EDUCATIONAL POLICY PLANNING AND PROJECTION IN AKOKO-EDO LOCAL GOVERNMENT AREA OF EDO STATE, NIGERIA.

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Abstract

Since Nigeria embraced the human capital revolution, huge sums of money, men and materials have been invested in education business. The sequel was the launching in 1976, of the Universal Primary Education Scheme,,which led to the unprecedented expansion of the primary and secondary education sub-systems. Although the scheme collapsed as a result of misplanning and under-funding, and enrolment explosion has continued unabated. Today, dilapidated infrastructure, over-crowded classrooms and colossal academic wastage characterize the system. These anomalies have eroded public confidence in the system. It has culminated in the proliferation of Private Schools nation wide. This paper examined the educational policy planning and projection in Akoko Edo Local Government Area of Edo State, Nigeria (2000-2010). The study projected the enrolment ratio in schools, the teaching manpower required, their salaries, cost of facilities, miscellaneous expenses and maintenance cost. The projection revealed that the cost of education would continue to be high if the educogenic trend continues unabated. Since education is likely to face a grim finance future, partial privatization may be imperative to distribute the cost burden of education. Nigeria cannot be a passive spectator in the global techno-educational revolution, and education should be pursued with vigour.

Introduction

Since the human capital theory took the centre stage in the development agenda of the Less Developed Countries (LDCs) of sub-Saharan Africa, successive governments have invested colossaj sums of human, material and financial resources in the education sub-system. Psacharopoulos (1985) graphically highlighted the need for the LCDs to invest in human capital and he said:

> Human capital is created and the quality of human inputs in production is significantly improved by spending on education. This is why countries particularly those with low per capita incomes, invest such a large proportion of their budgets on education and why, when the state does not, individual do.

Nigeria embraced the concept of human capital revolution in 1976 with the launching of the Universal Primary Education, U. P. E,. Since then the primary and post-Primary sub-systems have witnessed phenomenal expansion. Table 1 shows the enrolment growth of primary schools in Nigeria between 1975-1989.

Table 1: Enrolment In And Growth of Primary Schools In Nigeria 1975-1990

Year	Enrolment	% Increase	No. Of institutions	% increase
197576	6165547	-	21223	-
1976/77	8100324	23.9	30726	30.9
1977/78	9867961	17.9	34310	10.4
1978/79	10798550	8.6	35328	2.9
1979/80	12117483 _	10.9	35723	1.1

1981/82	13777973	0.13	37614	2.4
1982/83	14676604	6.1	37888	0.72
1983/84	14385487	,2.0	38211	-8.3
1984/85	13025267	-10.4	35281	8.4
1985/86	12914870	-0.85	35281	-8.3
1986/87	11540178	-11.9	34266	0.42
1988	12690798	9.1	33796	-1.4
1989	12721067	0.23	34904	3.2

Sources: (1) **Nwadiani** (2002)
(2) **Federal Ministry of Education,** Lagos.

The enrolment explosion during the period also put enormous pressure on the primary level and triggered enrolment bomb in Secondary Schools simultaneously. Table 11 illustrated the high growth in the establishment of secondary schools and enrolment in them.

Table II: Growth In Secondary Schools In Nigeria 1976-87

Year	No. Of Grammar Schools only	Enrolment
1975/76	1513	601652
1976/77	1660	730899
1977/78	1928	91348
1978/79	2249	1,194,479
1979/80	2769	1,553,345
1980/81	4495	1,995,417
1981/82	5067	2,503952
1982/83	5711	2,899,2255
1983/84	5642	3,059,088
1985/86	5181	2,794,498
1986/87	5547	2,662085

(Source: **Adapted from the Federal Ministry of Education** Lagos)

The figures in Table II must have tripled given the rapid growth of the population and the educational awareness at the turn of the 1990s.

The UPE Scheme collapsed due largely to misplanning and

government's gross underestimation of the demand for education. Since the mid)980's, the primary and post-primary subsystems had stated to show signs of incipient decay. The systems were characterized by dilapidated infrastructure, over-crowded classrooms and high academic wastage, which resulted from dropouts, repetition and erosion of public confidence in the system. Teacher's salaries were in arrears with stagnated promotion, lack of incentives and motivation. For example the enrolment in Grammar schools witnessed a progressive growth until 1984. But as from 1985, enrolment in public schools had stated to decline because of the emergence of private schools in urban centres. The situation was worse in the rural areas where many teachers abandoned their primary responsibilities in favour of petty trading, farming, fishing and other more financially rewarding enterprises. The implication of this trend on teacher turnover and attrition rate was grave. Aghenta (1993) attributed the adversities of primary and Post-primary education to inadequate planning and inaccurate knowledge of the overall population, enrolment ratio, staff population and facilities required for effective teaching and learning. He argued that

professional planners were not consulted when the Scheme was introduced. Nwagwu (1978:111) reported that the over all primary school enrolment during the 1976/77 session rose from the projected 7 million to over 8 million pupils. The enrolment boom was occasioned by the popularization of the social demand approach as a sequel to the launching of the UPE in 1976.

This paper examined the educational policy planning and projection in Akoko Edo Local Government Area of Edo State, Nigeria. The paper reviewed the educational situation for ten years from 2000-2010.

Basic Assumptions:

The analysis is based on the following assumptions.

i. That the salaries of teachers at the primary and secondary levels are N90, 000.00 and N120, 000, per annum for primary and secondary schools respectively, The assumption is based on the prescribed national minimum wage of N7, 500.00 per month.

ii. That school facilities and equipment would cost half of teacher's salary at each level and miscellaneous expenditure is 5% of teacher's salary. The population of Akoko Edo Local Government Area by the 1991 census figures is given as 124,366 of which, 59,417 are male and 64,949 are female. The population growth rate used for the analysis is 3.5% and the projection is done from 1995 to 2010. Details of the extrapolation are shown in Table III.

Table III: Population Projections From 1991-2010.

Year	No of Grammar Schools only	Enrolment	Remark 3.5% Growth Rate
1991 *	124,336	4,353	The growth rate of population is worked out and successively added to the corresponding year
1992	128,719	4,505	
1993	133,224	4,663	
1994	137,887	4,826	
1995	142,713	4,995	
1996	247,708	5„170	
1997	152,878	5,351	
1998	158,229	5,538	
1999	163,767	5,732	
2000 **	169,499	5,932	
2001	175,431	6,140	
2002	181,571	6,355	
2003	187,926	6,577	
2004	197,503	6,807	
2005	204,310	7,151	
2006	211,461	7,401	
2007	218,862	7,660	
2008	226,522	7,928	
2009	234,450	8,206	
2010	242,656	8,493	Total 251, 149

*1991 Census Figures

**2000-2010 is the focus of the analysis

Source: National Population Commission: Ikpoba Slope, Benin City.

The extrapolation shows that based on the 1991 population figures, at a growth rate of 3.5% the population of Akoko Edo Local Government will be 251,149 by year 2010. It is germane to assert that the projected figure may be subject to fluctuations especially with the popularization of family planning practices dictated by the harsh economic realities and a decline in the growth rate of the population.

As a mater of statistical protocol, it is estimated that 16 pupils out of 100 people will be in school at the primary level while 12 students out of 100 people are expected to be at the secondary school level. In Nigeria, it is a difficult task to obtain accurate statistical data for planning. Some of the factors militating against accurate data gathering include: irregular migration patterns, falsification of age

declaration, non-registration of births and deaths, deliberate government policies or laws and the fecundity behaviour of people, compounded by polygamous practices and their attendant cultural intricacies. The most potent factor vitiating accurate data collection is poor data management culture, which has impeded realistic policy planning and implementation. '

Enrolment Ratio of Primary and Secondary Schools

Enrolment ratio helps to determine the percentage of children in an age group attending school; Aghenta, (1993). Enrolment ratio in Nigerian Schools has been on the increase. This is largely influenced by the increasing social demand as stipulated in Article 19 of the Universal Declaration of Human Rights, which declares:

> Everybody has the right to education. This shall be free at least in the elementary and primary stages. Elementary education shall be compulsory...

Akangbou (1987) asserted that the enrolment explosion at the primary and secondary levels also affected enrolment at the tertiary level. The establishment of new schools and the educogenic trend in contemporary Nigeria has exacerbated this phenomenon.

The enrolment ratio is calculated only for the year 2010 since it is the peak year of this research.

Enrolment Ratio ER = E X P

100 1

While E = enrolment and P = Population of Pupils to be in Primary Schools in 2010

$= \frac{16}{100} \times \frac{252,149}{1}$ 40,183.84 = **40,184 pupils**

Number of classrooms for primary schools $= \frac{40,184}{40}$ = **105 classrooms**

Students to be in Secondary Schools in 2010

$= \frac{12}{100} \times \frac{252,149}{1} = 30,137.88$ 30,138 Students.

Number of classrooms for Secondary Schools classrooms

$= \frac{30,138}{45}$ = **670classrooms**

Enrolment ratio at the primary level is calculated thus:

$\frac{40.183}{151.149} \times \frac{100}{1}$ = 16.0000037 - 16%

The progression rate, attrition rate, transition rate, promotion rate, survivor rate and mortality rates were not calculated because of dearth of statistical data. However, the enrolment pattern revealed a preponderance of female population of 64.949 is but it is the males that are more favoured in enrolment than females.

Teachers and Numbers of Schools

It has been asserted that of all the innovations that have taken place in pedagogy and education, the teacher has not been totally supplanted. The teaching force is the most dominant factor influencing the cost of education. World Bank Report (1988) pinpointed that teachers' salaries and allowances gulp about 90% of the recurrent component of education expenditure in the LDCs. Another trend is that there is a tendency toward intellectual sophistication hence the need for employing high calibre of teachers. The more qualified and experienced the teachers, the higher the wage bills.

Central to the determination of number of schools to be established in any given area is the teacher-pupil ratio. The National Policy on Education categorically stated that:

> Government will bear in mind the teacher pupil ratio of 1:20 (pre-primary) and 1:30 (primary) as a target for the near future, but during this period of transition, government will accept a ratio of 1:40 in primary school, (FRN, 1981:13).

For the purpose of this paper, the teacher-pupil ratio is taken to be 1:40 and 1:45 at the primary and secondary levels respectively. It is also granted that each primary school comprises 500 pupils as against 1,500 students at the secondary level.

Based on the aforementioned, the number of schools at the primary level during the projected period of 2010 will be

40.184 = 80.368 = **80 primary schools.**

500

At the Secondary level, the numbers of schools are

30.138 20.092 - **20 Secondary Schools.**
1,500

Based on the aforementioned teacher pupil ratio of 1:40 at the primary school level, the number of teachers required in the required in the primary schools is calculated thus:

$\frac{40,184}{40} = 1,004.6 =$ **1,005 teachers**

Al the Secondary school level the teacher- student ratio is 1:45,

Therefore the number of teachers required are:

30, 138- 669.7 670 **teachers**
45

Salaries

Given that a teacher at the primary .school level earns N90, 000.00 per annum the total salaries of all teachers at the primary school level would be N90, 000.00 x 1,005 - N90, 450,00.00.

At the Secondary level a teacher corn N120, 000.00 per annum.

Therefore, teachers' salaries would be

N120, 000 x 670 teachers N80, 400,000.

The salaries of teachers show that personnel cost rises with level of education.

Facilities And School Equipment :;

School facilities are a sine qua non for effective leaching and learning. Physical facilities have to be provided in the context of the curriculum and the level of education. For instance, at the primary school level, much emphasis is placed on classroom spaces but the consideration is given to libraries, laboratories, special rooms such as historical corners, social studies rooms etc. During the period under consideration, it is estimated that in every 3 years a building comprising 20 classrooms each would be built and the cost of each building is estimated at Nl, 000,000.00. Therefore in the 15 years planning 5 building with a cost of N5 million will be built. The maintenance cost of the buildings gulps N200, 000.00 per annum. Therefore, the total maintenance cost is N3 million. If the cosl of equipment and facilities is half of teachers' salary, then the cost for the primary school will be;

N90. 450.000.00 N45, 225,000.00
2

For secondary schools, it will be: 80.400.00 - 40, 200, 000
2

Miscellaneous expenses is 5% of teacher's salary

For primary schools $= \frac{5}{100} \times \frac{90,450,000}{1} = ₦4,522,500.00$

For secondary schools $= \frac{5}{} \times \frac{80,400,000}{} = ₦4,020,000.00$

However it is estimated that the amount of money to be spent on wages and miscellaneous expenses would be far higher than the projected amount. Besides, workers would continue to agitate for increase in wages to reflect the inflationary trend. Already, the Federal Government has increased wages by 12.5 percent in principle in 2002. This may be further increased because of the unstable macro-economic indices.

Educational Costing

Educational costing is a crucial aspect of educational planning. Cost refers to all the resources used up for the operation of the educational system. Aghenta (1993) defines educational costing as the art of putting money or time value on an educational plan. Costing helps the planner to ascertain the economic validity of educational plans with a view to determining the precise programme of expenditure and estimate the economic consequences of specific projects. Costing ensures prudent allocation of resources and minimizes financial leakages.

In Nigeria, the need to cost educational investments is necessitated by many factors. First is the over-expansion of the system. Second is the symptom of incipient recession of the crude oil driven economy. This has adversely affected investment in education, with reverberating consequences visited on other sectors of the economy. Nwadiani (2000) asserted that in the LDCs the demand for education exceeds supply and although enrolment has far outstripped available facilities, the operational techniques are still traditionalistic and handicraft technology-oriented, Another behaviour exhibited by cost is the rising unit cost of education. Unit cost is calculated as

$\frac{TC}{S}$ Where TC is the Total Cost and S is number if students.

Estimated Cost for the 10 years planning period Table IV

S/N	ITEM	COST IN NAIRA N	HEAD
1	Building	5,00,00.00	Level both capital expenditure
2	Salaries Of Primary School Teachers	1,356,750,000.00	Primary Recurrent
3	Salaries Of Secondary School Teachers	1,206,000,000.00	Secondary Recurrent
4	Miscellaneous For Primary School	67,837,500.00	Primary Recurrent
5	Miscellaneous For Secondary School!	60,300,00.00	Secondary Recurrent
6	Maintenance Cost	3,000,000.00	Both Recurrent
7	Equipment & Facilities At Primary Level	67,837,500.00	Primary capital

8	**Equipment & Facilities At Secondary Level**	**60,300,00.00**	**Secondary capital**
	Total Cost Of Primary Education.	**1,500,425,000**	
	Total Cost Of Secondary Education.	**1,334,600,000**	

Unit Cost of Primary education = $\frac{TC}{S}$

= 1.500,425.000.00 = N37, 338.87
40.184

Unit Cost of Secondary education - 1,334,600,00

30,138

= N44, 22282,96

Capital project per student = Capital Project

No. of Student at each level

Therefore at the primary level it is 72,837500.00 **= N18,125.99**

40, 184

At the secondary level it is 72,837500.00

= N24,167.99

30138

Discussion

From the foregoing analysis the population projection between 1995-2010 shows that Akoko Edo Local Government Area would, by the peak year have 40,184 pupils in 80 primary schools and 30,138 students in 20 secondary schools. With a teacher-pupil ratio of 1:40, 1,005 teachers would be required in the primary schools. Similarly, 670 teachers would be employed in the secondary schools if the teacher-student ratio is 1:45, ceteris paribus.

It has been projected that if the current population trends continue, enrolment will not diminish. There will be an obvious threat of enrolment outstripping available facilities if adequate finance is not provided. Finance is needed to pay the wages of non-teaching staff as well, which is not included in this projection.

However, the establishment of private schools in Edo State from the 1995-may tendentially reduce enrolment in Government owned primary and secondary schools. Even so, there is need to establish model schools in

strategic centres. The unit cost of N37, 338.87 and N44, 282.96 at the primary and secondary levels is very high when considered against the background of the intolerable poverty index. Nwadiani (2000) therefore advocates the concept of techno-costing to avoid errors arising from poor cost analysis. Techno costing means breaking down the cost of education into investment cum technical

operative expenditure.

Adesina (1993) suggested cost reduction measures as increasing class size, bulk purchases of equipment and time-tabling as essential. Akangbou (1987:63) opined that alternative sources of educational financing would be a lasting panacea. Such alternative sources may include contribution from PTA, launching of endowment funds, establishment of bookshops, farms consultancy and catering services etc.

The capital project cost per student of N18, 125.99 and N24, 167.99 at the primary and secondary levels respectively may increase during the planning period because of the fluctuating exchange rate in relation to other currencies, value of the naira, which is purchasing too few equipment abroad with the passage of time. When these are combined with the anti-intellectual leadership of Nigeria, it is not pessimistic to hazard the conclusion that education at the primary and secondary levels would be trapped in a labyrinth of finance squeeze.

Conclusion

Arising from the paper is that the cost of education at the primary and secondary levels is colossal. There may not be a drastic change of this trend in the nearest future. Since other sectors keenly compete for the scarce financial resources, it is feared that the decadence threatening the system would be aggravated, if the economic fortunes of the country do not improve.

Recommendations

Expansion and standardization of existing schools and partial privatization would help to control quality. Cost reduction measures coupled with alternative sources of educational financing would minimize cost, while motivation of teachers would enhance productivity and save the system from bastardization. There is need to evolve adequate data management culture. This has made the establishment of Education **Data Bank** *imperative. Nigeria must struggle to come to terms with the contemporary global techno-educational revolution and every thing should be done to pursue our educational objectives with vigour, ardour and candour.*

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