
EVALUATING ACCESS LEVEL TO BASIC EDUCATION IN KWARA STATE, NIGERIA

Saheed Oyeniran Ph.D.

Department of Educational Management
University of Ilorin, Ilorin, Nigeria

Ridwan Ajayi

Department of Educational Management
University of Ilorin, Ilorin, Nigeria

Fadokun James Banji

National Institute of Educational Administration and Planning
Ondo, Nigeria

Isiaka, Babatunde Akanmu

Department of Educational Management
University of Ilorin, Ilorin, Nigeria

Abstract

The National Policy on Education in Nigeria was adopted in 2004 revised in 2013, for the management of Universal Basic Education targeted at achieving the Millennium Development Goals for education by the year 2015. The declaration serves as a basis for this study, which evaluated access to basic education in Kwara State, Nigeria. The researchers adopted ex-post facto design for the study. The population of the study comprised all the 3,142 primary and junior secondary schools in the 16 Local Government Areas of Kwara State. Descriptive statistics of percentage, ratio and rate were used to analyse the data collected. Gender Parity Index (GPI), Gross Enrolment Ratio (GER), Overall Enrolment Ratio (OER), Net Enrolment Ratio (NER), Intake Rate (IR) and Non-Schooling Gap (NSG) were used to determine access to primary and junior schools. The findings of the study revealed that: about 57% to 62% of primary school age attended primary school while about 64% to 66% of junior secondary school age enrolled in junior secondary schools. The result also showed that 38% to 43% of children of primary school age were not in school while 34% to 36% of children of junior secondary school age were not in school. It was recommended the state should embark on awareness and sensitization campaign on the need for parents to enroll their wards in schools in a bid to achieve the objective of the Universal Basic Education programme in Nigeria.

CORRESPONDING AUTHOR

Saheed Oyeniran Ph. D.; Department of Educational Management, University of Ilorin, Ilorin, Nigeria
E-Mail: oveniran.s@unilorin.edu.ng

Introduction

Universal Basic Education was launched in Nigeria in 1999 as a policy of the federal government. UBE Act was enacted which made provision for the establishment of Universal Basic Education Commission (UBEC). The Commission was to see to the coordination and supervision of the UBE programme. The ACT also made basic education compulsory for the first nine years of schooling, this involves the first years of primary school and three years of junior secondary school. At these levels, education is universal, free and compulsory. Its universality means this type of education is meant for all the children within the age group of 6-11 for primary education and 12-14 for junior secondary education. In addition, it is compulsory for all children of school going age within the specified age group and it is free, that is, no fee is charged. The programme is meant for every child regardless of the tribe, cultural affiliation, race, class even age as it includes adult education (Eddy&Akpan, 2009). Basic here refers to education that is vital or essential that must be given to a child. It is a form of education where children are prepared for other levels of education and where fundamental skills are acquired for their survival in the society. Without it, nothing may be achieved. It is the root of acquisition of any knowledge (Eddy & Akpan, 2009).

From the foregoing, it can be deduced that UBE programme in Nigeria was in line with the Millennium Development Goal (MDG) two; to achieve universal primary education and three; to promote gender equality and empower women. This means that all children regardless of parental background, cultural diversity, race and religion must be given basic education. Furthermore, all forms of discrimination against girl-child must be eradicated. Meaning that, both boys and girls have the same opportunity to attend schools.

Moreover, the programme was also designed to achieve Education for All (EFA) goal that stipulated that by 2015, all children of school going age should have received primary education. Kwara State education system was organised to suit the provisions of UBE policy by adopting 6-3-3-4 cycle, that is, 6 years of primary education, 3 years of junior secondary education, 3 years of senior secondary education and then 3-4 years of post-secondary education. The overall goal of this was to fuse 6 years of primary education and 3 years of junior secondary education to achieve 9 years of basic education in order to create a single integrated ninth grade of basic education (Gannicott, 2008). In 2013/2014, there were 2,505 primary schools, 637 junior secondary schools and 505 senior secondary schools enrolling a total of 292,444, 120,100 and 97,494 students respectively (Kwara State Annual School Census, 2014).

Also, the State Universal Basic Education Board was constituted to provide necessary institutional framework for the implementation, monitoring and evaluation of the Universal Basic Education policy in the state. The Local Education Authority was re-organized for the successful implementation of the programme throughout the sixteen Local Government Areas in the State. In spite of many attempts by governments at all levels to provide basic education for all children of school-age irrespective of gender, physical condition, geographical location, or socio-economic status of parents, there remained inequalities in access to basic education in Kwara State. The children of the poor are often seen in the markets and streets with young girls and boys hawking foods, pure water, oranges and bread (Aliyu, 2015).

The 2006 educational statistic data from the Federal Ministry of Education shows that only 14.1million out of 21 million school-age children are enrolled in primary and junior secondary school, and an increase in the rate of school-age drops out rate. Girls were at greater disadvantage in getting access to education at the primary and secondary school-age (Habibu, 2011). The 2008 National School Census also revealed that, 19 percent of primary school-age children between 6 – 14 years were not enrolled in primary and junior secondary school nation-wide. Millions of poor school-age children are still being excluded from the processes and outcome of education. The then Minister of Education, Professor RuqqayatuRufa'i, on 3rd April, 2012 noted a disappointing picture of educational system as she revealed that over 10 million children were not in school.

Kwara State Annual School Census reports (2012), indicated that about 354,000 children enrolled in primary schools and 140,000 in secondary schools in Kwara State during 2004/2005. Fifty-five percent of all primary school pupils were adjudged to be living in rural areas. Total enrolments of girls and boys at primary schools both increased by 75% between 2001 and 2005, which had a significant effect on access and the quality of education in Kwara State.

Core Welfare Indicator Questionnaire (CWIQ) survey data for 2006 reported that 16% of female and 12% of male aged 15-19 had never attended school while the equivalent figures for the 20-24 age group are 27% and 11% respectively. 10% of female and 23% of male aged 15-19 did not complete primary education while the equivalent figures for the 20-24 age group are 2.2% for female and 5.6% for male. Only about 11% female and 9% male completed their primary education and the corresponding figures for age bracket 20-24 were 11% for female and 8% for male.

In junior secondary category, about 21% and 20% did not complete the level for ages 15-19 and 4% female and 5% male also dropped out for ages 20-24. Only 10% female and 10% male completed junior secondary school for age bracket 15-19 and 3% and 6% completed the same level for ages 20-24. In 2014, there were 3142 basic school (primary and junior secondary schools) enrolling 412,544 of population estimated to be 633,465 and 505 senior secondary schools enrolling a total of 97, 494 students of population estimated to be 223,234 (Kwara State Annual School Census, 2014).

In 2004, Kwara State Government launched a programme tagged 'Every Child Counts'. The main aim of the programme was to ensure that children of school going age were enrolled in schools. This is to achieve the goal of UBE programme, MDG and EFA goals. The extent to which these goals have been achieved is a gap this study is designed to fill.

Purpose of the Study

The main purpose of this study was to evaluate access to primary and junior secondary education from 2011/12-2015/16 academic sessions in Kwara State, Nigeria. This is to examine the extent to which Kwara State has achieved the goals of UBE, MDG, EFA and Every Child Counts.

Specifically, other purposes of this study include to:

1. ascertain the population of primary and junior secondary school age in Kwara Statefrom 2011-2016;
2. ascertain the enrolment of primary and junior secondary school in Kwara Statefrom 2011- 2016;

3. determine the gender parity index of primary and junior secondary school in Kwara State from 2011-2016;
4. examine the enrolment ratio of primary and junior secondary school in Kwara State from 2011-2016;
5. determine the intake rate of primary and junior secondary school in Kwara State from 2011- 2016;
6. examine the Non-Schooling gap of primary and junior secondary school in kwara State from 2011-2016.

Research Questions

For the purpose of this study, the following research questions were raised:

1. What is the population of primary and junior secondary school age in Kwara State from 2011-2016?
2. What is the trend of enrolment of primary and junior secondary school in Kwara state from 2011-2016?
3. What is the pattern of gender parity index of primary and junior secondary school in Kwara State from 2011-2016?
4. What is the enrolment ratio of primary and junior secondary school in Kwara State from 2011-2016?
5. What is the intake rate of primary and junior secondary school in Kwarastate from 2011- 2016?
6. What is the Non-Schooling gap of primary and junior secondary schoolin Kwara State from 2011-2016?

Methodology

The research design adopted for this study was a survey design carried out ex-postfacto. The study used secondary data on students' enrolment between 2011 and 2016 that cut across 2,505 primary and 637 junior secondary schools in the 16 Local Government area of Kwara State as reported by 2013/2014 Kwara State annual school census. The secondary data between 2011 and 2016 was collected in order to determine the extent to which the State has achieved the goals of MDG and EFA by the year 2015. Since the study is a trend analysis focusing on population of children 6 years and 12 years' access to primary and juniorsecondary education respectively, thus, the data cut across all the Primary and Junior secondary schools in the State to determine the level of access to primary and Junior secondary education. The 2006 population figure served as based year using projected 2.8% growth rate for Kwara State to estimate the population for the subsequent years. In addition, Sprague Multiplier Statistical technique was used to split the population figure to specific age groups, that is, primary and junior secondary school ages of 6 and 12 years respectively.

Presentation of Results

Table 1

Analysis of the population of primary and junior secondary school age in Kwara State from 2012-2016

Session	Population of School Age Children					
	Primary			Junior		
	Male	Female	Total	Male	Female	Total
2012	242373	221334	463707	93740	84497	178237
2013	249159	233842	483001	92423	86547	178970
2014	256137	233898	490036	99063	89293	188356
2015	263307	239971	503278	101836	91539	193375
2016	275477	245218	520695	102975	94364	197339

Table showed that there was a slight increase in the population of male and female pupils in primary and junior secondary schools between 2012 and 2016.

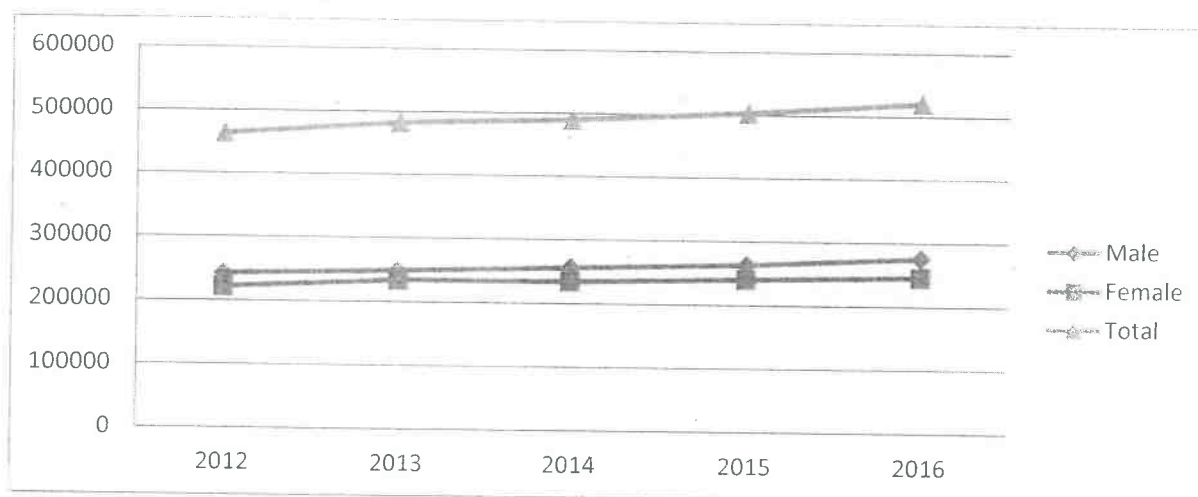


Figure 2: Population of Primary School Age Children in Kwara State

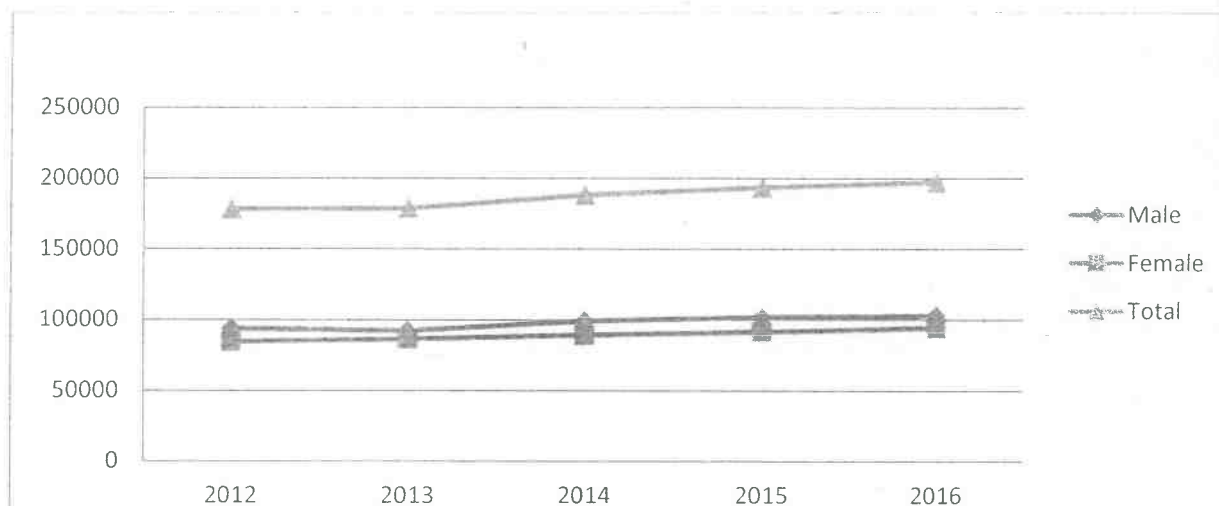


Figure 3: Population of Junior Secondary School Age Children in Kwara State

Table 2

Analysis of enrolment of primary and junior secondary school in Kwara State from 2011-2016

Session	Enrolment					
	Primary			Junior		
	Male	Female	Total	Male	Female	Total
2011/12	149649	138520	288169	64231	52794	117025
2012/13	142704	132571	275275	60626	54674	115300
2013/14	151118	141222	292340	63105	56949	120054
2014/15	154804	143168	297972	63391	59788	123179
2015/16	156352	143060	299412	65939	63188	129127

Table 2 showed that there was a fluctuation in enrolment of Primary and Junior Secondary pupil from 2012 to 2016 for both male and female students. As shown in Figure 4, the enrolment of primary school was 288169 in 2011/2012 session which was decreased from 149649 to 275275 in 2012/2013 and increased steadily to 2016.

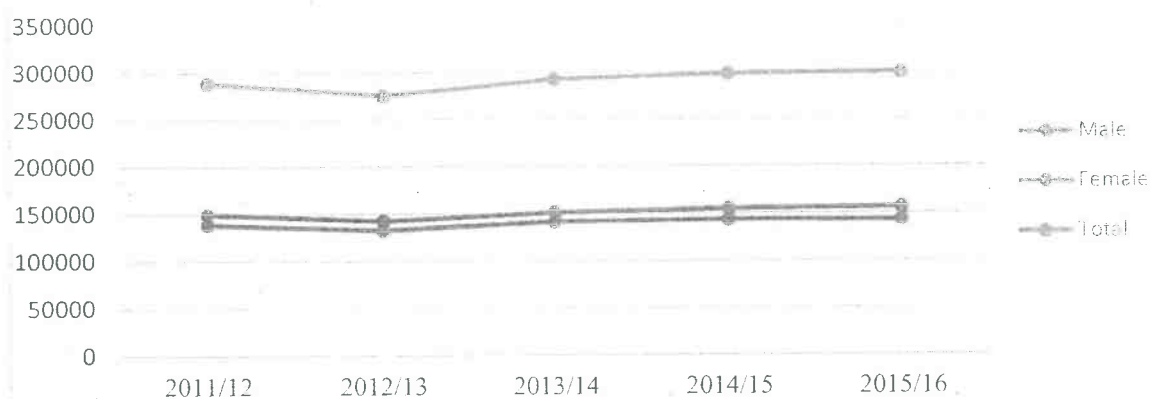


Figure 4: Enrolment of Primary School in Kwara State

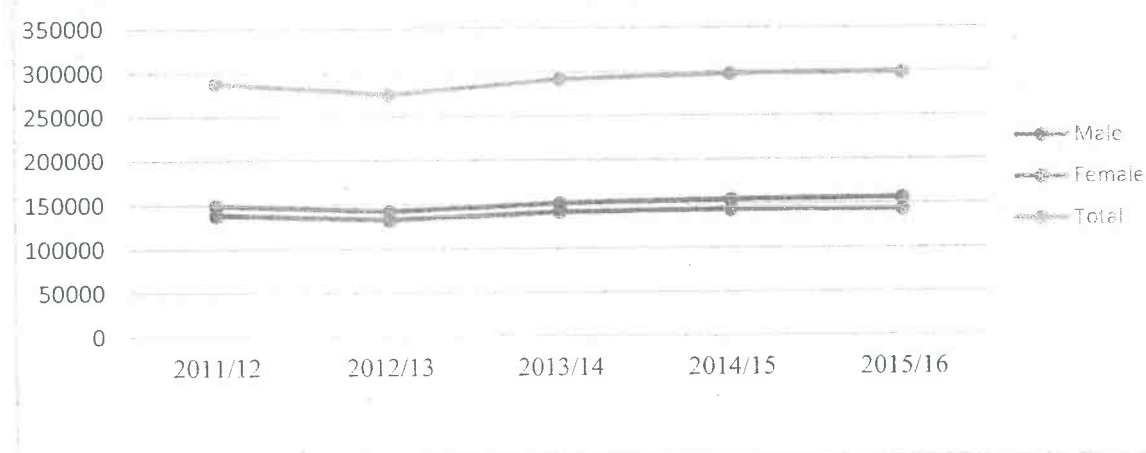


Figure 5: Enrolment of Junior Secondary School in Kwara State

Research Question 1: What is the gender parity index of primary and junior secondary school in Kwara State from 2011-2016?

Table 3

Analysis of gender parity index of primary and junior secondary school in Kwara State from 2011-2016

Session	Primary	Junior
	GPI	GPI
2011/12	0.93	0.82
2012/13	0.93	0.90
2013/14	0.93	0.90
2014/15	0.92	0.94
2015/16	0.91	0.96

Key: GPI= Gender Parity Index

Table 3 showed that the GPI of 0.93 for primary school was stable between 2011 to 2014 and decreased to 0.92 in 2015 and 0.91 in 2016. For the JSS, the GPI fluctuated between the period under review.

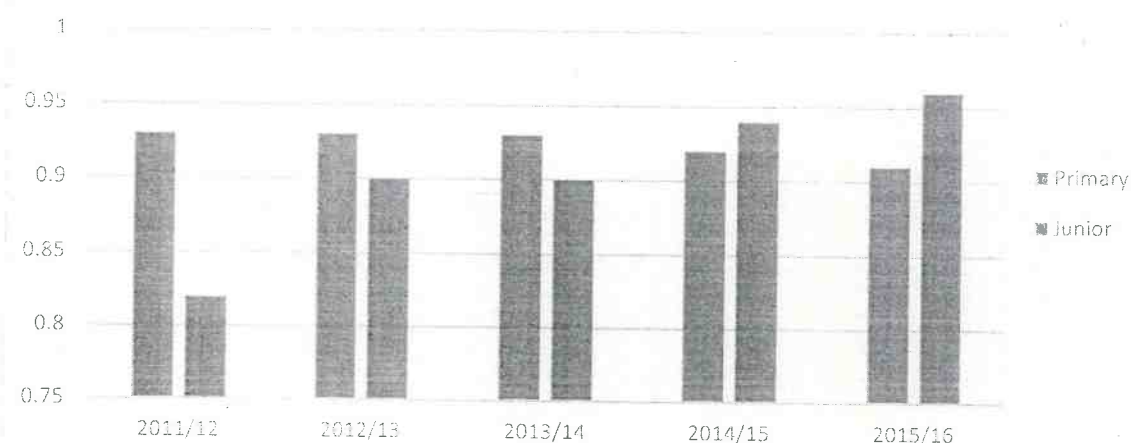


Figure 6: Gender Parity Index of Primary and Junior Secondary School in Kwara State

As shown in Table 3 and Figure 6, the enrolment of male is more than that of female in primary level throughout the years in consideration, though close. For example, in 2013/2014, as 100 male students enrolled, 93 female students also enrolled to school, the implication of this is that there is a relatively distribution of educational opportunities in Kwara State. GPI of junior secondary school in 2011/2012 was 0.82, increased to 0.90 in 2012/2013, unchanged in 2013/2014 (0.90), increased to 0.94 in 2014/2015 and increased to 0.96 in 2015/2016.

Research Question 2: What is the gross enrolment ratio of primary and junior secondary school in Kwara State from 2011-2016?

Table 4

Analysis of the gross enrolment ratio of primary and junior secondary school in Kwara State from 2011-2016

Session	Primary	Junior
	GER	GER
2011/12	0.62	0.66
2012/13	0.57	0.64
2013/14	0.60	0.64
2014/15	0.59	0.64
2015/16	0.58	0.65

Key: GER = Gross Enrolment Ratio

The result shown in Table 4 indicated that the GER is dropping and undulating for primary schools but relatively stable for junior secondary school. For instance, in 2015/2016, out of population of 193375 school age children, only 123179 enrolled at the level which implies that for every population of 100 only 64 students enrolled in school. This shows that there has not been consistent increase in gross enrolment; the finding revealed that more children need to be encouraged to enroll in school for Kwara state to meet up with EFA Goals.

Research Question 5: What is the overall enrolment ratio in Kwara State from 2011-2016?

Table 8

Analysis of the overall enrolment ratio of primary and junior secondary school in Kwara State from 2011-2016

SESSION	OER
2011/12	0.63
2012/13	0.47
2013/14	0.61
2014/15	0.60
2015/16	0.60

Key: OER = Overall Enrolment Ratio

Table 8 shows the OERs of primary and junior secondary schools in Kwara State from 2011/2012-2015/2016 sessions. The Table revealed that the OER was 0.63 in 2011/2012, 0.47 in 2012/2013, 0.61 in 2013/2014, and 0.60 in 2014/2015 and unchanged in 2015/2016 (0.60).

From OERs' measure, the overall enrolment pattern is far below the population. For instance, in 2012/2013, out of population of 661,971 school age children, only 309575 children enrolled to school which denotes that for population of 100 only 47 children enrolled to school.

Research Question 6: What is the net enrolment ratio of primary and junior secondary school in Kwara State from 2011-2016?

Table 9

Analysis of the net enrolment ratio of primary and junior secondary school in Kwara State from 2011-2016

Session	Pry	Junior
	NER	NER
2011/12	0.29	0.34
2012/13	0.29	0.36
2013/14	0.29	0.37
2014/15	0.31	0.32
2015/16	0.27	0.36

Key: NER = Net Enrolment Ratio

Table 9 shows the NERs of primary and junior secondary schools in Kwara State from 2011/2012-2015/2016 sessions. The Table shows that the NER of primary school was 0.29 from 2011/2012 to 2013/2014; it was 0.31 in 2014/2015 and 0.27 in 2015/2016. For instance, in 2013/2014 out of population of 100 school age children only 29 students within ages 6-11 years enrolled to school.

Similarly, the NER of junior secondary schools was 0.34 in 2011/2012, 0.36 in 2012/2013, 0.37 in 2013/2014, 0.32 in 2014/2015 and 0.36 in 2015/2016. For instance, in 2015/2016 out of population of 100 school age children only 36 students within ages 12-14 years enrolled in school.

Research Question 7: What is the intake rate of primary and junior secondary school in Kwara State from 2011-2016?

Table 10

Analysis of intake rate of primary and junior secondary school in Kwara State from 2011-2016

Session	Primary	Junior
	IR	IR
2011/12	69%	62%
2012/13	67%	66%
2013/14	68%	64%
2014/15	66%	63%
2015/16	64%	66%

Key: IR = Intake Rate

Table 10 shows the IRs of primary and junior secondary school in Kwara State from 2011/2012-2015/2016. It was indicated in the Table that the primary school IR in 2011/2012 was 69%, 67% in 2012/2013, 68% in 2013/2014, 66% in 2014/2015 and 64% in 2015/2016. Similarly, the junior secondary school IR in 2011/2012 was 62%, 66% in 2012/2013, 64% in 2013/2014, 63% in 2014/2015 and 66% in 2015/2016.

It was further deduced from the Table that the primary school IR in 2011/2012 was 69%, increased to 67% in 2012/2013, increased to 68% in 2013/2014, decreased to 66% in 2014/2015 and decreased to 64% in 2015/2016. Similarly, the junior secondary school IR in 2011/2012 was 62%, increased to 66% in 2012/2013, decreased to 64% in 2013/2014, decreased to 63% in 2014/2015 and increased to 66% in 2015/2016. From the analysis, the IRs for primary and junior secondary level has been fluctuating across the years under-study. This is not in agreement with the UNESCO policy document on basic education (2010) which states that 100% IR is a necessary condition for the policy goal of Universal basic education, but this has not been attained in Kwara State.

Research Question 8: What is the non-schooling gap of primary and junior secondary school in Kwara State from 2011-2016?

Table 11

Analysis of the non-schooling gap of primary and junior secondary school in Kwara State from 2011-2016

Session	Primary	Junior
	NSG	NSG
2011/12	38%	34%
2012/13	43%	36%
2013/14	40%	36%
2014/15	41%	36%
2015/16	42%	35%

Key: NSG = Non-Schooling Gap

Table 11 shows the NSGs of primary and junior secondary schools in Kwara State. It was shown in the Table that the primary school level NSG in 2011/2012 was 38%, 43% in 2012/2013, 40% in 2013/2014, 41% in 2014/2015 and 42% in 2015/2016. Furthermore, the junior secondary school level NSG in 2011/2012 was 34%, 36% from 2012/2013 to 2014/2015 and 35% in 2015/2016.

Based on the data presented in the table, the primary school level NSG was quite high and also not consistent in proportion. The implication of this is that population of children who are supposed to be in school are not actually in school. The above assertion is in tandem with (UNESCO, 2015) which states that children who are supposed to be in school are found either roaming the streets, hawking or engaged in farming activities with their parents, as against the position of the Education for All Global Monitoring report that all school age children must be given full opportunity to attend primary and secondary education.

Discussion of Findings

The results presented in table 1 showed that there was a slight increase in the population of primary and junior secondary school age in Kwara State from 2011-2016. From the analysis showed, in table 2, it was found that there was a steady increase in the enrolment of primary and junior secondary school ages in Kwara State from 2011-2016. The steady increase in the enrolment might be due to awareness and sensitization programmes embarked upon by the State and Non-Governmental Organization on the need for parents to enroll their wards to schools. Also, it showed the result of Every Child Counts programme of the State Government.

On the GPI, the findings revealed that at primary level, there was a close gap in the enrollment of both male and female pupils, although the GPIs is not static while the GPIs at the junior secondary level has been on the increase from 2011 to 2016. This implied that there is high perception of the value of education for girls, which has led to reduction in the early marriage in the state. The finding of this study therefore contradicts the report of the World Bank (2010) which states that female enrolment is lower than male enrolment in the North. This implied that female enrolment is as high

as male enrolment at both primary and junior secondary schools in Kwara State. This finding affirmed UNESCO (2014) study that girls' and boys' enrolment in primary school has increased remarkably worldwide since the beginning of the millennium. The findings on GPI also showed in table 3 indicated that it is less than one which implies the gender parity favours male.

The finding on OER showed that much still needs to be done in enrolling children of within the basic school age into schools. The finding indicated that about 58 children out of 100 students who are expected to enroll in basic schools in Kwara state are not in school. The indication of this is that there are many students who are supposed to be in school but are not in school. Many of these students are found hawking, begging and engaging in various social vices in the State. Besides, it results to underutilization of educational resources provided for them in the school.

The findings on GER revealed that 57% to 62% of primary school age attended primary school while 64% to 66% of junior secondary school age enrolled in junior secondary level of education between the academic years covered in this study in Kwara State as shown in table 4. This shows that more than 60% of school age children who are underage and overage attended primary and junior secondary school in Kwara State This implies that the enrolment of students who are underage is due to their high intelligence and brilliancy which make them move faster than their age group. On the other hand, the enrolment of overage students is due to repetition, late enrolment and older than their classmates. The findings of the study revealed that the enrollment patterns in primary and junior secondary schools in Kwara State were not in line with the specified age for both levels of education as against UNESCO benchmark of 100% NER in all the nations of the world. Therefore, more school age children need to be encouraged to enroll in school for Kwara state to meet up with EFA Global Monitoring Report.

From NERs' measure shown in table 9; it is evident that the net enrolment pattern is far below the population which is in contrary to UNESCO benchmark of 100% NER in all the nations of the world. According to UNICEF (2005), the import of this to the state is that there may be delay in the educational success of children within this age bracket and more economic burden will be on the productive age group which will result into over dependency on the working population.

The outcome of this study on intake rate showed in table 10 indicated that on the average, the intake rate to primary level of education was 66.8% while the intake rate of junior secondary schools ranged from 64.2% within the academic years covered in this study. The implication of this is that there are 33.2% of primary school going age children who are not enrolled in school while 35.2% successful completers of primary schools that were not admitted into Junior Secondary School 1. This contradicts the UNESCO policy document on basic education (2010) which states that the intake rates at both primary and junior secondary schools is tending towards 100% which is a necessary condition for the policy goal of Universal basic education.

The result presented on out of school children in table 11 indicated that 40.8% and 35.4% of children who were supposed to be in primary and junior secondary schools respectively but were not in school. The number of out of school children has been increasing over the years covered. The implication of this is that there may be many children roaming about the street, hawking and many touts in the state. The result is that Kwara State is far behind reaching Education for All goals and Every Child Counts

programme of the State. According to Gannicott (2008) report, which concluded that, if Kwara State Government wishes to achieve Education for All, then, she should be ready to face the task.

References

- Aliyu, O. A. (2015). Impact assessment of the universal basic education policy on school enrolment in selected local government areas of Kwara State. *Public Policy and Administration Research* www.iiste.org ISSN 2224-5731(Paper) ISSN 2225-0972(Online) Vol.5, No.1,97.
- Eddy, E. N,& Akpan, M. E. (2009). The Prospect of UBE Programme in Akwa-Ibom State, South-South Nigeria, *International NGO J.* 4 (2):046-49.
- ESSPIN (2012). Kwara State Annual School Census Report
- ESSPIN (2014). Kwara State Annual School Census Report
- Federal Republic of Nigeria (2013). *National policy on education* 6th edition. Lagos: NERC Press.
- FME (2007). Key indicators of education status of 6-11 year olds forward. *Niger. J. Prof. Teach.* 2:36-48, from Sub-Saharan Africa and Arab Countries. Department of Economics University From <http://nigerianstat.gov.ng/nada/index.../2..>
- Gannicott, K. (2008). Education Strategic Plan (ESP) 2009-2018. Kwara State Education Sector
- UNESCO (2010). EFA Global Monitoring Report: Reaching the marginalized, comes at a time of great uncertainty.
- UNESCO (2016). Designing effective monitoring and evaluation of education systems for 2030: A global synthesis of policies and practices.
- UNICEF Nigeria (2005). The children-education. Retrieved from [http:// unicef.org/ Nigeria/children](http://unicef.org/Nigeria/children).
- World Bank 2000 *Nigeria education sector analysis: An analytical synthesis of performance*