

**Concept of equality of opportunity in the
operation of the universal primary
education system of Irewole local
government area, 1977-1983.**

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Abstract:

The purpose of the study was to analyze the conceptions of equality of educational opportunity among various extents to which the various conceptions, based on a paradigm - formal-legal, process, procedural and achievement equalities - were reflected in the Universal Primary Education System of Irewole Local Government Area, was determined.

Data were collected using investigator-designed questionnaires: Educational Groups Questionnaire (EGQ) and Equality of Access Questionnaire (EAQ). Educational Groups Questionnaire was used to collect data from three pre-determined educational groups on their conceptions of equality of opportunity. Equality of Access Questionnaire was used to collect data from 1,200 students on their equality of access to co-curricular activities.

Four hypotheses were tested using one way Analysis of Variance (ANOVA), and it was established that: the pre-determined educational groups do not favour the formal-legal equality of opportunity, they favour procedural and achievement equalities, and see mild-achievement equality as the most relevant to the UPE system. Thus, the conceptions of equality of opportunity among the educational groups fit into the philosophical positions: wherein mild-achievement equality is held in the highest esteem, followed by procedural, process and formal-legal equalities respectively. Besides, government's implementation *of* the concept does not totally fit into the philosophical positions.

Recommendations based on the findings are that the government should intensify its implementation of mild-achievement equality, in order to agree with the philosophical positions. In addition, the government should make better provision for pupils' participation in co-curricular activities.

Keywords: Primary/ education/ Irewole/ questionnairesUPE

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