

**DEPARTMENT OF EDUCATIONAL MANAGEMENT  
UNIVERSITY OF IBADAN**

**COORDINATOR: PROF. BABALOLA**  
**DEPUTY COORDINATOR: DR. A.O. AYENI**

**History**

The Department of Educational Management, University of Ibadan, was established in 1976 under a tripartite agreement between the Federal Ministry of Education, the UNESCO and the University of Ibadan, in response to the need for educational administrators in Nigeria at that time. This project, tagged NIR/75/103, which was the first of its kind in Africa, South of the Sahara, articulated the following objectives for the Department:

- To operate as a full academic department in the University of Ibadan, to undertake undergraduate and postgraduate teaching and research programmes.
- To operate as a major specialized service unit which would utilize its facilities and technical capacity to provide necessary technical assistance to Federal, State and Local Governments for the improvement of the management of education nation-wide (see also National Policy on Education, 1977, revised edition 1981).

In pursuance of these laudable objectives, the UNESCO provided five technical experts who worked with other national counterparts between 1977 and 1981 to get the Department established. In 1983, the UNESCO withdrew its technical experts and facilities, having trained abroad five national experts, thus leaving the Department with the University and the Federal Government.

There has been an increasing national recognition for educational management as a university discipline in Nigeria since the establishment of the Department of Educational Management in 1976. Since this period, the country has increased the number of universities in which educational management is offered to 11. These are Universities of Ibadan, Ilorin, Port Harcourt, Lagos, Jos, Calabar, Ambrose Alli University, Ahmadu Bello University, Enugu State University, Nnamdi Azikwe University and Abia State University. By December 1997, the National Universities Commission (NUC) set up an accreditation committee to review the academic contents of the existing departments offering educational (planning and administration) in all Nigerian Universities. The Federal Government approved the review in December 1999 together with principal courses that should be offered in every department of Educational Management before full accreditation could be granted. These courses were based on the existing curriculum emanating from Ibadan, the premier department.

***Distribution of Courses***

**200 Level**

**Faculty Courses**

TEE 202	Instructional Media and Resources	3	C
GCE 203	Basic Statistics in Educational Practice	3	C

**Departmental Courses**

EME 101	Basic Concepts of Economics of Education	3	R
EME 102	Basic Concepts in Educational Planning and Administration	3	R
EME 103	Historical Development of Educational Administration in Nigeria	3	R
EME 104	Introduction to Educational Statistics	3	R

**300 Level****General Studies**

Course Code	Course Title	Units	Status
GES 101	Use of English	3	C
GES 102	Culture and Civilization	3	C

**Faculty Courses**

TEE 202	Instructional Media and Resources	3	C
GCE 203	Basic Statistics in Educational Practice	3	C

**Departmental Courses**

EME 201	Introduction to Educational Planning	3	C
EME 202	Principles of Educational Administration	3	C
EME 204	Demographic Data for Educational Management	3	R
EME 205	School Administration and Supervision	3	R
EME 206	School Mapping and Facilities Analysis	3	R
EME 207	Diagnosis of Educational Policy and Reform	3	E
EME 208	Mathematics for Management	3	R
EME 209	Educational Planning Statistics	3	E

**400 Level****General Studies**

GES 105	Land use, Agriculture and Animal Husbandry	3	C
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**Departmental Courses**

EME 301	Educational Cost and Financial Analysis	3	C
EME 302	Modern Principles and Techniques of Educational Management	3	C
EME 303	The Use of Computer in Educational Management	3	R
EME 304	Dynamics of Administrative Leadership	3	E
EME 305	Accounting for School Management	3	R
EME 306	Practicum in Educational Management I	3	R
EME 307	Educational Systems Analysis	3	E
EME 308	Case Studies in School Administration	3	R
EME 309	Cost-Benefit Analysis and Project Mgt.	3	E
EME 310	Introduction to Educational Statistics	3	C

**500 Level**

**Departmental Courses**

EME 402	Social and Political Context of Educational Planning and Administration	3	C
EME 401	Legal Aspects of Educational Adm.	3	C
EME 403	Managerial Accounting in Education	3	R
EME 404	Supervision of Instruction and Accountability	3	E
EME 406	Practicum in Educational Management II	3	R
EME 407	Management Behaviour in Organization	3	C
EME 408	Efficiency of Educational Systems	3	E
EME 409	Educational Research Method	6	C

**University Courses (General Studies)**

GES 101	Use of English	3	C
GES 102	Culture And Civilization	3	C
GES 103	Government, Society and the Economy	3	C
GES 104	Science and Mankind	3	C
GES 105	Land Use, Agriculture & Animal Husbandry	3	C
GES 106	Philosophy & Logic	3	C

**Faculty Courses**

GCE 101	Psychological Foundations of Education	3	C
GCE 203	Basic Statistics in Educational Practice	3	C
TEE 102	Introduction to History and Philosophy of Education	3	C
TEE 103	Social and Philosophical Foundations of Education	3	C
TEE 202	Instructional Media and Resources	3	C
TEE 205	Professional Practice I	3	C
TEE 305	Professional Practice II	3	C
TEE 405	Professional Practice III	3	C
TEE ---	Teaching Methods (Depending on Teaching Subject)	3	C
SPE 104	Introduction to Special Education	3	C

**Course Details****Faculty Courses**

TEE 202	<b>Instructional Media and Resources</b> Explanation of the concept of educational technology. The development of communication during stone Age, Greek and Roman period, Renaissance period, chalk and talk period, Audio-Visual era and modern communication era. Theory and practice in the production and use of various media. The use of local materials. Improvisation.	3	C
GCE 203	<b>Basic Statistics in Educational Practice</b> The nature and concept of behavioural statistics and its use in Education. Descriptive statistics	3	Pre-requisite to GCE

	in Educational practices including the use of and rules of summation, frequency distributions, measures of central tendency, dispersion, correlation and regression coefficients. The normal curve and skewed distributions, Test Scales and Norms and the use of statistics in handling composite scores including item statistics in validity and reliability of psycho-educational assessment practices.		407 C
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### Departmental Courses

EME 101	<b>Basic Concepts in Economics of Education</b> Elementary concepts used in educational economics; demand, supply, national income, per capita income, growth rates; physical capital, human capital, expenditure, cost, consumption, investment, interest rates, cost-benefit analysis, index numbers, productivity and efficiency. Application of economic concepts to education, demand for education, investment in education, efficiency in education.	3	R
EME 102	<b>Basic Concepts in Educational Planning and Administration</b> The institutional setting of educational planning and administration. Educational administration and its uniqueness. Basic concepts in Educational Planning and Administration. An examination of the Nigeria National Policy on Education, Conventional approaches to the Planning of Education.	3	R
EME 103	<b>Historical Development of Educational Administration in Nigeria</b> The development of the organization of education in Nigeria's Federal, State and Government concern for Educational Administration.	3	R
EME 104	<b>Introduction to Educational Statistics</b> Educational statistics, its uses and coverage. Educational statistics in developing countries with special reference to Nigeria. Collecting educational statistics. The school list and the school records. Collecting school statistic – the annual Questionnaire. Records and Reference Tables. Average and comparisons.	3	R

	Organisation of a statistical unit.		
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### General Studies

GES 101	<b>Use Of English</b> An intensive, practical and skill-oriented English course specifically designed to develop essay writing skills (Organisation and logical presentation of ideas, dictation, grammar and style), functional reading skills (comprehension, analysis evaluation, logical inference and effective application, oral presentation skills and listening comprehension and note taking.	3	C
GES 102	<b>Culture and Civilization</b> The individual, society, environment, language ethnicity, and culture, dynamics of culture, change with reference to cultural and social history vis-à-vis archeological studies. African cultural heritage and progress from earliest times to the present, with special mention of features like farming metallurgy, trade, urban and rural life in Nigeria will be treated indepth. Social-cultural and ecological problems, etc.	3	C

### Faculty Courses

TEE 202	<b>Instructional Media and Resources</b> Explanation of the concept of educational technology. The development of communication during Stone Age, Greek and Roman period, Renaissance period, chalk and talk period, Audio-Visual era and modern communication era. Theory and practice in the production and use of various media. The use of local materials. Improvisation.	3	C
GCE 203	<b>Basic Statistics in Educational Practice</b> The nature and concept of behavioural statistics and its use in Education. Descriptive statistics in Educational practices including the use of and rules of summation, frequency distributions, measures of central tendency, dispersion, correlation and regression co-efficients. The normal curve and skewed distributions, Test Scales and Norms and the use of statistics in handling composite scores including item statistics in validity and reliability of psycho-educational assessment practices.	3	C

### Departmental Courses

EME 201	<p><b>Introduction to Educational Planning</b> Introduction to the concept of educational planning in the context of overall national development plans. Theoretical aspects of manpower forecasting, social demand and rates of returns. Allocation of human and financial resources at the institutional (micro) and systems (macro) levels.</p>	3	C
EME 202	<p><b>Principles of Educational Administration</b> Development of modern administration and organizational theories and practices e.g. Maslow's theory of motivation; Macgregor's theory X and Y, Chris Argyris pattern, A &amp; B contingency with special reference to educational administration in Nigeria.</p>	3	C
EME 204	<p><b>Demographic Data for Educational Management</b> Uses and sources of demographic data for Education Management. Basic concepts in Demography; nationality, mortality, vital statistics, etc. Simple techniques of analyzing census data: error detection, adjusting data for systematic errors, life tables, etc. Determining the school-age population, use of spraque multipliers. Demographic projection, forecasting techniques in educational management.</p>	3	R
EME 205	<p><b>School Administration and Supervision</b> Organization and administration of staff, pupils and programmes, supervision of instruction; Principles and techniques of cooperative improvement of teaching and learning activities.</p>	3	R
EME 206	<p><b>School Mapping and Facilities Analysis</b> Why plan the location of schools? Conceptual groundwork. Choice of statistical units and parameters. Diagnostic Analysis-Diagnosis of enrolment; staffing conditions; the use of school facilities; synthetic indicator for diagnosis. Projection of demand; population, school enrolments; size of school standards and catchment areas.</p>	3	R
EME 207	<p><b>Diagnosis of Educational Policy and Reforms</b> Diagnosis as the first step. Educational Policy before Independence. Ashby</p>	3	E

	Commission Report (1960). Extent and distribution of educational opportunity, student flow analysis, cost and financial resources analysis, physical facilities, National Policy on Education (1977) the blue print and the white-paper (1979); National educational development plans.		
EME 208	<b>Mathematics for Management</b> Arithmetic operations. Algebraic operations. Algebraic processes. Ratio, proportion and percents. Prime factorisation and fractions. Measuring systems. Scientific notation and exponents, statistical notations. Modern Algebra (Set Theory, Matrices, probability theory etc.). Simple and Compound Interest. Ordinary Annuities, Coordinate Geometry. Differentiation and Integration	3	R
EME 209	<b>Educational Planning Statistics</b> The following topics are to be covered; Enrolment Ratios: Definition of enrolment ratios, geographical inequalities. Educational low Models and their use in projecting future enrolment in primary education. The concept of projections, forecasts and targets. The advantages of mathematical models. Student flow through education cycle. Reconstruction of the school history of a given cohort. Educational Efficiency; measures of wastages, the input-output ratio survival in primary school and the apparent cohort method. Enrolment projections: factors influencing the student flow: preparing an enrolment projection of the age-group of admission age; methods of projecting new entrants; projecting of transition rate; the retention model (or grade ratio model); and sensitive analysis. Teacher Requirements: characteristics of the teaching stock, size and distribution of the teaching stock: pupil-teacher ratios; qualifications of the teaching stock; projection of teacher requirements.	3	E

#### General Studies

GES 105	<b>Land Use, Agriculture and Animal Husbandry</b> Renewable Natural Resources, Farming systems in the tropics, land use, planning,	3	C
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	conservation, principle of animal and Horticultural crop production: use of agrochemicals, seed production, storage and agricultural extension education. Principles and problems of livestock production; breed of livestock and domestic animals; animal behaviour, poultry and livestock management for egg and meat production. Pests and disease problem and, maintenance of animal health.		
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### Departmental Courses

EME 301	<b>Educational Cost and Financial Analysis</b> Basic concepts of cost; average cost; marginal cost; fixed and variable cost, current constant prices, money, expenditure and opportunity cost. Private institution and social costs. Financial analysis; sources and purpose of educational spending, budgetary analysis, allocation of resources.	3	C
EME 302	<b>Modern Principles and Techniques of Educational Management</b> The development of modern management principles and tactics e.g. PERT, CPM/CPA, MBO, PPBS, etc. Applications and implications of management in education.	3	C
EME 303	<b>The Use of Computer in Educational Management</b> Computer types. Data transmission system analysis and sign programming. Process problem definition and decision table.	3	R
EME 304	<b>Dynamics of Administrative Leadership</b> The school administrator as a leader in school organisation. The Principal as an executive head, manager, and supervisor. School climate. Current leadership problems and issues in education. Administrative control strategies. Conflicts and conflict resolution in schools. Decision making in the leadership functions.	3	E
EME 305	<b>Accounting for School Management</b> Nature, scope and purpose of accounting in education. Basic principles of accounting including double entry book-keeping, trial balance and financial statements, Petty cash system and bank reconciliation.	3	R
EME 306	<b>Practicum in Educational Management</b> Analysis of school enrolment teaching staff	3	R

	by age, sex, grade, qualification, etc. Practical exercises and work experiences in educational data collection and determining the ideal number of schools for Local Government Areas. Preparation of reports on the provision of educational facilities for Local Government Areas.		
EME 307	<b>Educational Systems Analysis</b> Parameters for determining the flow and movement of students; admission rate, repetition rate, drop out rate, and transition rate, between levels; stock of teaching manpower, pupil-teacher ratio, attrition rate. Educational planning models.	3	E
EME 308	<b>Case Studies in School Administration and Supervision</b> Use of case notes. A study and critical analysis of the Administrative problems and issues of a school.	3	R
EME 309	<b>Cost Benefits Analysis and Project Management</b> Measurement of educational costs and benefits, Present value/internal rate of returns; choice and evaluation of educational projects. Practice sessions on educational projects management.	3	E
EME 310	<b>Introduction to Educational Statistics</b>	3	C

#### Departmental Courses

EME 402	<b>Social and Political Context of Educational Planning and Administration</b> The concepts of policy, politics and society. The school as a social system. The politics of education. Education as a socialization process. The concepts of culture and the role of education in cultural lag. Pluralism and socio-political as affecting education, The concept of equality, equalization, incompatibilities, imbalances. The impact of pressure and interest groups on the direction and dimension of education in Nigeria.	3	C
EME 401	<b>Legal Aspects of Educational Administration</b> The legal basis of education. The constitutional provisions for education and the place of education within the framework of the legal order. The role of	3	C

	courts in educational legal and policy decision. The relationship and responsibilities of Federal, State and Local Governments for Education. Interrelations of status, policies and directive of the government.		
EME 404	<b>Supervision of Instruction and Accountability</b> Concepts, principles and characteristics of instruction. Supervision, Leadership and the problems and issues of supervision of instruction; appraisal, assessment and evaluation of instruction; procedures to determine accountability in education.	3	E
EME 406	<b>Practicum in Educational Management II</b> Reconsideration of education resources allocation criteria. Practical exercise and work experiences in institutional settings on educational costing and financing. Projections of future educational cost: measuring the effects of methods of educational financing.	3	R
EME 407	<b>Management Behaviour in Organizations</b> The Organisation man. The manager and his organization. Individual and group behaviour and reactions to school management process; the guidelines for action. Motivational dimensions. Human relations, group dynamics, and communication processes in Educational Management.	3	C
EME 408	<b>Efficiency of Educational Systems</b> Historical perspectives of past and present educational systems. Dynamics of population change-population movements, demographic indicators, etc. Socio-cultural change dynamics-rural people and rural development, the peasantry of the urban life, alternative social futures scenarios etc. Relevance of education to individual and social needs. Internal efficiency of the educational system; planning for balanced educational development.	3	E
EME 409	<b>Educational Research Method</b> An application of the research methods and data processing course to a field experience under the guidance of a faculty member.	6	C

#### General Studies

GES 101	<b>Use Of English</b> An intensive, practical and skill-oriented English course specifically designed to	3	C
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	develop essay writing skills (Organisation and logical presentation of ideas, dictation, grammar and style), functional reading skills (comprehension, analysis evaluation, logical inference and effective application, oral presentation skills and listening comprehension and note taking.		
GES 102	<b>Culture and Civilization</b> The individual, society, environment, language ethnicity, and culture, dynamics of culture change with reference to cultural and social history vis-à-vis archeological studies. African cultural heritage and progress from earliest times to the present, with special mention of features like farming metallurgy, trade, urban and rural life in Nigeria will be treated indepth. Social-cultural and ecological problems, etc.	3	C
GES 103	<b>Government, Society and the Economy</b> Concept and scope of psychology, research methods in psychology and life experiences. Concepts of society and the typologies of society. Politics and government, structure, nature and characteristics of government, tiers of government. Concepts of development, characteristics of developing economies, growth and development in the Nigeria economy since Independence. Man and environment, uses of human and natural resources.	3	C
GES 104	<b>Science and Mankind</b> Basic concepts in the sciences; history and philosophy of the methods used in scientific studies. The scientific mind, religion, traditional beliefs and science and technology with reference to their independence and importance to mankind, discovery and invention. Science and politics with emphasis on scientific findings, their applications, the scientist and fate of man, science and agriculture, health, communication, transportation and industrialization.	3	C
GES 105	<b>Land Use, Agriculture and Animal Husbandry</b> Renewable natural Resources, Farming systems in the tropics, land use, planning, conservation, principle of animal and	3	C

	Horticultural crop production: use of agrochemicals, seed production, storage and agricultural extension education. Principles and problems of livestock production; breed of livestock and domestic animals; animal behaviour, poultry and livestock management for egg and meat production. Pests and disease problem and, maintenance of animal health.		
GES 106	<b>Philosophy &amp; Logic</b> An introduction to the nature of philosophy: Its scope, problems and key concepts. The nature and scope of logic. Laws of thought as aids to rational inquiry and their roles in the formation of arguments. The roles of logical statements, logical equivalence and conditional statements and their definition in symbolic logic. The rules of inference and their application in the evaluation of deductive arguments.	3	C

#### Faculty Courses

Faculty Course s GCE 101	<b>Psychological Foundation of Education</b> Applications of psychological principles to clarify the nature, conditions, outcomes and evaluation of learning and retention; psychology and the improvement of the learner, the teacher, the curriculum process and teaching effectiveness.	3	C
GCE 203	<b>Basic Statistics in Educational Practice</b> The nature and concept of behavioural statistics and its use in Education. Descriptive statistics in Educational practices including the use of and rules of summation, frequency distributions, measures of central tendency, dispersion, correlation and regression co-efficients. The normal curve and skewed distributions, Test Scales and Norms and the use of statistics in handling composite scores including item statistics in validity and reliability of psycho-educational assessment practices.	3	C
TEE 102	<b>Introduction to History and Policy of Education</b> An introductory course to the history and policy of education from earliest times until now. Emphasis shall be on the school, relative roles of the home, the school, the church/mosque and the state in the	3	C

	development of educational policy and practice.		
TEE 103	<b>Social and Philosophical Foundations of Education</b> The Course is divided into two sections. The first section describes the origin of social living and the nature of the society we live in. Emphasis is placed on the importance of the study of sociology to the practice of education; section two deals with the meaning and scope of philosophy of education and the influence of this in Nigeria.	3	C
TEE 202	<b>Instructional Media and Resources</b> Explanation of the concept of educational technology. The development of communication during stone Age, Greek and Roman period, Renaissance period, chalk and talk period, Audio-Visual era and modern communication era. Theory and practice in the production and use of various media. The use of local materials. Improvisation.	3	C
TEE 205	<b>Professional Practical I</b> For at least some of the students, this is an initiation into the institutional and instructional dimensions of teaching as a profession. All students concerned learn how to teach particular subjects, manage a classroom, and perform other functions of a good and professionally qualified teacher.	3	C
TEE 305	<b>Professional Practice II</b> Further practical experience on how to teach particular subjects, manage a classroom, and perform the other functions of a good teacher.	3	C
TEE 405	<b>Professional Practice III</b> Student now consolidate on previous teaching practice experiences.	3	C
TEE	<b>Teaching Methods</b> (Depending on Teaching Subject)	3	C
SPE 104	<b>Introduction to Special Education</b> General introduction to the field of special education, definitions, foundations, personnel, educational implications of giftedness, emotional disturbance, sensory and neurological impairments, respiratory disorders, and other crippling conditions in children.	3	C

## Summary

<b>Level</b>	<b>Status</b>	<b>Units</b>
<b>200</b>	Compulsory (4)	12
	Required (4)	12
	Elective (-)	-
	<b>24</b>	
<b>300</b>	Compulsory (5)	15
	Required (4)	12
	Elective (2)	6
	<b>33</b>	
<b>400</b>	Compulsory (3)	9
	Required (4)	12
	Elective (3)	9
	<b>30</b>	
<b>500</b>	Compulsory (4)	12
	Required (2)	6
	Elective (2)	6
	<b>24</b>	

