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DEVELOPMENT AND PROBLEMS OF SECONDARY EDUCATION IN NIGERIA

By
REV. FR. DR. KAJO. T. DIDACUS
Department of Educational Foundations and General Studies,
University of Agriculture, Makurdi

&
OGUNBIYIOLUWADARE DEJI
Department of Educational Foundations and General Studies,
University of Agriculture, Makurdi

ABSTRACT
The need to examine the development and problems of secondary education in Nigeria is essential for the achievement of the overall objectives of secondary education in the country. The paper examined the development and problems of secondary education in Nigeria. Research showed that there have been several innovations and reform brought to education system, particularly secondary education in Nigeria which is expected to bring about progress and great achievement of objective of secondary education in Nigeria. Findings also revealed that there are numbers of problems and challenges militating against the successful reforms and progress of secondary education in Nigeria. The paper examined these problems and suggested possible solutions to them. Consequently, upon the findings, it was recommended that act of reforms should be a continuous exercise as changes are bound to occur to ensure the progress of secondary education in Nigeria. Also, the federal government, National Orientation Agencies, Mass media, religious institutions, Non-governmental Organizations and School Managements as a matter of urgency, mount campaigns for promoting the beauty of vocational education; provide vocational teaching aids, tools, equipment and materials needed for learning in our secondary schools. This will help to solve various problems of secondary education in Nigeria and ensure the progress and achievement of secondary education in Nigeria.

Keywords: Development, Problems, Secondary Education

INTRODUCTION
Discussion of secondary Education in Nigeria cannot be devoid of such Nigeria historical antecedents as the issue of regionalism, cultural background of the people and the religion prevalent in the area the frames of reference are used in the discussion below. Education is the key to success and develops the totality of the mind to prepare the individual as a useful citizen of the nation Federal Republic of Nigeria (FRN, 2004). Therefore, it is highly essential not to toy with the education system of the nation if the nation wants to advance
socially, economically, politically, and morally. No country can develop without adequate attention to her education system. Such systems include primary, secondary schools, and tertiary institution. Secondary education is that level of education that prepares students for higher education having successfully passed the prescribed examination of West Africa Senior School Certificate Examination, National Examination Council, and Joint Admission Matriculation Board. It is not a gainsaying that secondary education is unique in the educational development of a child, being the link between primary and tertiary education (Ahmed, 2003). The knowledge, skills, values, and traits which a child acquires at this stage will complement those acquired at the primary level and when these are combined will prepare such a child for tertiary education. In spite of the role of secondary education, Ajayi (2002) and Omoregie (2005) reported that it is riddled with crises of various dimensions.

**Historical Perspectives of Secondary Education in Nigeria**

**Secondary Schools in Southern Nigeria**

Secondary Schools in Southern Nigeria, the ever-growing proportion of children of school age that stormed available primary schools created an impression and great eagerness in the missionaries and the colonial government that there were suitable pupils for secondary education. The primary schools, therefore, developed upper standard is often with over ambitious programmes. In Lagos, the first Grammar school was opened by the Church Missionary Society (CMS) in 1859. The United Presbyterian Church at Calabar built in 1895 what today would be described as a multi-lateral institution, including a catechist's seminary, teacher training college, grammar school and technical college "all-in-one" which later became Hope Waddell Institute. In 1896, On River Protectorate gave it an annual grant in 1900; the new Protectorate of Southern Nigeria continued this assistance. Attempts were made in SS3 by the colonial government to take over from the missions all their secondary education establishments, leaving them only with primary education. This attempt was resisted and in the end rejected, making the development of secondary education, a tripartite effort by colonial government and private organizations or individuals in the southern part.

**Secondary Schools in Northern Nigeria**

In northern Nigeria, the region was divided on the basis of religion: the predominantly Muslim area and the non-Muslim area. In the predominately Muslim area, the Muslims felt, and very strongly too, that western education was the key to white's man's power or else they had become Christians and accepted the school as an activity of the Church. With this belief, western education was vigorously resisted. Secondary education development here was essentially by the colonial government and the emirs' support was vigorously sought by the colonial government. HannsVischer'sNassarawa school was
therefore, for the various sons of the emirs and mallams. The provincial schools for Kano, Sokoto and Kastina alike were later established and by the end of 1915 there were provincial schools in all the twelve Northern provinces with an average attendance of 733 pupils. With this measure, restricted expansion of school under careful supervision was pursued.

In the Christian dominated area, Missionaries participated actively in the establishment and administration of secondary schools. In 1916, there were 58 mission schools with an average of 933 pupils in attendance. The Colonial Policy of Secondary Education If secondary education is properly planned, executed and encouraged, it could be used to develop innate genius in the youth and enhance their capacity to stand by themselves. Thus secondary education could be used as investment that could yield rich productive dividends in a very near, future which could have far reaching effects on national development. The attitude on a wider base was an educational policy that kept the nation under-developed. The whole truth is that secondary school education from the onset till today, appeals colonial dependent. Closely related to this issue therefore is the socialization influence of secondary education in the Nigerian context.

National policy on education: Secondary Education Section
In an attempt to use education for the benefit of all citizens in Nigeria, in terms of its relevance to the needs of the individual and the desired society, the federal Government in 1973 summoned a seminar of distinguished educational experts under the chairmanship of Chief Adebo to deliberate on all aspects of a national policy on education. The recommendations of this seminar formed the twelve sections of the national policy on education first published in 1977 and revised in 1981. The broad aims of secondary education within the overall national objective, as contained in section 4 subsection 18 of the policy (1981: 11) are:

- Provides an increasing number of primary school pupils with no opportunity for education of a higher quality, irrespective of sex or social, religious, and Ethnic background;
- Diversifies its curriculum to cater for difference in talents, opportunities and roles possessed by or open to students after their secondary school course;
- Equips students to live effectively in our modern age of science and technology;
- Develops and project Nigerian culture, art and language as well as the world's cultural heritage;
- Raises 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;
- Fosters Nigerian unity with an emphasis on the common lies that unite use in our diversity;
- Inspires its students with a desire for achievement and self-improvement both at school and in late life.

Government therefore planned secondary education of six-year duration in two stages;
The inability of teachers to show commitment to teaching in schools has been attributed to the unseriousness, indiscipline, poor academic performance of students in schools (Adeyemi & Ige, 2002; Nanna, 1997) which have continued to be of concern to secondary schools' administrators, government, parents/guardians and other education stakeholders.

**Lack of good Communication:** There is no effective communication dissemination from the superordinate to the subordinates and ordinates which does have negative effect on the discharge of the subordinates' duties. It is common saying that information is power. For example, when an educational innovation is about to be carried out, school administrators, teachers, students and immediate community leaders could be prepared towards this to facilitate proper dissemination of information. Communication as the lifeblood of any organization would be properly utilized.

**Inadequate and decay infrastructural facilities:** School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2003) posited that they are things which enable a skillful teacher to achieve a level of instructional effectiveness that exceeds what is possible when they are not provided. Availability of infrastructure and facilities in the right quantity and quality is germane in education provision. A school with inadequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, and workshop will be uncomfortable for pupils/students to learn. Unfortunately, there are inadequate infrastructure and facilities in many secondary schools in Nigeria. According to Ahmed (2003), in most secondary schools in the country, teaching and learning take place under an unconducive environment, lacking the basic materials, thus hindering the fulfillment of educational objectives.

**Inadequate supervision:** Supervision is the process by which superordinate supervise the work of the subordinate for effective and efficient work that will bring about the attainment of school goals and objectives. This supervision is supposed to be carried out by the federal inspectorate, state ministry of education and local government area education office. Supervisors from this level complement each other for a better job performance. Some of the inspectors have neglected their major duty check-mate on the teachers for efficient work. The compliment is lack to fund or transport to the interior schools; this has led to low performance of the teachers in our secondary schools. Therefore, there is the need to supervise the teachers, school administrators, and students for teaching learning effectiveness.

**Over-enrolment:** The concept that general education is basic right of every child facilitated the nation Nigeria to introduce free primary education in 1956 by late chief Obafemi
Awolowo in the western part of Nigeria and the free universal primary education in 1976 by Shagari administration and the introduction of universal basic education by Obasanjo administration recently. However, the process of admission into secondary school through placement without competitive entrance examination actually increased the student embroilment into the system. Hence, making the teaching and learning difficult for the teachers and students due to over population. The aftermath, of this is low academic performance.

Government factor: The inability nature of our government does affect our educational system. The policy of the military government was quite different from this present democratic setting. Nigerian has changed from 6-5-4 system of education to 6-3-3-4 and now 9-3-4 system. The change of Government with different education policies adversely affects secondary education in the country.

Student factor/Indiscipline among the students: Students are expected to display high-level moral etiquette to show that they are from good homes. The behavior of a child outside reflects the situation in his/her home. A student is expected to obey the school rules and regulations and be committed to academics being the primary duty in the school. What can be noticed in secondary schools these days are cases of indiscipline such as lateness to school, truancy, disobedience to teachers, beating of junior students, stealing, rape, extortion of money from junior students, wearing of assorted dresses apart from school uniform, smoking, drug abuse, drinking among students (Achimugu, 2005). Successful classroom management cannot be guaranteed where students engage in unwholesome activities, which are detrimental to effective teaching and learning in secondary level of education in Nigeria (Adebayo, 2006).

Prevalence of Examination Malpractice: This is the first problem facing public and institutional examination bodies in their effort to deal with examination malpractices (Olatunbosun, 2009). There is no appropriate law under which offenders could be punished. Although the phenomenon was just identified as national educational problem at the secondary school level, it has now permeated primary and tertiary education as when and involves a wider circle of stakeholders including teachers, principals, public examination officials such as those of West Africa Examination Council (WAEC) and Joint Admission and Matriculation Board (JAMB), institutional officials, parents and guardians among others.

Development of Secondary Education in Nigeria
Innovation in Nigerian education is antidote to poor educational system and a gateway to socio economic and human development. Nwadiani (2007) deposes that education without reforms would not only be stagnant, retrogressive primitive, but an insensitive by-stander in
the cult of modern civilization. Efurbievwe (2007) sees education reforms simply as an art to improve the educational system by making or causing to happen that which will bring changes and innovations that affect individuals as well as the society positively. Educational reforms in Nigeria touch the school calendar, curricular content and structure, institutional adjustments and duty changes.

Secondary education level has experienced a tremendous development over the past five decades in terms of number and enrolments. The grammar and comprehensive high schools gave way to the 6-year junior and secondary school system all over the country. The boost in enrolment has necessitated the establishment of new schools in both rural and urban areas. School size has grown beyond elastic limit to the extent that some schools have more than 2000 students and more than 100 teachers. The school attendance shift system of morning and afternoon has given way to large compounds schools with several buildings. Inadequate provision of appropriate instructional materials continues to militate against quality teaching. Currently the 6-3-3-4 education system has also been reviewed in such a way that junior secondary segment is now part of the UBE scheme. Consequently in public schools, there are schools without classrooms, classroom without chairs and tables, science schools without laboratories, and laboratories without chemicals, schools without libraries and libraries with books older than the parents of the readers. In such a situation, can children acquire appropriate skills? In public schools, teachers are largely neglected, despised, degraded, belittled, looked upon with pity and contempt and often denied their salaries. This treatment causes frequent strike actions by teachers. The utmost neglect of public schools leads to the proliferation of private secondary schools.

Other recent development in secondary education are the inclusion of the first 3 years of secondary education (the junior secondary level) into the basic education scheme which has given us a reformed form of 6-3-3-4 system, which can be called 9-3-4 system. Another important reform, which has taken place in secondary education, is the prohibition of Nigeria Certificate in Education (NCE) holders from teaching in senior secondary schools, this are major progress in secondary education in Nigeria. In other words, the minimum qualification for teaching in a senior secondary school nowadays is first degree with teacher certification. The educational system, therefore, indubitably needs refocusing or reforms that will lead to the attainment of full national development. This refocusing according to Odogbor and Oyibo (2007), is expected to take diverse dimensions.

**The Future Prospect of Secondary School in Nigeria**

By any standard of living in any African community particularly in Nigeria, Teaching was at the initial period a lucrative job. Even when teachers were poorly paid, they were a class in their own right and teachers were well respected at least amongst the rural communities. But professionally speaking, qualified teachers at all levels of education at any period of educational development in Nigeria were in short supply. The dilution of intakes into the
teacher training colleges, especially during the education era, led to the production of unqualified teachers while the unattractive conditions for teachers made brilliant pupils prefer to enter secondary schools. At times qualified teachers sought hotter paid employment outside the teaching profession. Therefore, the necessary expansion of secondary schools, therefore, proceeded at all times at the risk of using unqualified teachers.

It is, however, an indisputable fact that the quality of a nation's education depends to a large extent on the curriculum contents, teaching methodology, and interaction of theory and practice that are ultimately functions of the quality of teachers. The quality of the secondary school teaching could not be better than available teachers. The issue, therefore, remains that the availability of well qualified teaching staff especially at the secondary school level is a pre-requisite to the development and acquisition of high technological skill needed to develop a nation. The predicament facing secondary school teachers all over Nigeria in the year 2001 needs urgent government attention. The following are some of the prospects of secondary education in Nigeria.

i. Government and the private sector should pull in more effort and resources towards the development of education.

ii. Educating and re-orientation of teachers, parents and students on the need to discourage examination malpractice in schools.

iii. More vocational and technical education centres be establish and the few existing ones properly equipped and staffed.

iv. An independent inspectorate committee should be put in place to regularly monitor activities in schools as the existing inspectorate unit has seize to function effectively.

v. Government should take over payment of enrolment fees for both primary six examinations and secondary schools external examination.

vi. Qualitative and affordable education by made available for all

vii. Schools should be properly staffed and equipped.

viii. Applicants seeking job replacement irrespective of grades obtained and institution attendee should be given fair and equal opportunity to compete for placement.

ix. More modern learning aids such as computers, internet Web sites facilities, overhead projectors, firms etc. should be provided in schools.

x. Online registration being introduced now for school examination enrolment, by the Nation Examination Body should be encouraged; this will reduce the exploitative tendency by school.

xi. Review of school curricula for promoting relevant learning and extra-curricular activities.
Recommendations

In view of the role of secondary education in educational development of a child, it is imperative that the challenges facing it in Nigeria be tackled so that there can be meaningful development at that level of education. To curtail this menace and other inadequacies in the education sector the following need be given attention:

In order to remove some of the major problems of educational development in Nigeria, the issue of responsibility and control must be resolved and a uniform system of education introduced and operated nation-wide. This would mean the abolition of the present school system whereby children of the privileged class and attend special schools.

In view of the persistent limited allocation to the education, government should increase the allocation to the sector so as to give room for increase in the running grant to secondary schools and ensure the provision of more infrastructure and facilities for the training of students. It is worthy of note that UNESCO has recommended the allocation of 26% of the Gross Domestic Product (GDP) of each country in the world to education (UNESCO, 2006). It needs not be overemphasized that the funding of education is becoming a yoke for government, being the major financier. In view of its negative effects which outweigh the positive effects, government should make it a policy to rearticulate the disarticulated schools. Re-articulation of schools should however be complemented with the fortification of schools in terms of the provision of more fund, facilities among others.

In view of the negative effects of wastage on the educational system, it is imperative for government to curb wastage in the system. To achieve this, Government should initiate advocacy measures for parents and students through print and electronic media, and parents/guardians should be given orientation against premature withdrawal of their children from schools.

In addition, frequent changes of subject syllabuses should be discouraged while teachers of all categories should be encouraged to remain in the same school for many years so that a tradition of teaching and learning could be established in each school.

Conclusion

The paper discusses the progress and problems in Nigeria secondary education. Reform which of course, brings about progress, changes and innovation in educational system and in the society is in dilemma. Reforms in the educational institution are a collective task which must be vigorously and conscientiously pursued so that education can occupy its prime position as a major key player in national growth and development. This will enhance Nigerian global relevance. This can only be possible if right steps are taken so that the failure of past educational reforms will not reoccur. The best possible education, where physical, mental, intellectual and spiritual development will take place must be given to the citizen especially to the youths who are the future of this nation. It should not be delayed nor done in a hurry without planning. The importance of its value should be sold to all, so as to adapt to
new changes and innovation in both our educational system, especially at the secondary education and the society at large.

The study examined some of the problems facing secondary education in Nigeria, which include the poor performance of students, negative attitudes of teachers and students, inadequate fund, infrastructures and facilities among others. The ways to tackle the challenges were also looked into. The government, parents, and secondary schools' administrators have roles to play towards ensuring that these challenges are combated and that secondary education is moved forward, from its status quo. In democratic governance, the secondary education system should be geared towards social and personal needs to create awareness in the recipients, such awareness that promotes rational thinking. Thus, the philosophy of secondary education should be aimed at promoting habits of discipline, industry and truthfulness as means of improving standard of living in any environment.

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