

# Demographic Data in Educational Management in Nigeria

<sup>1</sup>Ayang John Etura, <sup>2</sup>Itaya Anagela Itaya

<sup>1</sup>Lecturer, Department of Educational Foundations, Cross River State College of Education, Akamkpa, Nigeria

<sup>2</sup>Teacher, West African People's Institute (WAPI) Calabar, Cross River State, Nigeria

**Abstract - Demographic data is a problem that is yet to be recognized as an important source of information that will improve educational management in Nigerian Education System. The Nigerian Education System hardly keeps accurate demographic data from primary to tertiary levels. Demographic education is an innovation in Nigerian Education System which has become a matter of serious concern by different stakeholders. Unplanned population growth can have serious consequences on the development of any society. In this research, we have carried out an intensive study that scrutinizes demographic data in Educational Management in Nigeria and necessary recommendations of the inadequacies and challenges that Government need to aggressively addressed and adhered strictly to in order to curtail low quality of life of the people and other associated risks. Also, the three levels of government are admonished to provide a more robust comprehensive policy to ensure effective demographic data collection analysis and utilization in provision of educational services among others in Nigeria.**

**Keywords:** Demographic Data, population growth, educational management.

## I. Introduction

Education is recognized worldwide as the bedrock for national development. No nation can aspire to the zenith without giving priority to education of her citizenry. [9], avers that education is an ultimate value and hence through the provision of social service, it is an agent of change. [6], has considered education to be an instrument per excellence for effecting national development. As a social service of national importance, all children of school going age should have access to education. [10], states that in a broad sense, education is a process by which the individual acquire the physical and social capabilities demanded of him by the group into which he is born and within which he must function. In an importance sense, the government of Nigeria must create enabling environment to acquire the right knowledge through the establishment of functional and affordable education.

Education as an important tool accounts for changes in demographic dynamics. To this end [11] and [8] said its

implication for demographic change were not paid any attention as population growth was not considered a likely problem for the future.

In Nigeria, free Universal Primary Education (UPE) was first introduced in 1955 by the Western Regional Government. In 1957 the Eastern Regional Government launched her free Universal Primary Education (UPE). At the national level free Universal Primary Education was launched in 1976. However, the UPE programme was truncated by the intervention of military in governance. In May 1999, the emergence of democratically elected government led to the introduction of free Universal Basic Education (UBE). The nine years compulsory education under UBE programme has the potential of increasing the pupil's enrolment in schools. High school enrolment has crucial implication on educational policy making process. Therefore, education policy, makers could not afford to ignore the use of basic demographic information to ease adequate planning in education. From the foregoing, it is obvious that demographic data in educational management which should be at the heart of basic education deserves to be at the front burner of any educational system. For instance, the goals of primary, secondary and tertiary education outlined by the national policy on education will remain elusive if the education system fails to give it adequate attention through proper planning and implementation of demographic information. Educational planning is strategic and operational process of articulating the plans, resources (human and materials) to ensure the effective and efficient realization of stated goals and objectives. It is a management yardstick and function that tries to understand the present educational challenges, weakness and strength in order to project into the future conscious of environmental dynamism so that the education system remains effective, efficient, relevant, functional and competitive. Educational planning bridges the gap between the present and future educational needs occasioned by environmental changes. It device strategies and actions in the coordination and optimal utilization of both human and material resources for the development of a society's education system, [8].

One of the most important ingredients in this educational planning or management is the use of demographic data.

Education is planned for the society and the information about the people for whom education is planned is critical. Hence, the population information significantly provides the direction, magnitude and dynamic in the provision of education.

## II. The Concept of Demography

Demographic education is an innovation in Nigerian education system which has become a matter of serious concern and consideration by different interest groups in Nigeria. This is so because the Nigerian populace requires health facilities and medical attention. All of these people also need food, shelter, clothing and serene environment to survive. They also need education to survive in a scientific and technological age. There is therefore close nexus between the population resource generation and distribution in the Nigerian society. Unplanned demographic or population growth can have serious consequences on the development of any society. It can bring about a reduction in the quality of life of the people. This may lead to high rate of unemployment, shortage of food, housing and inadequate transportation, health and other social services. Therefore, citizens need to be educated on such population issues and problems that affect the quality of life for the individual and the society. The people need awareness, knowledge, skills and attitudes required for tackling population problems which may reduce the quality of life of the people. In addition, the public need to be sensitized on the impact of population issues on the family, the community and the nation at large. This calls for demographic data planning or population education.

Demography basically deals with a given population both in its static and dynamic aspects, it deals with both the structure and behaviour of a population as it changes overtime. Demographic analysis involves the study of the components of population variations and change static. Demographic analysis deals with the current situation of the given population, its structure or composition. It also deals with the dynamic aspect which aims at the trend or movement of population which depends on some demographic factors as both rates, death rates [7]. In planning education for a specific population or demographical entity, the sufficient knowledge of the structure and behaviour of the population is therefore imperative.

[11], Defined demography as the study of human populations, their size, composition and distribution across place and the process through which populations change. Birth, deaths, and migration are the big three of demography jointly producing population stability or change. From this definition, a population composition will talk about demographic futures, age, sex, family and household status. Demography of a certain place will also look at social and

economic aspects such as ethnicity, religion, language, education, income and wealth.

[5], Defines demography as the scientific study of human population primarily with respect to the size, their structure and development. It involves the quantitative study of human population and changes in them that result from birth, deaths and migration. Demography conveys information expressed in numbers that can easily be used for arithmetic and qualitative analysis while non-numerical demographic data is expressed in words or an outcome of processed numerical demographic information. Demography is therefore, the study of population based on factors such as age, sex, race and income statistics, level of education, income level and employment among others.

Accurate demographic data has a strong link with educational provision, equity, access and rational utilization of human and material resources. To actualize the goals of education, educational planners and policy makers needs to have adequate knowledge about the size of demographic data, population structure and the various changes occurring time and time again. Example, the accurate knowledge of the size of school enrolment (school going age) population will assist planners and consequently, policy makers to know the extent educational services can be provided by public authorities [2]. Demographic data provides the window for development of educational plans. Proper demographic data, to an extent determines the potential demand for education and also the nature and type of education to be provided by the government. The objective of the demographic data is to technically isolate the component of demographic patterns by dividing the population into relatively homogenous sub-groups like age and sex. This breakdown helps planners to reassure the relative size of the school age population which is the function and the point or departure of any educational policy. It also helps in determining the cost of education and the choice of types, size and location of schools [10].

The need for proper demographic data and utilization is more urgent in the provision of sound education from grassroots to the tertiary level of education. Nigeria is a case in point. The global quest for education for all requires a great deal of commitment on the part of the government and its agencies to ensure that all school programmes registers good success, one of such strategies is adequate demographic data and utilization. It is based on this connotation that [3], cautioned that in countries where high population growth often goes hand-in-hand with high enrolment levels, demographic trends which can have a negative impact on state of education represent a factor that absolutely must be taken into account in any strategy aimed at achieving the objectives of education [3], corroborating this position, stated that

demographic data are basis of any projection of enrolment figures; particularly in the case of primary schooling, demographic data are seldom available for use by the planners.

Most parents share a vision for their children: that they will reach adulthood without early pregnancy, finish their education, delay initiation of sexual activity until they are physically, socially and emotionally matured [9]. When schools do not address population and family life issues, they miss an opportunity to positively affect students' education, quality of life and relationships.

The misconception about what population education truly is included; family planning, sex education, demography and/or population studies and family life education. These issues of demographic data in education management cannot be under-estimated because for instance, family planning has important place in demographic studies since it is considered as an important method in the improvement of quality of family life and family planning provide the means of fertility control while population education provides the vital information to the policy makers for adequate management of data resources.

In Nigeria, the concern of government is to see to the welfare of her citizens living meaningfully by way of providing essential services, functional educational opportunities. This cannot be realized unless there is a check on population growth of family members furthermore, government's good intention concerning high standard of living for its citizens may fail except with careful planning, fair knowledge of demographic data, purposeful policy etc. invariably, population growth should match the corresponding increase in natural resources to avoid hunger, starvation, unemployment etc. this would also help our school system because the facilities like laboratories and libraries will be made used of by the required number of students rather than being over used by so many students. In line with this, the federal government incorporated into the curriculum, the study of population and family life education from primary to tertiary levels and adult and non-formal education system which kicked off in 1983 with the second phase in 1987, 1991 and the third phase in 1992,[1].

### III. Objectives of Demographic Data in Educational Planning

The objectives of educational planning include:

- 1) To establish educational goals, objectives and activities for achieving them;
- 2) To determine space personnel and material required to achieve educational goals;

- 3) To harmonized interests and demands of stakeholders (students, parents, employers of labour, government and institution of leaning) into those of the society in terms of needs, capacity and constraints;
- 4) To collect, collate, analyze and interprets data and information on the educational system;
- 5) To ensure adequate investment in education;
- 6) To avoid wastage and enhance internal and external efficiency in the educational system;
- 7) To facilitate the production of skilled manpower required by the economy; and
- 8) To enhance educational growth and development.

### IV. Dimensions of Demographic Data

Four dimensions of demographic data can be identified as vital for education planning: these are raw population, by structure, functional and non-functional population and fertility/mortality and general growth rate.

#### 4.1 Raw population data

Raw population data refers to the size of the population, the number or demographic figure of the unprocessed date. According to the report of the census (2006) final results Nigeria has a total population (male and female) of 140,431,790 (One Hundred and Forty Million, Four Hundred and Thirty One Thousand, and Seven Hundred and Ninety).

#### 4.2 Population by structure

This include the population distribution by sex, age and by geographical distributions according.[6], official Gazette on census Nigeria's male population stands at 71,345,488 (seventy one million three hundred and forty-five thousand four hundred and eighty-eight), while female population is 69,086,302 (sixty nine million, eighty-six thousand three hundred and two).

#### 4.3 Functional and non-functional population

This refers to the functionality of the population in respect of the ability to contribute to the development of the economy. The demographic characteristics of the functional or non-functional population include: dependency ratio (0-18 years) and 65 years and above, non-dependency ratio (21-54 years).

#### 4.4 Fertility/mortality/general growth rates

This refers to the rate of birth and death rate in a given country as well as general growth rate.

## **V. Methods/Techniques of Gathering Demographic Data for Educational Planning**

### **5.1 Census**

Census involves the process of collecting, collating compiling and publishing demographic data based on specific time frames to all persons or buildings in a country. The 1999 constitution of the Federal Republic of Nigeria mandates the National Population Commission (NPOPC) to carry out a population census in the country and provide an accurate and reliable census results. The primary objectives of the census results were to assist the country keep accurate population size, its composition and distribution. This population figures and characteristics aimed at helping the country meet its developmental, administrative and political needs and provide inputs while planning for improving the quality of life of country men and women. Accordingly, the population and housing census was carried out during 21st to 25th March, 2006 and was extended two more days to facilitate enumeration of population on a de-factor base. It was followed by the post enumeration survey in June, 2006.

The history of census taking in independent Nigeria is replete with controversies. Census in pre-independence colonial Nigeria was neither conducted synchronously nor as per the modern principles of population enumeration. The first census in independent Nigeria was conducted in 1962 but to be cancelled after declaration of the results, as it did not meet the expectation of the political elite. Another census was conducted in 1963, which was ultimately accepted politically with much rancor but technically the results were not defensible as these have been often termed as “negotiated”. Another census was conducted in 1973 by the then military regime but the results were declared a nullity by the government.

No census was conducted in the 1980s, but in 1991 the then military government conducted census. The provisional results were declared in 1992 but the final results could be accepted only in October 1987. Amongst the problems or controversies associated with census exercise in Nigeria include:

- 1) Over politicization of the census process
- 2) Failure to meet international standards and best practices
- 3) Lack of transparency in the methodology and processes adopted
- 4) Varying degree of over enumeration of population and omission of certain settlements and
- 5) Failure to technically control or address the process of census exercise by the Nigerian government.

### **5.2 System of vital registration**

Vital statistics are statistics of life, birth, death, foetal death, marriage and divorce. Most of the vital statistics data published in year books are gotten from national civic registration. In Nigeria, there is often the problem of incomplete information and as well as giving of faulty and misleading data for reasons best known to such individuals example, most information provided in the registration of SIM cards are misleading such as names of SIM users.

### **5.3 Sample survey**

This involves only a sub-set of a section. It is a method of obtaining information from a sub-set of a large group. Sample survey may be ad hoc in nature, sample survey may not be very elaborate, and it may cover only a small area. Generalization is often made after a sample survey. It gives information on the characteristics of teachers and pupils in the case of school planning.

### **5.4 Data from government**

Data here is derived from routine records that each school administrator is expected to keep. Some of these are collected daily, some weekly, terminally or annually. School heads are expected to house records of pupils’ teachers and their qualifications.

## **VI. Uses of Demographic Data in Educational Management**

The users of demographic are largely policy makers’ planners and administrators in education, health, agriculture, finance and economic urban and rural developments.

[1], Posits that demographic information is used for analyzing the present and future population, sizes, structure and distribution. The [5], submits that age distribution provides an excellent roadmap for future planning and finding. Local authorities also use demographic information for planning purposes. School enrolment is readily available policy makers could use such as basis for the provision of infrastructural facilities in schools.

[2], Writes that demographic data is useful for the understanding of social and economic problems and identified potential solutions. Demographers are engaged in social planning, market research, insurance, forecasting, labour market analysis and economic development. Demographic information in particular, census data has multidimensional uses in policy making.

According to a report by the [7], the uses of census data include but not limited to assisting families and low income



earners the elderly, the disable and veterans, health, environmental protection and programme planning. Furtherance to this, is the fact that demographics play a social role in understanding past trends and preparing for future development of policies (www.gnb.callegis/business/committees/previous/reports-e/demog/what-e-asp).

### VII. Challenges of Demographic Data Collection

Population growth remains the single, most important factor in determining the long term growth of demand for educational services. It is linked with the problem of providing adequate resources to meet expanded demand. Hence, the growth rate of the school age groups exceeds the rate of economic growth all things being equal, larger proportions of government expenditure will have to be allocated to main current enrolment ratios. As population continues to grow, more cases of our of school populace are recorded. There are also other challenges that account for inaccurate demographic data in Nigeria which include inadequate and obsolete technology/poor infrastructure, poor funding, shortage of qualified manpower and ineffective supervision. Most offices lack basic equipment like computer sets, hence files are still kept in shelves and cabinet which does not guarantee the safety of such files. To this extend, [4] pointed out that census no longer consist of merely counting the population, they now provide the opportunity to obtain a wide range of information. They have thus become more and more complex operations and an increasingly specialized and numerous staff are needed to carry out the job moreover, due to the size of the operation and owing to the number and variety of statistics required it takes some good time to process census data. The problems is that in demographic data as in other fields statistical data lose some of its value if they are not made available immediately the data are released.

### VIII. Conclusion

On the strength of this paper, the study conclude that though they are some policy provisions and administrative strategies adopted to ensure effective demographic data management in the provision of education, there are a lot of inadequacies and challenges that need to be aggressively addressed. In establishing that population census sample survey and government records and internally generated demographic information are the conventional sources of demographic data, it is also establish in the paper that religion, age data of birth, sex, school, family etc. ranked topmost as demographic characteristics that are used by educational planners and policy makers in the course of policy making process.

### IX. Recommendations

- 1) The three levels of government should provide a more robust comprehensive policy to ensure effective demographic data collection analysis and utilization in the provision of educational service to the citizenry.
- 2) The ministry of education, local state and federal should develop a plan for the training of more personnel statisticians and data analysts in their employment.
- 3) There should be a framework to ensure a synergistic nexus between the ministry of education and the agencies in charge with the responsibility of generating demographic data.
- 4) The authorities responsible for data generation and analysis should be adequately empowered with funds.
- 5) There should be demographic data bank in all department of education and national bureau of statistics.

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