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## **A Historical Perspective of Teacher Education in Rivers State of Nigeria: 1967-1998**

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### **Abstract**

*Teacher education is an essential component of the educational system because teachers, among others, help to develop human capacity and implement educational policies for the realization of the nation's objectives and goals. The development of teacher education in Rivers State, a chip of the then Eastern Nigeria that was created on 27<sup>th</sup> May, 1967 with a myriad of challenges, contributes to data on the subject in Nigeria and explains how these challenges were surmounted. From a gradual development of three Teacher Training Colleges (TTCs) for primary school teachers, tertiary institutions were established to produce non-graduate and graduate teachers for secondary schools, undergraduate and post graduate teacher education. Sandwich, in-service and long-distance programmes boosted teacher education in the State. The Universal Primary Education (UPE), insistence on certification for employment in the system, and attainment of the national minimum qualification of Nigeria certificate in Education for teaching were*

*some major factors that stimulated and sustained teacher education development between 1967 and 1998 in Rivers State.*

## **Introduction**

Teacher education is the hub of every educational system because teachers interpret and implement educational policies which mould the pupils/students into who they become in the future, for the benefit of the society. In Rivers and other States of Nigeria, teacher education was pre-dated by the establishment of primary schools and in some cases, secondary schools inclusive. Consequently, most teachers in both primary and secondary schools were not trained. This was inimical to the educational system given the global trend.

The history of teacher education in Nigeria reflects a preponderance of colleges for pre-service training of primary school teachers, later, those for secondary school teachers and much later for graduate teachers in universities. Rivers State experience was similar but laden with much political hue that forms the thrust of this paper. Thus, the issues and challenges that confronted Rivers State upon her creation in 1967 in the area of teacher education would be discussed. These influenced teacher education development and other facets of the entire education spectrum.

## **Teacher education development between 1967 and 1975**

Rivers State was one of the twelve States created in Nigeria on 27<sup>th</sup> May, 1967 during the Nigerian Civil War. However, its administrative headquarters remained in Lagos (because some parts of the State were under the control of Biafra which was at war with Nigeria) until 1<sup>st</sup> September, 1968, when it was formally established in then liberated city of Port Harcourt.

The new State at its inception inherited a population of 470 students from the existing three teacher training colleges (for training primary school teachers) established by Christian missions, namely, St. John's Teachers College, Diobu, Port Harcourt, by the Church Missionary Society (CMS) (Anglican Communion) in 1943 and a practicing school at Okordia-Zarama (n.d.) also by C.M.S (Gabriel, 1984). The Roman Catholic Mission (RCM) established Regina Caeli Teachers' College, at Bori (Dakolo and Gabriel, 1995).

Staff situation for both primary and secondary schools was inadequate as only about a quarter of the teachers were qualified (See appendix I). It was partly for this reason, that government adopted the following measures to redress the situation:

- a) In-service teacher training programme to up-grade the untrained teachers.
- b) A 5-year teacher training course for persons with first school leaving certificate
- c) A 2-year course for those with teachers Grade III certificate, and
- d) A 3-year course for the award of the Nigeria Certificate in Education at the Advanced Teachers Training College (later College of Education)

Prior to the creation of Rivers State, the 1964 Education law of the then Eastern Nigeria (from where Rivers State was excised) Government provided for the control and management of schools by both government and voluntary agencies. By 1970 when all parts of Rivers State were fully liberated the exigencies in the educational sector necessitated an overhaul of the 1964 Education Law.

Rivers State Government enacted a new Education, Edict, No 14 in 1971 which became a legal instrument that vested the sole control and proprietorship of primary, secondary and teacher education on government, including legal cover over actions that had earlier been taken in this regard. Thus, it was deemed to have taken effect on the 1<sup>st</sup> of September, 1968.

The administrative re-arrangement that resulted from the enactment of the 1971 edict provided for an Advisory Council on Education that advised the Commissioner of Education on matters connected with education policy, theory and practice. A Schools Management Board and Divisional Management Committees were also set up. A new Edict, No 9 of 1973 established a Teaching service Commission that was responsible for the appointment, promotion, transfer, dismissal and the exercise of disciplinary control over teachers and other staff employed in the service of primary and post primary schools.

Another Edict, No. 10, 1973 was enacted to give the Rivers State Schools Management Board (SMB) a legal backing and leverage to function without

conflict with the other bodies. Thus, it was charged with the management of all schools and the co-ordination of the activities of Divisional Management Committees. One remarkable function of the staff committee of the S.M.B. was to advise the Board on a dynamic staff training and development programme for all grades of teachers and other staff of the Board (SMB Committees, 1974).

May teachers and those who wished to teach in primary schools benefited from the in-service training programme for Teacher's Grade II Certificate (TC II) at St. John's College Diobu and others. By 1975 there were six functional Teachers Training Colleges (TTCs) at Bori, Practicing school Okordia-Zarama, Degema and Port Harcourt inclusive. The S.M.B. controlled all of them. Although the number of and enrolment in primary and secondary schools increased as a result of the expansion of these schools after the war, the number of TTCs and enrolment figures in them did not increase accordingly.

Rivers State Education policy provided for the establishment of an Advanced Teachers Training College (ATTC) for the production of qualified teachers (Ofuru, 1969). In 1971, ATTC, Port Harcourt was established to produce non-graduate teachers. Between 1971 and 1974, the Ministry of Education controlled the affairs of the college. Staff were recruited and posted or deployed to the college by the Ministry, through the Public Service Commission.

On 15<sup>th</sup> November, 1974, ATTC Port Harcourt attained the status of a corporate body following the enactment of the Nursery and Miscellaneous Education Institution Edict No. 10. A Governing Committee was set up to direct the affairs of the college. This Edict did not satisfy the needs of the College. Another Edict, No. 1 of 1975 was enacted, giving the College, now known as, Rivers State College of Education (C.O.E.) an autonomous status. A Governing Council was then set up to replace the former Governing Committee.

The College's functions according to the Edict were to:

- a) provide courses of instruction and learning in the faculty of Education for persons of either sex without distinction of race, tribe or creed for the purpose of producing well qualified and suitable non-graduate teachers;

- b) provide in-service training for all grades of graduate and non-graduate teachers;
- c) conduct research into the theory and practice of education and to make the result of such research available to teachers and educational institutions in and outside the State through publications and other means
- d) undertake curriculum development;
- e) arrange conferences, seminars, study groups and like activities (C.O.E. Calendar 1976-1977).

The College's academic programme was for three years, leading to the award of the Nigeria Certificate in Education (NCE), similar to other colleges or ATTCS in the country. Consequently, it was affiliated to the University of Ibadan whose Institute of Education moderated its curriculum, final examination and issued her certificates.

The following subject combinations were offered by the first batch of 49 students, who graduated in June, 1974:

- a) English/History
- b) Geography/History
- c) English/French
- d) English/Geography
- e) Home Economics (double major)
- f) Chemistry/Physics
- (g) Biology/Geography
- (h) Biology/Chemistry
- (i) Mathematics/Physics
- (j) Geography/Mathematics
- (k) Biology/Physical Education

More subject combinations were approved and offered by the second batch of 96 students:

- Economics/Government
- Geography/Physical Education
- English/Government, and
- Geography/Economics

For the third batch of 143 students, more subject combinations were developed to include:

- English/Economics
- English/Biology
- Geography/Chemistry
- Geography/Economics (C.O.E. Calendar, 1976/77)

The array and varied subject combinations were partly stimulated by the need for teachers in those secondary school subjects and flexibility needed to admit more students. A combination of Arts and Science subjects as reflected above is worrisome. For example, English/Biology combination implied that the student teacher must have the required ordinary level credit pass for both Arts and Science courses. At the end of the training, the individual can teach English and/or Biology in the secondary school. This is unusual. It is probable that this was an effort to produce adequate number of teachers needed for the increasing number of secondary schools in the State after the civil war in 1970. Tables 1, 2 and 3 show acute inadequacy of teachers vis-à-vis increased enrolment figures in both primary and secondary schools.

It is not surprising therefore that the State government recruited teachers from other Nigerian States, African countries such as Cameroon and Ghana and Asia, Indians in particular. A majority of them were science teachers because of the dire need in this area.

#### **Developments between 1976 and 1984**

The Universal Primary Education (U.P.E.) that was launched in September, 1976 by the Federal Government, stimulated the development of Teacher Education in Rivers State. As would be expected, the number of primary and secondary schools as well as enrolment figures in them increased. Consequently, there was more need for teachers. From about six T.T.Cs there were fourteen in 1978 (see tables 4, 5 and 6). Again, more expatriate staff were recruited to teach in the primary and secondary schools, T.T.Cs and College of Education.

The following categories of candidates were admitted for training in the TTCs during the UPE scheme:

- a) First School Leaving Certificate (FSLC) holders were trained for five years.
- b) Modern III School Leavers and Grade III Teachers' Certificate holders were trained for three years.
- c) Those who did not attain five credits at the school certificate level (GIV holders) were trained for two years, and
- d) Those who had West African School Certificate (WASC) or the General Certificate Examination, (GCE), ordinary level were trained for one year (Nwosu, 1976).

The establishment of the University of Port Harcourt in 1975, Rivers State University of Science and Technology (RSUST) in 1980 and Federal Government College of Education (F.C.O.E) (Technical) in 1988 at Omoku, further boosted teacher education. The universities faculties of Education trained graduate teachers and higher degree students. A significant contribution of the faculty of Technical and Science Education (F.T.S.E) in R.S.U.S.T. and F.C.O.E. (technical), Omoku is in the diversification of courses offered for Teacher Education. For example, graduate and non-graduate teachers respectively were produced for Business Education with options in Management, Accounting, Marketing and Secretarial Administration. Technical Education had options in Building, Mechanical, Electrical, Metal and Woodwork. Agricultural and Science Education were also offered in these institutions.

Another significance of producing teachers in these areas was for implementing the new 3-3 secondary school system of education that was approved in the 1981 reviewed edition of the National Policy on Education (NPE) and implemented in 1982. The enriched curriculum included new subjects such as Business Studies, Agriculture, Introductory Technology and other Vocational subjects.

In 1978, Rivers State C.O.E. commenced a three year N.C.E course in primary education for teachers with Grade II teachers certificate (T.C. II). This specialization was necessary for improved quality of teacher education at this level because the curriculum was wider in scope than that of the TTC and the focus on primary schools. These non-graduates were also better trained to teach in TTCs, given their specialization.

The Rivers State C.O.E was upgraded to a degree awarding institution in 1980, based on the National Universities Commission (NUC) and the University of Ibadan Visitation Teams reports on the performance of their N.C.E programmes. In fact, it was the United Nations Educational Scientific and Cultural Organization (UNESCO) that sponsored the primary education programme and the C.O.E upgrading (Akpe, 1984).

Accordingly, on 1st September, 1981, the Rivers State College of Education Law No.6 was passed by the Rivers State House of Assembly to reflect this new status. The College admitted its first batch of two year and four year Bachelor of Education (B.Ed) degree students in 1981.

Another avenue for teacher education was the Associate Certificate in Education (ACE) programme of the Rivers State C.O.E that commenced in 1979/80 session. It was popular particularly for T.C. II teachers because it was a part-time in-service course with such flexibility that made them cope with work and studies. Thus, many T.C II teachers upgraded their status through this avenue. However, it was discontinued as the N.C.E. became the minimum qualification for teaching in both primary and post-primary schools in Nigeria (FRN, 1981).

During this period, particularly from 1982, there was a gradual phasing out of contract employment of non-Nigerian teachers in public schools. By 1986, this process was completed but those who wished to stay back sought employment in private schools and other organizations. It is plausible that Rivers State indigenes who had trained in the teacher education institutions within and outside the State were available to fill in the spaces left by expatriate staff/teachers (see fig. 2).

### **Developments in teacher education: 1985-1998**

There was a gradual phasing out of T.T.Cs in the State from 1985. This was mainly due to the collapse of the U.P.E that climaxed in 1983. From five TTCs in 1985/86 academic session, only two were left at Degema and Okehi, Etche in 1987. Again, very few persons enrolled for this programme because N.C.E. became the minimum teaching qualification in Nigeria. However, the delay in enforcing this policy gave room for continuous training of T.C. II teachers in TTCs.

Federal Government introduced the distant learning programmes for N.C.E under the auspices of the National Teachers Institute (N.T.I) located in



Kaduna; Rivers State had two centres at Birabi Memorial Grammar School, Bori and Government Girls Secondary School, Rumuokwuta. Studies in these centres took place at weekends – every Saturday and during vacation. It was a four-year course for T.C. II teachers and School Certificate holders.

Sandwich programmes organized by R.S.US.T, University of Port Harcourt, Rivers State C.O.E and Ikere Ekiti C.O.E. Campus located in Holy Rosary Secondary School, Port Harcourt were more avenues for teacher education. The increase in the number of primary and secondary schools in the State, the desire for improving one's status and for better remuneration among others partly explain the popularity and patronage of these institutions for teacher education. For example in 1985, there were 1,110 governments owned primary schools with a total enrolment figure of 320,935 pupils and in 1991; it increased to 1,165 with 494,499 pupils. Similarly, out of 280 post primary public schools in 1991, 26 of them were established between 1985 and 1991. Enrolment figure in the secondary schools rose from 84,936 in 1985 to 117,109 in 1991 whereas there were 5,811 teachers in 1991 as against 4,950 in 1990, more teachers were still needed to fill existing vacancies (Ministry of Information and Culture, 1991). The 1997 statistics of the Rivers State Ministry of Education show that there were still teachers without teaching qualification even though they were very few. The following figures attest to this fact:

### **Conclusion**

Education is a veritable tool for the development of a State, albeit a nation and so teacher education is critical to achieving this goal and must be accorded due attention.

Rivers State Government in recognition of this fact and to cope with the challenges in this regard provided enabling environment for the development of teacher education from the creation of the State in 1967. The 3 T.T.Cs inherited were renovated and commenced training of teachers so that many indigenes, particularly with the high level of xenophobia, trained within the State.

There was a gradual growth in the number of T.T.Cs for training primary school teachers such that by 1984 there were 19 T.T.Cs. An Advanced Teachers Training College (later College of Education), Faculties of Education in R.S.U.S.T and University of Port Harcourt, Federal College of

Education (Technical), Omoku, Associate Certificate in Education and Sandwich programmes in Tertiary Institutions within the State and satellite campus of C.O.E., Ikere Ekiti as well as N.T.I. provided avenues for teacher education development. The State encouraged this development to cope with the demands at the primary, secondary and tertiary levels of education. At a time when the dearth of teachers was acute, non-Nigerians especially from Economic Community of West African States and Asian countries were recruited to assist.

The increasing demand by communities for schools (primary and secondary) and the U.P.E. scheme were major forces that stimulated the development of teacher education. Others included individual self-esteem and self-actualization motivational needs, the removal of uncertificated teachers from the system and government's insistence on high quality teacher education. It is no wonder that by 1986/87 academic session, the State Government no longer employed the services of expatriates as teachers. By 1998 there were more trained than untrained teachers.

At all times and in all educational activities, the expertise of professionals is fundamental for achieving desired objectives and goals. From a difficult beginning as a new State from a war ravaged status, teacher education was a focus and developed to cope with the challenges in the society.

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Table 1

DISPOSITION OF QUALIFIED AND UNQUALIFIED TEACHERS IN RIVERS STATE: 1985-1997				
TYPE OF TEACHERS		MALE	FEMALE	TOTAL
Teachers without teaching qualification		9	9	18
Number of teachers in Rivers State		N/A	N/A	13,293
Number of graduate teachers in primary schools		N/A	N/A	457
Number of N.C.E teachers in primary schools		N/A	N/A	4,699
Number of T.C. II teachers in primary schools		N/A	N/A	4,206

**Source:** Ministry of Education Planning and Research Department

From the table, the high incidence of unqualified teachers reduced considerably as a result of the various teacher education programmes in the State. Again, from 1985 government commenced the removal of

uncertificated teachers in the system. This resulted in the reduction of teachers from 13,917 in 1985 to 11,187 in 1991 (Ministry of Information and Culture, 1991). This decision also boosted teacher education patronage in the State. (See appendices 7, 8, 9 and 10 for teachers' disposition.

### Appendices

Table 2: Number of Pupils in Rivers State Primary and Post Primary Institutions by Sex between 1970 And 1974

Years	Primary School		Secondary School		Teachers Training	
	Male and Female	Female	Male and Female	Female	Male and Female	Female
1970	151,000	52,764	7,632	1,832	470	94
1971	186,498	70,654	10,219	2,639	847	255
1972	232,840	91,330	14,194	3,650	1,317	413
1973	242,081	104,005	19,251	4,924	1,726	645
1973/74	248,638	108,404	22,680	5,887	2,125	785

Source: Rivers State First Development Plan

Table 3: Distribution of teachers and pupils in rivers state 1970-1974

Level of Education	Year	No. of Schools	No. of Teachers		No. of Pupils		Average No. of Pupils	
			MF	F	MF	F	Per School	Per Teacher
Primary Education	1970	409	4,176	784	151,000	52,764	369	36
	1971	429	5,152	1,242	186,498	70,654	435	36
	1972	552	6,163	1,696	232,840	91,330	422	38
	1973	556	5,964	935	243,081	104,005	437	41
	1973/74	575	6,875	1,333	248,638	108,404	432	36
Secondary Education	1970	21	352	52	7,632	1,832	363	22
	1971	32	404	Data not available	10,217	2,639	319	25
	1972	40	498	87	14,194	3,650	355	29
	1973	43	632	96	19,261	4,924	448	30
	1973/74	48	623	103	22,680	5,887	273	36
Technical Vocational	1970	2	35	-	527	26	264	15
	1971	3	29	-	849	27	283	29

Education	1972	4	91	3	1,114	39	279	12
	1973	3	54	1	1,204	80	401	22
	1973/74	3	50	1	1,424	44	475	28
Teacher Training Education	1970	3	29	3	470	94	157	16
	1971	5	52	3	847	255	69	16
	1972	7	68	13	1,317	418	188	19
	1973	6	73	11	1,726	645	288	24
	1973/74	6	84	13	2,125	785	354	25

**Source:** Federal Republic of Nigeria, Second National Development Plan 1970-1974

**Table 4: Distribution of teachers by sex and qualification in secondary commercial and grammar schools in the rivers state: 1973-74**

Graduate Teachers				N.C.E		Grade II		Grade I and Equivalent		Others		Total	
With teaching qualification		Without teaching qualification		MF	F	MF	F	MF	MF	MF	F	MF	F
MF	F	MF	F	35	11	109	18	17	1	253	27	263	103
73	13	136	33										
				Technical Education									
2	-	6	-	2	-	2	-	1	1	37	-	50	1

**Source:** Second National Development Plan 1970 – 1974

**Table 5: Classification of educational institutions by type, number, enrolment and number of teachers as at 1977/78**

Type of institution	Number	Enrolment	Number of Teachers
Primary schools	870	430,388	11,247
Secondary Grammar/Commercial	87	49,533	1,651
Teacher training colleges	14	10,562	222
Technical colleges	5	2,917	130

**Source:** Ministry of Education, Port Harcourt

Table 6: Classification of Teachers by Qualifications and Sex: 1981/82

Qualification	Male	Female	Total
Doctorate Degree	-	-	-
Masters	77	13	90
Bachelors Degree with Teaching Qualification	102	35	137
Bachelors Degree without Teaching Qualification	121	62	183
N.C.E/Equivalent	451	145	596
Grade I Teachers certificate	14	4	18
Grade II Teachers certificate	321	38	359
G.C.E/W.A.S.C. O'Level	1378	56	1,434
O.N.D.	17	3	20
H.N.D.	29	2	31
N.C.E. Referrd Candidates	2	2	4
Other Certificates	31	1	32
Total	2647	372	3,019
Nationality of Teachers	Male	Female	Total
Nigerians	2517	289	2806
Expatriates	130	83	213
Grand total	2647	372	3019

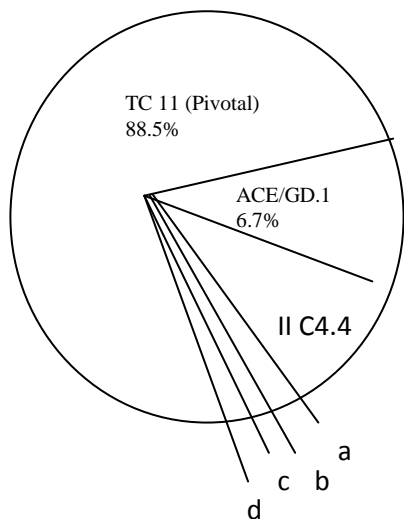
**Table 7: Rivers State Ministry of Education Port Harcourt Teachers Statistical Information as at 30-6-82**

			Types of schools			Types of Teachers							CTR	Other s	Total	Salary PM	Salary PA	Rema rk
			Prim	Sec	Grad	NCE	TEC H	AC E	GD I	GD II	A/L	WASC O/L GCE						
1	ALGA	8	179	38	73	74	37	42	6	963	25	322	498	425	2,465	406,639.21	4,879	
2	BALGA	5	106	27	28	39	-	2	2	192	3	94	615	11	986	143,795.34	63500	
3	BOLGA	4	121	31	40	61	24	11	3	370	5	138	1228	4	1884	274,410.26	3,292,923.10	
4	BELGA	5	53	16	30	39	31	17	2	198	2	48	266	35	668	125,636.33	1,507,697.96	
5	KELGA	5	166	41	93	92	-	27	6	579	18	415	1373	25	2,628	453,901.18	5,446,815.00	
6	OLGA	333	61	13	19	40	6	12	-	158	4	111	184	-	534	93,184.75	1,118,217	
7	OTEGA	4	82	29	52	65	22	18	2	371	33	317	706	54	1,640	297,714.49	3,572,573.90	
8	PHLGA	5	78	15	228	147	44	65	8	861	19	58	888	-	2,315	508,212.98	6,098,556.00	
9	SALGA	3	60	18	13	18	-	3	3	105	4	108	135	246	635	97,519.25	1,170,231.00	
10	YELGA	8	136	35	34	87	6	16	11	310	3	249	1414	572	2702	522,536.20	6,270,434.56	
	TOTAL	50	1042	258	610	662	170	213	43	4107	116	1,860	7307	1372	16,460	2,923,552.00	35,082,627.53	

Source: Ministry of Education, Port Harcourt

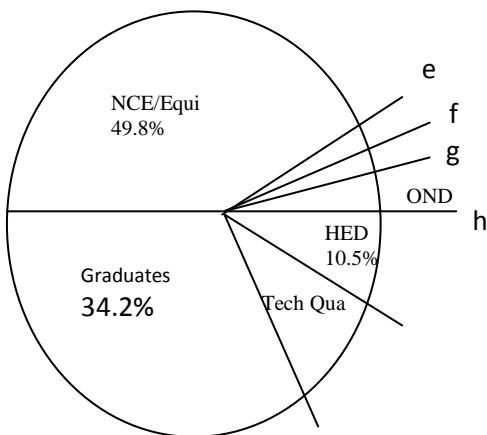
**Rivers State Ministry of Education, Port Harcourt Planning and Research Division, Statistics Unit Qualifications of Teachers: 1987**

Figure 1



Primary Schools

Figure 2



Post-Primary institution

Legend:

- a ----- Graduates (0.06%)
- b ----- HED (0.009%)
- c ----- GCE 'O' (0.018%)
- d----- HCE (Ref) & TC 11.1 (0.25%)
- e ----- TC 11 (6.3%)
- f ----- GCE 'O' & GCE 'A' (0.3%)
- g ----- Local craft (0.3%)
- h ----- ACE (0.5%)



**Rivers State Ministry of Education, Port Harcourt Planning and Research Division, Statistics Unit Teaching/Non teaching Staff by Country, State and L.G.A. of origin: 1987**

Figure 3

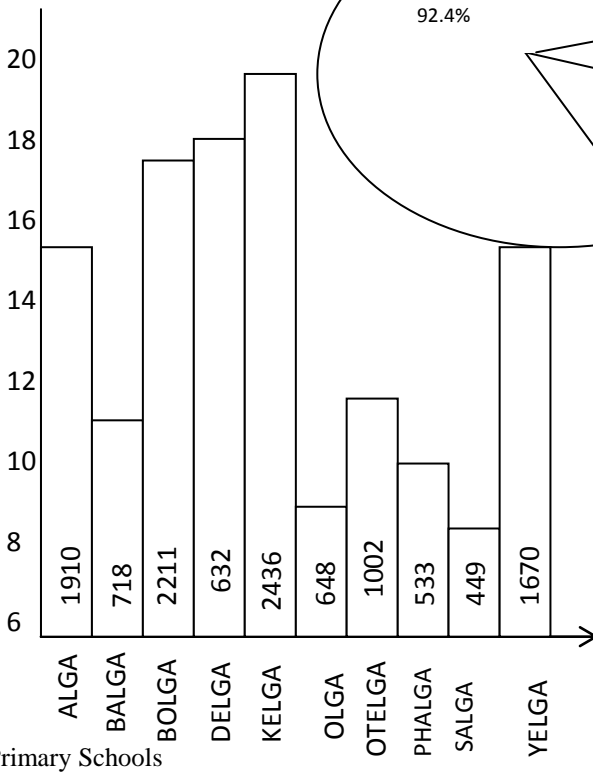
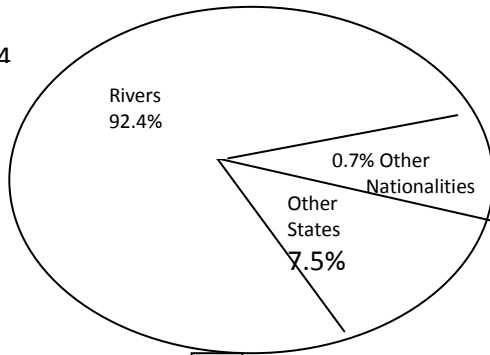
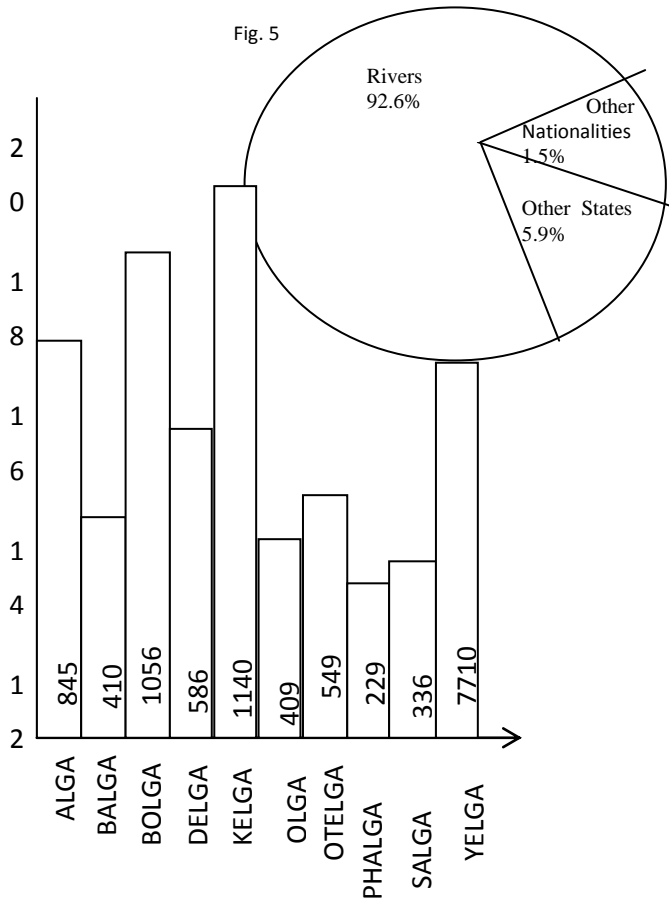


Fig 4



Post-Primary Institutions



**KEY:**

- ALGA - Ahoada Local Government Area
- BALGA - Brass Local Government Area
- BOLGA - Bori Local Government Area

- DELGA - Degema Local Government Area  
 KELGA - Ikwerre Local Government Area  
 OLG - Bonny Local Government Area  
 OTELGA - Okrika, Tai, Eleme Local Government Area  
 YELGA - Yenagoa Local Government Area  
 PHALGA - Port Harcourt Local Government Area  
 SALGA - Sagbama Local Government Area

**Table 8: Number of Educational Institutions by Type: 1987**

S/N	Type Of Institution	No. of Institution	Intake			Enrolment		
			MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	Primary Schools	1,088	50,682	48,570	99,252	194,485	183,735	378,220
2	Home Economics Centres	3	PUPILS ARE TAKEN			FROM PRIMARY SCHOOLS		
3	Adult Education Centres	463	7,134	7,157	14,291	20,622	20,814	41,436
4	Special School For Handicapped	1	13	5	18	33	14	47
5	Secondary (Gen) Schools	249	9,274	7,038	16,312	41,187	30,185	71,372
6	Gov't Technical Colleges	5	424	14	438	2,394	263	2,657
7	Teacher Training Colleges	2	155	173	328	155	173	328
8	School Of Basic Studies	1	977	540	1,517	977	540	1,517
9	College Of Education	1	379	290	669	1,404	995	2,399
10	State University	1	527	152	679	2,210	609	2,819

**Table 9: Teachers/Non-Academic Staff in Primary Schools by Country, State and LGA of Origin: 1987**

S/ N	L.G.A.	NIGERIANS										IM	C R	A N	B D	OTHER STATE S	A F	AS N	ASO	E R	AM	TOTAL
		RIVERS (RS)																				
		01	02	03	04	05	06	07	08	09	10											
1	ALGA	1740	2	7	2	36	3	2			11	29	L	3	4	3	L				1844	
2	BALGA	3	61 1	2		1					26										643	
3	BOLGA	2		2015	1	1	8	8	2		1	3	1	2							2044	
4	DELGA	7		2	421	2	1					2									435	
5	IKELGA	5		4	2	2141		2	1	1		77		4			1				2238	
6	OLGA			12	1		500	1				26	3								543	
7	OTELGA	4	1	22	2	1	6	829	1	2		134	5	16	4	1					1028	
8	PHALGA	135	99	145	200	254	130	159	529	36	127	401	87	68	67	26	11	3			2477	
9	SALGA	2								405	94				9						510	
10	YELGA	12	5	2	3			1		5	1411	1									1440	
Rivers State		1910	71 8	2211	632	2436	648	1002	533	449	1670	673	97	93	84	30	13	3			13202	

**Symbols**

01	ALGA
02	BALGA
03	BOLGA
04	DELGA
05	KELGA
06	OLGA
07	OTELGA
08	PHALGA
09	SALGA
10	YELGA
IM	Imo
CR	Cross River
AN	Anambra
BD	Bendel
AF	African
ASN	Indians
ASO	Other Asians
ER	Europeans
AM	Americans