



Assessment of the Application of Equity Principle of Social Demand Approach in the Management of Basic Education in Edo State.

Obadigie, EvelynOhuimumwen

evelyndunamis@gmail.com

Department of Educational Management and Policy

Faculty of Education, NnamdiAzikiweUniversity,

Awka, Anambra State Nigeria.

&

Okafor, Mudline Nkiruka.

Nnamdi Azikiwe University

Faculty of Education,

Department of Educational ManagementandPolicy,

Email Address Mudline7@gmail. com.

ABSTRACT

The study assessed the application of the equity principle of social demand approach in the management of Junior Secondary Schools Education in Edo State. The study was guided by one research question and one hypothesis. The sample consisted of 166 participants (157 principals and 9 chief inspectors of education) selected through proportionate stratified random sampling technique. The descriptive survey research design was used. A researcher developed questionnaire was used to collect data. The questionnaire was of two versions one to be completed by the principals while the other to be completed by the chief inspectors of education. It comprised of 10 items structured on a four point rating scale. The questionnaire was validated by three experts and had the Cronbach alpha reliability coefficients value of 0.83. Mean scores were used to answer the research question while t-test statistics was used in testing the null hypothesis at the 0.05 level of significance. The findings indicated that as assessed by the respondents that there was a low extent of the application of equity principle of the social demand approach. The respondents did significantly differ in their mean ratings of the application of equity principle in the management of Junior Secondary Schools education. Based on the findings, it was concluded that the extent of the application of equity principle was for below the required standard of equity/equality and could result in deprivation of equitable access to quality junior secondary schools education in the state. Among the recommendations made was that the Edo State government should demonstrate serious commitments to her blue prints, acts, policies, standard and programmes on equity/equity. They should empower the relevant agencies with funds, training, monitoring to ensure that

the declarations on fulfilling the social demands on junior secondary schools education are not a mere mirage / illusion.

Keywords: Equity, Junior Secondary School Education, Educational Management, Universal Basic Education, Policy Implementation.

INTRODUCTION

Education in Nigeria is an instrument par excellence for effecting national development. It is the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources. Education can be seen as the process by which the society through schools and other institutions by a morally acceptable manner transmit knowledge, norms, Culture, values and skills from one generation to another. Today in Edo State, education is the biggest industry and it touches every fabric or facet of human endeavor. The three tiers of government in Nigeria (Local Government Authority, State and Federal) have consistently proclaimed the importance they attach to education as a vehicle for national development.

The importance of education in building an egalitarian society cannot be over emphasized. Probably, this was why the national policy on education (2016:6) states that every Nigeria child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability. This position appears to contradict the attitude which some parents have towards the education of their female- child. For instance, kamaldeen, Buhari and Parakoyi (2012) have reported the glaring imbalance against girls in enrolment, attendance and completion rates in all levels of education in Nigeria particularly in the northern parts of the country due to a variety of socio-cultural and religious factors. Terhembra and Umaru (2015) have stressed that female – child access to basic education especially in the northern states of Nigeria appear to be something of great concern.

They maintained that the ratio of boys to girls' enrolment, retention and completion of basic education particularly in Yobe State remains alarmingly low. This is because only 20% of women in North-Eastern Nigeria were literate.

Equity is rooted in the human rights and development aspirations which are the progressive vision and goals of education for All (EFA) and the Millennium Development Goals (MDGs) now sustainable development Goals (SDGs). Although the conceptual frame work of education for All is broad in terms envisioning education beyond imparting information, its implementation is greatly reduced to equity.

Since the year 2000, the MDGs have become the international yardsticks for measuring and monitoring development especially in developing countries. MDG 2 which is specifically concerned with universal basic education contains six key education goals aimed at meeting the learning needs of all children, youths and adults.

As aptly noted by Global Monitoring Report (2008). First goal of the MDG 2 deals specially with expanding and improving comprehensive early childhood care and education, especially the most vulnerable and disadvantaged children. Second goal focuses on ensuring that children, particularly girl-child in difficult circumstance and those belonging to ethnic minorities have access to, and complete free and compulsory basic education of good quality. Third goal aims at ensuring that the learning needs of all young children and adults are met through equitable access to appropriate learning and self-skills programmes. Fourth goal is targeted at achieving a five percent improvement in levels of adult literacy by the year 2015, especially for woman and equitable access to basic and continuing education for all adults. Fifth goal seeks to eliminate gender disparity in education by the year 2015 and to ensure girl-child's full access to basic education of good quality improving all aspect of the quality of education and ensuring excellence in all so that recognized and measurable learning outcome are achieved by all, especially in literacy, numeracy and essential life is the target of the sixth goal as reported in Ibia (2014).

The principle of equity emphasizes the need to plan education to be accessible to all, based on the needs of the people and the society at given place and time under prevailing cultural, political and economic circumstances(Haque, Nasirin, Yesmin&Biswas 2013: Jalbout, 2015; Pritchett, 2011)

This principle, some levels of education considered to be basic are made available to anyone who is willing. The principle of equity is applied when a government decides that every child must have equal school resources, equal starting places and equal educational opportunities. In such countries, basic education is considered as a right of every child and that all children of school age will demand that which is meant for their ages. Schools and facilities have to be supplied to satisfy the demands.

Statement of the problem

It is expected that with the application of the principle of equity of the social demand approach that every child of school age would enroll in as well as complete quality basic schooling irrespective of gender, place of domicile ,age, physical challenges and special needs.

However, the increasing number of junior secondary school age children seen hawking in the streets especially that of Edo State during school hours, those enrolling but not completing junior secondary education and other out of school children involved in various forms of child labour has attracted the attention of the professional groups, members of the academia, parents, government and society at large. Researcher have also found that junior secondary school completion rate in Edo State is low and that many parents do not send their children to public junior secondary school because they doubts about the quality of education provided in such school.

These situations imply that Edo State has a large gap to fill in terms of equity of junior secondary education in the state. One therefore begins to wonder the extent to which the equity principle of social demand approach is being applied in junior secondary schools in Edo State .

The problem of this investigation, put in a question therefore is to what extent is the equity principle of social demand approach been applied in the management of junior secondary schools education in Edo State? The researcher then formulated one research question and one hypothesis to guide the study.

PURPOSE OF THE STUDY

The main purpose of the study was to investigate the application of the principles of social demand approach in basic education management in Edo State. Specifically, the study seeks to determine the application of equity principle of the social demand approach (SDA) in the Junior Secondary Schools Education Management in Edo State.

RESEARCH QUESTION

The following research question guided the study:

To what extent is the equity principle of the social demand approach (SDA) applied in the management of Junior Secondary Schools Education in Edo State?

HYPOTHESIS

One null hypothesis was formulated and tested at 0.05 level of significance : there is no significant difference between the mean ratings of Chief Inspectors of Education and School Principals on the extent to which the equity principle of the social demand approach (SDA) is applied in the management of Junior Secondary Schools Education in Edo State.

EQUITY/EQUALITY

Equity and equality are also important elements of the social demand approach. Equity refers to fairness in sharing the resources available for school (Yamada, 2017). Equality refers to equivalence in educational opportunities. World Bank (2013) equity and equality means the same thing in education and are interchangeable used, even though most recently the term equity seems to be more prevalently used in most countries. The Republic of South Africa (2012) pointed out that equality has been one of the prime educational principles because: increasing the incentives to enrol and attend junior secondary schools need to be accompanied by the provision of facilities which match the characteristics of the children. Not all children live in towns and villages in which conventional school exist. Many lie in remote areas and there is a large number of disadvantaged and physically challenged learners. Equitable allocation of school and classroom infrastructures that address the needs of the marginalized areas and populations can reduce distance and bring schools closer to these hard to reach learners. This is of particular importance for girl and the physically challenged since the distance between home and schools, and the concern safety of this group, is a significant factor affecting participation.

Equity in educational planning is understood in three ways: equality of access to educational opportunity, equality of conditions and equality of outcomes. According to World Bank (2011) at the first stage, equality of access to educational opportunity is to be pursued. No group of people should be discriminated against due to social status, physical challenges, gender, religion and race. As Umar et al (2014) noted, this kind of view on equity has contributed to abolition of institution barriers to schooling of the traditionally disadvantaged, physically challenged and special needs group. Thus anybody can have access to whatever he or she wants to learn if he or she has an ability to learn. This made many countries to introduce free basic education. World Bank and UNICEF (2009) noted that abolishing school fees would enhance equality of access to educational opportunities. In addition quality of educational opportunities designing and adapting activities for children with different learning needs and assessing learning outcomes of children with special needs or disabilities (Nguyet& Ha, 2010).

Secondly, equity in education required no difference in facilities teacher qualifications, teaching skills, and curriculum among schools in a country. Several authors including Coleman (2011), Nordstrum (2013), Omo-Ojugo (2009) and Ugbagha (2012) unanimously pointed out that equality in education refers not only to equality of access but also to effective schools with competent teachers and other facilitating learning conditions. Every student has a right to learn at an equally effective school.

Thirdly, equality of learning outcomes is concerned with the minimum standards of achievement expected of every child. It is expected that when they have equal education opportunities they can obtain at least a minimum standard of uniform learning (Learning Metrics, 2013). This issue of equality of learning outcomes is especially relevant to the EFA initiatives; in particular, Goal 6 of the Dakar framework (UNESCO 2010) which calls for “improving all aspects 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.”

Generally, equity/equality implies that at any rate, all children will have an equal start in life regardless of sex, physical challenges, social-economic background, or geographical location (Aluede 2006; Kazeem, Jensen & Stokes, 2010; Onwuameze, 2013; Umar Ismail& Abdul-Hakim, 2014) Equality and equity usually are not only concerned with civil rights and educational opportunity, but also with personal characteristics and abilities (UNESCO, 2014b). To achieve equality/equity, the EFA Global Monitoring Report stipulated that:

1. Educational opportunities should be made equally accessible to children in urban and rural areas.
2. Gender stereotypes should be avoided at all costs
3. Educational resources are to be equitably distributed across schools irrespective of location
4. There should be policies and implementation guidelines on student admission and transfers.
5. Ceiling must not be placed on the number of students to enrolled in any school.

6. There should be measures to encourage regular attendance at schools and the reduction of drop-out rates.
7. Schools should develop policies and activities to encourage repeaters and low achieving students to succeed.
8. There must be participative decision-making or the institutionalization of educational policies that could lead to progressive opening of the doors of learning and culture to everybody irrespective of class disabilities or special needs (UNESCO, 2010).

By implication, every child must have equal school resources, equal starting place and equal educational opportunities. Bruns, Mingar and Rakotomalala (2013) stated that each school would receive resources for a certain amount of time based on the size of the school. For example school with 50 student would be allotted more time with the resources than a school with 30 students to allow students more equal benefit. According to the UBE implementation Guideline, efforts should be made to improve equity in basic education by:

1. Monitoring school to ensure that students are taught in their mother tongue, language of the immediate environment or English language as stipulated in the National language policy,
2. Ensuring that student are not overworks academically leaving no time to play and that extra coaching is not denied to any student because of fees.
3. Prioritizing programmes to meet the needs of specially disadvantaged groups, such as repeaters and low achieving students; working and out-of-school children.
4. School policies and service should support fairness, non-discrimination and be child-friendly.
5. Play, cultural and sports activities should be organized in schools to attract students including able-bodied, special goops marginalized and vulnerable learners, with the particular needs of these students in mind.
6. Policymakers should design targets for reducing urban-rural disparities in school environments.
7. Training teacher on how to use differentiated instruction and innovative teaching methods to address diverse students learning styles and needs, giftedness and talents.
8. Adopting special measures to meet the educational need of the girl child and forging links among basic education and development strategies.
9. Providing facilities like toilets water supply and sanitation to encourage the girl-child and physically challenged.
10. Schools to be made gender-friendly through provision of water sanitation separate toiler facilities etc, for the girl-child and boy-child especially in rural schools.
11. Providing attendance incentives for teachers in rural areas as an integral part of the National school Transformation Programme (NSTP)
12. Supporting school mapping and make it state-driven, equitably distributed and coordinated by SUBEBs.
13. Utilizing counseling to encourage regular attendance to classes and reduce drop-out rates among over-aged or under achieving students.
14. Embarking on aggressive advocacy campaigns in relation to education of the girl-child and the handicapped.
15. Providing targeted instructional materials infrastructure and operational cost to public school comparative to elite private schools.
16. School counselors to prepare memoranda and report orally to teachers to coordinate special services for the learning disabled (FME, 2007)

To further enhance the equity principle in basic education, both the EFA – FTI (2010) and the Inclusive Education in Action (2010) stressed the need for reviewing and improving current processes of identification and monitoring of special needs students to ensure equity. FME

(2009) also stated that the Federal Government of Nigeria shall promote state – driven incentives, such as transportation and special education facilities (tape recorders; hearing aids; audiometer; white cane; Braille; wheel chairs, crutches; and ramps) etc. The African Union (2014) concluded that with all these provisions, every boy and girl, able – bodied and physically challenged, and in any school location, should get equal chances to learn as much as they need for their future life, because knowledge and skills determines ones’ opportunity.

METHOD

The study adopted a descriptive survey design. The study was carried out in the eighteen local government areas of Edo State. The population comprises of all the 313 Junior Secondary School Principals of the public secondary schools and the eighteen Chief Inspectors of Education in Edo State. The sample size of 166 respondents was obtained by using the proportionate stratified random sampling technique representing 50% of the total population.

A questionnaire titled “Assessment of the Application of Equity Principle of the Social Demand Approach in the Management of Junior Secondary School Questionnaire (AAEPSDAMJSSQ)” was developed by the researcher as an instrument for data collection for the study. The questionnaire has two versions: one for chief inspectors of education and one for principals containing 10 items each.

The items were structured on a modified likert four point scale of very high extent (VHE), high extent (HE), low extent (LE) and very low extent (VLE) with 4,3,2 and 1 point respectively.

The instrument has face and content validated by three experts in test construction. Two experts from the department of Educational Management and Policy and one expert from Educational Foundation (measurement and evaluation) department both in the Faculty of Education, NnamdiAzikiwe University, Awka, Anambra State. The instrument was validated with respect to language, comprehensive, contents, relevance and clarity of the items. Their suggestions and corrections were incorporated into the final draft of the instrument. A reliability of the instrument was established using Cronbach Alpha method. An overall reliability coefficient of 0.83 obtained was considered appropriate for the study. Instrument for the study was administered and collected back by the researcher with the help of research assistants whom were instructed on how to administer and collect the instrument to ensure maximum return of the instrument. All the 166 copies administered were completed, returned and analyzed for the study. Mean and standard deviation statistics were used to answer the research question while t-test statistics was used to test the null hypothesis at 0.05 level of significance. A mean of 2.50 and above was adopted as the criterion point for accepting or rejecting the mean score.

RESULTS AND FINDING

Research question one

To what extent is the Equity Principle of the Social Demand Approach (SDA) applied in the Management of Junior Secondary School Education in Edo State?

Table 1: Mean ratings Chief Inspectors of Education and Principals in the extent to which equity principle of the SDA is being applied in Junior Secondary Schools Education Management in Edo State.

S/N	ITEMS	Chief Inspectors of Education (n=9)			Principal (n=157)			Total (n=166)		
		MEAN	SD	REMARK	MEAN	SD	REMARK	MEAN	SD	REMARK
1.	Resources are fairly distributed based on school size and needs, irrespective of location (Urban or Rural)	1.33	.50	VLE	1.67	.47	LE	1.65	.48	LE
2.	Principals adhere to policies and implementation on students admissions irrespective of school location.	2.22	.78	LE	1.72	.55	LE	1.75	.58	LE
3.	Principals and teachers discipline boys and girls without discrimination	2.78	.35	HE	2.82	.99	HE	2.81	.45	HE
4.	Schools use counseling to encourage regular attendance to classes and reduce drop – out rates among underachieving or special needs students	1.78	.44	LE	1.77	.50	LE	1.77	.50	LE
5.	Afternoon or night schools are set up in appropriate areas for out of school children	1.44	.53	VLE	1.53	.50	LE	1.52	.50	LE
6.	There are special education teachers in regular schools with physically challenged students to give them special attention	1.89	.33	LE	1.62	.49	LE	1.63	.48	LE
7.	There are frequent water supplies in the toilet facilities.	1.78	.97	LE	1.06	.23	VLE	1.10	.35	VLE
8.	State Government organize seminar/campaigns to boost education for boys, girls, and special target groups	1.67	.87	LE	1.15	.36	VLE	1.18	.42	VLE
9.	Cultural and sport activities are organized to suit every student	2.22	.67	LE	1.49	.54	VLE	1.53	.57	LE
10.	Facilities like wheel chairs, hearing aids, audiometer, white cone, Braille, crutches and ramps are provided to encourage the physically challenged	1.56	.88	LE	1.19	.39	VLE	1.21	.44	VLE
	Mean of means	1.87	.63	LE	1.60	.50	LE	1.62	.48	LE

KEY: Very Low Extent (VLE), Low Extent (LE), High Extent (HE) and Very High Extent (VHE)

The analysis in the above table shows the aggregated mean of means of 1.62 and the standard deviation of .48 indicating that equity principle of the social demand approach is applied to a low extent in the management of Junior Secondary School Education in Edo State.

The disaggregated mean of means and standard deviation for Chief Inspectors of Education (1.87 and .63) and that of the Principals (1.60 and .50) indicates that Chief Inspectors of Education and Principals perceived the equity principle of social demand approach as being applied to a low extent in the management of Junior Secondary Schools Education in Edo State.

The item by item analysis shows that Chief Inspectors of Education rated item 3 to be applied to a high extent while item 2, 4, 6,7,8,9 and 10 were applied to a low extent. The remaining two items (item 1 and 5) were rated to be applied to a very low extent. On the other hand, principal also rated item 3 to be applied to a high extent while item 1,2,4,5 and 6 were applied to a low extent. The remaining four items (item, 7, 8, 9 and 10) were rated by principals as being applied to a very low extent.

Hypothesis 1: There is no significant difference between the mean ratings of Chief Inspectors of Education and Principals on the extent to which equity principle of the social demand approach (SDA) is applied in the management of Junior Secondary Schools Education in Edo State.

Table 2: t-test comparison between Chief Inspectors of Education and Principals' mean ratings on the extent to which equity principle of the SDA is applied in the management of Junior Secondary Schools Education in Edo state.

Source of variation	n	mean	SD	df	t-cal	P~value	Decision
Chief Inspectors of Education	9	1.87	.63				
Principals	157	1.60	.50	164	3.84	.000	sig

The results in table 2 shows that the mean for Chief Inspectors of Education (m=1.87, SD =.63) was significantly greater than that of the principals (m=1.60, SD=.50); df =164, tcal (3.84), P= .000. The null hypothesis of no significant difference between the two groups on the extent to which equity principle of the social demand approach is applied in the management of Junior Secondary Schools Education in Edo State was therefore rejected.

DISCUSSION OF FINDING

The finding of the study indicated that there were mainly low and very low extents of application of most items in the equality principle of the SDA in Junior Secondary School Management in Edo State. In addition, there was significant difference between the mean rating of Chief inspectors of education and principals with respect to the application of the equity principle of the SDA in Junior Secondary School Education in Edo State. A further look of the dimension of the significant difference shows that Principals and Chief Inspectors of Education held similar views. This significant difference notwithstanding, the general opinion of the two categories of respondents indicated that most of the items on equity/equality principle of the social demand approach were not highly applied. This finding suggests inadequacies in the application of the equity/equality principle. This finding is in agreement with that of Umar et al (2014) that equity in junior secondary education remains inadequate in some parts of Nigeria including Edo State.

It has to be appreciated that in the respondents opinions, there was a high extent to which infrastructure and resources are fairly distributed based on school size and needs, irrespective of location (urban or rural). The reason for this finding is because the present administration in Edo State initiated the policy of awarding contracts. These contractors are monitored closely to ensure the service is delivered in

due time. This goes a long way in ensuring fair resource distribution and reducing urban/ rural disparities in schools.

The study also found that to a low extent principal adhered to clearly documented policies and application guidelines on student admissions irrespective of school location. This low extent of application is quite obvious because there is no uniformity in students admission to schools. For instance, while some schools in urban areas perform a rigorous screening test to admit only those student who the schools judges to be ready for and capable of meeting up with the physical and social environment offered by the school, some do not. Also some school request for a number of items or charge high amounts of levies to admitted student. Those who cannot promptly afford such items or levies are denied admission. Such exercise is capable of limiting equal educational opportunities to disadvantage poor student.

It was also found that to a low extent principals and teachers discipline boys and girls without discrimination and irrespective of family background of religion. There was also a low extent of provision of adequate facilities like gender-sensitive toilets, recreation grounds and portable water, irrespective of school location. These findings would further widen equity gap in terms of social-economic background and location. Also schools' made little use of counseling to encourage regular attendance to classes and reduce drop-out rate among underachieving or special needs student. This is despite the fact that counseling is key to ensuring equity in educational provision that helps to complement the abolition of school fees. In the absence of such, counseling basic education for special target group may lowered

There were low extents of availability of special education teachers in regular school with physically challenged student to give special attention to these students. Finally, the extents to which the State Governments organize seminars and campaigns to boost education of boys, girls and handicapped children was low. In essence, adequate attention and sensitization drives are not being carried out to enhance equal participation and retention of boys and girls and special groups in basic education. This finding is similar to that of Umoh&Atakpa (2014) who found out that there was gender discrimination and cultural barriers that the girl- child was not allowed the opportunity to go to school early in Africa and this prevail across Junior Secondary Schools in Edo state as well as other states in Nigeria, thus limiting equal opportunities for boys, girls, physically challenged and special target group to obtain Junior Secondary Education.

For the equity/equality principle to be applied to a low extent does not augur well for meeting the social demands of universal basic education. This situation might even degenerate to widen the gap and disparities in basic education provision for student if unchecked. There is therefore a need to increase efforts towards providing equal educational opportunities for all students irrespective of gender, socio-economic background tribe or challenges.

CONCLUSION AND IMPLICATION

Based on the finding of this study, the researcher concludes that the extent of the application of the equity principle of the social demand approach in the management of Junior Secondary School Education in Edo State is quite low and has not gotten up to the standards that can be said to be satisfactory. Findings indicate that Edo State has made some efforts in implementing the equity principle of the social demand approach but these efforts are too few and insufficient to ensure basic education equity. This equity principle has been poorly applied. More so, there was significant difference between the response of the Chief Inspectors of Education and the Principals. This indicates that the application of the equity principle appears to be weak, unsatisfactory and makes meeting social demand a mere illusion.

Equity in junior secondary schools education should be urgently improved because the present status is not likely to accelerate Junior Secondary Schools Education to meet the social needs of the people. However, equity should always be carefully balanced based on school needs, location and the individual

needs of student, so that education for all irrespective of ability, physically challenge, gender background and special needs might be improved and strengthened .

RECOMMENDATIONS

Based on the findings of the study the following recommendations are made:

1. The Edo State Government should demonstrate serious commitment to her blueprints, acts policies, standard and programmes of equity. They should empower their relevant agencies with funds, training and monitoring to ensure that the declarations on fulfilling the social demands for Junior Secondary Schools Education are not a mere slogan.
2. Edo State Government should further enhance equity by posting counselors and special education specialists to Junior Secondary Schools so that schools could use counseling and special education to encourage regular attendance to classes and reduce dropout rates among underachieving, physically challenged and special needs students.
3. Edo State Government and communities should increase equity and making provision in both urban and rural areas by building more schools close to cluster of house as well as providing recreational facilities for students.

References

- African Union (2014). *Improving accessibility and quality of primary education throughout Africa*. Research report to 6th Annual Session of International Academy Model United Nations
- EFA-FTI (2010). *Annual report 2009*. Washington, DC, EFA-Fast Track Initiative Secretariat
- Federal Ministry of Education (2007). *Status report on the MDGs*. Abuja: Federal Ministry of Education
- Federal Republic of Nigeria (2009). *Road map for the Nigerian education sector*. Abuja: Federal Ministry of Education
- Federal Government of Nigeria (2016). *The National Policy on Education*, Lagos: Educational Research and Development Council.
- Haque, M. N., Nasirin, S., Yesmin, M.N., & Biswas, H. A. (2013). Universal pre-primary education: A comparative study. *American Journal of Educational Research*, 7(1)31-36.
- Ibia, E.I (2014) Application of the Principles of Social Demand Approach (SDA) in the Implementation of Universal Basic Education (UBE) in Nigeria: A Sociological Analysis *Asia Pacific Journal of Multidisciplinary Research*, 2 (1).
- Inclusive Education in Action (2010). *Training teacher educators in Vietnam*. Paris/Odense Denmark Inclusive Education in Action/UNESCO/ European Agency for Development in special needs education. Retrieved from [www.inclusive-education-action.org/iea/index.php? menuid = 3D & reporeid=140](http://www.inclusive-education-action.org/iea/index.php?menuid=3D&reporeid=140)
- Kamaldeen, A.S., Buhari, A.S., & Parakoyi, D. (2012). Perception attitude and practices of parents in Okene, Kogi State Nigeria, towards girl child education. *International Journal of Science and*

Research Publication, 2(8).

Kazeem, A., Jensen; L., & Stokes, S. (2010). School attendance in Nigeria: Understanding the impact and Inter-section of gender, urban-rural residence, and socio-economic status, *comparative Education Review, 54(2)*,295-319.

Learning Metrics Task Force (2013). *Towards universal learning: A global framework for measuring learning*. Montreal: UNESCO Institute for Statistics

Nguyet, D.T., & Ha, L. T. (2010). *Preparing teachers for inclusive education*, Baltimore, Md: Catholic Relief Services.

Nordstrum, L. E. (2013). *Teacher supply, training and cost in the context of rapidly expanding enrolments*. Background paper for EFA Global Monitoring Report 2013/14.

Omojiugo, M.O. (2009). Demand and supply of teachers for primary schools in the 21st Century in Nigeria. *European Journal of Educational Studies, 1(1)*, 35-47

Onwuameze, N. C. (2013). *Educational opportunity and inequality in Nigeria: Assessing social background, gender and regional effects*. Doctoral dissertation, University of Iowa. Retrieved from <http://lowa-researchonlinethesesaddissertations2013>

Pritchett, S. (2011). Global synthesis: Education for All. *International Journal of African & African American Studies, 5(1)*, 6-13.

Republic of South Africa (2012). *Action plan to 2014: Towards, the realization of schooling 2015*. Pretoria: Department of Basic Education.

Terhemba, G.A., & Umaru, A. (2015). Evaluation of parents attitude towards girl child enrolment and completion of secondary school education in Yobe State, Nigeria, Counselling Implications for Human Development. Edited by Adegoke, A.A., Aluede, O. and George, E. Counselling Association of Nigeria (CASSON).

Ugbagha, L.O. (2012). *Access and quality, strategic goals of Nigeria's education: FME Report*. Retrieved from <http://nigerianpilot.cOm/access-and-quality-strateqic-goals-of-nigerias-education-fme-report/^sthash.yCSEoAAN.dpuf>

Umar, H.M., Ismail, R., & Abdul-Hakim, R. (2014). Regional inequality of educational attainment in Nigeria. *British Journal of Economics, Management & Trade, 4(3)*, 420-430

Umoh, I.G., & Atakpa, A.O. (2014). Girl child education: Changing trends in societal attitudes. *Multidisciplinary Journal of Research Development, 22(2)*.

UNESCO (2010). *EFA global monitoring report 2010. Reaching the marginalized*. Paris: UNESCO/Oxford University Press.

UNESCO, (2014b). Teaching and learning: achieving quality education for all. *EFA Global Monitoring Report*. Paris: UNESCO

UNICEF (2009). *Child friendly schools evaluation: Country report for Nigeria*. New York: United Nations

Universal Basic Education Commission (2005). *The UBE act and framework for action*. Abuja: UBEC

World Bank (2011). Fact sheet on primary education in the world. Retrieved from <http://web.worldbank.org/website/external/topics/extcy/o.contentmdk:20246187~MenuPk:565293>
~page

World Bank (2013). *2012 education year in review: Achieving learning for all* Washington, DC: World Bank.

Yamada, A.M. (2017). *Solving educational problems: the planning and reality of innovations in developing countries*. Paris: UNESCO.

© GSJ