



Original article

## Implementation of Free Education: A Catalyst for Secondary Education Quality in Ondo State Secondary Schools, Nigeria

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### Abstract

The study assessed the implemented free education on the quality of education in Ondo State public secondary schools. Descriptive research design was adopted for the study. The population for the study comprised the 304 principals and the students of public secondary schools in Ondo State. The sample for the study comprised 720 senior secondary school students and 18 principals of public secondary schools in the State. The multistage sampling technique was used in the selection of the sample for the study. Data for the study were obtained using two research instruments. Data collected were analysed using frequency counts, percentage scores, bar charts and Chi Square. The findings of the study showed that the level of the implementation of providing free shuttles was moderate (34.1%), library facilities high at (30.4%), the level of the implementation of provided computer facilities moderate at (40.2%), while laboratory facilities was high (37%). The study also showed that free education programmes have no significant influence on quality of education in Ondo State ( $\chi^2 = 5.778$ ;  $df = 9$ ;  $p = 0.762$ ). West Africa Senior School Certificate Examination (WASSCE) results of students used from year 2012 to 2015 collected also showed that the pass rate of students in the external examination was 30%, which showed that quality of education in the state has been on the decline. The study concluded that quality education in Ondo State secondary schools was not influenced by the free education programme implementation in the State.

**Keywords:** Free Education, Secondary Education, Quality Education, Nigeria.

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## **INTRODUCTION**

The importance attached to education cannot be over emphasized. Education is not only an instrument for development, it is also a key index of development. It leads to the acquisition of the right type of values and attitudes, training of the mind, understanding of the world and acquisition of skills and abilities and contributes to the development of the society. For instance, it is needed for the production of relevant manpower like doctors, lawyers, engineers and other professionals which are needed for the development of a nation, to compete favourably in the League of Nations. This importance attached to education led the federal government in Nigeria to adopt education as an instrument par excellence for effective national development (Federal Republic of Nigeria (FRN), 2013).

Though education is important, the type of education provided for citizens is more important, quality education is of more importance for meaningful development to occur in any nation. Quality education provision basically involves compliance with government's policies, with regards to such aspects of school's operations as staffing, curriculum delivery, infrastructure, management, corporate life, laboratory facilities and library services being implemented. All these are required to ensure a complete well-rounded education and production of quality students from the school system as contained in the National Policy on Education (FRN, 2013), which aptly states that the broad aims of secondary education in Nigeria are to prepare students to be useful living within the society, and also to prepare the students for higher education.

Quality education is an instrument that is highly indispensable in the transformation of individual values, beliefs and behavior. It is also used to preserve societal cultural values and acquisition of skills that make members of the society useful to themselves and their society. Therefore, providing quality work force, favourable learning environment, provision of relevant teaching and learning materials, welfare of teachers and students among other resources becomes imperative.

The current National Policy on Education advocated nine years of Universal Basic Education (UBE) consisting of six years of primary education, and the first three years of secondary education, referred to as the junior secondary. The rest three years is senior secondary. This policy further positioned secondary education sensitively in the education system.

The position occupied by secondary education is not only crucial but strategic to the realization of the national goals. It stands to prepare the recipients for technical and vocational competence or preparation for tertiary education. Furthermore, secondary education plays a major role in identifying and preparing them for future roles. This point is unequivocally articulated in a World Bank document (2009) in Okotoni (2012) on secondary education:

In today's world, secondary education has a vital mission - one which combines the policy peculiarities of being at the same time terminal and preparatory, compulsory and post-compulsory, uniform and diverse, general and vocational. Secondary education is now being recognized as the cornerstone of educational systems in the 21st century. Quality secondary education is indispensable in creating a bright future for individuals and nations alike.

This importance attached to education led the federal government in Nigeria to adopt education as an instrument par excellence for effective national development (FRN, 1981).

Though education is important, the type of education provided for citizens is more important, quality education is therefore of more importance for meaningful development to occur in any nation. Quality education basically involved compliance with government's policies, with regard to such aspects of school's operations as staffing, curriculum delivery, infrastructure, management, corporate life, laboratory facilities and library services being implemented. All these are required to ensure a complete well-rounded education and production of quality students from the secondary school system as contained in the National Policy on Education (FRN, 2013), which aptly states that the broad aims of secondary education in Nigeria are to prepare students to be useful living within the society, and also to prepare the students for higher education.

For quality to be achieved, the principal actors in the education sector which include the government, teachers, the community, students, and other stakeholders should have quality input, followed by a quality process in achieving quality output. For instance, for qualitative secondary education to be attained, there need to be adequate provision of physical and material resources in the schools. These physical facilities include spacious and well ventilated classrooms, adequately equipped laboratories and technical workshops, well-stocked libraries, recreational grounds, gymnasias, health centers, counseling rooms, staff offices and conveniently placed urinals and latrines. The material resources are made up of items of furniture, laboratory materials (consumable and non-consumable), instructional tools, books and other stationery items as well as utilities such as electric power.

In a bid to increase access to education in Ondo State, considering the importance of education, several policies and programmes have been introduced into the educational system in which one of them is the free education programme. The component of this programme are; the abolitions of development fees in schools, the payment of West African Examinations council (WAEC) and National Examinations Council (NECO) examination fees for final year students, free transportation of students to and from the school to their respective bus stops, the renovation of the existing laboratories and libraries, the construction computer centers and making them free for students' use, and above all, making secondary education tuition free as listed in the Ondo State education policy of 2005. It is therefore assumed that the proper implementation of these policies attached to the free education programmes in the state will lead not only to increase, but also to quality of education in the state.

However, annually, there have been a turnover of students that are unqualified for admission into higher institutions. This is due to the fact that they do not have the required number of credit passes, or do not have credit passes in Mathematics and English Language, (usually five, in the relevant subjects for the course of study, Mathematics and English Language inclusive), neither do they have the skills required for employment, these as required for the production of human assets required for societal growth and development. As a result of this, it seems reasonable to assess the factors of quality attainment from the point of facilities provision for the free education in the state. It is against this background that this study examined the level of implementation of this programme, and its influence on quality education in the study area.

### **Objectives of the Study**

To guide the study these objectives were set:

- a) assess the extent to which the government implemented the free education programme (free shuttles, library facilities, computer facilities and laboratory facilities) in Ondo State secondary schools.
- b) evaluate the level of students' academic performance in Ondo State secondary schools.

### **Research Questions**

The following questions were raised, and a hypothesis formulated to achieve the set objectives:

1. What is the level of the implementation of free shuttles provision Ondo State secondary schools?
2. What is the level of the implementation of library facilities provision in Ondo State secondary schools?
3. What is the level of the implementation of computer facilities provision in Ondo State secondary schools?
4. What is the level of the implementation of laboratory facilities provision in Ondo State secondary schools?
5. What is the level of students' academic performance in Ondo State secondary schools?

### **Research Hypothesis**

There is no significant influence of the implementation of free education programme on quality education in Ondo State secondary schools

## LITERATURE REVIEW

### The Concept of Quality and Quality in Education

Quality is a term that is described in various ways by various scholars according to the context in question. Whichever way it is described, it has reference to standards and control measures. Many authors see quality as degree of excellence, fitness for purpose (Tuchman, 1980; Broh, 1982; Higher Education Council, 1992; Okebukola, 2005) Fadipe (2005) viewed quality as appropriateness of resources available to education. However, Akpan and Esirah (2005) opined that the concept of quality varies from that of providing special services to conforming to standards or fitness for purpose. Basically, quality is “fitness for purpose” and since the value attached to quality here is education, Aminu (1995) refers to education quality as the principal measure of the effectiveness of education and the most vulnerable attribute that suffers when anything goes wrong with the system. Quality seems to be the base line standard in education that can be measured on a scale of reference. It is a means by which a certain set standard in education can be achieved. The concept of quality in education is multidimensional and embraces all functions and activities in the academic sphere (Maduewesi, 2005). It involves quality of students, instructors/facilitators, instruction, facilities and equipment, academic programmes, curricula and assessment of students’ performance. Thus, quality involves the input, the throughput and the output. For quality education to be realized and maintained, there need to be quality input by the stakeholders and without all these people having quality input and process, there will not be quality output. In other words, quality education requires quality teachers, effective teaching, adequate instructional materials, enabling learning environment *et cetera*.

Considerable consensus exists around the basic dimensions of quality education today. However, quality education input includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive; provision of adequate resources and facilities; content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition. Therefore for a students to have quality education the environment must be conducive, the content must be relevant to the need of the students, and importantly, the students must be willing to learn and the teachers must be willing to teach.

Quality education therefore, refers to high standard of education for the citizenry all geared towards promoting national development. Hinged upon this notion, every government should be able to provide the best possible education for its citizens, this can be done by providing the necessary materials, the conducive environment, draft good programmes which will involve all parties in the education sector and implement this programmes to meet the needs of the learners. Therefore, for quality education to be achieved the programmes available must meet the needs of the learner.

UNICEF recognizes five dimensions of quality as;

1. the learners,
2. the environments,
3. the content,
4. the processes,
5. the outcomes.

Quality education is therefore an all-encompassing process that involves the learner, the teacher and other stakeholders. UNESCO expects quality education to encourage the learners' creative and emotional development, support objectives of peace, citizenship and security, promote equality and seek to pass global and local cultural values down to future generations. This means that education quality is all encompassing, as it involves not just the school but what is found in the school, the school climate, the input of various individuals from students to teachers to the administrators and everyone involved in the teaching learning process.

There are lots of demands and agitations for quality education worldwide as contained in the Education For All (EFA) conferences in Jomtien (Thailand) in 1995 and Dakar in 2000 (Alaba, 2010). This is why organisations- Society for Information Technology and Teacher Education (SITE), Association for Computing in Education (ACE) and the Infonomics Society, sponsored and organised conferences and workshops aimed at ensuring quality and access to education.

### **The Concept of Free Education**

Free education is referred to as education funded by the government or charitable organisations, rather than tuition funding. There are many versions of this system. The funding body may undertake the whole of the expenses or the major portion, leaving the trivial aspects such as transportation and school uniform costs to be borne by the parents of guardians. Free education is a method of removing every constraint to sound and quality education. Many countries of the world practice free education in one form or the other, for instance, the Nordic nations. Tanzania, an African country, also introduced the policy of free education through her 27<sup>th</sup> November, 2015 Circular, which stated that secondary education should be free for all children in addition to free primary education. With this, there was the removal of all forms of fees and contributions that were earlier provided by the parents. Nigeria had various attempts at introducing and implementing free education at various levels of education and at various times in her education history. On 17<sup>th</sup> January, 1955 free education [Universal Primary Education (UPE)] was first introduced by Chief Obafemi Awolowo, it marked the beginning of an educational revolution not only in the west where it was launched, but in Nigeria as a whole. UPE was launched in Eastern Nigeria in February, 1957. Northern Nigeria had no free UPE scheme, but rather

operated a similar adult literacy programme much later (Fafunwa, 2004). The UPE got abandoned in the nation owing to logistic reasons in planning and implementation. There have been breaks in other free education programmes at other levels with successive government administrations in the country from one state to the other. A renewed version of UPE- the Universal Basic Education (UBE) was introduced and reintroduced in 2006 and 2009 respectively, which implies that every child spends the first 9 years of basic and compulsory education up to the Junior Secondary School (JSS) level as UBE; and another three years in the senior secondary school. The four other years of the 9-3-4 educational system are for tertiary education.

The Constitution of the Federal Republic of Nigeria stipulates the direction of national policy towards ensuring equal and adequate educational opportunities at all levels of education and the provision of compulsory, free and universal primary education; free university education; free adult literacy programme as soon as practicable (FRN, 2013).

Like any good programme, free education does not go without its disadvantages, some of which are: overcrowded institutions; strain on limited resources; increase in government expenditure; unemployment; financial pressure to cope with the teeming population; and overall, more quantity and less quality (<https://www.quora.com>). Most times quality education get replaced by mass literacy or mass certification.

### **The Concept of Free Education in Ondo State**

In Ondo State, free education has been in existence since the introduction of free education by the late Obafemi Awolowo in 1955. Free education was re-introduced in the state in 1999 when the country transited from military rule to a democratic government, it has since been a programmes by subsequent administrations. Aspects of free education policy that were implemented include;

- a) abolition of development and all sorts of levies in public primary and secondary schools;
- b) regular release of grants- in- aid to primary and secondary schools;
- c) payment of Senior School Certificate Examination (SSCE) fees for the eligible; students and writing off of the Junior Secondary Certificate Examination (JSCE) fees;
- d) provision of science and laboratory equipment to public schools;
- e) provision of scholarships/bursary awards to students; and
- f) purchase of library books for schools.

In addition, the free shuttle (this is to convey students to and from schools) and computer centers were introduced. These were to entrench quality in the education sector.

There have been efforts made by government, schools, organisations and stakeholders in the educational sector to ensure that quality is entrenched in the Nigeria education sector, this has led to the formulation of various policies and the introduction of various programmes which the free education happens to be one of.

Fashola (2014) noted that in Ondo State today, there are several measures that the government is taking to ensure that quality is entrenched in the provision of secondary education even with the introduction of free education. These include:

1. The massive renovation of school buildings and infrastructure
2. The establishment of quality assurance agencies
3. Regular supply of teaching aids to schools

All these are attempts by the government to ensure that quality is entrenched in the provision of secondary education in the state.

Furthermore, in ensuring quality in Ondo State secondary schools the government identified the 100% transition of all students to the senior secondary school as a major problem, it was abolished, as it was found that students were unable to cope with the senior secondary programme owing to the mass promotion without merit.

### **Free Education Implementation and Education Quality**

In addition to physical facilities provision, free education should also take care of other factors as input and throughput (process) in the education sector. Apart from the material resources, the human aspect of the input demands adequate attention. The role of teachers in realizing education objectives is of immense value. Teachers need to be trained and retrained to use modern facilities to meet up with global trends and remain relevant. Teachers' quality and welfare is a factor that cannot be overlooked in the attainment of quality education. For instance, Darling-Hammond, (2000), Rowe, (2003), and Goe & Stickler, (2008) in teacher quality and student achievement researches, found that teacher quality characteristics such as certification status and degree in the field to be taught were very significant, and positively correlated with student outcomes.

The quality of students as input is equally imperative. The level of literacy and numeracy of recent graduates from primary schools is questionable and alarming. The position of the federal ministry of education on quality education accomplishment calls for careful consideration by stakeholders. As listed below, these are components for quality assurance by the ministry (Federal Ministry of Education (FME), 2004):

- a) Learners' achievement and standards
- b) Learners' welfare and participation



- c) Care guidance and support
- d) Leadership and management
- e) School community relationship
- f) Learning environment
- g) Teaching and learning aid
- h) Curriculum and other activities.

A critical blend of these is necessary in goals achievement of quality education. An interplay of the human and non-human resources go a long way in the attainment and maintenance of standard, student achievement and quality in education. In a study carried out by Khamati and Nyongesa (2013) in Mumias District, Kenya, the managerial capacity of principals were pinpointed as a factor for successful free education implementation. Arong and Ogbadu (2010) highlighted the administrative factor of supervision of staff, that is, no matter the amount of resources put in place, monitoring the 'processes' for goal attainment plays a significant role. This goes to corroborate Mc Gregor's Theory X. Even though quality output of education in a nation could be proportional to resource availability, the extent to which secondary and other levels of education will achieve this vital mission, will depend not only on availability, but also judicious utilisation of the resources.

Adan & Erodho (2015), Constraints of Implementing Free Secondary Education in Mandera West Sub-County, Mandera County, Kenya concluded that though it is evident that Free secondary education experiences myriad problems which are majorly financial constraint. One of the issues include that Government funding left out some key areas that makes learning to go smoothly in the schools. Such areas include infrastructure development that include classrooms, libraries and laboratories among others, provision of meals to the students while they are in school and buying school uniforms. However, the feeling that the government provides free education has led to unwillingness by many parents to make any payments to the schools. The study also found that there is a long delay in giving schools money for the term as the money comes towards the end of the term. This was found to have a negative effect on learning as the schools which is crucial to the provision of essential facilities for learning as school lack the crucial learning materials in the schools. This study also found out that one of the major gains of free secondary education include increased enrolment which has led to overstretching available facilities. Inadequate libraries and laboratories have led to damage and loss of materials

Khamati & Nyongesa (2013), Factors Influencing the Implementation of Free Secondary Education in Mumias District, Kenya found out that there are various factors that affect the implementation of free secondary education which includes managerial capacity of school principals which is very important in the implementation of free secondary education as principals are require

strong professional financial knowledge and support services for their successful management. Others factors that affect the implementation of free seminary education are socio economic factors like teenage pregnancy, drop out due to lack of indiscipline, it was also found out that there is delay in the payment of subventions to schools which seems to slow down the provision of materials and equipment that will aid quality learning. The study also found out that the introduction of free secondary education led to increase enrolment, which is a gain but has led to overstretching the available facilities, making class rooms to be over crowded, shortage of materials for students during practical class, shortage of books in the library. This is despite the acclaimed funding that government is spending. The study concluded that there is need for more funding of the free education programme. Also, the government needs to strive to ensure the Free Secondary education funds are in school accounts well before the term starts to enable proper planning and procurement processes. Also, the increase in enrolment should be accompanied with massive recruitment of teachers which will lead to increase quality in secondary education.

Gbenu (2012) in the research article, *State of Nigerian Secondary Education and the Need for Quality Sustenance*, x-rayed the state of Nigerian educational system with interest on secondary education, he affirmed that quality education gives a nation access to the world's body of knowledge, hence the adoption and adaptation of the reigning technology to specific environment is facilitated and that the indices for measuring education quality are productivity of the educational system and the factors-inputs. Gbenu (2012) also opined that the productivity indices is the ratio of inputs to outputs both in terms of quality and quantity and that the variables for the factors-input indices can be unquantifiable this include school climate and the general tone of the school, discipline, moral and spiritual training, etc. While the quantifiable ones include the quantity and quality of inputs to education, relevant curriculum, appropriate teaching methods and the quality of teaching aids, adequate and suitable infrastructural facilities, students-teacher ratios, students-classroom ratios, well-organized mid-day meals, planning, administration and efficiency of inspection and supervision. Longe (1999) as site by Gbenu (2012) opined that measuring quality involves measuring outputs from the education system and secondly examining the educational processes which produce these outputs. This is also the focus of this study as the implementation of the inputs is necessary, inputs in the education sector needs to be properly implemented and until this is done the quality of education may not be what is obtainable.

The study also looked at the universal basic education curriculum, which seems not to be implemented in the right way due to lack of qualified teachers, decay in infrastructure, Inadequate provision of teaching aids and instructional materials in schools and many other issue that is seen in the Nigeria education sector, this is a cause of concern for education administrator, the study make use of the WAEC result of selected school in Ogun State for recommendation, this seems not to be one sided as the inputs of education programmes are not considered and the inputs of students, teachers and school

heads were not accessed, also there is need to access the problems of quality education in other state of the federation leading to this study in Ondo State.

### **Methodology**

Descriptive survey research design was adopted for the study. The population for the study were the students and the 304 principals in the public secondary schools in Ondo State. The sample was made up of 738 respondents, it comprised 720 senior secondary school students and 18 principals of public secondary schools in the State selected using multistage sampling technique. From each of the three senatorial districts of the State, two Local Government Areas (LGAs) were selected using simple random sampling technique. Three schools were selected from each LGA using simple random sampling technique. The eighteen principals of the selected schools were chosen using purposive sampling technique, while 40 students were selected from each of the 18 secondary schools using simple random sampling technique.

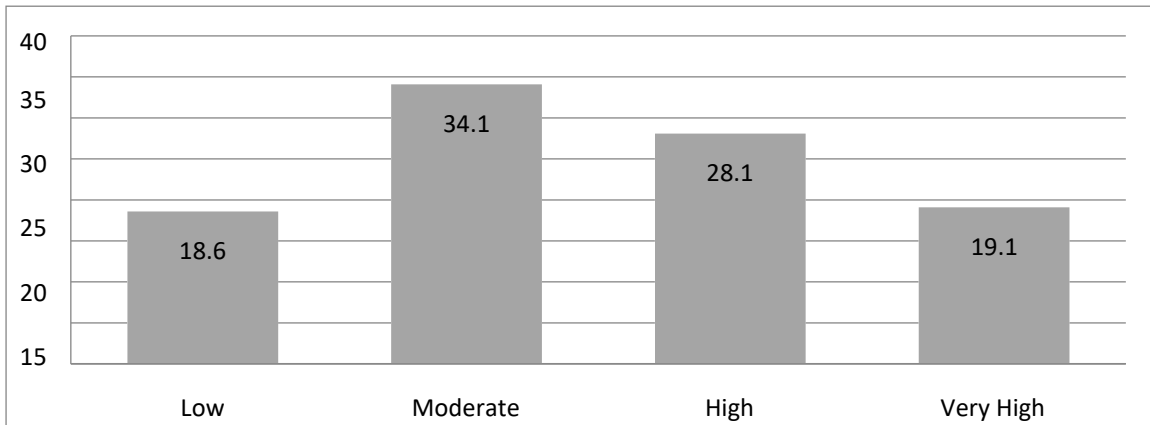
Two research instruments were used, namely, Free Education and Education Quality Questionnaire (FEEQQ) which was used to elicit information from the students on the assessment of free education programme in the State, and Free Education Implementation Questionnaire (FEIQ) to elicit information from the principals on the level of implementation of free education and education quality in Ondo State. Test re- test method was adopted to achieve the Cronbach's Alpha reliability coefficient of 0.86 and 0.76 for FEEQQ and FEIQ respectively. Six hundred students' questionnaire copies were collected but only 533 were found useful for analysis, while only 13 principals' questionnaire were retrieved and all were used for analysis. Frequency counts, percentage scores and bar charts were used to answer the research questions while Chi square was used to analyse the hypothesis. West African Senior School Certificate (WASSCE) results of students released were collected from Ondo State Ministry of Education and were used to examine the influence the level of implementation of free education is had on quality education in the study area.

## **RESULTS**

**Research Question 1:** What is the level of the implementation of free shuttles provision in Ondo State secondary schools?

**Table 1.** Percentage analysis of implementation of free shuttles provision

Rating	Frequency	Percent
Low	99	18.6
Moderate	182	34.1
High	150	28.1
Very High	102	19.1
Total	533	100.0



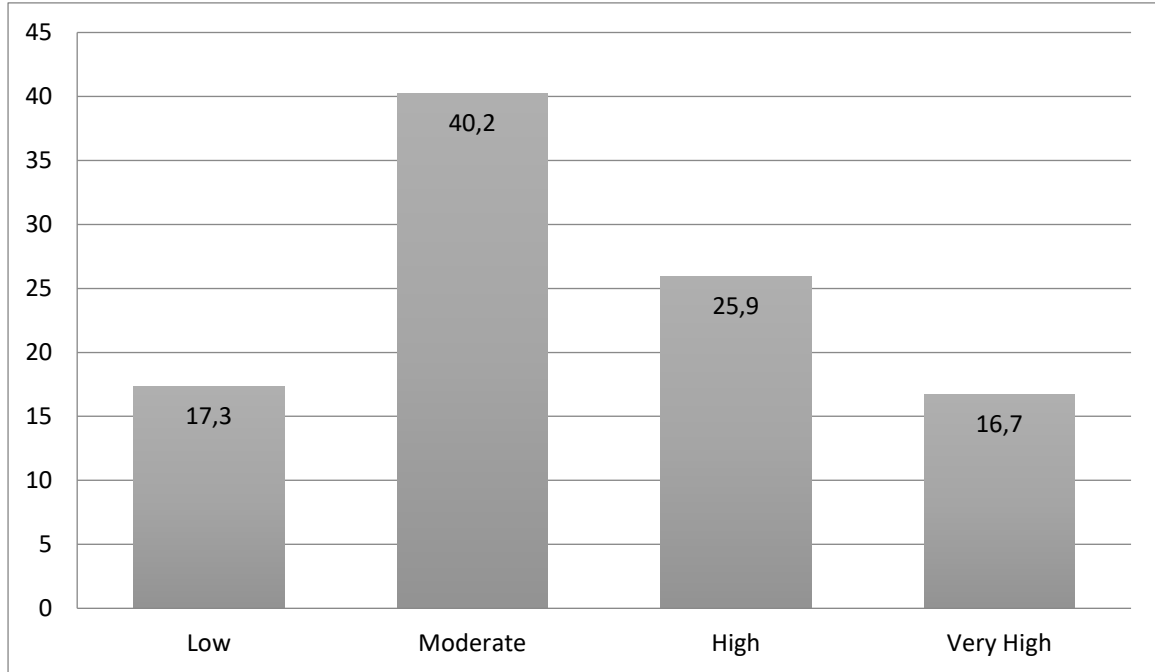
**Figure 1.** Bar Chart showing the level of implementation of free shuttles provision

The results showed that 99 (18.6%) of the respondents identified low level of free shuttles provision in their schools, 182 (34.1%) identified moderate implementation, 150 (28.1%) identified high implementation even as 102 (19.1%) indicated very high provision of free shuttle buses. Overall, it can be seen that most respondents identified moderate to high implementation in their schools.

**Research Question 2:** What is the level of the implementation of library facilities provision in Ondo State secondary schools?

**Table 2.** Percentage analysis of implementation of library facilities provision

Rating	Frequency	Percent
Low	121	22.7
Moderate	153	28.7
High	162	30.4
Very High	97	18.2
Total	533	100.0



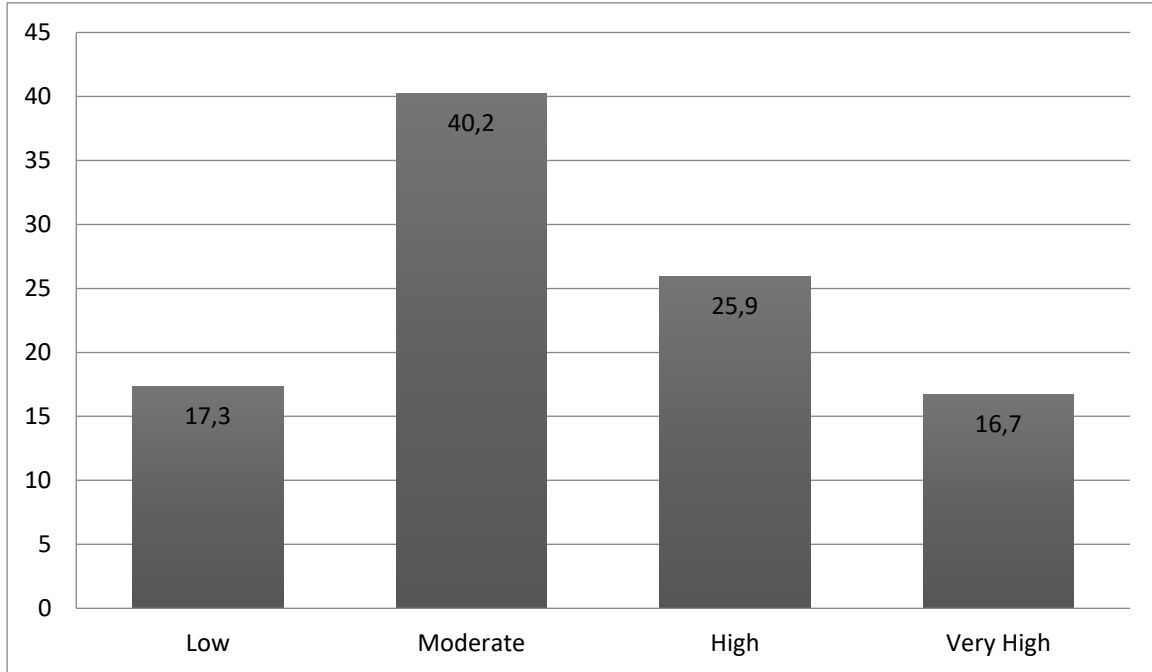
**Figure 2.** Bar Chart showing the level of implementation of library facilities provision

This shows that 22.7% of the respondents rated the implementation of library facilities provision as low, 28.7% as moderate, 30.4% as high, while 18.2% rated the implementation as very high. It was therefore concluded that the implementation of library facilities provision in Ondo State secondary schools was high.

**Research Question 3:** What is the level of the implementation of computer facilities provision in Ondo State secondary schools?

**Table 3.** Percentage analysis of implementation of computer facilities provision

Rating	Frequency	Percent
Low	92	17.3
Moderate	214	40.2
High	138	25.9
Very High	89	16.7
Total	533	100.0



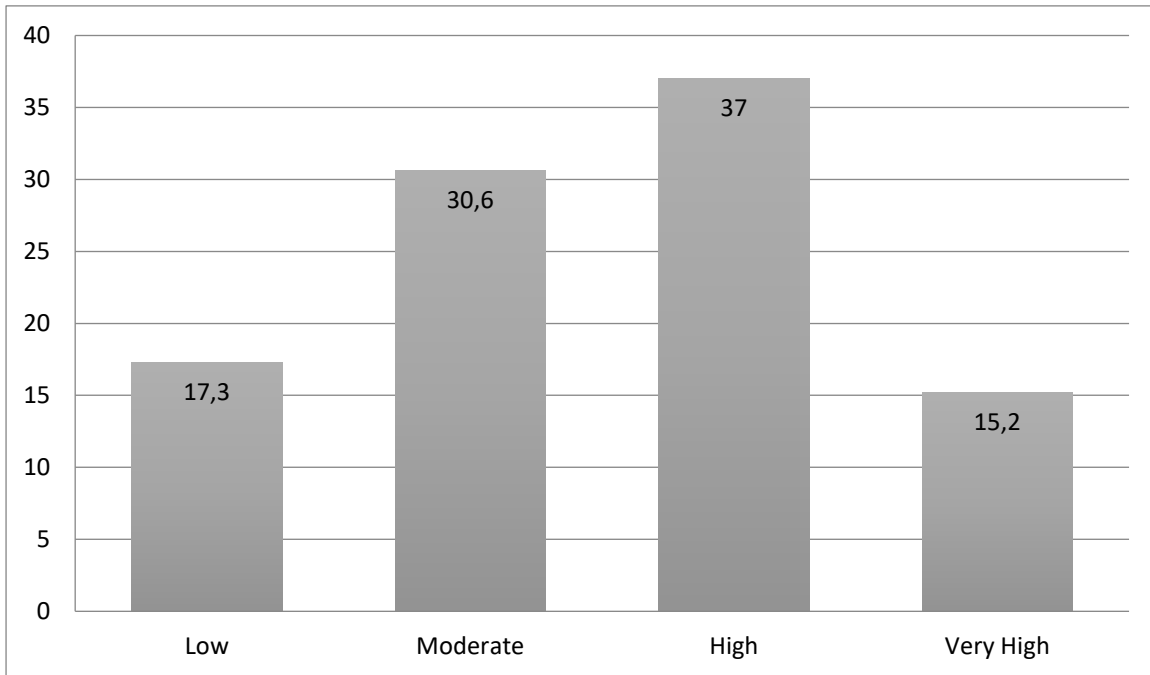
**Figure 3.** Bar Chart showing level of implementation of computer facilities provision

The results showed that 92 (17.3%) of the respondents identified low level of implementation of provision of computer facilities in their schools, 214 (40.2%) identified moderate implementation, 138 (25.9%) high implementation, while 89 (16.7%) very high implementation. Overall, it can be seen that most respondents identified moderate to high implementation of computer facilities provision in schools in the state.

**Research Question 4:** What is the level of the implementation of usage of provided laboratory facilities in Ondo State secondary schools?

**Table 4.** Percentage analysis of implementation of laboratory facilities provision

Rating	Frequency	Percent
Low	92	17.3
Moderate	163	30.6
High	197	37.0
Very High	81	15.2
Total	533	100.0



**Figure 4.** Bar Chart showing level of implementation laboratory facilities provision

Overall, the results show that most respondents (37%) identified high level of implementation of facilities provision in their schools.

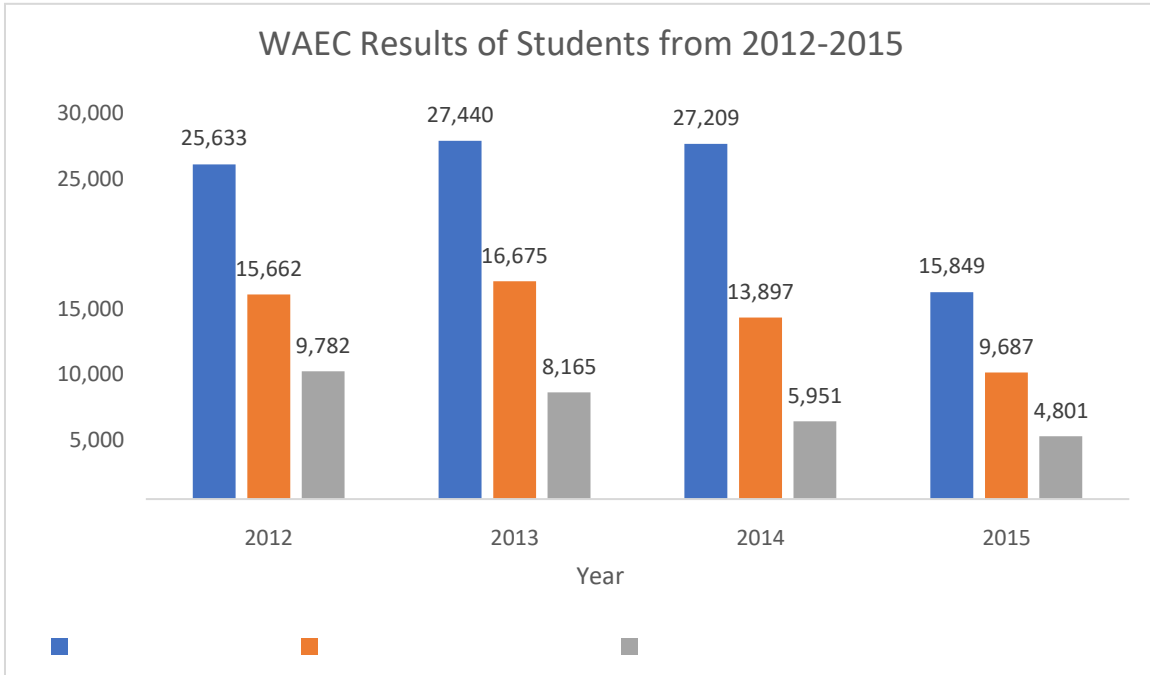
### Research Hypothesis

H<sub>0</sub>. There is no significant influence of implementation of free education programme on quality education in Ondo State secondary schools.

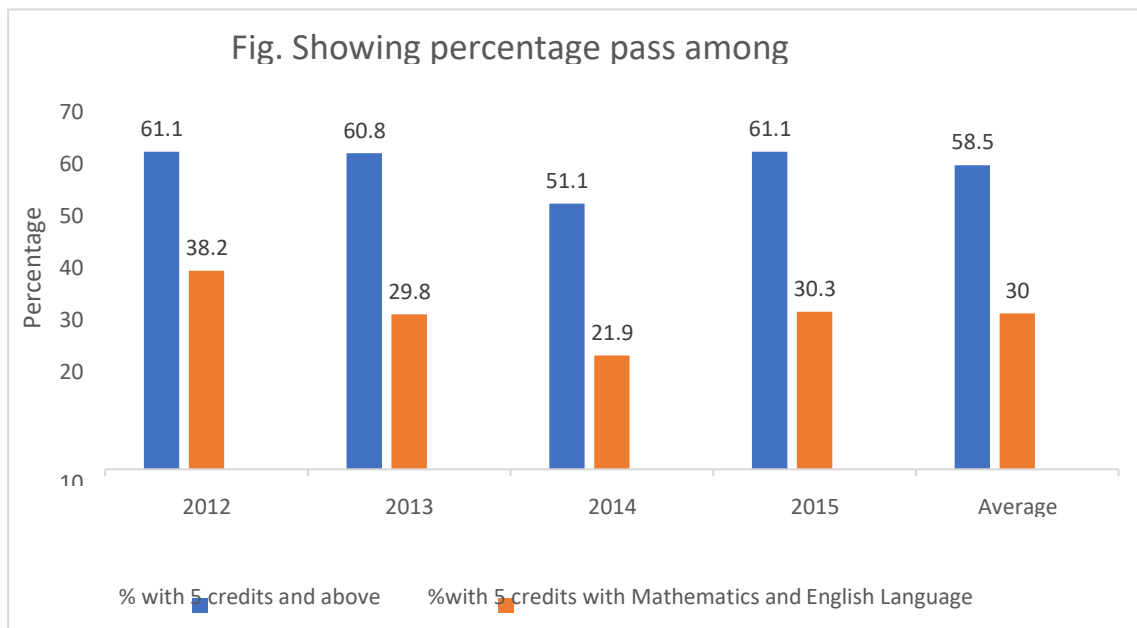
The results showed that there is no significant influence of implementation of free education programme on quality education in Ondo State secondary schools ( $\chi^2 = 5.778$ ;  $df = 9$ ;  $p = 0.762$ ). Based on the statistical evidence, the study concluded that free education programme had no significant influence on quality of education in the study area. This is evident in the West African School Certificate results of students of public secondary schools in Ondo State from 2012 to 2015 as shown in Figure 5.

**Table 6.** Influence of Quality of Education on Free Education Implementation in the State

Implementation of Free Education Programme $\chi^2$	Observed df Freq	Percent	Quality of Education P		
Library Facilities	7	53.84	5.788	9	0.762
Laboratory Facilities	6	46.15			
Free Shuttle	9	69.23			
Computer Center	5	38.46			



**Figure 5.** Summary of WAEC Results from 2012 to 2015 of schools in Ondo State  
Source: Ondo State Ministry of Education (2017)



**Figure 6.** Showing Percentage pass among Students  
Source: Ondo State Ministry of Education (2017)



Figure 5 shows the percentage of students who had 5 credits and above in comparison to the number of results released as well as the percentage of those with 5 credits including Mathematics and English Language. It can be seen from the results that there has been a decreasing trend in percentage pass from 2012 to 2014. However, this improved in 2015 with the percentage of those who had 5 credits and above rising again to 61.1%, while the number of those with 5 credits and above including Mathematics and English Language increased above 30% in 2015 as well.

Overall, less than a third of all candidates had 5 credits including Mathematics and English Language, implying that the probability of a student who writes WAEC papers in any of the schools having 5 credits including Mathematics and English Language is about 30%.

### **Discussion of Findings**

The findings of the study showed that the level of the implementation of free shuttles, and computer facilities were moderate, while the level of the implementation library facilities and laboratory facilities were high. This shows that physical facilities provision alone do not make for quality attainment with reference not to Ondo State in particular, but generally in education provision by stakeholders. Another point of note that supports the findings of Darling-Hammond, (2000), Rowe, (2003), and Goe & Stickler, (2008) is that teacher factor is very paramount in quality outcomes of education. Other input from school/community relations, adequate and fitting curricula, leadership and management, and learning environment (FME, 2004) give a backup to the study that physical/materials alone may not make for quality output. This is also in line with Khamati and Nyongesa, 2013; Arong and Ogbadu, 2010; and UNICEF's five dimensions of quality indicators. In summary, Gbenu (2012) disclosed that quality education involves measuring input for the education system and that the process of implementing this input needs to be properly monitored.

### **Conclusion**

The study found the facilities investigated to be highly implemented. However, no significant effect of free education was found on the education quality in the State. The pass rate of secondary school students in external examinations in Ondo State was 30% which needs improvement. These go a long way to question the adequacy of other factors that need to go hand in hand with physical resource provision in ensuring quality outcomes in the State.

### **Recommendations**

Based on the findings from the study, the government should look inwards to other factors of quality education provision. Adequate input in terms of the student quality for admission, teacher quality in terms of certification, welfare, appropriate utilisation of physical/material resources, supervision of instruction, appointment of qualified leaders to see to ensuring the right school climate, in essence total quality management.

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