

**EVALUATION OF THE
CHALLENGES OF UNIVERSAL
BASIC EDUCATION PROGRAMME
IN NIGER STATE**

BY

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**A THESIS SUBMITTED TO SCHOOL OF POSTGRADUATE
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CURRICULUM, EDUCATIONAL ADMINISTRATION AND
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NIGERIA.**

FEBRUARY, 2014.

DECLARATION

I wish to declare that this thesis titled “Evaluation of the Challenges of Universal Basic Education Programme in Niger State” was carried out by me in the Department of Education Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Drs B. A. Maina and M. O. Dare.

The information derived from the literature has been acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma at any university.

Name of Student

Signature

Date

CERTIFICATION

This thesis titled “Evaluation of the Challenges of Universal Basic Education Programme in Niger State” by Bello Bala meets the regulations governing the award of degree of Masters of Education (Educational Administration and Planning) of the Ahmadu Bello University, Zaria and has been approved for its contributions to knowledge and literacy presentation.

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This work is dedicated to my late parents Mal. Muhammadu Bello and Mallama Rahmat for the solid life foundation they laid for me, and to my wife and children for their support, patience and prayers.

ACKNOWLEDGMENT

All praises be to ALLAH (SWT) whose divine guidance and support made it possible for me to accomplish this work.

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ABSTRACT

This research on the evaluation the challenges of universal basic education programme in Niger state had the following as objectives; to examine teacher factor challenges, social – factor challenges, population explosion factor challenges, gender factor challenges and environment factor challenges. Research questions and hypotheses were formulated in line with the objectives. Related literature in the area of study was reviewed in chapter two, specifically an over view of the UBE Programme was done alongside with the opinions and findings of scholars and researchers in order to provide a base for the research. Survey research design was used for the study since the research was an opinion sampling. The study population were Directors of Education, principals of junior secondary schools, head teachers, teachers and education secretaries of all the Local Governments in Niger state. The total number of the population was thirty one thousand eight hundred and forty four. Seven hundred and forty five respondents were sampled for the study A self developed questionnaire was used as instrument for data collection. The questionnaire was design with five Likert scale opinion sampling. The instrument was validated, reliability tested through pilot test and found valid of data collection. The data was collected through the use of research assistants. Analysis of Variance (ANOVA) statistical tool was used to analyze the stated hypotheses. The findings of the research revealed that teachers salary were poor and not paid as at when due, there was high level of parental ill understanding of UBE programme, population explosion affected UBE quality delivery and there was acute shortage of facilities in schools. Furthermore, lopsided staff distribution in favour of the urban centers, loss of man hour input as dictated by the large number of female teachers’ posed serious challenges to UBE proramme in some localities. It was therefore recommended that teachers’ salaries and other entitlements be paid without delay, constant training and capacity building clinics be organized to boost the morale of teachers. Mass mobilization should be intensified in order to involve more stakeholders into the mainstream of education.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The place of education as a unique social process that guarantees the skills, competencies and knowledge of an individual, group(s) of persons and indeed the entire society cannot be contemplated. It was in realization of this, that education experts categorized ways of acquiring and disseminating it into three, namely formal, informal and non-informal types. The justification of this is not limited to the curriculum content i.e nature of instruction, structural process and to a lesser extent the target groups/audience. It is important to add that this categorization is for academic conveniences. Hence the line separating them is imaginary as evidence of overlap and infusion of the main features of each category can be found in the other. In spite of the above interrelatedness of the various categories of education, the researcher dwelt on the formal type that is education offered in school/institutions with structured programme of activities and graded certificate(s) at the end of the training schedule.

Several literature abound to make case for the indispensability of education in the life of any nation. For Aliyu, 2010; education is the greatest source of empowerment in the whole world. Similarly, Osissioma, (2002:27) quoted a one-time US President (Lydon Benson) to have said:

“...nothing matters to the future not our military preparedness, for armed might is worthless if brain power is lacking to build a world peace; not our productive economy, for we cannot sustain growth without trained manpower; not our democratic system of government, for freedom is fragile if citizens are ignorant”.

The above assertion is not peculiar to the United States alone, but to every nation of the world, including Nigeria. The fact that a well informed citizenry is an asset to a nation, while an un-informed citizenry is an irritating liability, have been re-echoed and acknowledged in this regard.

It should be noted that education has been described as an instrument per excellence for effecting national development, Federal Republic of Nigeria, (2004). In pursuance of the social function of education of turning an individual to be effective as well a productive member of his immediate and larger society, carefully selected experiences of the past and that of the current ones have been articulated as a strategy to prepare an individual to successfully handle new and emerging challenges that may endanger him and the society in which he found himself. The National Policy on Education was designed and enriched with relevant provisions and strategies of these experiences at the various strata of the educational system.

As a strategic programme in the Nation's Education, the Universal Basic Education (UBE) was introduced and launched in 1999, by the then President, Chief Olusegun Obasanjo. One could not be faulted to say that, the programme is a representation of a major conduit for the realization of the government's social, political and economic reform agenda. Specifically, it is intended to

expose a vast segment of the Nigerian population to basic knowledge and skills, adult literacy and non-formal education. Obaegbulem (2001), and Onwuka, (2002) described the programme as a potential instrument for value re-orientation in Nigeria. Obanya (2001) posited that, it is a monumental enterprise, whose success depends largely on the extent to which its efficient management can be assured.

The introduction of the UBE programme also seeks to re-direct the attention to the basic level of education, hence it is neither defined in terms of years of schooling, nor limited to formal schooling milieu. According to the Jomtien Declaration and Framework of Action on Education for All, Basic Education, is a close articulation of the formal, informal and non-formal approaches in the development of the human potential, and to a large extent, entrench national consciousness for speedy and sustainable development. Its concept of universalization as a goal is to enhance access to education, engender conducive learning atmosphere and eradicate illiteracy. As contained in the UBE implementation guideline, (2003) the scheme is a 9 year basic learning needs and adult literacy education with emphasis on the primary and junior secondary (schools) levels. The goals and objectives of the programme as outlined in the implementation guidelines are:

- (i) *Developing in the citizenry a strong consciousness for education and a strong commitment to its promotion;*
- (ii) *The provision of free, universal basic education for every Nigerian child of school-going age.*
- (iii) *Reducing drastically the incidence of drop outs from the formal school system (through improved relevance, quality and efficiency).*

- (iv) *Caring for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provisions and promotion of basic education;*
- (v) *Ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life long learning.*

Suffice it to say that, the universalization of basic education is in tandem with the requirement of the constitution of the Federal Republic of Nigeria (1999), where in section 18, the educational objectives states that;

...Government shall direct its policy towards ensuring that there are adequate educational opportunities at all levels; and thatGovernment shall eradicate illiteracy, and to this end, Government shall as and when practicable provide.

- *free, compulsory and universal primary education;*
- *free secondary education;*
- *free university education; and*
- *free adult literacy programme.*

With these intentions, the place of teacher-factor is crucial. In the words of Kolo (2009) “Even with glittering schools and educational institutions in addition to a desirable and development-oriented curriculum, the education system anywhere can hardly become the expected tool for societal transformation and development if quality teacher education....is not employed ...”. This opinion is shared by Ekaeba, (2008) who said “the quality of development of any nation is largely determined by the quality of her teacher education programme”.

It was against the background of the indispensable role of teacher in the educational enterprise, that the researcher sought to find out the views and opinions of Principals, Head Teachers, Education Secretaries, Teachers, and Directors of the Niger State Ministry of Education on how the challenges of teacher-factor, social-factor, population-explosion, gender-factor and environmental factors affect the implementation of UBE programme in Niger State.

1.2 Statement of the Problem

The development drive of any nation depends squarely on the quality of education available to its citizens including the young ones and the physically and culturally challenged. Put differently, education is the live wire of any nation. Therefore, it will not be out of place to say that “no meaningful education can take place in the absence of an adequately trained and qualified teaching force” (Duruh, 2008).

Inadequate funding of education by Government certainly is a factor setting education standard backward. This result to inadequate teachers to man and the enrolled pupils in schools. Inadequate classrooms and other facilities for teaching and learning, inadequate teacher motivation and incentives have made teachers commitment low and hence pupils are always unable to display practical knowledge at the primary and other levels of education.

At inception of the UBE programme in the year 1999, the number of teachers on ground was grossly inadequate both in terms of quality and quantity.

The absence of teachers in quality and quantity in Nigerian System of education has been responsible for a number of problems. These problems could be seen right from the primary up to the university level. At the grassroots in spite of huge amount of money spent by government and non governmental agencies, the scenario seems to be gloomy. The teachers who should lead and guide students are themselves lacking/having inadequate skills to impart the knowledge. Many teachers are not capable of good handwriting, good construction of English not to talk of self commitment to the teaching job.

Therefore, one will be right to agree with the assertion is quoted which says “no nation can rise above the quality of its teachers”. In other words, there exist problems within the training programmes in the Nigerian education system. This could be affirmed as in “**input certain is the output**”. In addition gender difference not only suffered inadequate commitment by government but it also send a bad message to the female gender. The population ratio between male and female is becoming wider and wider especially in the far North as a result of inability to educate women, the effect is seen in almost every sector of life.

More so, other issues creating setback to teacher development could be in incompatible environment, the government and motivational aspect. Any worker

whose motivation forces are not stimulated, has the tendency for low productivity. In related development teachers in most cases lacked reliable means of transportation, decent housing accommodation and to some extent social security to work. In general terms, teachers' ailments result in poor students' performance and subsequently waste of resources by parents and government. Inability of students to further their studies creates unemployment and increases in crime rate in the society which justifies why security takes the lion share of the national budget.

Security challenges in Nigeria affects social, economic, political and even educational processes. Social, Political and environment affect school activities and programme in Nigeria due to security challenges. School days have reduced and lessons in every term are few. Many at times nature of parents' occupation affects pupils' school attendance that is raining season or market days

1.3 Objectives of the Study

The objectives of this research are to:

- 1) Evaluate teacher-factor challenges of UBE programme in Niger state.
- 2) Evaluate social-factor challenges of UBE programme in Niger state.
- 3) Evaluate population explosion challenges of UBE programme in Niger state.
- 4) Evaluate gender-factor challenges of UBE programme in Niger state.
- 5) Evaluate environmental-factor challenges of UBE programme in Niger State.

1.4 Research Questions

For the purpose of this study, the following research questions are advanced:

- 1) What are the teacher-factor challenges of UBE programme in Niger state?
- 2) What are the social-factor challenges of UBE programme in Niger state?
- 3) What are the population-explosion challenges of UBE programme in Niger state?
- 4) What are the gender-factor challenges of UBE program in Niger State?
- 5) What are the environmental-factor challenges of UBE programme in Niger state?

1.5 Hypotheses

- 1) There is no significant difference in the opinions of teachers and management on teacher-factor challenges of UBE programme in Niger state.
- 2) There is no significant difference in the opinions of teachers and management on social-factor challenges of UBE programme in Niger State.
- 3) There is no significant difference in the opinions of teachers and management on population-explosion challenges of UBE programme in Niger state.
- 4) There is no significant difference in the opinions of teachers and management on gender-factor challenges of UBE program in Niger State.

- 5) There is no significant difference in Opinions of Teachers and management on environmental-factor challenges of UBE programme.

1.6 Basic Assumptions

The research is of the view:

- 1) That the level of qualification of a teacher determines to a greater extent the quality of instruction in the classroom. Therefore, for teachers to make positive impact in the implementation of UBE programme, they must attain the minimum teaching qualification that is N.C.E and above.
- 2) That socio-economic status of the society determines how successful the implementation of UBE programme will be. The need for community mobilization and sensitization be pursued to create awareness and support for the programme.
- 3) That population explosion exerts so much pressure on UBE program, which the program cannot shoulder. Therefore, the need to involve stakeholders in the provision and distribution of basic educational needs is imperative.
- 4) That gender factor irrespective of qualification exerts influence on the productivity of teachers as well as their distribution and spread. This is because more females are taking the teaching job, while the males are leaving the teaching line for more lucrative jobs. Therefore there is the need to make teaching more lucrative and attractive is implied.

- 5) That the environmental factors such as classroom condition, the terrain, distance of schools from urban centers and where social amenities are lacking dictate the level of teachers' performance and commitment; educational qualifications and gender, notwithstanding. Therefore, there is the need to make provision for new classroom and renovate the existing ones.

1.7 Significance of the Study

The significance of this study, evaluation of the challenges of UBE programme in Niger State are too numerous to mention because of the long-term benefits of the findings that go beyond the year 2015 when the UBE programme. Therefore, study has made efforts to enumerate areas where the study is of significance thus:

1. The study will reveal the extent to which education qualification of teachers determines the quality of instruction they give in their areas of assignment. This justifies the need for minimum teaching qualifications to be adhered to at point of recruitment.
2. The result of the research findings will enhance clarity and create greater understanding of the expanded vision of the UBE programme in promoting equity and accessibility.
3. It is expected to serve as a reference document for effective and efficient decision making tool when allocating and distributing educational resources by the government.

4. It will bring to limelight the role conflict of gender with reference to female teacher and its effect on the implementation of UBE programme.
5. It will expose some salient factors that impede on the effort to ensure balance of staffing in a giving geographical spread.

Therefore, it will not be out of place to say that the government, parents, students, teachers, curriculum planners, NGOs, educational collaborating agencies, administrators, researchers etc stand to benefit immensely from this study.

1.8 Scope of the Study

Since the ethics of research demand the ability of the researcher to exercise control over respondents, this study covered public primary and junior secondary schools in Niger state only. Involving large respondents outside Niger state would create problem of control on respondents and the data to be generated. Hence the study is limited to Niger state, and specifically to the Evaluation of the Challenges of Universal Basic Education Program variables.

The study also covered:

- i) All primary and junior secondary schools in twenty-five (25) Local Government Areas of Niger state.
- ii) Two-hundred and ninety three (293) sampled public primary schools.
Twenty-five (25) sampled junior secondary schools in Niger state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed and literatures related to the topic and the variables identified within the topic of research. Concepts, views, opinions and documents were discussed within the context of the following theoretical framework:- concept of teaching; concept of teacher-factor; an overview of Universal Basic Education (UBE) and concept of teachers and teaching. Others include concept of teacher factor, challenges of universal Basic Education programme, concept of motivation in schools, ways to motivate teachers, training of teachers in Nigeria, professional role of a teacher and social factor challenge of UBE Programme. Role of facilities in teaching and learning; social factors as a challenge to UBE, role of facilities in achieving educational goals, population explosion as a challenges to UBE programme and gender factor challenges to UBE programme An overview on funding of Education in Nigeria and summary of the chapter.

2.2 Theoretical Framework

The theory selected for this study was Douglas McGregor theory X and Y. This theory presented an overview on the nature and general behaviour of man. The whole essence is to explain how man behaves and how an administrator can use man to achieve organizational goals.

In theory 'X', he explained that an average human being has inherent dislike for work and will do all that is possible to avoid it. Dare (2006) further added that because of this characteristics, most people must be coerced,

controlled, directed and threatened with punishment, otherwise work will be very low in organization and in the end goal attainment will be difficult.

In contrast, theory 'Y' states that physical work and mental work are as natural as play, if they are satisfying. In other words, commitment of oneself towards work motivates him to perform his duties without being monitored. However, motivation has two dimension; intrinsic and extrinsic.

The foregoing shows that the administrator of school can select and use any of the above where appropriate and applicable. It is the believe of the research that in moving the teacher to perform his duties diligently, there is the need for close and proper monitoring, control, directive and where necessary coercion, threat or sanctions can be applied.

2.3 An Overview on Universal Basic Education (UBE)

Education is universally accepted as the most vital tool for development. Nations of greatness have indices of high commitment to education sector, this should be seen in their funding, planning, implementation of curriculum and above all commitment by the implementers of the policies.

In Nigerian history, education pre-dates the colonial advent into the country, in other words, there was the existence of traditional and Islamic education before the introduction of western education. Since then changes have been in existence as dictated by the needs and aspirations of the society. In fact even at the colonial era the case was not different as changes keep occurring in policies and strategies of education delivery.

When Nigeria got independence, in 1960, one of the major sector to undergo restructuring was the education. The Ashby commission is a good example. Also, the curriculum conference of 1960 that brought about changes in primary education in 1961 as part of the Addis Ababa conference recommendation, which states that African countries should aim at providing Universal Primary Education (UPE). Also, the conference stated long time objectives which include:

- a. Universal free and compulsory primary education.
- b. Priority of teacher training and adaptation and continuous reform of the content of education among other recommendations David and Markus (2006).

However, Nigeria officially adopted these recommendations in 1976. As a results of issues and changes in the global arena, the United Nation introduced a programme called Millennium Development Goals (MDG's) and Nigeria signed the resolution in 1990. Among other things one of the goals is the Universal Basic Education. Meanwhile, the then Head of State Olushegun Obasanjo who launched the UPE scheme in 1976 was by co-incidence the same who re-launched the UBE scheme as an elected president in 1999 in Sokoto state – Nigeria.

The programme is administratively called Universal Basic Education Commission (UBEC) at the Federal level, while at the state it is State Universal Basic Education Board (SUBEB); sand Local Government Education Authority (LGEA) where the schools are based, at the local government level.

The UBE programme is aimed at achieving the following objectives;

- (i) Developing in the citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- (ii) The provision of free, universal basic education for every Nigerian child of school going age;
- (iii) Reducing drastically the incidence of dropout from the formal school system (through improved relevance, quality and efficiency);
- (iv) Catering of the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and
- (v) Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values for laying a solid foundation for life long learning.

Consequently, the scope of the programme includes the following:

- a. Programmes and initiatives for early childhood education and development;
- b. Programmes and initiatives for the acquisition of functional literacy, numeracy and life skills, especially for adults (persons aged 15 and above);
- c. Special programmes for nomadic population;
- d. Out-of-school children, non-formal programmes for updating the knowledge and skills of persons who left before acquiring the basic needs for life-long learning;
- e. Non-formal skills and apprenticeship training for adolescents and young who have not had the benefit of formal education; and
- f. The formal school system from the beginning of primary education to the end of junior secondary school, UBE (2002).

These are indeed lofty and laudable as if education is already transformed. Alagoa (1991) observed that it is not the conceptualization of ideas that is a problem, but our Nigerian problem has always been how to put our ideas into practice. By extension, the problem of programmes in Nigeria is mostly related to policy implementation, because of varied and complex factors unique to the Nigerian nation.

The FGN (1999) in an effort to avoid the past experience that constitutes hindrances to the success of UPE of 1976, the following implementation strategies and guidelines were put forward:

In seeking to achieve the objectives of the UBE programme efforts will be made to counter the factors which are known to have hindered the achievement of the goals of the UPE programme of the past. It is therefore envisaged that more appropriate approaches will have to be developed for: public enlightenment and social mobilization; data collection and analysis; planning, monitoring, evaluation, teachers; their recruitment, education, training, retraining and motivation, other issues to include: infrastructural facilities, enriched curricula, textbooks and instructional materials, improved funding and management of the entire process.

In addition, for the programme to be given an objective and purposeful monitoring the Federal Ministry of Education states that as a strategy in the area of public enlightenment and social mobilization, the following categories of people at the local level will be involved, FME (2000):

- (a) The use the community based organization, because of their closeness to the grassroots;
- (b) traditional institutions and traditional rulers should be involved because of their influence on their subjects;
- (c) the various religious schools should be targeted; and
- (d) formal and non-formal approaches should be adopted.

2.4 Concept of Teacher and Teaching

Scholars in philosophy tend to avoid definition of concept but rather explained conditions governing the practice of these concepts. But for better clarification and understanding the research attempted to give conceivable meaning of some concepts.

Teacher: The Nigerian Education Bank (1996) viewed teacher as: “anyone who acquired sufficient knowledge in an academic field, and has been trained in the methodology of teaching”. This indicates that a teacher must be given a special training in a particular field of specialization and with the skill(s) of methodology to impart knowledge. In almost similar direction Ango (1991) sees a teacher as the director and guide of learning and also has sufficient knowledge of the subject matter as well as professional knowledge and skills in teaching methods.

In addition, a teacher was described from the view point of his role and all that was expected of him. Akinyemi (1969) when he asserted that “if the African teacher is to cope adequately with the monumental task that lies a head of him, he has to be well trained for his job. He must be willing to enter into the spirit of new information and skills of his fellow teachers, seek more knowledge on his own initiative and above all, be flexible and willing to experiment and not to be afraid of failure. The new teacher envisaged here, must have flexibility built in to

his total professional and academic made up, and should be helped through regular in-service training to keep abreast of techniques, skills and research in his field”

This meaning of a teacher captured all that it entails to be a teacher. Issues such as challenges within the parameters of the job, like, sharing of information, willingness to learn from colleagues, and the ability to initiate motivational attitude to learn through independent research. Flexibility which must be his attitude toward his students and to be dynamic with the trends in the changing society with time, and lastly, the government or authorities in charge should update teachers through in-service trainings which will help the teacher with up to date skills and techniques of teaching.

In another view point, teaching was seen from the root meaning of the term. McDonald (1988) stated that “Teaching is rooted in the teachers own moral purpose and interest. Teachers teach what they do, and as they do, at least partly from a deep and often tacit sense of mission”. By extension this shows that MacDonalld underscores teaching from moral angle, and interest which begin from the heart and behaviour of the teacher. This also means, these factors have influence on the teaching itself. Therefore, teachers must have interest with moral uprightness in the job of teaching.

In a related effort to capture the meaning of teacher, which are more of theoretical in nature. Adewole (1996) described a teacher as a person directly engaged in instructing group of pupils/students. Fafunwa (1989) in Sidi (1997)

viewed a teacher is one who imparts knowledge, skills in formal and non formal situation. Ukeje (1996) in Munzali (1997) described a teacher as a person who successfully gone through a well designed teacher education programme in a recognized institution.

2.5 Concept of Teacher-Factor Challenges of Universal Basic Education Programme

The relevance of teachers and the roles they play in the entire education process are (indeed) the main crux of basic education (Lassa, 2001). There may be close substitutes for teacher roles in the form of teaching machines with programmed instructions (Balogun, 1988). The researcher is of the opinion that the teaching machines with programmed instruction are never close substitutes to the teachers role due largely to the limited level of interaction obtained in the real teacher-learner relationship during lesson delivery. Therefore, teacher education should be the foundation of quality and relevance of education at all levels in Nigeria.

The National Policy on Education (NPE) stated the goals of teacher education as follows:

- To produce a highly motivated, conscientious and efficient classroom teacher for all levels of our educational system.
- To encourage further spirit of inquiry and creativity in teachers.
- To help teachers to fit into the social life of the community and society at large and enhance their commitment to national goals.
- To provide teachers with intellectual and professional background adequate for their assignment and make them adaptable.
- To enhance teachers' commitment to the teaching profession (NPE, 2004).

Categories of Teachers in Nigeria

When the National Policy on Education was introduced in 1977, the following five categories of teachers, were identified:

- a. Grade II teachers at Pre-primary level with N.C.E. teachers as head.
- b. N.C.E teachers at primary level with graduate teachers as heads.
- c. N.C.E and university graduates at junior secondary level.
- d. University graduates with professional qualifications in their disciplines at the senior secondary level.
- e. University graduates and post-graduates with professional qualifications, practical industrial exposure and experience at the technical colleges and polytechnics levels. (NERDC, 1980).

It should be noted that, despite the fact that N.C.E has been stipulated as the minimum entry qualification into teaching profession, (NPE, 2004), there is still a good number of teachers in our schools today whose qualifications are far below N.C.E. This problem has been ascribed to the multiplicity of problems associated with teacher education in Nigeria. Lassa, (2001) identified the following factors:

- a. **Aversion of Teaching Profession:** This problem he said was associated with the fact that "nobody wants to be a teacher because of the poor image associated with the status of teachers in the society. He blamed the unattractive or absence of extrinsic factors that operate in concert to influence the morale and motivation of the teachers. He concluded that most Nigeria Youth see teaching as a profession that offers the least tolerable aspects of a career. Hence the last option for those yearning to further their education. This of course exercises some influence on the teacher retention and turnover.

- b. **Paucity in the Midst Of Glut:** Closely related but not the same as the above problem is the shortfall in the supply of qualified teachers, in the range of 22% in primary and 8% at the secondary school level respectively. The factors responsible for the scenario are Nepotism, and other demographic circumstances. Lassa, (2001) observed that, instances exist to suggest that there are thousands of qualified teachers who remained unemployed due to discriminatory practices in the employment policies of different states and even within composite local councils of a particular state. These factors, with politico-ethnic features he said were responsible for non-formation of a national teaching service commission. All these posed challenges to the UBE programme
- (c) **Inadequate Funding:** problems of inadequate infrastructural facilities, poor equipment, unstable industrial relations, poor reading and even examination malpractice are directly linked to poor funding of schools.

Quantitative Analysis of Teachers in Nigerian Education

The teacher needs of Nigerian Nation are determined in part by the pupils enrolment in primary schools and their transition rates to junior secondary school system, and by the teacher-pupil ratio proposed by policy makers on the other part.

Records available indicated that as at 1980, and on the basis of the categories of teachers proposed for Nigeria education system, a 100% enrolment of primary school-aged children was projected. By that projection

the country would need about 584,000 teachers in 1995 at a teacher-pupil ratio of 1:35 (NERC, 1980). This means that enrolment at the primary schools would be in excess of 20million. This was not to be, because by (1996), total enrolment was slightly less than 1 5million. Similarly out of the total number of teachers in service, as high as 21.7% are either under qualified or unqualified to be in the system. Also, in the year under review, 1996 about 39% of the total teachers in the primary school possessed either NCE or its equivalent (ACE) with the introduction of part-time and distance learning program in educational institutional holders of NCE is expected to be in the range of 78% by 1998. What then is the percentage of NCE holders in our primary schools as at today? Does the increase in teacher qualification/certification impact positively on the quality of instruction obtained in our school today? What percentage of the teachers are females? These and many more questions, will be addressed at an appropriate time and place.

In the current UBE programme, it was estimated that about 1.2 million pupils will be registered for the schemes, at a ratio of 1:40, about 28,000 teachers will be required to cater for the number of registered students. However, figures of primary enrolment for UBE, indicated that 21 million pupils were registered in the 1999/2000 session.

The projected enrolment figure for 2000/01 was given as 25,250,499 about 4.4million more than the 1999/200 figures (Baikie, 2004) at the level of secondary school, transition from primary to junior secondary school was 43.5%,

if this percentage is increased to 45% in anticipation of some improvement in the primary school, about 504,000 would transit to JSS in 2002, then teacher strength of 12,000 would be required at a 1:40 ratio to handle JSS in 2002 or 14,4000 teachers would be required if the ratio is 1:35.

2.5.1 Concept of Motivation in Schools

Motivation has been defined, described and interpreted in several ways by scholars. This concept is seen depending on the position one sees it and also wants to use it. In administration the meaning does not matter much but how well is it used in running an organization. Unequivocally, motivation is an essential tool on the side of administrator which can be used to smooth and ease work burden so as to achieve organizational goals with relative difficulty.

Meanwhile, scholars have made contributions on the meaning of the term, motivation. For example, Kaluces (1969) viewed motivation as a conscious attempt by the administrator or manager to identify the various motivation drives in men and trying as much as possible to make provision in form of needs. This definition centers on fulfilling the need of human beings to work more in an organization.

This could also be linked to the Maslow's theory on human needs. Maslow's theory encouraged human needs to be met in hierarchical order. These are physiological, safety, belongingness, esteem, and self-actualization needs. In the event that these needs are met as the need be and in that order the organization will certainly get high productivity from its staff.

In a related definition Husa (1977) defined motivation as the condition responsible for variation for the intensity, quality and direction of ongoing behaviour. This definition focuses on condition which could be internal or external which will move the individual behave, to increase quantities and quality of productivity. In school situation, we will see changes in effectiveness of teachers and also in students' performance at the end of it all. McGregor theory 'X' and 'Y' could also be relevant in moving human to work, since it explained about understanding the nature and behavior of man.

Dare (2006) postulated that motivation could be put in practice by administrators in many respects such as clear definition of objective and good reinforcement, monetary incentives, status, participation in decision making which include evaluation of individuals and being open towards others. By explanation, these are issues/ qualities which a leader should possess, and they serve as a motivating factor on the staff including him. Clear definition of objectives will do away with ambiguity and duplication of effort which result in waste of energy. Monetary incentives put staff close to the leader and to work, which increases commitment and productivity.

Edem (2007) viewed motivation from the view point of Benerd Simon theory of motivation which explained relationship between worker's satisfaction of needs and work, the organization should be able to perform its function on the worker and then the worker will do his job as prescribed. In school situation, the government should try as much as possible to take care of its workers so as to enable the staff give their maximum efforts to work.

2.5.2 Ways to Motivate and Enhance the Morale of Teachers

The prevailing condition of service of teachers in Nigeria is in part responsible for the low morale of teachers on one hand, and the school organizational climate on the other, as determinants of the extent to which teachers are motivated and their morale boosted.

According to Otu (1999) a man (teacher) will perform his duties well when he is trusted both by his colleagues and his superiors. She added that "suspicions, and backbiting among people in an organization only breed friction and misunderstanding. She therefore, suggested the following means through which morale and motivation can be enhanced.

- Establishment of fair policies and administrative regulations, and apply them fairly and justly.
- Encourage staff members to discuss problems and discontent, and to listen to them sympathetically giving the staff the assurance that he is genuinely concerned about them and desire to be helpful.
- Help Staff members guard against a sense of failure by encouraging partially successful efforts with appreciation.
- Protect teachers against unfair criticism and let them know that the supports sincere efforts in work and behaviour.
- By means of committees, staff meetings, announcements and conversations, help the staff to set and value group goals and build a sense of meaningful teamwork.
- Demonstrate his appreciation of group efforts and arrange public recognition such as comments or awards.
- Be friendly always, though a few staff members may sometimes interpret friendliness as license to loaf, nevertheless, a group generally respond with an enlarged sense of appreciation and responsibilities.

- Apply appropriate disciplinary measures, and avoid, unless where unavoidable harsh punishment, such as recommendations for dismissal.
- Assign staff job to areas in which they can best demonstrate their talents, and
- Determine realistic standards of competence, taking into consideration individual differences in capacity for competence.

There is general agreement world over that the teacher(s) have remained the central focal point in the quality of any educational system. In its view of this, NERDC (1980) shared the consensus that the quality of any educational system depended very much on the competence, commitment and motivation of the teachers. It further states as:

--- teachers are the main determinant of quality in education. If they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the whole nation is doomed. If they are ignorant in their disciplines and impart wrong information, they are not only useless but dangerous. The kind of teacher(s) trained and posted to the schools may well determine what the next generation will be”.

In a similar postulation Helejeson, (2002) Shulman (2000) and Okeke (1986) argued the quality of any educational programme is a function of the quality of those who teach it. While Oladutun (1990) opines that for learning to take place three (3) factors must be in place (i) the teacher (ii) the teacher and (iii) the materials to be learnt. These explanations showed the extent to which the teacher is paramount in the field of learning. In the event that the teacher is ill motivated, ill-trained, lack or has inadequate learning materials, learning cannot or will take place half way.

Similarly, the assertion that says no nation can rise above the quality of its teachers is certainly true. The development of any nation depends on those

who operate in the manpower production industries, these are the teachers and the schools as the industry. In a related argument Obara (2001) observed as “nobody can give what he or she does not have. Quality teachers will turn out quality pupils and low quality ones will produce their kind. He added, the implication is dangerous for the primary education as it is considered to determine the success or failure of the educational system, since the rest of it is build upon it”.

Meanwhile, going by available data about government efforts to make sure the teacher is made and prepared for his job many researches were conducted that showed the sad situation in teaching industry. UNESCO (2001) revealed that in 1997, less than 70% of primary school teachers in Nigeria had Grade II Teacher’s Certificate which was accepted then. By 1999 a policy abolished Grade II to NCE but only 40% of primary school teachers had NCE as at 1999. This means that efforts must be added towards teachers upgrading by government, otherwise development will continue to be a mirage in the nation.

In a similar issue an argument was made that the phasing out of Grade II as a minimum qualification of teaching is a bad omen. For example sources from UBE headquarters indicated that there is surplus of 38,296 teachers in fifteen states without work, while 21 states have short fall of 48,279 teachers. By simple arithmetic there is still a short fall of 45,974 teachers in the nation as a whole. These figures indicated that teachers are needed not only in number but with requisite quality and qualification, bearing in mind the position the teacher occupies in the teaching and learning environment.

It is our deep feeling that change is made towards teachers in the nation and also hope for the assertion in section (9) Paragraph (57) of the NPE which state as:“Teacher education will continue to be given a major emphasis in all our educational planning, because no educational system can rise above the quality of the teachers’.

It further states that the kind of teachers to produce should be:

- i. highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- ii. Encouraged for further spirit of enquiry and creativity in teachers;
- iii. to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;
- iv. teachers with the intellectual and professional background adequate for their assignment and to make them adaptive to any changing situation not only in the life of their country, but in the wider world; and
- v. teachers’ committed to the teaching profession. May it be so.

In Nigeria today, there are two categories of pre-service teachers education program. These are: The NCE programme and the first degree programme, obtainable in Colleges of Education and the universities. The first degree programme is basically of two levels/types viz:

- the concurrent degree programme, and
- the consecutive degree programme

While the former leads to awards of degrees designated as B.A (ed), BSc (Ed) and (B (Ed) because teaching subject or area of specialization are studied alongside education itself, the consecutive on the other hand concentrates on the varied components of education e.g psychology of education, guidance and counselling in education, sociology of education etc.

2.5.3 Training of Teachers in Nigeria

The term training in the context of this study means the training given to teachers in preparation to work and training given to teachers in course of the teaching job (retraining of teachers). Training according to Longman dictionary is a special physical exercise that are part of a plan for keeping someone fit and healthy. This meaning explains 'special physical exercise' as a process which is unique and has to do with practical work and also 'plan' in other words, it predetermined, with a time span and in the end the aim is to make one ready to face challenges of work ahead. Balogun (1987) opined that teachers are prepared through four major areas.

(a) General studies

(b) Professional studies mainly elements of philosophy, sociology as applied to education, history of education, comparative education, school administration and the method of teaching of various subjects of education technology.

(c) Studies offers to the student in intended field of teaching and

(d) Teaching practice

These are aspects where a teacher is trained to face the teaching challenges. The teacher is prepared in general studies popularly known as 'GENS'. Subject such as library studies, citizenship education, language and communication skills, basic maths, introduction to computer science are taught. In this section teachers are given basic knowledge of these subjects, as the teachers are to face issues related to them.

More so, any students on training to become teachers pass through education courses. These expose the student teacher to concepts related

knowledge on the nature and sources of knowledge and society, trends in the development of education, management, and also the methods of imparting knowledge to the learner. In addition, the teacher is also trained on a particular subject area of his interest (e.g IRK, Physics, Biology, Social Studies etc).

At the end, the students teacher is taught the skills of teaching with practical aspect that is assessed through teaching practice. All these are done at the college or university where certificate of Nigeria certificate in education (NCE) or Bachelor of education (BED) in the case of College of Education and university respectively.

2.5.4 Types of Training and Retraining

The intention of training is to make or equip a person for new tasks of a job: Some of these training include:

- (a) Initial Conventional or Pre-services Training:-** this type of training according Farant (1981) are those type training available to teacher in Teacher's Colleges, Advanced Teachers Colleges, Institution of Education and Faculty of Education in the University. These institutions train teachers at the beginning or retrain them in furtherance of their education
- (b) Distance Learning:** this enable teacher attends training without attending school regularly. Lessons are either by broadcast or through post or in a convent place. This helps teachers since they are not to leave jobs to pursue studies.

- (c) **Part Time (LVT) Programme:** this programme is designed to be done during vacation of school day (during holiday). This programme helps teaching without much tears. Programme of 2 years full time take 5 years LVT.
- (d) **Seminar:** This is a training to upgrade teachers' quality. Attalis (1993) says seminars is a topic-counter event disused to educate and inform an audience about a broad subject of interest
- (e) **Workshop and Conferences:** these are mostly involved practical upgrading of skills of teachers. Conferences are made to tidal single problem of set of problems. It may include discussion, lecturer etc.

All the above are a must, to prepare new teacher and also upgrade those within the system. The federal Government dorm time to time change strategies for example This Day (2000) reported the minister of education as saying the federal executive council has approved the recruitment and training of thirty-thousand teachers with secondary basic qualification per year.....the training and curriculum will be arranged by the NTI which will also liaise with Ahmadu Bello, Ibadan and other Nigeria universities.

In a related development Teboho (2000) suggested other means through which teacher can be trained which includes:

- (1) training in designated institutions and educational resource centers;

- (2) training through seminars and workshops usually organize during long vacations for the dissemination of ideas and innovations;
- (3) distance teacher education programme offered by National Teachers' Institution for under-qualified and unqualified serving teachers;
- (4) correspondence degree programme offered by the centre for external studies of the university of Ibadan and the correspondence and open studies institute of the university of Lagos;
- (5) the teacher in-services education programme (TSEP) and the Nigeria Certificate in education by correspondence course of institute of education of the Ahmadu Bello university Zaria;
- (6) Under graduate courses in education offered by the open studies unit of the university of Abuja, and
- (7) Correspondence courses run by the Abia state university college of education Uturu.

These have clearly shown the extent to which the need for teachers are addressed. For example, in the year 2005 UBEC provided on-the-job training to 13,07 ECCDE teachers and care giver, 123,424 primary school and 24,619 JSS teacher on methodology, effective school management, computer skills, HIV/AIDS awareness and improvisation of instructional material Tahir (2006) on all these there is the need to train more as the population is on the increase yearly.

2.5.5 Professional Role of a Teacher

The professional roles of a teacher are very broad. According to King (1970) the same professions have distinctive and limited roles (Lawyers, Doctors etc) teachers are expected to do much larger number of things even as part of their profession. A teacher is a whole person, at least, in moral, civil, aesthetic and career development. This commitment, he said does not cease with the end of "hired" time but surrounded the face-to-face situation very extensively and may continue for a long lime after the pupils have left school. For the purpose of this research some few out of the many roles of a teacher will be discussed.

(1) **Teacher as a Counselor:** Traditionally, parents entrust their children to the school to be looked after on their behalf, it is the duty of the teacher to help his pupils to develop as fully as possible, all aspects of their potential. In discharging this role, he will be involved in the responsibilities for his pupils welfare, guidance and supervision.

(a) **Welfare:** the role of a teacher in providing welfare is to

- provide leadership example and care
- establish mutual trust
- act as liaison between the child and his peers and between the child's parents and other teachers. The welfare role also emphasizes the, child's physical, emotional as well as moral and spiritual well being.

(b) **Guidance:** the guidance role of the teacher involves monitoring the child's educational process, and advice or offer assistance and even encourage as the case may be. A teacher, therefore is expected to know his pupils and also have the knowledge of careers and the job opportunities so that they can be put on the right track. Also children with personal problem can be assisted.

(c) **Supervision:** As a teacher, it is expected that he ensure of the safety of the children in his care, and as a conscientious person he is expected to supervise them as carefully as if they were his.

2. **Teacher as a Tutor:** Although modern education presents the teacher with many new roles, that of instruction is still a vital one. The successful tutor is one who knows thoroughly what he is teaching and those whom he is teaching and has the ability to link the two through a mastery of communication.

3. **Teacher as a Manager:** Schools have been likened to factories in which children with varied characteristics are put in at one end but come out like identical sausages at the other. Management has to do with the control of resources and process as in a production operation. Good management requires that the resources are used in the most efficient way possible and a high quality of product is maintained. In school, and at class teacher level, teachers must be able to exercise efficient management over their pupils, the resources at their disposal and the various programmes of learning going on in each subject, to ensure that learning proceeds efficiently and products

maintaining standard. The teacher as manager must be able to spot wherever there is problem in the process of working and correct without disturbing more than the part initially involved. With experience, he will learn to anticipate problem and take measures to prevent its occurrence and re-occurrence. Other roles include: Team member, Leader, Question poser Curriculum developer, etc. with the current high population in classroom are these roles possible?

Ensuring Quality in Teacher Production

This aspect of teacher factor is very critical, for the fact that the quality of training received, determines the capability of the teacher, which in turn sets the boundaries for educational attainment, in the country. In other words, teachers are the main determinants of quality of education. This view was a consensus at a seminar, on qualities in Nigerian education (Lassa, 2001). The report stated “- - -Teachers are the main determinant of quality education, if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, antisocial, the whole nation is doomed. If they are ignorant in their discipline and impart wrong information, they are not only useless but also dangerous. The kind of teacher trained determine what the next generation will be”.

It then follows that the quality of our nation schools depends on the quality of our nations teachers; what students learn is directly related to what and how teachers teach, what and how teachers teach depends on the knowledge, skills and commitments they bring to their teaching (Nemser, 2001).

The lesson derivable from the above, is that, the issue of quality in education is a vicious circle, where the quality of input dictates the quality of output. In this regard, Lassa (2001) identified three factors that determine standard in teacher education, namely; Selection of entrants, programmes of study and the factors related to the teacher preparation institutions, he was of the view that, where the minimum acceptable standards related to these factors are reasonably high, and the degree of conformity with the standards is satisfactory, one could, with a measure of certainty predict the production of qualitative and competent teachers.

(i) **Selection of Entrants:** - According to ILO, (1990) the policy governing entry into teachers college should be predicated upon the need to supply and an adequate number of teachers who possess the necessary moral, intellectual and physical qualities and who have acquired professional knowledge and skills. Watts (1989) identified four (4) multifaceted dimension of teacher qualities which could serve as both criteria for selecting entrants into teacher education and as a trait to develop during the teacher education programme.

These are:

- (a) Orientation and proneness to change.
- (b) Knowledge (of content and methods) and ethncal values.
- (c) Communication: Interpersonal relationship and professional report, IT and language skills.
- (d) Decision-making in the classroom, in the school, system and in the community.

(ii) Teacher preparation programme: - Balogun (1987) identified four major programmes which he described as the universal pattern of good teacher education they are:

- (a) General studies
- (b) Professional studies, mainly elementary philosophy, sociology of education, history of education, comparative education, school administration and the methods of teaching various subjects or educational technology.
- (c) Studies related to the students intended field of teaching.
- (d) Teaching practice.

At the various levels of teacher education in Nigeria, the pattern of programme above is being implemented. However, the breadth and depth of the curricular content covered by students essentially, define the standard of teacher qualification involve.

(iii) **Conditions of Teacher Preparation Institutions:** - Balogun (1987) outlined three principal variables which he said influence learning in formal education context. There are:

- (a) The environmental variable (Physical and infrastructural facilities, social system, needs values and priorities as they affect curriculum activities.
- (b) Tasks and methods variables and,
- (c) Personal variables (students, characteristics and teacher

qualities and competence).

These variables would be discussed under the following headings:

1. **Staffing:** This relates to the academic staff of teacher producing institutions in terms of their quality, retention and dedication to duty along with their conditions of service. The teacher educators must, in the first place be professionally qualified for the job. Their sense of mission must be positive and high respectively.

Should, the sense of mission of these staff be entangled in social and economic circumstances, then the standard of their performance is bound to deteriorate (Lassa, 2001).

2. **Facilities:** It is expected that adequate provision should be made available and adequately too. In other words the institution should be learner and teacher friendly by providing enough lecture halls, library and laboratories, workshops etc. The fact is that the standard of learning in institution is a direct function of the prevailing circumstances in the learning environment. Abubakar (1992) argued that the issue of quality of education does not slop on setting up a minimum academic standards and setting up a high entry requirements and high cut-off point but also on improving the conditions under which the students both in and outside the classroom are made to learn.

3. **Administrative Leadership** and discipline: It is believed that the quality of leadership in a tertiary institution inevitably influences the standard of

productivity of staff and the achievements by students. For example, the absence of or at least, a reduction in the frequency of staff strikes and students riots in our institutions of learning, suggest the kind of administrative leadership, and nature of discipline and cooperation among staff and students.

4. **Funding:** According to Lassa (1992) adequate funding and timely release of approved financial allocation to institutions of higher education constitute a formidable determinant of educational quality. This is to say that regular and prompt release of money no matter, is more beneficial than delayed huge budgetary allocations.

2.6 Social Factor as a Challenge to Universal Basic Education

2.6.1 Social Status

Social status refers to the economic ability of individuals in achieving their social needs in a society. Economic factors also play a significant role in having access to education. In a form of argument Ocholi (2002) stated that the Gross Domestic Product (GDP) has been declining over the years from 9.4 percent in 1985 to 2.27 in 1995. This by explanation means poverty is on the increase, thereby affecting the social responsibilities of families. In fact due to this change in social status Mari (2005) reported that in some cases girls are not only denied access to education, but are given out for marriage so that part of the dowry is used in paying school fees for the male children.

5. In a related explanation on social status Ogwu (2004) opined that children from high and middle socio-economic status parents are better exposed to learning environment at home because of provision and availability of extra learning facilities. Crnic and Lamberty (1994) discovered in an imperial research that, children from low socio-economic status parents do not have access to extra learning facilities. Hence, these children having high chances of rising to higher educational level is very low. This indicated that social factor could be a challenge to UBE programme in Niger state and Nigeria as a whole, thus been most Nigerians are within the lower class, especially those that send their wards to public schools.

Education for All Monitoring Report (EFA) (2009) reported that in respect of wealth gap within countries, children from the richest households up to 5 times more likely to be enrolled than those from the poorest. This means in the Nigerian situation where majority belonged to the poor class are facing problems of accessibility due to economic status. The report advanced that in the developed nation by age 7, almost all children are in school. While in the Sub-Saharan Africa at age 7, only about 40% are in school. Also in the developed nation at 17 years, 70% are in secondary school, while in Sub-Saharan Africa; at 17 years, 30% are in secondary, but 20% still in primary school. This is as a result of social status which explains the economic well being of parents. The report said as at 2006, 75 million children are out of school, Nigeria with 8.1 million.

2.6.2 Socio-Cultural Belief

Culture is perceived as the total way of life of a community of group of people. Thus, this captures their beliefs, foods, dresses, language, and ceremonies to mention but a few. These aspects of life certainly affect the disposition of choice and acceptability of change. Kelly and Elliott (1982); El-Samabary (1989); and Stronmquist (1987) were of the view that as a cultural practice where female seduction is practiced, the impact of that tradition on girls' enrolment after poverty is likely to be substantial. This shows that cultural beliefs play a significant role in preventing children from schools. In addition, due to inherited cultural beliefs of not sending children to school, parents themselves lack the knowledge, they may be reluctant to challenge the traditional beliefs to educate their wards, (Csapo, 1987; Callaway, 1984 in Hyde, 1989).

In some societies, it is believed that, sending children to school is equivalent to disobeying their fore fathers. It is true that peoples understanding must be reformed otherwise all the effort of the UBE programme will be in vain. This means that governments most expedite action in educating the parents especially in the UBE programme. This could be through mass media, traditional rulers and religious elites. In fact, it could be through incentives to students at school, inclusion of cultural activities within the curriculum and planning of school time-tables in accordance with societal occupational timings.

2.6.3 Role of Facilities in Achieving Educational Goals

Facilities in teaching and learning situation can be equated to tools in an engineering workshop, without which work will stagnate and time will be wasted. A teacher may be as good as anything in terms of theoretical steps, but the absence of facilities will render his effort fruitless and will be enshrouded with several problems. It is in agreement with this assertion that Lassa (2000) opined as a matter of necessity a school should acquire basic physical facilities such as lecture rooms, administrative and office blocks, laboratories/workshops/studios, hostel accommodation, staff house. He added that other essential infrastructural facilities include water, light, health and sanitation facilities and all-season access routes

In a related view on the relevance of facilities to learning environment, Abdulkadir (1991) postulates that:

“the issue of quality of education does not stop on setting minimum academic standards and setting upon high entry admission requirement and high cut off points --- but also on improving the conditions under which the students both in and outside the classroom, are made to learn”.

By and large this shows the essence of facilities and conducive learning environment. In fact the need to make amends in the Nigerian policy situation where government concentrates on either staff training or remuneration, new construction and provision of facilities, etc and ignoring other aspects, must be given due recognition and to some extent equal treatment for learning to be effective and efficient.

In addition, Daniel (2005) observed that infrastructures and facilities are referring to the physical and spatial enablers of teaching and learning, these include, classrooms, libraries, laboratories, workshops, playfield, school forms and gardens etc. He explained that these facilities should be of the appropriate quantity, size, and quality to meet the minimum standards for promoting any meaningful teaching and learning target. This argument emphasized on students' ratio the equipment available. In a situation where the facilities are far lower than the number of students or below standard, certain goal attainment will not be realistic or possible.

Kochhar (1992) identified school facilities as school buildings, furniture, books, libraries, journals, light sanitation, water, machinery, audio-visual and visual aids, computers, type writers, tape recorders, vegetation etc. This in a general terms referred to all that are found in the school and used to aid teaching and learning are part of school facilities or educational resources. While Jalingo (2010) categorized these school facilities into two:

- (i) Educational/Administrative facilities: These include administrative files, school register, log book, certificate/testimonials, result booklets, duty book, diaries, scheme of work, departmental files, club and society files, personal or staff files, staff duty roasters, visitors book, timetables, time books, staff movement book, inventory book, reward and punishment book, store record book, cash or finance book health record book, Parent Teacher Association minutes book, staff minutes book etc. He also explained that structural facilities include

classrooms, administrative block, laboratories, libraries, stores, sickbay, hostels, dining halls, incinerators, resources rooms, school shops, school book shop, sport fields, road network, security post, school poultry form or garden, parking lot, etc.

- (j) Instructional facilities: these include audio visual and visual aids, aural aids, factual aids, computer, projectors, type writers, sewing machines, laboratory equipment, books, furniture's etc. These equipment/materials aid learning, however, they must be provided in the required quantity commensurate to number of students and in a good and standard form.

2.6.4 Problems Associated with Inadequate Facilities in Schools.

Lack of or inadequate teaching and learning facilities create a gap between the teacher and the students and between the later and the attainment of educational goals. A national survey by NPEC (1991) showed that education of early child-care, primary child care centres in Nigeria had problems in not having conducive learning environment due to a marked deterioration of physical facilities in primary schools, absence of health and sanitation facilities, paucity of basic instructional materials and unmotivated teachers. This without doubt will result to producing students without the requisite skills and a large number of dropouts. The danger is not on the physical scene but it will also have negative consequences on the social commitment on parents not to send their wards to school any more, for fear of waste of time and resources, which would have been utilized on the farm or market.

In a related issue, and also to confirm to the above consequences, the Federal Ministry of Education (statistic division) released data to justify that there was high decline in primary education in Northern Nigeria. For example as at 1984 there were 19,840 primary schools representing: 56.67% of National total, but declined to 19,480 in 1989 with about 55.58% of national total. The decline was about 1.09%. Also, the total enrolment in 19 Northern States declined from 5.86 million in 1984 to 5.68 million in 1991, there was a decline of over 182,000 pupils. This is a case for concern.

In as much as an educational system is not productive, and or the government refused to take appropriate measure, it will get to a point when the general public will decide on what is appropriate for them. This kind of decision is to be seen in parent withdrawing children from school. This could be attributed to absence of inadequate facilities among other things which aid and make learning more permanent and productive in nature.

Teboho (2000) lamented that, the decline in quality of education in Nigeria has been a major concern due to the rapid expansion in students' numbers without comparable expansion in resources, staff and facilities. He added that poor quality at all levels of education is compounded by lack of instructional materials for effective teaching and learning. There is a shortage of textbooks in schools due to the high cost. For example World Bank study indicated that less than 1% of primary schools have no textbooks and that in general textbook availability in schools is 10% of what it should be. The study

further indicated that there were disparities in textbook availability, ranging from 80% in elite schools to virtually no textbook in some rural schools.

Teboho (2000) in related issue explained the state of classrooms in the country which he said were in acute shortage. The National Policy on Education prescribes teacher to students ratio of 1:40 but due to population explosion in schools, the ratio changed to 1:76 pupils. He added that as the population increases without comparable structure, the system had resolved to morning and afternoon shifts. Table 2:1 shows some yearly classroom enrolments.

Table 2.1: Classroom and Enrollment in Nigerian Primary Schools.

Year	Classrooms	Enrollment
1989-1990	375,726	12,721,087
1991-1992	377,439	13,776,854
1993-1994	447,859	15,870,280

Source: Educational Data Bank, Federal Republic of Nigeria (1995)

Several research conducted showed that there is strong relationship between facilities and outcome of school training programme. Meerbach in Agishi and Nyiahule (2004) expressed the view that the nature of the facilities in schools will go a long way to affecting the parameters of a programme in view. They insisted that materials and facilities should always be available, sufficient and of variety to support instruction.

2.7 Population Explosion as a Challenge to Universal Basic Education Programme

Population explosion refers to unprecedented increase in number of items beyond expectation. In the education sector, this refers to unexpected turn-out of students to school. Normally this kind of situation creates a lot of problems and challenges to education. Education being a system which requires planning, organization, controlling and budgeting is done with the view to avoid unforeseen circumstances. As an example primary school enrolment in Sokoto state had the following increase; the pupils nearly doubled between 1999-2002, thus the population jumped from 797,000 in 1999 (the year UBE was launched) to 919,000 (20%) in 2000 and to 1.2 million (40%) in 2001 (MOE Sokoto, 2000).

In a related development Sanusi (2005) reported research findings on major factors affecting enrolment rise of primary school pupils in Sokoto state. Table 2.2 shows the details.

Table 2.2: Major Factors Affecting Enrolment Rise of Primary School Pupils in Sokoto State.

S/N	Institution	Freq	%
1	Government will and effective mobilization	67	21.9
2	Democratization process	64	20.9
3	Active Administrative Supervision	42	13.8
4	Activities of NGO's e.g P.T.A, UNICEF etc	45	14.8
5	Increased Community Participation	45	14.8
6	Activities of Federal Government Agencies e.g E.T.F, P.T.E	42	13.0

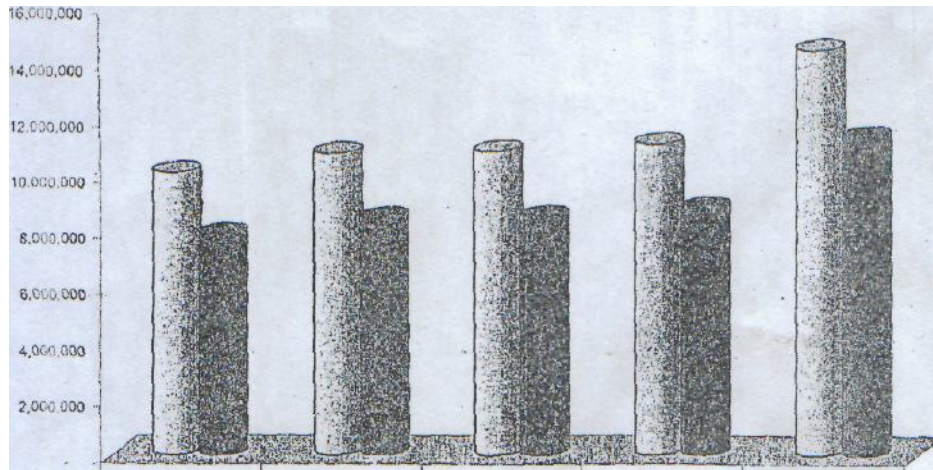
Source: Sanusi (2005)

Table 2.2 shows that government had the highest role in effecting pupils enrolment, followed by the policies (meaning if the policies suit the public it will increase enrolment or otherwise). This by extension could be a challenge to all

state. Any state that creates the above atmospheric environment should expect high turn-out of pupils.

The effort of government, policies, activities of NGO's community participation etc is major factors that paved way for the increase in pupils enrolment. Danjuma (2010) presented a histogram of increase in pupils' enrolment 1999-2003 in Nigeria. As shown on fig. 2.3

Fig 2.3: Primary Education in Nigeria National Enrolment 1999-2003 by Gender



Source: Danjuma (2010)

Figure 2.3 shows a continuous increase in enrolment year-in-year out. For example over 10 million in 1999 to over 15 million in the following year.

From the beginning, a word of caution was put forward by the architect of the UPE and the UBE, the former President Olusegun Obasanjo when he said, enrolment in the UPE era rose from 6 million in 1976 to 12 million in 1980, the enrolment increased in ratio from 46% to 82%. This explosion brought about the demand for both teachers and facilities for UPE. It was these

two challenges that make the programme to record little success, due to inadequate funds to cater for all the required facilities for the achievement of UBE goals in Nigeria.

Added to the challenges of population explosion as the minister of education observed Adeniran in Daniel (2005) as 77% of UPE pupils had no textbooks, one third lacked writing materials, 38% of the classrooms have no ceilings, furniture were grossly inadequate, over-crowded classrooms with about 70 pupils per class to mentioned but a few. These are some of the anticipated problems/challenges most likely the current UBE may encounter. In as much as the same set of challenges that affected the UPE are also affecting the current UBE, one may wonder when Nigeria will overcome its educational problems/challenges.

School drop-outs is another related challenge to UBE programme which has root in some national situations with population exposition. Whenever, the population out-weighs the available resources, certainly competition will exist, which usually result in survival of the fittest. These competitive activities scholars argued result in school drop-out, for example Amos (1996) was of the view that students' drop-out of schools as a result of fear of the parent who feels that Western Education is meant to convert children to Christianity and consequently withdraw them from school.

- Micheal (1994) was of the opinion that lack of conducive school environment, teaching facilities, well equipped laboratories, chairs, textbooks and desks can make students to drop-out of school.
- Palles (1973) reported that truancy and in college delinquency were among the college related behaviours associated with dropping-out of school.
- Huslik (1983) viewed the drop-out from psychological view point, as he remarked that when self-concept of a student is negative, inferior and envy others in any given situation. Soon he chooses to stay away from and eventually prefer to drop-out of school.

These are challenges to both parents and school managers, so as to make the UBE programme a successful one devoid of similar problems/challenges to that of UPE of 1976. It is pertinent to mention here that, all hands must be on deck in making sure that primary education succeeds, as it is the bases for all other levels of education in the life of a students.

2.7.1 Funding of Primary Education in Nigeria

Funding of education is regarded as the mitochondria in the education system. The success of any system is predetermined by the commitment of the finance available to it, inclusive of education. In Nigeria funding of primary education falls within the concurrent list, which explains that this function overlap between the 3 tiers of government (Federal, State and Local

Government). Tehobo (2000) added, that NGO's and local communities also provide funds for education at the primary school level.

Daniel (2002) put forward the arrangement for funding UBE scheme as follows:

(a) **Teachers' Training:**

- (i) Primary schools – Federal and state governments
- (ii) Junior secondary schools – Federal, States and local governments.
- (iii) Nomadic Education – Federal Government

(b) **Teachers' recruitment and Remuneration:**

- (i) Primary school – Local Government
- (ii) Junior schools – Local Government
- (iii) Adult Literacy –Federal, State and Local Governments
- (iv) Nomadic Education – Federal Government

(c) **Infrastructural provisions** (classrooms and learning centres):

- (i) Primary schools – Federal government (75%)/State governments (25%)
- (ii) Junior secondary schools – Federal Government (25%)/States governments (75%).

(iii) Adult Literacy – Federal Government (25%)/State Government (50%) Local Government (25%)

(iv) Nomadic Education – Federal Government (100%)

(d) **Instructional and Learning Materials**

(i) Primary schools – Federal Government (100%)

(ii) Junior secondary schools – Federal Government (50%)/State Government (50%).

(iii) Adult Literacy – Federal Government (25%)/State Government (50%) Local Government (25%)

This sharing formula explains the collective efforts of all the levels of government. This might be connected to the importance attached to primary education. Scholars argued that the primary education is the foundation and bedding of every other education. In other words, its failure or otherwise manifest on the subsequent levels.

However, looking at the general trend in funding education, the issues are not commendable. Take for example, Akinsanmi (2003) argued that the deplorable condition of education sector must be connected to underfunding of the sector as explained in table 2.4 below explain.

Table 2.4: Annual Federal Government Recurrent Expenditure on Education (1977-2001)

Year	Expenditure on Education (million)	The Recurrent Expenditure (million)	% Expenditure Education
1977	238.6	7,652.1	3.1
1978	268.2	11,815.2	3.94
1979	368.9	4,781.2	3.11
1980	597.2	4,846.7	12.4
1981	543.1	4,846.7	11.2
1982	646.1	4,859.5	13.3
1983	620.8	5,278.8	11.8
1984	716.3	6,072.5	11.8
1985	669.5	5,473.1	12.2
1986	652.8	5,635.9	11.6
1987	514.4	10,749.2	4.6
1988	802.3	13,708.6	5.2
1989	1,719.9	20,801.0	8.3
1990	1,962.6	27,208.4	7.2
1991	1,265.1	25,580.5	4.95
1992	1,676.3	36,060.0	4.96
1993	6,436.1	93,500.5	6.88
1994	7,878.1	79,200.0	9.95
1995	9,421.3	108,936.6	8.65
1996	12,136.0	141,000.0	8.61
1997	12,136.0	160,733.2	7.55
1998	13,928.3	182,542.1	7.63
1999	31,347.2	221,119.3	14.18
2000	44,25.5	353,126.5	12.52
2001	57,767.1	423,856.9	13.60

Source: Central Bank of Nigeria Statistical Bulletin Vol. No. 1 June 1999, and Vol. 25, No. 1 Jan-March, 2001.

This data indicates that education has never for the past twenty years go closer to the UNESCO bench mark of 26% of National budget to education sector. Inclusive to this is the primary education which suffers at the hands of local government councils.

The allocation of funds in UBE is defined by a formula UBE (2006) used in distributing funds generated through consolidated revenue Fund (CRF) as:

- 70% marching grand;

- 14% funds to address educational imbalances among and within states;
- 5% funds for the implementation of Home Crown school feeding and health;
- 5% incentives to states for good performance
- 2% funds for the education of physically and mentally challenged children;
- 2% funds for monitoring of UBE programme;
- 2% implementation funds

However, the above pattern is challenged in several ways which hinders or decreases the target achievement, which includes the following aspects:

- (i) Late release of funds to mobilize contractors early enough;
- (ii) Lack of funds to research, evaluation and monitoring, which are the basic functions of the UBE;
- (iii) Decline in revenue, leading to backlog of unpaid teachers' salaries, allowances and other fringe benefit;
- (iv) Lack of funds to settle retirement and other benefits of retired staff;
- (v) The programme is heavily indebted financially to the tune of more than N300m UBE (2002).

In the same vain the Daily Sun observed that:

The function of certain states to do whatever is required to access UBE funds that are badly needed to transform the fortunes of primary education across the country is a worrisome development- - - the stakeholder of primary education lack seriousness and commitment necessary to meet the conditions for accessing the UBE funds.

Indeed these are impediment towards the success of UBE programme from view point of funding and processes of funds UBE in Nigeria.

2.8 Gender-Factor Challenges to UBE Program

2.8.1 Causes of Backwardness in Girls Education

When Western Education was introduced into Nigeria in mid 18th century little or no attention was accorded girls education in the Northern region. This could be probably due to the already established Islamic Education in the region. Castle (1975) stated that the backwardness has been largely due to belief that girls are inferior to men. Suleiman (1981: 19) instead blamed the way and manner its educational system was designed without taking into consideration what he called the fundamental and uncontestable biological, emotional and functional differences inherent between the men and women.

Little wonder that, enrolment is being recorded at all levels of education, with the Northern part of the country taking the lead. Worst still, the ugly situation is more prevalent in the rural areas as compared to the Northern urban settlements.

In 2005, the report published by United Nations Girls Education Initiative (UNGEI) showed that national school census (NSC) an net primary enrolment ratio (NER) of 83.76 (Male = 87.01% and female 83.7%) suggested that a substantial proportion of up to (16%) of primary school age population(6 – 11 years) was in school. Even with this comforting picture it is not to say that there exists some underlying geographical and gender disparities between Northern and Southern Regions of the country. The report further revealed that, between 2002 and 2005, while the completion rate of boys have been in the increase from 83.4% to 86.4% . The completion rate of girls within this period declined from 83% to 75% the situation, which was blamed on the low value of education accorded by parent to education, early marriages,

poverty low quality learning environment, Harmful traditional practical practices (HTP), local beliefs and norms all operate in concert to negatively impact on girls education.

2.8.2 Gender and Enrolment

As highlighted above, there exists a pronounced gender disparities in the enrolment of the girl child. Scholars have advanced reasons that were responsible. For example, Njiforti, Adama and Gimba (2008) opined that girls are traditionally constraint to attend school because of the special needs for physical protection where in some communities female seclusion is being practiced. They concluded that in such communities school enrolment and attendance after puberty is very difficult, hence as (Kelly and Elliot, 1982) pointed out that the same safety and cultural concern was responsible for parents unwillingness to enrol females in school, if the school is not within the community, and some prefer an exclusion.

Tables 1 and 2 below show primary school enrolment in (6) six states of the federation in 2004 and 2006 on pages 59 and 60.

Another factor identified is the literacy level of parent Callaway (1984) Hyder (1989) asserted that parents who lacked education will always be reluctant to challenge tradition to educate their daughters. Indeed, this might be the main factor that was responsible for poor enrolment of the girl-child especially in most rural community in the country.

2.8.3 Enrolment Factor

One of the goals of the UBE programme is to improve access to education irrespective of age, sex, economic status or family background. Unfortunately, this aspiration especially towards the girl-child is constrained in a number of ways. For instance, the 2005 National School Census (NSC) revealed a Net primary Enrolment Ratio (NER) of 83.7% (male -87.01%, female 81.39%) which suggests that a substantial proportion up to (16%) of primary school age population (6-11yrs) were not enrolled, NGEI (2009) . It is important to note that geographical and gender disparities exists between the Northern and Southern regions of the country partly due to some underlying socio-cultural factors with some southern states with as high as 70% while some Northern states have as low as 24% in girls (NER).

The NGEI report identified the underlying factors to include; low value accorded by parent to girls' education, Harmful Traditional Practices (HTP), Early marriages, poverty, low quality learning environment, local beliefs and norms that impact negatively on girls' education etc Table 1 shows primary school enrolment (Class 1 -6) in selected states in Northern Nigeria.

Table 1: Primary School Enrolment (Class 1 – 6)

State	2004					2006				
	Girls	Boys	Total	Girls %	Boys %	Girls	Boys	Total	Girls %	Boys %
Abuja/Niger	108	306	494	38	62	225	352	577	39	61
Bauchi	320	347	667	48	52	284	409	693	41	59
Kaduna	155	345	500	31	69	174	337	511	34	65
Katsina	139	246	385	36	64	188	348	356	35	65
Gombe/Adamawa	194	360	554	35	65	245	383	628	39	61
Plateau/Nassarawa	235	436	670	35	65	237	421	658	36	64
Total	1230	2040	3270	38	62	1352	2251	3603	38	62

Source IDR/CAP survey, 2007

Table 1 shows that Bauchi state had the highest enrolment of girls in 2004 with 320, followed by plateau with 235 girls and 436 boys respectively. The case was the same in 2006. However, these increases in enrolment ought to have the same increase with teachers, classes, school and other facilities.

Table 2: Secondary School Enrolment from 2004 to 2006

State	2004					2006				
	Girls	Boys	Total	Girls %	Boys %	Girls	Boys	Total	Girls %	Boys %
Abuja/Niger	209	329	535	39	61	198	335	536	37	63
Bauchi	26	109	135	19	81	113	423	536	21	79
Kaduna	27	133	140	19	81	159	353	512	31	69
Katsina	26	113	139	19	81	192	448	640	30	70
Gombe/Adamawa	194	91	285	22	78	126	377	503	25	75
Plateau/Nassarawa	26	90	716	22	78	89	173	262	34	66
Total	507	843	1350	38	62	878	2113	2959	29	71

Source: IDR/ CAP Survey 2007

Table 2 shows that Abuja/Niger had the highest student enrolment in secondary schools with 535 in 2004. While, Katsina state had the highest enrolment in 2006 with 640.

2.9 Environmental-Factor Challenges

The school environment is the multitude of activities on social relationships and attitudes about school, and is as important as safe and well – kept buildings and grounds. A safe, clean, and well –maintained school with a positive psychosocial climate and culture can foster school connectedness, which in turn boosts student and staff health as well as students’ educational achievement.

The school physical environment includes the school building and the surrounding grounds, such as noise, temperature, and lighting as well as physical, biological, or chemical agents. The psychosocial school environment encompasses the attitudes, feelings and values of students and staff. Physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning are all part of the psychosocial environment.

Other factors that can affect a school’s environment include: the economy, social, cultural and religious influences, geography, socioeconomic state of students’ families, tax bases, and legal, political, and social institutions (Marx ,E & Wooley, S.F. (Eds) 1999).

The school is the first wider plane outside the family in which the child forms and extracts his relation with others, makes friend, and enemies as well. The demand imposed by the school authority for complaisance, the discipline in the school, the tension arising out of relating with other members of the class from different environment

under which a student came into terms with and strive to adjust as appropriate. These circumstances agree with what Ayumniyi (1992) who said that what determine to large extent the leading in the classroom and to develop an attitude towards schooling behaviour, and attitudes towards the authority is based on his interaction with his peers. Therefore, for the school to realize the objective of molding an individual be useful to himself and the society there is the need to make the school child-friendly possible. Similarly schools located in “black spot” where there are many kind of social problems such as crime, neglect, perverting and ignorance, the product of such schools may be infected with such vices in a like manner.

School Location

The closer the school is to home, the higher the enrolment and attendance rate. Stromquist (1987), in Njiforti, Adama, and Gimba (2008) established this link in an empirical study conducted to find out the effect of distance in girls enrolment. This explains why schools’ enrolments in the urban centers are more populated/over populated when compared with schools in the rural areas. Wasagu (2005) stressed that it is common to find classes meant to accommodate 40 – 45 students with students in excess of 80 – 100. Similarly boarding facilities meant to accommodate 300- 500 students, now painfully manage well over one thousand (1000) students.

2.10 Summary

The chapter reviewed literature on aspects that covered the research topic. These include theoretical framework to which Douglas McGregor theory ‘X’ and ‘Y’ were discussed. The theory explained that man is naturally lazy, that he must be pushed before he works. Universal Basic

Education Programme was reviewed. The reviewed included the objectives for which its aimed to achieve such as: developing in the citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; provision of free universal basic education for every Nigerian child of school going age.; reduce drastically the incidence of dropout from school system among other things.

Similarly, concept of teacher and teaching were discussed. In this section teacher was described as the major player in teaching and learning activities in the school. While, teaching was found to be rooted in the teachers own moral purpose and interest. In the area of teacher factor, the literature indicated that the quality of a teacher include his qualification, experience, disposition, and conditions of service governing his existence. These variables operate in concert to determine the quality of his products.

In addition, for effective teaching and learning, factors such as population explosion, social-status, socio-cultural beliefs and environment were also discussed. These factors and their composite variables if not properly addressed could become setback to the achievement of UBE programme in Niger State.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explained the procedures involved in analyzing data for this research. The chapter therefore, contains introduction, research design, population, sample and sampling procedure, research instrument, pilot test, reliability and validity of the instrument, procedure for data collection and analysis.

3.2 Research Design

The study employed descriptive research design. The design was relevant because it described the opinions of the respondents under study. Nworgu (1991) opined that the objectives of a descriptive survey research include:

- (1) to collect detailed factual information that describes existing phenomena;
- (2) to identify problems or justify current conditions and practices; and
- (3) to make comparison and evaluation therefore, the study fit into the above three phenomena.

The researcher collected information on the existing situation of UBE, the existing condition of UBE and compared the objectives with the evaluation of the existing situation.

3.3 Population of the Study

The population of the study consisted of all Directors of SUBEB; Education Secretaries of Local Education Authorities, Head Masters and Teachers of primary schools, principals and teachers of junior secondary schools in Niger State respectively. the population of directors was six (6) and Education Secretaries was seven (7) and other respondents were captured in table 3.1.

Table 3.1: Population of the Respondents

Educational Level	Political Zone	Number of Schools	Principals/ H/Teachers	Teachers
JSS	A	78	78	1009
	B	86	86	1187
	C	87	87	777
	Sub total	251	251	2973
Primary	A	1240	1240	10,420
	B	867	867	9,640
	C	823	823	8,811
	Sub total	2930	2930	28,871
	Grand Total:	3,181	3,181	31,844

Source: Niger State Ministry of Education (2012)

3.4 Sample and Sampling Procedure

Stratified random sampling procedure was considered suitable and relevant method for the study. The aim was to give each element equal chance of selection. The process of sampling the respondents from the mother population respects the opinion of Krejei and Morgan's (1976) which advocate that any population that is above 500, 10% is enough as a sample, and generalization could be made.

In addition, the view of Owolabi (2005) which says sample size should be adequate in order to ensure an acceptable representation of the population is also considered. Table 3.2 showing the sampled populating of the study. The researcher sampled five (5) directors and six (6) education secretaries from the population. Table 3.2 captured the remaining samples of the respondents.

Table 3.2: Sample Randomly Selected from the Population

Edu. Level	Political Zone	School	Sample	Principals/ H.Teachrs	Sample	Teachers	Sample
JSS	A	78	8	78	8	1009	100
	B	86	9	86	9	1187	111
	C	87	9	87	9	777	78
	Sub Total	251	26	251	26	2973	289
Primary	A	1240	124	1240	124	10,420	509
	B	867	87	867	87	9640	500
	C	823	82	823	82	8811	500
	Sub Total	2930	293	2930	293	2887	1,500
	Grand Total	3181	319	3181	319	31844	1789

3.5 Instrumentation

Questionnaire was used as an instrument for the study. The questionnaire consisted of sections 'A' – 'J'. Sections 'A' is a request letter to the respondents, 'B' bio data of the respondent 'C' guide line on how fill the questionnaire, 'D' – 'J' are statement of opinion related to the objectives of the study. In each opinion, item statement was attached to measure respondents' views(s) on the related item. In addition four (4) Likert scale was used in the

rating scale of the questionnaire. These include Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1) see appendix 'A'.

3.6 Validity of Instrument

Content and relevance validity was checked by linguist and professionals in Educational Administration and Planning. These professionals made corrections and amendments which were effected accordingly. Gray (1996) is of the view that instruments validation strengthens the quality of instrument for research.

3.7 Pilot Study

A pilot test was conducted in Kontagora Local Government Education Authority. Forty copies of questionnaire were distributed to School Heads, teachers and Education Secretary in the Local Government. However, thirty seven were returned and were tested through Pearson Product Moment Coefficient correlation. Meanwhile, the pilot tested area was exempted from the sample area

3.8 Reliability of the Instrument

The reliability of the instrument was ascertained through the use of Pearson Product Moment Coefficient correlation statistical method. The index table of reliability of the instrument shows 0.78, which means that the instrument is reliable to test what it is meant to measure.

3.9 Procedure for Data Collection and Analysis

The instrument was distributed and collected back by the researcher and research assistants from the various Local Governments selected. However, the researcher guided the research assistants on how to distribute and collect the questionnaire. The research assistant played a significant role in the distribution and collection of data for the study.

3.10 Procedure for Data Analysis

Data analysis was conducted through the use of Analysis of Variance (ANOVA) Statistical Tools. This was because the variables within the population were categorized into six, after which the responses were converted into percentages for easy and understandable interpretation. The result was presented in a tabular form in chapter four and subsequent interpretations of the items were made.

In addition, all the stated hypotheses were tested at the degree of freedom 0.05 significant level. This helped in determining the acceptance or rejection of hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presented tables on opinions and item statements, category of/and responses of the respondents identified in the study. A total of seven hundred and sixty-six copies of (766) questionnaire were distributed, out of which seven hundred and forty-five (745) were returned. Therefore, the analyses presented in frequency and percentages were based on the number of the returned questionnaire.

4.2 Data Presentation and Analysis.

Bio-data and respondents opinions on evaluation of the challenges of the UBE programme in Niger State. Results of hypotheses-testing were presented with explanations as to whether a stated hypotheses was rejected or accepted based on statistical verification. Sections 4.2.1 – 4.2.5 and tables 4.2.1 – 4.2.5 respectively captured details of the analysis.

Table 4.2.1: Respondents' Sex According to Category

Category	Sex		%		Total	
	Male	Female	Male	Female	Freq	%
Education Secretaries	05	01	83.3	16.7	06	100
Directors	05	00	100	00	05	100
Principals	09	00	100	00	09	100
Head Teachers	93	26	78.2	21.8	119	100
Secondary School Teachers	73	32	69.5	30.5	105	100
Primary School Teachers	334	167	66.7	33.3	501	100
TOTAL	519	226	82.95	17.05	745	100

Table 4.2.1 shows respondents' category according to sex. The tables show that male respondents outnumbered that of female in almost all categories. For example, Education Secretaries and directors had 88.3% and 100% for male respectively. The details were captured in the table for further analysis. Table 4.2.2 shows marital status of the respondents.

Table 4.2.2: Marital Status of the Respondents

Category	Status				Freq	%				
	Married	Single	Divorced	Widowed		Married	Single	Divorced	Widowed	TOTAL
Education Secretaries	05	01	00	00	06	83.3	16.7	00	00	100
Directors	04	01	00	00	05	80	20	00	00	100
Principals	08	01	00	00	09	88.9	11.1	00	00	100
Head Teachers	64	38	15	02	119	53.8	31.9	12.6	01.7	100
Sec. Sch. Teachers	53	34	16	02	105	50.5	32.4	15.2	01.9	100
Primary Sch. Teachers	409	44	25	23	501	081.6	08.8	05.0	04.6	100
TOTAL	543	119	56	27	745	73	20.2	05.5	01.4	100

Table 4.2.2 shows the marital status of the respondents. The table shows that majority of the respondents were married. For example, principals and head teachers had 88.9% and 53.8% as married respectively. In addition the least in percentages was widowed among the respondents. This could be located in Education Secretaries and directors with 00% and 00% respectively. Table 4.2.3 indicates age of the respondents.

Table 4.2.3: Age of the Respondents

Category	Age Range (Years)				Freq	%				
	18-25	26-33	34 - 40	Above 40		18-25	26-33	34-40	Above 40	TOTAL
Education Secretaries	01	00	01	04	06	16.7	00	16.7	66.7	100
Directors	00	00	01	04	05	00	00	20	80	100
Principals	00	04	05	00	09	00	44.4	55.6	00	100
Head Teachers	36	53	27	03	119	30.3	44.3	22.7	25	100
Sec. Sch. Teachers	33	48	19	05	105	54.7	18.1	04.8	09.8	100
Primary Sch. Teachers	49	136	302	14	501	09.8	27.1	60.3	02.8	100
TOTAL	119	241	355	30	745	18.6	22.3	30	30.7	100

Table 4.2.3 captured respondents' age. The table shows that most Education Secretaries had 40 and above years. The case was also the same with directors. This implies that most of the education administrators are experienced going by their age. Similarly, the ages of principals and head teachers were high at ages of 34-40 and 26-33 with 55.6% and 44.5% respectively. This could said to be good since they are at the ages of eligibility to work. Table 4.2.4 shows respondents qualification.

Table 4.2.4: Respondents' Qualification

Category	Qualification				Freq	%				
	NCE	First Degree	Second Degree	Third Degree		NCE	First Degree	Second Degree	Third Degree	TOTAL
Education Secretaries	00	04	01	01	06	00	60	20	20	100
Directors	00	00	04	01	05	00	00	80	20	100
Principals	00	06	03	00	09	00	66.7	33.3	00	100
Head Teachers	65	44	11	00	119	54.5	37	09.2	00	100
Secondary School Teachers	50	33	22	00	105	47.6	31.4	21	00	100
Pryimary School Teachers	262	239	00	00	501	52.3	47.7	00	00	100
TOTAL	377	326	41	02	745	25.7	40.5	27.3	06.7	100

Table 4.2.4 shows that Education secretaries, Directors and Principals had first Decrees as highest qualification. These were 60%, 80% and 66.7% respectively. This is good for better school management. The case is good for school management. The case was not the same with Head teachers where about 54.5% had NCE. In addition, the Secondary and Primary school teachers majority had NCE with 47.6% and 52.3% respectively. This indicates that, there is the need for more teachers' training for higher qualification for better teaching.

4.3.1: Opinions of Respondents on Teacher-Factor Challenges of UBE Programme in Niger State.

This section covers the opinions of respondents in item statements 1 – 10 as reflected in the questionnaire. Details of the data were captured in table 4.3.1

Table 4.3.1: Opinions of Respondents on Teacher-Factor challenges of UBE programme in Niger State

S/N	Item Statement	Categories of Respondent	Responses				TOTAL	
			Agreed		Disagreed		Freq	%
			Freq	%	Freq	%		
1	Poor teachers' experience poses challenges to UBE programme	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	09	100	00	00	09	100
		H/teachers	106	89.1	13	10.9	109	100
		Pri. Sch Tea	467	93.2	34	6.8	501	100
		Sec. Tea	91	86.7	14	13.3	105	100
2	Inadequate qualified teachers poses serious challenges to UBE Programme.	Educ. Sec	04	66.6	02	33.4	06	100
		Directors	05	100	00	00	05	100
		Principals	09	100	04	00	09	100
		H/teachers	107	89.9	12	10.1	109	100
		Pri. Sch Tea	470	93.8	31	6.2	501	100
		Sec. Tea	95	90.5	10	9.6	105	100
3	Nonpayment of salaries and other benefits to teachers is a challenge to UBE programme	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	07	77.8	02	22.2	09	100
		H/teachers	101	84.9	18	15.1	109	100
		Prin. Sch Tea	445	88.8	56	11.2	501	100
		Sec. Tea	79	75.3	26	24.8	105	100
4	Proximity of school location and teachers' place of residence poses challenge to UBE programme	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	08	88.9	01	11.1	09	100
		H/teachers	101	84.9	18	15.1	109	100
		Prin. Sch Tea	461	92	40	8.0	501	100
		Sec. Tea	94	89.5	11	10.5	105	100
5	Inadequate training and retraining of teachers poses a challenge to UBE program.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	05	100	00	00	05	100
		Principals	08	88.9	01	11.1	09	100
		H/teachers	101	84.9	18	15.1	109	100
		Prin. Sch Tea	472	94.2	29	5.8	501	100
		Sec. Tea	89	84.9	16	15.2	105	100
6	Teachers' condition of service is a challenge to UBE programme	Educ. Sec	03	50	03	50	06	100
		Directors	04	80	01	20	05	100
		Principals	09	100	00	00	09	100
		H/teachers	103	86.5	16	13.4	109	100
		Prin. Sch Tea	472	90.2	49	9.8	501	100
		Sec. Tea	89	84.6	16	15.3	105	100
7	Ineffective school administration is a challenge to UBE programme.	Educ. Sec	04	66.7	02	33.3	06	100
		Directors	04	80	01	20	05	100
		Principals	07	77.8	02	22.2	09	100
		H/teachers	102	85.7	17	14.3	109	100
		Prin. Sch Tea	463	91.4	38	7.6	501	100
		Sec. Tea	91	86.7	14	13.3	105	100
8	High teacher workload poses challenge to UBE programme.	Educ. Sec	04	66.6	02	33.3	06	100
		Directors	04	80	01	20	05	100
		Principals	08	88.9	01	11.1	09	100
		H/teachers	107	90	12	10.18	109	100
		Prin. Sch Tea	460	91.8	41	2	501	100
		Sec. Tea	86	81.9	19	18.1	105	100
9	Most qualified teachers reject posting to rural areas and this poses challenge to UBE programme	Educ. Sec	06	100	00	00	06	100
		Directors	05	100	00	00	05	100
		Principals	09	100	00	00	09	100
		H/teachers	104	87.4	15	12.6	109	100
		Prin. Sch Tea	392	78.2	109	21.8	501	100
		Sec. Tea	89	84.8	16	25.2	105	100
10	High rate of teachers with low qualification is a challenge to UBE Programme	Educ. Sec	06	06	00	00	06	100
		Directors	05	05	00	00	05	100
		Principals	07	07	02	22.2	09	100
		H/teachers	100	100	19	16	109	100
		Prin. Sch Tea	252	77.8	249	49.71	501	100
		Sec. Tea	91	84.1	14	3.3	105	100

Table 4.3.1 shows the opinions of respondents on item statement 1-10. Item 1-3 solicited the opinions of respondents on poor teachers' experience which posed challenges to UBE programme, inadequate qualified teachers posed serious challenges to UBE programme, and non-payment of salaries and other benefits to teachers poses challenges to UBE programme respectively. All the responses showed that the respondents were in agreement with the stated items. For instance, item 1 had 83.3% agreed by education secretaries, 80% by directors, 100% by principals, while 89.1% was agreed by head teachers, primary school teachers had 93.2% and secondary school teachers had 86.7%.

On the opinions of respondents in item 2 which states that inadequate qualified teachers poses serious challenges to UBE programme, education secretaries supported with 66.6%, Director 100%, Principals 100%, Head Teachers 89.9%, Primary School Teachers 93.8% while secondary school teachers supported with 90.5% respectively. In the same manner, the percentages of respondents on item 3 which border on the issue of non-payment of salaries and other benefits to teacher is a challenges to UBE programme. The percentages in favour respectively stood at 83.3% for education secretaries, 80% by Directors, 77.8% by Principals, 84.9% by Head Teachers, the percentages of Primary and Secondary school teachers were 88.8% and 75.3%. the high percentage of respondents in each item is a confirmation that for UBE programme to succeed in Niger state, it is imperative to address issue that borders on enhancing teacher experience, inadequacy of

qualified teachers and payment of teachers' salaries and other benefits, particularly the release of pending promotions.

Items 4, 5 and 6 which attempted to verify, if the proximity of school location and teachers' place of residence posed challenges to UBE programme, that inadequacy of training and retraining programme of teachers posed challenges to UBE programme and if teacher condition of services was a challenge to UBE programme in Niger state. The percentages obtained in item 4 which is proximity of school to teachers' place of resident were as follows, Education Secretaries were in agreement with 83.3%, Directors 80% Principals 88.9%, Head Teachers pooled 84.9%. Primary School Teachers and Secondary School Teachers agreed with 92% and 89.5%. This suggests the need to provide teachers with accommodation close to the school community. Percentages obtained in support of item 5 which is on inadequate training and retaining of the teachers as a challenges to UBE programme were as follows, Education Secretaries 83.3%, Directors 100%, Principals 88.9%, Head Teachers 84.9%, Primary School Teachers 94.2% and Secondary School Teachers 84.9% respectively. This justifies the need for regular training and retaining of teachers in order to maximally succeed in the UBE programme in Niger state. Item 6 sought to find out if teachers' conditions of service is a challenges to UBE programme and the following percentages were obtained to support the statement; Education Secretaries 80%, Directors 80%, Principals 100%, Head Teachers 86%, primary School Teachers agreed with 90.2% while secondary school teachers supported with 84.6%. This indicates that Teachers' condition

of serviced must be improved thorough appropriate legislatives and administrative provisions.

Similarly, items 7, 8, 9 and 10 sought to find out the opinions of respondents on ineffective school administration as a challenge to UBE programme; high teacher workload posed challenge to UBE programme; most qualified teachers rejected posting to rural areas and this posed challenge to UBE programme, and high rate of teachers with low qualification is a challenge to UBE programme respectively. The following percentage supported item 7 which stated that ineffective administration posed challenge to UBE programme were obtained from the various categories of respondents, thus education secretaries 66.7%, Directors 80%, Principals 77.8%, Head Teachers 85.7%, primary school teachers 91.4% which secondary school teachers supported with 86.7%. opinion s expressed on item 8, which sought to find out if teacher workload poses challenge to UBE programme, high percentages were recorded in support of the statement where education secretaries had 66.6%, Directors had 80%, principals 88.9%, Head Teachers 90% primary school teachers had 91.8% and secondary school teaches had 81.9%. This is a confirmation to the statement, therefore in order to ameliorate the issue of teacher work load in the UBE programme, adequate number of teachers must be provided for all subjects as well as supporting and technical staff in the appropriate areas e.g administrative and relevant academic disciplines.

Furthermore, to the quest of ascertaining the statement 9; most qualified teacher rejected posting to rural areas posed challenge to UBE programme,

percentage of acceptance by the categories of respondents stood as follows: education secretaries was 100%, Directors 100%, principals 100% Head Teachers 87.4%, primary school teachers 78.2% and secondary school teachers supported with 84.8%. This affirmation by respondents justified the call for the introduction of special incentives for teachers posted to rural areas or rather making it a pre-condition of appointment or confirmation of appointment.

Item 10 which sought to find out the opinions of respondents on whether or not high rate of teachers with low qualification poses challenge to UBE programme in Niger state. The percentage among all respondents inclined to the acceptance agreed level were education secretaries had 100%, Directors 100%, principals 77.6%, head teachers had 84.1%, while primary school teachers and secondary school teachers agreed with 50.3% and 86.7% respectively. This finding substantiate that majority teachers hardly upgrade their qualification over a long period of taking to the teaching for various reasons. To overcome this obstacle, in-service, distance learning, should be publicized and encouraged among all categories of teachers.

4.3.2 Opinions of Respondents on Social-Factor Challenges as a Challenge to UBE Program in Niger State.

This section covered the opinions of respondents on social-factor challenges. Items in this section cover 11-20 statements in the questionnaire. Details could be seen in table 4.3.

Table 4.3.2: Opinions of Respondents on Social-Factor Challenges as a Challenge to UBE Programme in Niger State

S/N	Item Statement	Categories of Respondent	Responses				TOTAL	
			Agreed		Disagreed		Freq	%
			Fre q	%	Freq	%		
11	Low level of literate parent in the society is a challenge to UBE programme.	Educ. Sec	06	100	00	00	06	100
		Directors	04	80	01	20	05	100
		Principals	08	88.9	01	11.1	09	100
		H/teachers	103	86.5	16	13.4	109	100
		Pri. Sch Tea	283	56.4	218	33.6	501	100
		Sec. Tea	94	89.5	11	10.5	105	100
12	Parental religious beliefs poses challenge to UBE programme.	Educ. Sec	06	100	00	00	06	100
		Directors	04	80	01	20	05	100
		Principals	09	100	00	00	09	100
		H/teachers	106	89.1	13	10.9	109	100
		Pri. Sch Tea	297	59.3	24	4.8	501	100
		Sec. Tea	86	81.9	19	18.1	105	100
13	Preference of boys to girls for western education by parents poses great challenge to UBE programme.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	06	66.7	03	33.3	09	100
		H/teachers	93	78.1	26	21.8	109	100
		Prin.Sch Tea	412	82.2	89	17.8	501	100
		Sec. Tea	90	85.7	15	14.3	105	100
14	Gender sensitivity of school is a challenge to UBE programme.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	30	60	02	40	05	100
		Principals	09	100	00	00	09	100
		H/teachers	100	84	19	15.9	109	100
		Prin.Sch Tea	448	89.4	43	10.6	501	100
		Sec. Tea	93	88.6	12	11.4	105	100
15	Parental poor socio-economic status poses challenge to UBE programme.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	02	40	03	60	05	100
		Principals	09	100	00	00	09	100
		H/teachers	108	90.7	11	9.3	109	100
		Prin.Sch Tea	393	78.4	108	11.6	501	100
		Sec. Tea	84	80	21	20	105	100
16	Inadequate demographic data poses challenge to UBE programme	Educ. Sec	06	100	00	00	06	100
		Directors	04	80	01	20	05	100
		Principals	09	100	00	00	09	100
		H/teachers	102	85.7	17	14.3	109	100
		Prin.Sch Tea	288	57.4	213	42.6	501	100
		Sec. Tea	95	90.5	10	9.5	105	100
17	High rate of school dropout poses a challenge to UBE programme.	Educ. Sec	03	83.3	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	07	77.8	02	22.2	09	100
		H/teachers	107	89.9	269	10.1	109	100
		Prin.Sch Tea	232	46.3	14	53.7	501	100
		Sec. Tea	91	86.7	01	13.4	105	100
18	Non inclusion of religious instruction as a core subject poses a challenge to UBE programme.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	05	100	00	00	05	100
		Principals	07	77.8	02	22.2	09	100
		H/teachers	105	88.3	14	11.7	109	100
		Prin.Sch Tea	203	40.6	298	59.5	501	100
		Sec. Tea	93	88.6	12	11.4	105	100
19	Taking distance between communities poses a great challenge to UBE programme.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	05	100	00	00	05	100
		Principals	08	88.9	01	11.1	09	100
		H/teachers	105	88.3	14	11.7	109	100
		Prin.Sch Tea	324	64.6	177	35.4	501	100
		Sec. Tea	83	79.1	21	21	105	100
20	Non provision of adequate separate toilet facilities for boys and girls poses challenge to UBE programme.	Educ. Sec	04	66.6	02	33.4	06	100
		Directors	05	100	00	00	05	100
		Principals	08	88.9	01	11.1	09	100
		H/teachers	102	84.9	17	15.2	109	100
		Prin.Sch Tea	363	72.4	138	27.6	501	100
		Sec. Tea	89	84.7	16	15.2	105	100

Table 4.3.2 This section covered the opinions of respondents on item statement as relates to item statement number 11-20. Which borders on the challenges posed by low level of literacy among parents, parental religious beliefs, preference of boys over girls in Western Education by parents, the concept and practice of gender sensitivity in schools, parental poor socio-economic status of parent, inadequacy of demographic data, high rate of school drop-outs, non-inclusions of religious instruction as a core subject, trekking distance between a school and communities and non-provision of adequate and separate toilet facilities for boys and girls in schools. Information generated on these items revealed consensus in favour from all the categories of respondents. For instance, opinion on item 11 showed that Education Secretaries were unanimous in agreement at 100%, while Directors, concur at 80%, Principals pooled 88.9%, Head teachers 86.5%, Primary school teachers had 56.4% and secondary school teachers had 89.5%. This goes to confirm that adequate publicity and mobilization is necessary to create awareness and gain support for the UBE programme. On whether parental beliefs poses serious challenges to UBE programme, item 12, the expressed opinion percent also sway in favour of the statement where Education Secretaries recorded 100%, Directors 80% Principals 100%., Head teachers had 89.1%, while 81.9% supported by Secondary school teachers. From this it can be concluded that parental religious beliefs and convictions can plays a significant role to make or, mar the UBE programme. Hence, the need to extend its awareness and campaign to religious institutions and clerics. So as to positively project the

concept and benefits of the UBE programme from the religious stand-point. Item 13 equally gained support of the respondents having received 83.3% from education secretaries, 80% from Directors 66.7% from Principals while Head teachers, Primary school teaches and Secondary school teachers agreed with 78.1%, 82.2% and 85.7% accordingly. This means the prevalent high rate of boys than girls in schools is deliberate and calculated, not by chance. Hence, the need to device strategy that will reverse the trend.

Furthermore, item 14 Gender sensitivity both in concept and in practice have been seen in percentages which revealed that 83.3% of education secretaries agreed to the item statement, 60% of Directors agreed and 100% of the Principals supported. Head teachers had 84%, while Primary school teachers had 89.4% and Secondary school teachers 88.6% had 89.4% and Secondary school teachers 88.6%. This result indicated that gender sensitivity especially among the teaching force poses where over 80% are female exerts serious challenge in terms of staff spread and balance between the urban and rural schools and performance due largely to female-gender related factors. Appropriate legislation is required in this regard.

As for item 15, which sought to find out the opinions of respondents on whether parental poor socio-economic status posed challenge to UBE programme, all the respondents, agreed with high percentages, except for Directors whose 60% of its population disagreed. However, 88.3% of Education secretaries supported, while 100% was recorded for Principals, 90.4% for Head teachers, 89.4% and 88.0% for teachers at Primary and Secondary schools

respectively. This is an affirmation that many parents could not afford to send their children and wards to school or rather provide for their children/wards basic school requirements'. Similarly, due to the poor economic base of parents, it become difficult for parents to come together and intervene on the essential school needs. Therefore, there is the need to make adequate provision for all the basic learning needs of the school and as much as possible empowerment of households so that children/wards can go to school without hitches.

Findings on item 16, which attempted to verify whether inadequate demographic data poses challenge to UBE programme in Niger state, all the respondents agreed where high percentages were recorded form ach category. Thus, education secretaries 100%, directors 80%, principals 100%, head teachers 85.7%, primary and secondary school teachers were in agreement with 57.4% and 90.55 respectively. This means demographic data is important for the proper planning and implementation of UBE programme. Therefore the need to create and strengthen the capacity of statistic units at Local Government Education Authority (LGEA) level and also develop a system of collecting, analysing and retrieving of data vide (EMIS) Education Management and Information Systems.

However, item 17 sought opinions of respondents on the challenges of high rate of school drop-outs of the six respondents were in support of the item statement as follows, Education Secretaries 83.3%, Directors 80%, Principals

77.8%, Head teachers 89.9%, Secondary school teachers 86.7%. Only Primary school teachers disagreed with 46.3%.

The findings revealed that there is high rate of school drop-outs for obvious reasons, principally due to some cultural practices such as marriage, family, trade, peer influence, societal distractions and pursuit of quick money. This justified the need to incorporate vocational skills into the curriculum and involve society and opinion leaders in decision making and implementation processes for value re-orientation.

Moreover, item 18 canvassed for the inclusion of religious instruction as a core subject. The opinions expressed by the respondents also agree with the statement, although Primary school teachers disagreed having earned 40.6%. While Education Secretaries, Directors, Principals, Head teachers and Secondary school teachers supported with 83.3%, 100%, 77.8%, 88.3% and 88.6% in that respective order. This means parent are concerned about the moral upbringing of their children/wards and hence, the reasons for non-enrolment, withdrawal and resistance of western education in some communities. Therefore, an enabling legislation is desired to integrate the Islamic instruction in our schools. Respondents recorded with item statement 19 which considers trekking distance to school poses challenge to UBE programme in Niger state, this could be seen with the endorsement of 83.3% by education secretaries, 100% by directors, 88.9% by principals 88.3% by head teachers, 64.6% by primary school teachers school teachers and 79.1% by secondary school teachers. Item 20 sought to find out whether non-provision of

separate and adequate toilet facilities for boys and girls poses challenge to UBE programme. This item statement was agreed upon by all the respondents as shows by their percentages of acceptance. Thus, education secretaries 66.6%, directors 100%, principals 58.9% and 84.7% respectively. The high percentage that complete absence of or inadequate provision of secretaries toilet facilities for boys and girls is indeed a challenge to UBE programme in Niger state. Hence, the need to embark on construction of the facilities in all schools. Communities can as well mobilized to provide a good number of toilet (VIP) in schools within their domain.

4.3.3 Opinions of Respondents on Population Explosion-Factor as a Challenge to UBE Program in Niger State.

Items in this section covered the opinions of respondents on population explosion-factor challenges. Item statements were from 21-30 in the questionnaire. Details were captured in table 4.3.3

Table 4.3.3: Opinions of Respondents on Population Explosion-Factor challenge to UBE Programme in Niger State

S/N	Item Statement	Categories of Respondent	Responses				TOTAL	
			Agreed		Disagreed		Freq	%
			Freq	%	Freq	%		
21	Inadequate chairs due to students over population poses challenge to UBE programme.	Educ. Sec	05	83.3	01	16.1	06	100
		Directors	0	80	01	20	05	100
		Principals	08	84.9	01	11.1	09	100
		H/teachers	101	84.9	18	15.2	119	100
		Pri. Sch Tea	455	90.8	46	9.2	501	100
		Sec. Tea	91	86.7	14	13.3	105	100
22	Shortage of classrooms due to students over population poses challenge to UBE programme.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	03	60	02	40	05	100
		Principals	07	77.8	02	22.2	09	100
		H/teachers	104	87.4	15	12.6	119	100
		Pri. Sch Tea	440	87.4	61	12.2	501	100
		Sec. Tea	88	83.8	17	16.2	105	100
23	Population explosion over stretch library materials as a challenge to UBE programme.	Educ. Sec	05	83.3	01	00	06	100
		Directors	05	100	00	11.1	05	100
		Principals	08	88.8	01	16.8	09	100
		H/teachers	99	83.2	20	9.8	119	100
		Prin. Sch Tea	452	90.3	49	20	501	100
		Sec. Tea	84	80	21	33.4	105	100
24	Inadequate teachers due to over population poses a challenge to UBE programme.	Educ. Sec	04	66.6	02	33.4	06	100
		Directors	05	100	00	00	05	100
		Principals	09	100	00	00	09	100
		H/teachers	106	89.1	13	11	119	100
		Prin. Sch Tea	343	86.6	67	13.4	501	100
		Sec. Tea	88	83.8	17	16.2	105	100
25	Inadequate teacher-pupil contract poses a challenge to UBE programme due to over population.	Educ. Sec	04	66.6	02	33.4	06	100
		Directors	05	100	00	00	05	100
		Principals	08	88.9	01	11.1	09	100
		H/teachers	102	85.7	17	14.3	119	100
		Prin. Sch Tea	440	81.8	61	12.2	501	100
		Sec. Tea	90	85.7	15	14.2	105	100
26	Inadequate good conduct of examination poses a challenge to UBE programme due to population explosion.	Educ. Sec	03	50	03	50	06	100
		Directors	05	100	00	00	05	100
		Principals	09	100	00	00	09	100
		H/teachers	103	86.6	16	13.4	119	100
		Prin. Sch Tea	396	79	105	21	501	100
		Sec. Tea	89	84.9	16	15.3	105	100
27	Inadequate classroom control poses a challenge to UBE programme due to population explosion.	Educ. Sec	05	83.3	01	15.3	06	100
		Directors	04	80	01	16.7	05	100
		Principals	06	66.7	03	20	09	100
		H/teachers	104	87.4	15	12.6	119	100
		Prin. Sch Tea	351	70	150	30	501	100
		Sec. Tea	95	90.5	10	9.5	105	100
28	Achieving 35 students-teacher ratio poses a challenge to UBE programme due to population explosion	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	06	66.7	03	33.3	09	100
		H/teachers	101	84.9	18	15.1	119	100
		Prin. Sch Tea	332	66.2	169	33.8	501	100
		Sec. Tea	91	86.7	14	13.4	105	100
29	Inadequate discipline among students poses a challenge to UBE programme due to population explosion.	Educ. Sec	04	66.7	02	33.7	06	100
		Directors	03	60	02	40	05	100
		Principals	07	77.7	02	22.2	09	100
		H/teachers	100	84.1	19	16	119	100
		Prin. Sch Tea	265	52.9	236	37.1	501	100
		Sec. Tea	92	87.6	13	12.4	105	100
30	Proliferation of untrained teachers poses a challenge to UBE programme due to population explosion.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	07	77.7	02	22.2	09	100
		H/teachers	101	84.9	18	15.1	119	100
		Prin. Sch Tea	302	60.2	199	39.7	501	100
		Sec. Tea	91	86.7	14	13.4	105	100

Table 4.3.3: This section covered the opinions of respondents concerning item statement numbers 21-30 which centers on UBE challenges posed by the following in Niger state due to over population; inadequate chairs due to over population, shortage of classrooms due to students over population (high enrolment rate), population explosion over-stretch library materials, inadequate teachers to over population, inadequate teacher-pupil contact, inadequate good conduct of examination, inadequate classroom control 35 student-teacher ratio, inadequate discipline among students and the issue of proliferation of untrained teachers. Details of the finding as a contained in table 4.2.3

Item 21 sought to find out the opinions of respondents on whether inadequate chairs due to students over population posed challenge to UBE programme. In agreeing with item state, Education Secretaries had 83.3%, Directors 80%, Principals 88.9%, the percentage response from Head teachers is 84.9%, Primary school teachers 90.8% and Secondary school teachers 86.7%. This is a confirmation that inadequate of seating facilities is a challenge to UBE programme. So there's the need to embark on aggressive supply of more durable seating facilities especially an all-steel type.

Opinions expressed on item 22; the shortage of classrooms due to students' large population, the respondents concurred to the item statement with maximum percentage of 87.8% by Primary school teachers closely followed by Head teachers with 87.4%, then Education Secretaries with 83.3%, Principals and Directors follows with 77.8% and 60% respectively. The responses may not be unconnected to the over-crowded classrooms witnessed

in most schools and the shift systems observed in most urban schools. In fact, rural schools are worst hit with multi-grade classrooms in operation as well as the conduct of lessons under shade or temporary shelter. This is mostly observed at the primary school level as confirmed by the high rate of percentage from the Primary school respondents. In order to overcome this situation, a collaborative strategy need to be designed whereby stakeholders are integrated into school development plan processes, base on the peculiarity.

Respondents on item 23 that probed on population explosion over stretching library facilities in schools. All the respondents agreed with the item statement. Truly, convinced, are the Directors with 100% support, followed by Primary school teachers with 90.3% and Principals 88.8%, Education Secretaries had 83.3%, while Head teachers had 83.2% and lastly 80% by Secondary school teaches. The responses revealed that library facilities are grossly inadequate as compared to the population in each school. In fact, not all schools are opportune to have even a structure called library. The need to have a library in all schools should be attended to. In schools where Libraries exist, schedule of library visits could be designed to ease the problem. More so, government can install internet facility at strategic location whose signal could be received within a given radius for students to use at their convenient time.

The issue of inadequate teachers due to over-population in item 24 was also put across to the respondents which the following percentage response were obtained, Education secretaries 66.6%, Directors 100%, Principals 100%, Head teachers 89.1%, Primary school teachers 86.6% and Secondary school

teachers 83.8% in favour of the statement. It then goes to justify that teachers are grossly inadequate. This is why teachers were made to teach subjects outside their area of specialization at the secondary school their area of specialization at the secondary school level. And at the Primary school level, there were instances where multi-grade teaching is being practiced, with a single teacher moving from one class to another, at some places from class one to class six. The need to identify the actual staff deficit both in subject areas and in general term is imperative and should be pursued with vigor.

Responses received on item 25 which dwelt on whether inadequate teacher-pupil contact posed challenge to UBE programme in Niger state, indicted acceptance by all respondents at various levels of percentages; the highest being the Directors with 100%, followed by the Principals at 88.9%, then Primary and Secondary school teachers at 87.8% and 88.7% each. The implication of this is that teachers hardly gave the desired attention to the child individual learning needs, due to the pupils' large number in the class. In order to ensure that teaching is effective, teachers must adopt other method of teaching such as group method, project method, discussions etc to drive home a particular lesson.

Items 26, 27 and 28 probed into whether high rate of examination malpractices, inadequate classroom control and 35 student-teacher ratio posed challenge to UBE programme in Niger state. Item 26 received the following degree of percentile responses, from the respondents; Education secretaries 50%, Directors 100%, Principals 100%, Head teachers 86.6%, Primary and

Secondary school teachers pooled 79% and 84.9% respectively. The need to ensure proper conduct of examination is implied. Respondents on item statement 27 on inadequate classroom control by teachers posed challenge to UBE programme, the percentages generated from each category of respondents is as follows, Education secretaries 83.3%, Directors 80%, Principals 66.7%, 87.4%, Head teachers, 70% from Primary school teachers and 90.5% from Secondary school teachers. In response to item 28, all the respondents were positive in supporting the item statement that sought to establish whether achieving, 35 students-teacher ratio is a challenge to UBE programme due to population explosion. Education secretaries 83.3%, Directors 80%, Principals 66.7%, Head teachers 84.9%, Primary and Secondary schools teachers 66.2% and 86.7%. This consensus of opinion is not a surprise especially that most schools lacked adequate classroom accommodation as well as adequate classroom teachers because government failed to provide them as required, coupled with the fact intense mobilization has been mounted on mass enrolment of school-age children. In order to alleviate this anomaly, team teaching could be adopted in which teachers move from calas to class teaching a specific subject, as interim measure. However, there is the need to expand the existing schools and recruit more teachers in order to forestall problem in achieving the world standard of 1:35 teacher-pupil ratio.

Item 29 attempted to verify whether inadequate discipline among students poses challenge to UBE programme in Niger state, and the following percentage of respondent agreed. Thus; Education Secretaries 66.7%, Directors

60%, Principals 77.7%, Head teachers 84.1% Primary school teachers 52.9% and Secondary school teachers 87.6%. This means deficient administration of disciplinary measures in school constitutes a clog towards the success of UBE programme in Niger state. Therefore, Principals, Education secretaries, and Teachers should be given the free hand to administer and enforce disciplinary measures. Similarly, the need for Guidance and Counselling unit in schools is also implied.

Moreso, item 30 which sought to establish whether proliferation of untrained teachers poses challenge to UBE programme in Niger state. None of the respondents disputed the item statement as percentages of Education Secretaries. Is 83.3%, Directors 80%, Principals 77.7%, Head teachers 84.9%, while primary and secondary school teachers had 60.2% and 86.7% respectively. This goes to confirm the absence of quality control in teacher recruitment exercise. Therefore, it becomes imperative to provide adequate on-the-job training on specific and general skills of the teaching pedagogy. These without teaching qualification should be encouraged to update their knowledge in a formal institutional settings.

4.3.4 : Opinions of Respondents on Gender-factor Challenges of UBE Program in Niger State

This section covers item statement 31-40 in the questionnaire. This include concentration of female teachers in schools poses a challenge to UBE program, gender difference poses a challenge to UBE program on students' learning, wrong religious understanding poses a challenge to UBE programme

through discouraging a gender to learning, cultural beliefs on gender learning poses a challenge to UBE programme, and behaviours of some teachers discourage parents to send children to school.

In addition, other aspects of the section include mix school system as a challenge to UBE programme. Again, school-home distance especially to female students, lack of toilet separation between gender reduced enrolment thereby posing challenge to UBE programme, parents occupation sometimes poses a challenge on female's education in UBE programme and Absenteeism and lateness to school is more among female students. Details of the responses are shown in table 4.3.4.

Table 4.3.4: Opinions of Respondents on Gender-Factor challenge of UBE programme in Niger State

S/N	Item Statement	Categories of Respondent	Responses				TOTAL	
			Agreed		Disagreed		Freq	%
			Freq	%	Freq	%		
31	Shortage of female teachers in school poses a challenge to UBE programme	Educ. Sec	04	66.7	02	33.4	06	100
		Directors	04	80	01	20	05	100
		Principals	08	88.8	01	11.1	09	100
		H/teachers	104	87.4	15	12.6	119	100
		Prin. Sch Tea	161	82.8	340	67.8	501	100
Sec. Tea	87	83.4	18	17.2	105	100		
32	Gender difference poses a challenge to UBE programme on students' learning	Educ. Sec	05	83.4	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	07	77.7	02	22.2	09	100
		H/teachers	104	84.9	18	15.2	119	100
		Prin. Sch Tea	175	35	326	65	501	100
Sec. Tea	96	91.4	09	8.6	115	100		
33	Wrong religious understanding poses a challenge to UBE programme through discouraging a gender to learning.	Educ. Sec	05	83.3	01	16.7	06	100
		Directors	03	60	02	40	05	100
		Principals	07	77.7	02	22.2	09	100
		H/teachers	108	90.7	11	9.2	119	100
		Prin. Sch Tea	146	29.2	355	70.9	501	100
Sec. Tea	81	77.1	24	22.9	105	100		
34	Cultural beliefs on gender learning poses a challenge to UBE programme.	Educ. Sec	03	60	0	50	06	100
		Directors	03	100	02	40	05	100
		Principals	09	85.7	00	00	09	100
		H/teachers	102	60.9	17	14.3	119	100
		Prin. Sch Tea	305	39.2	196	39.2	501	100
Sec. Tea	90	85.7	15	14.3	105	100		
35	Behaviours of some male teachers discourage parents to send children to school.	Educ. Sec	03	50	03	50	06	100
		Directors	03	60	02	40	05	100
		Principals	08	88.8	01	11.1	09	100
		H/teachers	103	86.5	16	13.4	119	100
		Prin. Sch Tea	204	40.8	297	59.3	501	100
Sec. Tea	90	85.7	15	14.3	105	100		
36	Mix school system poses a challenge to UBE programme.	Educ. Sec	03	50	03	50	06	100
		Directors	04	80	01	20	05	100
		Principals	07	77.7	02	22.2	09	100
		H/teachers	91	76.4	28	23.5	119	100
		Prin. Sch Tea	302	603	199	39.5	501	100
Sec. Tea	88	83.8	17	16.2	105	100		
37	School-home distance poses a challenge to UBE programme especially to female students	Educ. Sec	05	83.4	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	08	88.8	01	11.1	09	100
		H/teachers	103	86.6	16	13.5	119	100
		Prin. Sch Tea	305	60.9	196	39.2	501	100
Sec. Tea	86	81.9	19	18.1	105	100		
38	Lack of toilet separation between gender reduces enrolment thereby posing challenge to UBE programme.	Educ. Sec	05	83.4	01	16.7	06	100
		Directors	03	60	02	40	05	100
		Principals	07	77.7	02	22.2	09	100
		H/teachers	102	85.7	17	14.3	119	100
		Prin. Sch Tea	135	27	366	73	501	100
Sec. Tea	81	77.1	24	22.9	105	100		
39	Parents' occupation sometimes poses a challenge on female's education in UBE programme	Educ. Sec	05	83.4	01	16.7	06	100
		Directors	03	60	02	40	05	100
		Principals	08	88.8	01	11.1	09	100
		H/teachers	107	90	12	10.1	119	100
		Prin. Sch Tea	343	88.4	158	12.6	501	100
Sec. Tea	96	91.4	09	8.6	105	100		
40	Absenteeism and lateness to school is more among female students	Educ. Sec	05	83.4	01	16.7	06	100
		Directors	04	80	01	20	05	100
		Principals	09	100	00	00	09	100
		H/teachers	101	84.9	18	15.1	119	100
		Prin. Sch Tea	340	67.9	161	32.2	501	100
Sec. Tea	89	84.7	16	15.2	105	100		

Table 4.3.4 shows that there was agreement among all the respondents, except the primary school teachers who disagreed with the statement with 67.8%. On item 31 on concentration poses a challenge to UBE programme. This may be due to problems associated with female teachers ranging from pregnancy and child birth. The case was also similar with item 32 which solicited the opinions of respondents on gender difference as challenge to UBE programme. All the respondents agreed with the statement except Primary school teachers who disagreed with 65%. One can without doubt, accept the statement, but that government should make effort to balance gender difference where it exists. Item 33 sought the opinions of respondents on whether wrong religious understanding posed challenge to UBE programme through discouraging a gender to learning. The responses indicate that the entire respondent agreed with the statement with high percentages for examples followed, except primary school teachers whom disagreed with 70.9%. However, this shows that wrong religious understanding posed challenge to UBE programme and gender learning. Stakeholders in education ought to be oriented by government on this misunderstood concept.

In addition, item 34 solicited the opinions of respondents on whether cultural beliefs on gender learning posed a challenge to UBE programme. The responses showed all the respondents agreed with the statement, Principals 100%, Head teacher 85%, Primary school teachers 88.7% and others followed. This means that there is the need for increase in media enlightenment on misconception that are related to culture against modern education. This effort

could be through drama programmes, the use of traditional and religious leaders etc. Item 35 sought the opinions of respondents on behavior of some male teachers discourages parents to send children to school. On this matter only Primary school teachers disagreed with the opinions with 59.3%, while all other respondents were in agreement. For example, Principals had 88.8%, Head teachers 86.5% and Secondary school teachers with 85.7% and others followed suit. This response indicated the need for teachers to behave well at all times in school or outside.

Items 36 and 37 solicited the opinions of respondents in mix school system posed a challenge to UBE programme and school-home distance poses a challenge to UBE programme especially to female students respectively. On the two items the responses shows that all the respondents were in agreement with the statement. For example, the two responses indicated the Directors opinions with 80% and 80%; Principals 77.7% and 88.8%; Education secretaries 50% and 83.4%; Head teachers 76.4% and 86.6% and others follow respectively. This implies that, separation of schools could be a solution to some perennial problems of UBE in respect of mixing sexes in schools. Also, the result indicated that there is the need for proactive action by government towards establishing more schools, especially in areas where the existing schools are far from areas of settlements. Closeness of schools certainly will solve several problems one of which is low enrolment of female students.

Lack of toilet separation between genders reduces enrolment, also posed challenge to UBE programme. This was item 38 statement. The responses

were: Education secretaries with 83.4%, Directors 60%, Principals 77.7%, Head teachers 85.7% and Secondary school teachers 77.1% while, Primary schools teachers disagreed with the statement with 73%. However, non separation reduced students' enrolment. This means that government should instruct separation of toilet between opposite sex, as this is against cultures and beliefs in several societies.

Items 39 and 40 solicited the opinions of respondents on parents' occupation sometimes posed a challenge on females' education in UBE programme and absenteeism and lateness to school is more among female students respectively. The results of the responses were all in agreement with high percentages. This could be seen as education secretaries 83.4% and 83.4%; directors 60% and 80%; principals 88.8 and 100%; primary school teachers 88.4% and 67.9% and others followed suit respectively. This means that parental economic status determines children's schooling system. This is a great challenge not only to UBE programme but to educational system as a whole. Government should increase effort in job creation and loan/enlightenment among the private own businesses. In addition, absenteeism and lateness among female students could as a result of domestic works at home and also poor economic status. This setback could be addressed through empowerment of parents (especially women). This may be used as incentives for women to allow girl-children to attend schools..

4.3.5: Opinions of Respondents on Environmental-Factor Challenge to UBE Programme in Niger State

This section covered items statement 41-50 in the questionnaire. These statements include inadequate housing scheme for teacher posed a challenge to UBE programme, long school-home distances of teachers reduces productivity thereby posing challenge to UBE programme, whether and climate in some in some places disrupts school activities, thereby posing challenge to UBE programme and school location to students in swampy areas do have days closed thereby posing a challenge to UBE programme.

Others include teachers poor performance in unfriendly environment, which is a challenge to UBE programme, inadequate environmental ventilation in classrooms hinders learning and posed challenge to UBE programme, most teachers in rural schools are not regular to school due to environmental challenges, low students register in schools increases during raining season this pose a challenge to UBE programme and most posting to rural areas are on punishment base. This makes teachers perform low due to environmental change. Table 4.3.5 captured the details.

Table 4.3.5: Opinions of Respondents on Environmental-Factor Challenges of UBE Programme in Niger State

S/N	Item Statement	Categories of Respondent	Responses				TOTAL	
			Agreed		Disagreed		Fre q	%
			Fre q	%	Fre q	%		
41	Inadequate housing scheme for teachers poses a challenge to UBE programme.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	04 04 09 102 240 88	66.7 80 100 85.8 48 83.8	02 01 00 17 261 17	33.3 20 00 14.3 67.9 16.2	06 05 09 119 501 105	100 100 100 100 100 100
42	High school-home distance of teachers reduces productivity thereby posing challenge to UBE programme.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	03 05 09 107 360 92	50 100 100 89.9 71.8 87.8	03 00 00 12 141 13	50 00 00 10.1 28.2 12.4	06 05 09 119 501 105	100 100 100 100 100 100
43	Weather and climate in some places disrupt school activity, thereby posing challenge to UBE programme.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	03 05 08 97 454 81	50 100 88.9 81.5 90.6 77.1	03 00 01 22 47 24	50 00 11.1 184 9.4 2.9	06 05 09 119 501 105	100 100 100 100 100 100
44	School location to students in some cases is a challenge to UBE programme.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	05 05 07 105 455 84	83.4 100 77.7 88.2 90.8 80.0	01 00 02 13 46 21	16.7 00 22.2 11.7 9.2 20	06 05 09 119 501 105	100 100 100 100 100 100
45	Schools in swampy areas do have days closed thereby posing a challenge to UBE programme.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	06 04 07 102 448 95	100 80 77.8 85.7 89.4 90.5	00 01 02 17 53 10	00 20 22.2 14.3 10.6 9.5	06 05 09 119 501 105	100 100 100 100 100 100
46	Teachers' perform poorly in unfriendly environment, this is a challenge to UBE programme.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	04 03 09 96 461 87	66.7 60 100 80.6 92 81.8	02 02 00 23 40 18	33.3 40 00 19.4 8 17.1	06 05 09 119 501 105	100 100 100 100 100 100
47	Inadequate environmental ventilation in classrooms hinders learning, thereby posing challenge to UBE programme.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	04 04 08 101 466 86	66.7 80 88.9 84.9 93 81.9	02 01 01 18 35 19	33.3 20 11.1 15.1 18.1 33.3	06 05 09 119 501 105	100 100 100 100 100 100
48	Most teachers in rural schools are not regular to school due to environmental challenges.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	04 03 08 96 463 79	66.7 600 88.9 80.6 92.4 75.2	02 02 01 23 38 26	33.3 40 11.1 19.4 7.6 25.7	06 05 09 119 501 105	100 100 100 100 100 100
49	Low students register in school increases during raising season, this pose a challenge to UBE programme.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	03 03 08 101 447 84	50 60 88.9 84.9 89.2 80	03 02 01 18 54 21	50 40 11.1 15.1 10.8 20	06 05 09 119 501 105	100 100 100 100 100 100
50	Most postings to rural areas are on punishment basis, this makes teachers perform low due to environmental change.	Educ. Sec Directors Principals H/teachers Prin. Sch Tea Sec. Tea	03 02 06 105 96 88	50 40 66.7 88.3 19.2 83.8	03 03 03 14 405 17	50 60 33.3 11.8 80.8 16.2	06 05 09 119 501 105	100 100 100 100 100 100

Table 4.3.5 showed details of the opinions of respondents in respect item 41-50. Item 41 and 42 sought the opinion of respondents on inadequate housing scheme for teachers posed a challenge to UBE programme and high school-home distances of teachers reduces productivity thereby posing challenge to UBE programme respectively. The responses were almost all with high agreement to the two statements. For example, education secretary had 66.7% and 50%; directors 80% and 100%; principals 100% and 100%; head teachers 85.8% and 89% and other were also with percentages respectively. This means that as a solution to a challenging factor to UBE, government should improve in the provision of housing scheme. This should also be in affordable rate for high productivity among teachers.

Item 43 and 44 solicited respondents' opinions on whether and climate in some places disrupt school activities thereby posing challenge to UBE programme and school location to students in some cases is a challenge to UBE programme respectively. The percentages were all in agreement with the statements as follows education secretary 50% and 83.4%; directors 100% and 100%; principals 88.9% and 77.7%; head teachers 81.5% and 88.2% respectively. Others were primary school teachers 80% and 90.6%; secondary school teachers 77.1% and 80% respectively. This implies that while posting teachers proscimity to school should be one of the considering factors. Also postings out of town should be reduced, so as to reduce under productivity of teachers and students. The government on weather and climate can make holidays during times of bad or difficult weather situation. In other words

school period of these areas may vary with other normal weather areas in the state.

In addition items 45 and 46 sought the opinions of respondents on schools in swampy areas do have days closed thereby posing a challenge to UBE programme and teachers' perform poorly in unfriendly environment, this is a challenge to UBE programme respectively. The responses were all in agreement with the items statement as education secretaries 100% and 66.7%; directors 80% and 60%; principals 77.8% and 100%; had teachers 85.7% and 80.6% respectively. Others were primary school teachers 89.4% respectively. Others were primary school teachers 89.4% and 92%; and secondary school teacher 90.5% and 81.8% respectively. As a kind of solutions to schools in swampy in be given their holidays during raining season. While on item 46, school administrators should create conducive atmosphere for both teachers and students, this could be through involving teachers in decision-making and delegation of authority. This is because unity of teachers certainly can play a significant role for the success of UBE programme.

Items 47 and 48 sought the opinion of respondents on inadequate environmental ventilation in classrooms hinders learning thereby posing challenge to UBE programme and most teachers in rural schools are not regular to school due to environmental challenges. All the responses were in agreement with these item statements. The percentages were Education secretaries 66.7% and 66.7%; Directors 80% and 60%; Principals 84.9% and 88.9%; Head teachers 84.9% and 80.6% respectively. Others include Primary

school teachers 93% and 92.4% and Secondary school teachers 81.9% and 75.2% respectively. This implies that there is the need for school administrators to make sure environmental variables are considered while planning school activities. During harmattan measures should be taken to avoid learning disruptions and also during hot season. If this is done, it will help reduce learning challenge to UBE programme.

In conclusion, item 49 and 50 solicited the opinions of respondents on low students register in schools increases during raining season, this pose a challenge to UBE programme and most postings to rural areas are on punishment bases, this make teachers perform low due to environmental change. The responses were almost all in agreement except one. For example, education secretaries had 50% and 50%; directors 60% and 40%; principals 88.9% and 66.7% and head teachers 84.9% and 88.9% respectively. Others include primary school teachers 19.2% and secondary school teachers 80% and 83.8% respectively. The results indicated that only Primary school teachers and Directors agreed with items 50. However, to solve low school attendance, school hours should be converted to evening classes, especially in areas where the occupation of parents is mostly agriculture. In addition, posting of teachers to rural areas as a form of punishment should be reconsidered. Otherwise instead of corrective major it will turn to destruction. Administrators are advised to make wide consultation while taking these kind of decisions.

4.3 Hypotheses Testing

Five null hypotheses were set at the beginning of this study. The hypotheses include; there is no significant difference in the opinions of teachers (secondary and primary schools teachers) and management (education secretaries, principals, head teachers) and directors on teacher-factor challenges to UBE programme in Niger state; there is no significant difference in the opinion of teachers and management on social-factor challenges of UBE programme in Niger state and there is no significant difference in the opinion of teachers and management on population explosion challenge of UBE programme in Niger state. Others are there is no significant difference in the opinion of teachers and management on gender-factor challenge of UBE programme in Niger state and there is no significant difference in the opinion of teachers and management on environmental-factor teachers challenge of UBE programme in Niger state.

All the hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 significant levels. Sections 4.4.1- 4.4.5 captured the details of the result of tested null hypotheses.

4.3.1: Hypothesis 1

Hypothesis 1 states that there is no significant difference in the opinion of teachers and management on teacher-factor challenge of UBE programme in Niger state. Details of the results were presented in table 4.4.1.

Table 4.3.1: Analysis of Variance (ANOVA) on the Opinions of Respondents on Teacher-Factor Challenge of UBE Programme in Niger State.

Group	Sum of Squares	df	Mean square	f-cal	f.critical	Remark
Between Group	74.041	6	14.808			
Within Group	12266.289	739	16.598	.892	2.45	Retained
Total	1240.328	745				

Table 4.4.1 shows that the calculated f value (.892) at 739 df 6 and at the level of significance 0.05. The f-critical value (2.45) is greater than f-ratio (.892). This indicates that the null hypothesis which states that there is no significant difference in the opinion of respondents on teacher-factor challenge of UBE programme in Niger state hereby accepted.

4.3.2: Hypothesis II

Hypothesis II states that there is no significant difference in the opinion of teachers and management on social-factor challenge of UBE programme in Niger state. Details of the results are shown in table 4.4.2.

Table 4.3.2: Analysis of Variance (ANOVA) on the Opinions of Respondents on Social-Factor Challenge of UBE Programme in Niger State.

Group	Sum of Squares	df	Mean square	f-cal	f.critical	Remark
Between Group	1143.585	6	228.717			
Within Group	9167.215	739	12.405	18.431	2.45	Rejected
Total	10310.800	745				

Table 4.3.2 indicates that F-ratio value is (18.438) at 739 df 6 at 0.05 significant level is less than F-critical values at (2.45). this indicates that there is significant difference in the opinion of teachers and management on social-factor challenges of UBE in Niger state. Thereby, the null hypothesis was rejected.

4.3.3: Hypothesis III

Hypothesis III states that there is no significant difference in the opinion of teachers and management on population-exposition challenge of UBE programme in Niger state. Details of the results are shown in table 4.3.3.

Table 4.3.3: Analysis of Variance (ANOVA) on the Opinion of Respondents on Population Exposition Challenge of UBE Programme in Niger State

Group	Sum of Squares	df	Mean square	f-cal	f-critical	Remark
Between Group	1596.197	6	319.227			
Within Group	10265.710	739	13.891	22.980	2.45	Rejected
Total	11861.907					

Table 4.3.3 shows that f-ratio value (22.980) at 739 df 6 at 0.05 level of significance. The f-ratio value at (22.980) is greater than the f-critical value at (2.45). This means that there is significant difference in the opinion of respondent on population-explosion challenges of UBE programme in Niger state. This indicates that the null hypothesis was rejected.

4.3.4: Hypothesis IV

Hypothesis IV states that there is no significant difference in the opinion of teachers and management on gender-factor challenge of UBE programme in Niger state. Details of the results are shown in table 4.3.4.

Table 4.3.4: Analysis of Variance (ANOVA) on the Opinions of Respondents on Gender-Factor Challenge of UBE Programme in Niger State.

Group	Sum of Squares	Df	Mean square	f-cal	f-critical	Remark
Between Group	10690.328	6	2138.066			
Within Group	14468.040	739	19.578	109.208	2.45	Rejected
Total	25158.368	745				

Table 4.3.4 shows that the f-ratio (109.208) at 739 df 6 at 0.05 level of significance. The f-ratio (109.208) is greater than the critical value (2.45) which means that there is significant difference in the opinion of teachers and management on gender-factor challenges of UBE programme in Niger state. Therefore, the null hypothesis is hereby rejected.

4.3.5: Hypothesis V

Hypothesis V states that there is no significant difference in the opinion of teachers and management on environmental-factor challenge of UBE programme in Niger state. Details of the results are shown in table 4.3.5.

Table 4.3.5: Analysis of Variance (ANOVA) on the Opinion of Respondents on Environmental-Factor Challenge of UBE Programme in Niger State.

Group	Sum of Squares	df	Mean square	f-cal	f-critical	Remark
Between Group	93.240	6	18.648			
Within Group	6727.504	739	9.104	2.048	2.45	Retained
Total	6820.744	745				

Table 4.3.5 indicates that the f-ratio value (2.0488) at 739 df 6 at 0.05 level of significance. The f-ratio value (2.048) is less than the f-critical value (2.45). This means that the stated hypothesis which states that there is significant difference in the opinion of teachers and management on environmental-factor challenges of UBE programme in Niger state is accepted.

4.4 Summary Table of Tested Hypotheses

S/N	Hypothesis Statement	Statistical Test	Significant Level	Result	Restated Hypothesis
1	There is no significant difference in the opinion of teachers and management on teacher-factor challenge of UBE programme in Niger state	Analysis of Variance (ANOVA)	0.05	Retained	There is no significant difference in the opinion of teachers and management on teacher-factor challenge of UBE programme in Niger state
2	There is no significant difference in the opinion of teachers and management on social-factor challenge of UBE programme in Niger state.	ANOVA	0.05	Rejected	There is significant difference in the opinion of teachers and management on social-factor challenge of UBE programme in Niger state.
3	There is no significant difference in the opinion of teachers and management on population-exposition challenge of UBE programme in Niger state.	ANOVA	0.05	Rejected	There is significant difference in the opinion of teachers and management on population-exposition challenge of UBE programme in Niger state.
4	There is no significant difference in the opinion of teachers and management on gender-factor challenge of UBE programme in Niger state.	ANOVA	0.05	Rejected	There is significant difference in the opinion of teachers and management on gender-factor challenge of UBE programme in Niger state.
5	There is no significant difference in the opinion of teachers and management on environmental-factor challenge of UBE programme in Niger state.	ANOVA	0.05	Retained	There is no significant difference in the opinion of teachers and management on environmental-factor challenge of UBE programme in Niger state.

4.5 Summary of Major Findings

The following were the major findings of the study. The study revealed that:-

1. That all respondents agreed that UBE programme face teacher-factor challenges in areas such as poor teachers' experience, inadequate prompt payment of salaries to teachers, distance of school and its locations pose threat to teachers and students. Other findings include inadequate teacher training, and teachers' low qualification have effect on the success of the UBE programme.
2. In the area of social-factor challenges, the study revealed that parental illiteracy was a setback to UBE programme, some religious teaching were misunderstood as such, resulted in rejection of formal schooling. That most parents preferred to send boys to school than girls, parental socio-economic status influenced children's schooling chances and inadequate male-female utilities separation such as toilets which made some parents to reject formal schooling.
3. The study also revealed that population explosion-factor was a challenge to UBE programme. Inadequate school facilities such as chairs, tables, classes, library materials created a lot of set back to the UBE programme. Others include overpopulated

classes promotes examination malpractices. In addition the research found that there are inadequacies in effective administration of discipline to students in schools due to over population.

4. The study revealed that there was shortage of female teachers in rural schools in Niger state, thereby discouraging female students to attend schools, due to religious misconceptions.
5. The study revealed that there was inadequate housing scheme for teachers. That weather and climate in some part of the state disrupted school calendar, and affected teachers' performance. Most teachers in the rural areas are not regular to school due to environmental challenges. Other findings revealed that schools usually recorded low students attendance during raining seasons, and that postings to rural areas are done to punish erring teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The content of this research work covered five chapters:- Chapter one includes introduction, chapter two review of related literature, and chapter three research methodology. Others include chapter four data presentation and analysis.

Chapter one covered background to the study, statement of the problem, research objectives, research questions and research hypotheses. Others include significance of the study, basic assumption and scope of the study. Chapter two reviewed related literature to the topic in focus. Some of the aspects of the reviewed literatures centred on overview on UBE, concept of teacher-factor in the implementation of Universal Basic Education programme, professional role of a teacher, concept of motivation and training of teachers in Nigeria.

Chapter three, explained the research methodology, under which research design was explained. Population of the study include Education secretaries, Directors, Principals, Head teachers, and Teachers of Primary and Junior secondary schools. Under the sample a reasonable number was used for the research. The instrument used

was questionnaire which was validated before pilot test. The statistical tool was Analysis of Variance (ANOVA).

Chapter four presented the data analyzed in a form of tables through percentages and frequencies. Also presented was the discussion of items of the questionnaire. Hypotheses were tested and only two hypotheses were accepted. Table of tested hypotheses was presented with the major findings of the research.

5.2 Conclusion

Based on the major findings of the research in chapter four, the following conclusions are made:

1. Teacher-factor challenges In Niger state include Poor teaching qualification, inadequate payment of salaries, inadequate training of teachers and location of schools.
2. On social-factor challenges the study revealed that there was Poor enlightenment through the media, especially radio.
3. The researcher also concludes that availability of school facilities which are pre-requisite for successful education, were not commensurate to the students' population; thereby promoting indiscipline and Poor academic performance.

4. Non-separation of male and female schools has discouraged a lot of Parents from sending their female child to formal school
5. Poor housing scheme and lack of consideration for weather factor on the school calendar during the raining season also posed serious challenges.

5.3 Recommendations

Based on the findings, the following recommendations are offered:

1. That government should increase budget allocation to education. This is assumed to improve payment of teacher's salaries. Also as an encouragement any teacher that is entitled for training should allowed to.
2. Government should employ religious and traditional rulers to educate and encourage populace on the impotence of schooling to the society. Also, the use of mass media through drama programmes could be a good channel educating people. Also, school managers should be able to understand and comply with societal norms and values. Example, society that dislikes mixture of boys and girls should not be imposed on them.
3. Government, old boys association and the host community should strive in solving school problems or inadequacies. These

stakeholders could take the challenge of providing tables, chairs, classrooms, books etc. In addition, the stakeholder could also participate in discipline activities of the school. This could be through regular meetings and acting oriented programmes.

4. Government of Niger state should declare female education free. This will serve as motivation for female children to go to school. Communities are advised to participate in school construction. This will help to de-populate the congested schools, and at the same time reduce home-school distances across the state.
5. Mortgage funds should be increased by the federal government to reach the primary and secondary school teachers. This is assumed to reduce hardship faced by teachers in respect of shelter. Also, it is recommended that school timing be adjust during raining season, especially in areas where farming is the most dominant occupation.

5.4 Suggestions for Further Studies

The following suggestions are postulated for further researches:

1. That an in-depth research could be made specifically on the impact of staff salary on their performance in the UBE programme. This is expected to bring out fact and suggestions for better teaching and learning.

2. That a research could be furthered specifically on the influence of culture and religion on the successful implementations of UBE programme. This aspect is expected to unveil those trends that hinder the success of UBE programme.
3. That a research could be made on the influence of school facilities on students' performance in UBE programme. This could open or give suggestion on how the government and stakeholders will help in providing facilities for better UBE programme implementation.
4. That a research could be conducted on the effects of weather and climate on teaching and learning on UBE programme. This area can help in suggesting ways to plan successful education programme in spites climatic challenges.

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QUESTIONNAIRE ON THE EVALUATION OF THE CHALLENGES OF UNIVERSAL BASIC EDUCATION PROGRAMME IN NIGER STATE.

Department of Educational Foundations
and Curriculum
Faculty of Education
Ahmadu Bello University, Zaria

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a Post-graduate student of the above named Institution, undertaking a research on the Impact of Teacher Factor on the Implementation of Universal Basic Education (UBE) Programme in Niger State.

Kindly respond to the questionnaire items as it applies to you and your convictions. Be rest assured of the confidentiality of your expression as it will be strictly used for the purpose of this research.

While I humbly appreciate your acceptance to fill the questionnaire. Please accept the assurances of my esteemed regards.

Yours faithfully

Bello Bala

Section B:

Instruction: Please indicate against any of the options that conform to you with a tick () and provide information(s) where necessary.

- (1) Sex: Male () Female ()
- (2) Marital Status: Single () Married () Divorced ()
Widow ()
- (3) Age: 25-34yrs () 34-41yrs () above 42yrs ()
- (4) Highest qualification Below NCE () NCE () First degree
() Others _____
- (5) Rank/Status Pri. Sch. Teacher () Principal () Head teacher
() Educ Sec. () Director () Sec. Sch. Teacher

Section C:

Please indicate with a tick () against the times provided as it appeals to your conviction. Responses are stated Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

Section D: Teacher-factor Challenges on UBE Program

S/No	Item statements	SA	A	D	SD
1	Poor teacher experience poses challenges to UBE programme.				
2	Inadequacy of qualified teachers poses challenges to UBE programme.				
3	Non-payment of salaries and other benefits of teachers causes challenges to UBE programme				
4	Proximity of school location and teachers place of residence poses challenge to UBE programme				
5	Inadequate training and retraining of teachers poses a challenge to UBE programme				
6	Teachers' conditions of service is a challenge to UBE programme				
7	Ineffective school administration is a challenges to UBE programme				
8	High teacher workload poses challenges to UBE programme in Niger state.				
9	Most qualified teachers reject posting to rural areas and this poses challenges to UBE programme.				
10	The high rate of teachers with low qualification is a challenge to UBE programme.				

Section E: Social-factor challenges of UBE Programme in Niger State

11	Low level of literate parents in the society is a challenge to UBE programme.				
12	Parental religious beliefs pose challenge to UBE programme.				
13	Preference of boys to girls for Western Education by parents poses challenges to UBE programme.				
14	Gender sensitivity of school posed a challenge to UBE programme.				
15	Parental poor socio-economic status poses challenges to UBE programme.				
16	Inadequate demographic data poses challenges to UBE programme				
17	High rate of school drop-outs poses challenges to UBE programme.				
18	Non inclusion of religious instruction as a core-subject poses challenges to UBE programme				
19	Trekking distance between school and community poses challenges to UBE programme.				
20	Non-provision of separate toilet facilities for boys and girls poses challenges to UBE programme.				

Section F: Population Explosion Challenges on UBE Programme				
21	Inadequate chairs due to students over population poses challenges to UBE programme.			
22	Shortage of classrooms due to students over population poses challenges to UBE programme			
23	Population explosion over stretch library materials is a challenge to UBE programme.			
24	Inadequate teachers due to over population pose challenges to UBE programme.			
25	Inadequate teacher-pupil contact poses challenges to UBE programme due to over population.			
26	Inadequate good conduct of examination poses challenges to UBE programme due to population explosion.			
27	Inadequate classroom control poses challenges to UBE programme due to population explosion.			
28	Achieving 35:1 students-teachers ratio poses challenges to UBE programme due to population explosion.			
29	Inadequate discipline among students poses a challenge to UBE programme due to population explosion.			
30	Proliferation of untrained teachers poses a challenge to UBE programme due to population explosion.			

Section G: Gender-factor Challenge on UBE Programme.				
31	Shortage of female teachers in schools poses a challenge to UBE programme.			
32	Gender difference poses a challenge to UBE programme on students' learning.			
33	Wrong religious understanding poses a challenge to UBE programme through discouraging a gender to learning.			
34	Cultural beliefs on gender learning poses a challenge to UBE programme.			
35	Behaviours of some male teachers discouraged parent from sending their child to school			
36	Mixed school system poses a challenge to UBE programme			
37	School-home distance pose challenges to UBE programme especially to female students.			
38	Lack of toilet separation between gender reduces enrolment thereby posing challenges to UBE programme			
39	Parents' occupation poses a poses a challenges on female education in UBE programme			
40	Absenteeism and lateness to school are more among female students.			

Section H: Environmental-factor Challenges for				
41	Inadequate housing scheme for teachers poses a challenge to UBE programme.			
42	School-home distance of teachers reduces productivity thereby posing challenges to UBE programme			
43	Weather and climate in some places disrupt school activity, thereby posing challenges to UBE programme			
44	School location to students in some cases is a challenges to UBE programme			
45	Schools in swampy areas do have closed days thereby posing a challenges to UBE programme			
46	Teachers' perform poorly in unfriendly environment, this is a challenges to UBE programme			
47	Inadequate environmental ventilation in classrooms hinders learning, thereby posing challenges to UBE programme			
48	Most teachers in rural schools are not regular to school; due to environmental challenges.			
49	Low students' resister increases during raining season, this poses a challenges to UBE programme.			
50	Most postings to rural areas are on punishment bases, this makes teachers perform low.			