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COMPARATIVE ANALYSIS OF SOME KEY PERFORMANCE INDICATORS OF EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA (ESSPIN)

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ABSTRACT

Introduction: Educational interventions are programmes injected into the educational sector of any state or country in order to solve specific problems that have been identified by empirical research. In all over the world, such programmes exist. Our focus in this research endeavor is the Education Sector Support Programme in Nigeria which was implemented in six states. The state used in the south-west of Nigeria is Lagos state.

Purpose: Five of the ten Key Performance Indicators of the programme were put to consideration in this study to examine how the intervention has caused them to differ over time from a neighboring state where such intervention ever exist and check whether the difference in the trend of such KPIs are statistically significant.

Methodology: Multistage sampling technique using stratified, random, and purposive sampling procedure in selecting political divisions, ninety (90) schools and ninety (90) head teachers, respectively. Descriptive and Independent samples t-test tool with SPSS software was used.

Results: The results show that though there are improvement in the enrolment, completion, transition rates of pupils and school management skills of head teachers in ESSPIN state when compared with non-ESSPIN state, the differences are not statistically significant. Furthermore, the common entrance examination performance coded Final Achievement Scores in this research is statistically and significantly different from that of the non-ESSPIN state.

Conclusion and Recommendation: It is thus recommended that more efforts should be placed to sustain the improvement in the final academic achievement scores in ESSPIN state.

Keywords: Enrollment, Completion rate, Transition rate, Common Entrance, ESSPIN



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PUBLIC INTEREST STATEMENT

The report of this study is of immense benefit to the Department for International Development (DfID), Lagos who are the implementers of ESSPIN programme as the result serves as the third evaluation eye to the program. The Lagos State Ministry of Education and Ogun State Ministry of Education as the comparison gives room for maintaining what yields results and improving on what is not working properly.

INTRODUCTION

Investment in primary education is considered by the United Nations Development Programme (UNDP) as a means to foster gender equality, sustained economic growth, and reduce poverty. In September 2000, eight goals known as Millennium Development Goals (MDGs) aimed at meeting the needs of the world's poorest people was reached (UNDP, 2005). The eight goals, which are to be met in partnership with the world's leading development institutions by the target date of 2015, are to: Eradicate extreme hunger and poverty; Achieve universal primary education; Promote gender equality and empower women; Reduce child mortality; Improve maternal health; Combat HIV/AIDS, malaria and other diseases; Ensure environmental sustainability; Develop a global partnership for development (UNDP, 2005).

The inclusion of universal primary education emphasises the importance of primary education in the development process of every nation. There is no doubt that primary education is a panacea for solving problems such as ignorance, illiteracy, religious violence, insecurity and political servitude. An educated Nigerian is capable of making a more stable, peaceful, and prosperous country possible. It is plausible that the Nigerian government has long known the importance of primary education to national development. The realisation of this, among other facts, motivated different governments at different points in a little more than half a century to make primary education free and declare it universal and compulsory. However, the strength of primary education lies essentially on the sole objective of equipping young people with the tools needed to investigate and inquire, to think, conclude and understand events around them (Asodike, 2012).

Educational interventions are programmes injected into the educational sector of any state or country to solve some specific problems that have been identified by empirical research. All over the world, such programmes exist. The Federal Government of Nigeria has taken steps to address the phenomenon of a

poor standard of education, such as the implementation of the Universal Basic Education policy, the Millennium Development Goals (MDGs) and the Adopt a School Programme. Other interventions funded by agencies and institutions such as the EKO project, which was supported by the World Bank, the Developing Effective Private Education in Nigeria (DEEPEN), funded by the Department for International Development of the United Kingdom (DfID), and the Girls' Education Project (GEP), which is a joint initiative between the Federal Government of Nigeria, DfID and UNICEF, have focused on improving standard of education in Nigeria.

Another noble educational intervention is the Education Sector Support Programme in Nigeria which has the overall goal of achieving efficiency and effectiveness in the use of Nigeria own resources for education and gender quality. The goal of the eight and half years' programme is to facilitate effective and efficient use of Nigeria own resources for education and gender equality. The programme has the following components, which were termed expected outputs: Strengthening the Federal government governance framework; Strengthening the state-level governance and management of basic education; Develop and sustain school capacity to provide a quality school learning environment, and Strengthening the capacities of communities to support schools and of civil society to effectively articulate demand for basic education services (ESSPIN programme document, 2015). The programme which was implemented in six Nigerian states started in 2008 and ended in 2017. Although, the project had an in-built monitoring and evaluation, however, it was more of a formative evaluation which guided project implementation.

The variables for this study were derived from the contents of the ESSPIN Integrated approach. These are school quality and effectiveness factors that have the following key performance indicator in line with ESSPIN: Enrolment of Pupils, Pupils' Completion rate, Pupils' Transition rate, School Management skills of head teachers, Teachers' knowledge of subject

matter, Teachers' application of generic skills, School Development Planning, Learning, Water and Sanitation Facilities, Community Engagement and Pupils' Academic Performance in Literacy and Numeracy.

A quality school has been defined as one in which students' progress further than might be expected when he or she was admitted (Sammons and Bakkum, 2011). A quality school thus adds extra value to its students' outcomes, in comparison with other schools serving similar intakes. To assess value added, measures of individual student achievement prior attainment are needed to provide a baseline against which subsequent progress can be assessed.

Studies conducted in United States by Marvel and Morton (2006) identified the school heads as the single most influential person in a school. He/she is the person responsible for all activities that occur in and around the school building. It is the management practices that set the tone of the school, the teaching environment, the level of professionalism, the morale of the teachers, and the degree of concern for what students can or may not become. The school head is the main link between the community and the school and the way he/she performs in this capacity largely determines the attitudes of parents and students about the school. Seashore and Leithood (2010) observed that if a school is vibrant, innovative and child centred, if it has a reputation for excellence in teaching, if the students are performing well, one can almost always point to the school head's management practices as key to success.

The learning environment is the complete physical, social, and pedagogical context in which learning is intended to occur. The term most often refers to school classrooms, but can include any designated place of learning such as science laboratories, distance learning contexts, libraries, tutoring centres, teacher lounges, gymnasiums and non-formal learning spaces. The components and attributes of a learning environment are conceptualised in relation to their impact on learning processes and outcomes in both cognitive and affective

domains. This term can also refer to the natural environment surrounding school buildings when they are used as a learning space. (Usman and Madudili, 2019).

Furthermore, in making sure that the figures for out-of-school children is reduced, many efforts have to be made to increase and sustain the momentum in enrolment rate, completion rate and transition rate. Retaining enrolled pupils in the school to complete the first six years is another step higher. Researchers have shown that what determines manageable enrolment, completion and transition rates depends on parental literacy levels, income per capita (Obuya, 2019); government willingness to sustain policy drive and community participation through reorientation activities (Onakoya, 2016).

STATEMENT OF THE PROBLEM

It is recorded that intervention programs are undertaken to provide improvement to already observed laxity or deficiencies in any area. For quick routes to identify whether such identified laxity has been covered and worked upon by such programmes, key performance indicators (KPIs) are set out. These KPIs are what the programme evaluators looked out for when such programme was evaluated. ESSPIN has ten (10) key performance indicators that guide its implementation process; this study will focus on five of the KPIs. The rate of out-of-school children in Nigeria has been observed to be on the increase throughout the country, it is imperative to confirm whether the age long believe of the management skills of head of schools has any significant impact on the academic achievement of pupils. Therefore, this study is to determine the extent to which the ESSPIN intervention caused some of the key performance indicators of ESSPIN, i.e. enrolment rate, completion rate, transition rate, school management skills of headteachers, and final achievement scores of pupils in an ESSPIN state to differ when compared with a neighbouring state. The study also evaluated whether there is any significant difference between the KPIs in the two states when analysing their trend is analyzed.

RESEARCH QUESTIONS

1. What is the pattern of enrolment of pupils in ESSPIN and Non ESSPIN Schools?
2. What is the pattern of completion rate of pupils in ESSPIN and Non ESSPIN Schools?
3. What is the pattern of transition rate of pupils in ESSPIN and Non ESSPIN Schools?
4. What is the pattern of the final achievement scores of pupils in ESSPIN and Non ESSPIN Schools?
5. What is the pattern of school management skills of headteachers in ESSPIN and Non ESSPIN Schools?

HYPOTHESIS

1. Is there any significant difference in the Key performance indicators when compared with Non ESSPIN state?

METHODOLOGY

Design

This study adopted the Survey approach of the Quazi experimental design. The design is employed because the research involves gathering primary and secondary data as regards existing data and occurrences of some expected events of which their action or inaction will cause a change in the expected outcome.

Population and Sample

The research used two states in the South West of the country. Lagos State defined as ESSPIN State, picked because it is one of the states that participated in the ESSPIN Programme and Ogun State defined as non-ESSPIN State, a boundary state with Lagos State. Multistage sampling procedure is used to select participants from the various categories of beneficiaries and stakeholders. The states were first stratified into political divisions, and then proportionate to size sampling technique was used to randomly select 5% of school in each primary schools in the political

division in Lagos and Ogun States. In total, fifty (50) ESSPIN schools and forty (40) non-ESSPIN schools making ninety (90) primary schools were selected. The headteacher of the selected schools in each division was purportedly selected because of their school leadership position. Same was done in Ogun State.

Instruments for Data Collection

Three instruments were used for the study; Pupils' Enrolment, Completion and Transition Schedule (PECTS) which requests for data covering ten (10) years, Pupils' Final Academic Performance Profile (PFAPP) which sought data on common entrance achievement scores of the pupils covering ten (10) years and Head teacher Management Skill Questionnaire (HMSQ) which consists of items that request to know whether highlighted events actually takes place. The first two instruments are for secondary data and thus do not need validation and reliability checks. The HMSQ came out with $r=0.76$ using Cronbach Alpha reliability tool.

Procedure for Data Collection

The PECTS and PFAPP are to be submitted to the State's Universal Basic Education Board in Ogun State and Lagos State respectively as they are the body that stores such data for the Ministry of Education in both states. The researcher went to each of the schools, after permission have been sought from the Ministry to administer the head teachers management skills questionnaire.

Method of Data Analysis

The Descriptive statistics and Independent T-test was the data analysis tool used. The data collected were analysed using Statistical Package of Social Science (SPSS) version 25.

RESULTS

Research Question 1: What is the pattern of enrolment of pupils in ESSPIN and Non ESSPIN Schools?

Table 1: Descriptive Statistics of Public School Enrolment Pattern of Public School in ESSPIN and Non-ESSPIN Schools

	ESSPIN		NON ESSPIN	
	PRY 1	% DIFF	PRY 1	% DIFF
2008	-	-	39958	-
2009	49338	-	34821	14
2010	53125	7.1	47531	26
2011	66814	20.4	48213	1.4
2012	121932	45.2	48121	-0.19
2013	54002	-125.7	46211	-4.1
2014	51047	-5.7	50413	8.3
2015	41476	-18.7	49342	-2.1
2016	49467	16.1	50541	2.4
2017	51182	3.3	51447	1.7

Source: Lagos State Yearly Education Report and Ogun State Ministry of Education

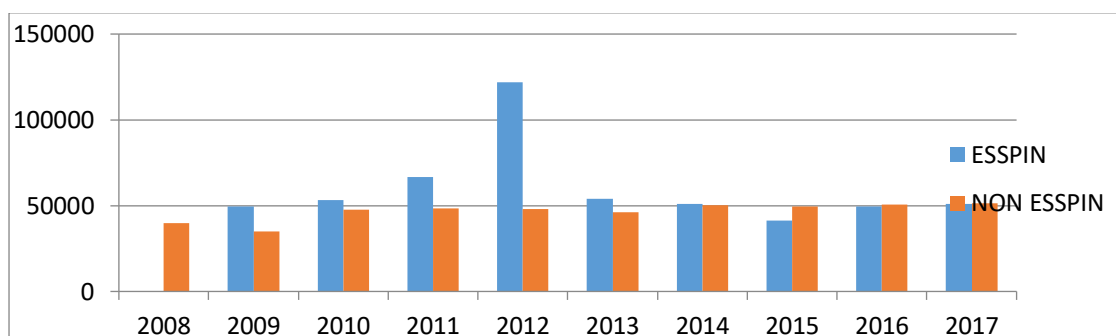


Figure 1: Descriptive Statistics of Public School Enrolment Pattern of Public School in ESSPIN and Non-ESSPIN Schools

Table 1 and Figure 1 present the descriptive statistics and the bar chart of the enrolment pattern of the sampled public schools in ESSPIN and Non ESSPIN. The table and the figures show that there was a 7.1. Increase in the enrolment of primary school students in Lagos State in 2010. The percentage increase almost tripled the following year. It could be observed that the enrolment rate had a 45% increase in 2012. The reason that could be adduced to this is that the ESSPIN program was made to cover all primary schools in the state in the

preceding year. For the non-ESSPIN, the trend for enrolment figures shows that there is a 14% and 25% increase in 2010 and 2011 respectively. The trend from then continue to reduce until 2015. It should also be noted that the researcher was unable to obtain figures for the two early years of the ESSPIN intervention in Lagos State.

Research Question 2: What is the pattern of completion rate of pupils in ESSPIN and Non ESSPIN Schools?

Table 2: Descriptive Statistics of Completion Pattern of Public School in ESSPIN and Non ESSPIN Schools

Year	ESSPIN		NON ESSPIN	
	PRY 6	% DIFF	PRY 6	% DIFF
2008	-	-	-	-
2009	71908	-	42321	-
2010	69464	-3.5	39481	-7.1
2011	71951	3.4	41342	4.5
2012	77615	7.2	48443	14.6
2013	74882	-3.6	49321	1.7
2014	80865	7.3	51231	3.7
2015	79967	-1.1	51432	0.39
2016	82702	3.3	50132	-2.5
2017	82145	-0.67	51432	2.5

Source: Lagos State Yearly Education Report and Ogun State Ministry of Education

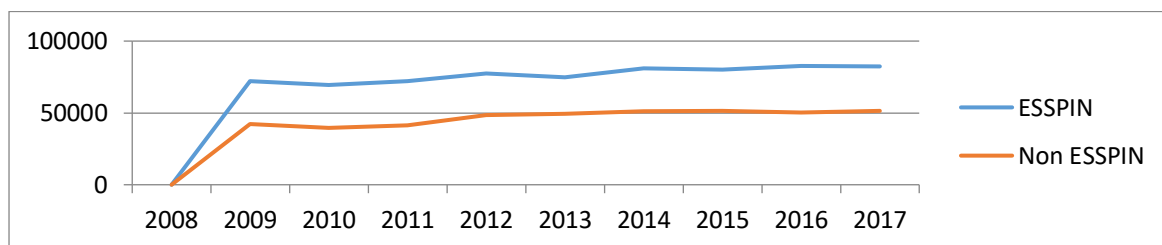


Figure 2: Descriptive Statistics of Completion Pattern of Public School in ESSPIN and Non ESSPIN Schools.

Table 2 and Figure 2 present the descriptive statistics and the line graph of the completion pattern of the sampled public schools in ESSPIN and Non ESSPIN. The table and the figures show that there was a positive percentage increase in the completion rate of primary school student in Lagos State between 2010-2012. From 2013 to 2017, the percentage difference fluctuated year in year on. For the non-ESSPIN, the trend for completion figures

shows a positive trend from 2011 till 2015 though the percentage difference relating to the population is not as much as that of the ESSPIN state. It should also be noted that the researcher was unable to obtain figures for the two early years of the ESSPIN intervention in Lagos State.

Research Question 3: What is the pattern of transition rate of pupils in ESSPIN and Non ESSPIN Schools?

Table 3: Descriptive Statistics of the Transition Pattern of Public School in ESSPIN and Non-ESSPIN Schools

Year	ESSPIN		NON ESSPIN	
	JSS 1	% DIFF	JSS 1	% DIFF
2008	101473	-	97843	-
2009	100924	-0.54	97432	-0.42
2010	103421	2.4	98722	1.3
2011	102432	-0.9	98821	0.1
2012	111543	8.2	99743	0.9
2013	112471	0.8	101121	1.3
2014	112541	0.06	101983	0.8
2015	112891	0.3	104732	2.6
2016	117342	3.8	100211	-4.5
2017	124751	5.9	111231	9.9

Source: Lagos State Yearly Education Report and Ogun State Ministry of Education

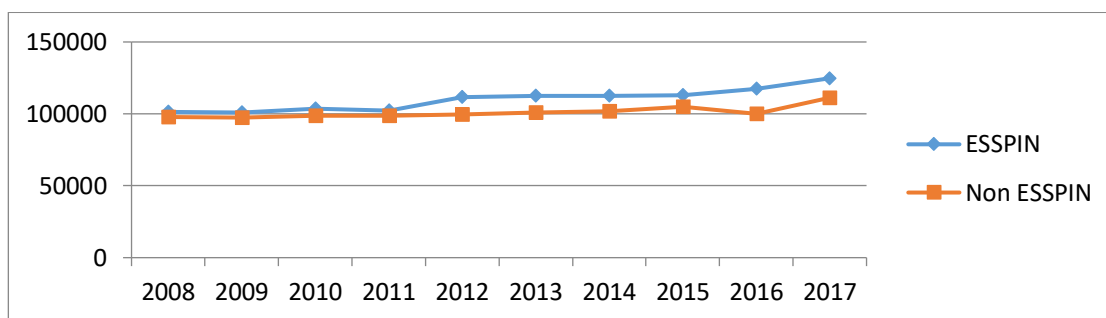


Figure 3: Descriptive Statistics of the Transition Pattern of Public School in ESSPIN and Non-ESSPIN Schools

Table 3 and Figure 3 present the descriptive statistics and the line graph of the transition pattern of the sampled public schools in ESSPIN and Non ESSPIN. The table and the figures show that there was a positive percentage increase in the transition rate to secondary schools of primary school pupils in Lagos State immediately all public primary schools in the state were co-opted in to the program

from 2012. For the non-ESSPIN, the trend for completion figures shows a positive trend from 2010 till 2015 though the percentage difference relating to the population is not as much as that of the ESSPIN state.

Research Question 4: What is the pattern of final achievement scores of pupils in ESSPIN and non-ESSPIN schools?

Table 4: Descriptive Statistics of Final Achievement Pattern (Common Entrance) of Public School in ESSPIN and Non ESSPIN Schools

Year	ESSPIN		NON ESSPIN	
	% PASSED	% DIFF	% PASSED	% DIFF
2008	68%	-	81%	-
2009	69%	1.4	79%	-2.5
2010	74.5%	7.1	71%	-11.2
2011	84.7%	11.7	82%	13.4
2012	95.2%	10.5	84%	2.3
2013	97.5%	3.1	81%	-3.7
2014	98%	0.1	84%	3.7
2015	96.9%	-3.1	88%	4.5
2016	97.5%	1	79%	-11.3
2017	97.7%	3.2	85%	7.1

Source: Lagos State Yearly Education Report and Ogun State Ministry of Education

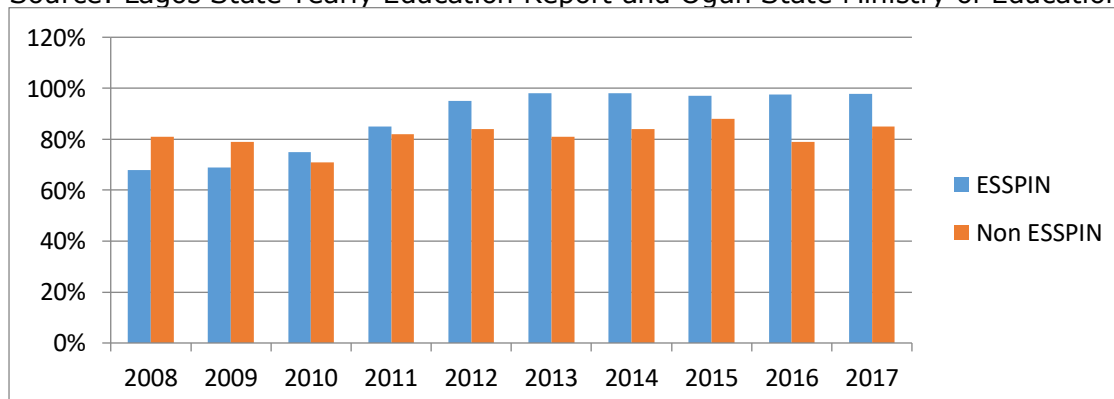


Figure 4: Descriptive Statistics of Final Achievement Pattern (Common Entrance) of Public School in ESSPIN and Non ESSPIN School

Table 4 and Figure 4 present the descriptive statistics and the bar chart of the final achievement (common entrance) pattern of the sampled public schools in ESSPIN and Non ESSPIN. The table and the figure show that there was a positive percentage increase in the final achievement pattern of primary school student in Lagos State between 2009 and 2014. There was a percentage shortfall in 2015. The reason could not be deduced. Although the number of pupils that passed

increased more than that of the preceding year, when compared to the population presented in the year, the percentage difference shows negative. For the Non ESSPIN, the trend for final achievement figures shows fluctuating trend from 2009 till 2017 year in year on.

Research Question 5: What is the pattern of school management skills of Head Teachers in ESSPIN and non-ESSPIN schools?

Table 5a. HEADTEACHER MANAGEMENT SKILL QUESTIONNAIRE (HMSQ) Part A

S/ N	ITEM	ESSPIN			Non-ESSPIN		
		Yes (MoV)	No	%Y	Yes	No	%Y
1	Is there a teacher attendance book in your school	50	-	100	40	-	100
2	Has your headteacher observed you in the classroom during teaching in the last two week	39	11	78	8	32	20
3	If yes, how many of such have you witnessed in this academic session a) once b) between two and five c) more than five	22	27	44	2		
4	What is the school opening time	38	12	76	6	34	15
5	Has your headteacher held any professional development meeting since the start of this academic year	35	14	70	4	36	10
6	Does your headteacher monitor that classroom lessons do not exceed the minutes per period	34	16	68	6	34	15
7	Have you ever learnt any official or professional lessons from your headteacher	26	24	52	4	36	10
8	If yes, how many of such have you witnessed in this current school year a) once b) between two and five c) more than five	20	7	40	6	34	15
9	Have you ever been queried by your headteacher	6	44	12	2	38	5
10	If yes, how many of such have you witnessed in this current school year a) once b) between two and five c) more than five	6	-		2	38	5
11	Have you ever been trained by ESSPIN	45	5	90	-	40	100

Source: Onakoya (2023), Field Research

Table 5a presents the descriptive statistics of the head teachers management skills of the sampled public schools in ESSPIN and Non ESSPIN. The table shows that all sampled head teachers agreed that there is a teacher attendance book in their schools. 78% of the head teachers observe classroom during teaching in the last two weeks of the data collection period in ESSPIN state while just 20% of that happens in Non ESSPIN state. Furthermore, the table shows that majority of sampled teachers and students in ESSPIN state agreed the school opening time to be between 7am-8am while there is a divided opinion in Non ESSPIN state. The table further shows that 70% of head teachers in ESSPIN state do have professional development meeting

with the teachers while that of Non ESSPIN state is about 10%. In addition, majority of headteachers in both ESSPIN monitor that classroom lessons ends within the stipulated time. This does not happen in Non ESSPIN state. Also, teachers in Non ESSPIN state could not point to more than one official lesson that they learnt for their headteachers and just 5% of the teachers attest that the headteachers do give official queries when official lapses call for such. The situation to the above has been on the positive trend in the ESSPIN states. If this is measured alongside the ESSPIN standards for headteachers, the headteachers in ESSPIN states could be said to be on a positive performing scale in terms of effectiveness

Table 5b. HEADTEACHER MANAGEMENT SKILL QUESTIONNAIRE (HMSQ) Part B

S/N	ITEM	ESSPIN		
		Yes	No	%Y
1	Have you received training on operating schools effectively from ESSPIN since 2009	36	14	72
2	Are you aware of School Development Plan	45	5	90
3	Has your school received training on the use of SDPs from ESSPIN	36	11	72
4	Do you use SDPs in your school	30	20	60
5	Has your school implemented SDP for a full school calendar year since 2009	27	23	54
6	Do you have written evidence of school self evaluation for the last three years (Documents as evidence)	37	13	74
7	Are SDPs for the last five school years available for sighting in your school	14	36	28
8	Do SDP containing three or more activities aimed at strengthening teaching and learning such as instructional materials, pupils inclusiveness etc. (Document Evidence)	29	16	58
9	Is there physical evidence of four or more activities from SDP having been carried out for each school calendar year	30	20	60
10	Do SDP contains activities aimed at improving access by the students	29	11	58

Source: Onakoya (2023), Field Research

Table 5b. above shows the descriptive statistics of headteachers in ESSPIN state as it relates to the implementation of School Development Plans (SDP) in their schools. The table shows that only 36 headteachers attested to have been trained on operating schools and use of SDPs by ESSPIN. This could be due to changes in the position of headteachers due to transfers or promotion caused by retirement or death of the trained headteachers before the year of data collection although, most of the other new headteachers are aware of SDPs in their schools. Out of the 36 headteachers sampled to have been trained, only 30 testified to have used SDP in their schools and just 27 of the 30 have implemented SDP for full school calendar year since 2009. Though, majority of the schools do have self-evaluation reports

with evidence sighted as proofs, only 28% of them could only show document evidence of the last five years SDPs in their school for sighting. It is worthy of note that many could show documents but not sequentially. Out of the documents sighted, about 58% have three or more activities aimed at strengthening teaching and learning and about 60% shows four or more activities been carried out in each calendar year of the SDPs. In addition, 58% of the SDPs sighted contains activities aimed at improving pupils access to education.

Hypothesis 1: Are there significant differences in the variables between ESSPIN and Non ESSPIN Schools?

T

Table 6: Independent Sample T-Test

Variables	States	N	Mean	Mean Difference	DF	F	T	Sig
Enrolment Rate	ESSPIN	9	59820.33	13160	17	4.02	1.68	.061
	Non ESSPIN	10	46659.8		8.6			
Completion Rate	ESSPIN	9	76833.22	29596	16	.017	12.8	.897
	Non ESSPIN	9	47237.22		15.9		8	
Transition Rate	ESSPIN	10	109978.9	8795	18	4.86	3.14	.041
	Non ESSPIN	10	101183.9		13.6			
Final Achievement Scores	ESSPIN	10	87.9	6.5	18	17.46	1.52	.001
	Non ESSPIN	10	81.4		11.3			
Head Teachers Mgt Skills	ESSPIN	10	25	14.6	18	1.28	2.47	.273
	Non ESSPIN	10	10.4		17.1			

Source: Onakoya (2023), Field Research

Table 4 show that there is significant difference in the performances of pupils of ESSPIN state when compared with that of the Non ESSPIN state as regard their final achievement scores, that is common entrance results used in transiting pupils to junior secondary school ($t=1.52, df=18, p<0.05$). However, there are no significant differences in the enrolment rate ($t=1.68, df=17, p>0.05$); completion rate ($t=12.88, df=16, p>0.05$); transition rate ($t=3.14, df=18, p>0.05$) and head teachers management skills ($t=2.47, df=18, p>0.05$).

DISCUSSION

It is worthy of note that the results of this research shows both positive trend in the enrollment, completion and transition figures in both ESSPIN and Non ESSPIN states. Though the percentages were higher than each other, the ESSPIN State having more than the Non ESSPIN State. There was a 7.1 percent increase in the enrolment of primary school students in Lagos State in 2010. The percentage increase almost tripled in the following year. It could be observed that the enrolment rate had a 45% increase in 2012. The reason that could be adduced to this is that the ESSPIN program was made to cover all primary schools in the state in the preceding year. In addition,

that there was a positive percentage increase in the transition rate to secondary schools of primary school pupils in Lagos State immediately all public primary schools in the state were co-opted in to the program from 2012. This shows a very positive trend as many pupils are being made sure to complete the 9 years basic education as enshrined in the new National Policy of Education. For the non-ESSPIN, the trend for completion figures shows a positive trend from 2010 till 2015 though the percentage difference relating to the population is not as much as that of the ESSPIN state. It is also to be noted that the figures for the transition are sourced from the admission records for public schools. There is every possibility that some pupils who attended private primary schools were among the ones admitted into public secondary schools as the transition figures are way higher than the completion figures in both ESSPIN and Non ESSPIN states.

The impact of the increase in the enrollment figures, completion figures and transitions figures does not affect quality of learning in the ESSPIN state. This could be seen from the other result as the academic performances of the pupils in Lagos was more better than that of the Ogun State even though the enrolment, completion and transition rates were higher. Possible cause could be the other factors been put in place like quality learning environment, training of teachers and headteachers and better involvement of community leaders and civil societies. This result does not go along the result of Muthaa and Mwirigi (2015). The study shows that increase in enrolment rates led to overworking the staff members, inadequate teaching and learning facilities, poor sanitation facilities and inadequate classroom in Imenti Central District of Kenya.

The independent *t*-test shows that the difference in the trend is not statistically significant if compared with each other. This result is in tune with the opinion of Hans Brugelman (2019) who looked into the risk and side effects of educational interventions looking at what works may also hurt. He further opines educational interventions key performance indicators might not be

positively all through in their contributions to the overall goals of the school as such interventions might meet u with some other in-house change of tactics in areas where such intervention is not domiciled. In addition, Edlind, et al (2018) in their research on why effective interventions do not work for all found out that there are minimal differences between responders and non responders to the intervention across socio-demographic or clinical characteristics when they explore variations in response to a chronic disease management interventions. Although, the general expectations is that efforts of interventions in educational sector should show a clearly distinctive difference in the key performance indicators when compared with samples that does not enjoy such intervention, the possibly conclusive opinion to such deference is that the increment in the enrollment, completion and transition rates in ESSPIN state could not be directly linked to ESSPIN intervention. It could be due to other efforts by the government or the schools not sampled.

Furthermore this study corroborate the study of Obuya (2019) who investigated what determines the transition rates from primary school to secondary school by pupils in Kenya and re-establish the effects of primary school transition rates on secondary school education. The findings revealed that parents' literacy levels, income per capita, primary school performance and secondary school enrolment rates were statistically significant determinants of transition rates from primary school to secondary school. This shows that parental involvement and their capacity building vis a vis economics and social capital has a relationship with whether their children will be allowed to transit to secondary schools or not. It is not out of place to suggest the continuation of the implantation of the free education policy of the government to assist in this realm and reduces the out of school children figures.

One more notable observation from this study is the statistical significance of the differences in the final academic achievement of the two states. The result shows that pupils from ESSPIN

State performed better than pupils in Non ESSPIN State in the common entrance examination. This translates to difference in their transition rates as shown the table. The result shows that ESSPIN intervention is a possible cause to the significant difference in the performance. It should be noted that one of the key performance indicators of ESSPIN is the enhancement of the head teachers' management skills which will translate to more teacher's supervision and further translate to improvement in pupils' academic achievement. The result of this research is in tandem with the work of Musungu and Nasongo (2020) who believes that the tactical fulfillment of head teachers roles together with constant supervision of teachers determines the level of teachers' input and pupils academic attainment.

CONCLUSION

This study wish to conclude that educational interventions should be properly monitored and situated in an environment where no other interventions either directly or indirectly have been implemented so that the effects or no effects of such interventions can be directly or indirectly pinned to the educational interventions. In addition, this result of this study is limited to only the five key performance indicators listed. The ESSPIN intervention has more than five key performance indicators. Further researches can be made on other KPIs to ascertain the totality of the impact of the intervention.

RECOMMENDATIONS

Based on the result of this study, it is thus recommended that:

1. Lagos State Government should continue to work on the improving the management skills of head-teachers I the implementation of school development programmes for better effectiveness
2. Sustain all efforts in the ESSPIN intervention that led to the improvement in the final academic performances of primary pupils in ESSPIN state.

3. Ogun State Government should put all measures in place to increase enrollment figures.

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Author's BioNote

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