



## **The Impact of Free and Compulsory Education Policy in Abak L.G.A. of Akwa Ibom State**

***Kingdom Sunday Mboho, Ph.D***

*Department of Sociology and Anthropology Akwa Ibom State University,  
Ikot Akpaden, Mkpato Enin L.G.A.*

***Uduakobong Donald Nkob***

*Department of Sociology and Anthropology Akwa Ibom State University,  
Ikot Akpaden, Mkpato Enin L.G.A.*

**Abstract:** The study examined the impact of free and compulsory education and Educational development in Akwa Ibom State in general and Abak Local Government Area in particular. It was agreed that education has significant influence more substantially in societal development in developing nations. Therefore, educational has a controlling impact over the transformation of societies, communities, individual or group of individuals and families which leads to the reduction of low income rate, poverty and rural-urban immigration. The study employed a survey research design and simple random sampling technique was used. The main tools of enquiry was questionnaire and interview methods. Data were collected through the used of both primary and secondary sources. The study adopted both descriptive and inferential statistics where simple percentage were used to answer research questions and chi-square was used to test research hypotheses. Sustainable development theory was employed as theoretical framework to explain the work. The major finding revealed that there is a significant relationship between free and compulsory education and educational development in the study area. It was recommended that sound planning for a rapidly expanding industry like education requires the production of the right amount and kind of manpower needed-teaching and non-teaching staff; and also, the state ministry of education and the state secondary education board should check further dilution of secondary schools by ensuring that private and public schools confirm to the standards.

**Keywords:** Compulsory Education, Educational development, infrastructure, student performance and social change.

### **1.0 Background of Study**

It is generally agreed that education has impact more substantially in rural area development process in developing nations. Therefore, education has a controlling influence over the development of rural societies, communities, individual or group of individuals and families which leads to the reduction of low income rate, poverty and rural-urban migration. Although education has made a significant impact on rural areas in terms of marking personnel maintenance, system of supplying farm production, health care and good governance, but failure of government to tackle rural development and recognition of the importance of rural areas and rural people to the economic development still remains an issue.

The major aim of education is learning which is achieved through the teaching and learning process. According to Plato (437-337 BC) "Aesthetic education brings grace to the body and nobility to the mind. Until man in his physical and sensuous mode of being, has been accustomed to the laws of beauty, he is not capable of spiritual liberty". Therefore education would be incomplete without due

consideration being given to rural areas. Education holds a significant place in this regard, so far as it forms a very convenient and powerful medium for individuals express themselves in a variety of ways in any situation including his mental skill in relation to overall academic performance. However, it is sad to note that some schools in rural areas have no rooms allocated for teaching even some with class rooms lack facilities,; in some schools, teaching is carried on in makeshift classrooms and this can be uninspiring and boring. Inadequate and half-baked teachers in some secondary schools are also an issue of concern in this study (Madeki, 2008).

Education impacts social change, by improving individual social position as well as standard of living. Education also increases critical ability of rural people to diagnose their needs, assert their right, taking greater control of decision affecting their lives. Education has the potential to respond to the transformation of rural areas, increase labour force and enhancing security. As the pivot of the educational system, the National policy on Education (FRN, 1981) noted that teachers in all educational institutions including the universities, should be professionally trained because is considered as a tool to be used for the integration of the individuals into the society to achieve self-realization, develop national consciousness, promote unity and strive for social-economic, political, scientific, cultural and technological progress.

Education can initiate social change by transforming the outlook and attitude of man; it can also bring about a change in the pattern of social relationship and thereby causing social change. This social change can be good behaviour, respect to elders, obeying one's culture and all these have been the impact of education in rural development process. Be that as it may, education in Nigeria is now more of a private enterprise, but a huge government venture that has witnessed a progressive evolution of government complete and dynamic intervention and active participation. The federal government of Nigeria has adopted education as an instrument par-excellent for effecting national development (World Bank, 2002).

Mounting evidence abound of the declining students' performances in schools and public examinations in Akwa Ibom State. This is likely linked to the fact that students graduating from the state-owned secondary schools where free and compulsory education programme is implemented perform poorly. This is compared with their counterparts in the private schools where learning resources are more available and frequently used for instruction. There has been also outcry from the society on examination malpractice, truancy, falsification of result and incessant strike action by teachers. From the foregoing discussion of the problems of implementing free and compulsory education policy in Abak Local Government Area, the following questions are raised.

To what extent does resources available relate to implementation of free and compulsory education at the secondary school level in Abak Local Government Area in terms of:

- a) Availability of teacher?
- b) Availability of fund?
- c) Availability of facilities/instructional materials?

### **1.1 Objectives of the Study**

The general objectives of this study is to investigate the free and Compulsory Education and Educational development, via Abak Local Government Area. More specifically the study seeks to:

1. Investigate the relationship between free and compulsory education and educational development in the study area;
2. Determine the relationship between the Free and Compulsory Education and provision of basic infrastructure in the study area;
3. Examine the effect of free and compulsory on students' performance in certificate examination; and
4. Ascertain the difference between Free and Compulsory Education and social change in the study area.

### 1.3 Research Questions

1. Is there any relationship between free and compulsory education and rural development in the study area?
2. Does any relationship exist between free and compulsory education and provision of basic infrastructure in the study area?
3. To what extent has free and compulsory education influenced student performance in certificate examination?
4. Is there any difference between free and compulsory education and social change in the study area?

### Research Hypotheses

This research is based on the following hypothesis:

H<sub>01</sub>: There is no significant relationship between Free and Compulsory Education and educational development in the study area.

H<sub>02</sub>: There is no significant relationship between Free and Compulsory Education and provision of basic infrastructure in the study area.

H<sub>03</sub>: There is no significant effect between Free and Compulsory Education and student performance.

H<sub>04</sub>: There is no significant difference between Free and Compulsory Education and Social Change in the study area.

### 2.0 The Concept of Education

It is a general belief that education plays a vital means in achieving rural development in many countries, education has provided a dependable leverage for rural development. Raji (2004), described education as both a social and private good. It is an investment that is capable of yielding benefits that have some externalities (Jaiyeoba, 2007). Education has emerged as an essential prerequisite for reducing poverty and living conditions of rural people (Abdulahi, 2008). The rural poor face three fundamental problems: (i) few opportunities for productive employment in agricultural or nonagricultural activities; (ii) inadequate nutrition, poor health services and absence of educational opportunities; and (iii) lack of sufficient levels of organization needed to lobby effectively for rural interests (Abdulahi, 2008).

Recent research shows that improvements in education boost local development prospects (Echeverria, 2015). Education has a desirable controlling influence over development of the rural individual, community, and society, leading to reduced poverty, income and controlled unemployment (Navaratnan, 2012). Education is a phenomenon of affluent contemporary societies is a particularly difficult concept in rural communities in developing countries to grasp (Fagerlind & Saha, 2006). Much of the theoretical debate about the role of education in poverty reduction has focused upon whether education is productive in an economic sense.

There is much evidence that levels of education amongst the population are highly correlated with levels of economic development (Oxaal, 2010). Helliwell and Putnan (2009), found that education is correlated with social capital: trust and social participation.

However, only recently have studies attempted to determine whether education exerts a causal influence on poverty reduction (Riddell, 2006). Education is a critical part of poverty reduction. Individuals who have had some education are better farmers and more capable of finding off-farm employment. The rural sector also benefits from the overall development of the national economy and the alleviation of poverty, in which basic education is essential (Moulton, 2001).

From this perspective, it is evident that education has significantly contributed to the mobilization and distribution of human capital by creating opportunities for people. In rural areas of low-income

countries, the problem of access to education is acute and, in order to take on the enormous challenges involved in providing education for all; a more holistic view of education is needed. In particular, the issue of educational development in rural areas cannot be properly addressed without mentioning the upheavals that have occurred in the agricultural milieu (Atchoarena & Gasperini, 2018).

Education issues are central to rural poverty reduction in the rural area. Hence, it is important for government to understand that rural educational system also face barriers that can hinder its progress in responding and recognizing the priorities of rural communities (Aref, 2011). Involving rural communities in the education planning requires facing and tackling a number of challenges (Moulton, 2016). These issues include:

- Rural schools are farther apart, requiring many children to walk long distances or pay for transportation and to lose valuable time in walking that could otherwise be spent helping at home.
- Relatively weak extension services in some countries.
- Low levels of basic education and agricultural education among farmers.
- Inadequate initial training and continuing education for rural people.
- Long distances, poor roads, and inadequate shipping vehicles make it difficult to get building materials, furniture, equipment, and textbooks to rural schools.
- Even where a primary school is accessible, there may be no secondary school within commuting distance.
- While urban parents and communities sometimes play an active oversight role in their schools, this rarely happens in rural communities, where parents are less skilled at holding officials accountable, reviewing financial statements, and even feeling confident that they can ask questions.
- Communication between ministry offices and schools is difficult, so school principals and teachers get little if any guidance from a professional support network.
- The curriculum may not be relevant to rural communities.
- Support services for remote rural schools are not always fully institutionalized.
- The ministry often lacks the resources to help these links function as channels of support (Flor, Hazelman, & McLan, 2006; Moulton, 2001).

Durojaiye (2010) indicates three aspects that are of immediate relevance to education:

1. The learner, his growth and development, his needs and motivation, his individual characteristics and achievement, his nutritional state and the child-rearing approached employed by his parents.
2. The learning situation, the school and wider society, the cultural context and effects on learning.
3. The learning process and the teacher who makes them happen including his method, approaches and personality.

Education has brought about phenomenal changes in every aspect of human's life. Brown (2011) opines that education is a process which brings about changes in the behaviour of the society. It enables every individual to efficiently and effectively participate in societal activities and make a positive contribution to the progress of the society. Education create awareness in the rural areas regarding their right to education as stipulated in Article 26 of the United Nation Declaration of Human Right (1984), which says that:

1. Everyone has the right to education.
2. Education shall be free at least in elementary and fundamental stages.
3. Primary education shall be compulsory.
4. Education shall be make generally available and higher education shall be equally accessible to all in the basis of merit.

## 2.1 Primary Education and Universal Basic Education

The National Policy on Education make recommendations for a system of education that segmented the system into 6 years of primary education. The six years of primary education are part of the 6-3-3-4 system described earlier. The system was designed to allow an exit point after nine years of schooling to continue careers through apprenticeships or other vocational training programs (Nigerian Primary Education in the 21<sup>st</sup> Century, 1999).

The objectives for primary education put emphasis on a balance between physical and intellectual development. The objectives are stated as follows:

- To widen access to basic education.
- To eliminate present inequalities in enrollment and between urban and rural.
- To ensure greater retention.
- To ensure long-term permanent literacy for those children who had completed the program.

The primary school certificate examination has been abolished in preference for continuous assessment. The completion rates are generally very low. The recorded average completion rates are 62% for girls and 59% for boys. The average completion rate at the end of primary education as a percentage of enrollments in grade 1 are on average reported to be 55%, with a transition rate of 50.3% to secondary school. It is estimated that about 80% of the primary schools are located in the rural areas. (Nigerian Primary Education in the 21<sup>st</sup> Century, 1999). Schools are subsidized through additional funds contributed by communities to their local Schools through Parent-Teacher Association (PTA's), Schools, Councils, and Community-based Organization. These funds are used for infrastructure construction, maintenance, and supply of basic equipment. The infrastructure and facilities remain inadequate for coping with a system that is growing at a rapid pace. The school environment is therefore generally not conducive to learning due to the physical condition of most schools and lack of teaching and learning resources. The annual population growth rate, estimated at 3.3 percent, contributes to the problem of the large numbers of children who have to be accommodated in schools (Pai Obanya, 1999).

The financial crisis left existing facilities inadequately maintained and has retarded progress in building new facilities. The building of classrooms has not kept up with the increased enrollments. The National Policy on Education prescribes that the teacher-pupil ratio should be 1:40. The classrooms are overcrowded and in some instances schools have operated with teacher-pupil ratio of 1:76. The national teacher-pupil ratio reported in 1995 was 1:41. A program for classroom building, to support the implementation of a scheme for universal primary education was either never developed or if it was, it was not successfully implemented. The estimated enrollment figures for the 1994/95 school year were estimated to be 16,191 thousands school children, with an annual growth rate of 2.0 percent (Pai Obanya, 2019).

## 2.2 Secondary Education in Akwa Ibom State

Akwa Ibom State is a thirty one (31) Local Government Area State, which came into being as a state on 23<sup>rd</sup> September, 1987. Akwa Ibom State occupies a land mass of 7.246km of Nigeria's wealth basin in the Niger Delta region with it population estimated by 1991 census at 2.4 million and 3.8 million by the projected figure of 2003 census (NPC, 2005). The State educational system is made up of public and private schools, Table 3:1 shows the total number of public secondary schools in the state. The choice of public secondary school data only without that of private schools is that, there are no exact available data on private schools as at the time of this study. The data on public secondary schools shows that between 1994 and 1996 a total of 217 public schools were available in the state, this increased to 248 between 1996 and 1999. The trend increased to 250 by 2000 and 252 by 2001. The trend increased to 254 by 2014. This trend shows that there has been an increase in the number of schools. But considering the rate at which unemployment is on the increase in the state, it shows that secondary education, though it has achieved part of its goals, has not completely achieves the



objectives like complete tradition of unemployment and complete development of manpower and infrastructure. (Bassey, 2005).

### **2.3 Present Day Government Policies for Secondary Education (2015 – Till Date)**

Effective internal checks and control to enhance accountability and transparency Up to date with teacher's promotion.

Appointment, posting and appropriate placement of Principals general and vice principals

Regular inspection and supervision of schools and Local Education Committees across all areas of the state.

- Promotions, conversions and confirmation have been done for deserving staff.
- Proper and timely handing/taking-over of zonal offices/schools due to transfers of zonal directors/principals general.
- Investigation and protection of the property of the secondary schools board from trespassers.
- Facilitating the participation of schools in competitions like Shell cup championship, Etiebet football competition and basketball championship.
- Ensuring 80% compliance with service rules on punctuality, truancy and loitering at the board's headquarters and the field.
- Statistical analysis of students' performance in external examinations.
- Launch Dakkada transformation, spiritual rebirth and re-orientation campaign in schools

(State Secondary Education Board Annual Reports 2015)

### **2.4 Financing Education in Akwa Ibom State**

Historically, the financing of education in Akwa Ibom state has been accomplished via: Schools, grant and aid from the various government, levies by cultural union, various forms of voluntary contributions, by parents and guardians, revenue generated from the school engagement in one form of business or the other depending on the location of the school. Funds from alumni associations, aid from private companies like Mobil Producing Nigeria Unlimited, Nigerian National Petroleum Corporation (NNPC) and Niger Delta Development Commission (NDDC), among others, Mbipom, (2016) reported that the three traditional sources of income for education service include public authorities, users of education services, and self-generated income. Financing secondary education in Akwa Ibom State has been solely undertaken by the government and private proprietors. The state government is the sole financier of secondary education in Akwa Ibom State. It pays salaries of teachers, builds school blocks, renovate dilapidated structure, pays bursary to students of Akwa Ibom indigenes, and also paid N531.21 million between 2007 – 2018 as examination fees for the students.

### **2.5 The Future of the Akwa Ibom State Experiment**

In 2009 the Akwa Ibom State government declared education at the primary and secondary school levels to be free and compulsory. It went on to upgrade and extend infrastructure in schools across the state, supply books and other teaching aids, pay examination fees for students, abolish all forms of fees in schools, pay a subvention of N100 and N300 for each student in primary and secondary school respectively, and reintroduce close monitoring and supervision of schools and the conducting of examinations. The governments also commenced selection examinations for students in SS2 for purposes of placement in SS3 and reinvigorated intra/inter schools debates and competitions. All of this was in addition to the promulgation of the Child's Rights Act that clearly outlawed all forms of child labour and child trafficking. Expectedly, within a year of implementation, school enrolment in secondary schools increased by 300% (The Sensor, 2010). Beyond this impressive increase in school enrolment, however, much remains to be achieved in terms of eradicating child labour in the state. Despite these impressive enrolment increases, for example, the government has yet to increase the

number and quality of teachers so as to improve the student-teacher ratio. Though it must be acknowledged that the number of child laborers has decreased, the population of those still plying their trade is significant enough to warrant serious re-evaluation of the policy. If lessons from elsewhere are anything to go by, the number of children engaged in child labour will increase as the attendance rate of students decreases over time. Meanwhile, other education-related concerns remain: some school administrators have begun to reintroduce school fees under different pretexts, and investments in infrastructure have yet to catch up with increases in enrolment (The Sensor 2010).

## 2.6 Current Education System in Nigeria

Nigeria introduced current 6-3-3-4 system because its purpose is to achieve 21<sup>st</sup> century education needs. Such an education system, with good implementation and actual classrooms, sustains quality education. This is because it was its curriculum was designed to take care of every student educational need which made it an education for all and for way of life. This curriculum of the current system of education emphasized both technology and academic education and other learning that is required to meet educational need of the intellect and technological driven 21<sup>st</sup> century. This made it learning process multi-faceted as it embraces political, economic scientific and technology, socio cultural aspect of life and these are most of the learning experience required to achieve successful life in this present world, because its frame work for teaching and learning is always coherent and continuum. Abby (2012) found “Comprising a coherent framework for 21<sup>st</sup> century teaching and learning each of its four dimensions can be placed along a continuum.

The current system has what both pre-colonial traditional-educational and colonial education had put together, and that can permeate all aspects of an individual or societal life if well implemented and make to have reality in classroom. Most developed countries education account academic, vocational, science and technical/technological education, and that is what propelled their development. Njoku (2010), found “there is hardly any economic activity that is not propelled by science and technology”. In Britain for instance as reported by the department of Education and science in 1981, the country attaches special importance to craft, design and technology as part of the preparation for living and working in a technological society”. Also Ellis (1990) found “a rapid science and technological development in the Caribbean societies”. The current educational system was designed to meet 21<sup>st</sup> century education standard as it aimed to sustain quality education, and work towards specific transaction which may go on between the generation of human beings in which new comers to the scene are initiated into the world they are to inhabit if the system is well implemented to achieve 21<sup>st</sup> century education needs it was designed for. Such an education system, with good implementation and actual classrooms, sustains quality education.

## 2.7 Challenges Facing Educating Nigerian Child in The Rural Area

In an attempt to discuss the challenges facing education in Nigeria (Inuwa, 2009), maintained that for any programme to achieve its goals there should be wide range of coverage of the participants. In Nigeria, the larger population resides mostly in the rural areas, who mostly suffer from lack of access to information and good school facilities; to him these factors militate against the success of educating Nigeria rural child. To support this point (Inuwa, 2008), confirmed that apathy and parental poverty also affect the process of educating Nigerian child especially in the rural areas, as it determined those that attend school, how long to stay in school as well as chances of completion the school or not, rural families and less privileges suffer from school attendance i.e. late coming, truancy to mention but a few.

To (Omotayo, 2018), the following factors affect the performance of students especially in the rural area. Parent children relationship, domestic works such as hawking which is most parental among rural children's, parents level of education, environmental and so on. (Oloko, 2014) observed that in Nigerian rural areas some children are kept at home on market days and after school hours to hawk around, those children have the little or no time to go through their school works. In a related literature, (Denga and Denga 2017) identify the following as the challenges of educating Nigerian child.

**a. Poverty:** Is one of the notorious problems in developing nation especially among the rural population it is a social, economic and psychological problem that affect the rural people. It is a severe lack of income below poverty line, assets (property), basic social welfare facilities such as pipe born water, electricity, good food, medical service, good clothing, good education and severe absence of a means of livelihood. In summary poverty are notorious social, economic and psychological factors can be held accountable for lack of appropriate ways of educating Nigerian child in the rural areas.

**b. Cultural Challenges:** Due to the characteristics of rural areas in Nigeria such as greater homogeneity, lack of social amenities and so on. Rural child tend to tack longer time before understand a specific concept of unlike urban and semi-urban children, for example while those in the urban areas have access to computer and computer related gadget rural child known nothing about computer. In some communities some children has to for Almajiri at lower age, this will also constitute a great challenges to their education.

**c. Psychological Challenges:** Some parents may not be able to provide stimulating intellectual environment for their children, leaving materials such as reading writing and listening equipment are not a fordable such children may become depressed, frustrated and emotionally maladjusted because of lack of classroom participation.

**d. Socialization Challenges:** Socialization is the process in which individual learn the attitudes, values and actions appropriate for members of a particular culture because rural orientation, rural child feel and act in society compared to their urban countries parts in Nigeria. Reason is the fact that child socialization process is affected by many social factors such as parents, home school, religious bodies, peer group influence as well as the large society to which he/she belong.

**e. In her book titled:** Psychology of Adolescence for colleges and universities, (Busari, 2017), identify the following as rural child school problems: fear of going to school, absenteeism without permission, dropping out as well as academic underachievement. (Ikwuba, 2010), define poverty as a situation where an individual or groups of people have inadequate resources and access to basic need of life. World development Report (2018), conceived poverty as an inability of an individual or group of people to obtain a minimum standard of living. ((World Bank and UNDP, 2017) stated that 70% of the Nigerian population live in poverty and seven (7) out of every ten (10) live below the poverty line of less than one U.S. dollar a day, poverty is more severe in Nigerian rural areas which make teaching and learning very difficult to both teachers and learners, because rural population constitutes mostly Nigerian peasantry poor and the largest illiterate group (Ikwuba, 2010).

**f. Other challenges include what (Ekong, 2016), pointed as deplorable condition of rural setting in Nigeria such as lack of infrastructural facilities, basic services such as electricity, water, health centers, good road networks, educational institutions and agricultural inputs which are required to meet the needs of the modern society and man, all these hinders the process of educating child. Other challenges of poverty in the area of educating child include; poverty is associated with factors such as malnutrition, low birth weight, poor health care as well as inadequate child health care, low self-esteem, lack of confidence, unhealthy environment, poor mental and physical potentials, it destroy hope, tolerance, self-satisfaction and personal competence, while these are social and psychological factors affecting education and learning process of the child, (Ikwuba, 2010).**

**g. In his report (Ikwuba, 2010), confirmed that, it is not rare in rural Nigeria to see cases of 100 pupils under a teacher or pupil siting under trees outside the school building because of lack of classrooms, majority of primary schools lack water, electricity, and toilet facilities, for example an average, there is only one toilet for 600 pupils in the rural primary schools in Nigeria. The report also highlighted that not only poverty of income exist in the rural areas but that of ideas as majority of the rural dwellers are illiterate. Illiterate parents are blunt tools in the academic life of a learning child. They cannot assist the child in assignments, insist upon successful behaviour, understand the value of investing in education of their child, encourage and motivate the child (Ekong, 2016). Parental role in children's upbringing is a crucial one, the economic pressures on the average Nigerian family today is a serious**



factor to be considered when talking about parental responsibility to children's education and upbringing (Salawu, 2017).

## 2.8 Theoretical Framework

### Sustainable Development Approach

Another theory and to which this work subscribes is that of sustainable development and livelihoods. According to (Cernea, 2015) the social components of sustainability are no less important than the economic and technical ones "putting people first" in project improves social organization and increases social capital.

The case for environmentally sustainable development is usually argued in economic, technical and ecological terms. As had happened in other areas. Many are tempted to think that if they can "get the economy right", everything else will fall into place. Soothing as this econo-mythical invocation may be, it is nonetheless one sided. The social components of sustainability are less important. Indeed, failure to recognize the determinant role of the "social actors" has doomed many programmes trying to induce development (Cernea, 2015).

Lele, (1991) argues that sustainable development is widely agreed to be a good but vague idea, and one that has lasted because it appeals to a wide range of political interests while avoiding the kind of rigorous definition which would prescribe specific kinds of policy'. Perhaps achieving social institution is itself so difficult that discussing their maintainability is not very useful; perhaps goals are even more dynamic in a social context than in an ecological one, so that maintainability' is not such an important attribute of social 'institutions and structures (Lele, 1991). On the relationship between ecological and social categories of objective, Lele asserted that, there is no contradiction, between social and ecological sustainability, but criticized the assumption that participation or at least equity and social justice will necessarily reinforce ecological sustainability and cited Jodha's evidence from India that social equity may contradict ecological objectives (Lele 1991). This implies a neutral view of social sustainability which separates it from equity, participation, and social justice.

According to Lele, (1991) there have been many and varied definitions of sustainable development and related concepts such as sustainable livelihoods, but analysis of these reveals four (4) core elements of sustainable development objectives.

1. Progress: Improving the quality of life (multidimensional, and better than a basic minimum).
2. Justice (universal human right for present and future generations, and equity more generally).
3. Durability (achieving progress that is lasting and which does not unduly restrict options for several generations to come).
4. Stability/resilience (being adaptive and avoiding excessive fluctuation; ability to recover quickly from shocks).

Thus, analysis and policies can reasonably be labeled as sustainable development only if they are concerned with all of these core elements. This implies that, the analysis of contemporary quality of life and equity is riot about sustainable development unless equity across several generations is considered.

The environment is at risk not from some extra-terrestrial enemies, but from human beings, including both local and distant resources users. Thus, the call for "putting people first" in policies and investment programmes for inducing development, or, for assistance in spontaneous development, is not a radical call: it is a realistic one (Cernea, 2015). In the words of the author, it simply means recognizing the centrality of the social actors and their institutions in sustainable development. It thus implies, sustainability must be "socially constructed – that is, arrangements of a social and economic nature be made purposively. It is for this reason that building sustainability must be approached as a threefold task-social, economic and ecological simultaneously.

### 3.0 METHODS AND MATERIALS

The survey research design was adopted in gathering data in order to reach a valid conclusion. Also, the design was appropriate for gathering information from the respondents required for the study as it provides a way of selecting adequate representative from the population itself with the same social characteristics. In order to streamline the research; it also employed multi-stage cluster sampling. A randomly selected sample of three hundred and seventy-five (375) pupils from nine (9) primary schools were selected from three (3) wards in Abak Local Government Area was used. Data were collected through an interview schedule and structured questionnaire, complemented with the Focus Group Discussion (FGD). The research instruments were subjected to reliability and validity test. A simple percentage was used to analyze the socio-demographic data of respondents, while the chi-square technique was used to test the hypotheses.

### 3.1 RESULTS AND DISCUSSION

**Table 1: Computed  $\chi^2$  for Hypothesis I**

Cell	fo	fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
A	54	63.5	9.5	90.25	1.42
B	25	63.5	11.5	132.25	2.08
C	12	9.9	2.1	4.41	0.45
D	7	11.05	4.5	20.25	1.83
E	68	51.09	16.9	285.61	5.59
F	36	51.09	15.09	227.20	4.46
G	5	7.93	2.93	8.58	1.08
H	10	8.89	1.11	1.23	0.14
I	39	46.37	7.37	54.32	1.14
J	58	46.37	3.63	13.18	0.28
K	8	7.2	0.8	0.64	0.08
L	11	8.1	2.9	8.41	1.04
<b>TOTAL</b>					<b><math>\sum \chi^2 = 19.62</math></b>

$$\begin{aligned} \text{Degree of freedom} &= (R-1)(C-1) \\ &= (4-1)(3-1) \\ &= 3 \times 2 \end{aligned}$$

$$df = 6$$

$$\text{Level of significance} = 0.05$$

$$\text{Calculated chi-square} = 19.62$$

$$\text{Critical table value} = 11.07$$

#### Decision Rule:

Since the calculated chi-square ( $\chi^2$ ) value of 19.62 is greater than the critical table value of 11.07, we accept the alternative hypothesis and reject the null hypothesis.

#### Conclusion:

From the above analysis, it is concluded that there is a significant relationship between free and compulsory education and educational development in Abak Local Government Area.

**Table 2: Computed  $\chi^2$  for Hypothesis II**

Cell	fo	Fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
A	76	86	10.48	830.31	9.60
B	100	92	8	64	0.69

C	30	3.67	0.67	0.45	0.014
D	24	20.85	3.15	9.92	0.48
E	65	54.52	10.40	109.83	2.01
F	50	58	8	64	1.10
G	20	19.33	0.67	0.45	0.02
H	10	13.15	3.92	9.92	0.75
<b>TOTAL</b>					$\sum x^2 = 14.66$

Degree of freedom = (R-1) (C-1)

df = (4-1) (3-1)

df = 3 x 1

df = 3

Level of significance = 0.05

Calculated chi-square = 14.66

Critical table value = 7.81

**Decision Rule:**

Since the calculated chi-square ( $x^2$ ) value of 14.66 is greater than the critical table value 7.81, therefore, we accept the alternative hypothesis and reject the null hypothesis. This analysis concludes that there is a significant relationship between free and compulsory education and provision of basic infrastructure in Abak Local Government Area.

**Table 3: Computed  $x^2$  for Hypothesis III**

Cell	fo	Fe	fo-fe	(fo-fe) <sup>2</sup>	$\frac{(fo-fe)^2}{fe}$
A	150	161.86	11.86	140.66	0.87
B	125	107.64	17.36	301.37	2.79
C	15	18.34	3.34	11.16	0.61
D	9	11.16	2.16	4.67	0.42
E	53	41.14	11.86	140.66	3.42
F	10	27.36	1736	301.37	11.01
G	8	4.66	3.34	11.16	2.39
H	5	2.83	2.17	4.71	1.66
<b>TOTAL</b>					$\sum x^2 = 23.17$

Degree of freedom = (R-1) (C-1)

df = (4-1) (3-1)

df = 3 x 1

d = 3

Level of significance = 0.05

Calculated chi-square = 23.17

Critical table value = 7.81

**Decision Rule:**

Since the calculated chi-square ( $x^2$ ) value of 23.17 is greater than the critical table value 7.81, it therefore means that (Ho) is rejected and (Hi) accepted. It is concluded that there is a significant effect between free and compulsory education and student performance.

**3.2 Discussion of Findings**

Free and compulsory Education in Abak Local Government has really play an active role on the rural development. The findings of the hypothesis reveal that free and compulsory education plays a role in

Educational development. The findings of this study is in line with Brown (2011), opines that education is a process which brings about changes in the behaviour of the society. Also according to Moulton, (2010), who opines that education is a critical part of poverty reduction. Individuals who have had some education are better farmers and more capable of finding off-farm employment. The rural sector also benefits from the overall development of the national economy and the alleviation of poverty, in which basic education is essential. This means that education plays a part in the development of rural areas.

Although, all the implementation of Governor Akpabio's free and compulsory education which has been continued by the present administration of Governor Udom led Administration which has given every child the opportunity to go to school, and there are still some outline problems which still need strict attention from the State Government.

The result of the first hypothesis reveals that there is a significant relationship between free and compulsory education and rural development in the study area. The result therefore means that free and compulsory education in the rural area has a great relationship in rural area in that its breed development, increase the population number of student and in the area.

The rural sector also benefits from the overall development of the economy and the alleviation of poverty, in which basic education is essential (Moulton, 2010). Meanwhile, the second and third hypothesis concludes that there is significant relationship between free and compulsory education and provision of basic infrastructure, According to Abdulahi, (2008). Education has emerged as an essential prerequisite for reducing poverty and living conditions of rural people in the same vein as slated the hypothesis three, the provision of basic infrastructure and free and compulsory education are what makes the rural communities develop when the government makes adequate provision of material resources to the rural dwellers, it is then said that rural community has attain some height of development. To conclude these findings the fourth hypothesis attests that there is a significant difference between free and compulsory education and social change in the study area.

In addition (Ikwuba, 2010), confirmed that, it is not rare in rural Nigeria to see cases of 100 pupils under a teacher or pupil sitting under trees outside the school building because of lack of classrooms, majority of primary schools lack water, electricity, and toilet facilities, for example on average, there is only one toilet for 600 pupils in the rural primary schools in Nigeria. The as majority of the rural dwellers are illiterate. Illiterate parents are blunt tools in the academic life of a learning child. They cannot assist the child in assignments, insist upon successful behaviour, understand the value of investing in education of their child, encourage and motivate the child.

In her book titled: **"Psychology of Adolescence for colleges and universities"**, (Busari, 2010), identify the following as rural child school problems: - fear of going to school, absenteeism without permission, dropping out as well as academic underachievement. This is findings supports hypotheses three which state that there is a significant effect between Free and Compulsory Education and Student Performance. Brown (2011) opines that education is a process which brings about changes in the behaviour of the society. It enables every individual to efficiently and effectively participate in societal activities and make a positive contribution to the progress of the society. This means that education brings about societal change in the rural area, it changes the mind set of an individual which in due time brings development, and more formative ways in which they can survive.

### 3.3 Conclusion

Government expenditure and sponsorship of primary and secondary education in the past sixteen years have benefited the people of Akwa Ibom State immensely. Some of the granduants of the system have furthered their education; some have learned one trade or the other and have become self-employed, while some others have been employed by some private and public establishments. By so doing, these graduants have contributed significantly to the sustainable development of Akwa Ibom State. Free and compulsory education is an innovation and current trend in education. The main aim is to eradicate illiteracy, but this aim may be jeopardized by lack of school climate with antecedent effects on the

products of the free and compulsory education scheme. Based on the findings of the study, it is concluded that the recent level of Governor Akpabio's and Governor Udom's free and compulsory education scheme implementation is characterized by inadequate supply of school resources. It is also concluded that resources availability relate significantly with effective implementation and achievement of the goal of free and compulsory education at secondary school level in Akwa Ibom State. This report indicates that where school resources are seemingly available, the quality and quantity are in appropriate for effective and efficient implementation of the scheme for onward achievement of education for all.

### 3.4 Recommendations

Based on finding deem it to proffer some recommendations for policy implications aimed at improving the performance of education in Nigeria in general and Abak Local Government Area in particular.

1. Sound planning for a rapidly expanding industry like education requires the production of the right amount and kind of manpower needed- teaching and non-teaching staff. Therefore, emphasis should be laid by the government on providing adequate and qualified teaching and non-teaching staff at this level of education.
2. Administrators and planners of education should make sure they source for reliable statistics to enable adequate funding arrangement that will enhance proper staffing of the education sector.
3. Greater emphasis is now given by educational administrators and government to science education than the humanities; this leads to gradual reduction in the number of humanitarians. Government and school administrators should put in place machinery in motion that would ensure equal emphasis in all the disciplines. The state ministry of education and the state secondary education board should check further dilution of secondary schools by ensuring that private and public schools conform to the standards They should ensure that our secondary schools continuously strive to meet the best global standard education system that will in turn guarantee the end result of producing graduates who would compete effectively in the global community.
4. Above all, it is suggested that the government should concentrate on the basic and secondary levels of education (nursery, primary and secondary) than tertiary education. This basis lays a good foundation to the tertiary level.

### REFERENCES

1. Abdulahi, B. A. (2008). Education and rural development. *Pakistan Journal of Social sciences*, 3(7), 655-662.
2. Akwa Ibom Agricultural Development Programme (AKADEP) (2006). Office Records of Dept. of Planning Research and Statistics. AKADEP Headquarters, Uyo Akwa Ibom State, Nigeria
3. Raji,, A. (2004).Education for Rural Development in Iran. *Journal of American Science*, 7(3), 36-40.
4. Atchoarena, D., & Gasperini, L. (2018). Education for rural development: Towards new policy responses. Italy & Paris: Feed and Agriculture Organization of the United Nations & United Nations Educational, Scientific and Cultural Organization.
5. Adamu, A. (2003) U. Educational Reforms in Nigeria. Dept. of Education, Bayero University, Kano. (Sourced from the Internet).
6. Amaele, S. (2001). Free education in Nigeria: Reality and Implication. *UBE Forum: Journal of Basic Education in Nigeria*.
7. Bassey, S. U. (2005). "Universal Basic Education: Its Funding." Lagos CBN (2014). *Statistical Business (Various issues)*. Lagos: CBN Printers.
8. Babalola, J. B. (2006). Overview of educational management. Ibadan: Codar Publications.



9. Dike, V. The state of education in Nigeria and the health of the nation. [www.AfricaEconomicAnalysis.org](http://www.AfricaEconomicAnalysis.org).2004.
10. Durajaiyeh V.P. (2010) Rural Development in Nigeria. The Role of Fiscal Policy Proceedings of the 1972 Annual Conference of the Nigeria Economic Society FACU (n.d.) ADP in Nigeria, A Decade and Half Ibadan, Federal Agricultural Coordinating Unit.
11. Ekong, E. E. (2016), Rural Sociology: An Introduction and Analysis of Rural Nigeria. Dove Education Publishers, Uyo, Akwa Ibom State, Nigeria.
12. Echeverria, R. G. (2015). Strategic elements for the reduction of rural poverty in Latin America and the Caribbean. Washington, D.C.: Inter-American Development Bank, Sustainable Development Department.
13. Ekong, E.E. (202014). An Introduction to rural sociology, Uyo, Nigeria: Uyo publishing company
14. Flor, A.G., Hazelman, M., & McLean, S. (2006). Odl for agricultural development and rural poverty reduction: A comparative analysis of innovation and best practice in Asia and the Pacific. Retrieved 12, November, 2010, from <http://www.edu.ph/research/povertyreduction.pdf>
15. Federal Republic of Nigeria (1981 Revised). National Policy on Education, Lagos: NERDC Press.
16. Federal Republic of Nigeria (2004). National Policy on Education, Lagos: NERDC Press.
17. Fabunmi, M. A. and Fabunmi, F.M. (2010). Addressing the challenges and prospects of falling educational system in Nigeria, Farfaru Journal of multi-disciplinary studies, 5,792-800.
18. Fagerlind & Saha K. (2016). Social and Political Context of Educational Planning and Administration, Ibadan: Distance Learning Centre, University of Ibadan, Ibadan,
19. Helliwell M. J. and Patran N. (2019). Challenges of child education in the Nigerian rural areas: implication for national development, Farfaru journal of multi-disciplinary studies, 6,178-183.
20. Ikwuba, A. A. (2010). Rural poverty as impediments to learning for the Nigerian rural child in learning difficulties and the Nigerian child, publications of Nigerian society for educational psychological, 45.58.
21. Inuwa, A. M. (2009). Challenges and prospects of sustaining foundation education in Nigeria, Sokoto educational review, 11(1); 179-182.
22. Inuwa, A. M. (2009). Parental attitude towards girl education at primary school level in Gwadabawa local government area of Sokoto state, med dissertation submitted to Udu Sokoto.
23. Lele, M. O. (1991) Leading Issues in Nigeria Rural Development UNN 16-19.
24. Jaiyeoba, A. O. & Atanda, A. I. (2007). Quality sustenance in Nigeria educational System, Ibadan: NAEP Publication Nigeria
25. Moulton, J. (2016). Improving education in rural areas: Guidance for rural development specialists. Retrieved 6 January, 2011, from [http://www.tanzaniagateway.org/docs/improving\\_education\\_in\\_rural\\_ares\\_guidance\\_for\\_rural\\_development.pdf](http://www.tanzaniagateway.org/docs/improving_education_in_rural_ares_guidance_for_rural_development.pdf)
26. Mboho, K. S. (2015). Research Methods and Statistics (2<sup>nd</sup> ed.). Uyo Robert minder International Limited.
27. Mbipom, G. (2016). "Educational Administration and Planning." Calabar: University of Calabar Press.
28. Mahuta, M. G. and Inuwa, A. M. (2016). Teaching and Learning in rural societies: problems and strategies for improvement, Sokoto educational review, 10(1), 96-107.
29. Navaratnam, K.K. (2012). Role of education in rural development: A key factor for developing countries. Virginia, USA: Center for Volunteer Development.

30. National Population Commission (2007), Federal Republic of Nigeria Official Gazette no. 24 94 (180)
31. Njoku, N. I. (2012). Crises in the Nigerian education system. WCCI, 2<sup>nd</sup> Biennial Seminar Lecture held at University of Benin, Oct., 28.
32. Oloko A. (2014). Ten questions Nigeria would answer about UBE. Daily Punch, December 4th, 24-30.
33. Raji, I. A. (2004). Provision of basic education in a federal state: A search for an efficient path for Nigeria. In J. B. Babalola (Ed.), Management of primary and secondary education in Nigeria (pp. 427-438). Ibadan: NAEAP Publication.
34. Salawu, K. A. (2012). Provision and management of school facilities for the implementation of UBE. The Ogun State experience. In Fagbemiye, E. O.
35. World Bank NIGERIA. School Education In Nigeria: Preparing for Universal Basic Education Human Development III. Africa Region. 2003.
36. World Bank (2002). Priorities and Strategies for education. Washington D.C.: World Bank.