EFFECTS OF SCHOOL FEES ABOLITION ON SCIENCE EDUCATION IN PUBLIC SECONDARY IN NASARAWA STATE, NIGERIA.

¹Musa W. O., ¹Yakubu A. N; ²Ashiki G. M; ³Audu J. Agnes, ⁴Agabi .J. Y.

¹Chemistry Department, ²Geography Department,
³Home Economic Department, ⁴Primary Education Department
College of Education Akwanga, Nasarawa State, Nigeria.
Corresponding Email: williamsombugus70@yahoo.com GSM: +2348065988803

DOI: 10.31364/SCIRJ/v6.i9.2018.P0918568
<http://dx.doi.org/10.31364/SCIRJ/v6.i9.2018.P0918568>

Abstract: The Nasarawa State Government in 2014 abolished school fees in all public secondary schools in the state. This initiative was viewed overall as a positive development by various stakeholders including parents, principals and teachers as it was seen as a form of financial relieve to parents. Minimal research has been done on how the policy has affected schools with different social and political characteristics. This study aims at looking at how those impact influence the academic performance at those schools. From this information, the research determines whether or not the educational quality of secondary schools has suffered under the policy of school fees abolition. The research design targets 12 senior and junior secondary schools and three area inspectorate offices in Nasarawa Eggon, Akwanga and Wamba local government areas. The study used questionnaire and verbal interviewed to collect primary data from the study area. Data collected were analysed statistically. 66% respondents recognized increased enrolment as a positive consequence of free schooling. Most respondents also observed the free schooling has worsened the quality and efficiency of schooling in Nasarawa State. As an average of 75% of the respondent disagreed with the policy because students performance and achievement in class dropped. An average of 96% of the stakeholders suggested that the policy should not be sustained because the quality of secondary education was compromised.

Key words: Fees Abolition Policy, Public Secondary Schools, Quality of Science Education.

Introduction/Background

Education for all and the millennium Development goals have given developing countries an incentive to attain universal education through accelerated and scaled strategies. Abolishing school fees is one such strategy which is seen as a measure to improve enrolment and participation rates. Tuition fees and other private costs of schooling are viewed as barriers to accessing and completing primary and secondary education (Sola *et al*, 2010). Although many Africa countries have decided to abolish school fees, because universal education is a key factor in development, this means that more education leads to the generation of human capital and economic growth (Sifuna, 2007). Documented evidence also shows that most of the countries and states of western region in Nigeria that had taken the bold step to eliminate school fees and other indirect education cost did that only at primary education level. For example South Africa prefers to maintain schools fees by exempting the poor fully or partially. Botswana and Malawi took a bold decision to reintroduce fees at secondary education level in order to spend more funds on primary education (UNESCO 2005). It is important to question how sustainable a free secondary education system can work in the Nigeria state. A fee-paying system indicates that there are inadequate funds for education

and for social services in general (World Bank, 2005). In the case of Nasarawa state as soon as school fees has been abolished for all public secondary schools there was a tremendous drop in federal monthly allocation to the state which made the policy look like failure from the beginning (Akinwumi, 2014).

Over the years a lot of policies and programmes were introduced in to the educational system in the state by the past government with a quest to improve the participation, quality and performance of teachers. The abolition of school fees and all levies from primary schools to secondary schools in 2014 by Governor Tanko Umaru Al-makura was also targeted to improve pupils/students participation in the public schools (NSMOE 2017). However, it was observed that some of such programme have turned out to generate more problems than they seem to have solved. The result therefore, is that quality or standard of education has been replaced by mass literacy or mass dishing out of certificates leading to the annual turn-over of half-baked unemployed graduates as against the production assets, required for societal growth and development (Amaele, 2010).

Against this background, it become necessary to investigate the effect of school fees abolition policy on science education in public secondary school in Nasarawa state.

Statement of the Problem

Although school fees abolition policy had thoroughly increased enrolment in secondary schools, there is this question that school fees abolition has also brought public secondary schools additional problems that must be dealt with in Nasarawa State. While there are issues of implementation, administration, and aspects that are worthy

of discussion. This research work will look specifically at critical emerging issues of school fees abolition that affect quality of education.

Objectives

The purpose of this study is to examine the effect of school fees abolition in teaching of sciences in public secondary school in Nasarawa State, how school fees abolition has impacted the educational quality of public secondary schools in the State (to see if the policy has benefited school at all). The objects of the research work are to:

- a. Assess the impact of school fees abolition on students learning environment.
- b. Determine whether or not the educational quality of secondary schools has suffered under the policy of school fees abolition.
- c. Observe whether or not these impact have affected students academic performance.

The study carried out in two-part formats. The report will first analyze whether the students learning environment have improved and sustained or it has decline since school fees abolition policy.

Significant of the Study

The study is significant because it will:

- a. Help Nasarawa State government to:
  - Reconsider her position on school fees abolition in secondary education at this time of dwindling resources.

- Involve the secondary school teachers in the planning and implementation of the policy if the policy be sustained to achieve its goal.
- b. Help other educational researchers to opined/suggest better ways government can improve on the policy in this deregulated economy.

Research questions

The following research questions were formulated to guide the study:

1. Has the implementation of school fees abolition in secondary school improved the learning circumstance for children in school?
2. Is there an adequate resource for the implementation of school fees abolition policy?
3. What is the extent of secondary school teacher's job motivation?
4. Has the new policy impacted the academic performance of the students?
5. Is there any other benefit of secondary schools from the school abolition policy?

Methodology

This section of the study discusses the research design, area of the study, population of the study and sampling techniques, method of data collection and method of data analysis.

- **Research design:** This study adopt a case study survey research design to assess the effect of school fees abolition on the quality of science education in Nasarawa State secondary schools.
- **Area of the Study:** The area of the study is Nasarawa north senatorial Zone (Akwanga, Nasarawa Eggon and Wamba LGA). Specifically, the secondary schools that offer sciences in the areas.

Figure 1: Map of Nasarawa State showing study areas
(www.nasarawastate.gov.ng)

- **Population of the Study:** The populations of the study are the entire stakeholder in educational processes and implementation in the state and area of study. They were chosen to provide first hand insight into the effects of the free schooling initiative (principals, teachers, PTA officials, state/area inspectorate officers).
- **Sample and Sampling Techniques:** The samples of the study were 300 respondents. The sampling techniques used shall be random sampling techniques.
- **Instrument for Data Collection:** Three hundred (300) copies of the questionnaire was prepared and distributed to the respondents directly.
- **Method of Data Analysis:** Tabulation method was used for data collection and the collected data was analyzed statistically.

Limitation

There were several limitations in the execution of this research work that may have prevented it from providing a deeper analysis of the situation on the ground. The greatest limitation was that this study was delayed to March 2017 because of inadequate co-operation by school principals for lack of authority letter from the ministry of Education Nasarawa State. Even with the authorized letter to allow access to records and interview of teachers, P.T.A and students, some principals and Area Inspectorate officers declined given valuable information and records.

Six months strike action by teachers for lack of promotion/annual increment and lack of staff training support for the past five (5) years was another serious limitation to this work.

PRESENTATION OF RESULTS

Table 1: Agreement Scale on Effect of Free Secondary Schooling

Name of School/ A.i.o	Resource available for teaching/ learning of sciences	Job motivation	Number of Teachers Available	Class Performance of Students
	Yes No No % No %	Yes No No % No %	Yes No No % No %	Yes No No % No %
GSS KAGBU ERROR/ GAJE	2 5 39 95	7 24 23 76	21 44 27 56	18 50 18 50
SPORT ACADENIC AKWANGA	17 24 53 76	8 16 42 84	32 40 48 60	15 25 45 75
GOVT. SCI. SCHOOL ANDAHA	5 9 51 91	6 15 34 85	23 36 41 64	16 33 32 67
GSS UBBE	18 26 52 74	13 22 47 78	19 24 61 76	14 24 45 76
GOVT. SCI. SCHOOL WAMBA	12 17 59 83	7 14 43 86	32 40 48 60	11 19 49 81
GOVT. SCI. SCHOOL NASARAWA EGGON	11 16 59 84	5 10 45 90	23 29 57 71	20 33 40 67
GSS KAGBU	10 14 60 86	10 20 40 80	22 27 58 73	0 0 60 100
GOVT. GIRLS SEC. SCHOOL WAMBA	19 28 51 72	9 18 41 82	37 42 45 58	24 41 35 59
GOVT. SEC. SCHOOL GUDI	11 16 59 85	9 18 4 82	29 37 51 63	13 22 47 78
GSS MAMA	3 5 67 95	0 0 50 100	37 47 43 53	14 24 46 76
MINISTRY OF EDUCATION AREA OFFICE(S)	1 3 34 97	6 24 19 76	7 18 33 82	2 6 28 94

Table 1: Continuation of Agreement Scale on Effect of Free Secondary Schooling

NAME OF SCHOOL/ A.I.O	Enrolment rate	School Financial Sources	Fees Abolition Benefits	Should the policy be Sustained
	Yes No No % No %	Yes No No % No %	Yes No No % No %	Yes No No % No %
GSS KAGBU ERROR/ GAJE	14 58 10 42	15 36 27 64	0 0 6 100	0 0 6 100
SPORT ACADEMIC AKWANGA	24 60 16 40	12 18 58 82	0 0 10 100	0 0 10 100
GOVT. SCI. SCHOOL ANDAHA	25 78 7 22	20 35 36 65	1 13 7 87	1 13 7 87
GSS UBBE	25 63 15 37	14 20 56 80	0 0 10 100	0 0 10 100
GOVT. SCI. SCHOOL WAMBA	28 70 12 30	15 22 55 78	0 0 9 100	1 10 9 90
GOVT. SCI. SCHOOL NASARAWA EGGON	12 35 28 65	17 24 53 76	1 10 10 90	1 20 9 80
GSS KAGBU	29 58 11 42	28 40 42 60	0 0 9 100	0 0 10 100
GOVT. GIRLS SEC. SCHOOL WAMBA	15 39 23 61	20 29 50 71	1 10 9 90	3 30 7 70
GOVT. SEC. SCHOOL GUDI	26 65 14 35	32 46 38 54	1 10 9 90	1 10 9 90
GSS MAMA	40 100 0 0	9 13 61 87	0 0 10 100	0 0 10 100
MINISTRY OF EDUCATION AREA OFFICE(S)	11 55 9 45	6 24 29 76	0 0 10 100	0 0 10 100

Table 2: Average Percentage of Agreement on Effect of Free Secondary Schooling

Average	Yes (%)	No (%)
Resources Available	25	75
Job Motivation	16	84
Number Of Teacher Available	34	66
Class Performance Of Students	25	75
Enrolment Rate	72	28
School Finances Source	39	61
Fees Abolition Benefits	4	96
Should the Policy be sustained	9	91

Respondents were asked to rate eight supposed effects of free secondary schooling based on how educational policy was implemented and sustained in the state. Responses were measured using Yes or No indicator. Table 1 displays the pattern of responses for each of the eight areas after free secondary education came into place. These are resources available, job motivation Number of Teachers available, class performance of students, enrolment rate; school finances fee abolition benefits and sustainability of the policy table 2.

DISCUSSION OF RESULTS

Resources Available: The results of the above finding on the resources available for embarking on free secondary education reveals that resources such as enough classroom blocks, available exercise books for every student; enough chalkboards, desk, tables and chairs, equipped science laboratories for practical lessons, available sport facilities for games and regular supply of stationary to schools are not available for the implementation of the free secondary education in Nasarawa State with average percentage of 75% of the population who responded No: (Table 2). The finding is in agreement with Musa and Yakubu, 2010) who found out that instructional materials upon which all teaching and learning process hinge are not available in most public schools.

Job Motivation: The results on job motivation shows that secondary school teachers are rarely motivated in the job in Nasarawa State. An

average of eighty four percent (84%) of the respondents disagreed that there is promotion of teacher, regular payment of full salary, workshop training and payment of hazard allowances. It can be seen from the opinion of the teacher and school principals that there is no motivation of teachers who are to implement the policy. The finding is in line with the findings of (Wiener 2010; Musa and Yakubu, 2010) who found that teachers are generally not satisfied with the job due to poor pay.

Numbers of Science Teachers Available for the Implementation of Free Secondary Education Policy

The result obtained, (Table 2) reveal that teacher are not adequate for the implementation of Free Secondary Education Policy in Nasarawa State with an average percentage of 66% of

the respondents disagreed. This reveals that teachers are not adequate, not all the teachers are qualified, and no employment of teachers and most teachers leave the teaching profession.

The result from the survey agrees with teachers record obtained from various schools on number of available teachers for the implementation of the Free Secondary Education in Nasarawa State (Appendix). For example Government science school Nasarawa Eggon has a total population of students in 2010 to be 1,596 with 51 teachers. In 2014 when the policy of Free Secondary education was enacted the students population was 1,663 with 30 teachers. Similarly, GSS Mama with students population of 236 with total number of 12 teachers at 2010. At 2014 GSS Mama student population raise to 266 with only 7 teacher available to implement the policy see appendix 1 above on number of teachers available for other schools.

Performance of Science Students under Free Secondary Education Policy

The result of the finding of whether performance of students has improve on the implementation of free secondary education shows an average percentage of 75% of respondents responded No. This includes paying attention in class, discipline, home work participation, improvement in test and quiz and analysis from the students total annual average has not improved in 99% of the schools investigated. In GSS Kagbu-eroh/Gaje the response was 50% improvement in performance of students.

Ministry of Education through Area Inspectorate Offices who are monitors of schools shows 94% performance failure in supervision. Lack of performance of students under Free Secondary Education Policy might be attributed to inadequate qualified teachers, lack of teachers motivation and instructional materials in schools (Musa, and Yakubu 2010).

Analysis of Science Students Enrolment: The results of students enrolment increased for most school during the implementation of Free Secondary Education Policy in 2014 as shown in Table 2 with an average of 72% increased.

Not all secondary schools in Nasarawa state experienced a significant rise in enrolment after the implementation of Free – Secondary education in 2014 to date. Schools like Government Girls College Wamba, Government Science School Wamba and Government Science School Nasarawa Eggon experienced a drop in their students enrolment.

From the result obtained 35% of the respondents disagreed that there is increase in enrolment of students at Government Girl

College Wamba and Government Science School Nasarawa Eggon (Table 1).

The decrease in enrolment of students in these schools could possibly be because parent, have choice to enroll their children in government day school within the town so as to reduce their personal cost since all the schools are free. An average of 72% respondents that responded, increase in student enrolment, decreased in student dropout more under privileged children's enrolled in schools due to the fact that free secondary education eliminated the issue of not being able to afford an education which was the leading cost of dropouts prior to 2014.

Girls Enrolments Rate

There is a serious claim that eliminating school fee has contributed to higher girls enrolment. Many studies have shown that fees can burden poor families and deter enrolment and learning (Ohba, 2009).

In poor and rural areas the work of girls is an important supplement to household income, thus sending girls to school poses a threat. Abolishing school fees makes it easier and less costly for these girls to enroll and leads to a dramatic increase in the number of children attending school (Oketeh, 2010).

Results of Girls enrolment for this work indicated that girls enrolment rate in GSS Andaha, Sport Academic, GSS Mama, GSS Wamba and GSS Kagbu increased dramatically from 2015 – 2016 (See table in Appendix).

School Financial Sources: School financial sources includes, increase in government funding for schools, government allocation of learning and teaching materials to school increased, individual donation to school increased, NGO supporting schools, increased in community contribution to schools and increase in PTA projects.

The result obtained, an average of 72%, responded No, disagrees that no increased in government funding for school, rather government financial allocation per team is very small and always reached the principals mostly at the middle of each school team.

Government allocations of materials to schools are always inadequate. NGO, supports, community contribution and PTA projects since implementation of the policy were very poor. This may be attributed to government inability to bring in the stake holder in to the policy properly. It was also revealed that PTA was band from collecting any PTA levy in all the public schools during the declaration of the Free-Secondary education in Nasarawa State.

Fees Abolition Benefits: The result in table 1 and 2 shows that free secondary education has no benefits to secondary education in Nasarawa State. An average percent of 96% of the respondents says no benefits ninety percent (90%) of the respondents, are of the opinion that the policy should be striped or should not be sustained since the policy led to deteriorating quality and efficiency of education than improving quality.

Quality of Secondary Education

The increase of enrolment in some schools following the implementation of free secondary education resulted in further deterioration of an already over stretched secondary education

system, characterized by poor quality and low internal efficiency.

All key quality indicators of secondary education worsened after the enrolment increase for example, number of teacher decreased as the number of student increases (GSS Andaha, GSS Nasarawa Eggon, GSS Mama, GSS Kagbu Error/Kaji, GSS Ubbe and GSS Kagbu). There was no employment of teachers since 2010.

In all the schools with increase in enrolment no class-room was built to meet up with increase number of students, no desk, textbooks, no chalks nor instructional materials were supplied to schools.

The quality of schooling is also said to have deteriorated because of lack of teachers on declaration of the policy. PTA supporting staff have to drop teaching because PTA are directed not to collect any levy from students any longer.

One of the principal during the interview observed that when school fees were charged, money was available for purchasing teaching and learning materials.

However, after abolishing fees the money was no longer available, there was shortage of funds for both teaching and learning materials in schools and funds for school development and maintenance. The government has not been able to replace the lost income in fees. This becomes very difficult for school principals to maintain the schools.

Majority of the stakeholders interviewed felt that the policy of abolition of school fee in secondary school has done more harm to quality than good. Increased accessibility to secondary education was achieved at the expense of quality. In other words, there was a quantity – quality trade off when school fees was that quality was, compromised largely because of the shortage of teachers, lack of teaching and learning materials, lack of training of teachers, poor payment of salary and lack of promotion to motivate teachers since the introduction of the free secondary education policy.

Principals and teachers also felt that most students lacked discipline, they did not take school seriously since attendants, submission of class work most of the school work students do them at will, because they no longer paid fees.

Teachers reported during interviewed that parents no longer monitor their children progress in school, as schooling is free.

Interviewed with parent revealed that, since implementation of the free secondary education and the abolishment of PTA levy, PTA lost interest in school activities.

All the stakeholders interviewed at the school levels felt that poor school quality had a disastrous impact on student's achievement. The area inspectorate, principals, teachers and PTA members testify that class performance and achievement levels were very poor as a result of poor quality schooling. From questionnaire an average of 75% of the respondents disagreed that the fees abolish policy improved performance of students (table 2).

Most of the teachers cried out that the literacy levels among JSS 3 and SS 3 students are very low. A good number of the students in their final year cannot read and write simple words.

Priorities for Success of Free Secondary Education Policy

Respondent were asked to report on their schools priorities for successful implementation of the Free Secondary Education Policy. Some of the priorities are mention as follows.

- i. More building and furnituring of classrooms
- ii. Training of more science teachers
- iii. Recruiting of science teachers
- iv. Provision of science textbooks and other educational materials/equipment.
- v. Provision of science laboratory for science practical class.
- vi. Payment of teacher's promotions increments and other motivate allowances.
- vii. Income generation to support school finance.
- viii. Discipline and safety.
- ix. Provision of equipped science laboratory for practical.

Conclusion

Free Secondary Education in Nasarawa State was announced as a political slogan. January, 2014 it was implemented without much prior planning for results and implications or provisional support for schools. The program was introduced as part of wide reforms to promote and improved accessibility and equality of countless Nasarawa State children into Secondary School.

Free Secondary Schooling has allowed poor children more access to equitable education. It has increased enrolment by attracting more children to school. The poor implementation of free secondary schooling in Nasarawa State may be attributed to various factors, including, inadequacy of teaching and learning facilities, lack of job motivation, lack of qualified teachers poor grants allocation to schools and lack of partnership with other stakeholders e.g local communities, PTA and NGOs. The success of free secondary schooling can only be guaranteed accordant to the following findings if teaching and learning Resources are provided, trained teachers are employ and motivated, disbursement to schools are divorced from political consideration and manipulations, and developed measures of partnerships with other stakeholders. Since government cannot implement the programme or policy alone, it should provide an institutional frame work for others to participate in the program as a key to the program's sustainability. If not, most of the stakeholders are of opinions that the progamme should be scrap because it has worsened the quality and efficiency of secondary schooling than improvement.

Recommendation

- Political Commitment and good will are critical to the successful implementation of Free Secondary Education Programme: The governors, commissioners, Members of House of Assembly and Permanent Secretary have to be seriously committed, presently there is no serious commitment from government that will make this programme successful.
- **Need for capacity building:** Capacity building should include organized sensitization/workshop training of teachers and school principals on how to manage resources supply to schools by the government and other agencies for successful implementation of the Free Secondary Education Programme is very important.

- **Reassurance and Confidence building:** Government should develop measures of reassuring and building confidence among parents, teachers that Free Secondary Education Policy has come to stay in the state. This will prevent them from giving up under extreme pressure.

- **The Roles and Responsibilities of Different Stakeholder:** There is need to organized stakeholder meetings and defines their roles and responsibility for successful implementation of the policy. For example the removal of P.T.A from the Free Secondary Education Policy is not healthy for the success of the programme in the state. Continuous dialogue with stakeholders such as parents, local communities to inform them on their roles will help the policy to be sustained. Presently there is a serious misconception by Parent and local communities that government promised to supply everything free without need of help or contribution from PTA and others.

- Upward review of grants (money) giving to schools principals every school term to meet up with rising inflation rate will help sustain the programme the grand should reflect for the term.
- There is need to eliminate the bureaucracy in the disbursement of Free Secondary Education Resources Facilities. Particularly the funds should be disbursed directly to the schools to remove the middleman leakage.
- Partnership at every level of implementation is vital for the successful implementation of the program. The involvement of all stakeholders, including Parent, teachers, local communities and NGOs will help.
- Government should rewards schools that achieved desires results it will helps to reinforce goals and standards.
- Government should put serious measures to improve and maintain standard of equality under free secondary schooling.

ACKNOWLEDGEMENT

Our special thanks goes to TETfund for providing funds needed for this research work. We will like to acknowledge the Ministry of Education Nasarawa State for being accessible and accommodating during our research period and for giving us the background and advice we needed to fully understand and execute this project.

Finally we would like to thank College of Education Akwanga, Provost (Mrs Rebecca I. Umaru (Ph.D) and the entire Management Staff for the opportunity giving to us to carry out this research project.

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Authors Profile:

¹**Williams Musa Ombugus** received his M.Sc. in Anal. Chemistry June 2015, PGD in Education in 2010 and currently undergoing Ph.D in Chemistry from Federal University of Agriculture, Makurdi, Nigeria. His first Appointment as teacher of Science with Nasarawa State Ministry of Education in 2001/2004 and later join College of Education Akwanga as a classroom teacher with Demonstration Secondary School, College of Education Akwanga. His currently a Part time Lecturer with Chemistry Department College of Education Akwanga.

²**Nathaniel Yakubu** received his M.Sc. in Environmental Chemistry from Federal University of Agriculture Makurdi. His

taught Chemistry in Public secondary school from 2001/2004 and now working with College of Education Akwanga as a teacher with Demonstration Secondary School College of Education Akwanga.

³**Godwin Ashiki Masin** received his first and Second degree in Geography from Ahmadu Bello University Zaria in 1985 and 2016. He taught in Nasarawa State public secondary school from 1987/2000 and later join College of Education Akwanga as a lecturer in Geography Department were his current work.

⁴**Agabi, Jacob Yakuku** is a Trained Teacher to the fullest. He has the following GRIL, NCE, BA.ED & M.ED from the University of Jos. He has written many academic papers including international ones. He is currently the college examination officer.

Appendix I

COLLEGE OF EDUCATION

P.M.B. 05, AKWANGA NASARAWA STATE NIGERIA

OFFICE OF THE REGISTRAR

MRS. REBECCA I. UMARU

Provost

NCE, BA.ED, M.A.ED, Ph.D
Tel: +234 (0) 803 620 3693

AUDU Y. MANGUT

Registrar

B.Ed, M.Ed, (ADM & PLANNING) ACIPM
Tel: +234 (0) 803 678 5711
e-mail: audu.mangut@gmail.com
audumangut@yahoo.com

Our Ref: CEA/STA/PER/1766VOLI/127 *Your Ref:* _____ *Date:* 19th January 2017

The Hon. Commissioner of Education,
Nasarawa State Ministry of Education,
Lafia.

Dear Madam,

INTRODUCTION OF MR WILLIAMS O. MUSA

The bearer is a Staff of College of Education, Akwanga in company of other Staff, who are carrying out a research study titled: -

"The Effect of Abolishing School fees in Secondary Education in Nasarawa State.

The research can only be successful after an assessment of facts from your ministry and other schools.

We will therefore appreciate your kind approval to enable them interview officers that will help provide necessary information on government policies on Secondary School Education in the State for the research work.

The responses would be confidential and strictly used for academic purposes only.

Thanks for your usual co-operation.

Gimba K. Augustine
For: Registrar

Appendix II

NASARAWA STATE GOVERNMENT

MINISTRY OF EDUCATION HEADQUARTERS

All Correspondence should be to
addressed to the Hon. Commissioner

e-mail: ministryofeducation@nasarawastate.gov.ng

Private Mail Bag 044,
Lafia,
Nasarawa State.

Our Ref No: NS/MOE/STN/OFF/256/VOL.I/100

23RD FEBRUARY, 2017

The Registrar,
College of Education,
Akwanga.

Attention:

Mr. William O. Musa,
Staff College of Education,
Akwanga.

RE: INTRODUCTION OF MR. WILLIAMS O. MUSA

Reference to your letter NO. CEA/STA/PER/1766/VOL.I/127 dated 19th January, 2017 requesting to interview officers in the Ministry and some schools on the "Effect of Abolishing School Fees in Secondary Education in Nasarawa State".

2. The Ministry has approved your request to interview officers that will help provide necessary information on government policies on Secondary Education in the State for your research.
3. We hope that your findings will be used for the benefit of the Education Sector.
4. Accept the Honourable Commissioner's esteemed regards, please.

A handwritten signature in blue ink, appearing to read 'Aliyu A. Agwai'.

ALIYU A. AGWAI
Permanent Secretary
For: Hon. Commissioner

Appendix III

**QUESTIONNAIRE FOR SCHOOL PRINCIPALS,
PARENT-TEACHERS ASSOCIATION (PTA) AREA
INSPECTORATE OFFICERS**

Dear Colleagues,

Eliminating schools fee for public secondary schools to reduce the financial burden on parents and motivate student enrolments to secondary education is one of the reforms outlined by Nasarawa State Government since 2014. A study entitled “the effect of abolishing school fees in secondary education (JSS1 to SSS3) in Nasarawa State was designed. The effect can only be analyzed after assessment of various documents. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly. Your responses would strictly be used only for the purpose of academics.

Thank you Sir/Madam.

1. Your position (tick one)

Principal ☐ Teacher ☐ Parent ☐ AIO's ☐

2. i. Name of School _____

ii. Area Inspectorate: Akwanga ☐ Nasarawa Eggon ☐ Office ☐ Wamba ☐

3. location tick (☒) one: Urban ☐ Rural ☐

4. Please indicate tick (☐) one ~~among~~ among the options given whether you agree (Yes) or disagree (No) with the following assumed effects of abolition of school fees in public secondary schools in Nasarawa State.

Appendix IV

Research Question 1

What are the resources available for embarking on free secondary education?

Table 1: Resources Available

S/N	Teaching/Learning Material	Yes	No
1.1	Enough class rooms blocks/staff room		
1.2	Available Library block with relevant textbooks and other reference materials		
1.3	Available exercise books for every student		
1.4	Enough chalkboards, Desks, tables and Chairs		
1.5	Equipped Laboratories for science practical lessons		
1.6	Availability of sport facilities for games and recreation		
1.7	Regular supply of stationery to schools		

Research Question 2

What is the extent of secondary school teachers Job motivation?

Table 2: Job Motivation

S/N	Motivation Level	Yes	No
2.1	Regular payment of science teachers salaries		
2.2	Regular promotion of teachers		
2.3	Payment of hazard allowances to science teachers		
2.4	In-service trainings for secondary school teachers		
2.5	Payment of professional allowances		

Appendix V

Research Question 3

What number of teachers are available for the implementation of free-secondary school education policy?

Table 3: Teachers

S/N	Items description	Yes	No
3.1	Are science teachers adequate for free secondary education policy?		
3.2	Are all the secondary school teachers qualified?		
3.3	Do science teachers opt out of teaching for other profession?		
3.4	Are all the science teachers permanent and pensionable?		
3.5	Do science teachers conduct their lessons/practical every day?		
3.6	Is there enough teacher–student individual attention?		
3.7	Are there untrained teachers in your school?		
3.8	Was there employment of science teachers since 2014?		

Research Question 4

What are the performances of students under free secondary education policy?

Table 4: Students

S/N	Student Performance	Yes	No
4.1	Do students pay attention in class compare to before 2014?		
4.2	Has discipline increased in the school since 2014?		
4.3	Are students really doing their homework as expected?		
4.4	Are students, being punished for not turning in home work?		
4.5	Have students' test and quiz scores improved since school fees abolition?		
4.6	Have students' annual average improved?		

Appendix VI

Research Question 5

What are the enrolment rates of student under school fees abolition policy?

Table 5:

S/N	Description	Yes	No
5.1	Have science students enrolment increased?		
5.2	Have students dropouts decreased?		
5.3	Have students completion rate increased?		
5.4	Did underprivileged children's access to school increased?		

Research Question 6

How had been your school finances since the abolition of school fees?

Table 6: school Financial Sources

S/N	Description	Yes	No
6.1	Science teacher cannot run practical due to lack of finance		
6.2	Government funding for schools increased		
6.3	Government allocation of materials to schools increased		
6.4	Individual donation to schools increased		
6.5	Non-government organizations supported schools.		
6.6	Community contribution to school increased		
6.7	PTA projects in school increased		

7. Has school fees abolition policy benefited your school? Yes [☐] No [☐]
8. Should the policy be sustained? Yes [☐] No [☐]
9. What do you suggest regarding the abolition of school fees in public secondary schools in Nasarawa State?

Appendix VII

Research

School level information checklist

Name of the school Government Secondary school Kagbu

Number of science teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010				2010/2011	
2011				2012/2013	
2012/2013				2014/2015	
2014/2015				2016	
2016					

	Years																				
	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	35	23	58	35	23	58	35	23	58	35	23	58	34	23	57	34	23	57	39	25	
2	38	31	69	38	31	69	38	31	69	38	31	69	38	31	69	38	31	69	38	31	69
7	68	53	121	68	53	121	68	53	121	68	53	121	68	53	121	68	53	121	68	53	121
1	39	26	65	39	26	65	39	26	65	39	26	65	39	26	65	39	26	65	39	26	65
2	56	45	101	58	45	103	58	45	102	58	45	107	58	45	103	58	45	103	58	45	103
3	71	69	140	71	69	140	71	69	140	71	69	140	71	69	140	71	69	140	71	69	140
	307	247	554	307	247	554	307	247	554	306	249	553	306	247	553	306	247	553	366	247	553

Key: M = Male, F = Female, T = Total

Appendix VIII

	Years																				
	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	71	57	128	129	134	134	93	70	163	39	39	78	15	17	32	78	73	151	81	53	134
2	54	35	89	46	44	90	102	91	193	99	82	181	28	25	53	82	57	139	88	72	160
3	65	60	125	67	94	161	74	56	130	88	130	218	63	52	115	89	81	170	75	69	144
	190	152	342	242	272	514	269	217	486	226	251	477	106	94	200	249	211	460	244	194	438

	Years																				
	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	40	35	75	51	49	100	55	33	88	79	64	143	65	46	111	75	60	135	12	8	20
	46	37	83	41	38	79	40	50	90	56	53	109	55	50	105	56	57	113	56	69	135
	56	36	92	51	29	80	45	65	110	62	40	102	56	55	112	59	59	118	53	80	133
1																					
2																					
3																					

Appendix IX

Class	Years																				
Class	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	35	20	55	40	29	69	45	35	114	53	39	92	61	23	84	51	43	94	57	50	107
2	28	22	50	45	25	70	50	28	120	48	29	77	55	41	96	46	43	89	48	42	90
3	30	30	60	50	20	70	52	40	122	68	33	101	71	30	101	54	36	90	40	36	76
4	40	35	75	55	15	70	40	45	110	58	41	99	63	26	89	51	48	99	55	49	104
5	42	35	77	50	25	75	35	40	110	58	53	111	70	45	115	49	53	102	40	35	75
6	50	38	88	61	35	96	45	46	141	61	64	125	80	55	135	51	65	116	60	51	111
Total	225	180	405	301	149	450	267	234	501	346	259	605	400	220	620	305	288	590			563

Name of the school GOVERNMENT SECONDARY SCHOOL KAGBU ERROH/GAJI

Enrolment Records

Class	Years																				
Class	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
S 1	15	14	29	16	10	26	10	20	30	11	21	32	18	20	38	27	13	40	28	13	41
S 2	16	16	32	10	20	30	21	10	31	20	13	33	20	17	37	25	18	43	27	18	45
S 3	18	12	30	18	13	31	20	14	34	20	16	36	30	20	50	28	26	54	23	28	51
S 1	20	14	34	21	14	35	22	14	36	22	15	37	21	17	38	26	20	46	24	24	48
S 2	11	15	26	15	16	31	17	15	32	18	15	33	22	18	40	27	21	48	20	28	48
S 3	20	15	35	21	16	38	23	14	37	23	17	40	20	21	41	40	20	60	30	24	54
Total	100	85	186	101	89	191	113	87	200	114	97	211	131	113	244	173	118	291	152	135	288

Appendix X

Name of the school GOVERNMENT SCIENCE SECONDARY SCHOOL ANDAHA
Enrolment Records

	Years																				
	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	60	45	105	45	51	96	42	59	101	42	60	102	42	34	76	35	35	70	50	75	125
	50	50	100	51	55	106	41	55	96	51	58	109	33	40	73	59	49	108	65	42	107
	67	58	125	50	56	106	54	65	119	50	60	110	43	30	73	51	60	111	62	55	117
	83	72	155	73	75	148	63	57	120	65	56	121	61	42	103	67	65	132	60	52	112
	75	61	136	75	80	155	70	73	143	81	75	156	76	58	134	78	72	150	82	73	155
	91	85	176	85	90	170	81	80	161	78	83	161	83	34	117	65	57	122	95	72	167
	426	371	497	379	407	786	351	388	739	367	392	759	338	230	442	355	388	693	414	369	783

Name of the school GOVERNMENT SCIENCE SECONDARY SCHOOL NASARAWA EGGON
Enrolment Records

	Years																				
	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	140	110	250	124	106	230	301	93	394	130	110	240	135	116	241	80	50	130	101	62	163
	132	122	154	180	130	310	280	107	387	120	103	223	185	141	32	101	65	167	92	42	134
	110	92	202	105	80	185	200	116	316	108	103	211	115	83	208	163	62	165	90	55	145
	300	150	450	200	117	317	220	180	400	112	100	212	242	155	397	102	68	170	109	67	176
	158	102	210	160	92	252	190	105	295	115	92	207	158	102	266	100	70	170	90	55	145
	100	80	160	155	85	240	201	94	295	106	84	190	119	109	238	108	86	194	105	72	177
	940	656	1596	924	610	1534	1272	695	1787	691	391	1482	954	706	1663			699	297	99	904

Appendix XI

Name of the school GOVERNMENT SCIENCE SECONDARY SCHOOL WAMBA
Enrolment Records

	Years																				
	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	40	10	50	63	33	96	53	25	78	56	49	105	52	41	93	41	38	79	55	46	101
	35	20	55	58	14	72	57	31	88	66	58	124	59	25	84	37	30	67	56	41	97
	25	21	46	43	18	61	67	13	80	63	51	114	48	34	82	38	29	67	45	40	85
	48	22	70	59	37	96	82	48	130	54	46	100	51	35	86	59	44	103	66	53	119
	22	13	35	68	47	115	43	39	82	82	33	115	49	45	94	70	67	137	63	43	106
	128	113	241	115	96	211	102	87	189	98	89	187	88	79	167	87	75	162	84	79	163

	298	198	497	406	245	651	404	243	647	419	326	745	347	259	606	332	215	597	369	215	584

Name of the school GOVERNMENT GIRL'S COLLEGE WAMBA

Enrolment Records

	Years																				
	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1		200			218			240			183			113			102			60	
2		210			200			198			166			126			80			111	
3		200			195			192			152			130			121			107	
1		220			200			210			113			150			112			52	
2		240			180			197			200			160			110			83	
3		260			213			205			202			160			162			104	
al		1330			1206			1242			1016			839			687			517	

Appendix XII

Name of the school GOVERNMENT SECONDARY SCHOOL MAMA

Enrolment Records

	Years																				
	2010			2011			2012			2013			2014			2015			2016		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	14	8	22	14	11	25	15	6	21	20	8	28	22	23	45	33	15	48	27	16	43
2	18	8	26	13	9	22	14	10	24	13	12	25	20	22	42	27	17	44	27	18	45
3	18	15	33	14	11	25	14	9	23	14	8	22	23	8	31	18	20	38	28	18	46
1	14	6	20	9	10	19	14	7	21	11	9	20	23	10	33	22	17	39	23	15	38
2	15	16	31	32	24	66	17	13	30	16	8	24	22	14	36	23	15	38	29	19	48
3	58	46	104	42	27	69	46	29	75	48	23	71	54	25	79	46	49	95	59	30	89
al	137	99	236	124	92	226	120	74	194	122	68	190	164	102	266	169	133	302	193	116	309

Appendix XIII

Teachers Records and Number of Available Classrooms

Government Secondary School Kagbu

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	14	02	16	2010/2011	15
2011	14	02	16	2012/2013	15
2012/2013	16	Nil	16	2014/2015	15
2014/2015	16	Nil	16	2016	15
2016	16	Nil	16		

Government Junior Secondary School Ubbe

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	10	12	22	2010/2011	6
2011	10	12	22	2012/2013	6
2012/2013	20	18	38	2014/2015	6
2014/2015	18	18	36	2016	6
2016	6	9	15		

Government Secondary School Ubbe

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	20	11	31	2010/2011	10
2011	25	9	34	2012/2013	10
2012/2013	25	9	34	2014/2015	10
2014/2015	25	9	34	2016	10
2016	34	11	45		

Appendix XIV

Nasarawa State Sport Academy Akwanga

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	26	18	44	2010/2011	6
2011	25	17	42	2012/2013	7
2012/2013	27	21	48	2014/2015	7
2014/2015	32	21	53	2016	7
2016	32	21	53		

Government Secondary School Kagbu Erroh/Gaji

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	19	5	24	2010/2011	6
2011	19	5	24	2012/2013	6
2012/2013	17	3	20	2014/2015	6
2014/2015	17	4	21	2016	6
2016	18	4	22		

Government Science Secondary School Andaha

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	41	6	47	2010/2011	12
2011	40	5	45	2012/2013	14
2012/2013	35	5	40	2014/2015	17
2014/2015	30	5	35	2016	17
2016	30	5	35		

Appendix XV

Government Science Secondary School Nasarawa Eggon

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total

2010	39	12	51	2010/2011	23
2011	35	10	45	2012/2013	23
2012/2013	30	7	37	2014/2015	23
2014/2015	22	8	30	2016	23
2016	22	8	30		

Government Science Secondary School Wamba

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	15	4	19	2010/2011	12
2011	21	6	27	2012/2013	12
2012/2013	21	6	27	2014/2015	14
2014/2015	28	4	32	2016	15
2016	30	4	34		

Government Girl's College Wamba

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	30	8	38	2010/2011	24
2011	30	8	38	2012/2013	24
2012/2013	29	9	38	2014/2015	24
2014/2015	30	9	39	2016	24
2016	30	9	39		

Appendix XVI

Government Secondary School Mama

Number of teachers				Number of classroom	
Year	Male	Female	Total	Year	Total
2010	10	2	12	2010/2011	5
2011	10	2	12	2012/2013	5
2012/2013	8	2	10	2014/2015	5
2014/2015	6	1	7	2016	5
2016	6	1	7		