Assessment of Primary and Secondary Schools Education in Katsina State

Bashir Umar faruk
Deparment of Economics
Umaru Musa Yar'adua University
Katsina, Nigeria

Abstract

Over the years Katsina state government has been spending huge amount of Money annually towards improving the educacional sector. However, available data indícated that students' performance in the state is nothing to show of it. One cannot but wonder what are the actual needs of educational sector in the state? Does government expenditure determined students' performance in the state? And what to do to improve the students' performance rate? A combination of questionnaire and other secondary source of data are employed, also tables and percentages are used to analyze the result. The study identifies the most critical needs of educational sector in the state, on the basis of their order of preference to the society. We also found that government expenditure is not the main determinant of educational outcome in Katsina. Though, state government has been making an effort towards attainment of MDGs through the provision of necessary facilities, buildings and equipment as well as manpower development. The study recommends an involvement of local community and traditional rulers in monitoring and evaluating projects in the state, effective supervision on the on-going projects, adequate funding of educational sector and elimination of corrupt practices in the process of awarding contracts.

Keywords: *Primary, Secondary, Education, Katsina, MDGs, Critical Needs*

Background to the Study

The importance of education on economic growth and development cannot be overemphasized (Omotor, 2004, Anyanwu and Erhijakpor, 2007). The focus now is not only on its importance on economic performance, but on the determinants of educational outcomes (Fadiya, 2010). Having recognized the role and importance of education to all nations, United Nation developed an initiated termed Millennium Development Goals (MDGs), two (of eight) of the most crucial goals are: achieving universal primary education by the year 2015 and achieving gender equality at all levels of education by 2015(Wikipedia, Anyanwu and Erhijakpor, 2007). In spite of the greatest contribution of education to the overall development of every country in the world, yet schooling in Nigeria has failed to delivered the expected result, this has been attributed to the dearth of qualify teachers and basic infrastructures, overcrowding in the class rooms, inadequate funding, poor management and sanitation among others (Omotor, 2004, Olaniyan and Obadara, 2008, Fadiya, 2010). Among the various states in Nigeria, Katsina state is considered among the educationally less developed states, despite the huge amount of money spent on educational sector annually, Available data shows that state expenditure on education (capital and recurrent) has been on the increase from N 398,562,497 in 1999 to N 2,082,675,635,N6,555,036,099 and N 16,623,086,720 in 2002, 2006 and 2010 respectively (approved estimates of government, 2000,2003,2007 and 2010).

The number of primary schools in the state has grown in size from 1842 in 2000, to 1922 in 2004, in 2010 the state recorded a total of 2188 primary schools, before the figure increased to 2211 in 2011. Equally, the number of secondary schools during the period of 2001 was 111, then rose to 126 in 2004, in the year 2010 the number escalates to 332, before it further increased to 401 in 2011 (SUBEB, 2008, SESP, 2010, katsina state ministry of Education, 2012). Furthermore, the enrolment figure has also persistently on the increase, enrolment figure in 2004/2005 session stood at only 142,729 students in secondary school, the figure rose to 266,735 in the 2008/2009 session. Similarly, primary school enrolment during the same period rose from 1,001,447 to 1,278,418 and 1,315, 032 in 2009 and 2010 (SESP, 2010, state web portal).

Ironically, the state has the highest poverty rate in the country's it also has a crumbling education system. Similarly, the state has a JSS enrolment rate of about 33%, which is the second lowest in the north-west zone, after Jigawa state which recorded the lowest enrolment rate of 22% (El-Rufai, 2013). Moreover, Katsina state recorded a massive failure in the final year senior secondary school examinations, out of the total number of 15,960 students, who sat for the West African Examinations Council (WAEC) in 2006, only 1,538 (9.6%) scored five (5) credits and above. In 2008 WAEC results, out of 19,173, only 2,254 (11.6%) obtained 5 credits

and above, while the remaining 88.4% scored less that 5 credits (SESP, 2010). Also of 380,000 students, who sat for the examinations in 2012 less than 5,000 had five credits (Danjuma, 2013), similarly, of 21,389 pupils who sat for the 2012 UTME from katsina state, only 3,767 scored 200 and above (El-Rufai, 2013).

One major observation that can be draw regarding the above analysis is that, so much money has been sinking into the educational sector in katsina state with less positive result; thus, one cannot but wonder what are the actual needs of educational sector in katsina state? Does government expenditure determined students' performance in the state? What can be done to improve the students' performance rate in the state?

Objectives of the Study
Therefore, the major objective of this paper is to identify the most critical needs of primary and secondary schools education in Katsina state, other specific objectives are to evaluate the efforts of Katsina state government and other non-governmental organizations towards improving the standard and quality of primary and secondary schools education in the state, in order to achieve the millennium Development goals (MDGs). Similarly, this study would examine whether government spending is the main factor determines the educational outcome in Katsina state and also to offer a policy decision on ways in which the state government can tackle the identified critical needs in the sector. The paper is divided into four sections; Section one is the introductory part, section two is the literature review, this is followed by data and methodology in section three, section four consists of result and discussions of findings. Finally, conclusion and recommendations are in section five.

Literature Review
Bamisaiye (undated) views that the indices applied in assessing the quality of educational system can either be quantifiable or non-quantifiable. The quantifiable includes; teacher-student ratios, student-classroom ratios, proportion of trained teachers and students performance in the external examinations. Whereas the non-quantifiable factors includes; discipline, school climate, among others. Using the above indices, the study concluded that the quality of primary and secondary education in Nigeria generally is falling, due to inadequate physical facilities, equipment and relevant teaching aids, similarly ill-prepared teaching force and irrelevant curriculum contents contribute significantly to the falling standard and quality of education in the country.

Omotor (2004) examines the educational profiles in Nigeria, using secondary source of data range from 1977-1998, the study employed Ordinary Least Square (OLS) regression model. The finding from the study indicated that, federal government revenue is the main determining factor of government expenditure on education in Nigeria.

Anyanwu and Erhijakpor (2007) Study the relationship between government expenditure on education and education enrolments, using panel data obtained from selected African countries (Nigeria South Africa, Egypt and Algeria), the study applied regression model. The result indicated that government expenditure on education has a positive and significant direct impact on primary and secondary education enrolments rates, the impact is even higher in Nigeria than the rest of the countries. The study however observed that higher expenditure on education needs to be complemented with some policy interventions in order to achieve MDGs, that investment in education in form of increased expenditure alone is inadequate to achieve MDGs.

Fadiya (2010) investigates the determinants of educational outcome (literacy rate) in Nigeria using Error Correction model on the time series data covering the period of 1975 to 2008. The result shows that primary and secondary enrolments, as well as the life expectancy (Health) are the significant determinants of education outcome (literacy rate). On the contrary, government expenditure on education is found have positive and insignificant relation with education outcome in Nigeria.

According to El-Rufa'I (2013) based on UBEC 2010 education profile, the qualified teacher to student ratio was 1 teacher to 208 students in katsina state, this figure was considered to be worst comparing with its neighbour Kaduna state with a ratio of 1 teacher to 58 students. SESP (2010) posits that the main challenge confronting the educational sector in katsina state is the growing number of school-age children not enrolled into schools, due to the rapid population growth and parents' apathy towards western education in the state. Despite the increase number of structures, schools expansions and additional schools built, yet the supply could not be marched with the demand.

Nurudden and Usman (2010) investigated the impact of government expenditure (including expenditure on education) on economic growth in Nigeria, using co-integration and error correction methods. The finding from the study revealed that government expenditure on education bears a negative relationship with economic growth, this is not unconnected with the fact that funds set aside for educational development are not properly utilized in most cases diverted or embezzled.

Data and Methodology
This study is a quantitative research, therefore in carrying out this research a combination of primary source of data through administered questionnaire and secondary source of data are employed. The secondary data are obtained from the Katsina state Universal Basic Education Board (UBEB), planning, research and statistic department of the ministry of education Katsina also data from the web side of the state ministry of education and other internet sources. The primary data to be deployed are collected using questionnaire designed, we used sample observations of 30 respondents from six (6) local governments out of the total 34 local governments in the state; the selection was made based on the simple random sampling technique in which respondents from each local government has an equal chance of being selected.

The selected local governments are: Katsina, Funtua, Faskari, Bakori, Dandume, and Sabuwa. The targeted respondents were the senior and junior staff of the ministry of education Katsina, staff of the local government education boards, state universal primary education board, proprietors of private schools, staff and principals as well headmasters from public primary and secondary schools, retired academicians and lecturers from tertiary institutions in Katsina state. Similarly, the method of analyzing the data involved the use of tables and percentages

Result and Discussion of Findings
The information obtained from the respondents using a designed questionnaire is presented in form of questions and responses from the respondents as follows:

Q1. What progress has the state made towards achieving MDGs on universal basic education?

Responses: Majority of the respondents viewed that the following are the steps taking by the state towards achieving the MDGs: Building schools, Construction of class rooms and boreholes, provision of furniture and supplying learning materials to rural and urban communities, organizing teachers training programs, seminars and workshops to acquire new skills and teaching methods, so as to raise the teaching standard. Furthermore, most of the respondents acknowledged that the state developed a high quality 9-years basic education curriculum and free education in primary and secondary schools.

Q2. What are the major challenges in achieving MDGs in the state?

Responses: Dearth of qualified teaching personnel, improper arrangement of workshops and seminars, delay and under-payment of workshops and seminars

allowances to teachers, inadequate supervision and corruption. They also viewed that there is lack of community awareness about the projects and programs undertaking by the Katsina state government as well as inadequate financing of such programs. There is also insufficient provision of teaching aids and incentives, biasness in selecting schools to be renovated by the state government.

Q3. What is the present Government policy on primary and secondary education?

Responses: State government has been creating and interface with local communities and NGOs in an areas where there is need to do so. State government has also providing adult education programs for the community to learn how to read and write. In addition, it also provides free education from primary to secondary schools levels, building new schools, provision of class rooms, computer laboratories, staff accommodations and de-boarding of the secondary schools,

Q4. What is the current student - teacher ratio in the state?

Table 4.1: Primary Level

Range	Frequency	Percentage (%)
40:1 - 70:1	3	16.67
71:1 - 100:1	8	44.44
101:1 – 150:1	2	11.11
151:1 - above 151:1	5	27.78
Total	**18**	**100.00**

Table 4.1 above shows that majority of the respondents (44.44%) agreed that the current student-teacher ratio in the state primary schools fall between 71:1 to 100:1, however, 27.78 % of the total respondents indicated that student-teacher ratio in primary schools is between 151:1 and above. Similarly, 16.67% of the total respondents believed that the current student-teacher ratio ranges between 40:1 to 70:1. Lastly, those who viewed that the student-teacher ratios in the state primary schools fall between 101:1 to 150:1 are only 11.11%.

Table 4.2: Secondary Level

Range	Frequency	Percentage (%)
40:1 - 70:1	3	21.43
71:1 - 100:1	5	35.71
101:1 – 150:1	4	28.57
151:1 - above 151:1	2	14.29
Total	**14**	**100.00**

From the above table 4.2, five(5) {35.71%}out of the total respondents agreed that the current student-teacher ratio in secondary schools ranged between 71:1 to 100:1, this is followed by four (4) respondents representing 28.57%, who also agreed that student-teacher ratio is between 101:1 to 150:1. However, three (3) representing 21.43% observed that student-teacher ratio ranges between 40:1 to 70:1. The remaining two (2) of the respondents representing 14.29% opined that the current student-teacher ratio in secondary school is between 151:1 to above.

Q5. What is the average number of pupils in the class at primary and secondary levels?

Table 4.3: **Primary Level**

Range	Frequency	Percentage (%)
60 - 79	1	5.26
80 - 100	9	47.37
101 – 150	3	15.79
151 - above	6	31.58
Total	**19**	**100.00**

Table 4.4:Secondary Level

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The table 4.3 indicated that the majority of the respondents of 47.37% and 31.58% agreed that the average numbers of pupils in a class in primary schools in Katsina are about 80-100 and 151 to above respectively. As against the secondary schools in Table 4.4 where the majority representing 31.25 %observed that it is between 50-79 and 101-150 per class.

Q6. Based on 2006 National Census what is the school going population % in the state

Table 4.5: % Population

Range	Frequency	Percentage (%)
Below 40%	2	22.22
41% - 50%	3	33.33
51% - 70%	3	33.33
71% - above	1	11.11
Total	**09**	**100.00**

From the table 4.5 above, 33.33%, 22.22% and 11.11% of the respondents agreed that the % of their individual schools going population for the state are 41-50%, 51-70% ,below 40%, and the remaining agreed it is between 71% to above.

Q7. What is the Boy-Girl school Enrolment Ratio

Table 4.6: Boy-Girl Enrolment Ratio

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Majority of the respondents 53.33% observed that boy-girl enrolment ratio are 2:1-5:1, those who viewed that the ratio is 3:1-5:2 are 33.33% and 13.33% of the total percentage of the respondents agreed that the ratio is between 2:2-above.

Q8. How equitably distributed are educational facilities in the state

Table 4.7: Distribution of Educational Facilities in the State

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On the issue of distributing the educational facilities in the state the table 4.7 shows that majority of the respondents representing about 50.0% fairly agree that there is an equitable distribution of the facilities across the state. While 16.67%, 16.67% and 16.67% responded that the distribution of materials are poor, very good and satisfactory.

Q9. Are there locations e.g LGA, communities & towns without fair share of available educational facilities?

Table 4.8:

Responses	Frequency	Percentage (%)
YES	12	57.14
NO	9	42.86
Total	**21**	**100.00**

Table 4.8 above shows that 57.14% agreed that there are locations without fair share of educational facilities in the state, while the remaining 42.86% disagreed to that.

Q10. What would you say are the 7 most **CRITICAL needs** of the education sectors in the state(arrange them in the order of their importance)?

Responses:

1.   provision of more qualified teachers in primary and secondary schools
2.   provision of teaching aids/materials such as text books, writing materials, library etc
3.   Building more class rooms to reduce over-crowding in rural and urban communities.
4.   Rehabilitation of the existing dilapidated building
5.   Construction of laboratories
6.   Providing sport facilities
7.   Organizing more workshops and seminars for primary and secondary teachers
8.   Proving adequate chairs, desk etc
9.   Constant and effective supervision for schools and teachers.
10.   Standard monitoring and evaluating Teachers records.
11.   Provision of laboratory equipment.
12.   Training and re-training the teachers through induction courses and improving teachers training centers.
13.   Provision of incentives and welfare programs to teachers.

14.   Eliminating corrupt practice in educational sector.
15.   Fighting all form of examination malpractices in secondary schools
16.   Create public enlightment campaign.
17.   Complete the uncompleted and abandon buildings in primary and secondary schools.
18.   Proper management of the schools.
19.   Provision of conducive environment to teachers, such as building staff quarters, offices and basic infrastructures for the teachers.
20.   Full Implementation of all government policies on education.
21.   Provision of school buses to pupils in primary and secondary schools.
22.   Fencing schools.
23.   Creating guidance and Counseling unit to teachers and students in both primary and secondary schools.

Q11. Do you have any suggestion on how these critical needs can be met?

Responses:
1.   Government at all levels, communities and traditional rulers should join hand to work together to overcome the aforementioned critical needs.
2.   Recruit more qualified teachers in both primary and secondary schools
3.   Inculcate disciple into the mind of teachers
4.   Provide the needed teaching and learning aids/materials/facilities freely and adequately.
5.   Provide adequate classrooms.
6.   Government to review the teachers' welfare packages such as allowances.
7.   Government should complete all uncompleted/abandon projects
8.   Create awareness and enlightment campaign
9.   Ensuring sanity in employing teachers based on merit not favoritism
10   Ensuring that adequate funds are channelled to educational sector
11.   Provision of modern techniques of teaching and learning such as computers and laboratories.

Q12. What on-going intervention project of government are aimed at meeting the listed areas of needs in the education sector

Responses:
1.   Converting class rooms from flat to upstairs
2.   Providing teaching materials in primary and secondary schools
3.   Rehabilitations and reconstructions of class rooms in various schools
4.   Organizing workshops and seminars frequently

5.   Employing casual staff to overcome shortages of teachers
6.   Increment of teachers wages and salaries
7.   Universal Basic Education Commission (UBEC) on-going project

Q13. Any planned/Future programme of Government to Address Listed Needs?

  Responses:
1.   Payment of teachers arrears
2.   De-boarding school system
3.   Introducing teachers professional examination
4.   Workshop programmes.
5.   Possible conversion of casual teachers to permanent

Q14. Which international Organizations/ Development Partners Including Nigeria Organizations are working in the area of promoting Educational Advancement in the state?

Table 4.9:

S/N	Names of Donors/Development Partners	Focus Areas
1.	UNICEF	Girls-Child education, primary and secondary education facilities.
2.	Education Trust Fund (ETF)	Manpower development, rehabilitation and constructions of classrooms, toilets, laboratories, provision of chairs and desks
3.	Millennium Development Goals (MDG)	Provision of teaching materials
4.	State Universal Basic Education Board	Buildings and rehabilitations of schools
5.	Parents Teachers Association (PTA)	Provision of teaching materials
6.	World Bank	Toilets, boreholes and class rooms constructions
7.	International Goals of Education for All (EFA)	Education
8.	National Economic Empowerment Development Strategy (NEEDS)	Social and economic aspects

9.	United Nation Development Program	Building of classes
10.	S.B.M.C	Education

Q15. Give Example of Public- Private Partnership Project in Education Sector in the State (if any)

Table 4.10:

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Q16. What is the State of the Handicapped, blind, deaf, Dump and Special Children Education in the State

Table 4.11:

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The response generated from the table 4.11, shows that 57.14 % convinced that its fair, 28.57 % viewed that it is good, their reason is that the state government has been initiating programs targeting people with special disabilities, one good example is establishment of school for deaf in Malumfashi Local government. While 9.52 % are of the opinion that it is poor and the remaining 4.76 % ranked it as excellent. This indicates that on the average the people with disabilities have never left behind by the state government in the provision of basic and sound education in the state.

Conclusion

The study used primary source of data collection through administering questionnaire, which consists of both open-ended and close-ended questions, out of 30 questionnaires distributed, only 23 were retrieved. The finding from the study reveals that state government has been making an effort towards attainment of

MDG Goal through the provision of teaching materials, constructing and renovating class rooms, organizing workshops and seminars as well as provision of free education for all. However, dearth of qualified teachers, improper arrangement and under payments of allowances on workshops and seminars, lack of constant supervision and absent of public awareness about the state government programs are the stumble block towards achieving such goals.

Currently, the state government has embarked on some policies such as free education for all, adult education programs, building more schools and classrooms among others on primary and secondary education in the state. Majority of the respondents believed that the student- teacher ratio ranges from 71 to over 150 pupils per teacher in primary school. In secondary school, the student–teacher ratio is between 71-150 students per one teacher. However, the number of pupils per class in primary schools is 100 pupils, but in secondary there are about 100-150 students in a class.

Most of the respondents are of the view that distribution of educational facilities in the state is fair, many areas in Funtua, Bakori, Dandume, Sabuwa and Faskari were identified not have adequate education facilities such as blocks of class rooms, inadequate teaching materials/instructions, schools, library and laboratories. Therefore, the critical needs of education in the state are outlined which include lack of qualified manpower, inadequate provision of classrooms, teaching aids/ materials, lack of science and computer laboratories, lack of adequate supervision, indiscipline and corruption among others. To meet these critical needs various suggestions were put forward. In addition, agencies such as UNICEF, ETF, MDGs, SUBEB, SBMC, USAID, World Bank are found to be an organization or development partners in the area of promoting education in Katsina state.

This study observes that government expenditure in terms of building more class rooms, renovating schools are not adequate to improve the quality of education in the state, rather other factors such as employing additional, qualitative and experiences teachers, and provision of incentive and motivational factors as well as adequate provision of teaching aids are also the most important determinant of educational outcome, as these would complement the government spending in improving the quality and standard of education in the state.

Recommendations
Therefore this study recommends that:
1. The Katsina state government should henceforth involve local communities and traditional rulers in monitoring and evaluating capital projects in primary and secondary schools for effective and better control.

2.   Considering the paramount importance of education to the society, the state government should as a matter of urgency eradicate corrupt practices in the process of awarding contracts in the schools, through effective supervision on the on-going capital projects in the government owned schools. This would improve the standard and quality of education in the state.
3.   Government should adequately fund educational sector, especially its recurrent expenditure
4.   The communities and stakeholders should also initiate programs to assist government's effort in improving the quality of education, because government alone cannot adequately take care of the whole educational needs in the state.

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