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TRENDS OF SEXUAL HARASSMENT IN COLLEGES OF EDUCATION IN SOUTHWESTERN NIGERIA AND IMPLICATIONS FOR BASIC EDUCATION MANDATE

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Abstract

This study examined the trends of sexual harassment in colleges of education in southwest Nigeria and its implications on basic education mandate. It specifically sought to find out whether its level of occurrence is so low that makes it hardly pronounced publicly as in the case of academic staff in universities. Two Federal Colleges of Education one each chosen from two states (Lagos and Ogun) out of the six states in Southwest geo-political zone were used for the study while simple random and stratified sampling techniques were used to select eighty (80) 300 level female students in Primary Education Department and seventy (70) 300 level female students in Department of English, making a total of one hundred and fifty (150) respondents. Also, twenty five (25) male academic staff and twenty five (25) male non-academic staff were randomly selected during staff forum from each of the two selected colleges, to make a total of one hundred (100) male staff respondents. Data were collected using four instruments; structured Female Sexual Harassment Questionnaire (FSHQ), Male Academic Staff Sexual Harassment Questionnaire (MASSHQ), Male Non-Academic Staff Sexual Harassment Questionnaire (MNASSHQ) and Key Informant Interview (KII) as the main instruments which were standardized and found to have Cronbach Alpha reliability levels of 0.69, 0.74, 0.68 and 0.71 0.74 and 0.69 respectively. The results of the study showed that sexual harassment apart from creating hindrance to student-teachers' academic pursuit, is prevalent among male academic and non-academic staff in colleges of education. It also revealed through KII that more non-academic staff married former female students of the college than academic staff. It was then recommended that a proper legal definition of what constitutes sexual harassment in institutions of higher learning is needed by government and other stakeholders involved in educational policy making. It was also recommended that the searchlight of sexual harassment should be beamed and focused on every institution of learning at all levels instead of focusing on university settings alone.

Keywords: Sexual Harassment, Academic Staff, Basic Education, Non-Academic Staff, Implications.

Introduction

The social vices called sexual harassment is globally not a new topic to the generality of people today especially in the tertiary institutions such as universities, polytechnics, mono-technics and colleges of education. It is a known fact that in every human society where there is interaction between opposite sex, some levels of sexual attraction is expected. When this occurs, mutual interest and reciprocal response defines a civilized and socially acceptable sexual behaviour. However, the increasing manifestation of social vices in higher institutions in Nigeria can be attributed to the poor quality of students being admitted. One of such is sexual harassment that has continued to attract the attention of government, researchers, the media and other stakeholders.

To effectively achieve the goal of basic education in Nigeria, there is the need for availability of well qualified and dedicated teachers who see the teaching profession more as a calling than a mere source of income or employment at the primary and junior secondary school level. The institutions primarily saddled with the responsibility of training teachers as facilitators in achieving the set goals of Basic education are the Colleges of Education in Nigeria.

Aluede (2000) defined sexual harassment as unwelcome, unsolicited and unreciprocated sexual overtures from a person in order to gain sexual satisfaction from the victim. On his part Akinade, (2005) defined sexual harassment as an unacceptable concept that involves an aggression against another person's body or psyche using sex as a weapon. It occurs in diverse places such as home, school and work place. He stressed that in view of the peculiar nature of lecturer – student relationship in tertiary institutions in Nigeria, some degree of sexual harassment may be exhibited. Morley and Lussier, (2009) opined that, sexual harassment is a global problem, that has permeated the fabrics of higher institutions and many work places where human beings interact. Sexual harassment in universities and other higher institutions is not limited to Africa.

Ogunbameru (2006) noted that one of the factors

responsible for sexual harassment in Nigerian tertiary institutions include; indecent dressing pattern among female students. Ogunbameru further asserted that female students dress in this manner to entice male lecturers. Abubakar Mohammed, Bala, Abdulkarim and Mohammed (2010) maintained that a factor speculated as favouring sexual assault in institutions of higher learning is indecent dressing by females which exposes their sexual body parts (such as breast, navel and buttocks) through tight and transparent wears.

Gaba (2010), Imonikhe, Aluede and Idogho (2012) opined that sex in exchange for grades are found in tertiary institutions in Nigeria, where some male lecturers believe they could perpetuate this evil act as they wish. Adedokun (2005) noted that male academic staff were likely to be the main perpetrators. Adedokun further stated that other perpetrators include non-academic male staff who oversee administration, registration, record keeping, examination and students disciplinary committees. Nwadiani (2018) in the 12th convocation ceremony lecture of the Delta State University, Abraka Nigeria, stated that sexual harassment of female students by lecturers have become a common practice in some universities in Nigeria.

In their study of Jimma University female students in Ethiopia in 2014, Mamaru, Getachew, and Mohammed (2015) found that female students who were physically and nonverbally harassed suffered from psychological distress. Julie (2013) reported that sexual harassment has a significant psychological effect on the academic performance of female students. Norman, Aikins, and Binka (2012), in their study found that sexual harassment negatively affected the victim's health. It is also widely known that sexual harassment can lead to drop-out from school as well as depression that may ultimately lead to suicide.

There is no gain saying that sexual harassment in public institutions has almost become a daily subject of discuss in our society in recent times. At the same time, there appears to be more of such cases that are not even reported by the victims. Hence, many people believe that there is a considerable level of under reporting of sexual harassment in Colleges of Education and Universities. The educational institution is an arena characterized by asymmetrical power relations and a gendered hierarchical structure. Because of this lack of trust, the victims are reluctant to report their victimization (Julie, 2013). In Nigeria, most students do not report their victimization

because perpetrators are not disciplined for sexual harassment (Jamela, 2011). Many do not report their victimization because some of the male perpetrators blame female students for dressing or behaving provocatively (Leach, 2013). However, a study conducted by Omonijo and Associates (2013) found that 85% of the perpetrators who were caught lost their job and the others were suspended. In all these findings and punishments, university lecturers are majorly the culprits. What then can or should we say in the ones that happens in Colleges of Education? Is it a case of double standard?

Higher education institutions in Nigeria are not left out of the saga of sexual harassment. For instance, it is common to hear that in Nigeria, sex for grades in the tertiary institutions is a reality and the male lecturers in particular, perceive themselves as thin gods and such unprofessional behaviour can be perpetuated and unchecked. Sexual harassment takes on various trends and nature, but most importantly, it emanates from unequal power relation that is also associated with gender based violence and violation of human rights. In most cases, the harasser is usually older, powerful and possesses something of value that is beneficial to the harassed. Because this anomaly has eaten deep into the fabric of our higher institutions in Nigeria, this study is set to assess the trends of sexual harassment in colleges of education in Southwestern Nigeria and implications for basic education mandate.

Statement of the Problem

The issue and menace of sexual harassment in tertiary institutions in Nigeria have become a cankerworm that needs serious attention against the backdrop of public outcry. Although various researches have been carried out across the globe, but to the best of the researchers' knowledge, academic staff of universities have mainly been the major suspects. Such allegations are hardly heard of or publicized against lecturers and other non-academic staffers in Colleges of Education. Hence, this study has specifically sought to find out whether the level of sexual harassment occurrence in Colleges of Education is so low or non-existent that makes it hardly pronounced publicly as in the case of academic staff in universities.

Purpose of the Study

The purpose of this study was to assess the trends of sexual harassment in Colleges of Education in Southwestern Nigeria and find out its implications for basic education mandate. The specific objectives were to;

- i. assess the extent of involvement in sexual harassment by academic staff in Colleges of Education;

- ii. identify any other category of staff equally involved in sexual harassment in Colleges of Education;
- iii. identify the types of sexual harassment in Colleges of Education; and
- iv. identify some consequences of sexual harassment.

Research Questions

The following research questions were raised for the study:

- I. To what extent are Academic staff in Colleges of Education involved in sexual harassment?
- ii. To what extent are Non-Academic staff in Colleges of Education involved in sexual harassment?
- iii. What are the types of sexual harassment commonly experienced in the colleges?
- iv. What are the consequences of sexual harassment on the academics and social life of the victims?

Methodology

The descriptive survey research design was adopted and carried out using ex- post facto research type. The population of this study comprised all female students, male academic and non-academic staff of Federal Colleges of Education in Southwestern Nigeria. Stratified sampling method was used to select two Federal Colleges of Education one each chosen from two states (Lagos and Ogun) out of the six states in

Southwest geo-political zone and used for the study, while simple random techniques were used to select eighty (80) 300 level female students in Primary Education Department and seventy (70) 300 level female students in Department of English, making a total of one hundred and fifty (150) respondents. Also, twenty five (25) male academic staff and twenty five (25) male non-academic staff were randomly selected during staff forum from each of the two selected colleges, to make a total of one hundred (100) male staff respondents.

Four instruments were used for this study. They are structured Female Sexual Harassment questionnaire (FSHQ), Male Academic Staff Sexual Harassment Questionnaire (MASSHQ), Male Non-Academic Staff Sexual Harassment Questionnaire (MNASSHQ) and Key Informant Interview (KII) as the main instruments which were validated and found to have Cronbach Apha reliability levels of 0.69, 0.74, 0.68 and 0.71 0.74 and 0.69 respectively. A total of one Hundred and fifty (150) questionnaires were distributed to the respondents during students' period of examinations, while a total of fifty (50) questionnaires were distributed in the two Colleges of Education during their staff forum meetings. The responses to the questionnaire were analyzed with the use of descriptive statistics.

Results

Research Question One: To what extent are academic staff in Colleges of Education involved in sexual harassment?

Table 1: Extent of Sexual Harassment by Academic Staff

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	SD
1.	Students are still being sexually harassed by their lecturers in this college.	53(35.3)	39(26.0%)	36(24.0%)	22(14.7%)	2.82	1.075
2.	Students are being sexually harassed by their lecturer based on their failed marriages.	32(21.3%)	49(32.7%)	47(32.7%)	22(14.7%)	2.61	.982
3.	I can also say that I have been involved in harassing female students in one way or the other.	50(33.3%)	53(35.3%)	28(18.7%)	19(12.7%)	2.89	1.011
4.	Provocative dressing is a reasonable cause of students to be harassed by their lecturer	70(46.7%)	56(37.3%)	15(10.0%)	9(6.0%)	3.25	.867
5.	Sex education is needed for female students	25(16.7%)	20(13.3%)	71(47.3%)	34(25.3%)	2.24	.988
6.	Peer pressure influence is a factor for students to be harassed by their lecturers.	23(19.2%)	10(8.3%)	40(33.3%)	47(39.2%)	2.43	1.023

Weighted Mean = 2.707

Table 1 revealed the extent to which academic staff get involved in sexual harassment. From the table, it was observed that item 1, 2, 3 and 4 had mean value of

$\bar{x}$ =3.25 respectively which is above the criterion mean value of 2.50 which indicates that the respondents strongly accept the statements.

Research Question Two: To what extent are non-academic staff in Colleges of Education involved in sexual harassment?

Table 2: Extent of Sexual Harassment by Non-Academic Staff (Extracts from KII)

S/N	Items	SA	A	D	SD	$\bar{x}$	SD
1.	Indecent dressing pattern of female students expose them to sexual harassment	90(60.0%)	20(19.0%)	15(13.3%)	25(16.7%)	3.02	.875
2.	Many female students are morally bankrupt they rely on their womanhood for high grade	89(59.3%)	43(28.7%)	12(8.0%)	6(4.0%)	3.43	0.806
3.	Inferiority complex of female student leads them to sexual harassment	17(11.3%)	52(34.7%)	53(35.3%)	28(18.7%)	2.39	.918
4.	Many non-academic staff are married to former or present female students in the college.	32(21.3%)	52(34.75%)	28(25.3%)	28(18.7%)	2.59	1.024
5.	I can also say that I have been involved in dating a female student at least once.	63(42.0%)	46(30.7%)	31(20.7%)	10(6.7%)	3.08	.945

Weighted Mean = 2.902

Table 2 shows that some of the respondents agreed with item 1, 2, 4 and 5 with mean value of $\bar{x}$ =3.02, 3.43, 2.59 and 3.08 respectively, which is above the criterion mean value. This implies that they are also involved in good number in having affairs with female students for some academic gains just like the academic staff.

Research Question Three: What are the types of sexual harassment commonly experienced in the College environment?

Table 3: Types of sexual harassment commonly experienced in the Colleges?

S/N	Items	SA	A	D	SD	$\bar{x}$	SD
1.	Loss of career & Changes academic plan	64(42.7%)	47(31.3%)	22(14.7%)	17(11.3%)	3.05	1.015
2.	Makes victim appear loose and creates bad reputation	46(30.7%)	51(34.0%)	39(26.0%)	14(9.3%)	3.86	.963
3.	Depression & Anxiety, panic and sleepiness	60(40.0%)	44(29.3%)	29(19.3%)	17(11.3%)	2.96	1.026
4.	Victims become public discuss by from friends and colleagues	62(41.3%)	62(41.3%)	20(13.3%)	6(4.0%)	2.20	.819
5.	Causes public humiliation shame and guilt	55(36.7%)	44(29.3%)	28(18.7%)	23(15.3%)	2.87	1.076
6.	Headache and fatigue	67(44.7%)	51(34.0%)	28(18.7%)	23(15.3%)	3.15	.951

Weighted Mean = 3.02

Table 3 reveals that there are consequences of sexual harassment on the academic and social life of the victims. The responses to the items show that sexual harassment has significant consequence on both academic and social lives of the victims. The respondents' opinion on all the items listed with mean value of $\bar{x}$ = 3.05, 2.86, 2.98, 3.20, 2.87 and 3.15 respectively indicates that sexual harassment has significant impact on academic and social lives of victims as student-teachers.

Research Question Four: What are the consequences on the academic and social life of the victims?

Table 4: Consequences Sexual Harassment on the academic and social life of the victims

S/N	Items	SA	A	D	SD	$\bar{x}$	SD
1.	Unwelcome patting, touching or hugging	32(21.3%)	52(34.7%)	38(25.3%)	17(11.3%)	2.59	1.024
2.	Pressuring someone for sexual activity	63(42.0%)	36(30.7%)	31(20.75%)	14(9.3%)	2.79	.923
3.	Asking for a date after disinterest has been shown	43(28.7%)	40(26.7%)	37(24.7%)	17(11.3%)	3.08	.945
	Making disapproving remarks about one's sex	19(12.7%)	34(22.7%)	63(42.0%)	6(4.0%)	2.64	1.101

S/N	Items	SA	A	D	SD	$\bar{x}$	SD
5.	Threatening to fail someone if she refuses sex	64(42.7%)	47(31.3%)	22(14.7%)	17(11.3%)	2.89	.950
6.	Making sexual gestures – facial expression, licking lips, or wiggling the tongue	46(30.7%)	51(34.0%)	39(26.0%)	14(9.3%)	3.05	1.015
7.	Sexual assault/rape	60(40.0%)	44(29.3%)	29(19.3%)	17(11.3%)	2.98	1.026

Weighted Mean = 3.02

Table 4 shows the types of sexual harassment commonly experienced in the Colleges. The result revealed the degree of the agreement on the items. All the items with mean value of $\bar{x}$ = 2.98 indicates that the respondents' views on the type of sexual harassment commonly experienced in the Colleges with weighted mean value of all the items are above the criterion mean value of $\bar{x}$ = 2.50.

Discussion of Findings

Findings showed the extent to which academic staff get involved in sexual harassment which indicates that the respondents' strongly accept the statements. This implies that a good number of academic staff in Colleges of Education are involved in sexual harassment. This finding is in line with that of Nwadiani (2018), who on the 12th convocation ceremony lecture of the Delta State University, Abraka Nigeria, stated that sexual harassment of female students by lecturers have become a common practice in some universities in Nigeria.

The result further showed that some of the respondents agreed that they are also involved in good number in having affairs with female students for some academic gains just like the academic staff. This study supports the finding of Adedokun (2005) who stated that other perpetrators of sexual harassment in higher institutions include non-academic male staff who oversee administration, registration, record keeping, examination and students disciplinary committees. In a similar finding, Bello, (2016) also emphasized that female students, experienced and view sexual harassment as a challenge to the growth of Nigerian tertiary institution because majority of the female are sexually harassed either by academic and non-academic staff in higher institutions.

Findings indicated that there are consequences of sexual harassment on the academic and social life of the victims. It specifically indicated that sexual harassment has significant impact on academic and social lives of victims as student-teachers. The study is in agreement with the findings of AAUW (2011), who found that sexual harassment affects academics and achievement, and that about 16% of female students who have been sexually harassed found it hard to

study or pay attention in class.

Results revealed the types of sexual harassment commonly experienced in the Colleges. Hence, it can be deduced from the result that unwelcomed patting, touching or hugging and threatening to fail a female student if she refuses sex, are the sexual harassment commonly experienced in the Colleges. This is in consonance with the findings of Aluede (2000) who defined sexual harassment as unwelcome, unsolicited and unreciprocated sexual overtures from a person in order to gain sexual satisfaction from the victim. As well as that of Akinade, (2005), who defined sexual harassment as an unacceptable concept that involves an aggression against another person's body or psyche using sex as a weapon.

Conclusion

The study investigated the level of sexual harassment between academic staff and non-academic staff in the Colleges of Education. The findings were that sexual harassment is prevalent among male academic and non-academic staff in colleges of education. Also, the key informant interview revealed in table 2 that many non-academic staff married either former or current female students of the college (this is probably more in cases than that of academic staff). The resultant effect is that when a student-teacher gets married to academic and non-academic staff it shows that there must have been an existing affair between them in the course of studentship. Also, such students after graduation tends to shift their interest away from teaching thereby depopulating the number of qualified teachers expected to serve as manpower at the Basic Education level, hence, creating avoidable hindrance towards achieving its set objectives and goals, which forms the bedrock of other educational platforms in Nigeria. Whereas, it is common for government and other stakeholders to focus on academic staff of universities as if they are the main and only culprits.

Recommendations

Based on the finding of this study, the following recommendations are hereby provided:

- I. A proper legal definition of what constitutes sexual harassment in institutions of higher

learning is needed by government and other stakeholders involved in educational policy making.

ii. The searchlight of sexual harassment should be beamed and focused on every institution of learning at all levels instead of focusing on university settings alone.

\iii. Gender Policies and laws relating to sexual harassment should be effectively implemented across all institutions of learning in Nigeria. This will go a long way in curbing the menace, especially in Nigeria's Colleges of education which is the baking room of facilitators of Nigeria's Basic Education policy.

iv. In order to ensure the attainment of a successful basic education programme, the student-teachers' training process should go on unhindered. Hence, provisions for punishment for sexual harassment should capture academic staff, non-academic staff, poorly dressed female students and male student-teachers as well.

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SCHOOL HEADS LEADERSHIP PRACTICES AND BASIC EDUCATION IN EKITI STATE, NIGERIA

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Abstract

The study examined the relationship between school heads' leadership practices and Basic Education in Ekiti State, Nigeria. The descriptive research design of correlational study was employed in the study. The population consisted of 810 public primary and 141 Junior Secondary Schools and their teachers in Ekiti State. A validated instrument tagged "School Heads Leadership Practices Questionnaire" was used to collect data for the study. The sample consisted of 24 schools and 240 teachers. Stratified simple random sampling technique was used to select four primary schools and four Junior Secondary Schools from each of the three Senatorial Districts while simple random sampling technique was used to select 10 teachers from each of the schools selected. Percentages and Pearson product moment correlation statistics was used. To analyse the data for the study. The result revealed that there was a significant relationship between school heads' supervisory practice, communication practice, maintenance of school facilities practice and Basic Education in Ekiti State. It was recommended that school heads should not relent on their efforts at employing regular supervisory techniques; maintaining and improving their communication skills. The government should continue to lay emphasis on the maintenance of school facilities by providing funds for the school heads.

Key Words: School heads, Leadership, Leadership practices, Basic Education

Introduction

Primary education constitutes an important aspect of Nigerian educational system. Apart from being the very foundations upon which the other levels rest, it serves as the only source of secondary in-takes. Federal Republic of Nigeria (2014) realising the importance of primary education, described it as the way to the success or failure of the entire educational system. There is no doubt that a solid foundation built at the primary school level will give a super structure for a strong and dynamic nation.

In realisation of the importance of education as the basic tools of the Nigerian child for an all-round development as articulated in the World Conference, the Federal Government of Nigeria on 30th September, 1999 launched the Universal Basic Education. Under this scheme, every Nigerian child of school going age is entitled to basic education up to Junior Secondary

School level. According to Federal Republic of Nigeria (2004), the Universal Basic Education would be free, universal and compulsory for all children between the ages of six and 15. The entire concept of the Universal Basic Education is on the premise that for an individual to function effectively in the society, certain knowledge is required.

According to Universal Basic Education Commission (2006), Universal Basic Education is not a new educational policy. It is provided within the context of 6-3-3-4 National Policy on Education. Indeed, its introduction is a reinforcement of the 6-3-3-4 policy on education. Globally, the main goal of Universal Basic Education is to make basic education available for all tagged "Education For All" which also forms the slogan of the scheme. Fortunately, the same goal is aimed in Nigeria. Denga (2000) cited in Bolarinwa (2014), asserted that memories may be flashed back to 1950 when Universal Declaration of Human Right asserted that everyone has a right to education. The right to education for all Nigerian citizens triggered the launch of the Universal Basic Education in 1999 and was followed with an enabling law via Universal Basic Education Act 2004, which was signed in May, 2004.

Basic Education is the educational foundation of every child. It provides the basic learning and reading skills. It includes the Lower Basic Education (Primary 1-3), Middle Basic (Primary 4-6) and Upper Basic (Junior Secondary School 1-3). In its totality, basic education is the first nine years of unaltered education of the child. Universal Basic Education Act (2004) defined Basic Education as early childhood care and education and nine years of formal schooling. The same Act also defined Universal Basic Education as early childhood care and education, the nine years of formal schooling; adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as, nomads and migrants, girl-child and women, almajiri, street children and disabled groups. A close look at the above shows that in the context of the law, Basic Education bears a restrictive definition while Universal Basic Education is broadly defined, but the critical nature of education as defined here include, compulsory, free and universal education for every child of primary and