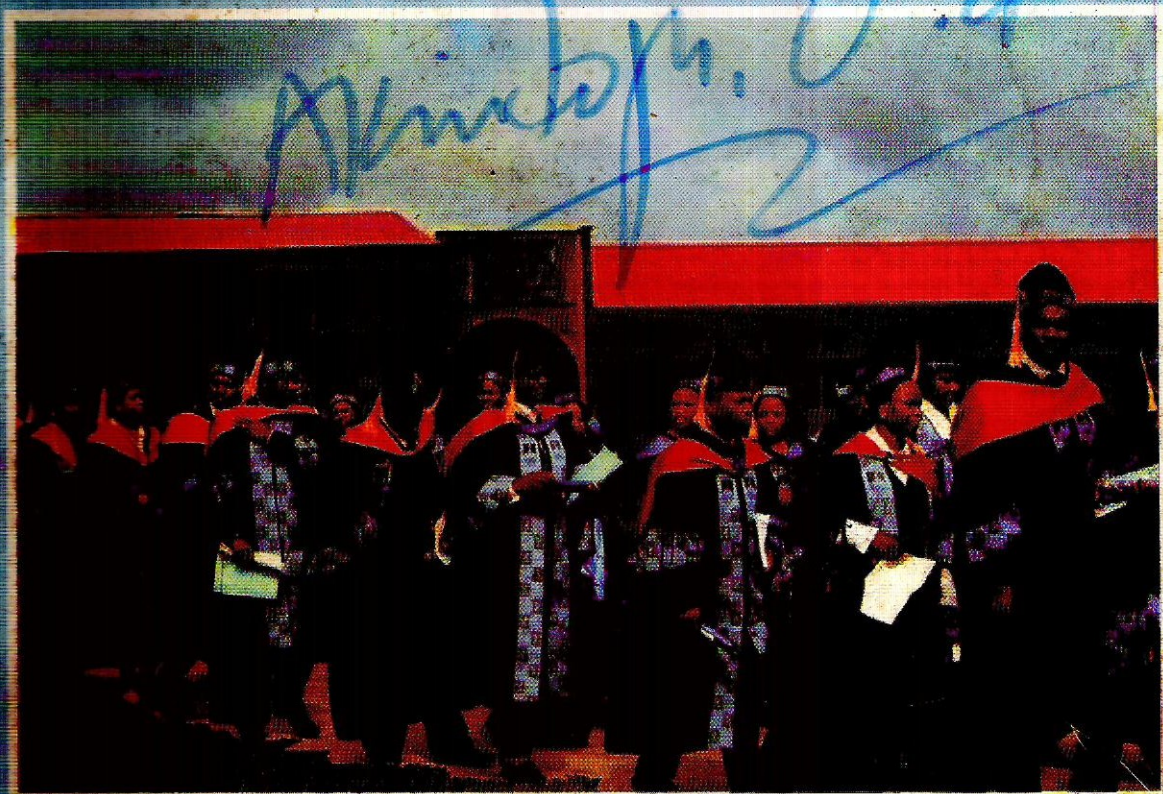


DYNAMICS OF EDUCATION IN LAGOS STATE IN THE 21ST CENTURY



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CHAPTER ELEVEN

DYNAMICS OF PRIMARY EDUCATION IN LAGOS STATE: SCHOOL PROFILE INDICATORS

OLUGBENGA AKINDOJU

Abstract

The purpose of this research was to examine the status of Primary School by developing school profile indicators in selected primary schools in Alimosho and Ifako-Ijaye Local Government Areas in Lagos state.

Checklists, rating scale and questionnaire were administered on eight randomly selected primary schools in Alimosho and Ifako-Ijaye Local Government Areas.

Data Collected were analysed using frequency count and simple percentage which showed that there are adequate qualified teachers with inadequate facilities or equipment, and that the available equipment in the selected primary schools are not effectively utilized.

Introduction

In any organizational setting, an important variable that determines its administrative success is the quality of available information. Establishing an appropriate accountability system is a major challenge and opportunity for researchers, educators and administrators at schools', and national levels.

An effective accountability system should embody an assessment system, a set of indicator school profile and a school improvement process.

School profile entails educational indicator, from assessment and beyond, that describe and quantify pupils' progress and school performance. Development of a comprehensive school profile is one of the main components for proper accountability in schools.

Most states and Local educational indicator system emphasize pupils' achievement outcomes, while fewer contain context indicator that help to explain variations in outcome not directly attributable to education. Achievement scores are important indicators of pupils' and school; performance and accountability.

Academic indicators alone, however, have limited power to improve pupils learning and so do not provide sufficient information on school success.

In addition to test scores, a broader range of indicators are needed; parent, school, staff, and pupils satisfaction levels, school leadership, curriculum and instruction, school learning climates, parental involvement, etc.

These indicators represent the quality of educational programme in a school, district or state directly or indirectly, which cannot be captured by test scores for adequate planning by government and other stake-holders in the school system.

It becomes imperative for all stakeholders to work towards generating necessary information on the status of primary schools for the smooth implementation of the Universal Basic Education Programme.

School administration in general is becoming difficult and ineffective because of delayed decisions as a result of non availability of accurate information.

The purpose of this study was to examine the status of primary schools in Lagos State by developing school profiles, which are composed of multiple indicators from survey data, assessment data and school demographics.

Hence, this study sought to find out the extent and effect of school profile indicators. In particular this study focused on ascertaining the adequacy of school building, teachers' furniture, textbooks, and other resources in relation to the school population.

To carry out the study, the following research questions served as a guide to the research process.

- i. Are there enough qualified teachers in primary schools?
- ii. What is the adequacy level of learning resources in primary schools compared to schools' population?
- iii. What is the adequacy level of the school environment for learning?
- iv. How adequate are furniture and fittings in the selected primary schools?

METHODOLOGY

Research design

This research work was designed to develop a school profile indicator for primary schools in Alimosho and Ifako/Ijaye local government areas of Lagos state. It specifically adopted the survey type of descriptive research design.

Population of the Study

The target population for this study was comprised of primary schools in Lagos State while Primary schools in Ifako/ Ijaye and Alimosho local government areas of Lagos state served as the accessible population.

Sample and sampling techniques

Eight public primary schools were selected using simple random sampling technique. In selecting the schools, names of all public primary schools in Alimosho and Ifako/ Ijaye Local Government areas were written on strips of papers, out of which four names were picked at random from each local government/by lucky dip.

Instrument for Data Collection

The instrument adopted in the study was a self-developed school profile questionnaire which comprises of checklists and rating scale to determine the availability and adequacy of various resources in the sampled schools.

The instrument sought information on demographic of the schools accessibility, availability and quantity of schools facilities and infrastructure. It also sought information on the population of teachers and pupils in the selected schools.

The questionnaire was subjected to face and content validity by colleagues and test-retest reliability before administration. The reliability value was; $r=0.65$

Administration of Instrument

The researcher obtained permission from the head teacher of each of the primary schools involved in the study. A comfortable time was agreed upon between the researcher and the school authorities for administering the instrument.

On each agreed day the researcher was in each of the primary schools to personally administer the instrument.

Method of Data Analysis

The data collected from schools were organized and analyzed based on the various research questions of the study using frequency counts and simple percentage.

RESULTS

The results obtained from the analysis of data collected from schools are presented according to the various research questions of the study.

Availability of Qualified Teachers in Primary Schools

The distribution of teachers in the various schools by qualification, the number of classes and pupils in the various classes are presented in table I below:

Table 1: Profile of Human Resources in the sampled Schools

SCHOOL	NO OF CLASSES	NO OF TEACHERS	QUALIFICATION			NO OF PUPILS	PUPIL-TEACHER RATIO
			TCII	NCE	Degree		
1	25	25	1	21	3	575	23
2	26	26	2	22	2	731	28
3	25	25	3	22	0	755	30
4	16	16	3	11	2	318	20
5	31	31	1	30	-	730	24
6	34	34	2	32	-	676	20
7	34	34	1	33		999	29
8	33	33	1	27	5	748	23
Total	224	224	14	197	11	5532	25

From the analysis in table 1 above, all the classes have at least one teacher and the teacher-pupils ratio is between 23 and 30 which could be considered adequate in line with the National Policy on education provision for 1:35 at the primary school level.

Adequacy of Learning Resources

Relevant items on the instrument on availability of various resources materials in the sampled schools are presented in table 2 below.

Table 2: Analysis of Learning Resources in School.

School	Library	Science Room	Computer	Math Textbook		English textbook	
				Teacher	Pupils	Teacher	Pupils.
1	0	0	0		10		0
2	0	0	0		178		119
3	0	0	0		69		107
4	1	0	0		174		179
5	0	0	0		178		119
6	0	0	0		0		0
7	0	0	0		421		502
8	1	0	0		311		296
Total	2	0	0		1341		1322

From the analysis in table 2 above, most of the schools have no library, science room and computers for academic purpose. Even the pupils' textbooks are grossly inadequate, hence they had to share.

Adequacy of School Environment

Data on the conduciveness of school environment were analyzed and presented in table 3 below:

Table 3: Analysis of School Environment

School	Sickbay	Toilet	Rating	%
1	0	3	1.92	38.5
2	0	1	1.55	30.9
3	0	4	3.04	60.9
4	0	3	3.30	66.2
5	0	3	2.94	58.8
6	0	0	3.10	62.1
7	0	5	2.62	52.35
8	0	4	1.72	34.4
Total	0	23	20.19	100

Results in table 3 above showed the un-conduciveness of the schools environment in terms of inadequate sickbay and toilets to facilitate effective and efficient education.

Adequacy of Furniture

Relevant data on adequacy of furniture in the sampled schools are presented in table 4 below.

Table 4: Analysis of Furniture in Schools

School	Pupils Furniture	Teachers Furniture
1	274	21
2	90	7
3	127	10
4	278	13
5	88	5
6	317	25
7	744	34
8	589	32
Total	2507	147

The results in table 4 above showed that teachers' and pupils' furniture are grossly inadequate compared with the schools population as presented in table 1.

Discussion of Results

There may be many approaches available to link assessment, indicators, and accountability system to improve pupils learning and school performance. A comprehensive school profile will be helpful in changing the internal dynamics of school, to nurture the leadership, and encourage the flexibility required. To design and implement pathways to success for every school, an indicator must be considered and used to understand the multifaceted world of school from the perspective of every one involved, and to know if the school purpose is appropriate and being achieved effectively.

The result of this study revealed that there are adequate qualified teachers in the sampled schools. This finding might be a result of the government policy of making NCE the minimum teaching qualification across the country which has forced most of the teachers to enrol in part-time programme to upgrade their qualifications.

According to the National Policy on Education (2004), no education system can rise above the quality of its teachers. Therefore, with an appropriate number of well motivated teachers there is a guarantee of improved standard of education provided all other factors are adequately

taken care of. The result of this study also showed that required facilities and equipment for teaching are not adequately available in the sampled schools. This finding is in agreement with that of Olaniyonu (2002) that; secondary schools have serious problems of poor location, inadequate size of schools land and shortage of classroom to accommodate an increase in school population.

Ipaye (1999) also reported that student study under deplorable condition and teachers are either forced to work without basic tools, and infrastructural facilities are becoming scarce in school. This was also re-echoed by Nwaboku (2006) that homes have overtaken schools in the provision of basic facilities for improving teaching and learning in schools.

School and classroom observation conducted between 1991/1992 showed that the prevailing general school environment in Nigerian schools did not promote quality teaching and learning (Okoro, 1998).

It is however important to note that the available resources in sampled schools are not adequately utilized by the teachers as revealed by this study.

This result implies that it is not enough to provide materials for teaching and learning in schools, but they must be adequately utilized. In agreement with this teacher related problem, Nwaboku (2006) suggested that: specialist professional development programmes should be available to teachers for career development in areas of their choice. This type of training and up grading of teachers on the job would eventually result in a critical mass of knowledge and highly specialized teacher required for the profession of teaching.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

- There are adequate qualified teachers in the sampled schools
- There are no adequate facilities or equipment in the selected primary schools
- The available equipment in the selected primary schools are not effectively utilized.

Recommendations

The findings of this study were in conformity with the opinion of some educational technology experts, that old and obsolete equipment were being used despite the role of education. On the basis of these findings the researcher recommends as follows:

- I. Adequate fund should be provided to school' for the acquisition and preservation of equipment and facilities.
- ii. Similar profile should be developed for schools to give comprehensive information for effective management.
- iii. Teaching should be learner-centered and should be professionalized
- iv. Resource center should be established in schools and funded properly both at the local and state level.
- v. In-service training should be organized for teachers annually to up date and upgrade their knowledge in new and modern trend of educational practice.
- vi. Teacher's education ought not to end up with the period of pre-service training.
- vii. Teachers should be linked to the services provided by educational centers
- viii. Schools' monitoring and evaluation unit of the ministry of education and related agencies should be re-awakened and empowered to collect adequate data on schools for effective planning and management of education in Lagos State.

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