

# **EFFECTIVE IMPLEMENTATION OF EDUCATION POLICY FOR POST-BASIC SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA**

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## **Abstract**

The importance of a National Policy on Education cannot be over-emphasized. But more importantly is the implementation of the policy to the latter, which is what most policies are bedeviled with, education inclusive. This paper looked at some aspects of the Nigeria's National Policy on Education vis-à-vis the population of students in the class, the number of teachers involved and the equipment that is supposed to be made available for proper implementation of the policy. The paper discovers a remarkable departure from what the policy recommended by post-basic secondary schools in Kaduna State. There were too many students in classes that was supposed to contain 45 students, students were sitting on the mat, no chair or table for the class teacher to sit or write. The paper recommended that more classes be built so that students would be divided to recommended numbers into these classes and more teachers be recruited to manage these classes among others.

**Keyword: Policy, Secondary school, Implementation, Education**

## **Introduction**

Any nation that desires growth and development will not toil with its educational system. The current National Policy on Education in Nigeria (FRN,2014) see education as an instrument 'par excellence' for effecting National development. This fact cannot be jettisoned because excellency of a nation can only be ascertained with sound educational background. This is why any policy on education has to be well articulated and well supervised for proper implementation. Nigeria government is no doubt aware of the need for a sound policy on education which made it to produce one which has gone through several editions. The National Policy on Education (2014,) 4<sup>th</sup> edition, have thirteen sections dealing with several aspects of education all of which are germane to the educational process. Section one deals with the philosophy and goals of education in Nigeria; section two deals with early childhood/preprimary education; section three deals with basic education; section four dals primary education; section five deals with secondary education; section six deals with mass literacy, adult and non-formal education; section seven deals with science, technical and vocational education; section eight deals with tertiary education; section nine deals with open and distance education; section ten deals with special education; section eleven deals with educational services; section twelve deals with planning;, administration and supervision of education and; section thirteen deals with financing of education.

A critical look at the philosophy and objectives of each of these sections will reveal a wellarticulated design. However, the reality on the ground since its operation shows that there is virtually no section of the policy have been well implemented either by government or its

agents. This paper will look at only the section five which deals with the secondary education in Nigeria viz-a-vis the concept of education, policy, areas of the current policy on secondary education that has not been properly implemented; and suggestion for a more workable and implementable method that could form a basis for a new education policy for Nigeria's educational system.

## **Education**

The word 'education' is derived from the Latin word 'educare' which means 'to train', 'to put in', to instruct'. It also means to draw out, to lead forth. On a clearer note, the term education has no single definition because different school of thoughts have seen it in different perspectives. For example, Fafunwa (1976) defined education as a process by which one acquires knowledge, information and skills in order to be useful to oneself, family and the society at large. This means that education is a powerful instrument of empowering the individual economically, socially and politically. Dare (2006) defined education as a process that equips individual for the challenges of the future. According to him "a good education should be able to provide a good job, a good job provides a good income, a good income provides a good family, a good family produces good children who are the leaders of tomorrow'. Also, Adesina, in Dare et al. (2012) defined education as a tool of liberation from ignorance, disease and poverty and a gateway to civilization and prosperity. This definition deduced that education goes beyond ability to read and write, but it can be explained to include the acquisition of functional skills, moral identity and ambition to succeed in life and to improve the society. For individual, education means the provision of opportunity to realize one's potential goals and ambition in life. Nwosu (2013) Sees education as a triune concept of a process, product and discipline. As a process, in this paper, education may be looked at from two points of view: from that of the society and from that of the individual. Society seeks to perpetuate itself by transmitting on its cultural acquisitions to each succeeding generation. As an individual process, education seeks to bring about growth and development within the individual. When education is viewed from this perspective, it will then mean a process of growth and development whereby the individual assimilates a body of knowledge, makes his own group or life ideals, and develops the ability to use knowledge in the pursuit of these ideals. Education as a product sums up man's total experiences which in turns changes his behavior. It is the knowledge we have of things around us, things that can be done with one's hand like arts, craft, drawing, painting, construction and one's appreciations, interest, attitudes and values. Education as a discipline is looked at as an academic discipline just as other disciplines which deal with the problem of preparing the young in the society to be useful members when they come of age.

## **Concept of Education Policy**

The word policy has been widely used by many which makes it to have different definitions. Its understanding, most often, stems out of its usage as how things should generally be done and acceptable by individual, groups of individual, community or nation. It is therefore not surprising to hear a person or group or government say 'this is my policy', that is the way I do my things which cannot be changed. However, Wiktionary define policy as a principle of behavior, conduct or thought to be desirable or necessary, especially as formally expressed by a government or other authoritative body. It further sees it as a course or principle of action adopted or proposed by an organization or individual or government. It is a set of ideas or plans that is used as a basis to making decisions. It is a statement of intent and is implemented as a procedure or protocol

generally adopted by a governance body within a system (Wikipedia <http://en.m.wikipedia.org>>w.k). With this understanding of what policy is, education policy could therefore be defined as a principle or conduct of how an education system should be operated. It is a body of rules and regulation created by the state that govern the conduct of any educational process. It is meant to guide the educational operation of any individual, state or nation.

The government of Nigeria agreed with the desirability of a national policy on education for the benefit of its citizens. The government stated that the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world. Nigeria's policy on education was a product of a national curriculum conference. The outcome of the seminar was a draft document which after due comments were received from the states and other interest groups, led to the final document called the National Policy on Education first published in 1977. Since the publication of the first edition in 1977, the 2nd and 3rd editions were published in 1981 and 1998 respectively. The 4th edition which is the focus of this paper was necessitated by some policy innovations and changes, and the need to update the previous editions. This paper intends to look at some statement of this policy as it concerns secondary education and which are at variance with the realities on ground in terms of adherence to its statement and regulation.

#### **Areas of the National Policy on Education at variance with realities**

The National Policy on Education (2014), on its introductory page of 4th edition emphasized the new innovations made in the previous policies as

1. In pre-primary schools, there shall not be more than 20 pupils (1:20) to a teacher and a helper (assistant)
2. In primary and secondary schools, there shall not be more than 35 (1:35) and 40 (1:40) pupils respectively to a class
3. In technical and vocational colleges, there shall not be more than 20 (1:20) pupils for practical work

A look at the policy on number of students per class and the teacher that should be in charge of the class compared with what is obtainable in most government secondary and primary schools in Kaduna state for instance, will show a flagrant disregard to this policy. Suleiman (2022) in a teaching practice report submitted to the department of educational foundation, Federal University Dutsinma, reported that most of the classes visited in SS II of a secondary school, there is nothing less than 150 students, all sitting on a mat with their teacher having no chair to sit upon or table to write.

Also, the policy specified in the group B of the Upper Basic Secondary School which deals with pre-vocational electives that students are expected to offer the following subjects:

Agriculture,  
Business Studies, Home  
Economics,  
local crafts computer  
education, fine arts  
and music.

At the Senior Secondary school level, Group B for Vocational Electives are: Agriculture, Applied Electricity, Auto-Mechanics, Book-keeping & Accounting, Building Construction, Commerce, Computer Education, Electronics, Clothing and Textiles, Food and Nutrition, Home Management, Metal Work, Technical Drawing, Woodwork, Shorthand, Typewriting, Fine Art and Music

A look at the courses listed above showed a number of subjects that will impact positively on the lives of students and turn Nigeria around for good when the students are injected into the society.

A visit to most of the public Secondary Schools in Kaduna State Metropolis however showed lack of equipment to successfully carry out these subjects. Most of the schools' lack equipment for applied electricity study, study of auto-mechanics, computer education, clothing and textiles, metal work, woodwork, shorthand, typewriting, fine arts, and music. Most classes lack table for teachers to write and chairs for them to sit. In fact, the teaching practice supervisor had to stand on his feet throughout the period of supervision to assess the studentteacher. A situation like this cannot help in actualizing the philosophy of education as specified in this national policy.

### **Implementable Suggestion for the Nigeria's National Policy on Education**

The population of school going children according to the National population Commission has increased tremendously compared to when the policy was first made in 1977. It therefore becomes pertinent to review the policy on the number of students a teacher should handle per class to a more realistic one. This paper is of the opinion that it is either more classrooms are built to reduce a class of over 150 students to 45 and more teachers be employed to manage these classes or the number of teachers per class of 150 students be increased to three (3) per class for proper management (Suleiman, A. & Khadijat, U. 2022). This should also be done in all public primary schools in Nigeria.

Also, for subjects like applied electricity study, study of auto-mechanics, computer education, clothing and textiles, metal work, woodwork, shorthand, typewriting, fine arts, and music, which cannot be successfully taught without equipment because they are practical in nature, equipment need to be adequately provided in all the secondary schools in Nigeria. The issue of their

provisions has no doubt been a source for concern as the government has repeatedly emphasis its inability to fund education. Providing this equipment for each secondary school in Nigeria is no doubt capital intensive. This paper is of the opinion that state government could take each subject and locate them in each local government of their states for the purpose of provision. For instance, applied electronics and electronics could be cited in local government A, woodwork and metal work in Local government B, etc. so that secondary schools in that state could take turns to go to these venues for their practical when it is the time for such. By so doing the amount budgeted for the purchase of these equipment will be reduced compared to if they are to be bought for each school in the state.

### **Security**

Furthermore, the security of these equipment are very important. The community in which these centres are located could be made to be responsible for their safety by employing ablebodied men in the community by the community chief who knows them and the terrain well enough to guide this equipment. The community members could also be taxed a little token for the care of these security men so as to make them a stake-holder in the care of the centre..

### **Maintenance**

One important aspect of equipment that can not be overlooked is maintenance. Ware and tares due to usage and over usage are very common to machines and electronics, especially when they are to be used for training of young men and women. Engineers should be employed on contract basis to periodically come to service the equipment

### **Conclusion**

The National Policy on Education is one statement that really needs to be looked at and made to work if its philosophy and objectives are to be realized. It is evidently ascertained that classrooms of public secondary schools are over-crowded with students and with a single teacher to oversee. Equipment for the training of students for technically based subjects are not available for practical experience. This can certainly not lead to desired objectives. It is therefore advised that the above recommended achievable suggestions be followed so that the society and the students will be better for it.

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