



## WOMEN'S RIGHTS TO EDUCATION IN NIGERIA: AGAINST THE BRICK WALL

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### Abstract

*The problem of women right to formal education in Nigeria is becoming a “new agenda”. The reason being that in this 21<sup>st</sup> century, it is not expected that any country will still be raising issue of restriction or lack access to education for either female of male citizens. But considering the limitations that so many girl-children are having when it comes to formal education in terms of enrolment, retention and early withdrawal from school in Nigeria is currently becoming alarming. In the developing countries like Nigeria for instance, restriction to education should have been a forgotten menace if the effort of International Organizations, NGOs and Philanthropists is commensurably rewarded. However, the nature of the polity, nature of economy, nature of tradition, nature of value orientation and of course nature of system of education practice in the country are making girl-children meet “brick wall” in education. Added to this restriction is the current spate of violence and terrorism in Nigeria which is taking alarming trends daily on the retention of girl-children in school. Similarly, highway terrorism of commuters and the carting away of girl-children during the operation, forceful barring of girl-children from school through kidnap and traumatic schooling experience in the Northern part of Nigeria early marriage, girl-children as breadwinners, girl-children early withdrawal from school and/or combining schooling with apprenticeship at basic school level. Meanwhile, the menace is becoming alarming on daily basis with its attendance implication on the right of women to formal education in Nigeria. The work sought to take cursory analysis of the causes, effects (both immediate and latent) of the dwindling number of girls in school in Nigeria. It equally searchlights the implication of this to the women right to education. The work takes appropriate steps at the analysis, counter analysis and argument in favour of right of women to education in Nigeria, bringing facts and figure collated through structured questionnaire to bear on the analysis. It is a Mixed Research.*

**Keywords:** Women, Right to Education, Brick Wall, Restriction, Adult Education



## Introduction

The issues involved in making formal education available to all in Nigeria is becoming increasingly overwhelming in Nigeria at the present. Issues of mass drift of female children from schools especially primary and secondary levels of formal education. So many schools are shut against girl-children as a result of mass withdrawal of these girl-children by their parents because of fear of molestation and killing. A lot has been said about import of female education for national development. Some authors have canvassed making education equal for both male and female of all ages. Then there is the need to make both male and female thrive in order for them to exercise their fundamental right. First, there is need for all to compete favorably without limitations. Education should be made accessible by creating enabling environment in terms of infrastructural facilities (Moore, 2006:45), eradication of poverty (Ojo, 2007:231), proper understanding of the concept of access to education (Ojo, 2008:67), welfare programme and removal of impediments (Harry 2010:91) among others. These were worthwhile suggestions but the problem remained intact.

In Nigeria, illiteracy rate is still put at between 65 and 75 million (The Nation 2017:13). Out of this figure the number of female is put at 70% of the total number. This number is rather too high for a nation that has the estimated population of about 170million (The Nation 2017:14). It is a known fact that education is the major bedrock of development of any nation and that no nation can rise above the quality of her education. The causes of Nigerian education woe is so numerous they include but not limited to : the alarming figure of out-of-school children, the rate of school drop-out, children that enrolled in school are actually not getting educated enough to be an asset to the country, the education being received in the country is equally deficient in the fact that it is merely meant for white collar jobs.

Moreover, the previous belief that illiteracy is majorly traceable to the religious ethics and restriction to formal education in the Northern part of the country is getting



waned at the present as more regions especially, the Southern parts of the country have also joined in producing league of illiterates as children who were once enrolled in school have been leaving schools to fend for themselves when public schools have been failing to impart qualitative education to those who attend them.

Nigeria is presently in a web of quagmire, as many of the students that attend schools hardly benefit from poor and crude infrastructure and personnel in schools. Of serious impact is the public schools, but many privately owned schools are also contributing negatively to the fall-out in the education sector. Many of these private schools are mere trade centres where ill trained proprietors and teacher trade with the lives of innocent children, battering their future and shattering the hope of Nigeria as a country (submission mine).

Instead of promoting literacy, so many of the private schools are merely producing badly brought up students who are not better than their drop-out counterparts in the public schools. (submission mine) Meanwhile, as a fundamental right parents cannot be prevented from taking their children and wards to any school of their choice whether private or public schools. The worse scenario is the case of female illiteracy rate. The number is alarming and there appear to be no hope in sight. Although, all Nigerian children share equal right to education but the problem is that most female children are excluded from schooling. This is regarded as “second-generation” forms of gender bias by Kolb (2006) and it is the primary cause of women’s persistent underrepresentation in contributing to economic development and leadership roles. This bias erects powerful but subtle and often invisible barriers for women that arise from cultural assumptions and organizational structures, practices, and patterns of interaction that inadvertently benefit men while putting women at a disadvantage. Women education requires serious attention. What are the causative factors for the small number of women in Leadership position?



## **Conceptual Clarifications**

This subsection is meant to analyze certain concepts which are quite relevant to the proper understanding of this paper. The concepts include; right to education, women education, restriction, brickwall, insecurity, terrorism, equality and inequality among others.

### **Right to Education**

The key importance of education has been stressed over the years by the United Nations. The second Millennium Development Goal (MDG) is to provide complete basic education for all children by 2015. Many nations have committed themselves to the achievement of this goal, but in Africa and other developing nations, a lot needs to be done; there is still a high drop out rate of children from school especially among the girls (MDG Report, 2013). According to Lehmann (2009), approximately 113 million children worldwide are out of school. Around a billion people are illiterate. In Europe, they generally live in relative poverty while in developing countries, they are in extreme poverty. Consequently, all through their lives, they are restricted in their ability to help themselves due to lack of education.

Every human being should have a right to education because it facilitates personal development and increases the chances of one living in dignity. Education is the backbone of social and economic development and is therefore the key to strengthening other human rights. It is so important that without education, poverty cannot be eradicated; there will be no economic progress and no sustainable development (Lehmann, 2009). Thus, contemporary societies cannot afford to depend only on the formal school system of education; they need lifelong learning, and structures to support informal, non-formal and formal learning; education and training throughout the life span for children, youths and adults. Those who dropped out of the formal school system for whatever reason should be equipped with skills that would make them economically independent adults; this is where adult and non-formal education has an indispensable role to play.



## **Women Education**

Improving women educational levels has been demonstrated to have clear impacts on the health and economic future of the family, which in turn improves the prospects of their entire community. The infant mortality rate whose mothers have received primary education is half that of children whose mothers are illiterates. In the poorest countries of the world, 50% of girls do not attend secondary school. Yet, research shows that every extra year of school for girls increases their lifetime income by 15%. Improving female education, and thus the earning potential of women, improves the standard of living for their own children, as women invest more of their income in their families than men do. Yet, many barriers to education for girls remain. In some African countries, such as Burkina Faso, girls are unlikely to attend school for such basic reasons as a lack of private latrine facilities for girls. Higher attendance rates of high schools and university education among women, particularly in developing countries, have helped them make inroads to professional careers with better-paying salaries and wages. Education increases a woman's (and her partner and the family's) level of health and health awareness.

Put simply, women education is a kind of education given to female child whether she is a girl-child or older woman. The education given to female is basically women education and it goes a long way to determine the success of family she belongs to by birth and by marriage.

## **Brick Wall**

The term brick wall refers to the architectural design that holds a building strong forming expanse space. Brick refers to baked clay used for building walls, houses and other buildings while wall refers to the structure that holds the building without which the structure of the building is defeated. According to Longman Dictionary of current English, wall "is a long vertical solid structure made of stone, brick or concrete that surrounds,



divides or protects an area of land or any of the vertical side of a building or room”. It further stresses that wall “is something that forms a barrier or stops you from making progress”. This interpretation is not far removed from the focus of this work. Meanwhile, the understanding of the two words that forms brickwall is imperative for the proper understanding of the title of this work. To be up against brickwall is to be unable to make progress or being restricted because there is a difficulty that stops one from reaching the goal. This has close knit with women and education in Nigeria

### **Restriction**

Word restriction is a noun form of the verb restrict. To restrict is to stop something from moving or acting properly. The word captures that challenges that most girl-children face in some parts of Nigeria. Although, it is clearly state in the Universal Basic Education (UBE) Acts(2003) that no student shall be restricted from benefitting from UBE in all parts of the country, but what actually obtain is worse than restriction because so many girl-children are being force out of school to family life, to fend for themselves and their family. So many girl-children are kidnapped from school. Instances are the kidnap of girls numbering up to two hundred and fifty-seven (257) Chibok School Girls in 2014, 110 Dapchi girls. Some of them were returned after about a month of abduction through ransom. Coupled with many others unpopularized kidnaps of girls from school has forced so many other girl-children from the compulsory Universal Basic Education in Nigeria. The restriction to education is not only limited to kidnap, so many of the Nigerian school girls in all parts of Nigeria are completely far removed from formal education. In fact, it is an understatement to say that so many of female children members in Nigeria are either made to leave school prematurely or are forced to family life at very tender ages. It means that girl-children are restricted from school to confine to illiteracy. The grievous implication of this is that there will be greater number of illiterate women. But how prepared is Nigeria? What are the expectations of the leaders to fix this problem of women? Those girls, especially the victim of the kidnap and those that left schooling



because of fear and trauma, are they totally deprived and restricted from formal education? What hope do women have to education in Nigeria in an unsecured nation, in a nation without territorial integrity, a nation that has not been able to secure its border against external invasion, a nation that is porous of miscreants who invade punishment in their own country and see Nigeria as an easy hidden place? A nation without adequate security to protect the strong and the weak.

### **Insecurity**

It is an understatement to say that retainment in schooling has become herculean for many girl-children and of course for so many of the female gender in Nigeria at the present. Women are the most vulnerable when it comes to victim of insecurity; they strive more to protect their children and in most cases because they are “weaker vessels” they are always caught up in the web of trouble; poverty, psychological trauma, helplessness, hopelessness and so on. There is no way one will discuss insecurity without making reference to security. Insecurity is a concept that link peace and war. Insecurity in the opinion of Amoores (2012) is a reference to a state’s inability and strength to defend itself from all forms of aggression whether from within or outside of it. Insecurity includes all the efforts of the state to defend its territorial integrity as a sovereign nation and protect the citizens from all forms of aggression. This analysis appears a dilemma. Hence, McNamara (2001) opined that security transcends militarism. It extends to the overall socio-economic wellbeing of any given society. He further stressed that security is co-terminus with development.

### **Terrorism**

Terrorism has different shades of meaning. Etymologically, the word terror is derived from the Latin word *Tersere*, which later becomes *Terrere*. *Terrere* appears in European languages as early as the 12th century Palmer (2014:554). The word terror first known use in French is the word *terrible* in 1160. By 1356 the word *terreur* became very popular Palmer (2014:564).. However, *Terreur* is the origin of the Middle English term



*terroure*, which later becomes the modern word "terror" Palmer (2014:556). It was later known in English language as Terror.

According to Halibozek, Jones, Kovacich (2008:4-5) terrorism is a word used to explain the use of violence action in order to achieve political aims or to force a government to act. They further stressed that the concept, terrorism can be used to refer to the use of intentionally indiscriminate violence as a means to create terror among masses of people. In other words, terrorism is an instrument used to create fear to achieve a religious or political aim. Primarily, terrorism is used to refer to violence during peacetime or in war against non-combatant (Halibozek, E, Jones, A, Kovacich, G. 2008:8). (Halibozek, E, Jones, A, Kovacich, G 2008:4-5) averred that the terms "terrorist and terrorism originated during the French Revolution of the late 18th century and later gained mainstream popularity in the 1970s in news reports and books covering the conflicts in Northern Ireland, the Basque Country and Palestine". Meanwhile, the increased use of suicide attack from the 1980s onwards was typified by the September 11<sup>th</sup> attacks in New York City and Washington, D. C. in 2001 and has since escalated to almost all parts of the world including Nigeria.

Women in Nigeria are the worse hit when it comes to effect of terrorism; they lost their children in school and they themselves are deprived the opportunity of benefitting from education which so many of them patiently wait for after losing the opportunity of benefitting from early age education. Women are the worse hit.

### **Equality and Inequality Juxtaposed**

The two concepts; equality and inequality are two inseparable concepts which are no easy terms to discuss. No single interpretation can be used to explain them. First, to say that something is not equal is like saying people are not of the same height and to affirm that certain things are equal is like saying people are of the same height. In fact, the two concepts have varying shades and interpretations. For instance, according to Akinpelu (2005), equality may be interpreted as; fairness or sameness. Ojo (2008:75) added a





seemingly relevant interpretation when she called equality as simply ‘opportunity for all’. In furtherance of effort at explaining the concepts of equality and juxtaposing it with equality, Osho (2008) submitted that equality and inequality are inseparable even in education they are the forces propelling people to participate in schooling’. Osho’s submission is quite related to the thought flow of this work. To be equal, education remains a valid tool to achieve it. This opinion is in line with the world collaborators to make education a venture from which all citizens could be equal. However, inequality may not be easily eradicated if the citizens are not benefitting from the provision of education made available by the government but at best education would have been made available for all to benefit maximally at will. In essence, consideration of equality and inequality will go a very long way to pave way for access in education.

### **Research Questions**

- i. In what way does terrorism contributes to the barrier women/girl-children face in formal education in Nigeria?
- ii. How does Government insensitivity add to the plight of Nigerian security issue bother on the access of female citizens to education?
- iii. Does poverty increase the restriction of female gender in Nigeria to formal education?
- iv. What type of right policy statement can redirect the belief of female gender about formal education in Nigeria?
- v. Is it true that Nigerian illiterate parents have lost total trust in Government and are therefore returning to old values of marrying girl-children out early and raising only male children to any level of education?



## Theoretical Postulation

To put this paper on strong footings there is need to support it with a theory. The theory Hume calls The bundle theory readily comes to mind

### The Bundle Theory (David Hume1711-1776)

Bundle theory is another name for Personal Identity. It is an important part of Hume's Theoretical opinions which is grounded in Ethics. In the opinion of Hume about the bundle theory of personal identity, the mind is far from being an independent power, but simply a bundle of perceptions without unity or cohesive quality. The self is nothing but a bundle of experiences linked by the relations of causation and resemblance, or more accurately, that the empirically warranted idea of the self is just the idea of such a bundle. This view as by explained by positivist interpreters suggested that what Hume meant is that person or mind refers to collection of sense contents. With this theory Hume denied the existence of practical reason as a principle because he claimed reason does not have any effect on morality since morality is capable of producing effects in people that reason alone cannot create. As Hume explains in A Treaty of Human Nature and quoted by Bradson (2016:97), "...morals excite passions and produce or prevent actions. Reason of itself is utterly impotent in this particular. The rules of morality, therefore, are not conclusions of our reason". In the explanation of Bradson (2016). In turn, it is the passion that obeys reason in practical life that reason cannot directly oppose. In other words, Hume asserted that passion is less significant than reason because if it from reason that passion got its original influence.

According to McShaw (2015:304) Hume believed that passions that result from reason has greater influence on the life of less privilege individual and that passion practical reason is also concerned with the value of actions rather than the truth of propositions. He stressed that the only failure of Bundle theory is the fact that the shortcoming of reason reflects in its inability to affect authoritatively the morality of all human beings. Instead it only dictates human intentions. Simply put, the reason why human being behaves the way they do is merely the reflections of what is they are made up



of and so does not necessarily means that the external influence has effect over their actions.

### **Relevance of bundle theory to the need for women education in Nigeria**

Man is the reflection of what he displayed for others to see and it is only what is being displayed that is known to others. But there is always a reason why individual person seek after what they pursue. The physical person is a bundle of reason; reason for living, reason for taking particular actions and reason for what he or she is doing. Human being is loaded and it is out of the qualities that reside in man that he displays the quality. The justification for the choice of bundle theory is bore out of this fact.

Again, Hume believe that “practical reason ought to regulate human action and that, reason for an action should be the essence of passion“. The reason for women education needs be bore out of some reasons; reason for human development; reason for self-development; and reason for societal development among others. It is a well-known fact that the development of a home is solely not dependent on men, in fact, much of the development in terms of moral development, economic empowerment and fortune acquisition are better propelled by women.

Further, another submission of Hume that reason is the wheel that propels passion tends to go in support of women education because the reasons for women education as stated above are not unconnected with the passion required for women education and why formal education should be given to women and girl-child up to any level desired. No one can ever pretend that women education serves all round purposes and therefore everyone has no other choice than to serve and obey the clarion call to support it. However, this justification does not portend to say than only women education will aids development, what it justified is that it is most essential for development together with the education of the male counterpart.



### **Against Brick Wall: Challenges Faced By Women Education in Nigeria**

It is not a gainsaying that Women face unlimited number of challenges in all areas of life in Nigeria. These challenges have been identified as detriments to the development of their community. Women face many challenges, including government rules and regulations, being independent of all external influences, marital constraints, low level of recognition by the society, stigmatization by the culture and tradition, restriction to level of home career, limited opportunity to access leadership positions and of course the current spate of restriction to education is most bore by women in Nigeria; their children are killed, girl-children are restricted from schooling, several barriers to participate in schooling both at young ages and at adulthood.

Ordinarily, people will think that the number of female students in higher institution is comparably high as that of their male counterparts in Nigeria. This is not the case, the number of male in certain higher college faculty like education and humanities may be higher but not in same proportion with males in other faculties. When one considers other faculties like Engineering, Pure Science, Medical Sciences, Environmental Sciences and Law, it is a clear indication of the low number of female in higher colleges, which to a greater extent is the indication of the failure of women education in Nigeria. Some of the reasons responsible for the low number of women in higher education or to simply say that some of the reasons that stand as brickwall in the way of women to education in Nigeria include the followings:

#### **Inability of Women to display their freedom in Nigeria**

Most African women are tied to the tradition reason been that any woman who venture to break free is regarded as uncultured. The concept of Misogyny and its attendant interpretation is most profound in the African setting and Nigeria is not an exception. Women are inferior to men, women are the opposite of male, women have smaller brains, women must receive instruction of fathers and husbands (Werner, 2004:68)). Fewer number of females have people they emulate in Nigeria. This means that there are only few



female leaders compared to the number of male counterparts in leadership position. Fewer female leaders means fewer role models and can suggest to young would-be leaders that being a woman is a liability, thus, discouraging them from viewing senior women as credible sources of advice and support. Moreover, how many of these educated women can display their freedom in Nigeria without disregard to the accepted norms of the society?

### **Gendered career paths and gendered work**

Woman mobility is restricted, limited and at times curtailed. Many organizational structures and work practices are designed to fit men's lives and situations at a time when women made up only a very small portion of the workforce. Most highly regarded and lucrative jobs have always favored men and it has always acted as a key step on the path to senior leadership preparation for men to lead jobs while female students are, in principle, trained to compete with men in the labour market when in actual fact female students combine job and home making.

### **Double binds**

In most cultures, masculinity and leadership are closely linked: The ideal leader, like the ideal man, is decisive, assertive, and independent. In contrast, women are expected to be accommodating, friendly, nice and caring. The mismatch between conventionally feminine qualities and the qualities thought necessary for leadership puts female folks in a double bind. Some researchers concluded that women in traditional African society are essentially regarded as 'sex pot'. Ojo (2010:5) submits that, the concept of sex 'pot' is not new but novel in nomenclature.

The overall issue that surrounds sexuality and all issues involved are summed up here in sex 'pot'. Part of the issue of 'sex pot' may not be separated from sex trafficking, sex hawking, sex working, prostitution, child-bearing and others which women are made to believe are their roles. This attitude makes it pretty difficult for women to excel in traditionally male dominated society like their male counterparts and a major setback for their educational advancement. Not only that, women are restricted to lower level of



education because behaviors that suggest self-confidence or assertiveness in men often appear arrogant or abrasive in women such that women in positions of authority who enact a conventionally feminine style may be liked but are not respected. They are deemed too emotional to make tough decisions and too soft to be strong leaders. Then why the need for high level of educational acquisition for women?

### **Lack of Women Access to Networks and Sponsors**

Men are fond of creating informal networks. They meet in club houses, games pitches and political associations. Some of these meeting places are more or less cults where decisions about their jobs and others on the job are made. Although, women also make connections with others, they also prefer the company of men to the female colleagues. But all the same, the connections women do have tend to be less efficacious: men's networks provide more informal help than women's, and men are more likely to have mentors who help them get promoted. Most of their 'on-the-job-problem' are solved at the enjoyment corners. They play politics on the job to the detriment of their women counterparts. In fact, men tend to direct developmental opportunities to junior men, whom they view as more likely, than women, to succeed (Winch, 2004:76).

### **Need to remove Barrier from Women Education**

Kolb (2013) suggested three actions to support women formal education which may be rooted through the education of the girl-child or education at later life (Adult Education). These positions are the same idea that can help in redefining women education in a country with high level of illiteracy especially as it affects women literacy like in Nigeria. The ideas are as follow;

- (1) give women education a reasonable priority
- (2) educate women and men about second-generation gender bias,
- (3) create safe "identity workspaces" for women to support transitions to bigger roles, and



(3) anchor women's development efforts in a sense of leadership purpose rather than how women are perceived.

These actions will give women insight into themselves and their generations, enabling them to effectively chart a course to living and life of fulfilment. Education is central to the improvement of women role in the society. Second generation gender bias has to do with making both sexes understand the importance of making male and female use their inbuilt ability for the development and upgrade of the society to which they belong and by implication developing themselves and their immediate family. Added to this is the fact that there is the need to make both genders know who they are, know their weaknesses and strengths. Giving an individual relevant role to which he or she is most suitable without bias will help in achievement of goals in organizations. When women are educated is it assumed that the whole nation will feel the impact of the achievement.

There is also all possibility that women will want to impress those that trust their ability for leadership. Education is the bedrock of all developments, therefore, there is the need to create enabling environment for women to benefit in education at all levels and for all categories of women. The problem of stereotype of women "as belonging to the kitchen and other rooms should be redefined

### **Questionnaire Analysis**

The questionnaire used in this research work was divided into two main sections. Section A contains the bio-data information of the respondents. The respondents were mostly married women between age 25 and 45. They are in two groups; the artisans and the women in formal organizations

Stratified random sampling was used to select women of the age bracket and the occupational background. The total number of women respondents were 180, out of which were 90 artisans and 90 women in formal organizations. The artisans are majorly women traders in market places; 30 women from Onipaanu Market and 30 Women from Bariga both in Yaba Local Council Development Area (LCDA) of Lagos Mainland local



government and 30 women from Challenge Neighborhood Market in Ibadan South West Local Government of Oyo state. The 90 women in formal sector are drawn from Primary School Teachers in Kosofe Local Government and Ibadan South West Local Government Ibadan on 45:45 ratio. The total number of 167 filled questionnaires were returned out of 180. The artisans completely filled and returned their questionnaires (90) while 77 questionnaires were retrieved from the women from formal sector.

### **Questionnaires for Women That are Artisans**

Out of the market women questionnaire the followings were the questionnaire items and their responses

#### **Questionnaire Item 1**

Terrorism contributes to the barrier women/girl-children face in formal education in Nigeria?

67 out of 90 women artisans answered in affirmative others (23) either strongly disagreed or just disagreed.

#### **Item 2**

Government insensitivity to the plight of Nigerian security issue bother on the access of female citizens to education?

86 out of 90 respondents affirmed the question item only 4 respondents disagreed

#### **Item 3**

Poverty increases the restriction of female gender in Nigeria to formal education?

82 respondents affirmed the influence of poverty to female gender to formal education in Nigeria, 8 respondents disagreed.





#### **Item 4**

Right policy statement can redirect the belief of female gender about formal education in Nigeria?

74 respondents answered in affirmative, 10 respondents disagreed while 6 respondents void the portion of the questionnaire

#### **Item 5**

Nigerian illiterate parents have lost total trust in Government and are therefore returning to old values of marrying girl-children out early and raising only male children to any level of education

56 respondents answered in affirmative, the remaining respondents (24) has no commitment to the item

### **Questionnaires for Women in Formal Organizations**

#### **Questionnaire Item 1**

Terrorism contributes to the barrier women/girl-children face in formal education in Nigeria?

83 out of 90 women in formal sector affirmed the question item while 7 disagreed

#### **Item 2**

Government insensitivity to the plight of Nigerian security issue bother on the access of female citizens to education?

90 women disagree

#### **Item 3**

Poverty increases the restriction of female gender in Nigeria to formal education?

75 women answered in the affirmative while 15 women respondents disagreed



#### **Item 4**

Right policy statement can redirect the belief of female gender about formal education in Nigeria?

89 women agreed, 1 women respondent disagreed

#### **Item 5**

Nigerian illiterate parents have lost total trust in Government and are therefore returning to old values of marrying girl-children out early and raising only male children to any level of education

67 women agreed while 23 women respondents disagreed

#### **Concluding Remarks**

This paper is an attempt to analysis systematically the gender inequalities in education Nigeria and to examine the challenges women face in formal education in Nigeria. It expands on the importance of women education for development. The state emerges as a key actor regulating and promoting educational processes and outcomes, and the perspective that most accurately captures the state's practices is socialist feminism. There has been a recent convergence in feminist thought toward the meshing of ideological and material elements in the explanation of women's subordination, bringing closer than ever the radical and socialist feminist perspectives.

These perspectives detect severe limits in a country's ability to improve women's conditions as a result of the backwardness of same women and their deprivation to education. Not only that, when women's role is taking beyond home caring it serves as checks on gender bias. Further, it has been proved that women that run organization, most often than not, perform extremely better as much as their male counterpart and in some cases they perform better, this is a pointer to the advantage of giving women education priority that it deserves. But the current spate of girl-children withdrawal from formal education because of terror attack and fear of death; early marriage; and girl-children as



financial provider of family among others make restriction of girl-children to education a worrisome trend.

This work requires among others that women education should be accorded attention that it deserves. It equally suggests that gender role play may need to be rearranged when it comes to formal education in such country like Nigeria where development remains a lingering problem.

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## SENTENCE ERRORS COMMITTED IN THE PARAGRAPH WRITING AMONG SENIOR HIGH SCHOOL STUDENTS

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### Abstract

*This paper examined the sentence errors committed by the students in their paragraph writing activity. Specifically, it determined the frequency of use of the different types of sentence errors such as: fragments, run-ons, misplaced and dangling modifiers, faulty parallelism, redundancy, and wordiness. Further, it determined the other grammatical errors manifested in their actual paragraph writing activity. The descriptive research method was used employing the five (5) procedures to analyzing errors adopted from Corder (1974). Research participants were the fifty three (53) Grade 11 Senior High School students of Gammad National High School, Iguig, Cagayan. Frequency count and percentage were used in analyzing the data. Results of the study revealed that the most committed sentence errors were run-ons, followed by fragments. Further, the other grammatical errors manifested in the paragraph writing activity of the participants were the incorrect form of nouns, followed by the inconsistent verb, incorrect preposition, and mismatched subject-verb. This indicates that the senior high students got confused in identifying one idea from the other, thus, the tendency of combining two ideas as one. When these errors were analyzed, it was observed that these committed errors were due to intra-lingual interference rather than the inter-lingual interference.*

*Keywords: Sentence error, error analysis, intra-lingual, inter-lingual*



## Introduction

The Philippines' membership in the ASEAN and being part of the global village has truly put Filipinos in a very challenging situation most especially in academic reform. This is to produce graduates of higher education institutions in the country to be more responsive and globally competent. As Nicolas (2014) said, ASEAN Integration will bring about (1) greater mobility of human resources, (2) demand on competitiveness and/or quality of graduates and programs and (3) greater regional cooperation on education and research.

In essence, being globally competitive does not only mean graduates possess technical knowledge and skills but have excellent communication skills as well. They must achieve communicative competence. With this demand, learning the English language is a challenge to all, regardless of the profession or status you belong. Learners aim to have proficiency of the language in order to convey their thoughts effectively. This would help them express and achieve things they wanted to be in the global arena.

However along the way, it is evident that learners are sometimes if not most of time misunderstood by others because of the mistakes or errors they unconsciously or consciously committed in constructing their sentences, the small comprehensible units of language forms that they can produce for effective communication particularly in writing.

According to Dictionary of Language Teaching and Applied Linguistics (1992), learners make mistakes or errors when writing. In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between the two. Mistakes are due to lack of attention, fatigue or carelessness. They can be self-corrected when attention is called. On the other hand, Richard (1985) described that errors are the use of linguistic items in a ways that a learner of the language regards them as showing faulty or incomplete learning. They occur because the learner does not know what is correct; thus, errors cannot be self-corrected.

According to Runkati (2013), errors were categorized into two main types: the sentence level and word level. Sentence level included fragments, run-ons, subject-verb agreements, word order, tenses, capital letters, and punctuations. On the other hand, word level covered articles, prepositions, word choices, nouns and numbers.



Being aware on the Natural Order Hypothesis by Krashen and Terrell that errors are signs of naturalistic developmental processes and errors made by learners are very significant as they are the indicators of how learners acquire language, having a complete knowledge about the learners' problem in committing such is necessary. Thus, Error Analysis (EA) becomes a preferred tool of second language analysis.

James (1998) proposes that Error Analysis (EA) is the analysis of learners' errors by comparing what the learners have learned with what they lack. It also deals with giving the explanation of the errors in order to accurately reduce them. Further, Corder (1974) stressed that Error Analysis (EA) has two objectives. One is theoretical objective which concerns what and how learners learn a language. The other practical one which concerns how to help learners learn a language by making use of the knowledge they have already had.

Corder (1967, as cited in Ellis, 1986) acknowledged that errors might be useful in several ways: (1) they provide the teacher with information about how much the learners have learnt, (2) they provide the teacher/researcher with the evidence of how the language was learnt, and (3) they serve as devices by which the learners can discover and/or learn the rules of the target language.

Corder created five procedures to analyzing errors: (1) collect samples of learner language, (2) identification of errors, (3) description of errors, (4) explanation of errors, and (5) evaluation of errors.

Richard (1974) states that the two major sources of errors are inter-lingual errors and intra-lingual errors. The first one refers to errors caused when learners wrongly use the rules of their first language when they produce sentences of the target language. The other one involves errors caused by learner's incomplete knowledge of the target language.

Further, Diaz-Rico and Weed (2002) discussed that in the second language acquisition, the term overgeneralization is more frequently used and refers to situations in which the learner incorrectly generalizes a rule to cases where it does not apply. English learners may say, "*I don't can do that.*" In this case, the student has overgeneralized the rule "insert *do* in negative clauses." In another example, the student may say, "*He asked me that should he go.*" Here, the student has overgeneralized the question-word-order rule.



Hence, the researcher wanted to find the errors frequently found and sources of errors committed in the sentences written by the senior high school students. The findings of the study may result in a more appropriate and effective teaching methods and materials which enhance the writing skills of the students.

### **Study Objectives**

This study aimed to analyze the sentence errors committed by the senior high school students of Gammad National High School for the school year 2017-2018.

1. To find out the most frequent sentence errors committed by the students in their paragraph writing.
2. To determine other grammatical errors manifested in the students' paragraph writing.

### **RESEARCH METHODOLOGY**

#### **Resign Design**

The study made use of descriptive research method in investigating the sentence errors committed by the senior high school students in their actual paragraph writing activity.

#### **Locale of the Study**

This study was conducted at Gammad National High-Senior High School Department, Iguig, Cagayan. The Department offers two tracks: Technology and Vocational Livelihood (TVL) and General Academic Strand (GAS). Gammad National High School is an adopted school of the Department of Arts and Social Sciences, College of Arts and Sciences, Cagayan State University, Carig Campus. Thus, the extension project '*Communication Enhancement Training (CET)*' of the department has been implemented since February 2017.

#### **Sample of the Study**

Total enumeration was employed in choosing the research participants which comprised fifty three (53) Grade 11 class students of Gammad National High School-Senior High School Department, Iguig, Cagayan for the school year 2017-2018.





## Research Instrument

The main source of data used was the written paragraphs of the fifty (53) Senior High School students who are enrolled in both TVL and GAS strands at Gammad National High. The students were asked to write a paragraph about “The Good Features of the Gammad National High”.

## Data Analysis

The error analysis method of Corder (1974) was adopted to analyze the errors committed. The data analysis procedure consisted of two stages according to the purpose of the study. All of the identified sentence errors were analyzed and labeled according to the types of sentence errors to get the frequency and the percentage. The sentence error types were classified into seven (7): fragment, run-on, misplaced modifier, dangling modifier, faulty parallelism, redundancy, and wordiness.

Further, other grammatical errors were identified and labeled to get the frequency and the percentage. These include: misspelled words, mismatched subject-verb, inconsistent verb tense, incorrect contraction, incorrect pronouns, incorrect prepositions, incorrect form of nouns, incorrect capitalization, incorrect form of infinitive, and mismatched antecedent. Finally, to seek for the sources of errors, the corpora were interpreted and analyzed.

## RESULTS AND DISCUSSION

The findings of the study demonstrated that the senior high school students of Gammad National High School committed two major types of errors when writing. These are fragments and run-ons.

### Sentence Errors Committed by Senior High School Students in Paragraph Writing

Table 1 presents the frequency and percentage distribution of the sentence errors committed in the actual paragraph writing activity of the senior high school students. As gleaned from Table 1, most of the senior high school students committed sentence errors on run-ons with a frequency of 34 or 60.71 percent, followed by using fragments with a frequency of 12 or 21. 43 percent, while the least committed sentence errors were misplaced modifiers with a frequency of 2



or 3.57 percent. On the other hand, both dangling modifiers and wordiness are not seen in their paragraph writing activity.

Table 1 reveals that the senior high students got confused in identifying one idea from the other. With this, there is a tendency of combining two ideas as one. This displays that the students have limited knowledge of the English language.

The findings validate Quibol's (2016) study where she found that the most committed error on mechanical category was on the use of punctuation. Based on her study, students wrote two complete sentences together without using any punctuation marks. This made their sentences erroneous committing the error on run-on. Further, in her findings on errors committed on structural category in which the use of fragments ranked first, this is almost parallel with the result of the present study which the use of fragments ranked second.

The result of study was supported by Sermsook, Liamnimitr, and Pochakorn (2017) where they found that the most frequently made error type was on the use of punctuation. This corroborates the present study that committing run-ons is associated with the incorrect use of punctuation marks.

Moreover, the finding of the study is almost congruent with a previous study undertaken by Amanda, Gani, and Saharddin (2014) in Indonesia in which fragments were a serious problem in

students' writing followed by run-ons, while in the present study run-ons were found to be the most committed errors, followed by fragments.

**Table 1. Sentence errors committed by senior high school students in paragraph writing**

Errors	Frequency	Percentage	Rank
1. Fragments	12	21.43	2
2. Run-Ons	34	60.71	1
3. Misplaced Modifiers	2	3.57	4
4. Dangling Modifiers	0	0	-
5. Faulty Parallelism	4	7.14	3
6. Redundancies	4	7.14	3
7. Wordiness	0	0	-
Total	56	100	



Among the errors committed by the senior high school students were as follows:

### On Fragment

<i>Code</i>	<i>Error identification</i>	<i>No. of Paper</i>	<i>Suggested correction for each sentence</i>
<b>S1</b>	<i>The GAS strand or the General Academic Strand.</i>	<b>P30</b>	<i>Gammad National High School offers the GAS strand or the General Academic Strand.</i>
<b>S2</b>	<i>GAS student from Gammad National High School.</i>	<b>P6</b>	<i>GAS student from Gammad National High School displays good study habits.</i>
<b>S3</b>	<i>If you are worried about the facilities and equipment, as we have only GAS and TVL bread and pastry and TVL electricity.</i>	<b>P8</b>	<i>If you are worried about the facilities and equipment, we have GAS and TVL(bread and pastry as well as electricity).</i>
<b>S4</b>	<i>I here to campaign the SHS department.</i>	<b>P20</b>	<i>I am here to campaign for the SHS department.</i>
<b>S5</b>	<i>Kind and respectful teachers that you can learn a lot.</i>	<b>P24</b>	<i>We have kind and respectful teachers whom you can learn a lot.</i>
<b>S7</b>	<i>Something that will help you prepare for the future</i>	<b>P39</b>	<i>Gammad National High School-Senior High Department is something that will help you prepare for your future.</i>
<b>S8</b>	<i>Experiencing fresh air coming from the tall trees.</i>	<b>P51</b>	<i>You will be experiencing the fresh air coming from the tall trees.</i>

As gleaned above, students could hardly identify the difference between a fragment and a sentence. In S1, S2, and S8, students considered these phrases as sentences. Moreover, the dependent clauses S3, S20, and S24 were identified as sentences having subject and predicate. This shows that students could not express their ideas clearly. This means that the errors committed are attributed to students' poor knowledge on structure of English. It leads to incomprehensible statements in their writings.



### On Run-On

<i>Code</i>	<i>Error identification</i>	<i>No. of Paper</i>	<i>Suggested correction for each sentence</i>
<b>S9</b>	<i>Next school year, we are about to open two new strands, these are the ABM and STEM.</i>	<b>P6</b>	<i>Next school year, we are about to open two new strands. These are ABM and STEM.</i>
<b>S10</b>	<i>For senior high school we offer GAS and TVL strand soon we will have another buildings.</i>	<b>P8</b>	<i>For senior high school, we offer GAS and TVL strands. Soon, we will have another buildings.</i>
<b>S11</b>	<i>Studying in this school is enjoyable you can meet new friends the teachers are good in teaching and we have enough facilities.</i>	<b>P8</b>	<i>Studying in this school is enjoyable. You can meet new friends, and teachers are good in teaching. We have enough facilities.</i>
<b>S12</b>	<i>You can also enjoy studying at their comfortable classrooms for they have a well-organized and complete facilities.</i>	<b>P10</b>	<i>You can also enjoy studying at their comfortable classrooms, for they have a well-organized complete facilities.</i>
<b>S13</b>	<i>I discovered many thing just like the teachers they are more strict.</i>	<b>P17</b>	<i>I discovered many things just like teachers. They are more strict.</i>
<b>S14</b>	<i>I am from Gammad National High School I like to invite all of you to come and enrolled in our school.</i>	<b>P21</b>	<i>I am from Gammad National High School. I like to invite all of you to come and enroll in our school.</i>

In the sentences above, it is clear that students tend to combine two ideas as one. In S9, the student combined the two ideas using the incorrect punctuation mark which is called comma splice. On the other hand, S10, S11, S12, S13, and S14, combine two ideas which seem as one. This is so because there is no appropriate punctuation mark and conjunction used separating the two ideas mentioned. This is called fused sentence.



The errors committed on run-ons showed that students' have poor knowledge on the use of punctuations, making it difficult for them to use punctuation marks correctly and appropriately.

### On Faulty Parallelism

	Error identification		Suggested correction for each sentence
<b>S15</b>	<i>I think, GSHS teachers are kind and help you to understand every single words they say.</i>	<b>P19</b>	<i>I think, GSHS teachers are <b>kind</b> and <b>helpful</b> for you to understand every single word they say.</i>
<b>S16</b>	<i>Gammad National High School have also trees, kiosk wherein this kiosk you may take a rest or doing your assignment.</i>	<b>P33</b>	<i>Gammad National High School has trees and kiosk. In this kiosk, you may <b>take a rest</b> or <b>do your assignment</b>.</i>

In the sentences above, students demonstrate faulty parallelism. In S15, it is obvious that the adjective 'kind' describes the GSHS teachers; however, the next idea is not an adjective 'helpful' but a clause. This means that it does not have equal ideas. Moreover, S16 exemplifies faulty parallelism in the words 'take and doing'. This happens because the word 'take' is in the base form of the verb, while the word *doing* is in the present participle form. This shows that both words were not in the same form which makes it an error. On S16, it is also evident that the writer has a problem of subject-verb agreement by using the verb 'have' instead of the verb 'has' to agree with the subject which is singular in form.



### On Redundancy

<i>Code</i>	<i>Error identification</i>	<i>No. of Paper</i>	<i>Suggested correction for each sentence</i>
<b>S17</b>	<i>We are here to encourage you to enroll at Gammad National Senior High because first of all teacher(s) in this school are lovable, kind <b>and etc.</b></i>	<b>P29</b>	<i>We are here to encourage you to enroll at Gammad National Senior High because first of all teachers in this school are lovable, kind, <b>etc.</b></i>
<b>S18</b>	<i>I hope that you will consider the strands of Gammad <b>and also</b> choose Gammad as well.</i>	<b>P37</b>	<i>I hope that you will consider the strands of Gammad <b>and</b> choose Gammad as well.</i>

In the sentences above, it is evident that the students committed redundancies by using the words ‘**and etc.**’ in S17, while ‘**and also**’ in S18. It has observed that the two words used have the same meaning in the sentence; thus, repeating something or adding information that is completely unnecessary.

### Other Grammatical Errors Committed in Paragraph Writing

Table 2 presents the frequency of use of the other grammatical errors committed in the paragraph writing activity of the research participants. As gleaned from the table, other than the sentence errors mentioned, the most grammatical error committed by the research participants was the use of incorrect form of nouns with a frequency of 28, followed by the use of inconsistent verb tense with a frequency of 22, incorrect prepositions with a frequency of 17, and mismatched subject-verb with a frequency of 16. On the other hand, the least grammatical error used was on mismatched antecedent with a frequency of 1.

The problem of the research participants on nouns connotes that they limited knowledge, and skill in identifying any of a class of people, places, or things. They hardly distinguish the different kinds of nouns and their function within a clause or sentence.



The finding above is almost similar with the result of the study by Catabay (2016) which indicates that the most committed errors on grammatical category by the research participants in the College of Business, Entrepreneurship and Accountancy were on tense of verb, followed by the use of prepositions and agreement of subject and verb.

The result of the study conducted by Lasaten (2014) in Loag made a notable similarities with the present study. He found that Teacher Education students got most of the errors on the use of verb tenses and prepositions.

**Table 2. Other grammatical errors committed in paragraph writing**

Errors	Frequency	Percentage	Rank
Misspelled words	7	6.03	6
Mismatched subject –verb	16	13.79	4
Inconsistent verb tense	22	18.97	2
Incorrect contraction	5	4.31	8
Incorrect pronouns	9	7.76	5
Incorrect prepositions	17	14.66	3
Incorrect form of nouns	28	24.14	1
Incorrect capitalization	6	5.17	7
Incorrect form of infinitive	5	4.31	8
Mismatched antecedent	1	0.86	9
Total	116	100	

The following are the other grammatical errors manifested in the actual paragraph writing of the senior high school students.

#### **On Incorrect Form of Noun**



<b>Code</b>	<b>Error identification</b>	<b>No. of Paper</b>	<b>Suggested correction for each sentence</b>
<b>S19</b>	<i>The environment fits your expectation for which it is ranked previously as one of the most beautiful <b>school</b> in Cagayan.</i>	<b>P2</b>	<i>The environment fits your expectation for which it was ranked previously as one of the most beautiful <b>schools</b> in Cagayan.</i>
<b>S20</b>	<i>Second is, we have the Technical Vocational Livelihood Strand, wherein the rooms are completely ventilated as well and we do have the complete <b>equipments</b>.</i>	<b>P6</b>	<i>Second is, we have the Technical Vocational Livelihood Strand, wherein the rooms are completely ventilated as well and we do have the complete <b>equipment</b>.</i>
<b>S21</b>	<i>This school is said to be one of the best <b>school</b> here in Division of Cagayan.</i>	<b>P12</b>	<i>This school is said to be one of the best <b>schools</b> here in Division of Cagayan.</i>
<b>S22</b>	<i>I am one of the <b>student</b> of the said school.</i>	<b>P23</b>	<i>I am one of the <b>students</b> of the said school.</i>
<b>S23</b>	<i>Being a Senior High student at Gammad National High School, I assure you that you will learn a lot of <b>thing</b>.</i>	<b>P25</b>	<i>Being a Senior High student at Gammad National High School, I assure you that you will learn a lot of <b>things</b>.</i>
<b>S24</b>	<i>You don't have to worry about the <b>environments</b> and the rooms, they were clean and refreshing. About the teachers, they were quit friendly and good in teaching.</i>	<b>P39</b>	<i>You don't have to worry about the <b>environment</b> and the rooms. They are clean and refreshing. About the teachers, they are quite friendly and good in teaching.</i>
<b>S25</b>	<i>Gammad has a friendly teachers and <b>staffs</b>.</i>	<b>P37</b>	<i>Gammad has friendly teachers and <b>staff</b>.</i>
<b>S26</b>	<i>...because you can learn many things, enjoy every <b>activities</b> and feel the fresh of air.</i>	<b>P40</b>	<i>...because you can learn many things, enjoy every <b>activity</b> and feel the fresh of air.</i>
<b>S27</b>	<i>We assure you that you will learn many <b>thing</b> because our teachers have</i>	<b>P44</b>	<i>We assure you that you will learn many <b>things</b> because our teachers have mastered</i>





	<i>mastered their subject matter.</i>		<i>their subject matter.</i>
<b>S28</b>	<i>If you are going to enroll Gammad National High, you will experience different activities and enjoy different <b>spot</b> around the GNHS campus like different subject <b>kiosk</b>.</i>	<b>P51</b>	<i>If you are going to enroll at Gammad National High, you will experience different activities and enjoy different <b>spots</b> around the GNHS campus like different subject <b>kiosks</b>.</i>

It is observed in the above sentences that students are problematic as regards use of noun form. In all the sentences above except S20 and S25, students showed limited knowledge of the target language. On S19, S21 and S22, students simply demonstrated serious process in identifying the number of the noun in the 'of phrase' which should be plural in form.

On the other hand, error on S20 and S25 was called overgeneralization of the L2 rules as mentioned by Selinker. Extending the 's' morpheme for forming noun plurals to nouns where it does not apply.

### On Inconsistent Verb-Tense

<i><b>Cod e</b></i>	<i><b>Error Identification</b></i>	<i><b>No. of paper</b></i>	<i><b>Suggested correction for each sentence</b></i>
<b>S29</b>	<i>What are you waiting for <b>enrolled</b> now.</i>	<b>P3</b>	<i>What are you waiting for, <b>enroll</b> now.</i>
<b>S30</b>	<i>I hope that you enrolled in our school.</i>	<b>P5</b>	<i>I hope that you <b>enroll</b> in our school.</i>
<b>S31</b>	<i>There <b>were</b> teachers that good to teach.</i>	<b>P5</b>	<i>There <b>are</b> teachers who <b>are</b> good to teach.</i>
<b>S32</b>	<i>You <b>can enrolled</b> in Gammad National High School.</i>	<b>P13</b>	<i>You can <b>enroll</b> at Gammad National High School.</i>
<b>S33</b>	<i>All the teachers in Gammad <b>was</b> so very kind and understanding.</i>	<b>P13</b>	<i>All the teachers at Gammad <b>are</b> so very kind and understanding.</i>



<b>S34</b>	<i>I am here to convince you to enroll in our school because we <b>offered</b> Senior High.</i>	<b>P24</b>	<i>I am here to convince you to enroll in our school because we <b>offer</b> Senior High.</i>
<b>S35</b>	<i>So, <b>picked</b> this school and enroll now.</i>	<b>P27</b>	<i>So, <b>pick</b> this school and enroll now.</i>
<b>S36</b>	<i>Expect, you <b>are gaining</b> more experience.</i>	<b>P34</b>	<i>Expect, you <b>will gain</b> more experiences.</i>
<b>S37</b>	<i>You can <b>learned</b> more and you can afford the miscellaneous fee.</i>	<b>P36</b>	<i>You can <b>learn</b> more, and you can afford the miscellaneous fee.</i>
<b>S38</b>	<i>I am not <b>force</b> you to enroll here (,) but think wisely because Gammad National High School <b>have</b>...</i>	<b>P38</b>	<i>I am not <b>forcing</b> you to enroll here, but think wisely because Gammad National High School <b>has</b>...</i>
<b>S39</b>	<i>It offered a senior high School K-12, we have a grade 11 and grade 12.</i>	<b>P49</b>	<i>It <b>offers</b> a senior high School K-12. We have Grades 11 and 12.</i>
<b>S40</b>	<i>If you enroll here at Gammad, expect that the teachers here <b>will</b> kind.</i>	<b>P34</b>	<i>If you enroll here at Gammad, expect that the teachers here <b>are</b> kind.</i>

As gleaned above, students are not particular or conscious of the right verb tenses (present, past, future) or aspects (simple, perfect, progressive, perfect progressive) for the time occurrence. At times, students got confused as to select the correct tense for consistency. Students' carelessness and ignorance on the application of rules on verbs, particularly tenses, are the primary causes of these errors.

Moreover, error on S35 could not only be attributed to insufficient knowledge about English language but also the direct influence of the first language which is called inter-lingual interference. In this sentence, the writer encourages the students to choose GNHS among all schools. Obviously, he uses imperative sentence which should be in the present tense '*pick*' instead of past tense '*picked*'. However, what is more notable here is the meaning of the word '*pick*' which means *you remove it from there* (e.g. When you pick flowers, you break them off the plant or tree then collect them.). Thus, the appropriate word should be '*pick out*' which means '*you choose*' or '*you select*'.



### On Mismatched Subject-Verb

<i>Code</i>	<i>Error identification</i>	<i>No. of paper</i>	<i>Suggested correction for each sentence</i>
<b>S42</b>	<i>Gammad National High School now <b>offer</b> General Academic Strand (GAS) and Technology vocational Livelihood (TVL).</i>	<b>P2</b>	<i>Gammad National High School now offer <b>offers</b> General Academic Strand (GAS) and Technology vocational Livelihood (TVL).</i>
<b>S43</b>	<i>In TVL room, you can see that our utensil <b>are</b> complete.</i>	<b>P3</b>	<i>In TVL room, you can see that our utensil <b>is</b> complete.</i> <i>In TVL room, you can see that our utensils <b>are</b> complete.</i>
<b>S44</b>	<i>The teacher <b>are</b> friendly and kind.</i>	<b>P5</b>	<i>The teacher <b>is</b> friendly and kind.</i> <i>Teachers <b>are</b> friendly and kind.</i>
<b>S45</b>	<i>The room <b>are</b> so very beautiful, and the teacher is kind and friendly.</i>	<b>P48</b>	<i>The room <b>is</b> so very beautiful, and the teacher is kind and friendly.</i> <i>Rooms <b>are</b> very beautiful, and teachers are kind and friendly.</i>
<b>S46</b>	<i>Our school also <b>have</b> a good teachers <b>that</b> can give you information and can help you to your problem.</i>	<b>P53</b>	<i>Our school also <b>has</b> good teachers who can give you information and can help you to your problem.</i>

As gleaned on the above sentences, the students were confronted with problems of the use of subject-verb agreement. Students got confused as to identifying plural nouns and plural verbs. They tend to generalize that if a word ends with the morpheme 's', they consider it as plural even in the case of verb.

Moreover, S46 does not only show problem on verb but also on the use of article and pronoun. The student has a limited knowledge of rule in the L2 particularly on the use



of the article ‘a’ plus ‘noun form’, for he used plural noun ‘teachers’ instead of ‘teacher’. In like manner, the incorrect use of pronoun was seen. Instead of using ‘who’ referring to the antecedent teachers, the student used ‘that’.

### On Incorrect Preposition

<i>Code</i>	<i>Error identification</i>	<i>No. of paper</i>	<i>Suggested correction for each sentence</i>
<b>S43</b>	<i>You don't need to transfer <b>in</b> another school because we can offer a strand like TVL, GAS, STEM, ABM, and HUMSS.</i>	<b>P15</b>	<i>You don't need to transfer <b>to</b> another school because we can offer a strand like TVL, GAS, STEM, ABM, and HUMSS.</i>
<b>S44</b>	<i>We are here to convince you to study <b>in</b> Gammad National High School.</i>	<b>P16</b>	<i>We are here to convince you to study <b>at</b> Gammad National High School.</i>
<b>S45</b>	<i>We are here to convince you to enroll <b>on</b> our school, which is Gammad National High School, Senior High School department.</i>	<b>P18</b>	<i>We are here to convince you to enroll <b>in</b> our school, which is Gammad National High School, Senior High School department.</i>
<b>S46</b>	<i>The ambiance <b>on</b> our school is quite good. It has complete facilities. You can learn many things on our school.</i>	<b>P23</b>	<i>The ambiance <b>in</b> our school is quite good. It has complete facilities. You can learn many things <b>in</b> our school.</i>
<b>S47</b>	<i>If you are going to enroll Gammad National High School, you will experience many activities (,) and you will learn a lot of things.</i>	<b>P26</b>	<i>If you are going to enroll <b>at</b> Gammad National High School, you will experience many activities, and you will learn a lot of things.</i>
<b>S48</b>	<i>You will learned a lot <b>to</b> them.</i>	<b>P51</b>	<i>You will learn a lot <b>from</b> them.</i>

From the students' sentences, the prepositions were used interchangeably. Students could determine the function of each of prepositions in the sentence. This means that they



tend to use prepositions which never be on its context. Thus, carelessness appears to be one of the primary causes of such errors.

### On Mismatched Pronoun

	<i>Error identification</i>	<i>No. of paper</i>	<i>Suggested correction for each sentence</i>
<b>S49</b>	<i>And friends <b>that</b> will help you to solve your problems.</i>		<i>And friends <b>who</b> will help you to solve your problems.</i>

Evidently, the writer constructed a *fragment* which is just a part of a sentence. This dependent clause does not express a complete idea. Moreover, the pronoun '*that*' which refers to the antecedent 'friends' is not appropriate; instead, it should be the pronoun '*who*' referring to a person.

### CONCLUSIONS AND RECOMMENDATIONS

This study concludes that students faced problems in acquiring the rules of English language. Students' sentence construction was basically committed two major types of errors such as fragments and run-ons. Further, they committed other grammatical errors which include incorrect form of nouns, incorrect verb tense, incorrect prepositions, and mismatched subject-verb. Errors committed were due to intra-lingual interference (overgeneralization/carelessness/ limited knowledge of English grammar and vocabulary) than the inter-lingual interference.

With these, it is suggested that teachers may encourage students to provide answer in a complete sentence during class discussion. Further, teacher may engage students to various authentic writing activities highlighting the use of nouns, prepositions, and verbs to help them write better in English. It is also very important that students' carelessness should be discussed in English writing classes for a more effective piece of writing made



by students. Finally, peer correction or self-correction strategy should be considered to let students aware on their errors and reduce reliance on the teacher, thereby encouraging student autonomy.

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**“Education for All” Policy and Resource Management in Anambra State Public Secondary Schools. A Case Study of Some Selected Schools in Onitsha North and South Local Government Areas.**

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*This study investigated the effect of "Education for All" policy and resource management in public secondary schools in Onitsha North and South Local Government Areas of Anambra State. The purpose of the research study was to enlighten people and the government on the effect of "Education for All" policy on resource management in schools % located in Anambra State. The subjects were randomly selected from ten out of twenty six public secondary schools in Onitsha North and South Local Government Areas of Anambra State. The instrument used was a questionnaire to establish the effect of Education for All on resource management. It appeared valid after being properly examined and corrected by experts in test construction. The data collected were computed and analysed using the Chi-square statistical analysis. The result of this research work shows clearly that "Education for All" policy has had tremendous impact on the population (67%) of students in the secondary schools. The teachers sampled for the purpose of collecting information for this study had the opinion that resources available in the schools are inadequate for the teeming population of students in the secondary schools due to the free nature of the programme. The results of the findings indicated the following: there is no significant relationship between "Education for All" objectives and the number of students at school; the quantity of physical facilities available in the schools investigated are inadequate; there are inadequacy of teaching and non-teaching staff in the schools investigated; material resources and funds are grossly inadequate in these schools. It was also discovered that the teacher's workload is very high because of the number of students. It is therefore recommended that for the goal of "Education for All" policy to be achieved; there is need to provide adequate and relevant educational resources as well as motivate the teachers. This is because productivity is a function of situational and environmental factors.*

**Keywords:** Accessibility, enrolment, EFA, availability of teaching facilities, educational resources,



## Introduction

Education for All (EFA) was launched in Nigeria in April 2000 with the *Note of Cooperation* agreed upon between President Obasanjo and the D.G. of UNESCO. Since then UNESCO has been supporting the Nigeria's education reforms, particularly through the conduct of the Education Sector Analysis (ESA). Governance reform has emerged in recent years as a key concept to shape the policies and various developments in education sector. These trends are observed everywhere; especially now that the whole world has turned to a global village where new technologies and community participation is very essential in order to produce timely, relevant and accurate information (UNESCO, 2000).

Education opportunities are distributed very unequally throughout the world, Nigeria inclusive. A large share of those without access to education can still be seen in Nigeria among some other few large countries such as Brazil, China, Egypt, India, Bangladesh, Mexico, Indonesia and Pakistan. They encompass 312 billion persons, more than half of the world's population. (UNESCO, 2000)

It is in recognition of this development in education that the leaders of these nine countries formed the E-9 group. A summit was organized in December 1993, where the leaders of these nine high population countries adopted the Delhi Declaration and framework for Action. Access to basic education, both for children and adult, gender equity and quality of education which focuses on relevant learning achievements, are key issues in the area of Education For All. In order to attend to these issues, all possible resources required to be mobilized and society at different levels needs to get involved in the organization and management of the educational endeavour (Delhi Declaration, 1993). Thus, the Nigerian government saw the need for reforming the education sector. And in order to achieve this, there is need for the support of the NGO's, the communities, the private sector, parents as well as learners themselves who should be encouraged to clearly articulate their learning needs (UNESCO, 2003). Government have accepted the responsibility of the state to



provide free and compulsory education to all children at the first stage i.e. from primary to basic 9 between ages 6-11 years.

For the acquisition of knowledge, skills, ability, habits, values and desirable attitudes for a participatory and pleasurable life; emphasis should be laid on functional and qualitative education which should be made available for all. The products of education enterprise can either make or mar the developmental rate of the society, however a society that values qualitative education must be ready to provide adequate resources as well as competent managers who will formulate sound policies, and provide effective administrators who will execute the policies.

Education particularly at the secondary level is a necessary desideratum in human capital formation. It is the supply base from which tertiary institutions draw their major clientele i.e. the students for admission into their different programmes just as it provides the nation with trained manpower in the form of administrative assistants among others. It is probably in realization of this pivotal function that the federal government of Nigeria stated the broad goals of secondary education to be : prepare the individual for: (a) useful living within the society and (b) higher education (FRN, 2004).

### **Education For All (EFA) Policy**

This policy dates back to the introduction of Universal education in the 1950's in two of the then three regions of the country and its introduction at the national level in 1976.

The national policy on education (1977, revised 1981; and 1998) attested to Nigeria's commitment to Education For All in particular basic education for All. The policy laid emphasis on universal, functional and qualitative education.

The guiding principles of Education For All in Nigeria is the equipping of every citizen with such knowledge, skills, attitudes and values as will enable him/her derive



maximum benefits as a member of society, lead a fulfilling life and contribute to the development and welfare of the community.

### **Why Education For All (EFA) is a Priority?**

Alongside its place as an intrinsically valuable measure of human welfare, education is an important component of human capital and input to economic production, thus key to poverty reduction. The goals of Education For All (EFA) are to ensure universal completion of 9 year basic quality education. The Nigerian government is still far from achieving these goals.

Six goals agenda of Education For All (EFA) according to World Education Forum (WEF) held in Dakar Senegal 2000 include the following:

1. Expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50% improvement in levels of adult literacy in 2015, especially for women and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.
6. Improving every aspect of the quality of education and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. (UNESCO, 2002).



## **The Educational Policy**

The national policy on education was developed in 1970. Educational policies have an important role to play in the progress of any nation that aspires towards development. Education is necessary for any economy to grow, and develop through amelioration of illiteracy rate by developing the knowledge, skill or character of people.

## **Educational Resources**

Adesina (2005), emphasized that facilities and resources in education must be related to the quantity of pupils enrolled if the goals of education are to be achieved. The needed resources for the achievement of Education For All include: classrooms, teachers, supporting staff, equipment, finance, conducive environment etc.

Management has to do with judicious use of available resources for the attainment of defined goals; Management of all forms of education resources, such as funds, money, facilities/equipment therefore deals with provision, custody, maintenance and disbursement of all these resources needed for the running of the schools in order to achieve the set goals of Education For All (EFA).

It must be noted that provision of classrooms, material and manpower are not the only requirements, it is imperative to ensure that there is quality as well in the education being provided. The provision of quality education requires not only the huge capital investments, the availability of materials and equipment and manpower resources; but also include effective machinery for the utilization and management of those resources that are available.

For the goals of Education For All to be achieved, there are some machineries to be put in place to smoothen the policy. Education today is much determined and judged on a larger scale than before. For effectiveness of Education For All policy, there is need to



assess the available resources in schools and its management. These resources include human resources (teaching and non-teaching), financial resources, and material resources

(buildings, space, teaching facilities etc.). If all these resources are available, effective and efficient it can enhance the Education For All policy and enhance its achievement.

### **Statement of the Problem**

Undoubtedly, the Nigerian government is committed to the goal of education development especially the issue of EFA policy in particular, with commitment to reach the target of EFA by 2015. Despite the commitment, there are some challenges that are militating against the realization of this goal such as gender disparity, quality of education, capital resources, quality and number of teachers available, space as well as other material resources such as building, furniture etc. In addition to high population, poverty and high level of illiteracy in the country, some areas are still lacking access to basic education while some have already passed their youth without any kind of formal education. The problems of education wastages are abound. There is urgent need to provide more resources/infrastructures in order to meet up with these challenges. Adequate government planning, effective execution of policies in education will achieve these objectives.

A visit to schools shows that many students are not supplied with necessary facilities that can facilitate the realization of the EFA goals. This has a lot to do with the increase in the rate of enrolment due to popular demand for education, the youthful population acted as catalyst. Available teachers were saddled with a lot of responsibilities such as subject teachings, class teachers, acting as *in-loco-parentis* amongst others. Cost is rising faster more than resources as a result of poor financial allocation to the education sector, despite the overall increased investment in basic education, large funding gap are still hindering the progress towards the attainment of EFA. All these have a long term effect on the quality of education the students will enjoy.



The reasons for gender inequality are deeply entrenched in socio-cultural and Economic factors characterizing the society in general, and inadequate appreciation and understanding of the contribution of women to overall social progress, in particular.

Tackling this needs more sustained efforts that go beyond the confines of schooling, there is need to gear up in providing basic infrastructure facilities in schools and making school life more secure for girls to attend. While these efforts within the confines of the education sector have resulted in considerable success, overcoming gender disparities cannot be treated only as a technical problem internal to the education sector.

The long-term effect of poor quality teachers are better imagined than experienced. It is a well known fact that no education can rise above the quality of the quality of its teachers. Many laudable educational initiatives have failed because they do not take sufficient account of observational technique that could enhance quality assurance of teachers. Planners should ensure that teachers have the necessary requirement that can make them fit into teaching profession. There is need to strengthened the quality of instructions given to the learners in order to produce sound and qualify teachers who will take over from them in the nearest future.

### **Research Questions**

In order to achieve the aims and objective of this research, the following are the research questions examined to find out the EFA policy and its implication on resource management in the secondary schools.

- i. To what extent has the government succeeded in bringing more children to school?
- ii. To what level are the rural people benefitting from this programme?
- iii. Are the resources in the schools available or not?



## Hypotheses

In order to achieve the major aims and objectives of this research, the following hypotheses were tested

- i. There is no significant relationship between EFA objectives and the number of students at schools in Onitsha North and South LGAs.
- ii. There is no significant relationship between the availability of teaching facilities and students' enrolment

## Methodology

This is a survey design to identify the implications of “Education For All” Policy on resource management in the public secondary schools in Onitsha North and South local government areas of Anambra state. It involved the gathering of information from the population sample on the aforesaid topic. The population for this study consisted of the male and female teachers in the 22 public secondary schools in Onitsha North and South local government areas of Anambra state.

For the purpose of this study, a total of 10 public schools were randomly selected from the 22 of these schools in Onitsha North and South local government areas. From the 10 sampled schools, a sample of 200 teachers was taken which made up the number; Stratified random sampling method was adopted. The instrument for the data collection in the study was a questionnaire developed by the researcher. It consisted of two sections, A and B. Section A was designed to elicit personal information about the respondents, while Section B contained 21 items which focused on eliciting the implication of free education and its effect on resource management. The items on the questionnaire were responded to on a five- point Likert type scale of Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD), Disagreed (D) and Undecided (U).

After developing the instrument, it was given to experts in Educational Management to assess the suitability or otherwise of the items. The instrument was finally





modified by the researcher by integrating the suggestions of the experts. The instrument therefore had content validity for the study. Copies of the instrument were directly administered to the respondents. Instructions guiding the filling of the instrument were explained to them. The researcher supervised the filling, after that, the copies were collected on the spot. For the purpose of scoring, the response format was quantified as follows:

Strongly Agreed (SA)	- 5points
Agreed (A)	- 4 points
Disagreed (D)	- 2points
Strongly Disagreed (SD)	- 1 point
Undecided (U)	- 0 point

Based on the weights, the total score for each respondent was obtained by summation of scores for all the items of the instrument.

Chi- square was used to test the hypotheses. The implication of Education For All on resource management in the secondary schools were subjected to chi-square to find out whether there is no significant relationship between availability of teaching facilities and students' enrolment.

## **Results and Discussions**

The statements of the questionnaire are grouped under three broad headings: Accessibility to education and rate of enrolment in the rural and urban areas, availability of teaching facilities and other educational resources and their implication on EFA policy, Teachers workload, training and development and their effect on EFA policy.



**Table 1: Accessibility to education and rate of enrolment in the rural and urban areas**

Items	Positive	%	Negative	%
The number of students enrolment has increased tremendously since the introduction of free and compulsory education	174	87	26	13
The population of students in schools is not adequate	20	10	180	90
Students from poor family enjoy the opportunity of free education more than the affluent students	154	72	46	28
The introduction of free education has had tremendous effect enrolment in rural areas,	170	85	30	15
All students live close to the school environment	75	37.5	125	62.5

The outcome of the analysis of responses on accessibility to education and rate of enrolment in the rural and urban areas showed that 87% of the respondents agreed that the rate of students' enrolment has increased tremendously with the introduction of free and compulsory education, while only 13 % disagreed.

Also 10 percent respondents agreed that population of students is not adequate despite the free nature of the programme, while a significant 90 % showed negative response to the statement.

Furthermore, the analysis revealed that 72 % respondents were positive that students from poor family enjoy the opportunity of free education more than the affluent students while only 28 % were negative. A total of 85 % respondents showed positive response on the statement that the introduction of free education has had tremendous increase in rural areas enrolment, while 15 % were negative. Finally, 62.5 % showed negative response to the statement that all students live close to the school environment, while 37.5 respondents were positive.



**Table 2: Availability of teaching facilities and other educational resources and their implication on EFA policy.**

items	Positive	%	Negative	%
Teaching materials available in schools are very adequate.	35	17.5	165	82.5
There is availability of spacious and well equipped classrooms for students enrolment.	40	20	160	80
The number of teachers available in schools are more than enough for the population of students in the schools.	17	5.5	183	94.5
There are enough teaching equipments and space in the rural schools than in the urban areas since the introduction of free education.	42	21	158	79
If more educational facilities are provided it can make Education for All (EFA) achieve its goals	165	82.5	35	17.5
The government provides more funds for the schools since the introduction of free education programme	80	40	120	60
There is regular financial support from the government for free education in the secondary schools	45	22.5	155	75.5
There is regular supply of electricity in my school	35	17.5	165	82.5
The students have access to information technology in my school	42	21	158	79

The outcome of the analysis of responses on Availability of teaching facilities and other educational resources and their implication on EFA policy, showed that a significant of 82.5 % of the respondents were negative on the statement that teaching materials available in schools are very adequate, while 17.5 % were positive. Also a significant 80 % of the respondents were negative on the statement that there is availability of spacious and well equipped classrooms for students' enrolment, while 20 % were positive.



The responses on the statement shows that the number of teachers available in schools is more than enough for the population of students in the schools showed that a

significant of 94.5 was negative while 5.5 % were positive. Appendix iv (number of teachers in each school sampled). Furthermore, there are enough teaching equipments and space in the rural schools than in the urban areas since the introduction of free education showed that a significant 79 % of respondent were negative while 21 % were positive

The responses on the statement that if more educational facilities are provided it can make Education for All (EFA) achieve its goals showed a significant 82.5 % of the respondents were positive, while 17.5 were negative. The outcome of responses on the statement that the government provides more funds for the schools since the introduction of free education programme showed 60% respondents were negative, while 40 % were positive.

The responses of the respondents on the statement that there is regular financial support from the government for free education in the secondary schools showed a significant 77.5 % of respondents were negative, while 22.5 were positive. Also the responses of the respondents on the statement that there is regular supply of electricity in schools showed a significant 82.5 % were negative, while 17.5 were positive.

Finally 79% respondent showed negative response that the students have access to information technology in schools, while 21 % were positive.



**Table 3: Teachers' workload, training and development and their effects on EFA policy.**

Items	Positive	%	Negative	%
The teaching facilities provided by the government enable teachers to be effective and efficient	45	22.5	155	77.5
My workload as a teacher is very light	20	10	180	90
I have more responsibilities in the school with the increase in students population	135	67.5	65	32.5
Most teachers are satisfied with the training and the development they have on the job	38	19	162	81
Adequate teacher training and development programmes will affect the performance of students.	160	80	40	20

The outcome of the analysis of responses on the statement that teaching facilities provided by the government enable teachers to be effective and efficient showed a significant 77.5 % of respondent were negative, while 22.5 were positive. A total of 90 % respondent showed negative response to the statement that their workload as a teacher is very light, while 10 % were positive.

A total of 67.5% respondents showed positive response to the statement which says teacher's have more responsibilities in the school with the increase in student's population, while 32.5 were negative.

Also a significant 81% showed negative response to the statement that most teachers are satisfied with the training and the development they have on the job, while 19 % were positive. Finally, a significant 80 % showed positive response to the statement that adequate teacher training and development programmes will affect the performance of students, while 20 % were negative.



### Research Question 1

To what extent has the government succeeded in bringing more children to school?

**Table 4: Percentage of teachers with Positive and Negative response to the extent at which the government has succeeded in bringing more children to school**

Total Response	Total%	Number of teachers	Percentage	Positive	Negative
200	100	119	59	82	14

The above table shows that 119 teachers representing 59% have positive response towards the extent at which government has succeeded in bringing more children to school, while 82 teachers representing 41% has a negative response.

The result therefore shows that since the introduction of free and compulsory education, schools have continued to witness more students' enrolment. Thus, the government has succeeded in bringing more children to school. (Appendix IV: Students' population in each school sampled as at 2011).

### Research Question 2

To what level are the rural people benefitting from this programme?

**Table 5 : Percentage of teachers with Positive and Negative response**

Total Response	Total%	Number of teachers	Percentage	Positive	Negative
200	100	61	30.5	139	69.5

The table reveals that, 61 teachers representing 30.5% showed positive responses, while 139 teachers representing 69.5% showed negative response that many rural areas are not benefitting more from this programme. This is due to a lot of factors ranging from distance, transportation, illiteracy to mention few.



### Research Question 3

Teacher's workload, training and development and their effects on EFA policy.

**Table 6 : Percentage of teachers with Positive and Negative response**

Total Response	Total%	Number of teachers	Percentage	Positive	Negative
200	100	80	40	120	60

The above table revealed that 80 teachers representing 40% showed positive response that adequate training and development of teachers can bring about realization of EFA goals as well as improved student's performance, while 120 teachers representing 60% responded negatively.

### Hypothesis one:

There is no significant relationship between EFA objectives and the number of students in schools in Onitsha North and South LGAs.

**Table 7: Analysis of teachers responses on the extent at which the government has succeeded in bringing more children to school.**

Response	Observed (O)	Expected (E)	O-E	(O-E) <sup>2</sup>	$\frac{(O-E)^2}{E}$	X <sup>2</sup>
Positive	118.6	100	18.6	345.96	0.0496	0.0992
Negative	81.4	100	18.6	345.96	0.0496	0.0992

$$X^2 = 0.0992 < X^2 t = 3.841, d.f = 1 \text{ at } 0.05$$

The chi square (X<sup>2</sup>) analysis shows the calculated value of 0.099 is significantly less than critical value of 3.841 at degree of freedom (d.f) =1 and level of significance of 0.05. The result is therefore accepted. Its acceptance shows that that there is no significant relationship between EFA objectives and the number of students in schools in Onitsha North and South LGAs.



## Hypothesis Two

There is no significant relationship between availability of teaching facilities and students' enrolment.

**Table 48: Analysis of teachers responses on the availability of resources and their adequacy in the schools**

Response	Observed (O)	Expected (E)	O-E	(O-E) <sup>2</sup>	<u>(O-E)<sup>2</sup></u>	X <sup>2</sup>
Positive	79.6	100	-20.4	416.16	416.16	17.319
Negative	120.4	100	-20.4	416.16	416.16	17.319

$$X^2 = 17.319 > X^2_t = 3.841, d.f = 1 \text{ at } 0.05$$

The chi square ( $X^2$ ) analysis shows the calculated value of 17.319 is significantly greater than critical value of 3.841 at degree of freedom (d.f) =1 and level of significance of 0.05. The result is therefore rejected. Its rejection shows that that there is significant relationship between availability of teaching facilities on students' enrolment.

## Discussion of Results

The findings from the study revealed the following:

1. The quantity of physical facilities available in the schools investigated are inadequate;
2. There are inadequacy of teaching and non-teaching staff in the schools investigated;
3. Material resources are fairly adequate in these schools
4. There is inadequacy of funds in these schools; and
5. There is a significant relationship between educational resources and number of students' enrolment.





These findings have been observed by the researchers before and during the course of the study. Various researchers have also noted the same situation. Ezewu (1986) found that many institutions do not have the physical facilities and those which have do not have current and relevant ones so that practical lessons are taught as theoretical while equipment and materials are inadequate and sometimes borrowed for external examinations. Nwagwu (2003) reports that all indicators point to a chronic gross under-funding of the school system in

Nigeria. Many public schools have grossly inadequate physical, material and human resources needed to give quality service. If the views and findings of many researchers on the inadequacy of educational resources in our education system is anything to go by, then, the goal of EFA is doomed. Various researches have all agreed to the fact that adequacy of educational resources (human, physical, material and financial) in terms of their quantity and quality is a strong determinant to achieving the goals of EFA in our schools.

## **Conclusion**

The value of the findings of this study lies in the provision of adequate and functional educational resources for the achievement of Education for All policy. The National Policy on Education (FGN, 2004) states, since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis. Adequate teachers need to be recruited, and better remunerated, teaching resources (physical and material) need to be made available and constantly updated, more funds should be allocated. If these salient issues are properly addressed, quality of activities and attainment of optimal results to achieve "Education for All" policy would be achieved in our schools.

Teachers constitute the single most important group of stakeholders in determining good quality education. What they know and can do can make a great difference and what they do not know and cannot do or fail to do, can be an irreparable loss to the children (Ukeje, 1991). And yet, teachers working conditions in Nigeria have



been poor and demoralizing. Teachers have been so pauperized that their status has become insignificant. In addition, their ability to perform effectively has been reduced by large class sizes, lack of teaching materials and an absence of in-service training and professional support. We have learnt that for EFA to succeed, teacher reforms are inevitable including better welfare packages for the inevitable including better welfare packages for them.

### **Research Question 1**

To what extent has the government succeeded in bringing more children to school? The analysis of this question showed that 58% of respondents have positive view about the extent to which the government has succeeded in bringing more children to school while 42% showed negative response. The responses of the subject on items on table 4.1 concerning Accessibility to education and rate of enrolment in the rural and urban areas. For example, item concerning the number of students' enrolment has increased tremendously since the introduction of free and compulsory education showed positive response towards the statements while few respondents showed negative response. A significant 174 representing 87% of respondents agreed with the statement while only 26 respondents representing 13% disagreed. Also, responses to the statement that the introduction of free education has had tremendous increase in rural areas enrolment showed that 170 respondents representing 85% agreed with the statement while 30 respondents representing 15% disagreed. The results above therefore points to the fact that accessibility to education and rate of enrolment has increased tremendously since the introduction of EFA policy

### **Research Question 2**

To what level are the rural people benefitting from this programme? With reference to table 4.5 on item that states that students from poor family enjoy the opportunity of free education more than the affluent students showed a significant 154 respondents representing 72 percent were positive on the statement while 46 respondents representing 28 percent were



negative. Also, the statement that the introduction of free education has had tremendous increase in rural areas enrolment showed 170 respondents representing 85 percent were positive while 30 respondents representing 15 percent were negative. The outcome of the results showed that rural people are benefitting from free and compulsory education introduced by government.

### **Research Question 3**

#### **Teacher's workload, training and development and their effects on EFA policy.**

The result of this question reference table 4.6 on the statement teacher's workload, training and development and its effect on EFA policy showed that 80 respondents representing 40 percent were positive while 120 respondents representing 60 percent showed a negative response. With reference to table 4.6 on item that states that teacher's workload are more with the introduction of free and compulsory education showed that 20 respondents representing 10 percent were negative while 180 respondents representing 90 percent were positive. The item on teacher's responsibilities has increased with the increase in students enrolment showed that 135 respondents representing 68 percent were positive while 65 respondents representing 32 percent were negative. Also item on the effect of adequate teacher training and development programmes on student's performance showed that 160 respondents representing 80 percent were positive while 40 respondents representing 20 percent were negative. The outcome of the result showed that EFA policy and objectives can be achieved if there is an improvement and increase in teacher's development and training and reduction in teachers load and responsibilities. The researcher discovered through the questionnaire administered that majority of teachers were saddled with more responsibilities that should commensurate with their ability to perform as expected.



## Hypothesis 1

There is no significant relationship between EFA objectives and the number of students at school in Onitsha North and South LGAs.

Based on the calculated value of 0.099 which is significantly less than critical value of 3.841 at degree of freedom (d. f) =1 and level of significance of 0.05. The result is therefore accepted. Its acceptance shows that there is no significant relationship between EFA objectives and the number of students in schools in Onitsha North and South LGAs. This can be supported by the data collected from the respondents as tabulated on tables 4.1 and 4.5.

The implication of this on the introduction of EFA programme is that for the policy to work effectively; government need to have a checklist for the number of students enrolled into the public schools to ensure that it enables the policy to achieve its goals of providing quality education and also enable more children enrolled in schools especially in the rural areas this can be achieved by providing more schools that will be closer to the students because some areas covered by the researcher shows that only few schools exist in the rural areas.

## Hypothesis 2

There is no significant relationship between availability of teaching facilities on student's enrolment.

Based on the calculated value of 17.319 which is significantly greater than critical value of 3.841 at degree of freedom (d. f) =1 and level of significance of 0.05. The result is therefore rejected. Its rejection shows that there is significant relationship between availability of teaching facilities on student's enrolment.

The implication of this on the introduction of EFA programme is that the rate of students' enrolment in the schools has a lot of effect on the available resources in the schools. From the data collected by the researcher as highlighted on tables 4: 2, 3, 6. It



showed that student's enrolment has increased with little improvement in resources available in schools to cater for the teeming population. Due to the free nature of the programme and increase demand for education; many parents want their wards to have the opportunity of free education.

A visit to the schools shows the gory state of the resources available to cater for the ever increasing number of students; however, the lack of educational material in schools has a lot of implications on teachers' effectiveness and efficiency.

### **Conclusion and Recommendations**

This summary aimed at researching into the implication of EFA policy on resource management in public secondary schools in Onitsha North and South local government areas of Anambra state. For the purpose of the study, two hypotheses were drawn and tested as well as three research questions.

The review of related literature for the study covered issues such as the concept of education, the concept of EFA, meaning /definition of policy, resources in education, other areas included are resource management in EFA policy and concept of management in terms of managing resources available for teaching and learning for the attainment of educational goals.

The methodology were discussed under research design, population for study, sample and sampling techniques, instrument for data collections, administration of instrument and data analysis technique.

The effectiveness of a teacher is perhaps, determined by several variables, availability of learning resources, attitude of the teacher himself, supervision of the teacher and above all, the number of students in his class. In this study, it was discovered that the ratio of teachers to students was very high, between an average of 1:80 and 1:100.



The results further revealed that the major source of funds for the secondary school was from the government. Funds that came from other sources were negligible.

Although the study's premises were very large, it nevertheless covered the various aspects on resource utilization and the effort of society to support basic education. This was the era of universalization of education for all. Like every other thing in the nation, collecting data on the situation of resources in the schools was daunting.

The study was therefore designed to analyze the implementation of the Education for All Policy and resource management.

Results: The striking features of the results are:

- Access to many schools, especially in the rural areas, constituted of tarred but dilapidated roads and bush paths. Many students had to trek these roads to school.
- Contrary to the requirement of the National Policy on Education, many of the schools had insufficient facilities and manpower to implement the programme. While the policy required specialized skills to handle the various subjects areas.
- Availability of resources and their utilization are paramount to school business administration. So the study provided an opportunity to find out what the schools have been provided with and how the resources were managed. One thing stands out here, the availability of resources and the utilization of such resources.

Ten schools were deliberately selected representing the twenty six public schools in Onitsha North and South local Government Areas. From the responses from the questionnaire administered it was discovered that some modern facilities like computers, laboratory equipments, textbooks as well as renovation of some school buildings and in some schools provision of modern toilets and so on were supplied by the State Government.

The National Policy on Education charted for us what appears as a glorious path to technological development. The elements of the curricula presented and developed were a



beautiful work which should ultimately take the nation to the Promised Land. The expectations are high and could make any nation to develop within a few years.

The curricula that emanated from the National Policy on Education require so much to meet goals desired, in terms of manpower, buildings, laboratories, equipment and materials. This means that a detailed analysis of what is to be taught? who is to teach it? How should it be taught and when should it be taught? are taken into careful planning. It is no doubt a

metamorphic change and as a result, it requires a clean break from the past, and a carefully planned transition (Ehiametalor, 1984; Ehiametal or, 1990; Hhiametalor. 1985).

## **Conclusion**

From the outcome of the study, it is pertinent to note that education is the bedrock of a nation that intends to be great economically, socially, technologically and intellectually; education is believed to be the most powerful and dynamic instrument for social, political, scientific and technological development of nations. (Olutola, 1983; Fadipe, 2000; Aghenta, 2001). But all these cannot be achieved without adequate provision of necessary resources for education goals attainment. However the result showed that there is tremendous rate of students' enrolment in the public schools but supply of needed educational resources is inadequate.

Evidence from previous efforts in the provisions of blocks of classrooms, furniture, writing and instructional materials in the area of Basic/Free Education have shown these and past trends are in line with the current study as shown in the research findings of Imogie (1992), Chiaha (1998), Peretomode (2001), Deji-Folutile (2004). Apart from poor forecast, inadequate funding of education is another factor affecting the adequate distribution of facilities to schools. Even, when sufficient planning is put in place, government at all levels is usually not ready to bear the full financial demand of education.



The situation in most schools visited, to say the least is pathetic. A situation where by students numbering between to 100-120 in one arm of a class where teachers are saddled with the responsibility as a subject teacher, a class teacher even a times a year tutor or head of department. Government should realize that teachers are the major actors in the school system hence they are ranked the first among all other school resources. It was also discovered that the teacher's workload need to be reduced if actually the government want the best for these students. In addition to being influenced by motivation, performance is also affected by a worker's ability and by a number of situational and environmental factors.

Furthermore, personal satisfaction of the teacher without productive work is failure, so also is the productive work that destroys the teacher's achievement.

Financing of education is another challenge faced by the school administrators, there are competing demands on government for funds by various sectors of the economy of which education industry is one. There is need for increase in educational financing because of the numerous advantages derived from it. It is the industry that produces the manpower needed by the nation.

The outcome of the study showed that education will remain the way it is today unless drastic steps are taken in the right direction by providing relevant and adequate resources to cater for the teeming population in the schools; there is also need to critically look into the aspect of teachers training and development in order to improve teaching/learning as well as encouragement in order to put in their best to attain educational goals. Government should realize that when teachers are frustrated/ saddled with too much responsibilities; the standard and quality of teaching and control in the classroom will be affected.





## Recommendations

Teachers should be more efficiently utilized. Efficient utilization of teachers is a prerequisite to adequate allocation of resources between teachers and other key educational inputs such as teaching and learning materials. Teachers represent the most important human resource in education service delivery. To achieve quality education, it is essential that teachers are available to all students and that they have a high level of commitment and adequate professional skills to perform their duties. Teacher compensation constitutes the single largest cost within the education system. How teachers are utilized affects the cost significantly.

Teachers are at the center of all EFA implementation efforts. It is teachers who have to internalize the goals of EFA and ensure that all children participate in the learning process. If the focus is not just on enrolling more children in schools but on providing them with quality education, it is imperative that the system of teacher recruitment, deployment, professional development and performance accountability is carefully designed and implemented with utmost efficiency. critical questions concerning teachers, such as how are they recruited and what qualifications they should possess; how their service conditions are decided; what kinds of professional support they receive on the job; and how their performance is supervised needs to be properly addressed.

At the secondary level, the most urgent issue to tackle is the uneven distribution of teachers by subject, the severe lack of Mathematics and Science teachers, and an over-supply of teachers for some other subjects. On average, there is one Mathematics teacher for every 84 pupils (statistics from Awka Education zone, Anambra). The minimum three hours of Mathematics instruction per week per class would require one Mathematics teacher for every 50 students, assuming the standard teaching load of 20 hours per week. There is shortage of Mathematics (and Science) teachers generally in the schools.



Improve accountability of public resource utilization and establish adequate measures to facilitate school grants and procurement of teaching and learning materials. How much would EFA cost with and without key reforms to achieve better resource allocation, reduce grade repetition and achieve more efficient teacher deployment? Achieving EFA would need an expanded basic education sector with increased public interventions in key areas to restore demand and further strengthen and improve teaching and learning.

Quantitatively, the estimate for needed resources is determined by the size of enrolment and unit spending per pupil. The enrolment size is determined by the size of the relevant school-age population as well as internal efficiency measures such as repetition

and dropout. Reducing the repetition rate decreases the number of pupils in the system while reducing dropouts works the opposite way. Unit spending per pupil comprises teacher salary component and non-salary component. Better deployment and utilization of teachers would generate savings. Ensuring quality teaching would require sufficient non-salary spending on teaching and learning materials and on supporting school operations.

Transform basic education towards EFA goals: projections of enrolment, teacher needs, and requirements for public resources 2010–2015. Key policy reforms need to be undertaken between 2010 and 2015 to transform the education sector and gear up for achieving EFA goals. These directives form the basis for sector projections of enrolment, teacher needs, and requirements for public resources in the coming years. Managing teacher utilization and reducing repetition and dropout rates should be the key to the success of EFA efforts.

The present number of schools spread across Onitsha North and South local government areas in Anambra State is considerably inadequate to cope with the existing number of students. There is need for an emergency construction programme to build more classrooms, repair non-functional ones, build, equip and re-equip laboratories and libraries.



Subsequently, there should be progressive improvement of these facilities and instructional materials. Sequel to the establishment of new schools, there will be a need to adequately equip the schools. In essence, the State government should extend its book aids programmes.

The human and material resources outlay involved in the Universal Basic Education scheme calls for an effective monitoring and evaluation of the programme to ensure regular appraisal of the scheme. This will help to identify the progress made, areas of deficiency and what needs to be done. Ojedele (1998) had noted that the implementation had been a serious handicap to most genuine effort aimed at developing the educational system in Nigeria. He therefore upheld that: “if the Nigerian educational system is to

develop and compete favorably with the advanced countries of the world, there is need to monitor and evaluate each stage of the implementation process so as to ensure that projects are being implemented according to plans” (p. 2).

projected enrolment figure for the Universal Basic Education scheme in the state is moderately high and therefore calls for sustainable strategy in ensuring a successful in the scheme. The entire exercise should not be abandoned at the well-wisher level but some defined strategies as a viable publicity committee made up of mosques, churches, Parents’ Teachers Association, community development association, village councils and so on should be put in place to assist in creating awareness about the programme and its attendant benefit.

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The educational system in Nigeria has undergone only quantitative improvement in terms of number of schools and students enrolment while there has been little effort in respect to the capacity to manage them through provisions of adequate financial, human, material and physical resources. Ezewu (1986) showed that many schools do not have the physical facilities and those which have do not have current and relevant ones so that practical lessons are taught as theoretical while equipment and materials are inadequate and sometimes borrowed for external examinations. Diejomaoh (1985) observed that the Nigerian education system consumes enormous resources with very little tangible results.

Before and during the period of this study, physical and material resources in public schools observed were discovered to be inadequate. Also the allocated financial resource, teaching and non-teaching staff are grossly inadequate compared with the students' enrolment. These observed problems motivated the researcher to conduct a study on adequacy of educational resources for Education for All policy.

The major problem to be tackled is lack of funds on which most of the aforementioned actions depend. The federal government should continue to fund the UBE programme with assistance from lower levels and other stakeholders well spelt out. However, if the government is the sole financier, the programme might not be well funded.



It should be borne in mind by all and sundry that though educational policies require huge amount of money to execute, no amount of money is too much for education.

The World Bank (1999) posited that, the success of any education hinges on proper planning efficient administration, policy stability, motivation of staff and adequate funding of the educational system. There is need for government to re-assess the educational policies and be more committed to her policies. Government need to rethink her educational policies and programmes in order to identify new and innovative methods of providing education. Current methods and policies of education in practice today need to be improved. Education financing, policy and curriculum content and its relevance to the individual must be re-examined.

According to UNESCO (1997) major educational transformations are required in the Nigerian educational system. The tasks ahead are numerous and daunting. It is quite clear that it will be impossible for these tasks to be tackled by the Government of Nigeria alone or with the help of a few international partners. The involvement of major Nigerian stakeholders, complemented by multiple partnerships with international agencies, NGOs foundations etc will be essential if the goals and potentials of Nigeria are to be realized, through her educational policies.

### **Implications for further studies**

The result of this research shows that a lot still needs to be done for the EFA policy to achieve its goals. There is need for provision of relevant and adequate educational resources in the schools. Inadequacy of these resources has a great effect on the achievement of EFA programme.

This study focused on Education For All Policy and resource management in public secondary schools in Onitsha North and South local government areas of Anambra state. It



can therefore suggest that the research can be carried out with large samples of schools and teachers in the entire Anambra state.

The challenges undermining the achievement of the EFA policy stated above and how to overcome them in terms of possible workable solutions to these challenges are the purpose and aim of this research.

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