} \]

<table>
<thead>
<tr>
<th>Cell</th>
<th>f_0</th>
<th>f_e</th>
<th>f_0 - f_e</th>
<th>(f_0 - f_e)^2</th>
<th>(\frac{(f_0 - f_e)^2}{f_e})</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>68.83</td>
<td>50</td>
<td>18.83</td>
<td>354.57</td>
<td>7.09</td>
</tr>
<tr>
<td>b</td>
<td>31.17</td>
<td>50</td>
<td>18.83</td>
<td>354.57</td>
<td>7.09</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td>14.18</td>
</tr>
</tbody>
</table>

\[ x^2 = 14.18 \text{ p < .01 df1} \]

The calculated \(x^2\) value is 14.18. The table value at one per cent level of probability with 1 degree of freedom is 6.635. The result is therefore significant in favour of the community. The hypothesis is therefore not accepted.

There would therefore seem to be a significant difference in the contributions of the local community and that of the government in the development of schools in Imo State, with the local community contributing more. The general view of the people with regard to who contributes what in the development of the schools in Imo State coincides with the actual situation. This was the main aim for repeating the questions with regard to particular schools.

In the area of financing the capital projects some respondents 0.91% in table 23a felt that government may be contributing in that area. The actual situation in the schools used where the people were sure about the facts showed that government was not
contributing in that area, but was contributing in various degrees in other areas.

Although the accepted percentages of contribution in each area differed in tables 23a and 23c the overall calculation still showed a significant difference in favour of the community.

Other details deduced from the questionnaire such as name of school, urban or rural, and date established will be seen in Appendix I.

Hypothesis 5
There is no significant difference between the local community contribution to the development of secondary schools before and after the government take-over of schools (1960-1970 and 1975-1985) -
Table 24a

CONTRIBUTIONS OF THE LOCAL COMMUNITY TO THE DEVELOPMENT OF SECONDARY SCHOOLS BEFORE AND AFTER THE GOVERNMENT TAKE-OVER OF SCHOOLS

<table>
<thead>
<tr>
<th>AREAS</th>
<th>Community Contributions Before Government take-over of Schools</th>
<th>Community Contributions After Government take-over of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>a. Taxation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Payment of education rates</td>
<td>124</td>
<td>3.83</td>
</tr>
<tr>
<td>(ii) Payment of PTA dues</td>
<td>162</td>
<td>5.00</td>
</tr>
<tr>
<td>b. Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Financing of capital projects</td>
<td>210</td>
<td>6.49</td>
</tr>
<tr>
<td>(ii) Maintenance of buildings</td>
<td>201</td>
<td>6.21</td>
</tr>
<tr>
<td>(iii) Provision of furniture</td>
<td>183</td>
<td>5.66</td>
</tr>
<tr>
<td>(iv) Payment of staff salaries</td>
<td>85</td>
<td>2.63</td>
</tr>
<tr>
<td>(v) Equipment of laboratories</td>
<td>84</td>
<td>2.60</td>
</tr>
<tr>
<td>(vi) Provision of sports equipment</td>
<td>156</td>
<td>4.82</td>
</tr>
<tr>
<td>(vii) Provision of essential amenities</td>
<td>166</td>
<td>5.13</td>
</tr>
<tr>
<td>c. Recruitment of staff</td>
<td>19</td>
<td>0.59</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1390</td>
<td>1846</td>
</tr>
</tbody>
</table>

Percentage of local community contributions before the Government take-over of schools = \( \frac{1390 \times 100}{3236} = 42.95\% \)

Percentage of local community contributions after the Government take-over of schools = \( \frac{1846 \times 100}{3246} = 57.05\% \)
Table 24b

DIFFERENCE BETWEEN COMMUNITY CONTRIBUTIONS BEFORE AND AFTER GOVERNMENT TAKE-OVER OF SCHOOLS

\[ x^2 = \sum \frac{(fo-fe)^2}{fe} \]

<table>
<thead>
<tr>
<th>Cell</th>
<th>fo</th>
<th>fe</th>
<th>fo-fe</th>
<th>(fo-fe)^2</th>
<th>(fo-fe)^2 / fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>42.95</td>
<td>50</td>
<td>7.05</td>
<td>49.70</td>
<td>0.99</td>
</tr>
<tr>
<td>b</td>
<td>57.05</td>
<td>50</td>
<td>7.05</td>
<td>49.70</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td>1.98</td>
</tr>
</tbody>
</table>

\[ x^2 = 1.98 \quad p > 0.01 \quad df = 1 \]

Table 24b above shows the computed \( x^2 \) to be 1.98. It is therefore less than the table value which is 6.635 at one per cent level of probability with 1 degree of freedom. The result is therefore not significant, hence the null hypothesis is accepted.

There would therefore seem to be no significant difference in the local communities' contributions towards the development of secondary schools before and after the government take-over of schools.

Table 24a, however, shows that the community contributed more after the government take-over of schools in the payment of education rates and Parent Teacher Association dues. The community also contributed more after the take-over in the financing of capital projects, maintenance of buildings, provision of furniture and provision of essential amenities. 306 respondents or 9.46% and 272 respondents or 8.41% ticked in favour
of the community for after government take-over in the areas of payment of education rates and P.T.A. dues respectively. Those for before government take-over were 124, 3.83% and 162, 5% respectively. For the financing of capital projects, maintenance of buildings, provision of furniture and provision of essential amenities, the figures for the community after the government take-over of schools were 297 or 9.18%, 276 or 8.53%, 250 or 7.73% and 206 or 6.37% respectively in those areas as against 210 or 6.49%, 201 or 6.21%, 183 or 5.66% and 166 or 5.13% respectively for before the government take-over of schools. This was the case because the government take-over of schools corresponded with the period immediately after the war. Therefore although government took over the schools the problem of reconstruction, renovation and additional construction of new buildings was left entirely to the community, especially in Imo State. Imo State was the heartland of the then Biafra where the civil war took place. The community also contributed more in the payment of salaries because school fees were then increased and the help from the missionary bodies was cut off. The government took more of the burden of equipment of laboratories and sports equipment after the take-over hence the low figures of 42, 1.30% and 84, 2.60% against 84, 2.60% and 156, 4.82% for after the take-over. When the government took over all schools, recruitment of staff became entirely government responsibility hence there was no response recorded for the community for after the government take-over of schools. Also before the take-over the community played some part in the
recruitment of teachers but the privilege was lost after the
government take-over of schools.

Hypothesis 6

There is no significant difference between the government
contributions to the development of secondary schools before and
after the government take-over of schools.

Table 25

<table>
<thead>
<tr>
<th>AREAS</th>
<th>Government contributions Before the Take-Over</th>
<th>Government contributions After the Take-Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Financing of capital projects</td>
<td>23</td>
<td>1.25</td>
</tr>
<tr>
<td>(ii) Maintenance of buildings</td>
<td>31</td>
<td>1.68</td>
</tr>
<tr>
<td>(iii) Provision of furniture</td>
<td>40</td>
<td>2.17</td>
</tr>
<tr>
<td>(iv) Payment of staff salaries</td>
<td>170</td>
<td>9.22</td>
</tr>
<tr>
<td>(v) Equipment of laboratories</td>
<td>117</td>
<td>6.34</td>
</tr>
<tr>
<td>(vi) Provision of sports equipment</td>
<td>73</td>
<td>3.96</td>
</tr>
<tr>
<td>(vii) Provision of essential amenities</td>
<td>80</td>
<td>4.34</td>
</tr>
<tr>
<td>(viii) Recruitment of staff</td>
<td>177</td>
<td>9.60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>711</td>
<td>38.56</td>
</tr>
</tbody>
</table>
Percentage of government contributions before the take-over of schools  
\[ \frac{711}{711 + 1133} \times \frac{100}{1} = 711 \times \frac{100}{1844} = 38.56\% \]

Percentage of government contributions after the government take-over of schools  
\[ \frac{1133}{711 + 1133} \times \frac{100}{1} = 1133 \times \frac{100}{1844} = 61.44\% \]

Table 25b

<table>
<thead>
<tr>
<th>Cell</th>
<th>fo</th>
<th>fe</th>
<th>fo-fe</th>
<th>(fo-fe)^2</th>
<th>(fo-fe)^2 ÷ fe</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>38.56</td>
<td>50</td>
<td>11.44</td>
<td>130.87</td>
<td>2.62</td>
</tr>
<tr>
<td>b'</td>
<td>61.44</td>
<td>50</td>
<td>11.44</td>
<td>130.87</td>
<td>2.62</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td>5.24</td>
</tr>
</tbody>
</table>

\[ x^2 = 5.24 \quad p > 0.1 \text{ df1} \]

Since the calculated \( x^2 \) value 5.24 is less than the table value 6.635 at one per cent level of probability with 1 degree of freedom, the result is not significant, hence the null hypothesis is accepted.

There would therefore seem to be no significant difference between the government contributions towards the development of secondary schools before and after the government take-over of schools.
In the areas considered which the researcher categorised under funding, it is found that it is only in the areas of salary provision, laboratory equipment, sports equipment and recruitment of staff where the figures after the take-over were 226, 12.26%, 265, 14.37%, 104, 5.64% and 339, 18.38% as against pre-take-over figures of 170, 9.22%, 117, 6.34%, 73, 3.96% and 177, 9.60% that there were marked improvements in government contributions. In the areas of financing of capital projects, maintenance of buildings, provision of furniture and provision of essential amenities, there were very little differences noticed in the figures according to the responses received.

This explains why the community still had to contribute more in those areas as was seen in Table 24.

Before government take-over of schools figures in these areas were 23, 1.25%, 31, 1.68%, 40, 2.17% and 24, 1.30%, 33, 1.79%, 49, 2.66% and 93, 5.04%.

Government input in salary increased because of the absence of the contributions of the voluntary agencies and private individuals and also because of increased enrolment and therefore increased number of teaching staff.

The lack of significance in government's contributions before and after the take-over of schools by the government lies in the fact that although financially government was putting in more, this
input was still in the same areas that it was contributing in before the take-over. In the other areas the contribution was very meagre. This accounts for the overall insignificance in the difference in contributions for before and after the take-over of schools.

**Hypothesis 7**

The curriculum content of the secondary schools is not relevant to the needs of the society.

**Table 26**

**SHOWING RELEVANCE OF THE CURRICULUM IN TERMS OF LOCAL CRAFTS, OCCUPATIONS AND NEEDS - PARENTS VIEW**

<table>
<thead>
<tr>
<th>Crafts and Occupations</th>
<th>Crafts and Occupations accepted to be indigenous to Imo State</th>
<th>Crafts and Occupations confirmed to be reflected in the Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pottery</td>
<td>Pottery</td>
<td>Pottery</td>
</tr>
<tr>
<td>2. Carving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Blacksmithing</td>
<td>Blacksmithing</td>
<td></td>
</tr>
<tr>
<td>4. Metalwork</td>
<td>Metalwork</td>
<td>Metalwork</td>
</tr>
<tr>
<td>5. Carpentry</td>
<td>Carpentry</td>
<td>Carpentry</td>
</tr>
<tr>
<td>6. Woodwork</td>
<td>Woodwork</td>
<td>Woodwork</td>
</tr>
<tr>
<td>7. Boat building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Brick moulding</td>
<td>Brick moulding</td>
<td>Brick moulding</td>
</tr>
<tr>
<td>10. Masonry</td>
<td>Masonry</td>
<td>Masonry</td>
</tr>
<tr>
<td>11. Cloth weaving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Raffia weaving</td>
<td>Raffia weaving</td>
<td></td>
</tr>
<tr>
<td>13. Salt processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. General agriculture</td>
<td>General agriculture</td>
<td>General Agriculture</td>
</tr>
<tr>
<td>15. Rice farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Cocoa farming</td>
<td>Cocoa farming</td>
<td></td>
</tr>
<tr>
<td>17. Garri processing</td>
<td>Garri processing</td>
<td>Garri processing</td>
</tr>
<tr>
<td>18. Oil palm processing</td>
<td>Oil palm processing</td>
<td>Oil palm processing</td>
</tr>
<tr>
<td>19. Marketing</td>
<td>Marketing</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

-232-
Out of the listed 19 crafts and occupations, 13 are accepted to be indigenous to Imo State, that is a majority of the people practise them. Out of these 13, table 26 shows that 10 of them are reflected in the curriculum. A percentage of 76.9.

Therefore from the adults response, 76.9% of the local crafts and occupations is reflected in the curriculum. The curriculum therefore seems to be appropriate with regard to its relevance to local crafts, occupations and needs. The hypothesis here is therefore rejected.
### Table 26b

**SHOWING RELEVANCE OF THE CURRICULUM IN TERMS OF LOCAL CRAFTS AND OCCUPATIONS - STUDENTS' VIEW**

<table>
<thead>
<tr>
<th>Crafts and Occupations</th>
<th>Crafts and Occupations accepted to be indigenous to Imo State</th>
<th>Crafts and Occupations confirmed to be reflected in the Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pottery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Carving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Blacksmithing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Metalwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Carpentry</td>
<td>Carpentry</td>
<td>Carpentry</td>
</tr>
<tr>
<td>6. Woodwork</td>
<td>Woodwork</td>
<td>Woodwork</td>
</tr>
<tr>
<td>7. Boat building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Brick moulding</td>
<td>Brick moulding</td>
<td></td>
</tr>
<tr>
<td>10. Masonry</td>
<td>Masonry</td>
<td></td>
</tr>
<tr>
<td>11. Cloth weaving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Raffia weaving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Salt processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. General agriculture</td>
<td>General agriculture</td>
<td>General Agriculture</td>
</tr>
<tr>
<td>15. Rice farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Cocoa farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Garri processing</td>
<td>Garri processing</td>
<td></td>
</tr>
<tr>
<td>18. Oil palm processing</td>
<td>Oil palm processing</td>
<td></td>
</tr>
<tr>
<td>19. Marketing</td>
<td>Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Out of the listed 19 crafts and occupations, the students accepted eight as being indigenous to the State. According to them, only three out of these eight are reflected in the curriculum.

From the students response only 37.5% of the local crafts and occupations is reflected in the curriculum which is very poor
indeed. The curriculum according to the students is not relevant with regard to the local crafts and occupations and needs. In this case the hypothesis has been proved right and is accepted.

While the parents accepted the following crafts and occupations - pottery, blacksmithing, metalwork, carpentry, woodwork, brick moulding, masonry, raffia weaving, general agriculture, cocoa farming, garri processing, oil palm processing and marketing to be indigenous to Imo State, the students accepted only carpentry, woodwork, brick moulding, masonry, general agriculture, garri processing, oil palm processing and marketing to be indigenous to Imo State. Out of all the crafts and occupations accepted by the parents to be indigenous to Imo State, they agreed that all except blacksmithing, raffia weaving and cocoa farming were reflected in the curriculum. The students on the other hand who are in the main stream of things stated that of the ones they know to be practised in Imo State, only carpentry, woodwork and general agriculture are reflected in the curriculum.

Hypothesis 8
The curriculum content of the secondary schools is not relevant to the acquisition of psychomotor skills.
Table 27a

SHOWING RELEVANCE OF THE SECONDARY CURRICULUM TO THE ACQUISITION OF PSYCHOMOTOR SKILLS—PARENTS' VIEW

<table>
<thead>
<tr>
<th>Curriculum Content Objectives</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to learn a trade</td>
<td>32</td>
<td>79</td>
<td>46</td>
<td>63</td>
<td>18</td>
<td>3.18</td>
</tr>
<tr>
<td>Ability to be employed by self or others</td>
<td>99</td>
<td>75</td>
<td>33</td>
<td>16</td>
<td>15</td>
<td>3.95</td>
</tr>
<tr>
<td>Ability to be economically independent</td>
<td>59</td>
<td>70</td>
<td>34</td>
<td>44</td>
<td>31</td>
<td>3.34</td>
</tr>
<tr>
<td>Ability to imbibe the culture and learn the local crafts</td>
<td>15</td>
<td>78</td>
<td>47</td>
<td>72</td>
<td>26</td>
<td>2.93</td>
</tr>
<tr>
<td>Ability to be physically developed for everyday activities</td>
<td>50</td>
<td>105</td>
<td>45</td>
<td>25</td>
<td>13</td>
<td>3.65</td>
</tr>
<tr>
<td>Ability to be practically independent or be versatile</td>
<td>32</td>
<td>81</td>
<td>56</td>
<td>40</td>
<td>29</td>
<td>3.20</td>
</tr>
</tbody>
</table>
Table 27b
SHOWING RELEVANCE OF SECONDARY SCHOOL CURRICULUM TO THE ACQUISITION OF PSYCHOMOTOR SKILLS - STUDENTS' VIEW

<table>
<thead>
<tr>
<th>Curriculum Content Objectives</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to learn a trade</td>
<td>6</td>
<td>32</td>
<td>20</td>
<td>14</td>
<td>8</td>
<td>3.18</td>
</tr>
<tr>
<td>Ability to be employed by self or others</td>
<td>12</td>
<td>34</td>
<td>12</td>
<td>15</td>
<td>7</td>
<td>3.36</td>
</tr>
<tr>
<td>Ability to be economically independent</td>
<td>16</td>
<td>23</td>
<td>19</td>
<td>11</td>
<td>11</td>
<td>3.28</td>
</tr>
<tr>
<td>Ability to imbibe the culture and learn the local crafts</td>
<td>14</td>
<td>32</td>
<td>12</td>
<td>15</td>
<td>7</td>
<td>3.39</td>
</tr>
<tr>
<td>Ability to be physically developed for everyday activities</td>
<td>22</td>
<td>28</td>
<td>21</td>
<td>4</td>
<td>5</td>
<td>3.73</td>
</tr>
<tr>
<td>Ability to be practically independent or be versatile</td>
<td>13</td>
<td>24</td>
<td>25</td>
<td>11</td>
<td>7</td>
<td>3.31</td>
</tr>
</tbody>
</table>
Hypothesis 9

The curriculum content of the secondary schools is not relevant
to the acquisition of cognitive skills.

Table 28a

<table>
<thead>
<tr>
<th>Curriculum Content Objectives</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to be more literate</td>
<td>126</td>
<td>104</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4.45</td>
</tr>
<tr>
<td>Ability for social and economic mobility</td>
<td>55</td>
<td>106</td>
<td>37</td>
<td>25</td>
<td>15</td>
<td>3.68</td>
</tr>
<tr>
<td>Ability to think objectively</td>
<td>79</td>
<td>111</td>
<td>31</td>
<td>12</td>
<td>5</td>
<td>4.04</td>
</tr>
<tr>
<td>Ability to go for further education</td>
<td>127</td>
<td>91</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>4.37</td>
</tr>
<tr>
<td>Ability to be mentally developed</td>
<td>74</td>
<td>124</td>
<td>25</td>
<td>10</td>
<td>5</td>
<td>4.06</td>
</tr>
<tr>
<td>Ability to be intellectually developed</td>
<td>95</td>
<td>102</td>
<td>23</td>
<td>10</td>
<td>8</td>
<td>4.12</td>
</tr>
</tbody>
</table>
Table 28b
SHOWING RELEVANCE OF SECONDARY SCHOOL CURRICULUM TO THE
ACQUISITION OF COGNITIVE SKILLS - STUDENTS’ VIEW

<table>
<thead>
<tr>
<th>Curriculum Content Objectives</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to be more literate</td>
<td>52</td>
<td>22</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>4.46</td>
</tr>
<tr>
<td>Ability for social and economic mobility</td>
<td>14</td>
<td>40</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>3.56</td>
</tr>
<tr>
<td>Ability to think objectively</td>
<td>34</td>
<td>37</td>
<td>5</td>
<td>4</td>
<td></td>
<td>4.26</td>
</tr>
<tr>
<td>Ability to go for further education</td>
<td>54</td>
<td>21</td>
<td>5</td>
<td></td>
<td></td>
<td>4.61</td>
</tr>
<tr>
<td>Ability to be mentally developed</td>
<td>30</td>
<td>29</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td>Ability to be intellectually developed</td>
<td>28</td>
<td>38</td>
<td>11</td>
<td></td>
<td>3</td>
<td>4.1</td>
</tr>
</tbody>
</table>
Hypothesis 10

The curriculum content of the secondary schools is not relevant to the acquisition of affective skills.

Table 29a

SHOWING RELEVANCE OF SECONDARY SCHOOL CURRICULUM TO THE ACQUISITION OF AFFECTIVE SKILLS—PARENTS' VIEW

<table>
<thead>
<tr>
<th>Curriculum Content Objectives</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to adapt to any society</td>
<td>53</td>
<td>113</td>
<td>30</td>
<td>34</td>
<td>8</td>
<td>3.71</td>
</tr>
<tr>
<td>Ability to be disciplined</td>
<td>58</td>
<td>125</td>
<td>29</td>
<td>22</td>
<td>4</td>
<td>3.89</td>
</tr>
<tr>
<td>Ability to be a responsible adult</td>
<td>82</td>
<td>113</td>
<td>21</td>
<td>12</td>
<td>10</td>
<td>4.03</td>
</tr>
<tr>
<td>Ability to acquire high moral values</td>
<td>41</td>
<td>88</td>
<td>52</td>
<td>41</td>
<td>16</td>
<td>3.41</td>
</tr>
<tr>
<td>Ability to be spiritually developed</td>
<td>28</td>
<td>72</td>
<td>67</td>
<td>42</td>
<td>29</td>
<td>3.12</td>
</tr>
<tr>
<td>Ability to be emotionally developed</td>
<td>39</td>
<td>102</td>
<td>53</td>
<td>23</td>
<td>21</td>
<td>3.48</td>
</tr>
<tr>
<td>Ability to develop healthy sex habits</td>
<td>11</td>
<td>54</td>
<td>75</td>
<td>45</td>
<td>53</td>
<td>2.68</td>
</tr>
<tr>
<td>Ability to develop healthy home habits</td>
<td>15</td>
<td>117</td>
<td>59</td>
<td>29</td>
<td>18</td>
<td>3.34</td>
</tr>
</tbody>
</table>
Table 29b
SHOWNING RELEVANCE OF SECONDARY SCHOOL CURRICULUM TO THE ACQUISITION OF AFFECTIVE SKILLS – STUDENTS’ VIEW

<table>
<thead>
<tr>
<th>Curriculum Content Objectives</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>Mean Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to adapt to any society</td>
<td>20</td>
<td>34</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>3.65</td>
</tr>
<tr>
<td>Ability to be disciplined</td>
<td>40</td>
<td>27</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>4.26</td>
</tr>
<tr>
<td>Ability to be a responsible adult</td>
<td>28</td>
<td>30</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>4.25</td>
</tr>
<tr>
<td>Ability to acquire high moral values</td>
<td>28</td>
<td>30</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>3.86</td>
</tr>
<tr>
<td>Ability to be spiritually developed</td>
<td>22</td>
<td>21</td>
<td>20</td>
<td>7</td>
<td>10</td>
<td>3.48</td>
</tr>
<tr>
<td>Ability to be emotionally developed</td>
<td>6</td>
<td>41</td>
<td>20</td>
<td>9</td>
<td>4</td>
<td>3.45</td>
</tr>
<tr>
<td>Ability to develop healthy sex habits</td>
<td>7</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>23</td>
<td>2.79</td>
</tr>
<tr>
<td>Ability to develop healthy home habits</td>
<td>15</td>
<td>33</td>
<td>14</td>
<td>14</td>
<td>4</td>
<td>3.51</td>
</tr>
</tbody>
</table>
The researcher in analysing the outcomes of the educational programme has categorised the curriculum contents into the three educational domains taken from Bloom's Taxonomy of Educational Objectives (1956) (see p.206).

To justify this move a fuller discussion regarding the advantages and disadvantages of this categorisation is made in the subsequent pages.

From this discussion the author intends to suggest a better procedure in searching for an appropriate educational programme. This will be developed in pages 307 to 335.
Bloom in his book 'Taxonomy of Educational Objectives' published in 1956, categorised knowledge into three educational domains: the Cognitive, the Affective and the Psychomotor - the head, the heart and the hand. Kratwohl et al (1964: 6) according to (Kelly 1982) defines the three domains thus -

The Cognitive domain as comprising

"objectives which emphasise remembering or reproducing something which has presumably been learnt, as well as objectives which involve the solving of some intellectual task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods or procedures previously learned."

The Affective domain as comprising

"objectives which emphasise a feeling tone, an emotion, or a degree of acceptance or rejection." (Kratwohl et al 1964: 7)

The Psychomotor domain as comprising

"objectives which emphasise some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular co-ordination." (Kratwohl et al 1964: 7)

On the other hand Bloom's definitions are more simple and straightforward. He states that the Cognitive domain includes

"those objectives which deal with the recall or recognition and the development of intellectual abilities and skills."
About Affective domain, he states that it includes

"objectives which described changes in interest, attitudes and values, and the development of appreciations and adequate adjustment."

(Bloom 1956: 7)

He acknowledges that objectives in this area are not very precise and teachers are not very clear about the learning experiences which are appropriate to these objectives. With regard to the Psychomotor domain he has this to say:

"Although we recognise the existence of this domain, we find so little done about it in secondary schools or colleges, that we do not believe the development of a classification of these objectives would be very useful at present." (Bloom 1956: 7-8)

What was said about the affective and the psychomotor domains was very true as at the time of the book. Then the curriculum content was very narrow. This goes to prove that it was actually Bloom and his associates who gave educationists, teachers and administrators the guideline as to what to look for in educational accomplishments. One would then rightly suppose that educational activities prior to this period were aimless and undefined.

The difficulties he admitted they had at that time to identify learning experiences that would be appropriate to the achievement of the affective domain and the apparent shortcomings of the book with regard to lack of classification of the objectives of the
psychomotor domain are what modern educationists are trying to solve by proposing various curriculum models.

Eggleston (1969) referred to by Cryer et al (1987: 20) agrees that the move by Bloom and his colleagues

"to define, classify and communicate curriculum objectives, so that learning experiences and the collection of evidence can satisfy criteria accepted by all partners in curriculum design, has provided common ground for teachers, educational researchers, psychologists and philosophers."

Eggleston et al (1969) also admits that not only is it a useful tool in the hands of curriculum developers, it exposes fundamental questions about education. Curriculum theorists such as Franklin Bobbitt, Ralph Tyler, Benjamin Bloom, Hilda Taba and John Goodlad therefore gave us the classical model, the formal elements of which are the objective and the learning experiences (Walker 1975). According to Walker (1975: 163)

"Its logical operations are determining objectives, stating them in proper form, devising learning experiences, selecting and organising learning experiences to attain given outcomes, and evaluating the outcomes of those experiences."

He further stated that it has facilitated the systematic study of education and has served as the basis for a respectable and growing education technology.
Put diagrammatically it will be like this:

```
Determining and Stating

Evaluating the

Outcomes

Selecting and Organising

Learning Experiences

Devising Learning

Experiences

Objectives
```

Fig 2

**The Classical Model of Curriculum Planning**

Kelly (1986) on the other hand feels that education can only be planned effectively and productively if it is seen as a number of developmental processes rather than as a collection of knowledge content. Content based curriculum he says "makes teachers and schools adopt similar emphasis in their teaching and curriculum planning. It gives rise to a form of evaluation, which is likely to provide no kind of basis for the improvement either of the curriculum or of the teacher because emphasis is on measurement of what the evaluator thinks is important, and not necessarily of what the curriculum is designed to do or what the teacher is attempting to do" (Kelly 1986: 216).
Stenhouse, according to Whitfield (1980), has been the most ardent British critic of curriculum models enshrining objectives. He describes it as 'prespecifications of terminal student behaviours' to which most British writers, including Kerr and Hirst (Whitfield 1980), do not conform. Stenhouse according to Whitfield (1980: 29) "does not object to educational intentions or aims but to a particular way of stating all or most intentions in advance", which he contends would clearly "deny the unpredictability of many learning situations in which sensitive teachers not only modify on the spot the learning experiences provided, but at least some of their short-term objectives."

The author thinks that in as much as emphasis should not be laid on specific subjects, leading to the achievement of specific objectives, the curriculum planner must have broad aims which will guide his planning. On the other hand Skilbeck (1984: 132) argues that "the problem with aims is not their formation as such but an unwillingness to phrase them so as to relate them systematically to action - a process which can be supportive of the action by structuring it."

This is why the author has chosen such broad terms to describe the curriculum content objectives that are being looked for in this research. To borrow Walker's (1975) terminology they acted as my "platform" for assessing our curriculum content. According to him, "the platform includes an idea of what is and a vision of what ought to be, and these guide the curriculum developer in
determining what he should do to realise his vision." (Walker 1975: 164)

A look at the tables from 27a to 29b shows one that the curriculum content is not relevant to the needs of the people. For further verification, similar items from the adults and students responses were "Student-t" tested to identify significant differences in opinions if there were any.

The following were the results of the "Student-t" tests.
### Results of the "Student-t" Tests

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Adults $M_1=238$</th>
<th>Students $M_2=80$</th>
<th>300df</th>
<th>$P =</th>
<th>t^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ability to learn a trade</td>
<td>3.18</td>
<td>3.17</td>
<td>&gt;0.05</td>
<td>0.066</td>
<td></td>
</tr>
<tr>
<td>2 Ability to be employed</td>
<td>3.95</td>
<td>3.36</td>
<td>&gt;0.05</td>
<td>3.84</td>
<td></td>
</tr>
<tr>
<td>3 Imbibe culture and learn crafts</td>
<td>2.93</td>
<td>3.38</td>
<td>0.01</td>
<td>2.97</td>
<td></td>
</tr>
<tr>
<td>4 Be economically independent</td>
<td>3.34</td>
<td>3.2</td>
<td>&gt;0.05</td>
<td>0.39</td>
<td></td>
</tr>
<tr>
<td>5 Be physically developed</td>
<td>3.6</td>
<td>3.7</td>
<td>&gt;0.05</td>
<td>0.56</td>
<td></td>
</tr>
<tr>
<td>6 Be practically versatile</td>
<td>3.19</td>
<td>3.31</td>
<td>&gt;0.05</td>
<td>0.76</td>
<td></td>
</tr>
<tr>
<td>7 Be more literate</td>
<td>4.44</td>
<td>4.46</td>
<td>&gt;0.05</td>
<td>0.19</td>
<td></td>
</tr>
<tr>
<td>8 Gain social and economic mobility</td>
<td>3.67</td>
<td>3.56</td>
<td>&gt;0.05</td>
<td>0.74</td>
<td></td>
</tr>
<tr>
<td>9 Think objectively</td>
<td>4.03</td>
<td>4.26</td>
<td>0.05</td>
<td>1.99</td>
<td></td>
</tr>
<tr>
<td>10 Go for further education</td>
<td>4.36</td>
<td>4.61</td>
<td>0.02</td>
<td>2.34</td>
<td></td>
</tr>
<tr>
<td>11 Be mentally developed</td>
<td>4.05</td>
<td>3.9</td>
<td>&gt;0.05</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>12 Be intellectually developed</td>
<td>4.11</td>
<td>4.1</td>
<td>&gt;0.05</td>
<td>0.08</td>
<td></td>
</tr>
<tr>
<td>13 Adapt to any society</td>
<td>3.71</td>
<td>3.65</td>
<td>&gt;0.05</td>
<td>0.42</td>
<td></td>
</tr>
<tr>
<td>14 Be disciplined</td>
<td>3.89</td>
<td>4.26</td>
<td>0.001</td>
<td>3.23</td>
<td></td>
</tr>
<tr>
<td>15 Be a responsible adult</td>
<td>4.02</td>
<td>4.25</td>
<td>&gt;0.05</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>16 Acquire high moral values</td>
<td>3.4</td>
<td>3.86</td>
<td>0.002</td>
<td>3.06</td>
<td></td>
</tr>
<tr>
<td>17 Be spiritually developed</td>
<td>3.11</td>
<td>3.47</td>
<td>0.02</td>
<td>2.26</td>
<td></td>
</tr>
<tr>
<td>18 Be emotionally developed</td>
<td>3.48</td>
<td>3.45</td>
<td>&gt;0.05</td>
<td>0.21</td>
<td></td>
</tr>
<tr>
<td>19 Develop healthy sex habits</td>
<td>2.68</td>
<td>2.78</td>
<td>&gt;0.05</td>
<td>0.66</td>
<td></td>
</tr>
<tr>
<td>20 Develop healthy home habits</td>
<td>3.34</td>
<td>3.51</td>
<td>&gt;0.05</td>
<td>1.24</td>
<td></td>
</tr>
</tbody>
</table>
From the "Student-t" tests there were significant differences in the opinions of the adults and the students in the following areas.

1. Ability to be employed by self or others
2. Ability to imbibe the culture and learn the crafts
3. Ability to be disciplined
4. Ability to think objectively
5. Ability to go for further education
6. Ability to acquire high moral values
7. Ability to be spiritually developed.

The differences in the opinions of the adults and students are better shown in the histograms shown in Chapter 6 where they are also fully discussed. The scores on each item from both adults and students views were converted into percentages and were then used to draw the histograms.

Histogram is used here because according to Pope and Gilbert (1987) it is one of the display forms available that will help one to see implications and make sense of one's data and will also be a useful way of presenting one's research findings in a clear, succinct and memorable form to the reader.

Suggestions for solving some of the curricular deficiencies will also be given in Chapter 6. A worked example of the "Student-t" test will be seen in Appendix 6.
Hypothesis 11

There is no relationship between actual secondary school enrolment and the attitude of parents towards contributing to the development of secondary education.

Table 30

SECONDARY SCHOOL ENROLMENT IN IMO STATE FROM 1976/77-1987/88

<table>
<thead>
<tr>
<th>Year</th>
<th>Secondary Number of Schools</th>
<th>Grammar Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976/77</td>
<td>148</td>
<td>110,140</td>
</tr>
<tr>
<td>1977/78</td>
<td>221</td>
<td>155,858</td>
</tr>
<tr>
<td>1978/79</td>
<td>276</td>
<td>177,942</td>
</tr>
<tr>
<td>1979/80</td>
<td>350</td>
<td>239,448</td>
</tr>
<tr>
<td>1980/81</td>
<td>391</td>
<td>277,640</td>
</tr>
<tr>
<td>1981/82</td>
<td>424</td>
<td>298,962</td>
</tr>
<tr>
<td>1982/83</td>
<td>439</td>
<td>279,414</td>
</tr>
<tr>
<td>1983/84</td>
<td>444</td>
<td>270,898</td>
</tr>
<tr>
<td>1984/85</td>
<td>442</td>
<td>234,374</td>
</tr>
<tr>
<td>1985/86</td>
<td>455</td>
<td>207,433</td>
</tr>
<tr>
<td>1986/87</td>
<td>456</td>
<td>178,796</td>
</tr>
<tr>
<td>1987/88</td>
<td>458</td>
<td>Not yet received.</td>
</tr>
</tbody>
</table>


From 1976/77, the year Imo State was created and the beginning of UPE, there was a big rise in the number of schools and the enrolment figures. From 1982 the number of schools continued to be on the increase but enrolment started falling. By 1984/85 the number of schools dropped from 444 to 442. However, by 1985, 1986, 1987 and 1988 the number of schools continued to rise while the enrolment continued to fall. There has been an 8 per cent rise in the number of schools and a 40.2 per cent decrease in enrolment figures from 1981 to date.

There is therefore no relationship between actual secondary school enrolment and the attitude of parents towards contributing to the development of secondary education in Imo State because as has been stated before, the communities establish these schools.

**Hypothesis 12**

There is no significant relationship between actual secondary school enrolment and the attitude of parents towards sending their children to school.
### Table 31
SHOWING PARENTAL ATTITUDE IN SENDING THEIR CHILDREN TO SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th>Parental Attitudes</th>
<th>RESPONSES</th>
<th>Mean Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parents like sending their children to school irrespective of their income</td>
<td>58 34 - 8 -</td>
<td>4.42</td>
</tr>
<tr>
<td>2. Difficulty in securing jobs after school has made parents hate sending their children to school</td>
<td>10 20 8 50 12</td>
<td>2.66</td>
</tr>
<tr>
<td>3. Parents withdraw their children from school because they will have no money for higher education</td>
<td>10 14 8 48 20</td>
<td>2.46</td>
</tr>
<tr>
<td>4. The allegation of falling standard in education makes parents hate their children going to secondary schools</td>
<td>2 10 - 66 22</td>
<td>2.04</td>
</tr>
<tr>
<td>5. Naturally, parents do not like to send their children to secondary schools</td>
<td>2 - - 36 62</td>
<td>1.44</td>
</tr>
<tr>
<td>6. Parents are no longer keen to send their children to school as they prefer them to trade after elementary education</td>
<td>2 20 20 44 14</td>
<td>2.52</td>
</tr>
<tr>
<td>7. Parents are no longer interested in secondary education of their children because schools are no longer fulfilling their roles</td>
<td>8 14 4 50 24</td>
<td>2.32</td>
</tr>
<tr>
<td>8. Apprenticeship after first school leaving certificate is preferred to secondary school education without jobs after</td>
<td>16 18 10 34 22</td>
<td>2.7</td>
</tr>
</tbody>
</table>

TOTAL: 20.56
Grand mean = \[ \frac{20.56}{8} = 2.57 \]

N.B. 100 parents were randomly chosen to fill in this section of the questionnaire.

With the exception of the first question, the other questions were framed in such a way that if the parents scored positively, it would mean that their attitude towards sending their children to secondary school was poor and therefore would support the fall in enrolment figures.

It was found that despite the obstacles mentioned they still had a positive attitude towards sending their children to school. Therefore there is no relationship between actual enrolment figures and parents attitude towards sending their children to school. This also explains the reason why the number of schools is still going up. Parents interest in secondary education is still waxing strong.

The only explanation for the fall in enrolment may be due to the economic depression. They may be keen on sending their children to secondary school but the wherewithal may not be available.

Full discussions of all the findings will occur in Chapter 6.
SUMMARY OF FINDINGS

1. The Voluntary Agencies established most of the secondary schools, followed by the Local Communities and followed by the Government. The percentages of the numbers of schools established by each body were 65.28, 32.23 and 2.47 respectively.

2. The Government, Communities and Voluntary Agencies contributed equally in the funding of secondary schools before 1970.

3. There is a significant difference between government and community contributions towards the development of secondary schools before the government take-over of schools from 1960 to 1970 in favour of the latter.

4. There is a significant difference between the contributions of the local community and the government in the overall development of secondary schools in Imo State, from 1975 to 1985. The community is found to have contributed more.

5. There is no significant difference in the contributions of the local community towards the development of secondary schools before and after the government take-over of schools.
6. There is no significant difference between the government contributions towards the development of secondary schools before and after the government take-over of schools.

7. The adults think that local crafts, occupations and needs are reasonably reflected in the curriculum while the students think that the reflection does not go far enough.

8. With regard to relevance of the curriculum to the achievement of the stated educational objectives, the scores were mainly favourable in the Cognitive domain. Scores in the Psychomotor and Affective domains as Bloom (1956) and his colleagues predicted were low. When the opinions of the adults/parents and the students were 'Student-t' tested, there were significant differences in the responses in the following areas:
   1. Ability to be employed by self or others
   2. Ability to imbibe the culture and learn the crafts
   3. Ability to be disciplined
   4. Ability to think objectively
   5. Ability to go for further education
   6. Ability to acquire high moral values
   7. Ability to be spiritually developed.

9. There is no relationship between actual secondary school enrolment and the attitude of parents in contributing to the development of secondary schools in Imo State.
10. There is no relationship between actual secondary school enrolment and the attitude of parents in sending their children to secondary schools.
This chapter looks at the findings objectively, arrives at certain conclusions and makes recommendations. The idea is that a purposeful and careful reflection on the findings would reveal which assumptions would be taken with or without caution.

DISCUSSION ON THE FINDINGS

ESTABLISHMENT OF SCHOOLS UP TO 1970

From the findings, the Voluntary Agencies established most of the schools. It will be recalled that in the beginning when Western Education was still being introduced in the country each community belonged to one Christian denomination or another. Naturally most of the schools, although built by community efforts and funds, were handed over to the particular denominations. These denominations managed them just as is the case now with our present government schools, since the take-over of schools by the government. The number of community schools came up to 39 because the researcher considered that individuals are still part of the community. Otherwise schools that were not handed over to the missionaries were very few. This accounts for the high number of Voluntary Agency schools. As for the government, it did not actually take much interest in the establishment of schools. It
was mainly interested in giving supportive measures to produce just enough people to help in the administration of the country, as of the pre-independence period.

LOCAL COMMUNITY, GOVERNMENT AND VOLUNTARY AGENCY CONTRIBUTIONS
BEFORE 1970

Ordinarily one would have thought that the contributions of the Local Community or of the Voluntary Agencies would exceed by far that of the Government. The findings have now made it clear that the burden of payment of staff salaries and equipping the laboratories involves a lot of expenditure in the running of the school system. At this period when some of the expenditure was borne by the government and the voluntary agencies, it was not too heavy on any party. Although each body had its own share of each area, none surpassed the other in the overall contribution. This might suggest to the government to reconsider its stand in not involving the voluntary agencies in contributing to the main school system, even if management must rest solely on the former.

The F. ratio of 3.08 showed no difference in the contributions of the three bodies. Although government had limited areas in which it contributed, staff salaries alone ran into millions, and could exceed some other areas put together.

One must also mention an aspect of voluntary agency contribution towards the development of secondary schools which cannot be
quantified. It was the rivalry amongst the different denominations that kindled the competitive zeal amongst the different community affiliates or followers and made them establish secondary schools. This, in addition to the innate desire of the Ibos to be in the main stream of things, helped in the increase of the number of secondary schools established and brought up to acceptable standards by 1970.

THE CONTRIBUTIONS OF COMMUNITY AND GOVERNMENT BEFORE AND AFTER THE TAKE-OVER OF SCHOOLS

The contributions of the community both before and after the government take-over of schools far surpassed that of the government. There was no significant difference between the community contribution before and after the government take-over of schools, as seen in the third hypothesis. The same thing applies to that of the government in hypothesis 4. It simply shows that the community is still carrying a larger share of the expenditure than the government. This is because before the take-over, each community was anxious to have its own schools in order not to be left behind by other communities. After the government take-over, the idea of neighbourhood schools was introduced to help to reduce the amount of money spent on secondary education by parents. Then, the communities again became involved in the building of more schools just as they did earlier on. With the economic depression, government has not been able to increase its allocation to secondary education to the level that is
commensurate with the increase in number of enrolment, teaching staff and other amenities. The result is that the government has been spending more money in the payment of salaries, laboratory equipment because of the new system of education (6-3-3-4), and sports equipment. The demand in these areas has been so much that there has not been any spill-over to other areas of secondary school development. The community is definitely spending more, but because the areas of contribution have remained the same due to excessive demand in those areas, it has not moved out to contribute to other areas adequately. Since these areas have not been quantified in monetary terms, the impression is that the government and community contributions before and after the take-over of schools have not increased significantly.

This also explains why the findings are that community contributions both before and after the take-over of schools are greater than those of the government.

RELEVANCE OF THE CURRICULUM TO LOCAL OCCUPATIONS AND NEEDS

With reference to table 26a, it would seem that the parents indicated what they knew to have existed as local crafts and occupations in Imo State, while table 26b showing the students' view portrays the actual crafts that are practised now in Imo State at least to a recognisable degree. Crafts such as pottery and blacksmithing have been relegated to the background and are only practised by a negligible few since the introduction of
enamel and plastic wares which are more durable and lighter to carry. Another craft like raffia weaving from which products such as bags, hats, mats and shades against unfavourable weather are made, has now become almost obsolete as these products have been replaced with better quality ones made from synthetic, cotton and silk materials. Metalwork was engaged in in the past when people used to make guns and knives for war and defence. Most of these are now imported. This is an attempt to explain the difference in opinion in the identification of local crafts by the students on the one hand and the parents on the other. All those identified by the parents are local crafts but the degree of present practice determined the students' answer.

With regard to whether or not these are reflected in the curriculum, the parents probably based their answers on the fact that these crafts had been listed as part of the curriculum in the National Policy on Education (1981). The students who are the actual participants stated what really obtains in most schools. All those other crafts are practised in schools but not in all schools. As was mentioned earlier, a 33 1/3% measure was used as a cut off point for the responses to be accepted as general view.

Both the parents and the students agreed that all the crafts listed should be reflected in the curriculum except boat building and fishing. This is understandable since Imo State is not a riverine state. Others are raffia weaving, because of the reasons already given, salt processing, rice farming and cocoa farming.
Rice farming is actually practised in Abakaliki in the Anambra State and also in the Afikpo area in Imo State. Cocoa farming is a noted occupation in the Western part of Nigeria and is not very well practised in Imo State, except in places such as Bende and Itu Mbauzo.

Therefore, if out of nineteen crafts and occupations the people wish to see thirteen reflected in the curriculum, and only three, according to the students, are actually in the curriculum, the situation is unsatisfactory despite all the efforts of the government to change the system of education to serve the students' needs. Government has spent a lot of money importing equipment to be used in teaching and learning these crafts but most of the equipment is so sophisticated that it cannot be installed, let alone put into use.

The problem is that the teaching staff was not first trained in the use of the equipment before importation. Meanwhile most of the crafts are not taught in the schools because there are not enough technical teachers.

This explains the responses recorded in tables 27a to 29b. Theoretical knowledge which leads to the acquisition of cognitive skill still persists in our education system. Practical knowledge which leads to acquisition of psychomotor skill is still inadequate, hence the responses range from "undecided" to "agree". Since the imparting of practical knowledge is lacking in the
curriculum there is not much to induce affective skills in the students.

Therefore although serious attempts have been made to improve the curriculum, the problem now lies in implementation. Consequently, the needs of the people are still not met by secondary education despite the amount of money poured into it by both the community and the government.

DIFFERENCES IN OPINION BETWEEN ADULTS' AND STUDENTS' RESPONSES
WITH REGARD TO THE RELEVANCE OF THE CURRICULUM IN ACHIEVEMENT
OF EDUCATIONAL OBJECTIVES

From the scores in tables 27a to 29b with regard to the relevance of the curriculum to the achievement of our educational objectives as stated in hypotheses 8-10, it is evident that these objectives of our secondary education are not being fully achieved.

The "Student-t" test as was shown in Chapter 5 showed that the adults' and the students' views were significantly different in 7 areas. From the scores in the above tables, both groups may have agreed or disagreed as to the effectiveness or ineffectiveness of the curriculum in the achievement of these areas, but the "Student-t" test brought out the differences in the degree of agreement or disagreement in the two views.
Histograms were used to help explain the views of the parents and the students in these 7 areas and to make them clearer to the reader. These 7 areas will be discussed singly to show why the differences in opinion exist. Later the procedure to help improve the nature of the curriculum to achieve desired goals will be recommended.

HISTOGRAMS OF DIFFERENCES IN OPINION BETWEEN ADULTS' AND STUDENTS' RESPONSES WITH REGARD TO THE RELEVANCE OF THE CURRICULUM

**QUESTION:** Does the curriculum content enable the students to develop the ability to be employed by themselves or others?

**Employment**

This is a very crucial area to be considered in preparing a curriculum design especially in developing areas. It is a known fact that the greatest incentive for going to school, especially in poor developing areas, is the opportunity to be employed or to employ oneself on graduating from any particular level of education. When this does not happen, as it is now the case in Imo State, people get frustrated and enrolment figures in schools start going down.
Where the probability is $p < 0.001$ as shown in the table the results are considered to show a significant difference between the attitudes of parents/adults and the students. This will be discussed below.

Discussion: From the scores it is evident that the two groups do believe that the curriculum content would enable the students to be employed or to employ themselves on graduation.
The histogram shows further that even though they agreed that it would the parents/adults were more inclined to believe that the curriculum would provide the students with the ability to be employed or to employ themselves. This shows that the old belief that education is an investment for the future for an Ibo parent is still waxing strong. This is why their attitude in contributing to secondary education and in sending their children to school is still positive. There is still the hope that once the children are educated, sooner or later they would get employed.

The students on the other hand who are in the schools know what they are being taught, and know that with it there is no hope of their getting employed unless they continue further. They have also probably seen their predecessors loitering about, not being employed and not being able to employ themselves. This is why there is that undulating slope in their histogram, they are not sure at all; whereas there is a definite slope from strongly agree at 41.5% down to strongly disagree at 6.3% in the parents view. Students feel this way because serious attempts have not been made at implementing the teaching of marketable knowledge and skills in schools to make the students self-reliant or employable after leaving school. Even those who can set up something may not have the funds to do so due to the high poverty rate among the majority of the people.
One thing should be made certainly clear though, that when the parents think of employment, what they have in mind are white collar jobs even at the lowest level that the qualification can afford them, not crafts such as carpentry, or masonry. This will be made evident in the views regarding crafts which will be treated next.

Conclusion:- Lack of job opportunities after school may be demoralising to students if they have this type of vision in mind. Unless the parents can afford to send them into the tertiary institutions this fear may kill their incentive to read which will then bring about fall in standards and even enrolment.

QUESTION:- Does the curriculum content enable the students to develop the ability to imbibe the culture and learn the local crafts?

Local Culture and Crafts
Nigeria is a country of diverse culture. To satisfy one of the aims of our secondary education which is "to develop and project Nigerian culture, art and language as well as the world's cultural heritage", it is important to find out whether the curriculum is satisfying this aim.
Fig 4  \( p < 0.01, t = 2.97 \)

**Scores Used:**

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3%</td>
<td>17.5%</td>
<td></td>
</tr>
<tr>
<td>32.7%</td>
<td>40.0%</td>
<td></td>
</tr>
<tr>
<td>19.7%</td>
<td>15.0%</td>
<td></td>
</tr>
<tr>
<td>30.2%</td>
<td>18.7%</td>
<td></td>
</tr>
<tr>
<td>10.9%</td>
<td>8.7%</td>
<td></td>
</tr>
</tbody>
</table>

Where the probability is <0.01 as shown in the table, the result is considered to show a significant difference between the attitude of parents and students.

**Discussion:** The parents are very uncertain that the curriculum content satisfies this aim even though they had agreed in hypothesis 7 that enough crafts were reflected in the curriculum. They know that these crafts and skills and different Nigerian languages are among the subjects listed in the National Policy on
Education, to be taught in the secondary schools, but they make their judgements based on the evidence they can see from their wards and children. This is why their disagreement is more positive than that of the students.

On the other hand students had agreed earlier in hypothesis 7 that what is reflected in the curriculum, or rather what is actually taught, as far as they were concerned was only carpentry, woodwork and general agriculture. They based their response on what actually obtains and not what is on paper. Their response therefore is more in the affirmative than the adults since some local crafts are taught even if the number was very minimal.

**Conclusion:** Some local crafts and languages are taught in the schools, but the impact has not been felt by either the students or the parents for them to positively accept that the curriculum objectives are being achieved.

**QUESTION:** Does the curriculum content enable the students to develop the ability to be spiritually developed?

**Spiritual Development**

By spiritual development here, what is meant is the ability of one to live according to the precepts of any orthodox religion such as Christianity or Mohammedanism. If one is spiritually developed one is in tune with God and hardly deviates from accepted patterns of behaviour.
Histogram to show difference in opinion with regard to Relevance of the Curriculum to Spiritual Development

Fig 5  \[ p < 0.02, \, t = 2.26 \]

Scores used:

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>11.7%</td>
<td>27.5%</td>
</tr>
<tr>
<td>A</td>
<td>30.2%</td>
<td>26.2%</td>
</tr>
<tr>
<td>U</td>
<td>28.1%</td>
<td>25.0%</td>
</tr>
<tr>
<td>D</td>
<td>17.6%</td>
<td>8.7%</td>
</tr>
<tr>
<td>SP</td>
<td>12.1%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Discussion: Even though both groups are on the low percentage of agreement that the curriculum affords them to be spiritually developed, the parents seem to be more positive that it does not. Again this may be from their observation of the behaviour of today's youths. Besides, since the government take-over of schools, the degree of doctrinal teachings in schools has been very much reduced in most schools and completely forgotten in
others. Any semblance of it, such as Bible knowledge, is just studied like any other subject for passing examinations.

The students seem to have more conviction about the ability of the curriculum to induce such traits in them.

**Conclusion:** There is a low percentage of agreement from both groups that the curriculum induces the ability to be spiritually developed in the children, although the students are more inclined to agree that it does.

**QUESTION:** Does the curriculum content enable the students to develop the ability to acquire high moral values?

**High Moral Values**

High moral values may include honesty, being straightforward, truthful, lack of sexual immorality, humility, gentleness, being virtuous and good generally.


Histogram to Show Difference in Opinion with regard to
Relevance of the Curriculum to High Moral Values

Fig 6  $p < 0.002$, $t = 3.06$

Scores Used:

<table>
<thead>
<tr>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.2%</td>
<td>35.00%</td>
</tr>
<tr>
<td>36.9%</td>
<td>37.5%</td>
</tr>
<tr>
<td>21.8%</td>
<td>12.5%</td>
</tr>
<tr>
<td>17.2%</td>
<td>8.75%</td>
</tr>
<tr>
<td>6.7%</td>
<td>6.25%</td>
</tr>
</tbody>
</table>

Discussion:— Although parents managed to scale over the "agree" point, only 17.2% of them strongly agreed that the curriculum was relevant to the acquisition of high moral values. Parents scored positively although the percentage is marginal because they are aware that principals have been told that since there is no more religious instruction in schools, they could arrange with priests
or individuals to give moral instruction to the students. Their not very high score may have been influenced by the practical evidence of the behaviour of today's youths. Students scored higher because they are given moral instruction in the schools anyway, whether the instruction is fully adhered to is another matter.

Conclusion:- Although both groups scored positively as to the relevance of the curriculum towards the acquisition of high moral values, supervisors of schools should insist that principals keep weekly records of instructors and topics they talked on. These will be presented to them during their occasional visits to the school. This measure will ensure strict compliance with the stated instructions.

QUESTION:-- Does the curriculum content enable the students to develop the ability to be disciplined?

Discipline
This area and the one just discussed are interrelated. For one to have high moral values shows a mark of high discipline. It is no surprise therefore that the parents agreed with the students that the curriculum content enables one to develop the ability to be disciplined.
Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Discipline

PARENTS VIEW

STUDENTS VIEW

Fig 7  \( p = <0.001, t = 3.23 \)

SCORES USED:

<table>
<thead>
<tr>
<th></th>
<th>PARENTS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>24.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>5</td>
<td>52.5%</td>
<td>33.7%</td>
</tr>
<tr>
<td>6</td>
<td>12.1%</td>
<td>11.2%</td>
</tr>
<tr>
<td>7</td>
<td>9.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>8</td>
<td>1.6%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

Discussion: From the histogram it is very apparent that the students agree that the curriculum content helps them to be disciplined. The parents also agree with them although their score is lower. Only 24.3% of the parents as opposed to 50% of the students strongly agreed. This may be because, apart from practical evidence of cases of indiscipline and rioting in schools, for instance rioting in Federal Government Girls College Abuloma, Port Harcourt in 1986, and another in Federal Government Girls College Owerri this year, some other facts help to lower
parents' opinion in this regard:

a. Lack of direct authority to the Principals and staff to discipline students. The protocol of going through the Disciplinary Committee, Zonal Schools Management Committee and to the Ministry before a decision is taken is very frustrating and wastes time, and sometimes the issue is lost and forgotten mid-way.

b. Neighbourhood schools have reduced boarding facilities, therefore students are no longer under the direct supervision of teachers. There is the tendency in children to fear/respect external authority more than that of their parents.

c. For the few that are boarders, the supervision is also lacking because teachers no longer live within the school premises because of lack of adequate accommodation and amenities, and high incidence of robbery. This can easily be corrected if adequate provisions in terms of accommodation, amenities and security are made.

d. Absence of religious education in schools although replaced by moral education may also contribute to the lack of discipline observed in the students by parents.

On the other hand students feel that they acquire discipline through the school curriculum because they are given this moral instruction and also the least school rule is inhibiting to students.
Conclusion: Even if there were something in the curriculum to make students acquire the ability to be disciplined, the above facts mentioned here will dilute the effect. Something should therefore be done to see that these hindrances are removed.

QUESTION: Does the curriculum content give them the ability to go for further education?

Further Education

Further education after the secondary level includes all tertiary institutions. These enable one to get into the professions and top civil service jobs.

Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Further Education

<table>
<thead>
<tr>
<th>PARENTS VIEW</th>
<th>STUDENTS VIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>50</td>
</tr>
<tr>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

Fig 8  \( p < 0.02, t = 2.34 \)
scores used:

<table>
<thead>
<tr>
<th></th>
<th>parents</th>
<th>students</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.3%</td>
<td>67.5%</td>
<td></td>
</tr>
<tr>
<td>38.2%</td>
<td>26.2%</td>
<td></td>
</tr>
<tr>
<td>3.36%</td>
<td>6.2%</td>
<td></td>
</tr>
<tr>
<td>2.1%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>2.9%</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

discussion: with regard to 'further education', although both groups agreed that the curriculum content enables the children to go for further education, the students were more positive in their answer. as has been mentioned before, since there are no jobs available in the job market, the tendency will be for the students to want to stay in school longer as hulbert (1977: 37) quoting from the plowden report puts it,

"... simply to be serving time until he can find work or qualify, by time serving, for some position that would be otherwise denied him ...".

Besides, from past conclusions, the curriculum is mainly theoretical and actually prepares one to read further, to qualify in one field or another.

conclusion: the curriculum content, since it satisfies the cognitive domain mainly and is still theoretical, provides the students with the ability to go for further education. the financial hindrances and the quota system may not allow all who are capable to benefit from it. this may be the cause of the not so high support from the parents.
QUESTION: Does the curriculum content give the students the ability to think objectively?

Objective Thinking

Students develop the spirit of enquiry through objective thinking. It brings out the hidden initiatives and talents in people. The enquiry method of teaching helps to arouse objective thinking in the children.

**Histogram to Show Difference in Opinion with regard to Relevance of the Curriculum to Objective Thinking**

<table>
<thead>
<tr>
<th></th>
<th>PARENTS VIEW</th>
<th>STUDENTS VIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PARENTS</td>
<td>STUDENTS</td>
</tr>
<tr>
<td></td>
<td>33.1%</td>
<td>42.5%</td>
</tr>
<tr>
<td></td>
<td>46.6%</td>
<td>46.2%</td>
</tr>
<tr>
<td></td>
<td>13.0%</td>
<td>6.2%</td>
</tr>
<tr>
<td></td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td></td>
<td>2.1%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Fig 9  \( p = <0.05, t = 1.99 \)

**SCORES USED:**

<table>
<thead>
<tr>
<th></th>
<th>PARENTS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33.1%</td>
<td>42.5%</td>
</tr>
<tr>
<td></td>
<td>46.6%</td>
<td>46.2%</td>
</tr>
<tr>
<td></td>
<td>13.0%</td>
<td>6.2%</td>
</tr>
<tr>
<td></td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
<tr>
<td></td>
<td>2.1%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Discussion:— In this case, the students were surer than their parents that curriculum helps them acquire the habit of objective thinking. It may mean or indicate that probably with the introduction of the 6-3-3-4 system of education, new methods of teaching are being introduced in schools which will induce the habit of objective thinking. Parents' response may be influenced by their idea of what used to obtain.

Conclusion:— Other methods of teaching such as the project method, enquiry method and individualised learning should be adopted by our teachers to induce objective thinking in our students so that the change would be noticed by the parents.

On the whole King and Brownell (1976) have given a run down of the importance or lack of importance of certain disciplines of knowledge in the curriculum.

With regard to occupational training which has been of most concern in this work due to the unemployment rate and therefore poverty rate in the state, King and Brownell have the following views.

Formerly preparation for crafts, occupations and vocations has been provided through the systems of apprenticeship. But with industrialisation in the recent centuries, and pressures from management and labour, policy makers started thinking of including the occupations into the curriculum. The idea is to teach the
students marketable knowledge and skills. There is an argument that some children either due to their capability or financial background are only cut out for occupational training and cannot fit in with liberal education. But recent experimental programmes have proved that nearly all persons are fit for liberal education when liberal studies are properly conceived, programmed and taught (King and Brownell 1976). There is also another argument about late bloomers. Some people have been known to be of below average performance in their earlier years and later to have performed wonderfully well.

It is all well and good to give everybody the opportunity for a good liberal education to at least the end of secondary school, at least to explore the hidden talents residing in the economically, politically and culturally deprived groups in any society, and also to give them the opportunity to rise from their humble beginnings. It is also argued that "early occupational training tends to limit the accumulation of liberally educated individuals necessary for trade and professional leadership." (King and Brownell (1976: 7). There are even more cogent arguments against early occupational training. But there is another side of the argument, that one should be given what is immediately worthwhile for the individual. Practical evidence shows that those who patronise occupational training programmes come more from poorer families and the less academically gifted.
Conant (1961) reasons that the main reason for schooling as far as the minorities, the poor and the slow learners are concerned is to get jobs. This is still the stage we are in in Imo State. For those who argue against the 6-3-3-4 system, saying that moving the children over to the vocations after junior secondary is too early, I quote Conant:

"The lesson is that to a considerable degree what a school should do and can do is determined by the status and ambitions of the families being served." (Conant 1961:1)

When the individuals have gained economic stability, they can then register in adult education programmes for more liberal education. This is why it is being emphasised here that the community and individuals should be studied to know the type and level of education that will be recommended for them.

Generalised liberal education will be very welcome in industrialised countries with well established social welfare schemes, not in poor developing countries where people are still trying to find their daily bread.

With regard to achieving objective thinking which I think is the intellectual perspective, King and Brownell (1976) recommend the following pedagogical measures.

1. That since intellect contains its own objectives, it does not require utilitarian justification, although such can be taught.
2. That the fundamentals of the curriculum should consist of the learning of symbolic systems of the intellect - language, number and form.

3. That studies which emphasise theoretical insights should be emphasised.

4. That the curriculum should be problem centred, for the very core of each discipline is the problem of the pursuit of knowledge and truth.

5. That the teachers must be intellectuals; practitioners of a discipline of knowledge.

6. That classes and courses should be refined through control of technique and mastery of media.

7. That the claim of the intellect on content (or objective thinking) gives an aesthetic quality to study.

8. That through objective thinking, children are able to analyse, criticise, synthesise and judge prevailing social, economic, political and religious views.

9. That through objective thinking, the disciplines of knowledge are made central to the content of the curriculum.

We should therefore pay heed to the above suggestions if our curriculum should enable the children to think objectively.

For the spiritual development which embraces discipline and morals, they argue that although they agree that schooling is a moral enterprise and must offer the study of religion and culture, of theology, of ethics, it is not right to leave the teaching of
morals and religion to the school alone. They therefore suggest that "Church, family, vocation, government and school must engage in the dialogue on religion and morality by repeated and thorough examinations of each other's assumptions." (King and Brownell 1976: 29).

RELATIONSHIP BETWEEN ATTITUDE TO CONTRIBUTION AND ENROLMENT

According to table 24b there is no significant difference in the contributions by the local community towards the development of secondary schools before and after the take-over. It would also seem that there has not been any significant difference in the contributions since the creation of Imo State. On the other hand, enrolment was on the rise from 1976/77 to 1981/82 before it started falling and has continued to fall up till now. In the year 1982/83 during which enrolment came down by 19,548, the number of schools increased by 15 and has continued increasing despite the fact that enrolment has continued to decrease. This is because of the introduction of neighbourhood schools by the civilian regime, primarily to de-emphasise boarding in order to reduce costs, and later to win the people's votes by approving all sorts of substandard schools for the communities who were always eager to compete.

From 1981/82 to 1986/87 enrolment has fallen by 120,166 while the number of schools has risen by 34. One wonders why more schools are still being built when enrolment figures are decreasing. The
depreciation in number may be due to the following reasons.

1. Economic hardship - parents can no longer afford to send their children to school because of the high school fees, as well as rates demanded from time to time by the Parent Teacher Associations.

2. Frustration by the fact that graduates of secondary schools find it difficult to get into tertiary institutions because of the quota system in the National Policy.

3. Frustration because parents cannot afford to train the successful ones in higher institutions as a result of the high fees.

4. Frustration because graduates at all levels can neither be employed nor can they establish any business on their own.

5. Trading can now be found to be more lucrative and time-saving by some.

6. People can hardly make ends meet because of the general economic depression in the country. Most children now resort to apprenticeships after their first school leaving certificate.

7. The grant of N40 per primary and secondary school child by the Federal Government was removed, and there was a complete absence of Federal Government investment in primary education in the Fourth National Development Plan 1981-1985. All these have contributed to the decrease in enrolment in the state, but nevertheless communities keep on building schools and taxing themselves in order to establish their own schools in their various communities.
However, the Federal Government has announced recently that it proposes to pay 65% of the salary of primary school teachers in the country. It also intends to transfer the management of primary schools from the State Ministries of Local Government to the State Ministries of Education. This will mean a lot of relief for the parents and the communities and the money saved may be ploughed back into secondary education, and may result in increase in the enrolment.

WHY COMMUNITIES CONTINUE TO CONTRIBUTE TO SECONDARY EDUCATION

So far it has been found that the communities have not relented in their effort to contribute towards the development of secondary education, despite all odds.

The reasons are not far to seek.

As was mentioned in Chapter 1, pp. 2-3, the people still believe that secondary education is a stepping stone to further education and to a high-salaried job. Once one is sure of a certain sum of money at the end of the month, and works in a clean and respectable environment, one's status in the society is enhanced. This achievement is a thing of pride both for the parents and the children. Secondary education equips the individual to fit into any type of society; it elevates one to a higher social status, as well as provides prospects for a better economic future.
For the community, it is a mark of development that they own a secondary school. Besides, the school creates job opportunities for the indigenes and reduces the cost of secondary education to the parents. This is more so now that the boarding system is very expensive and the poor parents can only depend on the neighbourhood schools for the secondary education of their children. It is therefore considered necessary that everybody should contribute towards its development. It does not matter whether one has a child in the school or not. The argument is that at some point in time in the life of that institution a relation of one must benefit from that school.

Even very poor communities sometimes tax themselves to start the school in the hope that sooner or later there will be some sort of government support. Also the spirit of rivalry and self pride would not let a village send its children to a neighbouring village for their secondary education. The alternative, usually, is for the village to establish its own school.

It has been found that secondary school graduates no longer are employed, and few stand the chance of getting into higher education, especially the University, because of the quota system. Nevertheless, the people's faith in secondary education as the main avenue to social success still urges them on to contribute towards its development in the hope that one day things will improve. In most families one would find University graduates and secondary school graduates all without jobs and still dependent on
the parents. Still this will not deter the parents from paying their levies and taxes towards the development of secondary education. The levies must be paid by all for the development of the town, and secondary education is a major project in town development. Besides these reasons, communities contribute to secondary education in their desire to alleviate the suffering of their children. Some of these schools are without water and light, and parents would not want their children to walk several miles to fetch water. This type of situation may make them contribute towards providing a bore-hole and/or an electric generating plant for the school. Community support most often provides what is essential but cannot be provided by the government.

Community contribution towards secondary education may be triggered off by petty inter-community rivalries and quarrels, or by an individual wanting to gain political popularity. This was the type that caused the unprecedented rise in the number of schools as was referred to in Chapter 1 p. 20. This has now been stopped by the establishment of the State Education Law which provides for certain guidelines for the approval of a secondary school.
CONTRIBUTION STRATEGIES ADOPTED BY COMMUNITIES IN IMO STATE

Contributions can be initiated by the community members or be imposed by the government. Community contributions will therefore be discussed under these two headings:

1. Community-Initiated Contributions

In community-initiated contributions, various communities adopt various strategies, some of which include:

(a) Donation of Land:- Whenever a community wants to establish a school, a site is usually agreed on by all. The owners of the land are consulted, and if they are agreeable the site is acquired. The owners are usually given promises of prospective employment for them or their children whenever the school starts to function. If on the other hand the land is communal land or was formerly used as an "evil forest" where people who died of infectious diseases and twin babies were thrown into, nobody is compensated.

(b) Contribution of Labour:- Usually the members of the community clear the forest. These days they may contribute money to hire a bulldozer to do the clearing for them. The women also help in carrying mixed gravel, sand and cement for the masons for very meagre sums. Formerly the women collected sand from wherever there was a large dump in the village and fetched water for the building. These days tipper loads of sand,
gravel, stones and water paid for by the community are transported to the building sites. Much of the direct labour usually offered by the community is now paid for in cash as a result of the urban drain of most able-bodied men and women. The money contributed by members of the community at home and abroad is then used to offset these expenditures. Even when indigenes are hired as labourers, they are paid as if they were outsiders because they have already contributed their own quota in cash.

(c) The Town Union Levies:- It is during the meeting of the Town Union that important decisions about town developments are made. At these times, projects to be embarked upon are decided on, and levies for the implementation of such projects made. In places where the Age Grade system does not exist, each village either pays to their village heads or to their ward heads where villages are split into wards. The ward heads or the village heads then pay in the amount collected to the financial secretary of the Town Union and from this central purse, money for the various projects is disbursed. Sometimes the Town Union can appoint project committees and authorise the various committees to institute and collect levies from the people in order to carry out the projects. A full account is rendered during the Annual General Meeting of the Town Union. Usually all able-bodied men and all
married women are levied. Young girls are not levied as most of them get married off as soon as they are of age. After a given deadline "strong-men" are sent to collect the levies from defaulters or their relations living in the village. If the levy is not paid, goods equivalent to the sum levied are usually collected and sold at an auction, after some time has been allowed for the owners to redeem their goods. The money realised is ploughed back into the general fund and used for the projects. Where the Age Grade system exists, as has been described in Chapter 3, contributions either in cash or labour are shared out among the different age grades. This is usually a much smoother way because one is dealing with one's peers, and it is very shameful for one to owe or to lag behind when one's peers have fulfilled their own obligations. Therefore naturally everyone struggles to do what is expected of one. As was also discussed before, the healthy rivalry among the age groups makes the groups compete and even pay or donate more than was levied in order to surpass the others in beating the deadline as well as in payment. Igwe (1988: 113) confirms that "Age groups usually compete to pay the levy first. It is considered disgraceful for any age group to be unable to pay its levy or to be late in payment".

(d) **Launching:** Town Unions can organise Launchings to raise funds for the establishment of schools. These
are usually organised during the Christmas period or Easter period when people have come home to celebrate. Cards are printed and distributed to members of the community, in-laws, friends and well-wishers. Important and influential members of the community are given extra cards to invite their friends from other communities to come to their aid. Sometimes government functionaries are also invited. This usually yields a lot of revenue for the town if it is well organised. Usually the names of all important men are listed and called accordingly. When the individual is called, he gets up and makes a donation which is usually announced over a public address system. After these rich men have been called, the floor is then thrown open for all to come and donate. This is the time for the not-very-well-to-do to come along and donate their widows' mite without feeling ashamed. Usually the fact that one's name is on the list of special launchers shows that one has been recognised and this makes one donate even more than one had originally planned to give. Women on their part come with dances and some food to entertain the people. Launching is a type of wilful donation, so some towns do not make it compulsory for people to donate but some do, as Igwe (1988: 111) points out that "fines range from N50 to N200 or more, and sanctions are enforced with a roll call".

(e) Wilful Donation:- Occasionally wealthy individuals who
are indigenes of the town, Women's Organisations, Associations or Clubs, the Town's Abroad Union (as distinct from the General Town Union) and Alumni Associations of already established schools can, on their own, donate huge sums of money, materials, vehicles or equipment for the development of the schools. Some of these groups can even decide to put up certain infrastructures for the school.

(f) Parent Teacher Associations (PTA) Levies:— This is an association of the parents of the children and the teachers in a particular school. P.T.A. meetings are organised mainly for the teachers and the parents to discuss the problems (if any) of their children and if necessary discuss the possibility of parents paying an agreed amount to help to improve the situation in the school. At one point the principals exploited the situation and levied the parents arbitrarily and gave no proper accounts. The government stopped this and stipulated that all PTA levies must be approved by the Ministry of Education and must be properly accounted for. These days the regulations require that the Commissioner for Education should be notified of the meeting by sending him a copy of the circular for the meeting showing the agenda for discussion. At the end of the meeting, the minutes and the attendance list of the participants are also sent to the Commissioner. Once the levies have been approved by the government,
it becomes binding on all parents to pay, and students can be sent home from school if the levies are not paid.

(g) Former source of Community Contribution

Collective harvesting of palm fruits:— Formerly when the Assumed Local Contribution was paid, the communities paid their bit in bulk to supplement the contribution of the voluntary agencies and the government. Then, there used to be collective harvesting of palm fruits. The different village heads decided on a time interval during which no-one should harvest his palm fruits. On an agreed date, all the young men of the villages would cut the palm fruits, while the women carried them out from the bush and packed the fruits. The fruits were later sold and the money used to pay whatever was their levy. This method was also adopted to pay for their sons whom the town had decided to sponsor for further education in those days. Nowadays, most of the young men are no longer in the villages and those that are there can no longer cut the palm fruits. Only very few of them in the villages do this and charge exorbitant rates. Also, palm fruits at a point in time stopped being a very important revenue yielding item, but recently palm oil has become very expensive, as every other thing is. With the current urban migration, the labour force has left the villages, hence many communities have abandoned this
method of community contribution, which was formerly very important. Another reason why this method was abandoned was that most poor people depended on the produce for their livelihood. In these hard times it would not be fair to deprive them of that lone source of income.

2 Government Imposed Contributions

These are contributions imposed on the people by the government. Contributions such as education rates, education levies and school fees are decided on by the government, and parents are bound to pay them. The amount varies from time to time as the government deems fit. Education rates and levies are deducted from the salaries of civil servants at source. The children of private individuals are expected to show their parents' education rate receipts before they are admitted into any class each year.

As for the payment of school fees, after the first week from the time school re-opens, defaulters are sent home from school.

The foregoing reasons for, and strategies of, contribution adopted by the communities emphasise the degree of community interest in secondary education, the necessity to get them more deeply involved in it, and call for increased government help in its development in the state.
RELATIONSHIP BETWEEN ATTITUDE OF PARENTS TOWARDS Sending THEIR
CHILDREN TO SECONDARY SCHOOLS AND ENROLMENT

It has been concluded earlier in Chapter 5 that the parents still have a positive attitude towards sending their children to secondary school despite all odds. Each item will now be discussed on its own merit to see how it really influences their decision or their desire to send their children to school.

With regard to the first statement - "Parents like sending their children to school irrespective of their income":

92% of the people answered in the affirmative, there was no neutral answer and nobody strongly disagreed. Only 8% disagreed. This still confirms the interest the Ibos have in education. It is said that an Ibo man would rather starve, and an Ibo woman would sell her wrapper (most valued wearing apparel) to see that their child went to school. Therefore if the cause for the fall in enrolment is due to financial handicap, then the situation is really bad.

The second statement - "Difficulty in securing jobs after school has made parents hate sending their children to schools":

In this case even though they disagreed with the statement only 50% disagreed and 12% strongly disagreed, bringing the total of the disagree column to 62%. This is a marginal score and one can
see that lack of jobs is really affecting the decision of many parents, although they are still in the minority, in sending their children to school.

The third statement - "Parents withdraw their children from school because they will have no money for higher education":-

48% disagreed with the statement while 20% strongly disagreed. The total score above the disagree line is 68%. This is a more positive answer in favour of their attitude to sending their children to school considering that 20% strongly disagreed with the statement. Lack of money affects their attitude but not very much.

The fourth statement - "The allegation of falling standard in education makes parents hate their children going to secondary schools":-

Parents disagreed heavily with this statement. 66% disagreed while 22% strongly disagreed. Only 2% and 10% strongly agreed and agreed respectively. The researcher's deduction from this response is that the allegation may not be true in the first instance, otherwise there would be no reason for the parents to be so enthusiastic in sending their children to secondary schools.

The fifth statement - "Naturally, parents do not like to send their children to secondary schools":-
There was a walloping swerve to the strongly disagree column and even the disagree column was also big, with percentages of 62 and 36 respectively, bringing the total over the disagree score to 98%. This still confirms what has been said several times over that Ibo parents love sending their children to school.

The sixth statement - "Parents are no longer keen to send their children to schools as they prefer them to trade after elementary education" :-

Again in this case the answer is marginal. If only 58% disagreed with this statement it means that more parents are considering this option. This surely is as a result of the economic depression in the country now. The 20% in the neutral or undecided column know that parents are inclined towards this option, but since it is a sad situation, they cannot really bring themselves to completely agree that it is actually happening. However, those who disagreed with the statement were still more.

The seventh statement - "Parents are no longer interested in secondary education of their children because schools are no longer fulfilling their roles" :-

74% of the parents scored under the agree line, which means they disagreed with the statement. Whether the schools fulfil their roles or not, it does not affect the parents' attitude in sending their children to school. Just as in the fourth statement one
might also assume that maybe the schools are fulfilling their roles.

The eighth statement - "Apprenticeship after first school leaving certificate is preferred to secondary school education without jobs after":-

Again here there is a pull towards accepting this option. The percentage that disagreed was only 56, with 22% in the strongly disagree column and 34% in the disagree column, and again 10% in the neutral column.

From what has been discussed so far, one can deduce that when it came to a question of interest in sending their children to secondary school as is apparent in the 1st, 4th, 5th and 7th statements the parents' response was highly positive. On the other hand when the question of lack of jobs and unemployment after secondary school and money-making alternatives after primary education was brought up as in the 2nd, 3rd, 6th and 8th statements they seemed to waver in their response although they still managed to be in the positive.

If something is not done in the very near future to create job opportunities and make the students self-reliant, I am afraid that no matter what the interest parents have in education, the enrolment figures will keep on falling as people will have to start looking for better means of livelihood. Once they have got

-298-
the basic education in the primary school, they will move out to other fields of endeavour.
CONCLUSION

Based on the findings in this study, the following conclusions are reached:

1. The greatest number of secondary schools were established by the Voluntary Agencies followed by the Local Communities and lastly by the Government, before the government take-over of schools in 1970, in Imo State.

2. When the Government, the Community and the Voluntary Agencies contributed to the development of secondary schools, the cost did not weigh too heavily on any of the parties. There was also a steady rise in the number of schools and in the enrolment figures (see Chapter 2 tables 10 and 11).

3. The Local Community contributed more than the Government to the development of secondary schools both before and after the government take-over of schools, mainly because the area of government contribution is very limited.

4a. Despite all the efforts of the government to establish the type of education that should serve the needs of the people, theoretical education still prevails in our schools, thus providing no solution to the unemployment problems in the State.

-300-
4b. 'Student-t' test showed significant differences in the responses of the parents and students with regard to the relevance of the curriculum in the achievement of needs in the following areas:

i) Employability

ii) Acquisition of culture and crafts

iii) Discipline

iv) Objective thinking

v) Further education

vi) High moral values

vii) Spiritual development

5. The general economic situation in the country has neither dampened parents' enthusiasm in sending their wards to secondary schools, nor in their contribution towards their development.

6. The government's withdrawal of the N40 grant per primary and secondary school child has increased the burden of education in areas with greater educational demand. This conclusion is arrived at because the enrolment figures started dropping from 1981 when the N40 subsidy per child was withdrawn by the Federal Government.

7. There is an increasing tendency for parents to push their children into short-time money-making business ventures such
as trading, apprenticeship, jobs, etc. than send them to school after which they may not be able to get a job.
INTRODUCTION TO THE RECOMMENDATIONS

Having carried out an investigation of this nature into the contributions of the local community towards the development of secondary education, and analysed the cost-benefits of secondary education curriculum in terms of its relevance to the achievement of self-reliance by the graduates, certain recommendations have been made to the Federal Government of Nigeria towards the solution of the problems unravelled.

Nigeria's educational programmes have all along been guided by the recommendations of ad hoc Commissions either in part or totally. Most of the Commissions and Reports, especially the Ashby Report, had actually advocated expansion within financial limits for primary education and stressed the importance of intermediate education for manpower development, but somehow the nation spends more on primary education each year.

In spite of the strategic position (as explained in pages 54-55) which secondary education occupies in the educational continuum, an investigation carried out by Adesina, S and Johnson, T (1980) found that secondary education was the least favoured among the four educational levels - primary, secondary, post-secondary and University - in terms of cost-benefit analysis. In the nation's educational planning it ranked second but in the actual educational development it ranked third.
It is the general belief that investment in secondary education will yield higher returns than investment in primary education, but the high cost of secondary education vis-à-vis the low benefits attached to this educational level in the employment market, as found by Adesina et al. (1980), has contradicted this general belief.

According to Nwagwu (1987), in Nigeria, 64 million or 67% out of the estimated population of 95 million in 1985, was below the age of 25 years. About 50 million or 53% out of the total population was below the age of 14 years and these included children from nursery to Junior Secondary School. One can imagine that if it was further analysed, those within the Senior Secondary age range would be more than half of the remaining 45 million. It is from this group that we have the drop-outs, those deprived of the opportunity for further education due to the quota system or lack of funds to pay the high fees, or who are unemployed after graduation due to lack of employable skills. Even if they had the skills, Nwagwu (1987) has advised that "Nigerians must accept the fact that though the Nigerian economy has grown significantly over the years, the modern sector cannot absorb more than 33% of those who aspire to find salaried employment. Therefore we must re-orientate our expectations from the educational system by emphasising programmes in technical, vocational and agricultural education so that self-employment and self-reliance can become possible".
To achieve this end which is also in agreement with the trend of argument in the thesis and resolve some of our financial problems, the recommendations have been made following the trend of the discussion in the thesis. In other words, the recommendations following this introduction have been made with respect to the order of the problems stated on pages 51-53 and the hypotheses posed to elicit solutions.

Thus the recommendations have been made in this order:

1. Involvement of Others in Funding Education
2. Increasing Government's Areas of Responsibility
3. Realisation of Our Educational Needs
4. In-Service Training and Staff Development for Teachers
5. Use of Better Qualified Teachers
6. Inspection and Supervision
7. Guidance and Counselling
8. Alternative Avenues of Economic Benefit
9. Decongestion of Urban Schools and
10. Increased Community Participation in School Affairs.

Ordinarily one would usually get the impression that since the government pays salaries of teachers and gives some allocation to education, that it is the greater contributor to the system. This study although not quantified in monetary terms has made clear the degree of contributions made by the members of the local community. It has also made it clear that although the 6-3-3-4
system of education is being paraded, the teaching is still theoretical and not geared to local needs, or to individual needs.

For effective implementation of the recommendations, there should be a re-ordering of the priorities. Determining priorities implies setting up targets and programmes, and seeking financial and popular support for the plan of action. Clearly no government can be expected to fulfil all the recommendations made. It is being suggested that the government should organise a carefully planned, co-ordinated and long term investment in both community and education welfare.

To make this possible the recommendations have been categorised under 4 broad headings.

1. Raising awareness of the problem.
2. Involving others in funding arrangements and responsibilities.
3. Professional Development.
4. Resourcing Change.

Such a strategy would develop change as an increasing resource based activity and would therefore be seen as cost-effective.

1. **Raising Awareness of the Problem**

   Awareness strategies would cost little but provide a
platform for developing other activities. The recommendations would thus be:

1.1 Increasing Community Participation in School Affairs
A close link between school and community will ensure the complete understanding of school activities by the community, and the full use of community resources in terms of personnel and facilities by the school. It will enhance community education and force curriculum planners to concentrate on the students and the environment. Failure to obtain community active participation will result in lack of interest and passive acceptance or sometimes overt opposition with definite efforts to re-introduce the previous curriculum as obtained in the Tanzanian case. Prior education of the community members is therefore necessary. (See pages 177 and 188).

1.2 Realisation of Our Educational Needs
This includes the full participation of all the interest groups who are the direct recipients of the educational programme in the Budgeting, Curriculum planning and Personnel reviewing and selection. Following the 'platform' already given in the thesis (from pages 308-337) and the guidelines for goal specification, we should be able to draw up a type of educational programme that will respond to future forecasts and will be used to rethink educational
goals and objectives. The programme should be responsive to
dynamic and futuristic technological and social
developments. Adequate consultation with all concerned will
result in a "process-oriented curriculum that can provide
the student with the skills for examining human institutions
and for knowing when to maintain stability and when to seek
innovation among such human institutions" (Anwukah 1987).

1.2b Effective Implementation of the Curriculum - (see TVEI on
page 185)
This is the British version of a work-related formal
education. Under the present economic depression in the
country, we could try it on a small scale as even the
British government is doing at the time.
(See recommendations 10 3(i) 3(ii)).

2.1 Involving Others in Funding and Responsibilities
This would increase their ownership of the problem and will
follow an awareness exercise. In other words, after the
curriculum has been drawn by the representatives of the
various groups, each group would then know the gravity of
the problem and therefore determine how to contribute
financially or materially.

2.2 Increasing Government's Areas of Responsibility
After the government has taken note of all the available
revenue, it should then know how much in the way of
resources to add for the effective implementation of the programme.  
(See recommendations 1 and 2).

3.1 Professional Development
This is costly but crucial. If the system which has attracted more funds is to be properly managed, and delivered, it needs performances of a high calibre. Therefore the author recommends the use of better qualified staff in all secondary schools — that is Nigeria Certificate in Education holders and degree holders. These groups will be able to handle the complex curriculum which will now contain an amalgam of theoretical and practical subjects.

3.2 In-Service Training and Staff Development for Teachers
There should be continuing teacher education and re-education in order to grapple with the challenges of more elaborated and complex educational programmes that will emerge as the economy and society evolve. The in-service training coupled with actual teaching experience which will equip the teacher with sound emotional and personal perspective to make sound professional judgements, will enable the teacher to cope with future curricula demands. Staff development and curriculum development must go hand in hand if the school based curriculum development suggested in the thesis is to be properly effected.
3.3 **Guidance and Counselling**
This is needed to make the children aware of the changing times and the present socio-economic needs. To emphasise the importance of self-reliance activities in the face of depressed economies which might lead to unemployment.

3.4 **Inspection and Supervision**
This may call for the attention of curriculum specialists to be attached to State ministries. They will be able to support, comment and advise on curriculum development and act as a link between schools' staff and any outside curriculum agencies that can provide them with the resources, skills or understanding they need for the effective implementation of the curriculum.
(See recommendations 4, 5, 6 and 7).

4. **Resourcing Change**
This area of activity can be seen as a long term strategy. Well qualified professionals and good reporting systems will probably lead to new changes in both structure and curriculum. Therefore further recommendations include:

4.1 **Decongestion of Urban Schools**
With proper spread of personnel and equipment, students can get appropriate education anywhere. As was mentioned earlier on page 3:20, resources can be pooled together to save wastage in manpower, facilities and infrastructure.
Meanwhile communities should still contribute as much as they can towards its development since the curriculum will now be related to their needs.
RECOMMENDATIONS

To satisfy our educational objectives the following recommendations are made:

1. **INVolvement Of Others IN FUNDING SECONDary EDUCATION**

Rather than limit the voluntary agencies and individuals to establishing seminaries, nurseries, commercial schools and vocational schools, the government could provide guidelines and regulations to direct all bodies, organisations and individuals who may wish to be involved in the advancement of secondary education to do so. The researcher suggests also that these schools should neither be attached to religious denominations nor should the administration and management be left entirely to them, or to any group or individual.

Any group or individual that wants to help should build the school, like the communities, and hand it over to the government. To maintain Christian morals, discipline and requisite standards, the group or individual should be given the privilege of recommending the Principal of the school.

The school should be run exactly under the same guidelines as the State schools. The management should also be accountable to the State Ministries of Education, through the Zonal Schools Management Board and the State Education Board.
Since it has become obvious that the community contributes more than the government in the development of secondary education, and the people also pay levies and rates in addition to their annual tax, the researcher would like to suggest the following:

(a) The Government should consider helping the communities by providing essential amenities for all the schools in order to alleviate the suffering of the students. Some of the students go to these schools at the age of 9 years, and it is very pitiable to see them carrying buckets of water for long distances for the greater part of their study period. Schools in the rural areas (where the majority of these schools are) could be provided with electric generating plants to supply light and bore-holes from which water could be pumped, by the government.

(b) Since the community more often than not initiates the establishment of these schools, the government may consider taking up the maintenance of all the infrastructures after the community has put them up. If the government takes up these two aspects in addition to what it is doing at the moment, the burden may be lighter on the members of the community.
3.1 REALISATION OF OUR EDUCATIONAL NEEDS

For an effective implementation of a true community school for community education, three areas of school administration should be of special interest to the local community. They are budget, curriculum and personnel.

(a) **Budget**

According to Morphet et al (1959) "A school budget is an educational plan with an estimate of the receipt and expenditure necessary to finance it for a definite period of time". The budget serves as a tool for planning so that the educational programme being planned for would have no financial hindrance.

In budgeting for this educational scheme, which will involve a change in curriculum schedule, new infrastructures, new teaching and technical staff, new equipment and facilities, a lot of people concerned will have to be involved. Just as in the normal school budgeting all the people that are considered important are involved, so also should all the people that matter be involved in this one.

It has been suggested earlier that the project be started on a small scale, for instance it could be started with one or two States and gradually expanded, or to avoid being accused
of being partisan, it could be started with all the Federal and Model Schools in all the States. It will not be a question of theorising, it should actually be implemented. If it is handled on a small scale, the experts both literate and illiterate should be called to give suggestions as to what is needed to see that the programme is properly carried out. Illiterates have been mentioned here because in the Nigerian set up, the people usually found as experts in these skills that relate to the community are not often literate. They could contribute their expertise which could be interpreted into instructional forms and action-oriented statements by the literates and costed as such. Among the educated group should be Economists, Industrialists, Agriculturists, Engineers, Accountants, Educationists including Principals and Teachers. The budget should then act as a guide around which the programme would be planned. The government would then look at the budget and determine how the revenue would be accumulated. For example it would decide how much the Federal Government can contribute, how much the State Government can contribute, and how much the Local Governments and parents can contribute.

Parents, we know, contribute through local taxes, payment of tuition fees, boarding fees and other fees that the school may levy from time to time, such as Parent Teacher Association levies and so on. The school also can create some revenue from its own sources such as sale of farm
products, magazines, school property, organisation of profitable activities, and Launching of endowment funds.

When all these avenues have been explored the government would then know whether the country is financially fit to engage in such a project and at what scale it can cope. The planners of the budget must understand the specific goals of the educational programme and all that is involved in achieving the goals in terms of personnel with the requisite skills, infrastructure, equipment and facilities, to guide them in the proper and efficient drawing of the budget.

(b) Curriculum

Although Nigeria in compliance with the National Policy on Education has now adopted the proposed 6-3-3-4 system of education, the teaching in schools still remains bookish and formal. There is still very little connection between what the children are taught and the kind of life they are likely to lead when they grow up, if perchance they are not able to acquire enough education to make them live outside their immediate community.

The aims and objectives model or the classical model have already been criticised according to Kelly (1982) by people like Lawrence Stenhouse (1970) who has suggested that pre-specification of objectives is not appropriate within the
humanities generally, and Kelly (1982) who argues that among other things it is inimical to the growth of the teachers as well as to the improvement of education. Actually Kelly (1982: 88) stated that it has been argued (in Blenkin and Kelly 1981; and Kelly 1981) "that planning through the pre-specification of curriculum objectives is inappropriate, not to say inimical, to that educational tradition that has emerged through the 'progressive' movement and has developed in some British primary schools, especially those concerned with the very young child"

(i) The Naturalistic Model of Curriculum Planning

However as was mentioned earlier on in Chapter 4, Walker (1975), although he does not believe in the classical model, agrees that a curriculum developer does not begin with a blank slate. He agrees that the classical model "seems not to have represented very well the most characteristic features of traditional education practice." (Walker 1975: 164). He also agrees that in the classical model objectives are essential, since, without an objective, learning experiences cannot be rationally selected and assessed. He therefore presented the "naturalistic model". In the naturalistic model, "objectives are only one means among others for guiding our search for better educational programmes. Objectives are not a
starting point in this model but a late development of the curriculum maker's platform. ... Design decisions can be justified by reference to the platform only. ... In the naturalistic model evaluation is a useful tool for justifying design decisions." (Walker 1975: 170).

Walker refers to the curriculum's platform as

"The system of beliefs and values that the curriculum developer brings to his task and that guides the development of the curriculum."

(Walker 1975: 164)

The author agrees with him entirely. Further arguments about curriculum design and development in this work will be based on this premise.
Fig 10

A schematic diagram of the main components of the naturalistic model.

Adapted from Taylor and Tye (1975) Curriculum, School and Society.

(ii) Levels of Control in Curriculum Planning

In the Nigerian situation, since there are marked differences in the culture, degree of educational attainment and people's perception of life and individual achievements among the different states,
especially between the northern and southern blocks, the nation should consider the form of curriculum planning suggested below.

Kratwohl (1965) according to Kelly (1982) had suggested that we should recognise three or more levels of specificity in general statements of goals that will guide the planning of curriculum as a whole. In the planning of the Nigerian curriculum therefore, the Nigerian Educational Research Council or whichever group the Federal Government might consider it appropriate to determine educational policies, should just state the general aims such as have been laid down in the National Policy on Education. The State Ministries of Education in their various states should then develop specific aims which would be based on their own needs. The different local governments should then specify their objectives. These should be based on areas of need identified by representatives of the different communities, heads of schools, teachers and students.

Further specification of objectives could then be done at school level, which means that the government should grant more autonomy to the Nigerian heads of schools and teachers as is done in some developed countries.
Curriculum initiatives at the local level may help in addressing gaps and weaknesses that may exist in a national programme, and therefore may lead to the modification of national policies and programmes. Skilbeck (1975) has suggested local, regional and national levels of provision and control of the curriculum.

Lawton, according to Holt (1979), says that another advantage of curriculum planning at three or four levels is that it makes for sensible power-sharing. Lawton argues that

"at the national level, there is a role for the Schools Council in laying down certain guidelines: 'not a detailed curriculum, but...the knowledge and experiences every school should be obliged to offer'. Local education authorities would form the next level, and would advise the schools on the interpretation of national guidelines. Schools would have 'the major responsibility: translating national guidelines into detailed curriculum plans...a planning exercise involving the majority of the staff'. And at the fourth level, teachers would be free to plan and teach within agreed curriculum." (Holt 1979: 166).

Holt then adds that 'professional autonomy does not mean every teacher having absolute freedom to do
whatever he wants, but implies acting in accordance with agreed professional standards' (Holt 1979: 166-167).

Fig 11

Recommended Levels of Control in Curriculum Planning

-313-
Fig 12 RECOMMENDED APPROACHES FOR THE ACHIEVEMENT OF COMMUNITY AND INDIVIDUAL EDUCATIONAL OBJECTIVES BY

1. Broad aims to be centrally developed by the federal government.
2. Specific aims to be developed by State Ministries of Education based on State needs.
3. General objectives to be developed by local governments based on community needs.
4. Specific objectives to be developed at the institutional level based on individual needs.

- Restoration of registration subsidy.
- Allocation of resources according to needs.
- Maintenance and expansion of staff development and training needs.
- Provision of Guidance Counsellors in schools.
- Establishment of training programmes for teachers.
- Establishment of staff development and training needs.
- Establishment of effective communication between planners and implementers.
- Establishment of effective supervision.
- Involvement of Resource systems such as universities, research bodies, development units, professional associations and information systems in the planning process through a linking agency so that a comprehensive relationship would exist between them and the schools.
- Implementation of effective staff development and training procedures to test achievement of individual needs. If there is no improvement, alternative courses should be suggested or teacher effectiveness should be ensured which may result in staff development.

Should be based on the individual's improvement on past performances.
Any curriculum designed without studying the community, according to Taba (1975: 136), will "result in a curriculum framework with a high overtone of prescription because the requirements regarding content or the nature of learning experiences are difficult to explain, and seem to demand a docile acceptance of directives by those who implement the curriculum in the classroom".

This, as a matter of fact, is what the problem is in the Nigerian situation. There is a gap between proposals and practice. The gap between what is contained in the National Policy on Education and what is actually practised is solely attributable to the vagueness of our educational aims, and the inability of the executors therefore to translate these aims into learnable experiences. It has been argued that although the Nigerian curriculum is centrally drawn for all the States, there is provision made for the teachers to orientate their teaching to reflect the needs of the particular community. This is just in theory. The truth is that satisfaction of social needs though partially stated in the National Policy is not being actually implemented in the schools. The aims are stated in abstract terms and it is not easy to relate them to the ways of life of the children.
For example, the specific aims of our secondary education according to the National Policy on Education (1981: 16) are the following:

(a) "provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background;

(b) diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course;

(c) equip students to live effectively in our modern age of science and technology;

(d) develop and project Nigerian culture, art and language as well as the world's cultural heritage;

(e) raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims and live as good citizens;

(f) foster Nigerian unity with emphasis on the common ties that unite us in our diversity;

(g) inspire its students with a desire for achievement and self-improvement both at school and in later life".

-316-
One would agree that these are very vague. There is no further breakdown or specification of these aims. What follows next is a list of subjects for the teachers to teach.

Unless aims are broken down to specifics related to needs, their achievement will be an uphill task because left like that, there is no connection between the aims and what is taught. According to Hills (1982), an aim is too general a statement to enable measurements of effectiveness to take place.

To explain what is meant here, an example from Cryer et al (1987: 18) will be used to break down (c).

Aim:-- Equip students to live effectively in our modern age of science and technology - Federal Government

Specific Aim:-- To be able to cope with the theory and application of technology in a technologically developing society - State Government

-317-
General Objective:-- The student should be conversant with computers - Local Community

Specific Objective:-- The student should be able to write a computer program of less than five lines to print out his name, without having to refer to a textbook - School/Institution

The same problem Nigeria has today has been the problem of some other developing countries of the world. After the first development decade of education, there was a critical appraisal of the major problems involved in the development of education. This move was sponsored by U.N.E.S.C.O. It was found out that educational systems had been greatly expanded in the developing world, due to the great demand for education, but that the quality of education seemed to have fallen.

UNESCO therefore set up a Commission called "International Commission on the Development of Education" to "Search for innovations that could represent solutions for the numerous problems emerging from both the social role of education and the
unprecedented demand for education" Lucas (1981: 6). The following passage from the Report summarises the findings of the Commission. "Education suffers basically from the gap between content and the living experiences of its pupils, between its old curricula and the modernity of science. Link education to life, associate it with concrete goals, establish a close relationship between society and economy, invent or re-discover an educational system that fits surroundings - surely this is where the solution must be sought" (Faure 1972).

Most of the developing world have accepted the principle of relating education to the learner's life and environment, but the important question is "how?".

The first step is to study each particular society to identify the learning needs of the people through individual and group interviews of knowledgeable men and women in the society, students, traditional rulers, the different age group representatives and parents.

The second is to organise community group discussion and educational seminars where people can come and present their views and make valuable contributions.
Thirdly, government representatives should hold meetings with Headteachers/Principals and teachers who would be able to formulate these identified learning needs into a form capable of practical implementation and integrate it into the curriculum.

These needs may or may not be categorised under normal subject headings to allow for flexibility in the curriculum. The areas of needs identified by the individual/communities would then guide the teachers as to what and how to teach, and would also determine equipment and facilities that would be needed. It might help to pool resources together for establishment of special schools for special crafts rather than scatter scarce resources and personnel all over the state.

For the design to be effective, the designers should be clear on the basis of the selection and the degree of emphasis laid on the various elements. Care should be taken in choosing the sources from which the criteria are derived and to distinguish which criteria apply to which element. For instance, since we want education that is related to the needs of the society, the society should be studied to identify those needs. In relation to satisfying the needs of the individuals, the individuals would also have to be
studied to determine the nature of the learners as well as their needs.

In planning a curriculum that is community-oriented, it must be borne in mind that the Nigerian parent sends his/her child to school to get academic knowledge which will help the child get a white collar job or become a professional. It, therefore, should require a lot of soft handling to convince most parents of the need to incorporate some of the local skills in the school curriculum. The full involvement of parents at the onset of the experiment will go a long way to make the exercise successful. Discussing with the parents the kinds of crafts they envisage their children could most usefully learn, the crops that they would most like to grow and the home crafts the girls would most like to be taught, would help to develop a good working co-operation between the parents and the school. Once the parents have been gradually broken in, they can then convince their children to accept the idea of practical work without considering it as "infra-dig". The learning needs elicited by the parents will represent the community's own view of their problems. These problems/needs can then be put up in specific statements of educational objectives which if solved eventually would have served the community's needs.
Batten (1965) suggested another way of motivating the students to agree to do manual work - the introduction of incentives. He suggested that while some students are doing practical work others should be preparing a meal from materials produced from the school farm and garnished with items bought with money made from sale of their crafts and handwork. As most students are underfed in the developing world, this promise of at least one good meal a day would make them look forward to doing practical work. Another way is by allowing the students to harvest their products or sell their crafts and take the proceeds.

When they know it is now an individual and personal affair, everyone will work hard. Also once what is being taught is related to local needs, the members of the community will welcome and support the idea.

As part of the foundation stones for that 'platform' the curriculum developer must know what is desirable and what is possible educationally (Walker 1975, and Chadwick and Legge 1984). This he will find out by examining the issues under three main headings. The area level, the institutional level and the course level. (Chadwick and Legge 1984). These will be substituted with the state, the local government and community or institution. The following questions
should act as guidelines for the provision of a suitable platform.

In the Area level - the State level - these questions should be posed:

Developing Principles and Policies

1. Is there a particular ethos or tradition? e.g. attitude to education.
2. Are there established views about the acceptability or otherwise of subject matter? e.g. people may be reluctant to have sex education introduced in schools; preferability of vocational subjects to academic or vice versa.
3. Are there established views about the desirability of competition or collaboration with other providers? e.g. if other bodies such as the voluntary agency and individual proprietors were to be involved, the competition that may ensue could improve standards.
4. Are there strong or fixed views about teacher or learner autonomy or control?

Design

1. How best are the available resources to be allocated? e.g. what proportion should be used
for teaching, salaries, accommodation, staff
development and training activities.

2. Should there be full-time and part-time staff?
3. How much should be allocated for equipment and
other facilities?

Implementation

Has there been adequate planning of how to secure
implementation by those directly concerned. In other
words has there been adequate consultation among all
levels? Opportunities should be provided for mutual
interests to be shared among all who might be
interested to help.

Areas can assist implementation by ensuring
opportunities to train the trainers who will assist
staff development at the local level.

At the next level - the local government level - the
following questions should be asked:

Developing Principles and Policies

1. Should the curriculum be responsive to
particular pressures e.g. national, local and
individual pressures?

2. Should priority be given to explicit student
needs and demands or to what the government
thinks should be the student's needs?
Design

1. How much is the power to make curriculum decisions devolved from state to local level, and within institutions to individual members of staff?
2. Is the design flexible enough? There should be provision for changes to suit the needs of the moment.
3. How can adequate degree of control over the design of the curriculum be maintained?

Implementation

1. Have ways been devised to secure adequate support for the design at the local level? There should be a clear and effective communication channel between the local community and the State Ministry of Education.
2. There should be established a good relationship with wealthy members of the community, employers and welfare agencies and this will require effective communication.
3. There should be more effective communication between the curriculum developer, the zonal management committees and the Board of Governors of the schools.
4. There should be good staff support built up through the establishment of good relationships
and satisfactory organisation. Staff respond more enthusiastically when they understand the pros and cons of a programme.

5. There should be provision for staff development at the institutional levels.

6. Adequate publicity should be organised for certain programmes to get both students and help from outside bodies.

At the Institution level - Course level - the following questions should be asked:

Developing Principles and Policies

1. Can some stated guidelines be modified to suit the resources of the institution?

2. Is the staff strength adequate? How many staff - support staff as well as teaching staff - are available? There will be no point in establishing a course when there are no staff available. Can staff be trained for the course?

3. Is there adequate accommodation? Will the course need specialist rooms and/or a special environment?

4. Is the equipment available, appropriate and accessible wherever needed?

5. Will the course be properly fitted into the school time-table? Will the time available be
appropriate for adequate planning of the course?

6. Finance - Is the fund available adequate to support all the desired objectives?

7. Student attitudes - How do students react to the programme? To what extent do student attitudes act as a stimulus for, or constraint on, innovation and progress?

Design

1. There should be genuine participation by all concerned, i.e. community members, teachers and students should have their representatives during the decision-making aspect.

2. Since the aims and objectives approach has been said "to mould human beings, to modify their behaviour, according to clear-cut intentions without making any allowance for their own individual wishes, desires or interests" (Kelly 1982: 99), with regard to the aims and objectives of the course the important aspect should be on the methodology of teaching. It should be appropriate to find out what the teacher is trying to achieve. Is he "wishing to convey knowledge, build confidence, develop skills, stimulate motivation or secure understanding? Should the teacher be attempting
to develop learner independence" (Chadwick & Legge 1984: 19).

3. With regard to subject content, just enough material should be put into the time available. All teaching and learning methods that can be used for the course should be adopted. All teaching and learning aids available for the course should be adequately used. It should be ensured that staff select aids and methods that will achieve overall satisfactory results.

4. What type of assessment procedures should be adopted? Should it be designed to meet external requirements or to facilitate individual development?

Implementation
This should depend on styles and approach. There should be some compatibility between teacher and student.

Methods - Methods chosen must be suitable to the subject as well as to the students in order to achieve maximum learning.

Environment - The layout of the class matters a great deal. In our situation where there are usually up to 35 students in a class, the less intelligent students should sit in front for easy reach and guidance by the teacher. There
should also be provision for staff development. Attention should be paid to ancillary staff for the easy availability of stationery, equipment and materials.

There should be adequate materials and general resources.

Evaluation
The evaluation at each step or level will be based on reassessment of all the issues discussed from policy making to implementation to see if there were any weaknesses, inefficiencies or excesses. Weaknesses will be strengthened, inefficiencies corrected and excesses will be curbed.

(iii) An Environmental Approach to the Curriculum Design
Another aspect that is very important in curriculum planning is the environment of the individual.

According to Hobrough (1988: 1) learning is strongly individualistic. The environmental approach to the curriculum therefore must take into account "the understanding of the learner based on previous knowledge and experience coupled with the environmental stimuli". Two major influences combine
to form an amalgam of concepts peculiar to the individual.

The first of these influences is known as vertical articulation (Skager and Dave 1977) referred to by Hobrough (1988). Vertical articulation has been explained to mean those experiences and understanding which articulate the learning process through time. In other words past experiences of the individual are seen as important contributory factors to the individual's continuing process of education and which will remain with the individual after a particular learning experience has been finished with.

The second influence is described as horizontal integration, and this involves the learner's surroundings. It is important that an understanding of the individual's surroundings is considered within the curriculum plan, because those factors will affect understanding at the same time that learning is taking place. Such factors may include the home, local or broader community, work experience and in fact all social aspects around the individual having educational roles.
This is why it is said that the principle of curriculum planning is central to the environmental approach.

The environmental approach to curriculum design is therefore achieved through an holistic approach to integration. This approach according to Hobrough and O'Donnell (1986: 24) is

"likened perhaps to symbiosis in which the areas of study within the curriculum share common aims and processes and, thus, give mutual support to the understanding of each".

Consideration of the surroundings can be achieved through horizontal integration. People have suggested ways of achieving this horizontal integration. Nichols and Nichols (1973) referred to in Hobrough (1988) suggested combination of subjects that share conceptual processes. Skagar and Dave (1977) again referred to in Hobrough (1988) suggest that other criteria such as integrations between school and home, community, cultural activities, mass media, practice and experience should be taken into consideration when planning the curriculum. Integration between other areas such as subjects of study, curricular subjects and extra-curricular activities as well as students of differing ethnic, physical, intellectual, religious
and social characteristics were also suggested (Hobrough 1988).

The objective of the environmental approach is

"... to encourage purposeful observation using all senses, and recording by whatever method is appropriate. ... It is based on an understanding of individual differences and needs. It asks for a joint experience, of both learners and tutors, from which needs and aspirations can be analysed by sharing "observations" within the environment".

(Hobrough, Personal Communication 1988)

A diagrammatic view of this approach is shown as Fig 13.
Fig 13

Diagram Depicting An Environmental Approach to Curriculum Planning

Source:– Hobrough (1988) (Pers Comm)
All these strategies so far discussed to my mind are what could be referred to in this work as the platform of the curriculum design.

The consideration of these approaches and the answering of the questions will constitute the "Deliberations", the answers to the questions being the "Data" before the actual curriculum is designed.

For an effective curriculum to be planned there is a great need for administrators and curriculum planners to work hand in hand. Some of the functions and questions already laid out need educational administrators to fulfil and answer them before the curriculum planner can actually begin to work effectively. A curriculum design is represented by the choices that enter into its decision. A curriculum is made up of a series of design decisions, both explicit (considered) and implicit (unconsidered). There may occasionally be conflicting views or issues in the 'platform' which when noticed later may lead the curriculum planner to change his platform as his work progresses. The design is the ultimate end of the process but its accomplishment depends upon the other components.
The naturalistic model according to Walker (1975: 169-170) is

"primarily descriptive, whereas the classical model is prescriptive. The model is basically a temporal one: it postulates a beginning (the platform), an end (the design) and a process (deliberation) by means of which the beginning progresses to an end. In contrast, the classical model is a means-end model: it postulates a desired end (the objective), a means for attaining this end (the learning experience) and a process (evaluation) for determining whether the means does indeed bring about the end. The two models differ radically in the roles they assign to objectives and to evaluation in the process of curriculum development."

(c) Personnel

Despite financial difficulties and attitudinal hindrances towards the effective implementation of community-based education in Nigeria, one of our greatest handicaps is recruiting the adequate number of personnel with the requisite skills. If the educationists and the planners had condescended to tap the expertise of the illiterate artisans this project which had been in the pipeline since 1979 would have been in an advanced stage of implementation by now. As
was mentioned earlier in this chapter, all the educated people are products of the grammar school type. The country does not therefore have technically oriented teachers to teach the students.

The suggestion here is that secondary school drop-outs or the unemployed secondary school leavers should be sent out as apprentices to these artisans who would be paid for the work they are doing. There should also be attached to each group a graduate teacher who is interested and devoted to that type of skill to learn alongside the secondary school graduates. This teacher will be able to articulate the ideas and skills of the illiterate artisan into learnable documents that could later be published in books. He will also give some of the directives in acceptable academic language. When these groups have mastered the skills, they would then form the crux of the new breed of teachers that we need for our community based education. They would then use the books as recommended textbooks and teach the students.

The training of teachers should be the first action the government should have taken before embarking on the project. Because there are no teachers, the equipment cannot be mounted and consequently cannot be put into use. Recently in Imo State thieves have started moving from one school to another stealing the equipment.
It needs a little bit of patience on the part of our educational planners to make sure that the stage is properly set before the action begins, otherwise, the whole stage will crumble as some of our educational projects have been doing.

3.2 THE TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE IN BRITAIN

4. IN-SERVICE TRAINING AND STAFF DEVELOPMENT FOR TEACHERS

While new teachers are being trained, there should be workshops and seminars and short-term in-service training organised for serving teachers to introduce them to new areas of knowledge and refresh their minds over areas they might have forgotten. McCauley (1965: 91) recommends staff development for the following reasons:

(a) "Many workers in the labour force did not complete higher education and need to fill in some gaps in their education.
(b) Technological changes are rapid and teachers require constant up-dating of their knowledge."

This is very necessary at least to acquaint teachers with the new system of education. These seminars/workshops should be free and compulsory. A minimal fee could be charged for the short-term course to enable the institution to pay its staff.

5. USE OF BETTER QUALIFIED TEACHERS

Grade II teachers should be completely flushed out of the secondary schools, an additional Associateship Certificate in
Education (A.C.E.) notwithstanding. University Graduates and Nigerian Certificate in Education (NCE) holders should be employed to teach in the secondary schools.

6. **INSPECTION AND SUPERVISION**

According to Ononiwu (1988: 2) "seen from a legal standpoint, inspection is an instrument with which political and administrative authorities maintain a necessary contact with schools, teachers, pupils and the community to ensure that the system is working satisfactorily and efficiently". Supervision is any activity that brings about improvement in instruction and facilitates learning by pupils.

Also National Policy on Education 1981 (Revised) in Section II page 44 states clearly that one of the objectives of Ministries of Education is "to ensure quality control through regular inspection and continuous supervision of instructional and other educational services".

To emphasise the importance of inspection, the Imo State Education Edict 1985 (Edict No. 38 of 1985) Part III Section 47, provides as follows "The Inspectorate Division of the Ministry shall ensure that all schools are regularly inspected to ensure the maintenance of standards".
All these show that inspection and supervision of schools in Imo State is taken quite seriously.

The suggestion here is that personnel trained in the practical areas which are now being introduced should be used in the school system to supervise the teachers and ensure that they are delivering the goods.

7. GUIDANCE AND COUNSELLING

With this new system of education that is introducing the practical aspects of learning, the students need to be guided and counselled into accepting what they are and what they are capable of doing if they are to be of use to themselves in the future. In the past parents forced their wards into areas of study which they considered prestigious but which their wards had not been gifted enough to cope with. The result was wasted money on the part of the parents and frustration and unemployment on the part of the children.

Super (1951) and Crites (1969) maintained that educational guidance should serve as a process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to the society.
Now that Nigeria is becoming aware of the importance of guidance and counselling and turning out graduates in the fields, there should be at least one graduate in guidance and counselling posted to schools of pupil strength of 500 and below and two to schools of above 500 students.

8. ALTERNATIVE AVENUES OF ECONOMIC BENEFIT

It has been shown in Table 30 under hypothesis 11 that the enrolment figures are dropping yearly, but surprisingly the number of schools keep on increasing. It takes quite a lot of money to set up school buildings, equip them, pay teachers and run the school. The researcher suggests that the government should encourage communities to invest their money in small scale industries in the villages which can employ some of these secondary school drop-outs or unemployed secondary school graduates. This will reduce the problem of rural-urban drain. It will yield better results to the communities in particular and to the country in general. It will reduce frustration, unemployment and their attendant vices.

9. DECONGESTION OF URBAN SCHOOLS

Most of the structures built when secondary education was within most people's reach are now occupied by very few students, and yet more schools are being opened. The problem is that many people are in the towns, with the result that urban schools are over
populated while rural schools are under populated. If amenities are provided for these rural schools, parents would not hesitate to send their children to them.

It is also a known fact that the urban schools are staffed with graduate teachers while the grade two teachers are sent to the rural schools. This demoralises parents in the rural areas as it leads to low standards. It is also suggested that there should be a proper spread of these students during admission into class one to ensure that each school gets its due share of students. The maximum number of 35 pupils per class should be maintained in all schools. If this is done people would not be led into believing that they need more schools to accommodate new entrants.

10. **INCREASED COMMUNITY PARTICIPATION IN SCHOOL AFFAIRS**

In Imo State, community involvement in determining schools policies ends with the formation of Boards of Governors for each school. The members of the school's Board of Governors are usually nominated by the 'Eze' (the traditional ruler) of the town, the President of the Town Union and the Chairman of the Local Government Area, acting independently. The Ministry of Education then appoints a Chairman and 5 members from the lists submitted to it. These people must be indigenes of the town and must live within the State.
The functions of Boards of Governors of post-primary schools are clearly articulated in the Education Law of 1980, Section 10 (see Appendix 4).

A close look at these functions reveals that the powers of these boards are very limited. For instance, although they have powers of budgeting and preparation of financial statements, raising and management of funds, as well as authorising and scrutinising the disbursement of all funds, these powers are subject to guidelines which may from time to time be approved by the Commissioner. Other functions such as provision of recreational facilities, land, accommodation, equipment and meals, disciplinary control over the school etc. are subject to the general directives from the Zonal Management Committee.

Another community group that influences the school is the Parent Teacher Association (PTA). Its main area of operations is coordination of fund-raising activities for plant maintenance. The PTA can also make suggestions in matters affecting the school in general and discipline in particular, but has no statutory or executive powers.

The Board of Governors, which is the main organ of community participation in school decision-making, plays only a participatory and an advisory role in major school policies, as it does not have a free hand to exercise the wishes of the community on the governance of the school. It is only in the areas of on-
the-spot policy making such as the type of buildings to be put up, equipment to be installed, preparation of annual budget and disbursement of funds of the school that it has some powers. Their only duties which are not linked with the authorities of either the Commissioner or the Zonal Management Committee are: maintenance and protection of school land, buildings and available property, and seeing to the general welfare of the school. These are no special duties because these areas have all along been taken care of by the members of the community and therefore the Board of Governors.

Another function which seems to be free of the strings of governmental authority is the one which states that the Board can handle jobs and supplies not exceeding twenty-five thousand Naira. This is not clear because communities put up buildings worth much more than that, unless this function refers to projects for which the government provides the funds.

Gittell (1979: 47) maintains that "the extent and character of citizen participation must be addressed in all aspects of the educational policy-making process, at all levels and in all areas of decision-making. No aspect of decision-making should be totally isolated from consumer or citizen input and accountability. Any process that excludes participation of the people who are recipients of the service and who have a direct interest in policy decisions must end up lacking in responsiveness to needs."
It is suggested that for community participation to be effective, it must have a clearly developed power or governance structure. Some functions should be allocated at the school level, some at the zonal level and some at the state level. In each circumstance a balance should be struck between citizen and professional decision-making. The structure must ensure that educational policy setting should be dynamic and continuous, as it would then involve widespread discussion among participants who would be expected to continuously make inputs because of their wide variety of needs. Community participation therefore creates an avenue for constant feedback and revision of policy.

For proper community participation, in addition to the duties or terms of reference already approved by the Imo State Ministry of Education, the School Boards or any other arm of the government should be properly involved in the following areas:

(a) personnel selection, that is, selection of the principal and reviewing of the teachers;
(b) the school budget, by determining areas of priorities in the allocation of resources; and
(c) the school curriculum, by working in conjunction with the principal and staff to determine and develop educational options.

According to Gittell (1979: 49) after two major experiments to institutionalise community participation in school decision-making in New York City, a review of the situation revealed as follows:
(a) "There was a fundamental broadening of participation in decision-making in the demonstration districts.

(b) Policy outputs in the areas of budget, curriculum and personnel were changed.

(c) Innovation was markedly increased in education programmes.

(d) Selected personnel decisions were transferred to the community.

(e) Principals selected by parents and the local board were more community oriented (although not necessarily any different in their educational approaches).

(f) Allocation of resources was more emphatically directed towards increased employment of community people as paraprofessionals.

(g) Expenditures were increased for programmes in basic skills development."

In any aspect of school decision-making, the greater the involvement of the community, the less alienated the members will be and this can stimulate educational change. By involving the community, there is a conscious attempt to redistribute power within the educational subsystem, and through this a variety of institutional changes can occur.

In involving the community, the people must be given all the available information necessary for their guidance on various issues.
Teachers should also be involved in school decision-making especially in the areas of pedagogy, textbooks and equipment. During a principal's recent seminar/workshop at Alvan Ikoku College of Education, Owerri, Imo State of Nigeria, there was a large hue and cry against the government for insisting on choosing the textbooks for the schools. The teachers preferred to choose their own textbooks for their particular schools.

Democratic decision-making should involve all who are concerned and affected by the decisions. In this case those concerned include the government, the teachers and the community. Centrally established programmes, as is usually the practice in Nigeria, produce little community interest or involvement. The people simply accept the system and move along with it.

Government should experiment at having increased community participation in some schools in the areas suggested.

CONCLUSION

What initiated this study actually is the fact that the people of Imo State contribute a lot towards education, more than most states in the country, but the benefits accruing from the investment do not meet up with expectations. There is a high rate of graduate unemployment due to lack of jobs since the state has very few industries, and also due to the fact that secondary school graduates do not possess employable skills. The causes are
both curricular and administrative. So far, suggestions to amend the curricular deficiencies have been made. Although some recommendations have been made with regard to solving some of the administrative problems, the author now wants to round it up using the "Spirals of Educational Deprivation".

According to Hulbert (1977: 29)

"There is considerable difficulty in applying cost-benefit analysis techniques to the field of educational provisioning because of the problems posed by the ephemeral nature of many of the factors concerned and by the virtual impossibility of deriving realistic formulae to value educational outcomes".

People have therefore occupied themselves with comparing inputs and outputs in other aspects of the educational process, and using other measures to determine causes and effects, e.g. relationships between home circumstances and school successes, educational opportunities and educational outcomes.

Following many researches, a number of basic approaches to the definition of causal chains in education provision/attainment have been posited. The most influential for the past twenty-five years has been the Class-Culture approach by Swift (1973). It seeks to show the importance of background factors as determinants of school ability (as measured by attainment).
Williamson and Byrne (1973) saw the class-culture approach as incomplete and added national and local variables and termed it "The Attainment-Resources Model" (see Fig. 14). This model suggests that variations in rates of educational attainment may be influenced by economic and political factors rather than just socio-cultural ones. Although the above two approaches show good evidence of factors which affect educational provision, the reason for the consistently below national average performance of some areas have not been unravelled.

According to Hulbert (1977: 33) statistics provided by a number of sources show that

"the relationship between the amount of money invested by local authorities in educational provision cannot always be directly related to educational outcomes and measured by exam performance, by rates of staying on at school after the statutory minimum leaving age and by entry rates to further and higher education".

It is also true as in the Nigerian case that in some areas investment in education appears to have had little effect upon subsequent performance, whilst in other areas there seems to be a level of improvement in performance out of all proportion to the increase in input, as was also observed by Hulbert (1977: 33) in the British situation.
NATIONAL AND LOCAL ECONOMIC VARIABLES
1. Distribution of educational capital.
2. Distribution of economic opportunities

NATIONAL AND LOCAL POLITICAL VARIABLES
1. Control of decision-making.
2. Control of policy.

ATTAINMENT

INDIVIDUALS
1. Motivation.
2. Values.
3. Capacity; Language; I.Q.; Skills.

SCHOOLS
1. Internal Organisation.
2. Type.
3. Curriculum.
4. Resources.

FAMILY / COMMUNITY
1. Family type; Size; Stability; Communication.
2. Cultural Values; Hedonism/Deferred Gratification.
3. Social Class.

---

Figure 14. The Attainment-Resources Model (after Williamson & Byrne)

L.E.A.

RESOURCES

PROVISION
buildings; equipment; teachers; courses.

SCHOOL STATUS
prestige; calls on further resources.

SCHOOL SYSTEM
staff morale; staff turnover; student involvement.

ACADEMIC PERFORMANCE OF PUPILS

Figure 15. The Provision-Performance Model (after Williamson & Byrne)
To solve this dilemma Williamson and Byrne (1973) suggested another model which they called the "Provision-Performance" model (see Fig. 15). This model shows what happens when a stimulant, e.g. funds, is injected into an educational system. It shows that an improvement in one or more areas of the components of a cycle will start off a self-generating process. On the other hand withdrawal of a stimulant in one or more areas will result in the development of a contracting spiral of educational decline (see Fig. 16). One would think that all that is needed to 'reverse a contracting spiral', that is an educational system which is flagging, is additional supplies of resources at the provision point. This is one mistake our governments both at the Federal and State levels have been making. Putting in more money or resources into the educational system does not always solve the problem. In such cases what should be done would be to examine other pressing areas of need in the community and also have a look again at the 'Attainment-Resources' model. According to Hulbert (1977: 35)

"This model was based on the premise that education is to a great extent a 'total process', and not just something which just occurs exclusively in the context of the school. Attainment is therefore seen as the result of a wide range of socio-economic factors in addition to the educational factors associated with the school system."
Figure 16. The Provision-Performance Model as a Spiral of Educational Deprivation (after Hulbert 1977)

Figure 17. A Composite Attainment-Resources/Provision-Performance Model (after Hulbert 1977)
Another model was therefore produced on the assumption that if 'attainment' in the 'Attainment-Resources' model was a key component of performance in the 'Provision-Performance' model, it will be the solution. This model is referred to as "A Composite Attainment-Resources/Provision-Performance Model (Fig. 17).

When the Federal Government stopped the subsidy per registered pupil/student and started giving allocations en-bloc to the states, educational provision started weighing heavily on the people. In this case the state is not experiencing a contracting spiral of education provision because it is inefficient or impoverished, but there are a whole range of retarding forces arising from the level of social deprivation in the state. As is stated in hypothesis 12, although the parents are still keen on sending their wards to school, enrolment figures keep on falling.

According to Hulbert (1977: 37)

"In such a situation it is clear that investment in the 'schooling' sector, unless accompanied by substantial long term investment in the improvement of the general level of social amenity, is unlikely to be able to stop and then reverse the trend set in motion by a total situation of socio-economic deprivation."

For school situations to improve in both enrolment and attainment, the government at all levels and the members of the community must understand that
"the major determinants of educational attainment were not schoolmasters but social situations, not curriculum but motivation, not formal access to the school but support in the family and community."

Halsey (1972) quoted by Hulbert 1977: 37)

Hulbert (1977) made a list typifying areas where educational spiral of deprivation existed. Out of the 14 qualities listed almost all applied to Imo State. Here are the qualities:

i. a historical tendency to low levels of educational provision - This can be noted at the rate of proliferation of schools at the least opportunity in the state.

ii. low level of social amenity within the community - Most rural communities where these schools are established are without electricity, pipe-borne water, good roads, hospitals etc. Where they exist it is all by community effort.

iii. poor housing conditions - 90% of the people in the rural areas live in very deplorable conditions.

iv. high rate support grant - Parents, in fact all working adults especially wage earners, pay education rates,
education levies, PTA dues (by parents) and school fees to support educational provision in the state.

v. high local levels of unemployment with the length of time unemployed above average - There are many unemployed persons in the state. Those who have the funds have gone into trading. Others indulge in robbery and cheating. With the economic depression now at its worst so far, there are many cases of kwashiorkor and marasmus in the villages.

vi. high level of migration of students/skilled persons from the area - Imo indigenes are found all over Nigeria and beyond doing one thing or another.

vii. low numbers remaining at school beyond the statutory minimum leaving age in conjunction with low numbers proceeding to part-time and full-time further education - Due to the poverty situation, immediately after graduation they move out to look for means of livelihood. Those who can, continue in further education, the quota system granting.

viii. below average provision of higher education places per head of population - The quota system introduced by the Federal Government, whereby a particular state is allowed a certain number of places in the universities per year
no matter what the level of performance cuts very much below average the number of places provided per head in higher education. This was introduced, according to them, to bridge the gap in educational imbalance between the North and South.

ix. high proportion of older school buildings - This does not apply to Imo State yet as it is yet a young state and most of the schools were built from the time of its creation.

x. low level of performance in public examinations (G.C.E.) - This may or may not apply as the statistics were not checked.

xi. immobility of school staff - Many teachers are not willing to work in the rural schools where the type of amenities and standards they would want are lacking, hence the over-saturation of schools in the urban areas with highly qualified staff and the opposite obtaining in the rural schools.

xii de-population - It has already been established through the enrolment figures that the numbers are on a steady decline.
A high proportion of unskilled and semi-skilled labour - Most of these school drop-outs and secondary graduates attach themselves to local artisans, who are semi-skilled, as apprentices and even learn less from them.

A persistent decline of VI Form numbers - This was true in Imo State until it was abolished and the 6-3-3-4 system introduced.

From the foregoing analysis of the situation, it is now clear that the contracting spiral of education provision the state is now experiencing is not only from poor curriculum content, it is also heavily affected by lack of other social amenities. When the people would have to contribute towards the provision of every social amenity, contribute towards education which takes quite a share, and look after their families and extended families, one must agree with me that the burden would be really back-breaking.

The Government should therefore organise a carefully planned, coordinated and long term investment in both community and education welfare.

The author would like to conclude by borrowing Hulbert's quotation from Hutchings (1970):

"Man makes himself. He makes his environment. He makes his institutions, including his educational institutions. His environment and institutions make him."
SUGGESTED AREAS FOR FURTHER RESEARCH

1. In this study Secondary Grammar, Technical, Commercial and Comprehensive Schools have been used. It might be useful to examine the contributions of the community and/or government in the development of purely vocational, commercial and technical colleges in the state.

2. It will also be interesting to find out how much the community and government each has contributed to the development of primary education from the creation of Imo State in 1976 to date. It may be found that the government has been concentrating more on primary education hence its low contribution to secondary education development.
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Title and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADESINA, S</td>
<td>1977</td>
<td>Planning and Educational Development in Nigeria. Lagos, Nigeria. Academy Press Ltd.</td>
</tr>
<tr>
<td>Author</td>
<td>Year</td>
<td>Title</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>AMADI, S</td>
<td>1970</td>
<td>Ibos and their fellow Nigerians (An unedited personal view of a non-Ibo put on paper)</td>
</tr>
<tr>
<td>BATTEN, T R</td>
<td>1965</td>
<td>School and Community in the Tropics London Oxford University Press</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Year</td>
<td>Title</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>BERNBAUM, T</td>
<td>1973</td>
<td>&quot;Countesthorpe College, United Kingdom&quot; in Case Studies of Educational Innovation III</td>
</tr>
<tr>
<td>BRAY, M</td>
<td>1986</td>
<td>Education and Society in Africa</td>
</tr>
<tr>
<td>CONANT, J B</td>
<td>1961</td>
<td>Slums and Suburbs</td>
</tr>
<tr>
<td>CONSTITUTION OF THE FEDERAL REPUBLIC OF NIGERIA</td>
<td>1979</td>
<td></td>
</tr>
<tr>
<td>CRITES, J O</td>
<td>1969</td>
<td>Vocational Psychology</td>
</tr>
</tbody>
</table>
CRYER, P et al 1987 Diploma in the Practice of Higher Education Module C: Course Design Centre for the Advancement of Teaching in Higher Education University of Surrey Department of Educational Studies

DAILY TIMES 1972 21 August Lagos

DIKE, K O 1956 Trade and Politics in the Niger Delta London


EKECHI, F K 1971 Missionary Enterprise and Rivalry in Igboland 1857-1914 London Frank Cass

ENEMO, E 1950 "What are we Anglicans Doing?" A lecture presented to the Teachers' Week at Awka, August 1950

FAFUNWA, A B 1974 History of Education in Nigeria London George Allen and Unwin Ltd


-361-
<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAJANA, A</td>
<td>1978</td>
<td>Education in Nigeria 1842-1939. An Historical Analysis</td>
<td>Nigeria</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Longman</td>
</tr>
<tr>
<td>FAURE, E</td>
<td>1972</td>
<td>Learning to Be: The World of Education Today and Tomorrow</td>
<td>Paris</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UNESCO</td>
</tr>
<tr>
<td>FEDERAL REPUBLIC OF NIGERIA</td>
<td>1981-1985</td>
<td>Fourth National Development Plan</td>
<td></td>
</tr>
<tr>
<td>FEDERAL REPUBLIC</td>
<td>1976</td>
<td>Nigeria the Basic Facts</td>
<td>Lagos Government Printer</td>
</tr>
<tr>
<td>FENELL, E</td>
<td>1984</td>
<td>The Technical and Vocational Education Initiative: What is it all about, in Diploma in the Practice of Science Education. Module C4. Towards an Integrated Science Curriculum Eds.</td>
<td>University of Surrey Department of Educational Studies</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Year</td>
<td>Title</td>
<td>Edition and Publisher</td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>-------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>GILBERT, J and POPE, M</td>
<td>1987</td>
<td>Diploma in the Practice of Higher Education. Module J: Making Use of Research into Teaching and Learning</td>
<td>University of Surrey, Centre for the Advancement of Teaching in Higher Education, University of Surrey, Department of Educational Studies</td>
</tr>
<tr>
<td>GITTELL, M</td>
<td>1979</td>
<td>Institutionalising Community Participation in Education in: Community Participation in Education</td>
<td>Ed. Grant C A, Boston, Allyn and Bacon Inc</td>
</tr>
<tr>
<td>GOVERNMENT OF EASTERN NIGERIA</td>
<td>1966</td>
<td>Statistical Digest</td>
<td>Enugu, Government Printer</td>
</tr>
<tr>
<td>Author</td>
<td>Year</td>
<td>Title</td>
<td>Publisher/Details</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>GRANT, C A</td>
<td>1979</td>
<td>Community Participation in Education</td>
<td>Boston Allyn and Bacon Inc</td>
</tr>
<tr>
<td>HALSALL, E</td>
<td>1975</td>
<td>&quot;The Community School in Britain&quot;</td>
<td>A Paper presented at Comparative Education Society of Europe at Sevres, France</td>
</tr>
<tr>
<td>HAWES, H W R</td>
<td>1979</td>
<td>Curriculum and Reality in African Primary Schools</td>
<td>London Longman</td>
</tr>
<tr>
<td>HILLERY Jr, G A</td>
<td>1955</td>
<td>&quot;Definitions of Community: Areas of Agreement&quot; in Rural Sociology</td>
<td>Vol 20 No 2</td>
</tr>
<tr>
<td>HILLIARD, F H</td>
<td>1957</td>
<td>A Short History of Education in British West Africa</td>
<td>London Thomas Nelson</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Year</td>
<td>Title and Details</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>HOBROUGH, J E</td>
<td>1988</td>
<td>An Environmental Approach to Curriculum (Pers Comm)</td>
<td></td>
</tr>
<tr>
<td>HOBROUGH, J E and O'DONNELL, L eds</td>
<td>1986</td>
<td>Diploma in the Practice of Science Education. Module C4. Towards an Integrated Science Curriculum University of Surrey Department of Educational Studies</td>
<td></td>
</tr>
<tr>
<td>HOLT, M</td>
<td>1979</td>
<td>Regenerating the Curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>London</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Routledge and Kegan Paul</td>
<td></td>
</tr>
<tr>
<td>HOLT, M</td>
<td>1983</td>
<td>&quot;Vocationalism: The New Threat to Universal Education&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forum Vol 25 No 3</td>
<td></td>
</tr>
<tr>
<td>HULBERT, T J J</td>
<td>1977</td>
<td>Spirals of Educational Deprivation: Facts or Fiction? in: Education and the Northern Region; a consideration of aspects of the case for additional education provision in depressed areas Newcastle-upon-Tyne Northumberland College of Higher Education</td>
<td></td>
</tr>
</tbody>
</table>
IGWE, S O

IMO STATE OF NIGERIA

IMO STATE OF NIGERIA

 IMO STATE OF NIGERIA

IMO STATE OF NIGERIA

IMO STATE OF NIGERIA

IMO STATE OF NIGERIA

 IMO STATE OF NIGERIA

-366-
Abstract from Educational Statistics
Owerri
Planning and Statistics Division, Ministry of Education

Advance in Africa - A Study of Community Development in Eastern Nigeria
London
Oxford University Press

The Curriculum Theory and Practice
2nd ed.
London
Harper and Row Publishers

Knowledge and Curriculum Planning
London
Harper and Row Publishers

"Community Education in Sierra Leone Perspectives from Bunumbu"
Unpublished MA Dissertation
University of London
Institute of Education

Education and Community in Africa
University of Edinburgh
Centre of African Studies

The Curriculum and the Disciplines of Knowledge. A Theory of Curriculum Practice
New York
Robert E. Krieger Publishing Co

Curriculum development in relation to learning needs in rural areas: a case study of the Municipality of Domingos Martins (District of Melgaco)
State of Espirito Santo, Brazil

The Nigerian Revolution and the Biafran War
Enugu, Nigeria
Fourth Dimension Publishing Co Ltd

Capital Vol I
New York
The Modern Library
<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAUGER, P</td>
<td>1982</td>
<td>&quot;Which Way China's Schooling?&quot; in China Now No 100 Jan/Feb 1982</td>
</tr>
<tr>
<td>McCALLA, J S</td>
<td>1965</td>
<td>&quot;Education for Manpower Development&quot; in S E Harris, K Datch and Levensohn A (eds) Challenge and Change in American Education Berkeley, California McCutchan</td>
</tr>
<tr>
<td>MINISTRY OF EDUCATION</td>
<td>1984</td>
<td>Owerri</td>
</tr>
<tr>
<td>NDUKA, O</td>
<td>1964</td>
<td>Western Education and the Nigerian Cultural Background Ibadan Oxford University Press</td>
</tr>
</tbody>
</table>
NIMPUNO, K 1976 "Design for Community Education: General Propositions and Case Study Material on Community Education Centres in Tanzania" in King (ed) Education and Community in Africa


NWABUOGU, M N 1983 A Systematic Evaluation of the Universal Primary Education UPE Scheme in Imo State of Nigeria Unpublished PhD Thesis of the Union Graduate School Cincinnati, Ohio

NWAGWU, N A 1973 Education in Kenya - The Harambee Schools Cudimac Series No 3 ed. by Ukeje B O Nsukka Curriculum Development and Instructional Materials Centre (Cudimac), Faculty of Education, University of Nigeria

NWAGWU, N A 1973 Tanzania: Education For Self-Reliance Policy: Its Implementation Cudimac Series No 4 ed. by Ukeje B O Nsukka Curriculum Development and Instructional Materials Centre (Cudimac), Faculty of Education, University of Nigeria


NWANA, O C 1981 Introduction to Educational Research for Student Teachers Ibadan, Nigeria Heinemann
NWANA, O C 1986 "Funding of Education in Imo State" in Educational Policy and Administration in Imo State - Proceedings of a Colloquium organised by the Ministry of Education Onitsha, Nigeria Africana Fep Publishers Ltd

NYERERE, J 1967 Education for Self-Reliance Dar es Salaam Government Printer


OGUNSOLO, A F 1974 Legislation and Education in Northern Nigeria Oxford University Press

OJIKE, M 1946 My Africa New York The John Day Company

OKIGBO 1980 Commission on Revenue Allocation

-370-
ONONIWIU, C E A 1988 A paper delivered on "Inspection in the context of Educational Administration" at a Professional Seminar/Workshop for Principals of Secondary Schools on the theme Continuous Professional Growth and Development At Alvan Ikoku College of Education, Owerri 14th-16th June 1988

OTTENBERG, S 1958 "Ibo Receptivity to Change" in Continuity and Change in African Cultures Chicago ed. Bascom, W R and Herskovits, N J

OWUAMANAM, B I 1981 Community Development in Action in Eastern Nigeria Experiment Owerri, Nigeria Image and Slogans


PHILLIPSON, S 1948 Grants in Aid of Education Lagos Government Printer

POPE, M and GILBERT, J eds 1987 Diploma in the Practice of Higher Education, Module L: Doing Research Into Teaching and Learning University of Surrey Centre for the Advancement of Teaching in Higher Education Department of Educational Studies University of Surrey

POPHAM, J W and SIROTNIC, K A 1973 Educational Statistics - Use and Interpretation New York Harper and Row

-371-


RUOPP, P (ed) 1953 Approaches to Community Development. A Symposium Introductory to Problems and Methods of Village Welfare in Underdeveloped Areas The Hague Van Hoere


SKILBECK, M 1975 "School-based curriculum development and the task of in-service education" in E. Adams (ed) In-Service Education and Teaching Centres Oxford Pergamon Press

SKILBECK, M 1984 School-Based Curriculum Development London Harper and Row
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Title</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>STONES, E</td>
<td>1966</td>
<td>An Introduction to Educational Psychology</td>
<td>London Methuen</td>
</tr>
<tr>
<td>SUPER, D E</td>
<td>1957</td>
<td>&quot;Vocational Adjustment: Implementing a Self-Concept&quot;, Occupations</td>
<td></td>
</tr>
<tr>
<td>SWIFT, D</td>
<td>1973</td>
<td>&quot;Models of Education Attainment&quot; in Block 5 Education, Economy and Politics</td>
<td>E352 Open University</td>
</tr>
<tr>
<td>TAIWO, C O</td>
<td>1982</td>
<td>The Nigerian Education System Past, Present and Future</td>
<td>Nigeria Thomas Nelson Limited</td>
</tr>
<tr>
<td>TAYLOR, P H and TYE, K A (eds)</td>
<td>1975</td>
<td>Curriculum, School and Society: An Introduction to Curriculum Studies</td>
<td>NFER Publishing Company</td>
</tr>
<tr>
<td>THE EAST CENTRAL STATE PUBLIC EDUCATION EDICT</td>
<td>1970</td>
<td>Edict No 2 of 1971</td>
<td></td>
</tr>
<tr>
<td>THE EAST CENTRAL STATE OF NIGERIA</td>
<td></td>
<td>Three Years After the Civil War Official Document No 6 of 1974</td>
<td></td>
</tr>
<tr>
<td>UKEJE, B O</td>
<td>1966</td>
<td>Education for Social Reconstruction</td>
<td>Gateshead Northumberland Press Ltd</td>
</tr>
</tbody>
</table>

-373-
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAN FREYHOLD, M</td>
<td>1979</td>
<td>&quot;Ujamaa Villages in Tanzania. Analysis of a Social Experiment&quot; Heinemann</td>
</tr>
<tr>
<td>WEST AFRICA</td>
<td>1980</td>
<td>March 31</td>
</tr>
</tbody>
</table>
## APPENDIX 1

### LIST OF SCHOOLS USED

<table>
<thead>
<tr>
<th>S/NO.</th>
<th>NAME OF SCHOOL</th>
<th>URBAN OR RURAL</th>
<th>SEX SERVED</th>
<th>DATE ESTABLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ABA ZONE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Akanu Ngwa High School</td>
<td>Rural</td>
<td>M/F</td>
<td>1979</td>
</tr>
<tr>
<td>2.</td>
<td>Mgboko-Amiri Comprehensive</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1982</td>
</tr>
<tr>
<td>4.</td>
<td>Girls' Sec. School Itu Ngwa, Aba</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1976</td>
</tr>
<tr>
<td>5.</td>
<td>Obegu Secondary Technical School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1977</td>
</tr>
<tr>
<td>7.</td>
<td>Umuoha Secondary School</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1980</td>
</tr>
<tr>
<td>8.</td>
<td>Ovukwu-Omoba Sec. School</td>
<td>&quot;</td>
<td>M</td>
<td>1977</td>
</tr>
<tr>
<td>9.</td>
<td>Ovungwu Sec. School, Umuapu</td>
<td>&quot;</td>
<td>M/F</td>
<td>1979</td>
</tr>
<tr>
<td>10.</td>
<td>Umuagbai Sec. School, Aba</td>
<td>&quot;</td>
<td>M</td>
<td>1979</td>
</tr>
<tr>
<td></td>
<td><strong>OKIGWE ZONE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Acha Girls' Sec. School</td>
<td>Rural</td>
<td>F</td>
<td>1978</td>
</tr>
<tr>
<td>2.</td>
<td>Amaraku Secondary School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1979</td>
</tr>
<tr>
<td>3.</td>
<td>Ezinachi Comm. Sec. School</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1978</td>
</tr>
<tr>
<td>4.</td>
<td>Commercial Sec. School Umuduru Osu</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1979</td>
</tr>
<tr>
<td>5.</td>
<td>Nneato Secondary School</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1976</td>
</tr>
<tr>
<td>6.</td>
<td>Okwe Boys Sec. School</td>
<td>&quot;</td>
<td>M</td>
<td>1978</td>
</tr>
<tr>
<td>7.</td>
<td>Okwelle Sec. School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1980</td>
</tr>
<tr>
<td>8.</td>
<td>Osuachara Girls Sec. School</td>
<td>&quot;</td>
<td>F</td>
<td>1977</td>
</tr>
<tr>
<td>9.</td>
<td>Umulolo Boys Sec. School</td>
<td>&quot;</td>
<td>M</td>
<td>1977</td>
</tr>
<tr>
<td>10.</td>
<td>Nunya Commercial Sec. School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1979</td>
</tr>
<tr>
<td>S/NO.</td>
<td>NAME OF SCHOOL</td>
<td>URBAN OR RURAL</td>
<td>SEX SERVED</td>
<td>DATE ESTABLISHED</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------</td>
<td>----------------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Agbajah Secondary School</td>
<td>Rural</td>
<td>M/F</td>
<td>1978</td>
</tr>
<tr>
<td>3.</td>
<td>Amandugba Sec. Tech. School</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1977</td>
</tr>
<tr>
<td>5.</td>
<td>Amucha Sec. Tech. School</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1977</td>
</tr>
<tr>
<td>6.</td>
<td>Dikenafai Sec. Tech. School</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1977</td>
</tr>
<tr>
<td>8.</td>
<td>Isunjaba Secondary School</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1976</td>
</tr>
</tbody>
</table>

**OWERRI ZONE**

<table>
<thead>
<tr>
<th>S/NO.</th>
<th>NAME OF SCHOOL</th>
<th>URBAN OR RURAL</th>
<th>SEX SERVED</th>
<th>DATE ESTABLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Afara Secondary School</td>
<td>Rural</td>
<td>M/F</td>
<td>1978</td>
</tr>
<tr>
<td>4.</td>
<td>Obazu Girls' Sec. School Mbieri</td>
<td>&quot;</td>
<td>F</td>
<td>1978</td>
</tr>
<tr>
<td>7.</td>
<td>Awaara Boys' Sec. School Awaara</td>
<td>&quot;</td>
<td>M</td>
<td>1977</td>
</tr>
<tr>
<td>8.</td>
<td>Orodo Sec. Tech. School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1977</td>
</tr>
<tr>
<td>10.</td>
<td>Umunwaku Secondary School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1979</td>
</tr>
<tr>
<td>S/NO.</td>
<td>NAME OF SCHOOL</td>
<td>URBAN OR RURAL</td>
<td>SEX SERVED</td>
<td>DATE ESTABLISHED</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------</td>
<td>----------------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Akanu Ohafia Sec. School</td>
<td>Rural</td>
<td>M/F</td>
<td>1978</td>
</tr>
<tr>
<td>2.</td>
<td>Alayi Sec. Grammar School</td>
<td>&quot;</td>
<td>&quot;</td>
<td>1977</td>
</tr>
<tr>
<td>4.</td>
<td>Igbere Secondary School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1975</td>
</tr>
<tr>
<td>5.</td>
<td>Isu Sec. Commercial School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1980</td>
</tr>
<tr>
<td>7.</td>
<td>Okoto Item Comp. Sec. School</td>
<td>&quot;</td>
<td>M/F</td>
<td>1974</td>
</tr>
<tr>
<td>8.</td>
<td>Boys' Sec. School, Nsirimo</td>
<td>&quot;</td>
<td>M</td>
<td>1982</td>
</tr>
</tbody>
</table>
Dear Sir/Madam,

I am a lecturer at the above institution. At the moment I am registered with the University of Surrey for a Ph.D. programme. I am carrying out a research on "Local Community Contributions Towards The Development of Secondary Education in Imo State".

The main purpose is to find out whether the derived gains with regard to the satisfaction of community needs are commensurate with the input by the Community.

I would like you to answer the questions in the Questionnaire very earnestly and objectively. You do not need to disclose your identity.

Thanks ever so much for your co-operation.

Yours sincerely,

Mrs. H.G.N.Osuji
APPENDIX 2A

THE QUESTIONNAIRE

1. Please tick ( / ) against the category to which you belong
   Parent
   Teacher
   Principal
   Town Union Leader
   Age Grade Leader
   Traditional Ruler

2. Profession/Designation 3. Sex

SECTION A

Please answer the underlisted questions in relation to the schools in the area now called Imo State before the government take-over of schools in 1970.

4. Which body provided the land on which the schools were built?
   (a) Local Community   (b) Government
   (c) Voluntary Agency   (d) Any Other

5. Which body provided the labour for the building of schools?
   (a) Local Community   (b) Government
   (c) Voluntary Agency   (d) Any Other

6. Which body paid education rates?
   (a) Local Community   (b) Government
   (c) Voluntary Agency   (d) Any Other

7. Which body paid P.T.A. dues?
8. Which body provided the funds for the financing of capital projects?
   (a) Local Community  (b) Government
   (c) Voluntary Agency  (d) Any Other

9. Which body maintained the school buildings?
   (a) Local Community  (b) Government
   (c) Voluntary Agency  (d) Any Other

10. Which body provided the furniture and other necessary equipment for the school?
    (a) Local Community  (b) Government
    (c) Voluntary Agency  (d) Any Other

11. Which body took care of recurrent expenditures such as staff salaries?
    (a) Local Community  (b) Government
    (c) Voluntary Agency  (d) Any Other

12. Which body equipped the laboratories?
    (a) Local Community  (b) Government
    (c) Voluntary Agency  (d) Any Other

13. Which body provided the sports equipment?
    (a) Local Community  (b) Government
    (c) Voluntary Agency  (d) Any Other

14. Which body provided essential amenities such as water and light for the schools?
    (a) Local Community  (b) Government
    (c) Voluntary Agency  (d) Any Other
15. Which body recruited the staff for the schools?
   (a) Local Community  (b) Government
   (c) Voluntary Agency  (d) Any Other

SECTION B
Please answer the following questions in relation to the situation after the government take-over of schools in Imo State (from 1975 to 1985 as the date range).

16. Are there education rates?

17. Are there P.T.A. dues?

18. Which body finances the capital projects such as buildings in the schools?

19. Which body maintains the school buildings?

20. Which body provides the furniture and other necessary equipment for the schools?

21. Which body takes care of recurrent expenditures such as staff salaries?

22. Which body equips the laboratories?

23. Which body provides sports equipment?

24. Which body provides essential amenities such as water and light for the schools?

25. Which body recruits the staff of the schools?
SECTION C

This section relates to the particular school in your community.

Please answer the following questions with regard to the school.

26. Name of my school _____________________________

27. Urban or rural (please tick one).

28. Date established.

29. Do you pay education rates?

30. Do you pay P.T.A. dues?

31. Which body provides the funds for the capital projects such as school buildings?

32. Which body maintains the school buildings?

33. Which body provides the furniture and other necessary equipment for the school?

34. Which body provides the staff salaries?

35. Which body equips the laboratories?

36. Which body provides the sports equipment for the school?

37. Which body provides the essential amenities such as water and light for the school?

38. Which body initiated the establishment?

39. Which body recruits the staff of the school?
SECTION D (1)

40. Tick (✓) or fill in below as the case may be.

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Local Crafts and Occupations</th>
<th>Local Crafts &amp; occupations indigenous to your Area</th>
<th>Local Crafts and needs reflected in the Curriculum</th>
<th>Local Crafts and needs that should be in the Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pottery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Carving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Blacksmithing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Metalwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Carpentry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Woodwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Boat building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Fishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Brick moulding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Masonry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Cloth weaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Raffia weaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Salt processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>General agriculture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Rice farming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Cocoa farming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Garri processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Oil palm processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-383-
SECTION D (2)

41. Below are some reasons why parents send their children to secondary school. State in the column how far you think your aims have been achieved in your child.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Curriculum Content Objectives for Psychomotor Skills</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to learn a trade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ability to be employed by self or others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ability to be economically independent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ability to imbibe the culture and learn the local crafts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ability to be physically developed for everyday activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ability to be practically independent and versatile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Content Objectives for Cognitive Skills

<table>
<thead>
<tr>
<th>S/No</th>
<th>Curriculum Content Objectives for Cognitive Skills</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to be more literate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ability for social and economic mobility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ability to think objectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ability to go for further education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ability to be mentally developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ability to be intellectually developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S/No.</td>
<td>Curriculum Content</td>
<td>Objectives for Affective Skills</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
<td>---------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>1</td>
<td>Ability to adapt to any society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ability to be disciplined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ability to be a responsible adult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ability to acquire high moral values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ability to be spiritually developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ability to be emotionally developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ability to develop healthy sex habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ability to develop healthy home habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION E

42. How far do you agree with the following statements which indicate parents' attitude towards secondary education of their children?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parents like sending their children to school irrespective of their income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Difficulty in securing jobs after school has made parents hate sending their children to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Parents withdraw their children from school because they will have no money for higher education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The allegation of falling standards in education makes parents hate their children going to secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Naturally, parents do not like to send their children to secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Parents are no longer keen to send their children to school as they prefer them to trade after elementary education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Parents are no longer interested in secondary education of their children because schools are no longer fulfilling their roles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Apprenticeship after first school leaving certificate is preferred to secondary school education without jobs after</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Student,

I am a lecturer at the above institution. At the moment I am registered with the University of Surrey for a Ph.D. programme. I am carrying out a research on "Local Community Contributions Towards The Development of Secondary Education in Imo State".

The main purpose is to find out whether the derived gains with regard to the satisfaction of community needs are commensurate with the input by the Community.

I would like you to answer the questions in the Questionnaire very earnestly and objectively. You do not need to disclose your identity.

Thanks ever so much for your co-operation.

Yours sincerely,

Mrs. H.G.N. Osuji
Tick (✓) or fill in below as the case may be.

<table>
<thead>
<tr>
<th>Local Crafts and Occupations</th>
<th>Local Crafts &amp; Occupations indigenous to your Area</th>
<th>Local Crafts and needs reflected in the Curriculum</th>
<th>Local Crafts and needs that should be in the Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pottery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Carving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Blacksmithing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Metalwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Carpentry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Woodwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Boat building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Fishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Brick moulding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Masonry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Cloth weaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Raffia weaving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Salt processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. General agriculture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Rice farming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Cocoa farming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Garri processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Oil palm processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your secondary education is helping you towards the achievement of the following goals: React to the above statement by ticking the appropriate column below:

<table>
<thead>
<tr>
<th>S/No</th>
<th>Curriculum Content Objectives for the Acquisition of Psychomotor skills</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Craftsmanship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ability to be employed by self or others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Economic independence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ability to learn the culture and crafts of the people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Adequate physical development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Practical independence i.e. versatility in the home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Content Objectives for the Acquisition of Cognitive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Curriculum Content Objectives for the Acquisition of Affective Skills</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>1 Adaptability to any society</td>
</tr>
<tr>
<td>2 Being disciplined</td>
</tr>
<tr>
<td>3 Responsible adulthood</td>
</tr>
<tr>
<td>4 High moral values</td>
</tr>
<tr>
<td>5 Spiritual development</td>
</tr>
<tr>
<td>6 Proper emotional development</td>
</tr>
<tr>
<td>7 Development of healthy sex habits</td>
</tr>
<tr>
<td>8 Development of healthy home habits</td>
</tr>
</tbody>
</table>
7.4.0 1980 Education Law

7.4.1 The former civilian administration in Imo State dissolved the erstwhile State Schools Management Board in 1980 and set up an Education Review Panel to recommend what it then considered a more stable and dependable machinery for the management of schools in Imo State.

7.4.2 Views and recommendations were received from various sources. However, the Imo State Government then went ahead in establishing the 1980 Education Law No. 10, which created the State Education Board with five Zonal Boards.

7.5.0 The State of Education as at the Beginning of 1984

As has already been pointed out above, between 1970 and 1983 various governments in the then East Central State, Anambra and Imo States set up Management Boards which were responsible for the administration of education. In other words, the management of education became a State monopoly. The resultant evils and problems, as well as complications which this system precipitated, were clearly highlighted in an address to the Principals of Post-Primary Schools in Imo State by the Military Governor, Brig. I.O.S. Nwachukwu, at the Multi-Purpose
Hall, Owerri, on Monday 16th January 1984. The relevant portion of that address is reproduced here below:

"The crises of confidence which have beset the management of schools in this State provide ample evidence that the noble ideals of education are far from being met by the Principals and tutors and other school administrators as the following catalogues of ills besetting our educational system show:

(i) Indiscipline, malingering and absenteeism reign supreme in schools;

(ii) school fees are not collected promptly and where collected they are not properly accounted for, or are embezzled;

(iii) unauthorised fees/levies are collected and diverted to private pockets;

(iv) teachers dabbled in other undertakings - politics, trading, contract work etc. - during school hours;

(v) school records are falsified (for instance, some Principals admit unofficial students who pay fees to them which they keep) thereby defrauding the government;

(vi) immoral dealings with pupils under them;

(vii) owing to irregularity in the payment of teachers, no systematic teaching is done during term time thus affecting the standard of education in the State;

(viii) laxity in control of boarding students and underfeeding the boarders."

The list could be longer but these are enough to emphasise the low moral tone of education institutions in the State.
As if these are not enough, the ills of the School Management Authorities - The State Education Board and its Zonal counterparts - are even more devastating to the entire system as is demonstrated by the following lapses:

(a) Tendency to over-centralisation at the Headquarters and this has involved extra costs without corresponding efficiency.

(b) There was over-staffing of the boards and much money was spent on payment of salaries, allowances and fringe benefits to people who had not much work to engage themselves.

(c) There was unnecessary and wasteful duplication of posts because the boards had always encroached on the statutory functions of the Ministry of Education.

(d) Many good and experienced teachers were withdrawn from the classrooms and sent to the boards, to act as administrators, despite the acute shortage of experienced and qualified teaching staff in several subject areas.

(e) Boards hardly got their priorities right e.g. teachers' salaries often received less attention than the supply of materials to schools.

(f) Boards encouraged indiscipline in the system by their inability to discipline properly and promptly teachers and other workers found guilty of serious misconduct.

(g) Boards did not always follow merit and performance in awarding promotions and there was always a spate of protests after most promotions made by the Boards. This eroded the confidence of most teachers in the Boards and even scandalised them.

(h) In the recruitment of teachers, the granting of in-service-training and even in transfer of teachers, boards tended to overlook the needs of the system.

(i) The number of non-tutorial staff has been known to be in excess of the real needs of the system.
(j) There have been losses of huge sums of money by bursars, principals and headmasters as a result of the poor financial arrangements made by the boards.

(k) School fees collected by teachers were not always utilised to pay the salaries of teachers who collected them. Rather the interest of the people at the boards' offices seemed to receive priority attention. This led to apathy on the part of some teachers charged with the collection of school fees. In addition, many teachers struggled to be posted to boards' offices.

(l) Under the politicians, these boards did great damage to the cause of education -

(i) In the appointment of board members, party loyalty and geographical grouping tended to receive greater attention than the quality and ability of board members.

(ii) Schools were permitted to open and approved to function without following the procedures laid down by the Ministry of Education.

(iii) Candidates who had no requisite qualifications prescribed by the Ministry of Education were admitted to Teachers' Colleges.

(iv) Textbooks were approved for schools not necessarily based on the curriculum or on the needs of the school system and in that exercise publishers played a greater role than the professionals of the Ministry of Education whose role of maintenance of standards includes curriculum and textbooks.

(m) Premium was given more to the political leanings of teachers than their professional competence: teachers became more political secretaries than classroom teachers. These malpractices distracted teachers from paying attention to their work.

(n) There was internecine struggle between the State Education Board and the Ministry of Education on maintaining the policies on
education and educational standards. In this struggle, the Ministry of Education lost to the Board.

(o) Above all, schools and education boards have so far failed to inspire teachers. Rather, they have been regarded by teachers as instruments to be manipulated and used to feather one's own nest. Under the management of education boards, many teachers have become contractor-teachers and absentee-teachers. These abandoned their duties to our children.

7.6.0 Recent Government Action

7.6.1 As a result of various studies and reviews, the Military Governor of Imo State has recently directed the restructuring of the management machinery of education in the State. A new Management Board, now designated State Schools Management Board (S.S.M.B.) has been created. Drastic rationalisation in terms of staff and facilities has been executed or is well in the process of execution. In spite of this, there is still a crying need for more reduction of the cost of education to the Government, and it is in furtherance of this objective that the Advisory Committee on Participation in Education in Imo State has been set up to examine the modalities and possibilities of encouraging private participation with a view to reducing the present financial burden of education on the Imo State Government.
SECTION III - PROCEDURE

8.0.1 During the inauguration ceremony, in answer to the Chairman's question about time limit for the submission of the Committee's report, the Commissioner for Education gave the impression that the Government was not in a hurry, provided the report was submitted to him at least six months before the next financial year.
FUNCTIONS OF BOARDS OF GOVERNORS OF POST-PRIMARY SCHOOLS OR INSTITUTIONS

EDUCATION LAW OF 1980, SECTION 10

INSTRUMENT NO. 10:

1. There shall be a Board of Governors for each post-primary school or institution in the State.

CLAUSE I - refers to the appointment of the Chairman and the members of the Board of Governors.

CLAUSE II - The members of the Board of Governors shall in the first place hold office for three years and shall be eligible for reappointment for another term of three years.

CLAUSE III - Functions of the Board of Governors shall include:

(a) Budgeting and preparation of financial statements of the school

(b) Raising (if necessary) and management of funds, subject to such guidelines as may from time to time be approved by the Commissioner

(c) Overseeing the collection of funds and revenue (if applicable)

(d) Authorising and scrutinising the disbursement of all funds including funds
made available to the school by the Zonal School Management Committee

(e) Provision of recreational and other facilities, land accommodation, equipment and meals, subject to general directives from the Zonal Management Committee

(f) Maintenance and protection of school land buildings and movable property

(g) Handling of jobs and supplies not exceeding twenty-five thousand naira in value

(h) Seeing to the general welfare of the school

(i) Disciplinary control over the school: provided that the Principal of a post-primary school or institution may enforce discipline in the school or institution in accordance with the provisions of the Handbook on School Administration and may refer serious cases of misconduct to the Board of Governors for appropriate disciplinary action, and provided further that an aggrieved student, parent or guardian may appeal to the Zonal Management Committee against any punishment meted by the Principal and approved by the Board of Governors

(j) Encouragement of active Parent/Teacher Association
(k) Such other duties as may be assigned to it from time to time by the Commissioner through the Zonal Management Committee.

2. The Secretary of the Board of Governors of any school or institution shall, as soon as possible, send copies of the minutes of each meeting of the Board of Governors to the Commissioner and the Zonal Management Committee.

3. At the end of each school year, the Board of Governors shall send to the Commissioner a Report on its activities for the school year just ended, and shall send copies thereof to the Zonal Management Committee.
MAP SHOWING EDUCATIONAL ZONES OF IMO STATE

KEY TO MAP

ABA ZONE
OKIRRE ZONE
OGBUI ZONE
OGBESI ZONE
UMUAHIA ZONE
APPENDIX 6

USING THE 'STUDENT-T' TEST TO DETERMINE SIGNIFICANT DIFFERENCES IN THE OPINIONS OF ADULTS AND STUDENTS, WITH REGARD TO THE RELEVANCE OF THE CURRICULUM CONTENT IN THE ACHIEVEMENT OF AN EDUCATIONAL OBJECTIVE e.g. ABILITY TO BE EMPLOYED BY SELF OR OTHERS

<table>
<thead>
<tr>
<th>Adult Scores</th>
<th>Student Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA-5</td>
<td>SA-5</td>
</tr>
<tr>
<td>A-4</td>
<td>A-4</td>
</tr>
<tr>
<td>U-3</td>
<td>U-3</td>
</tr>
<tr>
<td>D-2</td>
<td>D-2</td>
</tr>
<tr>
<td>SD-1</td>
<td>SD-1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 238</td>
<td>N = 80</td>
</tr>
<tr>
<td>( \bar{x} = 3.95 )</td>
<td>( \bar{x} = 3.36 )</td>
</tr>
<tr>
<td>( \varepsilon_x = 941 )</td>
<td>( \varepsilon_x = 269 )</td>
</tr>
<tr>
<td>( \varepsilon x^2 = 4051 )</td>
<td>( \varepsilon x^2 = 1019 )</td>
</tr>
</tbody>
</table>

\[
\text{Formula:} \quad t = \frac{(\bar{x}_1 - \bar{x}_2) \sqrt{\frac{N_1 \times N_2 (N_1 + N_2 - 2)}{N_1 + N_2}}}{\sqrt{\frac{\varepsilon x_1^2 - (\varepsilon x_1)^2 + \varepsilon x_2^2 - (\varepsilon x_2)^2}{N_1} + \varepsilon x_2^2}}
\]

Substitute

\[
(3.95 - 3.36) \times 137.5 \over \sqrt{4051 - 941^2 + 1019 - 269^2}
\]

\[
= \frac{7}{238} \over \sqrt{80}
\]

269x = \( \pm \) 80 = +/− + 1019 = Min

941x = \( \pm \) 238 = +/− + 4051 = M+

MR \( \sqrt{\text{Min}} \)

3.95 - 3.36 = x 137.5 = \( \div \) MR = 3.84

\( \therefore t = 3.84 \) p = 0.001