

Evaluation of Implementation of Education For All Goal 5 in Public Primary Schools in Ogun East Senatorial District, Nigeria

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Abstract

This study sought to evaluate the implementation of Education For All (EFA) Goal 5 public primary schools in Ogun State East Senatorial District, Nigeria. Descriptive survey design was adopted for the study. Four hundred and eighty (n=480) participants were drawn using multi – stage sampling technique from six local government area of Ogun East Senatorial District. Data were collected using Educational Resources Inventory ($r = 0.73$) and Permitted Girl-Child School Activities Scale ($r= 0.64$). Collected data were analyzed using frequency counts, simple percentages mean, standard deviation and chi-square test. The study revealed a marginal difference in favour of Female enrolment (Grand Mean= 199.62) compared to male enrolment (Grand Mean= 195.29) with enrolment growth rate of 8.04% for the period under review. Moreover, distribution of educational resources in the schools were inadequate (Grand Mean= 2). In contrast, adequate permission (Grand Mean= 3.22) of involvement in school programme and activities was granted the girl-child like the boy- child counterparts. It was concluded that the implementation of EFA Goal 5 in the district was fairly successful. Amongst others, gradual increase in budgetary allocation to education on a commensurate level with the growth rate by the government was recommended.

Keywords: Evaluation, EFA Goal 5, Girl-child, Educational facilities, Pupils' enrolment

INTRODUCTION

Primary Education is seen as the first step in laying the foundation for future educational opportunities and lifelong skills through the skills and knowledge imbued. It enables people to participate in the social, economic and political activities of their communities to their fullest

potential. It is also seen as a basic human right that frees human beings from a state of ignorance and helps to reduce the negative effects of poverty, relating in particular to health and nutrition. In an increasingly competitive global economy of free markets, a well-educated high quality workforce is seen as vital to a country's economy in order to attract foreign investments that generate jobs and create wealth. Hence, good quality primary education is increasingly recognized as an important foundation for economic growth and seen as instrumental in the attainment of other development objectives. Yet, for all the inherent goodness that primary education offers and the zeal with which it has been pursued by all concerned for some decades, the goal of universal primary education remains beyond the reach of many developing countries (Famuyiwa, 2014).

Education for All (EFA) is a global concern which holds that education is a basic human right. It dates back to 1948 with the Universal Declaration of Human Rights (GMR, 2015). The issue of education as a basic human right which must be pursued vigorously re-echoed in a world conference in 1968 titled "The World Crisis in Education." The conference defined basic education and recommended its promotion as the minimum for all citizens of the world (GMR, 2015). However, this was not of serious concern in Nigeria until March 1990 when a significant landmark in the struggle for basic education all over the world culminated in the famous Jomtien World Conference on Education for All (EFA) to be achieved by year 2000 (GMR, 2015). Of special note is that the Jomtien Conference emphasized that basic education is not necessarily determined by years of schooling, but by the extent to which an educational programme is able to lay the solid foundations for lifelong learning (GMR, 2015).

At the April 2000 EFA Forum in Dakar, the EFA target year was moved from 2000 to 2015, with the goals listed as follows:

- Expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015, all children, particularly girl children in difficult circumstances, and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- Achieving a 50% improvement in the levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education.
- Eliminating gender disparities in primary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access and achievement in basic education of good quality.
- Improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy and essential life skills.

The basic education structure includes adult and non-formal education programmes, Almajiri education programmes and education for out-of-school children and youths (UNESCO, 2012). According to Labo-Popoola, Bello and Atanda (2009), the UBE scheme has changed the Nigerian education system from 6-3-3-4 to 9-3-4, which connotes that the system expects a smooth transition from the primary school of six years' duration to the junior secondary school spanning three years thus, entailing nine years of continuous education.

In Nigeria, disparity in education as it relates to gender is an endemic reality which is aptly described in very strong terms from both global and local perspectives (EFA Report, 2014). Women are more than fifty percent of the world's population. They perform two – thirds of the world's work, yet receive one- tenth of the world's income and own one – hundredth of the world's property. They represent a staggering seventy percent of the world's one billion poorest people (Obanya, 2005). With an estimated population of over 162 million, Nigeria has the highest population among African nations and is ranked the world's seventh most populated country. About 49% of the Nigerian population (approximately 80.2 million) is female (FME, 2014). Out of this number, 38% of women lack formal education while only 25% is recorded for the males in this category that is the estimated population of Nigeria (FME, 2014). These figures have serious implications for national development. As rightly observed by the UN Secretary – General Ban Ki-Moon that no appreciable development can be made either at the local, national or international platform without recognizing girls and women as equal players in the game of life whilst empowering, up-skilling and investing in them for a better world. Ban Ki- Moon further declared that when we empower women and girls, we empower communities, nations and entire human family. In view of the fore-going, issues relating to gender (access, parity and equity) occupy a central place in tracking progress towards the attainment of education for all goals. Currently, the female adult literacy rate (ages 15 and above) for the country is 62.5% as compared to the male adult literacy rate of 82.7% (UBEC, 2013). Disparity in education is what has given rise to this gap in literacy.

According to Central Bank of Nigeria, (2012) the gender gap in literacy rates at the rural level between boys and girls was 18.3 percent in favour of the boys in overall rating. However, in the age group 6–9 years (primary school ages) it was only 3.9 percent in favour of boys (CBN, 2012). This indicates that there is a gender dimension to educational attainment and development in Nigeria. Apart from the disparities in enrolment, there are still other problems, such as high drop-out rates of females, poor performance, reluctance on the part of females to enroll in traditionally male dominated courses and poor classroom participation (CBN, 2012).

Moreover, in terms of equity of basic education at primary level, there is no doubt that girl's education continues to pose a challenge to the attainment of education for all goal five from the primary level and beyond. For every ten boys in primary school, only six girls are enrolled which is marginally lower than the Sub- Saharan average (UNESCO, 2012). It has also been observed that the equity situation deteriorates with successive levels. The male enrolment was consistently higher than that of females from 2009 to 2012 (UBEC, 2013).

The total enrolment for 2012 was 23, 476,939. Of this number 53. 54% were male while 46.46% were female. Looking at enrolment trend between 2008 and 2012, female enrolment continues to trail behind that of males. Even with female enrolment increasing from 9,923,667 in 2009 to 10,905,456 in 2012 only a minimal increase in percentage terms was achieved which cannot accomplish the targeted reduction of gender disparity in enrolment from 10% to 0.9%. Also, it cannot account for the national education for all target which stipulates that 95% of primary school age pupils will be enrolled in primary school or its equivalent by 2015. The population of primary school age children (6 – 11) in 2010 was 25,701,113 while the female enrolment in primary schools in the same year was 9,636,119 which is only approximately 37.5%. With this trend, it is hardly likely that the 95% enrolment will be attained by 2015 (UBEC, 2013).

It is rather unfortunate that most of primary schools today are not measuring up to expected standard in terms of material resources. The availability of educational resources that is

both human and material is very important because of its role in the attainment of educational objectives. Human resource is a unique educational input necessary for the overall development of skill acquisition and literacy of the students. Human resources within the educational system can be classified into teaching and non-teaching staff and availability of the resources is required to achieve quality education. Also, observation has shown that material resources are in short supply in the schools. The poor status of material facilities in the schools is not unconnected with the dearth of fund in the system.

The interest of the researcher was stimulated following the EFA Goal 5 which is to eliminate gender disparities in primary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access and achievement in basic education of good quality. For this reason, the researchers considered it necessary to evaluate the implementation of Education For All Goal 5 in public primary schools in Ogun state.

Statement of the Problem

Education is universally accepted as a tool for national growth and development and quality education for that matter. However, the issue in developing nations of the world, Nigeria inclusive has been who between the two sexes should be the recipient and if both, what level should each sex be allowed to attain? Education For All Goal 5 is a direct response in this regard. Given the cultural barrier to girl child education and 2015 the target year that has come and gone, this study is justified. Meanwhile, substantial amount of literature is available on other goals of Education For All (EFA) but very rare on Education For All Goal 5 after the target year to compare the obtained with the obtainable. Thus, this study sought to evaluate the implementation of Education For All Goal 5 in public primary schools in Ogun East Senatorial District, Nigeria.

Purpose of the Study

The general objective of this research was to evaluate the Implementation of Education For All Goal 5 in public primary schools in Ogun East Senatorial District, Nigeria. The specific objectives are to determine:

- Pupils' enrolment by gender;
- The level of availability of educational facilities in school; and
- The extent a girl child is permitted in school programme and activities.

Research Questions

The following research questions were raised:

- What is the profile of pupils' enrolment in Ogun East senatorial district?
- What is the level of availability of educational facilities in school?
- To what extent is girl child permitted in school programme activities?

METHODOLOGY

The study adopted descriptive survey research design. This research type is most appropriate considering the fact that variables in the study were not controlled or manipulated.

Evaluation Framework based on CIPP

Components	Variable Indicators	Data Source	Instrument For Data Collection	Research Questions to Address
Context	Pupils enrolment,	Head teachers	ERI	RQ 1
Input	Educational facilities	Head teachers	ERI	RQ 2
Process	Girl child permission in a school programme and activities	Primary school teachers	PGCSAS	RQs 3
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The population of study comprises all public primary school teachers and head teachers in Ogun East Senatorial District. The choice of primary school teachers and head teachers was based on the fact that they are the operators of Education For All programme in schools and so they would know whether the programme has achieved its desire goal or not.

Multi- stage sampling technique was employed in this study in which six (6) local governments area will be randomly selected from the nine (9) Local Government Area in Ogun East Senatorial District. From each LGA five (5) public primary schools were selected using simple random sampling technique. An intact group of head teachers of the selected schools would constitute a sub- group of the participants. Teachers' sample was 450 in size selected using simple random sampling technique at 15 per school. The two sub samples put together gave a total sample of 480 participants for the study.

Two instruments personally developed by the researchers were employed in data collection. They are Educational resources inventory (ERI) and Permitted girl - child school activities scale (PGCSAS). ERI is designed for primary school head teachers which has two sections. Section A captures demographic details such as Name of school, Rank, years of working experience, age, gender, highest qualification and student enrolment. Section B measures Educational resources found in the school using the scale of (NA=Not-Available, PA= Partially Available, A=Available) few examples of the items are: functional school library for the pupils, Functional toilet for the female pupils, Furniture for use of pupils. PGCSAS is designed to measure the degree to which the female pupils are permitted in school activities. The questionnaire is to be respondent to by the teachers using the scale of (NA=Not – Allowed, SE=Some Extent, LE=Large Extent, VLE=Very Large Extent), few examples of the items are: Female pupils are allowed to play football in school, Female pupils are largely involved in school literary debates, Female pupils are involved as much as their male counterparts mostly in writing reports involving a group work.

The two instruments were given to the experts in the educational evaluation for review in terms of content, language and structure, after which the three instruments were administered to parallel samples for which the instruments were intended in another Local Government Area. Thereafter, Cronbach alpha test of reliability was performed with 0.73 for ERI and 0.64 for PGCSAS being the coefficients obtained.

Five research assistants were recruited, and properly trained on the rudiments of data collection with emphasis on how to use the instruments of this study. These five research assistants' accompanied the researchers to the senatorial district. An average of two days was spent in each local Government. The first week was used in seeking permission from relevant authorities to carry out the study. The second week was used in collecting data from the schools and the third week went for the collection of remaining data from the schools. The whole exercise lasted for three weeks. The data collected were analysed using frequency counts, simple percentages, mean and standard deviation to answer the research questions raised for the study.

RESULTS

Research Questions one: What is the profile of pupils' enrolment in Ogun East Senatorial district?

Table 1a: Pupils' enrolment by Mean and Standard deviation

		N	Sum	Minimum	Maximum	Mean	S.D
2011	Male	30	4946	68	470	164.87	80.09
	Female	30	5033	63	450	167.77	78.43
2012	Male	30	5213	92	490	173.77	79.17
	Female	30	5497	89	500	183.23	82.46
2013	Male	30	6023	102	502	200.77	80.90
	Female	30	6116	100	512	203.87	86.28
2014	Male	30	6292	108	515	209.73	83.71
	Female	30	6461	110	520	215.37	92.59
2015	Male	30	6820	112	525	227.33	95.54
	Female	30	6836	115	527	227.87	80.34

Grand Mean for male Enrolment (2011-2015) = 195.29

Grand Mean for female Enrolment (2011-2015) = 199.62

Results from Table 1a shows that pupil's environment was on a steady increase with mean enrolment figures of 164.87 (males) and 167.77 (females) for 2011, 173.77 (males) and 183.23 (female) for 2012, 200.77 (males) and 203.87 (females) for 2013, 209.73 and 215.37 (females) for 2014, 227.33 (males) and 227.87 (females) for 2015. A marginal difference in favour of female enrolment (Grand Mean=199.62) was recorded for the period of 2011 to 2015 compared to male enrolment (Grand Mean= 195.29). Further deductions from the Table indicates 55 (2011), 60 (2012), 67 (2013), 71 (2014) and 76 (2015) as average enrolments per class excluding the pre- primary classes for the period under review.

Table 1b: Pupils enrolment growth rate per school

	\bar{X} male + \bar{X} female Mean Enrolment per school	(Y-X) Growth enrolment	Growth rate (%)
2011	324.64	-	-
2012	357	32.9	9.1
2013	404.64	47.1	11.64
2014	425.1	20.46	4.81
2015	455.2	30.1	6.61

Growth rate average for the period 2011 to 2015

$$= \frac{9.1+11.64+4.81+6.61}{4} = \frac{32.16}{4} = 8.04\%$$

Estimate of school enrolment increase per year = $\frac{8.04}{100} \times \frac{393.3}{1} = 32$.

Further analysis of enrolment pattern indicated on Table 1b shows an enrolment growth rate of 8.04% for the period of 2011 to 2015. Disaggregating the statistics, an estimate of 32 pupils were added per school per year. By extrapolation, in the next five years, each school must have increased by 160 holding all other population parameters constant.

Research Question Two: How adequate are Educational Facilities in primary schools in Ogun East Senatorial district?

Table 2: Descriptive statistics indicting adequacy of educational facilities in primary schools

S/N	Items	N	PA	A	Mean	S.D
1	Functional school library for the pupils	371(83.2)	75(16.8)	_____	1.17	.37
2	Functional toilet for the female pupils	_____	131(29.4)	315(70.6)	2.71	.46
3	Functional toilet for the male pupils	_____	131(29.4)	315(70.6)	2.71	.46
4	Child – friendly classrooms	14(3.1)	149(33.4)	283(63.5)	2.60	.55
5	Varieties of instructional aids for the pupils	59(13.2)	118(26.5)	269(60.3)	2.47	.72
6	Provision of relevant textbooks both for the teachers and pupils	59(13.2)	193(43.3)	194(43.5)	2.30	.69
7	Furniture for use of pupils	_____	132(29.6)	314(70.4)	2.70	.46
8	Marker board in classrooms	252(56.5)	104(23.3)	90(20.2)	1.64	.80
9	Provision of notebooks for the pupils	237(53.1)	134(30.0)	75(16.8)	1.64	.75
10	Hockey field for the pupils	431(96.6)	15(3.4)	_____	1.03	.18
11	Basketball court for the pupils	341(76.5)	90(30.2)	15(3.4)	1.27	.51
12	Football field for the pupils	30(6.7)	29(6.5)	387(86.8)	2.80	.54
13	Hand ball court for the pupils	401(89.9)	45(10.1)	_____	1.10	.30

*Figures in the parentheses indicate expected counts: Grand Mean is 2

Ground Rule: Mean of less or equal to 2 indicates facilities are inadequate. Mean that is above 2 indicates facilities are adequate.

Given the ground rule of mean that is equal or less than 2 indicating inadequate distribution of facilities compared to above 2 mean score considered to be acceptable, the results shown on level of adequacy Table 2 reveal inadequate distribution (\bar{X} average = 2.00) of facilities in primary schools located in Ogun East Senatorial District. Further analysis as found on the Table show that hockey field (\bar{X} = 1.03), hand ball court (\bar{X} = 1.10), functional school library (\bar{X} = 1.17), basketball (\bar{X} = 1.27), provision of notebooks for use of pupils (\bar{X} = 1.64) and marker board in classrooms (\bar{X} = 1.64) were either not available or grossly inadequate in the

schools. However, other facilities found to be available were only moderately adequate bearing in mind the mean score range of 2.3 to 2.8 on a 3-point scale of adequacy. Their list include football field ($\bar{X} = 2.8$), functional toilet for female ($\bar{X} = 2.71$), functional toilet for male ($\bar{X} = 2.71$), furniture for use of pupils ($\bar{X} = 2.70$), child- friendly classrooms ($\bar{X} = 2.60$), varieties of instructional aids ($\bar{X} = 2.47$) and provision of relevant textbooks for use of both teachers and pupils ($\bar{X} = 2.30$).

Research Question Three: To what extent is girl-child permitted in school programme activities?

Table 3: Descriptive statistics indicating extent of permission to girl – child in school programme activities

S/N	Items	NA	SE	LE	VLE	Mean	S.D
1	Female pupils are allowed to play football in school	47(10.5)	277(62.1)	67(15.0)	55(12.3)	2.29	.82
2	Female pupils are largely involved in school literary debates	7(1.6)	51(11.4)	208(46.6)	180(40.4)	3.26	.72
3	Female pupils are involved as much as their male counterparts mostly in writing reports involving a group work.	16(3.6)	72(16.1)	171(38.3)	187(41.9)	3.19	.83
4	Female pupils are permitted in leadership role in the class as their male counterparts	14(3.1)	64(14.3)	155(34.8)	213(47.8)	3.27	.82
5	Female pupils are allowed to fully participate in school inter-house sport competition as their male counterparts	7(1.6)	95(21.3)	107(24.0)	237(53.1)	3.29	.85
6	Female pupils are also involved in school press club activities as their male counterparts	14(3.1)	60(13.5)	170(38.1)	202(45.3)	3.26	.81
7	Female students are involved in school manual labour like their male counterparts	37(8.3)	161(36.1)	115(25.8)	133(29.8)	3.77	.97
8	Female pupils are encouraged to be active in class discussions	3(0.7)	49(11)	161(36.1)	233(52.2)	3.4	.71
9	Female pupils are involved in jokes and riddles like their male counterparts with me during time out	21(4.7)	104(23.3)	139(31.2)	182(40.8)	3.08	.91
10	Female pupils contribute positively in the class like their male counterparts	9(2)	55(12.3)	130(29.1)	252(56.5)	3.4	.78

*Figures in the parentheses indicate expected counts. Grand Mean is 3.22

Ground Rule: Mean of less than or equal to 2.5 indicates inadequate permission to girl-child in school activities while mean that is above mean score of 2.5 indicates adequate permission to girl – child in school activities.

Looking at the results presented on Table 3, there is a clear indication that girl- child is adequately permitted (Grand mean score= 3.22) alongside the male gender in school programme activities. Statistical indication on a general note and item by item indicates that the school programmes are not discriminatory in any form against female gender and neither are they intimidating against girl- child. The school environment by facilities and programmes is retaining to a girl- child just as it is to the boy- child counterpart.

Item by item results of analysis indicate that the girl- child is permitted to participate fully in all school programmes and activities to a large extent with the exception of getting involved in footballing (\bar{X} = 2.29). From the statistics, it is not that they are not involved at all, it is just that they are only involved to some extent compared to the boy- child counterpart. As indicated on table the female pupils were involved in manual labour as much as their male counterparts (\bar{X} = 3.77). In the same way, female pupils were given free latitude to contribute to class discussion (\bar{X} = 3.4) as well as being well encouraged to stay active throughout the period of class instruction (\bar{X} = 3.4) just like their male counterparts. On the same note, female pupils are at liberty to participate fully in school inter- house sporting competition (\bar{X} = 3.29) just as well as they are encouraged without any restraint to take up leadership positions in the class (\bar{X} = 3.27) like their male counterparts. Female pupils were also found to be largely involved in school Press Club activities (\bar{X} = 3.26) and school literary and debating programmes (\bar{X} = 3.26). Also from the table, female pupils are involved as much as their male counterparts when it comes to writing reports involving a group project or assignment finally, jokes and riddles session in the class does not exclude the girl- child (\bar{X} = 3.08) as everybody in the class irrespective of gender is made to participate in the fun- filled session

Discussion of Findings

Pupils enrolment distributed along male and female gender divide was on a steady increase for the period covering 2011 to 2015. Enrolment figures for both male and female pupils were almost at par with female enrolments having an edge slightly above enrolments for the male counterparts. These results opposes the findings of an earlier study involving the entire country conducted by UBEC (2013) which states that male enrolment was consistently higher than that of females from 2009 to 2012.

By this result EFA Goal 5 is considered to have in relation to the aspect of it that addresses gender equity about access to basic education. This results suggest that both the Federal and state government have certainly demonstrated strong political will to enforce the Universal Basic Education (UBE) Act which prescribe that 6- year primary education and 3- year junior secondary education is compulsory, free and universal. Furthermore, the civilization influence which dated far back to the era of the Colonial in masters as well as free primary education programme of Action Group (AG) party in the 1950s and Unity Party of Nigeria (UPN) government in 1979 closely coming next after federal is pronounced in south- west, Nigeria, Ogun- State cradle of modern civilization and western education. Popular cultural barrier against girl- child education in Africa has for long in this part of the country is an enduring one. Enrolment growth rate 8.04% deposited by the study confirms the above assertion. By this growth rate huge financial implication is placed on the government because the existing facilities would be outgrown in the next five years, thus it calls for gradual and steady expansion of existing facilities.

Typical of a Nigerian school, the facilities found in the schools were not adequate except for the common and less capital intensive ones like football field, relevant textual materials for use of the teachers and pupils in classroom instruction, furniture for use of pupils and local toilet facilities. This attests to the fact that education has not been receiving deserved attention in past annual fiscal policies of government. This result is an affirmation to the one reported by Durosaro (2002) which asserts that there exists the issue of underfunding of education and shortage of human and material resources. The poor state of facilities in the schools is an indication of many years of neglect by the government. However, the existing facilities were not gender selective. They were the ones suitable for the use of both the girl-child and the boy-child. To that extent, additional credit is given to EFA Goal 5 in relation to provision of enabling environment force-educational curriculum.

Comparable to the above, the results further show that girl-child is offered the same latitude of opportunities given to boy-child to partake in all activities and programmes of the schools both in-door and out-door. Far back into the past, co-education involving both male and female pupils have been thriving in south-west geopolitical zone of Nigeria where Ogun state belongs. This result is in opposition to the assertion of UNESCO (2010) which states that male students have more opportunities to partake in educational activities compared to their female counterparts. Again, this finding attests to realisation of the EFA goal 5 involving elimination of gender disparity in education and ensuring that girls have full access to educational opportunities as the males.

CONCLUSION AND RECOMMENDATIONS

Based on the results of this study the Government has not done badly in seeing to the realization of EFA Goal 5 in Ogun East Senatorial District in terms of eliminating gender disparity in public primary Schools. Enrolment for a boy and girl-child in the schools within the District was encouraging and non-discriminatory. This was on the account of non-discriminatory programmes and curriculum in the school. The following recommendations are suggested based on the study as follows:

- Government should demonstrate strong political will and stop playing politics with education. Gradual increase in budgetary allocation to education and primary education should be considered as a matter of importance and urgency.
- Essentially, government should embark on aggressive rehabilitation and expansion of existing facilities in the schools in order to meet up with high growth rate of pupil's enrolment.
- Frequent supervision and monitoring of schools by officials of SUBEB and LGEA should be encouraged and sustained.

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