

Free Education as a Mechanism to Ascertained Quality Education in Primary Schools in Sokoto State, Nigeria

Bashar Ibrahim¹, Sanusi Sirajo Aliyu², Isah Yahaya³

¹*Dept of Adult and Non-formal Education, Shehu Shagari College of Education Sokoto, Nigeria*

²*Department of Social Sciences, College of Basic and Remedial Studies, Nigeria*

³*Dept of General Studies, Shehu Shagari College of Education, Sokoto State, Nigeria*

Abstract: This research is aims at investigating the academic achievement of pupils during free education program in Sokoto state, the researchers used descriptive survey design in order to determined accurate results, the population of 20,305 was used to conducted this Studies out of the population 377 Sample was used for the study the Sample was Determine using RV. Krejciec and D.W Morgan (1970) Table of determining Sample Size for Research Activities, Fourteen designed Questions were formulated to Guide Studies Simple Random Sampling techniques' was used to determine the Sample, the questionnaires has been Validated by experts' and they testified its reliability and Validity. Descriptive Statistics and SPSS were used for data Analysis the Finding of the Study shows that, Free Education has played a crucial roles on pupil access to quality Education in Sokoto State, This was achieved Through Pupil Enrolments with a Means of 3.0389 while level of intervention in public partnership shows 3.1696 and pupils performance with means 3.1544 the Instrument Consist three likert Scale. The following was recommended from the Studies: - Government needs to gives More Priority on Free- and quality education. There is Needs for Strong Intervention between Public and Private Partnership for Access quality Education among pupils of Sokoto State.

Keywords':- Education, Free Education and Quality Education

I. INTRODUCTION

Nigeria as giant of Africa also, most populace Country in Africa with about 202,657,809 population UN (2019) therefore, Quality Education is highly needed in order to enhance productivity and Development in Nigerian Society, for that Reason federal Government lunched Nation Wide Universal Basic Education in 1999 Under the Leadership of His Excellency Former President of Federal Republic of Nigeria Chief Olu shegun Obasanjo in Sokot State, with the aims at Educating Nigerian Pupils freely, So that the future generation will be more productive and Responsible to the Society. Therefore, Education is a process of inviting truth and possibility of encouraging and giving time to discovery. According to John Dewey (1916) defined education as a social process' a process of living and not a preparation for future living' In this view educators look to act with people rather on them. Their task is to educe (related to the Greek notion of *educere*), to bring out or develop potential. While

Human Rights Assumed Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Primary education in line with the Universal Basic Education is describe as a foundation of all education, for that Reason Government implement Universal Basic Education (UBE)

According to Ambe and Eyo (2018) Viewed that Education Stake Holders Who initiate UBE Believed that, for the Program to achieved desire goals Members of the Community most take part actively in the implementation of the Programme. The Free Education Policy (FEP), also known as Tuition Fee Free Policy (TFFP) is a governmental directive that is implemented in elementary, primary and secondary schools. The implementation of Free Education Policy is perceived as a device for fulfilling the National Government's Universal aims at literally educating people to become useful in future. UN (2019) the researchers looked at the term Free education as the establishment of various kind of schools and expansion of school curriculum to help each child develop according to his or her ability, age, interest and so on. The policy stipulates that education shall be free and compulsory.

Quality Education is an education in which its curriculum is of great quality and designed to impart relevant skills, knowledge enabling students to gain academic competencies for socio-economic survival. On the other hand it's an education that is well designed to provide the recipient with an all round development of skills and potential to achieve success in their future endeavors in a society. In line with the Michael and Patrick (2012) opined that Policy is about Motivation not only an intervention, the provision of Quality Education and Educational Services brings about effective learning Outcomes while Cohen, Aptel, Garcia and Master (2006) Describe Academic Performance as task that can be Observable or Measurable behaviors of Students in a Particular situation. This was part of the Scholars View on Academic Performance, it's also seen as the task that can be Measured through Standardized test and Expressed in grades on Students. On the other hand, Amanchuku (2011) good

quality Education is a prerequisite for good governance; good governance also enables quality education. Most Parents believed that the School System will help their Children develop their Potentiality in life. This can only be achieved if Such Children had access to good Quality education.

Statement of the Problems

The population of out of school children in Nigeria has risen from 10.5 Million to 13.2 million United Nations Children Fund (UNICEF,2019) according to Vanguard News paper 2019 about 50% of Sokoto State Youth are Out of Schools. The number of out of School children calls for serious concern.

Therefore, Sokoto State Government shall take on the challenges of reducing Out of School children through encouraging free Education Program in the State in order to have Safe, Responsible and Function able Society.

Research Objectives

1. To examine the level of enrolment of Pupils in Primary Schools in Sokoto State
2. To examine the Stages of Public Interventions in Primary Schools in Sokoto State
3. To examine the Level of Pupils Academic Performance in Sokoto State

Research Questions

1. What are the levels of Pupils enrolment in Primary Schools?
2. At what level does the Public Intervene in Primary Schools in Sokoto State?
3. What is the Pupils Academic Performance in Primary Schools in Sokoto State

II. RESEARCH METHODOLOGY

The research adopt descriptive survey design in order together information from various respondents and various Primary Schools in Sokoto State the choice of this research design was suitable and consider appropriate because of its advantages of ascertaining the attributes of a large population from a group of individuals. As far as this research is concern the Selected Primary Schools form the population of the study

Population of the Study

The population of the study is relatively large in size since it consist Selected Primary Schools with Twenty thousand three hundred and Five Teachers. (20,305)

Sample Size

A sample of the study consisted of Selected Primary Schools in Sokoto State. The sample size of the study was determined based on Morgan & kreycie (1970). Teachers (377) the participants selected were in a better position to describe Free Education as a Mechanism to Ascertained Quality Education In primary Schools in Sokoto State, Nigeria. From the Population of 20,305 only 377 were selected in number the

selection was based from the Selected Primary Schools. Therefore, the total numbers of the population were 20,305 and sample size was 377, from the whole number of the population. Simple random sampling was used to select the participants from those Selected Schools in order to give equal opportunity to population in participation. The summary was given below. For simple random sampling, the researchers wrote the names of Teachers on pieces of paper, which were folded, put in a box and mixed together. A paper was picked at random by selected without replacement till the required number was reached.

Table 1.0 Population, sample size and sample Technique

Category of participant.	Population	Sample size	Sample techniques
Teachers	20,305	377	Simple random sampling
Total	20,305	377	

Source: field study (2020)

Data Collection Instrument and Method

Closed ended Questionnaires were used to gather information from the selected sample, which helped the researchers analyze the data and made generalizations. The items of the instrument (Questionnaires’) were adequately checked and validated by the experts in the Department of Educational Foundation, Curriculum and Department of Psychology to ensure Content Validity, the content validity index (CVI) was computed as below.

CVI = n/N; where n is the number of items which was declared relevant; N is the total number of items in the instrument.

$$CVI = \frac{\text{Agreed items by judges as suitable}}{\text{Total number of items being judge}} = \frac{14}{17} = 0.823$$

For instrument to be valid, average index should be 0.7 or above (Amin, 2005). Therefore, since computed values was 0.823 which was greater than 0.7, the instrument was considered valid.

Reliability: The Reliability determines whether the research instrument is reliable and consistence. Therefore, it can be adopted for collection of data (Kaplan and saccuzo, 1999). A pilot test was conducted where a tenth of the questionnaires were given to some Teachers, who are not part of this study. The data collected was tested by the used of split half reliability method, the researcher gave 20 copies of the instrument within the population which will not be put on the final sample. After the administering, the researcher divides the instrument into two equal halve of odd and even numbers this was correlated using Cronbach alpha in the SPSS soft ware version 20. The result was presented in tabular format.

Table 2.1: Reliability Statistics

Cronbach's Alpha	N of Items
0.85	17

Source: Result of Analysis (2020)

For the instrument to be accepted as reliable, average index should be 0.7 or above Amin (2005), Therefore, since computed values were greater than 0.7 i.e. 0.85, the instrument was considered reliable.

III. RESULT OF ANALYSIS

Objective One: To examine the level of enrolment of Pupils in Primary Schools in Sokoto State

Table 1: Mean Analysis on Enrolment of Pupils in Primary Schools in Sokoto State

Variable	N	Minimum	Maximum	Mean	Std
School enrolment	328	2.00	3.75	3.0389	0.46413

Source Field Study 2020

The above Table contained Data which Revealed that, the Number of Pupils enrolled has Increase due to Free and Compulsory basic education as the Mean was 3.0389 this indicates Significance Increase in the Scale of Measurement.

Objective Two: To examine the Stages of Public Interventions in Primary Schools in Sokoto, State.

Table 2: Mean Analysis on Public Intervention in Primary School in Sokoto State

Variable	N	Minimum	Maximum	Mean	Std
Public Intervention	255	2.50	4-00	3.1696	0.43574

Source Field Study 2020

The above Data in Table Two Revealed that, there is higher Percentage of Public Intervention in Primary Schools as a sign of access to Quality basic education.

Objective 3: To examine the Level of Pupils Academic Performance in Sokoto State.

Table 3: Mean Analysis on Performance of Primary School Pupils in Sokoto State

Variable	N	Minimum	Maximum	Mean	Std
Performance	327	2.75	3.75	3.1544	0.32212

Source Field Study 2020

From the above given Data Contained in Table three Shows that, the Performance of Pupils in Primary Schools has increased with a Mean of 3.1544 and the Policy has Played a Important Role in the Students' Academic Performance towards accessing Quality Education.

IV. DISCUSSION

This Study finds that, the introduction of free education has played important role on Pupils Access to Quality Education in Sokoto State, This was achieved resulting to Students enrolment, the level of intervention and performance of Pupils, therefore, the finding has coincided with the Research Conducted by Micheal, Dintuni and Patrick (2012) which Shows that, government policy Should be geared towards provisions of More Funding, Infrastructures and Effective human Resources that enhance Quality Education by the Schools. The Research also Contradict with the Research Made by Akareem and Hussaini (2016) it revealed that Scholarship, Extra-Curricular activities, while previous Results as Factors that Play a Significant influence on Perception about Quality of Education.

V. CONCLUSION

Given the results as obtained, analyzed and interpreted, the researchers conclude that Free-education has played a vital role on Access to Quality education on Primary Schools. Therefore government needs to pay more attention on the Provision of infrastructure and Man Power.

VI. RECOMMENDATION

1. Free-education should be encouraged to enable Children Enjoyed Access to Quality Education
2. Government Should Encouraged and Continued with the Policy of Free education in order to have ambitious Society
3. There is a need for Stronger Partnership between Public and Private in order to enhance equal Access to Quality Education on Primary Schools in Sokoto State

Areas for Further Research

The researchers recommend that, further studies needs to be conducted in other areas with special focus on the following:

1. Similar Study shall be conducted in other States in Nigeria to determine if the Free Education Served as a Mechanism to Ascertained Quality Education In primary Schools.

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