

Application of Access Principle to Primary Education Management in Anambra State of Nigeria

Egboosi, Ifeoma Bridget (Ph.d)¹ & Ofor Ugochukwu Ifeyinwa (Ph.d)².

¹Anambra State Local Government Services Commission Awka, Anambra State, Nigeria.

²Faculty of Education, Nnamdi Azikiwe University, Awka. Anambra State, Nigeria.

Abstract: *This study assessed the application of the principles of access in the management of primary schools in Anambra State. The study was guided by one research question and one hypothesis. The sample consisted of 943 participants (17 Education Secretaries, 234 Education Officers and 692 Head Teachers) selected through stratified random sampling technique. The descriptive survey research design was used. A researcher-developed questionnaire was used to collect data. The questionnaire comprised 13 items structured on a five-point rating scale. The questionnaire was validated by experts and had Cronbach Alpha reliability coefficient value of 0.72. Mean scores were used to answer the research question, while the analysis of variance (ANOVA) was used in testing the null hypothesis at the 0.05 level of significance. The findings indicated that as assessed by the respondents, there was a very low extent of the application of the principles of access. The respondents did not significantly differ in their mean ratings of the application of access principles to primary education. Based on the findings, it was concluded the extent of application was far below the requirements of access and could result in deprivation of equitable access to quality primary education in the State. Among the recommendations made was that the Anambra State government should demonstrate serious commitments to her blueprints, acts, policies, standards and programmes on access. They should not empower their relevant agencies with funds, training and monitoring to ensure that the declarations on fulfilling the demands of access to primary education are not a mere slogan.*

Keywords: *Access, primary education, educational management, policy implementation, universal basic education.*

I. Introduction

With globalization and the world's increasing focus on a knowledge based economy, education has become more important than ever. It has also led to the global recognition of the rights of individuals to an education that respects their capabilities and socio-economic and cultural backgrounds. It is increasing being emphasised that education is the backbone of sustainable development. Education stimulates and empowers people to participate in their own development. The world's faith in the power of education to transform individuals, and communities has resulted in the rapid expansion of education systems. A plan for sustainable development must address the issue of education because it plays a critical role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities such as literacy that are crucial to success in a world where power and survival is closely linked with knowledge (Rossiter, 2016; United Nations, 2015; World Vision, 2016). Primary education must receive a great amount of attention in developing nations for this reason.

Primary education is the bedrock upon which other levels of education are built. By implication, whatever happens at this level can either make or mar the entire education enterprise. This is why its access has received serious attention in recent times. Access to primary education means making primary education to be within the reach of all (including the challenged ones). As an educational principle, access is concerned with enrolment, completion and affordability of primary education to children regardless of gender differences, special needs, disabilities/physical challenges, diseases such as HIV/AIDS or children afflicted by armed conflicts (Biermann, 2016; UNESCO, 2010; Vayachutala, Archanya & Weerachat, 2016). UNICEF (2015) made it clear that access to primary education is not a privilege that society grants to children; it is a duty that the society fulfils to all children. African Union (2014) described primary education access as making primary schooling sufficiently available to enrol each child.

Access 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). Although the conceptual framework of Education for All is broad in terms envisioning education beyond imparting information, its implementation is greatly reduced to access. The principle of access 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). In this principle, some levels of education considered to be basic are made available to anyone who is willing. The principle of access is applied when a government decides that education should be provided to all those who wish to attend schools and who are likely to benefit and have the ability to do so. In such countries, primary education is considered as a right of every child and that all children of school age will demand for education that is meant for their ages. Schools and facilities have to be supplied to satisfy the demands.

In Nigeria, access is the backbone of the primary education segment of Universal Basic Education (UBE). The Blueprint of the Universal Basic Education and the UBE Act (Federal Ministry of Education, 2000) stipulated that all Nigerian children should have access to compulsory primary education of good quality. References to access to primary education were extensively made in the 4-year Strategic plan for the development of the education sector (Federal Ministry of Education, 2012). Access to primary education is considered a fundamental human right in the constitution of the Federal Republic of Nigeria (2009). All these policy documents suggest that investing in primary education has proven benefits of greater economic growth, improved public health, and more resilient and peaceful societies. However, translating this principle into management practices in primary education remains a challenge.

It is worthy of note that the planning of primary education is centrally done in Nigeria by the Federal Ministry of Education and the Universal Basic Education Commission (UBEC). The plans are then sent down to the State Universal Basic Education Boards (SUBEB). In Anambra State, the State Universal Basic Education Board (ASUBEB) liaises with Local Education Authorities (Education Secretaries and Education Officers) and school head teachers to enhance the application of the broad Federal plan in which the principles of the SDA are enshrined. According to Universal Basic education Commission 92004), it is the duty of the Education Secretaries, Education Officers and school head teachers to co-ordinate the efforts of people within the school environment, the public, the Ministry of Education or Universal Basic Education Boards, towards the application of the plans. They are also in a position to facilitate as well as provide information relevant to assessing the application of the principles of access to primary education. These would entail their engagement in practices that support access.

Statement of the Problem

It is expected that with the application of the principle of access to primary education as stipulated in the National Policy of Education and the Blueprint of the Universal Basic Education and the UBE Act, every child of school going age in Anambra State would enrol in as well as complete quality primary schooling irrespective of gender, place of domicile, age, physical challenges and special needs. However, the increasing number of primary school-aged children seen hawking in the streets during school hours, those enrolling but not completing primary 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.

The United Nations Development Programme (2011) reported that between 2005 and 2010, the average rate of primary school completion in Anambra State rose from 62 to 64 percent, far short of what is needed to ensure universal completion of primary school by 2015. The Nigerian Household Survey (2011) found that primary school enrolment in Anambra State has not increased substantially, and the number of over-aged and disabled children not enrolling for nor completing primary schooling has increased from 38 percent in 2008 to 42 percent in 2011. A similar joint study by Nigeria National Bureau of Statistics, UNICEF and United Nations Population Fund (2013) also found that primary school completion rate in Anambra State is low and that many parents do not send their children to public primary schools because they have doubts about the quality of education provided in such schools. All these problems imply that the state has a very large gap to fill in terms of research, access, equity and quality of primary education. One then begins to wonder the extent to which the principles of the SDA are being applied in primary education in Anambra State to fill these gaps. Put in a question form, therefore, the problem of this study is: to what extent is the principle of access applied in primary education management in Anambra State?

Research Question

The main purpose of the study is to investigate the application of the principle of the access in primary education management in Anambra State. To achieve this, the following research question was formulated to guide the study:

1. To what extent is the access principle of the social demand approach (SDA) applied in primary education management in Anambra State?

Hypothesis

The following null hypothesis was also formulated and was tested at the 0.05 level of significance:

1. There is no significant difference between the mean ratings of education secretaries, education officers and head teachers on the extent to which the access principle is applied in primary education management in Anambra State.

II. Literature Review

The issue of access to primary education has attracted the attention of scholars over time. Most of the literature focuses on the need to make primary education not only fee free but also to eliminate other costs and barriers that hinder access. For instance, Chimombo (2005) advocated that as a fundamental issue in the universal basic education, policies that promote free primary education will only be effective if they truly reduce costs to parents instead of hiding costs by simply replacing tuition with other types of parent contributions. Huisman and Smits (2009) also stated that simply eliminating costs is probably not enough to promote universal access. Other obstacles, both cultural and economic, that keep some groups out of school even if access is truly free, must be tackled through policies and advocacy.

Other authors have pointed out that to meet the demands for access in primary education, educational managers must provide several elements of access to school and work with researchers to continue to develop new ways to identify obstacles to access (Biermann, 2016; Jalbout, 2015; Nakabugo, 2011; Nicolai & Hine, 2015). In addition, several areas of concern has to be identified in relation to participation in primary schooling such as its financial cost to families, the perceived limited value of education in adulthood (FRN, 2014; Rolleston, 2011; Sayed & Motala, 2012; Taole, 2014). In this respect, United Nations Development Group (UNDG, 2013) stipulated that other costs associated with schooling, including the imposition of a levy (for example, Parent-Teacher Association fees) and the cost of uniforms and textbooks that deter poor students from regularly attending schools, should be eliminated so that they do not make access to primary education a mere illusion. Also of concern for all educational managers, are the following issues contained in the Standard Action Plan for Universal Basic Education:

- 1) the access between each school to the central school must be good, and schools to be established within a maximum radius of 3-4 km of clusters of houses
- 2) providing adequate transportation methods on the basis of transit time, cost, and safety must be a priority
- 3) intensify efforts to make children more willing to come to school through nutrition, school feeding and health initiatives
- 4) avoiding indirect eliminations systems such as disrespect for pupils and their parents, suspensions, expulsions, corporal punishments, bullying and other threats to emotional well-being
- 5) make school environments to be architecturally aesthetic, ornamentally decorated and safe to entice pupils to attend and want to continue attending
- 6) engage casual workers to keep schools neat, secured, clean, hygienic and free from unwanted animals
- 7) launch an aggressive national campaign on access in order to intensify sensitization, advocacy and mobilization for pupil enrolment, retention and completion of primary schooling
- 8) conduct sensitization meetings, seminars, workshops, advocacy visits, enrolment drive, campaigns, etc.
- 9) review and update the UBE Act to enforce the provisions that stipulate compulsory enrolment and retention of children in schools
- 10) enforce sanctions on parents, guardians and any other persons that hinder children from gaining access to schools,
- 11) implement inclusive education policies to ensure access by special needs and physically challenged people,
- 12) build additional classrooms to widen access,
- 13) provide incentives to encourage schools organise remedial after school classes to reduce repetition, failure and drop-out rates
- 14) partner with relevant agencies to ensure the health of children as a means of sustaining access (through programmes such as deworming, school feeding, sports etc)
- 15) promote the development of day and special schools as a means of expanding access and reducing costs to parents
- 16) provide recreational facilities and beautify school compounds to entice pupils to schools. (UBEC, 2004, p.7).

These notions present critical issues in the application of the principle of access. Where the practices implies in these notions are lacking, there would be barriers to access to primary education. According to Putter (2015), the barriers in providing universal access to education are diverse and include lack of access and utilisation, such as low enrolment rates, high dropout rates, and gender disparities, as well as school quality issues, such as lack of infrastructure and resources and quality of teachers. Socio-economic issues also contribute to educational outcomes, including inadequate nutrition, poor health and poverty that prevent uptake of education opportunities. With these barriers, access to education opportunities still eludes many people despite universal state obligations to enhance it.

In Nigerian context, the succeeding government has found it imperative to formulate policies that ensure access to primary education opportunities and to make sure the policies are implemented. This is on the presumption that individual competences and desire for knowledge should be equally distributed throughout society. Of utmost concern to the present study therefore is to investigate the extent to which the outlined issues are as much as possible, implemented to enhance access to primary education.

Research Design

This study adopted a descriptive survey type of research. Cresswell (2014) stated that a survey research design is an attempt to collect and analyze data from sample of a population in order to determine the current status of that population with respect of one or more variables. The present study fits into the descriptive survey because the researcher collected information from a sample of a population of Education Secretaries, Education officers and head teachers through a questionnaire, and on the basis of that information, determined the situation in the application of the social demand approach in primary education management in Anambra State.

Area of the Study

The study was conducted in Anambra State in Nigeria. Anambra State is one of the five states in the South-East geo-political zones in Nigeria. It shares boundaries with Imo, Abia, and Enugu states in Nigeria. The people of Anambra State are mainly traders, public servants, entrepreneurs and artisans. There are 21 local Government Education Authorities (LGEAs) in the state. There are about nine hundred and seventy-nine (979) primary schools in the State as at March 2013. These schools are centrally managed by the Anambra State Universal Basic Education Board (ASUBEB) with head quarters in Awka, the State capital.

Population of the Study

The target population for this study was made up of 979 head teachers in the 979 public primary schools in the twenty-one Local Government Areas of Anambra State. The population also included the 21 Education Secretaries and 279 Education Officers in Local Government Education Authorities (LGEAs). Education Secretaries are those appointed by government to be at the helm of affairs and in charge of managing primary education in Local Government Education Authorities. They work with Education Officers who are appointed from senior primary school teachers to manage and supervise schools in the various Local Government Education Authorities. The entire population was made up of 1,279 respondents.

Sample and Sampling Technique

A sample of 943 respondents was selected through proportionate stratified sampling technique. This sample comprised 692 Head Teachers, 234 Education Officers and 17 Education Secretaries. In selecting the sample, the primary schools in Anambra State were clustered into their various LGEAs. Then 80 percent of the 21 LGEA in Anambra State was randomly selected thus giving an approximated total of 17 LGEAs. The choice of 80 percent was because the population was relatively small, so it necessary to choose a higher percentage to ensure a higher and more representative sample size. Hence, all the Education Secretaries (N=17) and Education Officers (N=234) in the selected LGEAs were taken as participants in the study.

To select the Head Teachers, 80 percent of the primary schools in each of the earlier selected 17 LGEAs were randomly picked, resulting in 692 primary schools. Then all the 692 Head Teachers of the schools formed part of the sample. Hence the total sample size is 943 respondents. The sample is shown in Appendix F.

Instrument for Data Collection

The instrument for data collection was a researcher-made questionnaire titled "Assessment of Access Practices in Primary Education Management Questionnaire" (AAPPEMQ). The questionnaire was made up of two parts. Part one was the biographic data of the respondents such as local government authority and job designation. Part two contains 13 relevant items on access. The items are on a 5-point rating scale of: Very High Extent; High Extent; Moderate Extent; Low Extent; and Very Low Extent. The instrument was validated by experts and had a cronbach alpha coefficient value of 0.72.

III. Method of Data Collection

The researcher set aside two weeks during which she administered copies of the questionnaires on the Head Teachers, Education Secretaries and Education Officers with the help of six research assistants. These research assistants who are also teachers were trained on the purpose of the study, the number and location of the respondents and how to politely administer and retrieve copies of the questionnaire. There was a brief letter of introduction explaining the purpose of the study, which was attached to each copy of the questionnaire. Some of the copies were collected back after few days of administration. Repeated visits were made in cases where it was impossible to retrieve the copies. At the end of the exercise, 4 Education Secretaries, 17 Education Officers

and 16 Head Teachers did not return their copies even after several visits and appeals by the researcher. The percentage return rates were 76.47% for Education Secretaries, 92.74% for Education Officers and 97.69% for Head Teachers. On the whole 37 copies were lost while 906 copies representing 96.07 percent of the copies administered were collected, collated and used for data analysis.

Method of Data Analysis

The data generated from the copies of the questionnaire were subjected to descriptive statistical measures, in form of mean and standard deviations. The mean ratings were used to answer the research question. To do this, a tally sheet was prepared showing the frequency distribution of the various responses, and then, the item means and row average means were computed for each category of respondents. Then the row average and means were computed for all the respondents. In analysing the data for the hypotheses, the Analysis of Variance (ANOVA) was used in comparing the mean ratings between and within the head teachers, Education Secretaries and education officers at the 0.5 level of significance. ANOVA was considered appropriate because there were three group scores that emanated from the three categories of respondents. Where a significant F-ratio was obtained, a scheffe post hoc test was used to determine the direction of the difference

IV. Results

Research Question One: To what extent is the access principle of the social demand planning approach (SDA) applied in primary education management in Anambra State?

Table 1: Mean Ratings of the Application Access Practices in Primary Education Management in Anambra State

Items	\bar{X} ES N=13	\bar{X} EO N=217	\bar{X} HT N=676	\bar{X} Row N=906	Remarks
Local Education Authorities and schools are provided with various information on Federal Government’s strategic plans for improving access to primary education	2.38	2.46	2.27	2.37	LE
Government establishes schools very close to the houses and villages (not more than 4km)	2.30	2.23	2.47	2.33	LE
Government provides school buses to facilitate pupils’ access to schools	1.09	1.13	1.05	1.09	VLE
Government provides at least one meal a day to encourage pupils attend school	1.04	1.03	1.02	1.03	VLE
Suspensions, expulsions and corporal punishments are avoided in primary schools	3.76	3.61	3.63	3.67	HE
Schools do not collect levies and other non-tuition charges (uniforms, examination sports or computers levies)	1.38	1.16	1.35	1.30	VLE
Parents/guardians who allow their children to be absent from school are monitored and sanctioned	1.02	1.00	1.15	1.06	VLE
Government and its agencies collect birth registration data from households to plan for spaces in primary education	1.15	1.35	1.04	1.18	VLE
Government and non-governmental organisations carry out routine deworming, immunizations and other health activities to sustain primary school access	3.53	3.56	3.54	3.54	HE
Recreational facilities are provided to entice pupils to attend schools	1.23	1.01	1.51	1.25	VLE
Head teachers and teachers treat pupils and their parents with respect	3.17	4.04	4.24	3.82	HE
School environments are well furnished, decorated and safe to entice pupils to attend and want to continue attending	2.20	2.42	2.37	2.33	LE
To attract and retain pupils, casual workers are regularly engaged to keep schools neat, secured, clean, hygienic and safe	1.15	1.20	1.13	1.16	VLE

Key: \bar{x} = Mean, Ave \bar{x} -Row= Average mean for the row; ES= Education Secretaries, EO= Education Officers, HT= Head Teachers. VHE=Very High Extent; HE= High Extent; ME=Moderate Extent; VE= Low Extent and VLE=Very Low Extent

Analysis in table 1 shows that there was mostly a low extent of the application of the access principle in Anambra State. Only three items (items 5, 9 and 11) scored above 3.50 to depict high extents of their application. Items 1, 2 and 12 got row average mean ratings of 2.37, 2.33 and 2.33 respectively, which indicated a low extent of their application.

The remaining seven items namely items 3, 4, 6, 7, 8, 10 and 13 got average mean ratings ranging from 1.03 to 1.30 in the columns for Education Secretaries, Education Officers and Head teachers. This means in the opinion of the respondents, there was a very low extent of application of the statements in these items. Going by this analysis, there was on the most part, a very low extent of the application of the access principle in primary education in Anambra State.

Null hypothesis 1: There is no significant difference between the mean ratings of Education Secretaries, Education Officers and Head teachers on the extent to which the access principle of the social demand planning approach (SDA) is applied in primary education management in Anambra State.

Table 2: ANOVA Summary for the Mean Ratings of Education Secretaries, Education Officers and Head Teachers on the Application of the Access Principle of the social demand planning approach

Source of variation	Sum of Squares	df	Mean Square	F-Cal	F-Crit	Significant Value
Between Groups	128.685	2	64.343	2.15	3.00	0.05
Within Groups	26965.281	903	29.862			
Total	27093.966	905				

Data in Table 2 shows that the F-cal is 2.15. With 2 and 903 degrees of freedom at 0.05 significance level, the F-Crit is 3.00. The F-cal is less than the F-crit thus making the null hypothesis to be accepted. Therefore, there is no significant difference between the mean ratings of Education Secretaries, Education Officers and Head teachers on the extent of the application of access principle in primary education management in Anambra State.

V. Discussion of findings

The findings of this study indicated mostly a low extent of the application of the access principle of the SDA in primary education management in Anambra State. In the opinions of the Education Secretaries, Education Officers and Head teachers that participated in the study, only three out of the thirteen items investigated were applied to high extents, another three were applied to low extents while there were very low extents of application of the remaining seven. It was also found that there was no significant difference between the mean ratings of Education Secretaries, Education Officers and Head teachers on the extent to which this access principle of the SDA is applied in primary education management in the State. These stakeholders held similar views on the extent of the application of the access principle. Their views suggest that the requirements of the access principle of the SDA have not highly applied in primary education management in the State. This finding is in line with those of Erukoha (2010) and UNICEF (2014) who reported that access to primary education in Anambra State has not been highly applied.

It was evident from the views of the respondents that head teachers and teachers avoid suspensions, expulsions and corporal punishments in primary schools as well as treat pupils and their parents with respect to a high extent. There was also a high extent to routine de-worming, immunizations and other health activities to sustain primary school access by government and non-governmental organisations carry out. These interventions and initiatives are appreciated as they contribute in improving access to primary education, however, as UNICEF (2015) pointed out, there are insufficient to ensure universal access to primary education.

Meeting the social demands of access to primary education for all requires that each of the requirements for access should be executed up to excellent standards (UNESCO, 2015). Unfortunately, the findings of this study indicate Anambra State is not even close to meeting the requirements not to talk of attaining excellence in implementing them. For instance, the finding suggests that the extent of proximity of schools is low and inadequate. A reason for inadequacy of schools by proximity is that government has not built new schools in Anambra State since 1990 as reported in the situational report on basic education (FME, 2009). Rather, efforts are being made to rehabilitate or erect classrooms in existing ones. Without the building of new schools, new developing areas would lack nearby school and this would cause children to trek long distances to other areas where schools exist. Many children in rural parts of Anambra State and those that have physical disabilities are unable to access primary education as they are obligated to travel long distances in order to reach their respective school. This shows that there is an evident shortage of established schools in these areas giving unequal opportunity for primary education these children. Aziz and Khan (2012) found that long distance to schools has been a deterrent to access to educational opportunities. Similarly UNICEF (2015) found that lack of nearby school is the third major reason why children do not go to school. Where pupils commute long distances to school, truancy, misconduct and safety issues arise. These might limit access as some of the pupils are likely to miss school and some might even drop out at the slightest opportunity.

Besides, the present study found that despite the policy of no levies in primary schools, many schools charge levies as a means of raising funds for uniforms, sports, computers or examination fees. This concurs with Onwuamaeze (2013) who found that all the primary schools in Anambra State charge levies for minor school repairs, cultural and sporting activities. This situation is different from Ghana and Zimbabwe whom UNICEF (2007) reported have scrapped all forms of levies in schools. Levies are against the principle of the SDA which maintained that free primary education will only be effective if it truly reduces costs to parents instead of hiding costs by simply replacing tuition with other types of contributions such as levies. Some parents could not afford to pay the levies charged and this could make them stop their children from attending school. It could also make

schools to send any affected pupil out of the class even when the social demand approach stipulated that no child is to be turned away from school for non-payment of levies.

The low extents of application of the several of the practices are against the principles of access. For instance, without explicit and adequate information on Federal Government's strategic plans for improving access to primary education, the stakeholders will not know what they are expected to do or achieve in managing primary education. Also where school buses are not available to improve access to school especially for the physically challenged and those from poor homes that cannot afford to pay for public transport, the pupils concerned could experience high levels of stress, become frustrated and drop out of school. Another finding of the study is that government do not provide at least one meal a day to encourage pupils attend school and parents/guardians who allow their children to be absent from school are not monitored and sanctioned. Also school environments are not well furnished, decorated and safe to entice pupils to attend and want to continue attending. Finally, casual workers are regularly engaged to keep schools neat, secured, clean, hygienic and free from unwanted animals in order to attract and retain pupils in schools. These findings negate the access principle that calls for the elimination of every obstacle (psychological, cultural and economic), that keep some groups out of school. Aziz and Khan (2012) noted that such obstacles would restrict access amongst children especially those from low socio-economic backgrounds, farming areas and other remote areas of the country. It was perhaps for these obstacles that Obialor (2011) found that despite the notable progress in access to primary education, statistics show that access remains limited as over 40 percent of school aged children in the State are not in school, while 21% of those who start school drop out before completing primary six.

Also without collecting and using birth registration data to plan for spaces in primary schools, it would be difficult to utilize enrolment forecasts to meet the social demands of primary education in Anambra state. A situation where recreational facilities and lunch are not provided also contrasts with the stipulations of the access. Under such situation, the State cannot be termed successful in making a break-through in meeting the social demands for access to primary education. A major reason for this finding could be the Anambra State government felt that with the abolishment of school fees, it has addressed the barrier to primary education. Perhaps, the government is not aware that school distance, inadequate recreational facilities and other costs associated with schooling, including the imposition of a levy (for example, Parent-Teacher Association fees) and the cost of uniforms and textbooks could deter poor students from regularly attending schools.

VI. Conclusion and Implications

Based on the findings of this study, the researcher concludes Anambra State has made some efforts in implementing the principles of access, but these efforts are too few and insufficiently to ensure primary education access. The findings of the study have some implications for primary education management and policy. At a broad management and policy level, there is need for policy decisions and commitments to access rather than mere rhetorics. Also, the findings have implications for policy making and dissemination. Failure to communicate education policies to relevant stakeholders would make the policy stipulations unclear even amongst the officers in charge of primary education programme. Unless stakeholders are timely and well informed about policies, innovations and procedures for management, then such policies may never be effectively applied and universal access to primary education might not be achieved.

VII. Recommendations

Based on the findings of the study and their implications, the following recommendations are made:

1. The Anambra State government should demonstrate serious commitments to her blueprints, acts, policies, standards and programmes on access, equality and quality. They should not empower their relevant agencies with funds, training and monitoring to ensure that the declarations on fulfilling the social demands for primary education are not a mere slogan.
2. Government and communities should widen access, increase equity and enhance the quality of education provision in both urban and rural areas by building more schools close to cluster of houses as well as providing lunch and recreational facilities for school pupils.
3. Government and her agencies should abolish other costs associated with schooling, including the imposition of a levy (for example, Parent-Teacher Association fees) and the cost of uniforms and textbooks that deter poor students from regularly attending schools and make equalization of opportunity and access difficult.
4. The Anambra State government and her agencies should make information on Government's strategic plans for improving access to primary education available to Education Secretaries, Education Officers, head teachers and teachers.

References

- [1]. African Union (2014). *Improving accessibility and quality of primary education throughout Africa*. Research report to 6th Annual Session of International Academy Model United Nations

- [2]. Aziz, G. & Khan, M. (2012). What ails primary education in India? A critique of public policy. *International Journal of Academic Research in Progressive Education and Development*, 1(1), 274-290
- [3]. Biermann, J. (2016). Approaches to inclusive education in Nigeria: The pivotal role of poverty and disability. *Zeitschrift für Inklusion*, [S.l.], apr. 2016. ISSN 1862-5088. Retrieved from: <<http://www.inklusion-online.net/index.php/inklusion-online/article/view/338/282>>.
- [4]. Chimombo, J. C. (2005). Issues in basic education in developing countries: an exploration of policy options for improved delivery. *Journal of International Cooperation in Education*, 8 (1),129 – 152.
- [5]. Creswell, J.W. (2014). *Research design, qualitative, quantitative, and mixed methods approaches*. 4th Edition. New York: Sage Publications
- [6]. Enuokoha, G. (2010). *Education sector status report*. Abuja: Federal Ministry of Education.
- [7]. Federal Ministry of Education (2000). *Implementation guidelines for the Universal Basic Education (UBE) Programme*. Abuja: Federal Ministry of Education.
- [8]. Federal Ministry of Education (2014). *Education sector report: Education for all and the MDGs*. Abuja: Federal Ministry of Education.
- [9]. Federal Republic of Nigeria (1999). *Constitution of the Federal Republic of Nigeria*. Lagos: Government Printer.
- [10]. Haque, M. N., Nasirin, S., Yesmin, M. N. & Biswas, H. A. (2013). Universal pre-primary education: A comparative study. *American Journal of Educational Research*, 1(1) 31-36.
- [11]. Huisman, J., & Smits, J. (2009). Effects of household- and district-level factors on primary school enrollment in 30 developing countries. *World Development*, 37(1), 179-193. doi: 10.1016/j.worlddev.2008.01.007
- [12]. Igbineweka, V. O. & Anukaenyi, B. (2016). Crisis in primary education management in Nigeria: Adopting the Fredrick Taylor theoretical model for crisis control. *Palgo Journal Of Education Research*, 4 (1), 160 -164 [http:// www. Palgo journals.org/PJER/Index.htm](http://www.Palgojournals.org/PJER/Index.htm)
- [13]. Jalbout, M. (2015). *Reaching all children with education in Lebanon: Opportunities for action* [Online] Available at http://b3cdn.net/awas/425e9dbef2c7ca9980_tom6bga7x.pdf [Accessed on 10 June 2015].
- [14]. Nakabugo, M. G. (2011). Primary education quality in Sub-Saharan Africa: Determinants of learning achievement and efficiency considerations. *World Development*, 29, 1699-1716.
- [15]. Nicolai, S. & Hine, S., (2015) *Investment for education in emergencies: A review of the evidence*, London: ODI.
- [16]. Nicolai, S. & Hine, S., (2015) *Investment for education in emergencies: A review of the evidence*, London: ODI.
- [17]. Nigeria National Bureau of Statistics, UNICEF & United Nations Population Fund (2013). *Nigeria multiple indicator cluster survey*. Abuja/New York, Nigeria National Bureau of Statistics/UNICEF/
- [18]. Obialor, T. (2011). *Strategies for involving communities in primary school counseling*. Unpublished Master's Thesis, Department of Guidance and counselling, Nnamdi Azikiwe University Awka.
- [19]. 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://iowa-researchonlinethesesand-dissertations2013>
- [20]. Pritchett, S. (2011). Global synthesis: Education for All. *International Journal of African & African American Studies*, 5(1), 6-13.
- [21]. Putter, M. (2015). *Investment theme: Access to education*. University of Cape Town, Graduate School of Business. Bertha Centre for Social Innovation and Entrepreneurship, 2015. Retrieved from [http:// www. sbs.ox.ac.uk/ sites /default /files/ Skoll_ Centre/Docs/Impact-theme-Access-to-education.pdf](http://www.sbs.ox.ac.uk/sites/default/files/Skoll_Centre/Docs/Impact-theme-Access-to-education.pdf)
- [22]. Rossiter, J. (2016) Scaling up access to quality early education in Ethiopia: Guidance from international experience *Young Lives Policy Paper 8, January 2016* © *Young Lives*. Retrieved from http://r4d.dfid.gov.uk/pdf/outputs/YoungLives/YL-PP8_Scaling-up-early-education-in-Ethiopia.pdf
- [23]. Sayed, Y. & Motala, S. (2012). Equity and 'no fee' schools in South Africa: challenges and prospects. *Social Policy and Administration*, 46(6), 672–87.
- [24]. Sunal, P. (2008). Perceptions of unequal access to primary and secondary education: Findings from Nigeria. *Educational Research Review*, 14(1),18-26.
- [25]. Taole, M. J. (2014). Quality basic education for all: Challenges in multi-grade teaching in rural schools. *Mediterranean Journal of Social Sciences*, 5(1), 531-536 doi:10.5901/mjss.
- [26]. UNDP (2011). *Human development report: Nigeria*. Abuja: UNDP.
- [27]. UNESCO (2015). *Education for All 2000-2015: Achievements and challenge*. EFA Global Monitoring Report. Paris: UNESCO.
- [28]. UNICEF (2012). *The State of the World's Children Report 2011*. Retrieved from www.unicef.org/sowc11/sowc11_primary_education.
- [29]. United Nations Development Group (UNDG, 2013). *Good practice to scaling up MDG achievement*. Washington DC: UNDG Policy Network for MDGs
- [30]. Universal Basic Education Commission (2004). *The UBE act and framework for action*. Abuja: UBEC
- [31]. Vayachutala, V., Archanya, R. & Weerachat, S. (2016). The study of 'out-of-school' children and youth situations for developing a lifelong education model for 'out-of-school' children and youth. *SHS Web of Conferences* 26. DOI: 10.1051/shsconf/20162601015. Retrieved from http://www.shs-conferences.org/articles/shsconf/pdf/2016/04/shsconf_erpa2016_01015.pdf.
- [32]. World Vision (2016). Current Situation & Use of Primary School Libraries: A snapshot across 5 provinces in Cambodia. Retrieved from www.wvi.org/publication/current-situation-use-primary-school...
- [33]. Federal Ministry of Education (2012). *The 4-year Strategic plan for the development of the education sector*. Abuja: Federal ministry of Education