

**TEACHERS' PERCEPTION OF THE FACTORS AFFECTING EFFECTIVE
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School, Ilorin, Nigeria; E-mail Address: atundemartins@gmail.com****Abstract**

This research work is designed to investigate teachers' perception of factors affecting effective implementation of the 9-3-4 educational policy in Kwara State. The study has six main Purposes which include to find out whether lack of infrastructural facilities contribute to the poor implementation of the 9-3-4 educational system in Kwara State. The research design for the study was ex-post facto. The population comprised all the teachers in junior secondary and senior secondary schools in Kwara State. From 27 schools sampled, 270 teachers were drawn as sample for the study using stratified random sampling method. The instrument for data collection was questionnaire titled "Factors Affecting the Implementation of the 9-3-4 education Policy". The data was analysed using frequency count, percentages and mean score. The result showed that: Lack of infrastructural facilities is a factor that has contributed to the poor implementation of the 9-3-4 educational policy in Kwara State. Inadequate funding is a constraint to successful implementation of the 9-3-4 educational policy in Kwara State. Inconsistent educational master plan is a factor militating against full implementation of the 9-3-4 educational policy in Kwara State. In the light of the above findings, it was recommended that for the 9-3-4 educational policy to bear the fruit of success expected of it by the government and people of Nigeria, school facilities like classrooms, staff quarters, sports and games facilities must be made readily available. It was also recommended that government should allocate adequate funds for full implementation of 9-3-4 educational policy in the state. The study recommended that workable educational master plan or blueprint should be formulated through all inclusive education summit.

Keywords: Perception, Education policy, Implementation**Introduction**

There is no doubt that Nigeria as a nation had witnessed series of educational systems since its birth in 1914. Immediately after independence in Nigeria, there were a lot of ills and shortcomings in Nigerian educational system as it was based on the British educational system which did not pave the way for yearning, needs, interests and aspirations of the Nigerian society. This gave birth to 1969 National

Curriculum Conference that focused on Nigerian children in Nigerian society which resulted into the publication of National Policy on Education in 1977, 1981, 1998 and 2004 respectively (FRN, 1977; 1981; 1998; 2004), all with the prime purpose of improving the quality of Nigerian Education.

Nigerian education system has undergone several metamorphoses from 6-5-4, 6-3-3-4, and now 9-3-4. The educational system in Nigeria started with the 6-5-4 and changed to the 6-3-3-4 and now 9-3-4. However, in 1989, the then Minister of Education, late Professor Babs Fafunwa (1974) introduced the 6-3-3-4 education system which involves six years in the primary school, three years in junior secondary, three years in senior secondary and four years in tertiary education. The introduction of this system was hailed as one of the most important innovations in Nigerian educational history and it is common knowledge that the 6-3-3-4 was or is the first major reform in Nigeria's education system for decades. The 6-3-3-4 system is generally regarded as Fafunwa's legacy.

Before this proposal, the nation's educational system had gone through many modifications. In the late 70s and 80s, it was the 6-5-4 system that was in place. This system represented six years in the primary school, five years in the secondary school and four years in the tertiary institution. Again, a shift in policy later came up, and it gave birth to Higher School Certificate, popularly known as HSC, which gave another two-year stop gap of learning to pupils after secondary school, before they proceeded to the university. Later, several shifts in policy thrusts on education had emerged. Nigeria has had 6-3-3-4, and 9-3-4 systems of education. The 6-3-3-4 indicated six years in the primary school, three years each in junior and senior secondary schools respectively; and four years in the higher institution. The 6-3-3-4 was modified in 2009, which led to the present 9-3-4 system of education. This was done with the view to including the components of basic, technical and vocational inputs into the curriculum, as pupils were expected to complete the first nine years before proceeding on a career path in the next three years of secondary education (Federal Ministry of Education, 2009). These modifications, as far as government is concerned, are all aimed at giving Nigerian pupils and students qualitative and pragmatic education. But whether that has been achieved or not is a story for another day. Stakeholders are, however, divided over the proposed system of education. While some are in support of the policy, others are opposed to it. Those in support note that it is good as it is already being practised by private school owners; while those opposed to it argue that there is nothing wrong with the existing system. They say it will result to another policy somersault, which they claim had been the bane of education development in the country (FME, 2009).

The 6-3-3-4 system of education in Nigeria was introduced in 1998 to replace the 6-5-4 system. It was designed to bring about functionality in the system by producing graduates that can make use of their head, heart and hands (the 3H of education). According to the model, a child shall spend 6 years in primary school, 3 years in junior secondary school and if he is sound academically, he moves to senior secondary where he/she will spend another 3 years before proceeding to the university to spend 4 years. From junior secondary, those that are not sound academically can then go and learn a trade or proceed to a technical school. Good model! But as far as Nigeria is concern, this had not worked for it and this is because of non-availability of materials and funds as well as lack of the administrative will. Let take a look at the 4 stages of education in the country according to the model (www.nigerinforpedia.com, 2019).

Ladipo (2017) opined that Nigerian education system problems have been talked about for decades. Despite the constant transformation of the curriculum, the quality doesn't seem to be improving. The most recent change to the 9-3-4 format did not make any difference. It created a lot of confusion and arguments, but the schools themselves were mostly left untouched. One of the biggest criticisms that the government received was the gaping inconsistency in the implementation of the newly-transformed curriculum. Add to that the insufficient funding, which is always was a painful aspect of the Nigerian education, and the result doesn't look too optimistic. While there are a lot of primary schools that are doing just fine, there's no shortage of schools that are in very poor condition. Young Nigerians still can't rely on the knowledge they

receive in schools. Educational establishments continue to lack essential components, such as books or professional teaching staff.

Despite the efforts of dozens of politicians, hundreds of teachers and thousands of parents, Nigerian schools continue to produce under-qualified students. People who studied Health education for years don't know the importance of a clean environment, others who were taught Business classes never think about starting their own company in the future. A large number of pupils continue to see their school and the world outside of it as completely different realities. They struggle while trying to use the knowledge gained at their desk in everyday situations.

Jibril (1990) observed that the education system is divided into Kindergarten, Primary education, Secondary education and Tertiary education. Nigeria's central government has been dominated by instability since declaring independence from Britain, and, as a result, a unified set of education policies has not yet been successfully implemented. Regional differences in quality, curriculum, and funding characterize the education system in Nigeria (Danjuma & John, 2014). Currently, Nigeria possesses the largest population of out-of-school learning youth in the world (Danjuma & John, 2014). However, there appears to be some problem as regard the implementation of the Nigerian educational system. A look at recent trend with the rate of passage in national examinations, the education system has collapsed. Unfortunately, policymakers are not paying attention to that; rather, the policymakers are just making policies that will not help the system. Whether, it 6-5-4, 6-3-3-4, 9-3-4, 1-6-3-3-4 or any other system, the educational system in Nigeria has been caught in the web of inefficiency which is characteristic of the present day Nigeria.

Although, some state governments across Nigeria like Edo, Akwa Ibom, Lagos and Rivers are known to have rehabilitated or built new schools; a lot still needs to be done. In fact, the number of schools in dire need of total rehabilitation pale into insignificance when compared with the good ones available. That means that most Nigerian students, whether in the Northern, Eastern, Western or Southern part of the country, study under conditions that are far below acceptable standard anywhere in the world. Such squalid conditions under which they study is believed to have a direct impact on their overall performance in later life, if the view that man is a product of his environment is anything to go by. But some people believe that the problem associated with Nigeria's educational system is not only about poor or dilapidated infrastructure. Although, poor infrastructure is proof of the poor funding of education, there's also the problem of unqualified teachers as well as failure of policies and corruption.

A cursory look at the Nigerian educational system shows that the system is faced with a number of problems. The Nigerian educational system has a history of failure because of politics. The appointment of education ministers and key positions in the educational sector is not done on merit rather on party affiliations, tribe and friendship. The effect of such appointment is what we are witnessing in Nigeria now. According to Rigors and Myers (1987) argued that policy making is purely a political affair and the choice of the methods of formulating them remains a prerogative of government. This could have been the reason why governments at various levels and times politicize education towards achieving political objectives which sometimes leads to lowly quality. Qualified personnel that should be at the helm of affairs in the education sector are sacrificed for party loyalty and selfishness. This is one intractable problem in the education system. Indiscipline manifests in such areas as examination malpractices, secret cultism, unprotected sex, unwanted pregnancies as well as bribery and corruption. Crises in the universities have led to brain-drain syndrome. Potential teachers shy away from academics in search of greener pastures in other sectors of the Nigerian economy or outside the country. Gajere (1992) opined that the 6-3-3-4 system of education lacks teachers in most of the core subjects like technical drawing, wood work, commerce, etc., stressing that the end result would be students passing through the system without the system permeating through them. If this trend is not checked through improved working conditions for academicians and appeals to their patriotic spirit, the result could be disastrous for the country.

Efforts have been made to develop education in Nigeria since independence in 1960. Various policies in the interest of education have been formulated. Unfortunately, these efforts have not produced the desired effect. The state of education in Nigeria is still deplorable. It is so bad that some resourceful Nigerians prefer to send their children to Europe, America and even small African countries such as Ghana that has only two universities as against over sixty universities in Nigeria that lack adequate learning facilities (Okoroma, 2001).

Statement of the Problem

It is no gainsaying that due to laudable programmes put in place by various governments in Nigeria in improving the quality of Education in Nigerian society, much has not been achieved in really carving out policies that will suit the entire society. This then calls for a big question. The big question is what is wrong with the Nigeria educational policy? Over the years, the gap between educational policies and goal attainment due to inadequate implementation of these policies has become of great concern to many observers. The research is interested in identifying the implementation constraints and to explore the implications of poor educational policy implementation for national development. Following a clarification of the causes and effects of the problem of poor policy implementation, the research will advance remedial measures.

Objectives of the Study

The researcher investigated teacher's perception on the factors affecting the implementation of the 9-3-4 education policy in Kwara State. Basically the specific purposes are to:

1. To find out whether lack of infrastructural facilities contribute to the poor implementation of the 9-3-4 educational policy in Kwara State.
2. To examine the whether poor availability of funds contribute to the poor implementation of the 9-3-4 educational policy in Kwara State.
3. To explore whether inadequate planning of educational programmes contribute to the poor implementation of the 9-3-4 educational policy in Kwara State.

Research Questions

Evolving from the problem of this study answers were provided to the following research questions:

1. Do lack of infrastructural facilities contribute to the poor implementation of the 9-3-4 educational policy in Kwara State?
2. To what extent does poor availability of funds contribute to the poor implementation of the 9-3-4 educational policy in Kwara State?
3. Does inadequate planning of educational programmes contribute to the poor implementation of the 9-3-4 educational policy in Kwara State?

Literature Review

Educational policies are initiatives mostly by governments that determine the direction of an educational system (Okoroma, 2000). According to Osokoya (1987), education is a distinctive way in which the society inducts its young ones into full membership. So every modern society needs some educational policies to guide it in the process of such initiation. In the view of Awokoya (1983), educational policy is directed towards increasing the quality of life of a people. He believes that the objective of any policy is to satisfy individual needs, community pressures and the degree of complexity and sophistication to which socialized personnel must be educated and trained to meet these demands. The following considerations, according to Awokoya (1983), are necessary to guide the formulation of adequate educational policy of the society; the political, socio-cultural, economic, military, scientific, and technological realities of the environment are very important to its survival.

Adesina (1977) notes that planned implementation is constrained by the following factors:

- over-estimation of available resources – this is a situation where estimated resources are greater than actual available resources to implement a programme
- under-estimation of the costs of implementing a plan – this happens when cost-estimates do not make adequate provisions for inflation and actual implementation costs become unmanageable
- over-reliance upon external assistance – plans that substantially rely upon assistance from foreign sources for their implementation run into hitches when such aid fails to come, and
- inaccurate statistical data – planning education requires accurate and up-to-date data. Plans that do not adequately provide for this usually have implementation problems.

Furthermore, Van Horn and Van Meter (Cited in Okoroma, 2001) have also advanced three general explanations for unsuccessful implementation of programmes, namely:

- the communication process – effective implementation requires that implementers know what they are expected to do; as messages pass through any communication network, distortions are likely to occur which can produce contrary directives, ambiguities, inconsistencies and incompatible requirements;
- the capability problem – ability to implement policies may be hindered by such factors as incompetent staff, insufficient information, political support, inadequate financial resources and impossible time constraints, and
- dispositional conflicts – implementation of a policy may fail because those charged with the responsibility of implementation refuse to carry out their own assignments

However, this study examined teachers' perception of the factors (such as availability of educational facilities in schools, funding, and inadequate planning) affecting the implementation of the 9-3-4 educational policy in Kwara State.

Methodology

The study was designed to examine teacher's perception on the factors affecting the implementation of 9-3-4 education system in Kwara State. Survey research design was used in this study. Nine (9) Local Government Areas were chosen through Stratified Random Sampling. Nine LGA were chosen because they constitute more than fifty percent (50%) of all secondary school in two Local Government Areas were chosen from the four LGS's in Kwara Central zone. Four LGA's were also chosen from the seven LGA in Kwara South. Lastly, three LGA were chosen from the five LGA in Kwara North. The number of LGA chosen in each zone was proportional to the total number of LGA's in the zone.

Furthermore, three schools were selected from each of the nine LGA through stratified random sampling technique. A total of twenty-seven (27) schools were thus selected from the nine LGA. Lastly ten (10) teachers were selected from each school through stratified random sampling. Stratification is employed when a heterogeneous population can be subdivided into such strata as are nearly homogeneous themselves. In such situation, a prior knowledge of the population is required. Altogether, there were two hundred and seventy (270) subjects for the study.

The instrument used in this study was teachers' perception on the factors affecting the implementation of the 9-3-4 Education System Questionnaire (TPFAIESQ). The instrument was constructed to elicit responses relevant to the study from the teachers. The questionnaire was divided into two parts – Part I and Part 2. Part I contained of personal data of the teachers; while part 2 contained of 3; a, b and c sub-sections each has 10 item questions. Sub-section consists of 10 item questions on educational infrastructural facilities as the factors affecting the implementation of the 9-3-4 educational system. Sub-section b with 10 questions on educational availability of funds contributes poor implementation of 9-3-4 system of education. Sub-section c consists of 10 questions relating to planning of educational programmes as a factor militating against 9-3-4 educational policy implementation. The respondents were requested to tick good where appropriate. The questionnaire was structured on a four point likert scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The researcher assigned weight of 4,3,2,1, respectively to the four point likert scales. Data for the present research were gathered from teacher response on the factors affecting the implementation of the 9-3-4 education system in Kwara State.

As indicated earlier, the researcher relied mainly on the data on the teachers' response to questionnaire. The researcher paid personal visits to the schools and formally requested for the teacher attention and time to carry out the study. All the data collected for the study was analyzed using tables, frequency count, percentages, mean and standard deviation. These statistical methods were used to examine the research questions formulated to guide the study.

Results

Research Question 1

How does lack of infrastructural facilities contribute to the poor implementation of the 9-3-4 educational policy in Kwara State?

Table 1: Teachers Perception on Lack of Infrastructural Facilities

S/N	Item	SA	%	A	%	D	%	SD	%	X	Std.
1.	Lack of staff Quarters	176	65.2	71	26.3	18	6.7	5	1.9	3.5481	.70282
2.	inadequate of Classrooms	196	72.6	42	15.6	21	7.8	11	4.1	3.5667	.80496
3.	Inadequate Power Supply to Schools	105	38.9	111	41.1	19	7.0	35	13.0	3.0593	.98888
4.	Dilapidated Structures like Hostels	112	41.5	105	38.9	30	11.1	23	8.5	3.1333	.92306
5.	Lack of Sports and Games facilities	179	66.3	51	18.9	20	7.4	20	7.4	3.4407	.91771
6.	Lack Health facilities like School Clinics	110	40.7	114	42.2	27	10.0	19	7.0	3.1667	.87404
7.	Lack of Recreational facilities like students and Staff relaxation rooms.	128	47.7	585	31.5	31	11.5	26	9.6	3.1667	.97458

Source: Researchers' Field work (2019)

The results from Table 1 revealed that, 196 (72.6%), 179(66.3%) and 176(65.2%) of the teachers perceived that inadequate classrooms, lack of sports and games facilities in secondary schools and staff quarters were most critical factors that affected the implementation of the 9-3-4 educational system in Kwara State. This result is confirmed in the mean and standard deviation scores of M= 3.5667; SD= .80496; M= 3.5481; SD= .70282 and M= 3.4407; SD= .91771 which implies that items 1, 2, and 5 has highest mean and standard deviation scores which implies that were the most critical infrastructural facilities affecting the successful implementation of the 9-3-4 educational policy.

Research Question 2

To what extent does poor availability of funds contribute to the poor implementation of the 9-3-4 educational policy in Kwara State?

Table 2: Poor availability of funds contribute to the poor implementation of the 9-3-4 educational policy in Kwara State

S/N	Item	SA	%	A	%	D	%	SD	%	X	Std.
1.	Inadequate funding of 9-3-4 education policy	185	68.5	62	23.0	11	4.1	12	4.4	3.5556	.77283
2.	Delayed Educational Budget Passage	201	74.4	37	13.7	29	10.7	3	1.1	3.6148	.72127
3.	Mismanagement of Education Budgetary Allocation	97	35.9	119	44.1	19	7.0	35	13.0	3.0593	.98888
4.	Zero Subvention to Schools	121	44.8	96	35.6	22	8.1	31	11.5	3.6370	.98677
5.	Misplace of Priority in Funding Education Projects	181	67.0	49	18.1	24	8.9	16	5.9	3.4630	.88503
6.	Embezzlement of Educational Funds	113	41.9	111	41.1	32	11.9	14	5.2	3.1963	.84175
7.	Government failure to access counterpart Funding.	112	48.9	81	30.0	36	13.3	21	7.8	3.2000	

.94692

Source: Researchers' Field work (2019)

Table 2 showed that, 201 (74.4%), 185(68.5%) and 181(67.0%) of the teachers perceived that delayed passage of educational budgetary allocation, inadequate funding of 9-3-4 educational policy and misplace of priority of in realize of funds for educational projects in secondary schools were most critical factors that affected the implementation of the 9-3-4 educational system in Kwara State. This result is confirmed in the mean and standard deviation scores of $M = 3.6370$; $SD = .98677$; $M = 3.5556$; $SD = .77283$ and $M = 3.4630$; $SD = .88503$ which implies that items 2, 1, and 5 were as a result of poor funding of 9-3-4 educational policy implementation.

Research Question 3: Does inadequate planning of educational programmes contribute to the poor implementation of the 9-3-4 educational policy in Kwara State? Frequency counts and percentages were used to analyze this research question.

Table 3: Teachers Perception on Inadequate Planning of Educational Programmes

S/N	Item	SA	%	A	%	D	%	SD	%	X	Std.
1.	Poor educational Master Plan affect 9-3-4 implementation	188	69.6	59	21.9	16	5.9	7	2.6		
	3.5552 .72024										
2.	poor educational policy planning arrangement	199	73.7	39	14.4	18	6.7	14	5.2		
	3.5667 .83220										
3.	Poor planning tactics impact on full 9-3-4 policy imple.	105	38.9	111	41.1	40	14.8	14	5.2		
	3.1370 .85344										
4.	Poor planning strategies affect successful educational policy	116	43.0	101	37.4	31	11.5	22	8.1		
	3.1519 .92220										
5.	inconsistent educational blueprint affect education policy	166	61.5	101	37.4	31	11.5	22	8.1		
	3.4000 .89775										
6.	Lack of educational policy design affect 9-3-4 policy	86	31.9	138	51.1	18	6.7	28	10.4		
	3.0444 .89498										
7.	Faulty educational road map is a constraint to 9-3-4 policy implementation	152	56.3	61	22.6	43	15.9	14	5.2		
	3.3000 .91801										

Source: Researchers' Field work (2019)

Table 3 showed that, 199(73.7%), 188 (69.6%) and 166(43.0%) of the teachers perceived that poor educational policy planning arrangement, poor educational master plan affect 9-3-4 implementation, and inconsistent educational blueprint were some of the constraints to successful implementation of the 9-3-4 educational system in Kwara State. This result is confirmed in the mean and standard deviation scores of $M = 3.5667$; $SD = .83220$; $M = 3.5552$; $SD = .72024$ and $M = 3.4000$; $SD = .89775$ which showed that items 5, 2, and 1 has higher mean and standard deviation scores. This implies that poor educational policy planning arrangement, poor educational master plan and inconsistent educational blueprint were critical factors militating against successful 9-3-4 educational policy implementation.

Discussion of Findings

Based on the perceptions of teachers surveyed through questionnaire revealed that the full implementation of 9-3-4 system of education in Kwara state was hampered by poor infrastructural facilities. This finding is confirmed in the mean and standard deviation scores of items 1, 2, and 5 which imply that the most critical infrastructural facilities affecting the successful implementation of the 9-3-4 educational policy were academic buildings; classrooms, staff rooms, sporting facilities among others. On the issue of infrastructural facilities, most of the schools in the state lack adequate classrooms to cater for ever increasing students' enrolment. Teachers also experienced lack staff rooms, they are over-crowded in the

available building in the school. This finding was in accordance with a study by Okoroma (2001) on the evaluation of the 3-3 aspect of the National Policy on Education in Rivers State revealed that effective implementation of the policy has been hindered by the following factors: inadequate teaching staff, lack of adequate workshops, inadequate laboratories and libraries, insufficient funds, and non-availability of guidance and counselling services. These factors are similar to those that presently handicap the successful implementation of 9-3-4 educational policy system in the State.

The study discovered that delayed passage of educational budgetary allocation, inadequate funding of 9-3-4 educational policy and misplace of priority of in realize of funds for educational projects in secondary schools were most critical factors that affected the implementation of the 9-3-4 educational system in Kwara State. This result is confirmed in the mean and standard deviation scores of items 2, 1, and 5 that poor funding of is a constraint to the successful 9-3-4 educational policy implementation. Due to weak executive capability and lack of commitment from the legislature to fast-track the passage of educational budgetary allocation to schools affect effective implementation of the 9-3-4 system of education. This finding concurs with Ejiogu (Cited in Okoroma, 2003) that the cankerworms of corruption and gross mismanagement of resources have been blamed for the deplorable state of the country's educational system. As a result of these two factors, the sector has consistently witnessed scarcity of resources, to the extent that less than 20 percent of eligible children of secondary school age get enrolled into schools. At the tertiary level, only 0.3 percent of Nigerian youths who are due for enrolment at that level get the opportunity to go into higher institutions. This has negative effect on the full implementation of 9-3-4 educational policy. Hinjari (2000) opined that for the secondary schools to function properly, effective and efficient schools facilities has to be provided. Accordingly, Nwangu (1976) contend that the quality of education which our children receives bears direct relationship with the availability of teaching and learning facilities and the overall atmosphere in which learning takes place. Similarly, Ozigi, and Lawrence (1981) argued that the teaching and learning facilities are essential aids to any effective teaching and learning process. Stressing that any institution that is lacking in essential facilities cannot be reasonably expected to achieve its main objectives.

The study found that poor educational policy planning arrangement, poor educational master plan affect 9-3-4 educational policy implementation, and inconsistent educational blueprint were some of the constraints to successful implementation of the 9-3-4 educational system in Kwara State. This result is confirmed in the mean and standard deviation scores of items 5, 2, and 1 with higher mean and standard deviation scores. This implies that poor educational policy planning arrangement, poor educational master plan and inconsistent educational blueprint were critical factors militating against successful 9-3-4 educational policy implementation. This result is supported by Musaazi (1986) that continuous planning without implementation may turn "planning" into an intellectual exercise without any concrete achievement and that implementation involves directing organisations to carry out the policy programme or decision chosen and allocation of resources to carry it out.

Conclusions

The relationship between different levels in 6-3-3-4 system of education is dichotomous. Originally, there is a dichotomy between Junior Secondary School (JSS) and Senior Secondary School (SSS) believing that a child after Junior Secondary School (JSS) is prepared to cope with life due to functionality injected into the education system. There will also be no 100% transition to Senior Secondary School (SSS) according to NPE since senior school is meant for those who are willing and able to proceed. Junior Secondary School (JSS) is not achieving its goals. It is expected that proper implementation of the Junior Secondary School (JSS) programme will inculcate interest and functional ability in the products of craft level. It is a known fact that education in Nigeria of today is no longer a private enterprise, but a huge government venture that has witnessed a progressive evolution of governments' complete and dynamic intervention and active participation. In spite of all efforts the government has not been able to overcome the problems associated with provision of the right type of education for the citizens due to gross inadequacies in the six

factors mentioned above. It is therefore the onerous task of all citizens in the country to cooperate with the government in providing all necessary supports to facilitate the provision of the right type of education for the development of the society. The fact that the government has committed a huge sum of money to the 6-3-3-4 system of education without yielding any appreciable result shows that there is the need for moral, spiritual and financial supports of religious, social and political organizations, teachers, parents and students, educators and educationists, including all well-meaning Nigerians to reach our National Educational goals.

Recommendations

1. Government should make school facilities such as classrooms, staff quarters, school bus, hostel accommodation, sports/games, recreational centres, computers, laboratory apparatus etc for full implementation of 9-3-4 educational policy in the state. If the 9-3-4 educational policy must bear the fruit of success expected of it by the government and people of Nigeria, some steps must be taken to provide adequate facilities in secondary schools. Foremost, that the need for gradual and systematic approach towards the implementation of 9-3-4 programme should be recognised and followed in the spirit of "make haste slowly", that the goals and objectives set be periodically evaluated to give room for innovations aimed at solving the emerging problems.
2. The study recommended that Government should allocate adequate funding to education sector through budgetary provision. Proper funding of the education system is also a panacea to the problems observed in the Nigerian education system. A situation where the government budget on education is less than five percent of the total budget is appalling. Proper funding here involves allocating funds to areas that will improve the system, areas such as provision of computers to schools, rehabilitation of dilapidated school buildings, provision of conducive working environment for staff and enhanced welfare package for teachers etc should be pursued if the sector is to grow. The participation of the private sector in the Nigeria education system should also be encouraged and enhanced. There are private schools—primary, secondary and university that have facilities that are far better than most state schools. The owners of these schools are opening a window for the proper development of the Nigerian student.
3. The study recommended that workable educational master plan or blueprint should formulate through all inclusive education summit. Coordinating ministries, agencies and parastatals must as a matter of urgency interface with one another. Products of primary schools naturally progress to secondary schools and this set of students ultimately enters the university. Therefore, there must be a way of ensuring that the coordinating agencies co-exist harmoniously and their objectives should be geared towards achieving a better standard of education in Nigeria.

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