

Nigerian Journal of Educational Administration and Planning

Vol. 15, No 1, 2015



SUPPORTED BY:



PROJECT 2015

Nigerian Journal of Educational Administration and Planning

Vol. 15, No 1, 2015

Supported by:



ISSN 0-795-2201



University of Port Harcourt Press

EDITORIAL BOARD OF NJEAP

National Editor

Nath M. Abraham, Ph.D.
 Department of Educational Management, University of Port Harcourt, Port Harcourt, Nigeria

Editors

Undie J. A., Ph.D.
 Abubakar Tafawa Balewa University Bauchi, Bauchi State.
Dada, M. S., Ph.D.
 University of Abuja, Abuja.
Okpa, O. E.
 Department of Educational Administration and Planning, University of Calabar, Calabar,
Shehu Jibrin Loko
 Industrial Training Fund, Sokoto.

Ahupa, V. I., Ph.D
 Federal College of Education, Pankshin, Plateau State.
Udida, L. A., Ph.D.
 Department of Educational Administration and Planning, University of Calabar, Calabar, Cross River State.
Bua, F. T.
 Benue State University, Makurdi, Benue State.

Chairman, Local Organising Committee

Prof. Mon Nwadiani
 Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria

Consulting Editors

Prof. D. O. Durosaro
 Department of Educational Management, University of Ilorin, Ilorin.
Prof. E. O. M. Fagbamiye
 University of Lagos, Lagos
Prof. M. A. Ogunnu
 Department of Educational Foundations & Administration, University of Benin
Prof. C. M. Ogbodo
 Department of Educational Management, University of Uyo
Prof. N. Y. S. Ijalya
 Department of Educational Management, University of Ilorin
Prof. L. O. Oclo
 Department of Educational Foundations & Administration, Enugu State University of Science & Technology, Enugu.
Prof. R. Uyanga
 Department of Educational Foundations & Administration, Federal University of Technology, Yola
Prof. S. O. Igwe
 Department of Educational Foundations & Administration, Abia State University, Uturu
Prof. Aloy Ejioogu
 Department of Educational Administration, University of Lagos

Prof. B. S. Okeke
 Department of Educational Management, University of Port Harcourt, Choba, Port Harcourt.
Prof. J. O. Enaohwo
 Department of Educational Management, University of Port Harcourt, Choba, Port Harcourt.
Prof. Alice Ndu
 Department of Educational Foundations & Administration, Nnamdi Azikiwe University, Awka
Emeritus Prof. N. A. Nwagwu
 Department of Educational Foundations & Administration, University of Benin, Benin City.
Assoc. Prof. Serban Olah
 Faculty of Social Science, University of Oradea, Romania
Prof. T. Ajayi
 National Institute for Educational Planning & Administration, Ondo

Prof. R. S. Longe
 Department of Educational Management, University of Ibadan, Ibadan.
Prof. G. Mbiom
 Department of Educational Administration & Planning, University of Calabar, Calabar.
Prof. G. O. Akpa
 Wukari Jubilee University, Wukari, Taraba State
Prof. J. B. Babalola
 Department of Educational Management, University of Ibadan
Dr. Luiz Masquiste
 University of London
Dr. Paul Ugor
 University of Alberta, Edmonton, Canada.

CONTENTS

Perceived Impact of Politics on the Management of Secondary Schools in South-East, Nigeria Uba-Mbibì, F. O. & Nwamuo, R. I.	1
Universal Basic Education and the Politics of Programme Implementation in Benin Metropolis, Edo State Famous-Izedonmi, B. O & Momoh, U.	15
Teachers Awareness and Protection of Child Rights Act in Public Secondary Schools in Imo State Emenalo, F. C. & Okonkwo, B. N.	25
Politics of Accreditation Exercises for Knowledge and Research Development in Universities in South-South, Nigeria Madumere-Obike, C.U., Ukala, C.C. & Nwabueze, A. I.	38
Politics of Inclusive, Nomadic Pastoralists and Migrant Fishermen Education for Sustainable Development in Primary Schools in Rivers State Kaegon, L.E.S.	53
Political Factors Affecting Educational Policies and Programs Implementation in Junior Secondary School, Rivers State Bariyaa, J., Apemaa, B. L. & Nwakudu, G. I.	70
Perceived Influence of Political Policies on Funding University Education Programmes in Imo State Onye, C. O., Amadi, C. C. & Anamonye, C. C.	86
Educational Accessibility among Low-Income Households/Families and Completion Rate in Secondary Schools, Anambra State, Nigeria Ogbudinkpa, I. C.	98

Principals' Politics of Leadership Skills and Achievement of Secondary School Programmes in Calabar Municipality in Cross River State, Nigeria Igbineweka, P. O., Uko, E. S. & Ameh, E.	113
Politicization of the Funding of Secondary Education and its Influence on Quality and Accessible Education in Ogoja Education Zone of Cross River State Adie, J. U., Eteng, W.S., Asinde, A. A. & Abu, S.E.	124
Micropolitics Challenges to Female Lecturers' Leadership Position in Tertiary Institutions in Imo State Ihehereme, C. I. & Abiahu, N.	143
Evaluation of the Impact of Free Education Policy on the Demand and Management of Education in Imo State Onye, C. O. & Amaechi, C. E.	154
Politics of Principals' Leadership Behaviour and Students' Academic Performance in Senior Secondary School in Benue State Nigeria Bature, J. N., Uveryol, J. S. & Bua, F. T.	166
International Agencies Participation in the Management of Universities in South- South Nigeria Edenkwo, C., Edenkwo, O., Okoh, F. P. & Ben, A. Ó.	182
Innovations in Education and Enrolment in Osun State Public Schools, Nigeria Adebayo, J. A., Awodiji, O. A. & Alabi, A. T.	196
Perceived Influence of Political Forces on Staffing in State Universities in the South East Zone, Nigeria Onyegbako, S. O.	209

Educational Accessibility among Low-Income Households/Families and Completion Rate in Secondary Schools, Anambra State, Nigeria

Ogbudinkpa, I. C.

ijeomaogbudinkpa90@yahoo.com

(Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Kwara State)

Abstract

Educational accessibility among low-income children is the ability of secondary school students from low-income families to access, use and benefit from education within their environment. High completion rate among these students would benefit their families and the society as a whole. This study examined the relationship between educational accessibility among low-income children and completion rate in Anambra State secondary schools, Nigeria. The research design used was a descriptive survey. One hundred and twenty two out of 243 secondary schools in Anambra State were selected as sample for the study through stratified random sampling technique. Five hundred students were randomly selected as participants in the sampled schools. Two researcher-designed instruments entitled "Educational Accessibility Questionnaire" (EAQ) and "Students' Academic Performance Checklist" (SAPC) checklist were used to obtain necessary data from the participants. The instruments were validated by experts in the areas of Educational Management and Educational Measurement and Evaluation. Three research questions and one research hypothesis guided the conduct of the study. Pearson product-moment correlation statistic was used to test the research hypotheses at 0.05 level of significance. It was recommended that the number of schools should be increased in order to enhance completion rate. The finding showed there was a significant relationship between educational accessibility of low-income families and completion rate with cal. $P\text{-value} = 0.005 < \text{set } p\text{-value} = 0.05$.

Introduction

The impact of education on economic growth of any nation is a well-known phenomenon. Increasing the participation rate in education

increases productivity, wage rate and rate of participation in better jobs. It is often said that education is fundamental to the recognition of human and other rights; yet, there are still 774million illiterates in the world (UNESCO, 2006) and 58million of which are drop-out children from primary schools. There are over 10.5million Nigerian children out of school according to Education for All (EFA) report (UNESCO, 2015). Besides the above, many others, adult, women and men are not educated enough to lead healthy, fulfilling lives. The causal factors for low education consists of a pool of factors like poverty, gender, bias, inequality, geographic isolation, cultural forces, all making education a distant dream for many from poor households especially in rural areas. 'Access' was listed the first goal in the Education Sector Analysis (ESA) in 2005, a collaborative project of the Federal Ministry of Education and several development partners. Much has been done lately to enhance accessibility of secondary schools to most learners, much still needs to be done in several States in Nigeria.

Secondary schools are mostly State or federal owned, although in 2001 the Federal Government encouraged the return of former mission schools. Generally, the Federal Government funds and manages two Federal Government Colleges (Secondary Schools) in each state. In addition, each state government owns and operates secondary schools.

Development of any society depends largely on the quality of education provided. The importance of education to an individual or group cannot be over emphasized. It is said that education is an engine of growth and progress that is to say that both human and other resources in a nation depend on the education system for sustainability. Making education more accessible to every Nigerian child should be made paramount, that is, government intervention in form of grants and scholarship as well as providing more schools will go a long way to put every child in school as supposed.

One of the things that continued to make education a distant dream for many in Nigeria is the over-politicization of education, political parties always seek to control power. Olaniyi (1993) found out that ruling parties usually engage in various activities ranging from mobilization of people to education. Most at times parties have

effect on the level of government aid being given to schools as well as the individual student, political party in power tends to channel aids such as scholarships and grants towards their members. This result in educational accessibility inequality, a situation whereby some students are enabled while some are disabled as a result of which some students would successfully complete their education while others would not, hence increase in dropout rate or wastage rate.

Educational accessibility encourages equal participation in education and equal participation in education nurtures the rate at which students complete their education especially those ones from low-income families. Conversely, low-income children who are not enabled through scholarships and other kinds of aid have low participation educationally as a result have higher drop-out rate, that is, they hardly complete their studies. It is against this background that the researcher tends to find out the rate of educational accessibility among low-income children and the completion rate.

Statement of the Problem

There is an educational gap in Nigeria between children in low income and higher income families. Children from low income families tend to do poorly on tests, have lower graduation rates and are less likely to attend and complete college.

Despite the fact that government funds secondary education in many States, many Nigerian children are still found outside the school; in fact most children from low-income families drop out of school. One of UNESCO's main responsibilities is to advocate for the right of every child and every adult, to quality education throughout life, regardless of the setting (formal, non-formal or informal). Yet low-income children still fill urban streets and rural places involving themselves in all sorts of things other than education; with respect to Anambra State Nigeria. This means that education is still not yet accessible to every Nigerian child.

The research therefore hopes to provide answer to the following question: "why is education not readily accessible to children from low-income families in Anambra State Nigeria". It is the answer to the above question that this work intends to provide.

Purpose of the Study

Specifically, the purpose of this study, therefore, are to determine:

- the relationship that exists between provision of scholarship and completion rate in Anambra State secondary schools.
- the relationship that exists between the number of available schools and completion rate in Anambra State secondary schools.
- the relationship that exists between government grants and completion rate in Anambra State secondary schools.
- the relationship that exists between educational accessibility among low-income children and completion rate in Anambra State secondary schools.

Research Questions

The research questions were answered through the research hypotheses formulated in the study.

- Is there any significant relationship between educational accessibility of low-income families and completion rate in Anambra state secondary schools?
- Is there any significant relationship between provision of scholarship and completion rate in Anambra state secondary schools?
- Is there any significant relationship between the number of available schools and completion rate in Anambra state secondary schools?
- Is there any significant relationship between utilization of government grants and completion rate in Anambra state secondary schools?

Research Hypotheses

Main Hypothesis

- H₀:** There is no significant relationship between educational accessibility of low-income children and completion rate in Anambra State secondary schools, Nigeria.

Causes of Poverty

There are number of causes of poverty as identified by many authors and analyst in their individual perspectives. Johnson (1996) came up with two conceptual sources of poverty, namely:

- i. The factors which make the number of individuals in the consuming unit (individual or family/household) large relative to the amount of productive services the units is able to supply and
- ii. Those which make the value of the productive services and household can supply low relative to the household's need.

Much attention has been given to studies on poverty in Africa by the International Communities with the aim of identifying the influencing factors and providing alternative solution. The World Bank has been particularly active in this regard, some of these studies include: Taking Action for Poverty Reduction in Sub-Saharan Africa (1996), and the Social Impact of Adjustment Operations (1995). The latter identifies the causes of poverty as including: Inadequate access to means of supporting rural developments in poor region: Inadequate access to market for goods and services that the poor can sell: low endowment of human capital, destruction of natural resources: inadequate access to assistance for those victimized by transitory poverty because of drought, floods, pestis and war: Inadequate participation of the poor in the design of development programme and poor maintenance culture or the failure to retain and maintain existing structures, leading to deterioration in rural, urban and highway roads and township.

In the study carried out by Central Bank of Nigeria in collaboration with the World Bank (1999) tagged "Nigeria's Development Prospects: Poverty Assessment and Alleviations Study, they summarized the causes of poverty as follows: The stage of economic and social development: low productivity, market imperfections, physical or environmental degradation; structural shift in the economy; inadequate commitment to programme implementation; political instability; and corruption. The various causes of poverty in Nigeria are entirely with some part of the world especially in Europe, America and even some part of Asia. But in Nigeria, most of the problems highlighted above are due to inability of the leadership to carry out their responsibilities, which resulted to poor implementation of policies, mismanagement, bribery and

corruption, insecurity, non-observance of the rule of law, tribalism, injustice and unfair treatment of less privileged people.

Low Income Children

Children represent 24percent of the population but they comprise 34percent of all people living in poverty (Cauthen & Fass, 2008). Among all children under 18 years of age, 45percent live in low-income families and approximately one in every five (22percent) live in poor families. Being a child in low-income or poor families does not happen by chance. There are range of factors associated with children's experience of economic insecurity, including race/ethnicity and parent's education and employment. This fact sheet describes the demographic, socio-economic and geographic characteristics of children and their parents. It highlights the important factors that appear to distinguish low-income and poor children from their less disadvantaged counterparts.

Children in low income households do less well than their better-off peers on many outcomes in life such as education or health, simply because they are poorer while a parents level of education, attitude towards bringing up children and other parenting factors also have bearing, research shows the development and level of achievement of children increases in family income substantially reduce differences in schooling outcomes and improve width aspects of a child's well-being. Cognitive development and school achievement were most improved by having more money. Conversely, reductions in family income, including benefit cuts, are likely to have wide-ranging measure effect, among low-income families (Cooper & Stewart 2013).

The family characteristics of low-income and poor children Parents Education

Higher levels of parents education decrease the likelihood that a child will live in a low-income or poor families. Yet, 47percent of low-income children and over one-third (39%) of poor children have a parent with at least some college.

Parents Employment

Although children with a full-time year round employed parent comprise about 48 percent of the low-income population, they are less likely to be living in a low income family, compared to children with parents who work part-time/part year or who are not employed.

Completion Rate – This is the total of student completing (or graduating from) the final year at primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age. It is a simple measure that monitors what share of all children complete an education cycle and in the case of the primary completion rate tracks progress towards the goal of Education for All which is to achieve Universal Completion by the year 2015. Secondary completion rate as the total number of students regardless of age in the last grade of secondary school, minus the number of repeaters in that grade, divided by the total number of students of official graduation age (UNESCO Institute of Statistics).

Therefore, graduation rate refers to the percentage of the students that finally leave the system on completion of the course to the total number that enrolled in the final grade of the level. This calculation is very crucial to the work of educational planners as it enables them to compute the input-output ratio in determining the efficacy of the system. Owolabi (2000) stated that it was unrealistic to compare examination results of schools in terms of successful completion of a particular cycle, without considering the students' inputs, drop-outs and repetition in the school. These are likely to have great influence on their performance at their final year.

Wastage Rate – Wastage rate occurs when students leave the school system before the completion of their courses. It may also occur between grade level, as a result of students who repeat the grade and those who drop out of the system. Wastage rate could be crude-cohort wastage rate or refined cohort-wastage rate (Abdulkareem, Fasasi & Akinnubi, 2011). Crude cohort rate is the percentage of repeaters and drop-outs from the first year to the final year of academic sessions of a given cohort of students, while refined cohort wastage rate is the percentage of those who passed out or the graduates to the enrolment of the cohort. It is based on the fact that

not all the students that reached the final year took the final year examination or passed.

Methodology

The research design adopted for this study was a descriptive survey. It yields information concerning the degree of relationship between the variables being studied. Thus, it enables the researcher to find out whether any relationship exists between the variables, the direction and one magnitude of the relationship. The population for this study comprised all the 234 secondary schools in Anambra State. Also, 122 out of 243 secondary schools were selected as sample for the study through stratified random sampling technique. Furthermore, 500 students were randomly selected as respondents in the study. Two instruments titled "Educational Accessibility Questionnaire" (EAQ) and "Students' Academic Performance Checklist" (SAPC) were designed to obtain necessary data on students in the sampled secondary schools. The instruments were validated by experts in the areas of Educational Management and Educational Measurement and Evaluation. Pearson product moment correlation statistics was used to test the research hypothesis formulated in the study at 0.05 level of significance.

Results and Discussion

Main Hypothesis

H₀: There is no significant relationship between educational accessibility of low-income children and completion rate in Anambra State secondary schools, Nigeria.

Table 1: Educational accessibility of low-income children and completion rate

Variable	N	X	SD	df	Calculated t-value	p-value	Decision
Educational accessibility of low-income children	500	7.08	3.93				
				498	.715	.003	Ho Rejected
Completion rate	500	4.59	1.45				

Table 1 shows the results of correlation analysis of educational accessibility of low-income children and completion rate in Anambra State secondary schools. The p-value (.003) is less than 0.05 level of significance and for 498 degrees of freedom. Hence, the null hypothesis which states that there is no significant relationship between educational accessibility of low-income children and completion rate in Anambra State secondary schools is rejected. This implies that there was a significant relationship between educational accessibility of low-income children and completion rate in Anambra State secondary schools, Nigeria.

Operational Hypotheses

H₀₁: There is no significant relationship between provision of scholarship and completion rate in Anambra State secondary schools.

Table 2: Provision of scholarship and completion rate

Variable	N	X	SD	df	Calculated t-value	p-value	Decision
Provision of scholarship	500	3.11	1.02	498	.806	.001	Ho Rejected
Completion rate	500	4.59	1.45				

Table 2 shows that the p-value (.001) is less than 0.05 level of significance and for 498 degrees of freedom. Hence, the null hypothesis which states that there is no significant relationship between provision of scholarship and completion rate in Anambra State secondary schools is rejected. This implies that there was a significant relationship between provision of scholarship and completion rate in Anambra State secondary schools, Nigeria.

H₀₂: There is no significant relationship between the number of available schools and completion rate in Anambra State secondary schools.

Table 3: Number of available schools and completion rate

Variable	N	X	SD	df	Calculated t-value	p-value	Decision
Number of available schools	500	5.09	3.15	498	.901	.000	Ho Rejected
Completion rate	500	4.59	1.45				

As shown in Table 2, the p-value (.000) is less than 0.05 level of significance and for 498 degrees of freedom. Hence, the null hypothesis which states that there is no significant relationship between number of available schools and completion rate in Anambra State secondary schools is rejected. This implies that there was a significant relationship between number of available schools and completion rate in Anambra State secondary schools, Nigeria.

H₀₃: There is no significant relationship between utilization of government grants and completion rate in Anambra State secondary schools.

Table 4: Number of available schools and completion rate

Variable	N	X	SD	df	Calculated t-value	p-value	Decision
Utilization of government grants	500	3.05	1.99	498	.683	.002	Ho Rejected
Completion rate	500	4.59	1.45				

Table 2 shows that the p-value (.002) is less than 0.05 level of significance and for 498 degrees of freedom. Hence, the null hypothesis which states that there is no significant relationship between utilization of government grants and completion rate in Anambra State secondary schools is rejected. This implies that there was a significant relationship between utilization of government grant and completion rate in Anambra State secondary schools, Nigeria.

Discussion of Findings

The findings on research question 1, which was answered through the main research hypotheses H_0 as contained in the table 1 revealed that there was a significant relationship between educational accessibility of low-income children and completion rate. Cooper & Steward (2013) agreed to this finding in their study which revealed that reduction in family income, including benefit cuts, have wide-ranging measure effects among low-income families. Research shows that the development and level of achievement of children increases if family income is high and it substantially reduces differences in schooling outcomes and improve wide aspects of a child's well-being.

The findings in research hypothesis 1 which is contained in table 2 revealed there was a significant relationship between provision of scholarship and completion rate. It has been discovered in the study that scholarship awards increases educational accessibility which in turn increases equal participation in education which nurtures the rate at which students complete their education especially the group that come from low-income homes. Students enabled by scholarships tend to complete their studies far more than those not enabled. Most government fund education by giving out scholarships to deserving students which Olaniyi (1993) supports in his findings that political parties seek power in order to engage in various activities such as education.

For research hypothesis 2 Presented in table 3 showed that the number of available schools determines the completion rate in Anambra state secondary schools. Education is seen as an engine for economic growth of any nation. Making education available and accessible to every child by establishing more schools will surely put all children of school age in school. It was revealed in the EFA report that there are over 10.5million Nigerian children out of school (UNESCO, 2015). Low education is caused by so many factors which inadequate provision of secondary schools was found out to be one of them.

Finally as regard research question 4 which was answered through research hypothesis 3 presented in table 4 revealed that completion rate of secondary education among low-income households can be made possible through effective utilization of government grants. Education boosts nations' economy, and any

nation with high level of illiteracy will keep exhibiting a vicious cycle of poverty. This was supported by Haruna (2002) that poverty is more than lack of income, it is also insecurity, inequality, poor health and illiteracy, if there will be effective utilization of government grants to schools, the children from low-income families will benefit and this will reduce level of illiteracy to a reasonable extent and thus the vicious cycle of poverty will be broken.

Conclusion

There is strong evidence that households financial resources are important for children's outcomes, and that this relationship is one of cause and effect.

Recommendations

- i. The government should increase the award of scholarship to children of low income and also monitor the distribution to ensure that they get to the right quarters.
- ii. There should also be increase in government grants to schools so as to make education more accessible to all children irrespective of their background.
- iii. Schools should be made more available by increasing the number of schools by the government, this will go a long way to increase the completion rate.
- iv. Over-politicization of education should be curtailed so that education for all project will be realised.

References

- Adesina, S. (1977). *Planning and educational development in Nigeria*. Lagos, Nigeria: Educational Industries.
- Adulkareen, A.Y. Fasasi, Y. A. & Akinnubi, O. P. (2011). Human resource utilization and internal efficiency in state universities in Nigeria. *International Journal of Academic Research in Business and Social Sciences* 1(1): 26-34.

- Aratani, Y. (2009). *Homeless children and youth*. New York, NY: National Centre for Children in poverty, Columbia University, Mail Man School of Public Health.
- Business Dictionary (2014). *Webfinance Inc*, Error! Hyperlink reference not valid.
- Cauthen, N. K. & Fass, S. (2008). *Measuring income and poverty in the United States*. New York, NY: National Centre for Children in poverty. Columbia University: Mail Man School of Public Health.
- Central Bank of Nigeria (1999). *Nigeria's Development projects*. Poverty Assessment and Alleviation study. B, Research Department.
- Cooper, K. & Steward, K. (2013). *Centre for Analysis of Social Exclusion*. London: School of economics and political science. www.jrf.org.uk/publications/does-money-almost-children.
- Dewey, J. (1944) [1910]. *Democracy and education*. The free press. Pp. 1-4.
- Haruna, O. (2002). *Women still wallow in poverty, UNFPA report*. THISDAY Newspaper,
- Henry, S. Lawton, Z.S. & Brewer, J. (2014). *The Role of Accessibility in a Universal web*. www.educationcounts.govt.nz/indicators/definition/family-and-community-engagement/3981 House publishers.
- Ige, A. M. (2011). Mythes and realities of falling standard of education in Nigeria. The way forward. *Nigerian Journal of Professional Teacher* 2: 36 – 48.
- Lexicon Webster Diction (1999). Lexicon Press.
- Ochart, O. (2014). Education and income: more education is key to higher earnings. (PDF). Occupational outlook quarterly. Bureau of labour statistics. *Niger. J. prof. Teach.* 2: 36-48. Abuja Nigeria.
- Osho, E. O. & Osho, I. (2000). The national policy on education and functionality: The case of junior secondary school (JSS). *Knowl. Rev.* 2(2): 79 – 84.
- Owolabi, S. O. (2000). *Demographic analysis in educational management*. Ibadan: Lower House Publishers.
- Reed College/ Reed College Admission Office Reed Edu. Retrieved. 2012-10-24.

- Schofield, K. (1999). The purpose of education. *Queensland State Education*.
- The EFA Movement (2010). *United Nations educational, scientific and cultural organisation*. Tuesday, 29th October. UNESCO (2006). *National education support strategy (UNESS) for Nigeria*: 2006-2015.
- Yusuf, H.O. (2009). *Strategies for improving the teaching of reading comprehension in primary*.