Enrolment Analysis and the Availability of Physical Facilities for the Universal Basic Education Programme in Ekiti State, Nigeria

[1]T.O. Adeyemi and [2]E.T. Adu

[1]Department of Educational Foundations and Management,
University of Ado-Ekiti, P.M.B 5363, Ado-Ekiti, Nigeria
[2]Department of Curriculum and Instruction College of EducationIkere-Ekiti, Nigeria

Abstract: This paper investigated enrolment analysis and physical facilities for the Universal Basic Education (UBE) programme in Ekiti State Nigeria. As a descriptive survey, the study population comprised all the 748 primary and 182 junior secondary schools in the State. The sample for the study was identical with the population as all the schools were involved in the study. The instruments used for the study were two inventories, one for primary schools and the other for the junior secondary schools. The data collected were analyzed using frequencies, percentages and ratio. The findings showed that there was a rise in enrolment growth rate in UBE schools. The class-size was however, low in primary schools but high in junior secondary schools. The progression rates were high in both levels of education while the physical facilities were not adequate. It was concluded that the provision of physical facilities did not match the enrolment growth rate of pupils in primary and junior secondary schools in the State. Based on the findings, it was recommended that the State Government should ensure full implementation of UBE programme by making adequate provision of physical facilities, to cater for the increasing number of pupils in the schools.

Key words: Enrolment, Availability, Facilities, Universal, Basic, Education

INTRODUCTION

Education is seen as an important instrument in the development of any nation. Government's objective on issues concerning education is to ensure that the needs and aspirations of individual as well as the society are met. Steps have been taken at various times in Nigeria to ensure that both human and material resources are put together in order to ensure that the benefits of education spread across every level and segment of the society and at the same time ensure improvement in the quality of education offer their citizens.

A step forward aimed at improving the quality of education was the introduction of Universal Basic Education (UBE) programme. Commenting on the Universal Basic Education, [1] argued that UBE is an aspect of modern education that focuses on the fundamental level of human being. It consists of every form of instruction of training given at the elementary level on which further learning can be built.

The objective of the Universal Basic Education includes the development of a basic ability in reading, writing and numeric skills: the inculcation of elementary knowledge of scientific ideas as well as the possession of certain practical skills necessary to help in developing a means of livelihood. The objectives also include provision of basic ideas and values as well as the development of personal attributes and potentials that will help individuals to think critically and serve as an encouragement towards contributing to the development of their society [2].

In Nigeria, the idea of Universal Basic Education (UBE) was initiated by the Federal government while the scheme was launched on 30th of October, 1999 in Sokoto State, Nigeria. Its framework seeks to promote compulsory free Universal Basic Education for all children of primary and Junior Secondary school age [3]. Its function seeks to provide punishment for parents who refuse to comply with its provisions. Since the first 9 years schooling is made free and compulsory, one would expect increase in enrolment of pupils. It might however be

Corresponding Auhtor: T.O. Adeyemi, Department of Educational Foundations and Management,
University of Ado-Ekiti, P.M.B 5363, Ado-Ekiti, Nigeria

tempting to assume that the Universal Basic Education programme would lead to an en-mass enrolment of pupils in schools.

In Ekiti State, Nigeria, the Universal Basic Education (UBE) is a welcome development. As education is the only viable industry in the State, the State government has made all efforts to ensure that school age pupils are in schools. This is important in the sense that the Universal Basic Education programme would enable pupils who would otherwise not have been able to benefit from education to been in school. The introduction of the UBE in Ekiti State, Nigeria therefore has led to a considerable expansion of the school system. The number of primary schools in the State rose from 451 in 1999 to 748 in 2008 while the number of junior secondary schools increased from 141 to 182 during the same period.

Physical facilities play important role in pupils' learning. Thus, as the enrolment of pupils' in schools increase, it is necessary for school facilities to increase correspondingly [4]. It seems however, that this is not the case in Ekiti State, Nigeria. Common observation in the schools system show that, physical facilities in many schools are in the State of disrepair. Many classrooms are dilapidated. Many equipment and furniture are lacking. One might therefore ask whether the Universal Basic Education as catered for the provision of physical facilities in schools to commensurate with pupils' enrolment. [5] stressed that the availability of adequate school building, classrooms, chairs and other facilities are necessary for the attainment of educational objectives. Other researchers [6, 7] stressed that educational facilities are the main contributors to students learning outcomes in the school system. These facilities include school buildings, classrooms, furniture, libraries, recreational equipment, apparatus and other instructional materials. In another dimension, [8] revealed that absence of playing ground and surrounding series of aesthetic appearance could contribute to poor academic attainment. Hence, there is need for them to be adequately provided.

It could therefore be argued that physical facilities are very important in Education. School facilities are the material resources that facilitate effective teaching and learning in the school. The importance of the provision of the school buildings in the educational system cannot be overemphasized. Good buildings are required within the school system in the achievement of educational goals. Apart from protecting pupils from the sun, the rain, heat and so on, [9] argued that the school building represents a learning environment, which has a lot of impacts on the comfort, safety and performance of pupils. Hence the need for good classroom situation is essential. [10] argued

that the classroom should be properly lighted, ventilated and furnished with suitable desks and seats.

Based on the objectives of Universal Basic Education, this paper is set to find out the rate at which school facilities are made available to meet the educational demand as well as improving the future economic development of the State. The study was to examine the trend in pupils' enrolment vis-a-vis the provision of physical facilities in primary and junior secondary schools for the UBE programme in Ekiti State, Nigeria.

Specifically, the objective of this study was to investigate the enrolment growth rate, average class size and progression rate for the UBE programme in primary and junior secondary schools in Ekiti State, Nigeria. It was also to examine the extent to which the provision of physical facilities matches the enrolment growth rate of pupils in the Schools. The study was delimited to issues on enrolment growth rate, average class-size and progression rate of pupils as well as the availabilities of physical facilities such as classrooms, lockers, chairs and libraries in the schools.

Statement of the Problem: The increasing enrolment of pupils in primary and junior secondary schools in Ekiti State, Nigeria and its attendant problems have been a matter of concern to educationist [11, 12]. These problems seem to include the lack of facilities. Common observation in the school system shows teachers managing overcrowded classes of pupils. The question is that are facilities not enough in the schools to match the increasing enrolment of pupils? This is in the sense that no matter how laudable an educational programme may be, if the number of facilities needed to carry out the programmes is inadequate, the programme will not be as good as expected. The problem of this study therefore was to determine whether or not the availability of physical facilities matches the increase in pupils' enrolment in primary and junior secondary schools in Ekiti State, Nigeria. In addressing this problem, the following research questions were raised.

- What is the enrolment growth rate in primary and junior secondary schools for the Universal Basic Education (UBE) programme in Ekiti State, Nigeria?
- What is the average class size in Primary and Junior Secondary Schools in the State?
- What is the progression rate for the Universal Basic Education (UBE) in the schools?
- Are there adequate numbers of physical facilities for the UBE programme in primary and junior secondary schools in the State?

MATERIALS AND METHODS

This study was designed along the line of a descriptive survey. [13] described a survey as an attempt to collect data from members of a population in a bid to determine the current status of the population with regard to one or more variables. In view of this, the study population comprised all the 748 primary and 182 junior secondary schools in the State. The sample for the study was identical with the population as all the schools were involved in the study. The instruments used to collect data for the study were two inventories, one for primary schools and the other for the junior secondary schools. The instrument for primary schools was titled "Primary school enrolment and physical facilities inventory" while that for junior secondary schools was tagged "junior secondary school enrolment and physical facilities inventory." Each of the inventories requested data on the name of the school, pupils' enrolment, number of classes, the number of teachers and the number physical facilities available in the schools vis-à-vis the number expected. The content validity of the instrument was determined by experts in Educational Planning and Test and Measurement who matched all the items of the inventories with the research questions to ascertain whether or not the instrument actually measured the intended content area of the study. The instruments were administered through the use of research assistants. Returns were received from 720 primary schools and 174 junior secondary schools. The data collected were analyzed using frequencies, percentages and ratios.

RESULT

Question 1: What is the enrolment growth rate in primary and junior secondary schools for the Universal Basic Education (UBE) programme in Ekiti State, Nigeria?

In examining this research question, data on the enrolment of pupils for the academic years 2002/2003 to 2007/2008 were collected using the inventories. The enrolment growth rate of pupils in the schools was computed with the use of the following formula [14]:

$$En = \frac{E_t-(E_t-1)}{E_t-1} \times 100$$

Where:

En = Enrolment growth rate
E_t = Enrolment in year (Present year)
E_t = Enrolment in year t-1 (Previous year)

The findings are indicated in table 1.

As indicated in table 1, the average enrolment growth rate in primary school was 4.9% while that of junior secondary school was 4.1%.

This implies that enrolment growth in primary school was higher than that of junior secondary schools and it suggests that many of the students who completed primary education might not have proceeded to the junior secondary schools. The graphical representation of the enrolment growth rate is shown in Figure 1.

Table 1: Enrolment Growth in Primary and Junior Secondary Schools in Ekiti State, Nigeria

	Primary schools		Junior Secondary Schools	
Years	Enrolment	Rate	Enrolment	Rate
2002/2003	651,060	-	59620	-
2003/2004	681,837	4.51%	61420	1.30%
2004/2005	707,205	3.59%	62452	2.29%
2005/2006	729,950	3.12%	66250	1.65%
2006/2007	758,658	3.78%	73360	5.57%
2007/2008	807,635	6.06%	77251	9.69%
Average	Average in six years	4.93%	Average in six years	4.10%

Table 2: Class Size in Primary and Junior Secondary Schools in Ekiti State, Nigeria

| Session	Pry school enrolment	No of classes available classes	Average Class size	Approved ratio enrolment	Junior secondary	No of classes available	Average Class size	Approved ratio
2002/2003	651,060	17710	1:37	1:30	59620	1521	1:39	1:30
2003/2004	681,837	17805	1:38	1:30	61420	1648	1:39	1:30
2004/2005	707,205	17951	1:39	1:30	62452	1721	1:36	1:30
2005/2006	729,950	18122	1:40	1:30	66250	1901	1:35	1:30
2006/2007	758658	18101	1:41	1:30	73360	1987	1:37	1:30
2007/2008	807,635	18356	1:44	1:30	77251	2021	1:38	1:30
Average			1:39	1:30			1:37	1:30
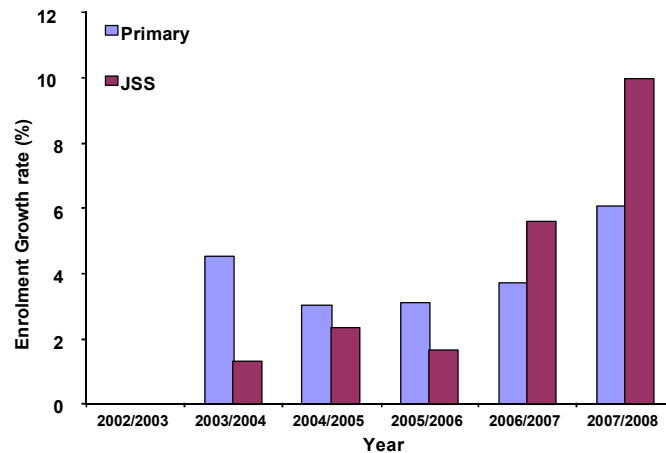
Fig. 1: Enrolment Growth Rate in Primary and Junior Secondary Schools in Ekiti State, Nigeria
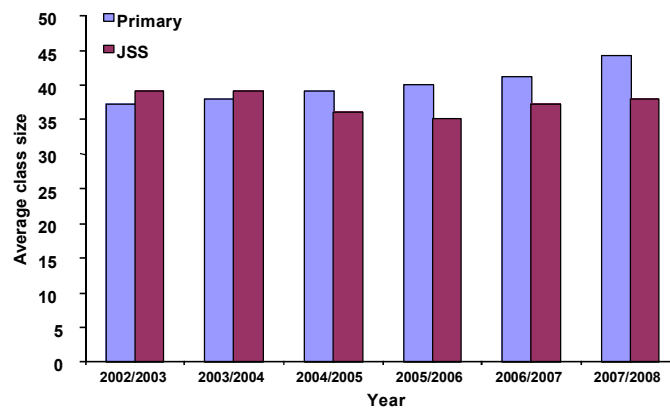

Fig. 2: Average Class-size in Primary and Junior Secondary Schools in Ekiti State, Nigeria

In Figure 1, the graph shows an increasing trend in the enrolment growth of pupils in primary and junior secondary schools in the state. This suggests that the social demand for education among the pupils was high. In responds to the expectations of the universal basic education (UBE) in the State.

Question 2: What is the average class size in Primary and Junior Secondary Schools in the State?

In answering this question, data on the number of pupils as well as the number of classes in primary and junior secondary schools in the State for the study were collected using the inventories. Class size was computed by dividing the number of pupils in the schools by the number of classes [14]. This is done using the following formula:

$$ACS = \frac{TNS}{TNC}$$

Where:
ACS = Average class size
TNS = Total number of students (enrolment)
TNC = Total number of classes

The computation of class-size in the schools was done considering the approved class-size of 30 pupils per class (30:1) by government [15].

The findings are indicated in table 2.

In table 2, the findings show that the average class-size varies from one year to another. In primary schools the class-size was highest in 2007/2008 44 pupils per class average class-size was recorded. In the junior secondary schools, the average class-size was highest in 2002/2003 and 2003/2004 when 39 pupils per class average class-sizes was recorded respectively. The graphical representation of the average class-size in primary and junior secondary schools is shown in Figure 2.

Table 3: Progression Rates in Primary and JS Schools in Ekiti State, Nigeria

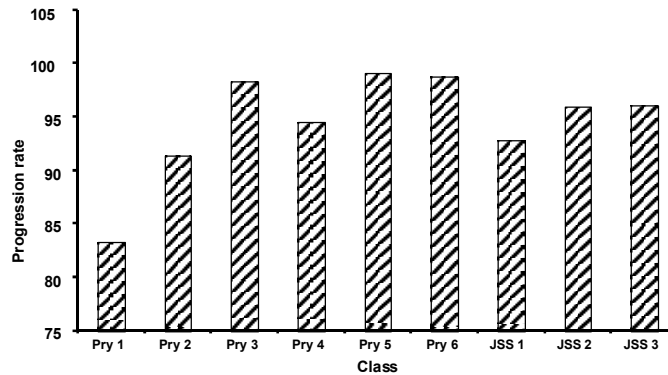|	2006/2007	2007/2008	Progression rate
Pry 1	121399	145834	83.24%
Pry 2	122657	134281	91.34%
Pry 3	134141	136544	98.24%
Pry 4	130420	138062	94.45%
Pry 5	120144	121301	99.05%
Pry 6	129897	131613	98.70%
JSS 1	25474	27440	92.83%
JSS 2	24,572	25621	95.91%
JSS 3	23,214	24190	95.96%
Average			94.41

Fig. 3: Progression Rate in Primary and Junior Secondary Schools in Ekiti State, Nigeria

As indicated in Figure 2, class-size was on a continuous high trend in primary and junior secondary schools in the State. Although, the approved class-size was 30 pupils per class [15], the graph shows an increasing pattern in class-size in both primary and junior secondary schools.

Question 3: What is the progression rate for the Universal Basic Education (UBE) in the schools?

In examining this question, data on the progression rate of pupils for one class to another in primary and junior secondary schools were collected using the inventories. The progression rate was computed by dividing the number of students in a present class by the number in a previous class in a previous year and multiplying the result by 100 [14]. This is shown in the following formula:

$$PR = \frac{\text{Enrolment in class x Year t}}{\text{Enrolment in class x-1, Year t-1}} \times 100$$

Where:
PR = Progression rate
Class x = Present class (present Year)

Class x-1 Previous class (previous year)
Year t = Present year
Year t-1 = Previous year.

The findings obtained are presented in Table 3.

In table 3, the findings show that the progression rate in primary and junior secondary schools in the state varied from one year to another. It was however found that the progression rate was lower in primary schools than in junior secondary schools in the State. On the average, the progression rate in primary and junior secondary schools in Ekiti State was 94.41%. The graphical representation of the progression rate is shown in Figure 3.

In figure 3, the graph shows an upward trend in the progression rate of pupils from primary one to junior secondary class three. This shows that, the flow of pupils through the system was on an increasing pattern and it suggests that there was a high demand for education among the pupils.

Question 4: Are there adequate numbers of physical facilities for the UBE programme in primary and junior secondary schools in the State?

Table 4.1: Availability of physical facilities in primary schools in Ekiti State

Local Govt. Areas	Number of schools	Pupils' Enrolment	Number of classes required at 30 pupils per class	Number of classrooms available	Shortfall	Number of Lockers and Chairs Required at the approved 30 lockers and chairs per class	Number of lockers and chairs available	Shortfall	Number of schools having libraries	Number of schools without libraries
Ado	67	81210	2707	2290	417	81210	78541	2669	49	18
Efon	28	21610	720	531	189	21610	20472	1138	17	11
Ekiti East	46	32908	1097	751	346	32908	31618	1290	21	25
Ekiti S.W	59	36725	1225	840	385	36725	35640	1085	32	27
Ekiti West	64	40120	1338	964	374	40120	39212	908	42	22
Emure	29	19918	663	401	262	19918	19065	853	17	12
Gbonyin	42	36506	1217	778	439	36506	35830	670	24	18
Ido/Osi	46	32217	1074	825	249	32217	31585	632	21	25
Ijero	71	42217	1407	925	482	42217	41582	623	38	33
Ikere	40	36265	1209	844	385	36265	35104	1161	28	12
Ikole	66	43110	1437	815	622	43110	41804	1306	39	27
Ilejemeje Irepodun	16	18217	607	361	246	18217	17453	764	09	07
Ifelodun	45	34545	1152	734	418	34545	35816	729	22	23
Ise/Orun	40	26416	881	648	223	26416	25810	606	19	21
Moba	34	20134	671	401	270	20134	19841	293	18	16
Oye	55	28547	951	534	417	285517	28215	767	39	16
Total	748	508448	18356	18,356	5734	807635	537599	15494	435	313

Table 4.2: Availability of physical facilities in junior secondary schools for the UBE

Local Govt. Areas	Number of schools	Pupils' Enrolment	Number of classes required at 30 pupils per class	Number of classrooms available	Shortfall	Number of Lockers and Chairs Required at the approved 30 lockers and chairs per class	Number of lockers and chairs available	Shortfall	Number of schools having libraries	Number of schools without libraries
Ado	14	12921	4317	351	80	12921	1247	11674	10	4
Efon	5	2925	98	59	37	2925	2630	295	4	1
Ekiti East	0	4473	149	98	51	4473	3771	702	5	5
Ekiti S.W	10	3687	130	97	33	3687	3153	534	7	3
Ekiti West	12	4260	140	98	42	4260	3954	306	9	3
Emure	5	1767	66	44	22	1967	1237	730	3	2
Gbonyin	11	4663	152	95	57	4565	3886	679	6	5
Ido/Osi	15	5226	175	145	30	5246	4962	284	11	4
Ijero	15	5867	195	166	29	5867	5271	596	10	5
Ikere	10	5394	179	164	15	5294	4981	313	6	4
Ikole	17	6667	222	195	28	6667	6280	387	11	6
Ilejemeje Irepodun	5	1874	63	56	07	1874	1738	136	3	2
Ifelodun	13	3662	123	98	25	3663	3132	531	10	3
Ise/Orun	9	4886	163	126	37	4886	4285	601	6	4
Moba	9	3964	132	98	34	3964	3662	302	5	4
Oye	13	4893	163	131	32	4893	4287	606	11	4
Total	182	77251	2580	2021	559	77251	58476	18775	127	55

In answering this question, data on the number of physical facilities in primary and junior secondary schools in Ekiti State, Nigeria were collected using the inventories. Four major physical facilities were identified in this study. These are the number of classes in the schools, the number of lockers, the number of chairs as well as libraries. The data collected were analyze using percentages. The findings are shown in table 4.1 and 4.2.

In Table 4.1, the findings show shortfall in the number of classes, number of lockers, number of chairs and school libraries. This indicates that there were inadequacies in the availability of physical facilities in the UBE schools in Ekiti State. It was found that 41.85% of the primary schools did not have library while only 66.56% pupils were having chairs and lockers. The remaining 33.44% were not having chairs and lockers. Table 4.2 shows similar findings.

In Table 4.2, the findings show that junior secondary schools in the State were having shortfall in the provision of physical facilities. The shortfall in the number of classroom was 559 in all the schools. The shortfall in the number of lockers was 18775. The shortfall in the number of chairs was 18775. The findings also show that, only 127 schools (69.70%) had libraries. This findings show that there was an acute shortage of physical facilities in the schools and it suggest that, the schools were not physically ready for the universal basic education (UBE) programme.

DISCUSSION

The foregoing shows the analysis of data collected for this study. In the analysis, it was found that the average growth rate of primary schools in Ekiti State was 4.93% while that of junior secondary schools was 4.10%. The increase in the growth rate of pupils in the schools might be as a result of increase in the school age which leads to increased school demand. This was in agreement with [4] who reported that the social demand approach examines educational needs in terms of the current demand for education of different levels and projects them on the basis of population increase and age distribution. It was also consistent with the views of other researchers that since schooling was compulsory, the demand for education was therefore a function of school age population [16, 17]. The findings of this study which stipulated an increase in the enrolment growth rate in primary school as against a decrease in the enrolment growth rate in junior secondary schools might be as a result of several factors like death, dropout repetition and increase in the establishment of more private schools.

The average class size found in this study in primary school (39 pupils per class) and junior secondary schools (37 pupils per class) was high compared to the 30 pupils per class approved by the State government [18]. The reason for the high class-class could not be far-fetched. This might be as a result of the increase in school age enrolment vis-a-vis shortage of physical facilities such as class rooms [7, 19]. It might also be as a result of the free and compulsory education extended to junior secondary schools [10].

The average progression rate of 94.41 % in primary and junior secondary schools found in this study might be as a result of the rise in school age population and enrolment growth rate. This finding was consistent with the findings of other researchers [20, 21]. The study also revealed that there was low level of availability of physical facilities in primary and junior secondary schools in the State. This negated the intentions of the universal basic education programme in its bid to enhance qualitative basic education in the State. It is also at variance with the provisions of the national policy on education for an equitable distribution of facilities to schools [22]. This finding was in agreement with [23] findings that many schools lack basic physical facilities. This suggest that the level of enrolment of pupils for the universal basic education in the State was at variance with the level of provision of physical facilities.

CONCLUSION

Considering the findings of this study, it was concluded that the provision of physical facilities did not match the enrolment growth rate of pupils in primary and junior secondary schools in the State. The increase in the enrolment of pupils as well as the high class size found in this study led the researchers to conclude that, the socials demand for education among the pupils was high. Although, the progression rate was high, the extent of provision of physical facilities was low. These findings made the researchers to conclude that the State government is not fully ready to embark on the universal basic education (UBE) programme in the State.

Recommendations: Based on the findings of this study, it was recommended that there should be adequate planning to ensure provision of physical facilities, which are necessary ingredient for the universal basic education (UBE) in the State. This could be done through the joint venture of the State Ministry of Education and the State Universal Basic Education Board. The State government should ensure full implementation of UBE programme by

making adequate provision of physical facilities to cater for the increasing number of pupils in the schools. This could be done through the provision of adequate funds in the annual State budget. More classrooms should be provided so as to accommodate the rising number of intakes into the universal basic education (UBE) programme in the State.

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