EVALUATION OF THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION PROGRAMMES IN KANO STATE, NIGERIA

By

Ibrahim Jibrin MOHAMMED
M.ED/EDUC/34761/2012-2013

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA

DECEMBER, 2017

EVALUATION OF THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION PROGRAMMES IN KANO STATE, NIGERIA

By

Ibrahim Jibrin MOHAMMED
M.ED/EDUC/34761/2012-2013

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA

DECEMBER, 2017

DECLARATION

I hereby declare that this project work was conducted and written by me and it is a product of my own research effort undertaken under the supervision of Dr. A.A. Igunnu and Dr.E.IMakoju. This project work has not been presented by any other person in previous award for the degree in Masters of Educational Administration and planning. All references have been duly acknowledged.

_____

Ibrahim Jibrin MOHAMMED

(M.ED/EDUC/34761/2012-2013)

CERTIFICATION

This project titled the "Evaluation of the Management of Universal Basic Education Programme in Kano State." was conducted by me, to meet the regulations governing the award of the degree of Master of Educational Administration and Planning of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

_____	_____
Dr. A.A. Igunnu Chairman Supervisory Committee	Date
_____	_____
Dr. E.I. Makoju Member Supervisory committee	Date
_____	_____
Prof. B. A. Maina Head of Department	Date
_____	_____
Prof. A.Z Abubakar Dean,Post graduate school	Date

ACKNOWLEDGEMENTS

Glory be to Almighty Allah (S.W.A) for his mercy, guidance and grace towards the successful completion of this work. I would like to acknowledge my dearest parents, Mallam Mohammed Jibrin and Hajiya Ladi Mohammed Jibrin for their relentless support throughout my life. I would also acknowledge my lovely darling wife Hajiya Bilkisu Yakubu and my lovely and kind mother in-law Hajia Halima Ali for their support, encouragement and inspiration. Not to be left out in my acknowledgement are my siblings Mallam Mustapha, Mallam Usman, Rekiya, Salamatu, Hadiza, Maryam and Fatima. And also my lovely children Afnan ,Mohammed-Fawwaz, Hanifa,Kausar, Halima, and Mohammed-Ashraf. My profound appreciation equally goes to Dr. K. K. Yusuf, Mal. Idris Ahmed, Mal. Hussain Yakubu, and Mal. Haruna, Yali, Zainab (sister), Nusaiba, Ummi. And my friend Mr. Samuel Oheps for their support throughout my programme. I would also acknowledge my esteemed supervisors in the persons of Dr. A.A.Igunnu and Dr.E.I.Makoju for your tireless efforts to see that this work comes to fruition. I would also acknowledge the Dean School of Post Graduate studies, Prof. A.Z. Abubakar, the Head of Department Prof. B.A Maina, Lecturers and members of staff of the department and also my course mates, especially, Magaji Ado Minjibir, and Hajia Asma'u Audi Sumaila. May Allah bless you all for all your contributions towards the successful completion of this programme.

DEDICATION

This research work is dedicated to my lovely Parents, the present and future generations. It is dedicated to Humanity in general.

TABLE OF CONTENTS

Declaration	i i
Certification	iii
Acknowledgements	iv
Dedication	v
Table of Contents	vii
List of Tables	viii
Abstract	ix
Identification of Abbreviations	x
CHAPTER ONE	
INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3Objectives of the Study	8
1.4 Research Questions	8
1.5 Hypotheses	9
1.6 Basic Assumptions	10
1.6 Significance of the Study	11
1.8 Scope of the Study	12
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	
2.1 Introduction	13
2.2Conceptual Framework	13
2.2.1 Evaluation	15

2.2.2 Funding of Basic Education 16

2.2.3 Infrastructural Facilities 19

2.2.4 Supervision and Inspection 21

2.2.5 Learning Facilities 22

2.2.6 Staffing 23

2.2.7 Motivation 23

2.3 Theoretical Framework 25

2.4 The Evolution of Universal Basic Education in Nigeria 26

2.4.1 The Universal Basic Education; its Nature, Objectives and Features in Nigeria 29

2.4.2 Universal Primary Education (U.P.E) Programme in Nigeria 31

2.4.3 Basic Education Programme 32

2.4.4 Basic Education versus Universal Basic Education 33

2.4.5 Primary Education 35

2.4.6 Junior Secondary School (JSS) 36

2.4.7 National Primary Education (NPE) Provision on UBE Programme 36

2.5 Funding of Education 38

2.5.1 Historical Background of Financing Education in Nigeria 1842-1900 41

2.5.2 Budgeting Allocation to Education 43

2.5.3 Funding of the Universal Basic Education Programme in Nigeria 46

2.6 Infrastructural Facilities 47

2.6.1 Role of Facilities in Achieving the UBE Goals 50

2.7 Supervision 52

2.7.1 Basic Principle for Effective Supervision 55

2.7.2 Features of School Supervision 55

2.7.3 Purposes of Supervision 56

2.7.4 Inspection 57

2.7.5 Guidelines for Inspecting Officers 58

2.7.6 Challenges of School Supervision and Inspection in UBE Programme 59

2.7.7Training and Retraining of Supervisors 61

2.8 Staffing of the Universal Basic Education (UBE)Programme 63

2.8.1 Types of training and retraining of U B E Teachers 64

2.8.2 Professional roles of a Teacher 65

2.9 Enrolment and Retention of UBE 67

2.10. Motivation and Commitment in Schools 71

2.10.1. Intrinsic and Extrinsic Motivation for Teachers 72

2.10.2 Ways to Motivate and Enhance the Morale of UBE Teachers 73

2.11 Empirical Studies 77

Summary of Related Literature 78

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction 81

3.2 Research Design 81

3.3 Population of the Study 82

3.4 Sample and Sampling Procedure 82

3.5 Instrumentation 83

3.5.1 Validity of the Instrument 84

3.5.2 Pilot Study 84

3.5.3 Reliability of the Instrument 85

3.5.4 Method of Data Collection 85

3.6 Methods for Data Analysis 85

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction 87

4.1Analysis of Demographic Information 87

4.2 Stakeholders Response to Questionnaire 88

4.3 Hypotheses Testing 108

4.4 Table Summary of Tested Hypotheses 109

4.5 Summary of Major Findings 108

4.6 Discussion of Findings 110

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary 115

5.2 Conclusions 116

5.3 Recommendations 116

5.4 Suggestion for further Studies 118

REFEREN CES 119

APPENDICES 128

LIST OF TABLES

Table 1 Enrolment of Pupil of UBE in North West and North East 70

Table 2 Population Distribution of the Study 82

Table 3 Table for Sampling and Sampling Technique 83

Table 4 Population Distribution of Schools 87

Table 5 Number of Schools in each Zone 87

Table 6 Gender of the Respondents 88

Table 7 Marital status of the Respondents 88

Table 8 Ages of the Respondents 88

Table 9 Educational Qualification 90

Table10 Ranks of the Respondents 92

Table 11 Opinions of UBE officials, Principals, Teachers, PTA on Funding 94

Table 12 Opinions of UBE officials, Principals, Teachers, PTA on Infrastructural Facilities 96

Table 13 Opinions of UBE officials, Principals, Teachers, PTA on Supervision Inspection 98

Table 14 Opinions of UBE officials, Principals, Teachers, PTA on Teaching Facilities 100

Table 15 Opinions of UBE officials, Principals, Teachers, PTA on the Staffing of UBE 102

Table 16 Opinions of UBE officials, Principals, Teachers, PTA on Enrolment and Retention 104

Table 17 Opinions of UBE officials, Principals, Teachers, PTA on Motivation Factor UBE 104

Table 18 Summary of ANOVA Statistics on the Issues of Funding 105

Table 19 Summary of ANOVA Statistics on Infrastructural Facilities of UBE Program 105

Table 20 Summary of ANOVA Statistics on Supervision and Inspection of UBE Program 106

Table 21 Summary of ANOVA Statistics on Teaching and Learning Facilities UBE 106

Table 22 Summary of ANOVA Statistics on Staffing of the UBE Program 107

Table 23 Summary of ANOVA Statistics on Enrolment and Retention of UBE Program 108

Table 24 Summary of ANOVA Statistics on Motivational Factors of UBE Program 110

Table 25 Summary of Tested Hypotheses of the Study 110

Table 26 Names of Schools 143

Table 27 Numbers of School in each Zone 145

Table 28Dala Local Government Area 145

Table 29 Fagge Local Government Area 145

Table 30 Gwale Local Government Area 146

Table 31 Kano Municipal Local Government Area 146

Table 32 Kumbotso Local Government Area 147

Table 33 Nassarawa Local Government Area 148

Table 34 Tarauni Local Government Area 148

Table 35 Ungogo Local Government Area 149

IDENTIFICATION OF ABBREVATIONS.

ECCDE	Early Child-care Development Education
EFA	Education for All
MDG	Millennium Development Goal
SDG	Sustainable Development Goal
FGN	Federal Government of Nigeria
UBE	Universal Basic Education
SPEB	State Primary Education Board
NERDC	Nigerian Educational Research and Development Council
UNICEF	United Nations Children Education Fund
NGO	Non Governmental Organization
UPE	Universal Primary Education
LGEA	Local Government Education Authority
FME	Federal Ministry of Education
LVT	Long Vacation Training
JSS	Junior Secondary School
ANOVA	Analysis of Variance

ABSTRACT

This study entitled the evaluation of Universal Basic Education programme in Kano State. It has seven objectives, some of which were to examine the opinions of principals, teachers, Universal Basic Education (UBE) officials, and Parents Teachers Association (PTA) members on the issues of funding of the UBE Programme, examine the provision of Infrastructural facilities, quality of supervision, adequacy of instructional materials, issue of staffing and ascertain the enrolment and retention of pupils of the UBE Programmes. Research questions and Hypotheses were formulated according to the objectives. The study employed descriptive research design. The population of the study includes the stakeholders in the UBE programmes. Amounting to 1317 from which 330 respondents were sampled, using simple random sampling technique. The analysis was done on 327 copies of filled and returned questionnaire. The instrument used was questionnaire to elicit information, after it had been validated and found reliable with the result at .743. Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. Out of the seven null hypotheses, four were retained while three were rejected. Finding of the research shows that there was deficiency in quality and quantity of teachers employed for proper implementation of the UBE Programmes. Also, apart from the provision of school buses for the transportation of students to and from schools, other motivational factors like text books, pens, pencils, uniforms are not provided for the students. And there is no enough classroom blocks to cater for the continuous increment of enrolment of pupil into the programmes. It therefore recommended that qualified teachers should be employed for proper implementation of the UBE Programmes, provision of other motivational factors such as textbook, pen, pencil, uniforms should be provided. Finally, more classroom blocks should be constructed for proper Implementation of the UBE Programmes in Kano State.

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 overemphasized. It is in line with this fact that educationists compartmentalized ways of acquiring and disseminating it into three categories. These are formal, informal, and non - informal education. The justification of this includes but not limited to the curriculum content i.e. nature of instructions, structural process and to a lesser extent the target groups. It is significant to note that this compartmentalization is purely for academic conveniences. Hence, the line separating them is imaginary as evidence of overlapping and infusion of the main features of each category can be found in the other.

Several scholars have advanced the indispensability of education in the life of any nation or individual. Aliyu (2010) viewed education as the greatest fount of empowerment in the whole world. Sidhu (2010) also viewed education as a weapon for combating ignorance, poverty, and disease, as a bridge between confusion and comprehension, as a dam for conserving man's store of civilization, and for generating the power to move to greater height as rocket for transforming man from state of intellectual subservience to a state of intellectual sovereignty.

It is pertinent to note that the scientific and technological breakthrough that has been achieved in technologically advanced countries such as Japan, Britain, France, United States of America, China, and other Asia tigers was made possible by heavy investment in education. In line with this disposition, Federal Government of Nigeria (2004) stated that, education in Nigeria is an instrument par excellence for effecting national development. The Nigerian government has

stated that for the benefit of all citizens, the country's educational goals must be relevant to the needs of the individuals and the society, in consonance with the realities of our environment and the modern world (FGN, 2004). However, education (both formal and informal) was a powerful force which transformed the socio-political and economic life of Nigeria from what it was during the pre-colonial independent era.

Basic education is the foundation a child should have for use throughout life. In all aspects of the school and its surrounding, or community, the rights of the child to survival, protection, development and participation are paramount. This means that the focus is on learning which strengthens the capacity of the children to act progressively on their own through the acquisition of relevant knowledge, useful skills and appropriate attitude; and which creates for themselves and others, places of safety, security and healthy interaction (Bernard, 1999).

There is no gainsaying that basic education is crucial to the overall development of any nation. It is not just an instrument for enhancing the life chances of individuals, but it also lays the foundation for transforming the social and economic life of a nation. Our need as a nation, for the eradication of illiteracy, promotion of functional education, reduction of poverty, attainment of an enlightened, economically viable and democratic society, are, in the main, dependent upon an appropriate basic education system for their realization Federal Government of Nigeria (2004). Unfortunately, the state of basic education in Nigeria prior to the ushering in of the new democratic dispensation falls short of what is required for national development. On the whole, the sub-sector, which is perhaps true of the other education sub-sector, was generally acknowledged to be in a sorry state. Decay was evident at all levels of the system. Consequently, there were extremely high rate of illiteracy, poor and collapsing educational infrastructures, poorly trained and motivated teachers, and increasing rates of dropout, inadequate funding and

poor productive quality. Bernard (1999).

Another attempt at universalizing primary education was made when on Thursday, September 30, 1999, Nigeria's former civilian president, Chief Olusegun Obasanjo, launched the Universal Basic Education (UBE) programme at Shehu Kangiwa Square, Sokoto State. The scheme comprised six-year primary education for all children of school age, and three years of junior secondary education.

The Universal Basic Education Act (2004) stipulates that Every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary age. Accordingly Federal Government's intervention under this Act shall only be assistance to the States and Local Governments in Nigeria for the purpose of uniform and qualitative basic education throughout Nigeria. The UBE Act of 2004 is the Law guiding the activities of the programme in Nigeria. In keeping with the global concern for Basic Education, and being a signatory to numerous conventions, The Nigerian government designed the UBE programme to bring within it ambit; Six years of primary schooling, Three years of junior secondary school, Education of special population such as nomads, girls-child and migrants; and Non-formal and vocational training for out of school youths and adults.

The programme is intended to provide free, compulsory and quality education at primary and junior secondary schools and other aspect of basic education. The overall aim is to make basic education accessible to all target groups. (UBE, 2010)

The UBE programme has a number of objectives, principal among which are listed as follows:

i. The provision of free, universal basic education for every Nigerian child of school age;
ii. reducing drastically the incidence of drop-out from the formal school system,

through improved relevance, quality and efficiency;

iii. catering for the learning needs of young people who have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education ; and

iv. Ensuring the acquisition of appropriate level of literacy, numeracy ,manipulative, communicative and life skills, as well as ethical , moral and civic values needed for laying a solid foundation for life-long leaning and a strong commitment to the vigorous promotion of education (Tahir, 2003).

To all intents and purposes, UBE is a reform measure aimed at addressing inequality in educational opportunity at the basic level and improving the quality of provision. This could be seen from the UBE Vision statement. " At the end of nine years of continuous education every child that passes through the system should acquire appropriate level of literacy, numeracy, communication, manipulative and life skills and be employable, useful to himself and the society at large by possessing relevant ethical , moral and civic values" (UBEC 2005)

Suffice it to say that the universalization of basic education is in tandem with the requirement of the constitution of the Federal Government of Nigeria (1999) where the educational objectives are stated in section 18, that; Government shall direct its policy towards ensuring that there are adequate educational opportunities at all levels; and that government shall eradicate illiteracy, and to this end, government shall as and when practicable provide,"

a. Free, compulsory and universal primary education.

b. Free secondary education

c. Free adult literacy programme

Federal Government of Nigeria (2004) stated thus; Universal Basic Education in a variety

of forms, depending on needs and possibilities will be provided for all citizens. In Kano State, U.B.E takes off immediately after inauguration, but it was bedeviled with problems just like the rest of the nation.

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 challenged. In other words, education is the life wire of any nation. This sector of the economy is faced with so many challenges that include poor funding, inadequate infrastructural facilities, supervision and inspection, inadequate teaching and learning facilities, poor staffing, enrolment and retention and teacher motivation and commitment. Dare (2009)

The most pressing issues creating set-back for U.B.E programme in Kano State is funding. The U.B.E Act of 2004 compel the federal government to set aside at least 2% of its Consolidated Revenue Fund (CRF) to support the implementation of the programme. This 2% is to be disbursed in accordance with the following formula approved by the Federal Executive Council and took effect from January 2009, Matching grants to states =42%, Educational imbalance fund =14%, Special education fund =2%, Good performance fund =5%, Instructional material fund =15%, Teacher development fund =10%, UBE implementation fund =10%, UBE monitoring fund = 2%. U.B.E (2010)

Several reasons have been given for non- accessibility of the UBE funds, these includes; Insufficient consultation with the states in designing and implementation of the UBE programme including project selection; and Inadequate policy coordination across the three tiers of government in the implementation of the UBE programme; Lack of capacity within states to use

funds in accordance with guideline; Apart from weak capacity in accessing the funds, many state governments misappropriate funds released to them.

Quality is enhanced by the provision of adequate numbers and specified of facilities that would comfortably serve as a child-friendly school environment. The facilities include classrooms, separate toilets for boys and girls, technology workshops, and Integrated Science laboratories. According to State of Education Report, 2013.One of the most important facilities in formal schooling is classroom space. In the urban centers, schools are overcrowded, a situation that makes it difficult for teacher-pupil contact, thereby making an effective teaching-learning process difficult. Today, most schools in Kano State are faced with the problems of dilapidated classroom blocks, students receiving instructions under the tree, on the bear floor, no toilet facilities, no water, and no perimeter fence thereby exposing the Students and Teachers to security risk, All these and many more are some of the problems confronting the successful implementation of the UBE programme in Kano State.

Another most pressing issue in education is the issue of supervision and inspection at schools. School supervision and inspection are issues that every administrator or teacher deals with on a daily basis. This and many more are some of the problems confronting UBE programme in Kano state. Other issues confronting the UBE programme is the inadequate provision of teaching and learning facilities in our public schools today. There is inadequate and in some places, lack of instructional materials in some Nigeria schools hampers effective instructional delivery to the pupils in accordance to the stated curriculum objectives. Ezekoka (2009) reported that the problem of lack and inadequate instructional materials is still very much with us in the teaching of the subjects/courses. Instructional materials such as charts, maps, tape recorders, slide, films, television sets, radios, books, and chalk boards still prominent as the main

tools and resources in education. Other material resources have been used and abandoned due to lack of spare parts for maintenance which made the continue usage of books and chalkboard inevitable in classroom instruction. There are no instructional materials and so many teachers do not often use them. This suggests that most schools have not made provision for instructional materials to achieve the UBE programme. Burkett (1987).

Denga (2005) opined that no meaningful education can take place in the absence of an adequately trained and qualified teaching force. This factor is supported by the view of Peter and Igwe (2001) that without dedicated champion, and ideas for social innovation towards U.B.E, the programme will not proceed beyond the initial ideas of proposal stage. Eugene (1969) said

It is hard enough to design public policies and programme like the U.B.E that looks good on paper .It is harder still to formulate such a programme in words and slogans that resonate pleasingly in the ears. And it is excruciatingly hard to implement them in a way that pleases any one at all, including the supposed beneficiaries like the pupils or students. Implementing the U.B.E programme will, frankly speaking, require total commitment of the staff of the U. B.E and availability of adequately trained and qualified teaching force. Eugene (1969)

The absence of teachers in quality and quantity in Nigeria educational system has been responsible to a number of problems. Finally, the issue of motivation of the staff is been affected as a result of the foregoing reasons. Most teachers show lack of commitment to their callings. They only see the teaching profession as a spring board for a better job if the opportunity comes.

The current U.B.E programme has a set of objectives of which this researcher aims at evaluating in Kano State so as to find out whether the stated objectives of the U.B.E programme have been achieved or not .

1.3 Objectives of the Studies

The Objectives of this study are to;

i. Examine the opinions of the Principals, Teachers, and U.B.E Officials on the Funding of U.B.E Programme in Kano State.

ii. Examine the opinions of Principals, Teachers, and UBE Official on the provision of infrastructural facilities for the UBE programme in Kano State.

iii. Ascertain the opinions of Principals, Teachers, and U.B.E Officials on the quality of supervision of the UBE programme in Kano state.

iv. Examine the opinions of Principals, Teachers, and U.B.E officials on the adequacy of instructional materials of the U.B.E programme in Kano state.

v. Find out the opinions of Principals, Teachers, and U.B.E officials on of staffing of the U.B.E programme in Kano state.

VI. Determine the opinions of Principal, Teachers, and U.B.E officials on the enrolment of pupils of the U.B.E programme in Kano State.

Vii. Assess the opinions of Principal, Teachers, and U.B.E officials on the level of motivational factors towards teachers' commitment U.B.E programme in Kano State.

1.4 Research Questions

The following research questions were raised.

i. What are the opinions of Principals, Teachers, and U.B.E officials on the funding of the U.B.E programme in Kano state?

ii. What are the opinions of Principals, Teachers, and U.B.E officials on the provision of infrastructural facilities of the U.B.E progrmme in Kano state?

iii. What are the opinions of Principals, Teachers, and U.B.E officials on supervision of the U.B.E programme in Kano State?

iv. What are the opinions of Principals, Teachers, and U.B.E officials on the provision of teaching and learning facilities of the U.B.E programme in Kano State?

v. What are the opinions of Principals, Teachers, and U.B.E officials on the staffing issues confronting the U.B.E programme in Kano State?

vi. What are the opinion of Principals, Teachers, and U.B.E officials on enrolment and retention of pupils of U.B.E programme in Kano State?

Vii. What are the opinions of Principals, Teachers, and U.B.E official on the level of motivational factors on teachers' commitment to the U.B.E programme in Kano State?

1.5 Hypotheses

i. There is no significant difference in the opinions of principals, teachers, UBE officials, Parents Teachers Associations (P.T.A) in funding of the UBE programme in Kano State.

ii. There is no significant difference in the opinion of stakeholders on the provision of infrastructural facilities for UBE programme in Kano State.

iii. There is no significant difference on the opinion of stakeholders on the supervision of UBE programme in Kano State.

iv. There is no significant difference in the opinion of stakeholders on the provision of instructional facilities for the UBE programme in Kano State.

v. There is no significant difference in the opinion of stakeholders on the issue of staffing of the UBE programme in Kano State.

vi. There is no significant difference in the opinion of stakeholders on the enrolment and

retention of pupils in the U.B.E programme in Kano State

vii. There is no significant difference in the opinion of stakeholders on the effect of motivational factors on teachers' commitments to work in the U.B.E programme of Kano state.

1.6 Basic Assumptions

The research is of the following view:

1. It is believed that if the state government will be consistent in the payment of its counterpart funding, there will be improvement in the provision of physical facilities, pedagogical facilities, curricular and co-curricular facilities, training of staffs, and social mobilization activities which are geared towards improving access, quality and equality in U B E programme in the state.
2. whenever adequate infrastructural facilities are provided for teaching and learning such as classroom , libraries , farm/garden , laboratories , workshops , offices , staff quarters , play field , and indeed the entire school area, there will be success in the implementation of the UBE programme in the state .
3. That effective supervision of U.B.E programme will lead to a successful implementation of the U.B.E goals and objectives.
4. Whenever there is adequate teaching and learning facilities in schools comprehension of instructions by pupils would be facilitated and also makes delivery of lesson much easier for the teacher.
5. The development of any nation depends on those who operate in the man power production industries; these are teachers and schools as the industry. Quality teachers will turn out quality pupils and low quality ones will produce their kind. So, it is of the

opinion that qualified and competent teachers are necessary for the implementation of U.B.E programme.

6. One of the main objectives of the UBE programme is full enrolment and retention of pupils in school. So all the activities and functions are towards these realizations. So, it is assumed that all the children of school age are in school in Kano state.

7. That motivation leads to purposive and organized behavior by the people either at work or elsewhere. It is expected that, all things being equal, Kano state UBE teachers are highly committed.

1.7 Significance of the Study

The research work will serve as a reference document for policy makers, especially at the Universal Basic Education Commission (UBEC) to ascertain to what extent the UBE aims/ objectives, vision and mission have been achieved, so as to provide a lee-way to re-strategize on those factors militating against the successes of the programme, as well as improve on those achievements already recorded since 1999 to 2014 when this research was conducted.

The findings made by the researcher will to a large extent be of immense benefits to the government at both state and federal level towards achieving its educational policy of providing universal basic education for all.

The findings will also reflect on the significance of funding, provision of infrastructures and above all the quality and quantity of teachers for the success of the UBE programme in Kano State and Nigeria at large.

The outcome of this research finding will be of great significant to the stakeholders (that is; the Nigerian children to attain their full potentials and become responsible and

independent citizens. Parents and guardians that ignorantly hide under the banner of socio – cultural and economic consideration to either refuse to send their children to Western school or withdraw girl- child for early marriage or hawking. Classroom teachers to improve their quality of service delivery. Educational administrators in the area of effective and efficient management of human, financial and material resource management .Corporate-bodies, Multinational organizations, Government and non – Governmental organizations in the area of policy formulation and implementation, training and retraining of staffs through seminars, workshop and funding and also provision of infrastructural and instructional facilities of the programme.)That are in one way or the other related with the success of the UBE programme.

The research will be of great significance to researchers that want to further their research on U.B.E programme in future.

1.8 Scope of the Study

This study focused on the Evaluation of the Management of Universal Basic Education Programme in Kano State, Nigeria.

i. All the primary and junior secondary schools in the forty-four (44) local Government Areas in Kano state.

ii. The geographical scope of the study is Kano central educational zone which has 9 local governments.

iii. Two hundred and ninety-three sampled public primary schools. Twenty-five sampled junior secondary schools in Kano state. Through simple random sampling technique.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter attempt to review some literature related to the topic and the variables identified within .Documents, views, opinions, and concepts were discussed within the context of the following.

I conceptual framework

ii. theoretical framework

iii. what is basic education programme

iv. role of facilities in teaching and learning

v. enrolment and retention

vi. concept of motivation

vii. views on supervision

viii. an overview on funding of education in Nigeria

ix. issue of staffing of UBE programme in Nigeria

x. empirical studies

xi. Summary.

2.2 Conceptual Framework

The concept of the universal basic education may not be a new idea totally. From all indications, the Universal Basic Education can be regarded as an offshoot of the Universal Primary Education (UPE) scheme, which was launched in the country in 1976. As usual with Nigeria, this scheme was abandoned mid-way (Aluede, 2006). The excellent objective of UPE scheme, led to the re-introduction of the programme in another name and concept known as

Universal Basic Education in 1999. The Universal Basic Education (UBE) is a policy reform measure of the Federal Government of Nigeria, aimed at rectifying distortions in the basic education. UBE is conceived to embrace formal education up to age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society. The Federal Government of Nigeria (2004) defined basic education as a type of education comprising 6 years of primary education and 3 years of junior secondary school. The policy stipulates that the education shall be free and compulsory. This scheme shall include adult and non-formal educational programmes at primary and junior secondary school levels for both adults and out-of school youths.

The UBE has three main components-universal, basic and education. Universal here means the programme is for everyone irrespective of tribe, culture or race and class (Aluede, 2006; Eddy and Akpan, 2013). The term basic depicts that it is a fundamental or essential thing that must be given or had. It is on this factor that every other thing rests on. Without it, nothing may be achieved. It is the root for acquisition of any knowledge (Eddy and Akpan, 2013). Hence, UBE can be seen as that type of education that every individual must have. It should not be a privilege but a right and it should be the sum total of an individual's experience.

Basic education component is a very important level of the educational sector and crucial in national development. In the Nigerian context, Basic education includes six years of primary and three years of junior secondary education .that is, nine years of continuous education. It is needful to note that the U.B.E programme is been implemented by the state and local government. The role of the federal government is only to intervene in ensuring a uniform development of basic education in Nigeria.

2.2.1 Evaluation

The task of assessing various phenomena in and outside the classroom is one that is both challenging and exciting. The teacher and assessors in other fields are constantly challenged with the task of establishing a set of procedures or definitions for translating observation into quantitative statements of degree or amount (Urwick, 1993).

Evaluation describes the value judgement passed on a measured attribute. The patterns runs from Test (instrument); Measurement (score); and Evaluation (judgement). Evaluation could be a programme evaluation such as UBE or curriculum evaluation which is considered as a stage in the curriculum planning and development process. It is not a terminal phase because modern concept of evaluation is dynamic; cyclical and continuous one; thus evaluation can bring about the need to have another look at the programme objectives. In the case of curriculum evaluation, evaluation is an elaborate exercise that considers all aspects of the curriculum, the adequacy of goals and objectives, contents, learning experiences, instructional processes, and organisation of content and learning experiences, methods of instructions, materials for curriculum implementations, teachers and the evaluation procedures.

According to Mkpa (2001)curriculum evaluation seeks to determine the schools ,the adequacy of the content as subject matters offered or taught in the schools, the relevance and function abilities of the learning activities, experiences to which learners are exposed in schools, the appropriateness of the organisational structures of the content and learning experiences offered to learners, the suitability of the instructional methodologies adopted in the schools and the ability of the assessment procedures or programmes used in evaluating process towards the objectives . This dimension highlighted by Mkpa (2001) throws more light on what is involved in programme evaluation. It goes beyond these to include supervision, funding, enrolment and

retention, teachers' effectiveness, of the curriculum materials used, students' level of achievement of objectives and the overall achievements of the programme when fully implemented.

Evaluation could be Formative or Summative. Moda(2002) Formative evolution in respect of evaluation of a programme is that form of evaluation that is usually undertaken during the developmental stage of the programme, when the programme is being tried out before its final adoption. The feedback information that is obtained from this type of programme evaluation is used by the programme developers as an input to improve or modify the programme further before its adoption. Afolabi (2008) Summative evaluation in respect of the programme is the evaluation of the total programme after it has been fully developed and implemented so as to assess the overall effectiveness of the programme. Usually, the entire package, i.e. Funding, supervision, enrolment and retention, students' performance, curriculum, the quality of teaching, teachers qualification, teaching strategies, instructional and infrastructural facilities are evaluated to pass judgement.

2.2.2 Funding of Basic Education

In countries all over the world, government and individuals attached importance to educational development. Adesina, (1982) it is the greatest investment that a nation can make for the quick sociological and human resources. The Nigerian government accepts that education is no longer a private enterprise but a huge government venture. However, the achievement of educational goals depends on adequate financial support. Money is needed to pay teachers and non-teaching staff, erect and maintain buildings, provide teaching equipment, furniture and fittings and keep day-to-day services going. It can therefore be said that the cost of education is the monetary value of resources used up in the production of human capital during a given period

of time. According to Fafunwa (1991) education is the aggregate of all the processes by which a child or young adult develops abilities , attitudes , and other forms of behavior which are of positive values of the society in which they lives.

In order to realize the benefits attached to education, the federal government of Nigeria is committed financially, morally, and administratively to the possibility of making education assessable to the citizenry. Thus, Federal Government of Nigeria (2004) states that education is an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of the educational programmes. Government ultimate goals are to make education free at all levels. The financing of education in Nigeria presently is a joint responsibility of the federal, state, and the local governments and as well as the private sector. In this regard, the federal government encourages the participation of non-governmental organizations, local communities, industries, philanthropic, and well-meaning Nigerians in the educational venture.

The situation in Nigeria today as far as education is concerned shows that there is rapid expansion and growth as far as educational sector is concerned. There is also an indication that the increased demand for more quality education does not justify saddling the government with all issues connected with its finance. It has become absolutely necessary to proficiently exploit other avenues for generating school funds as well as embark on cost saving devices to be followed by prudent management. Olawepo (2001).

Education in Nigeria is being financed through the following:

i. Government subventions (Grants)
ii. Tuition fees
iii. Donations and endowment

iv. Loans

v. Revenue yielding projects

vi. Community efforts

vii. Education trust fund (ETF)

Federal Government of Nigeria (2004)

2.2.2.1 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. In Nigeria, funding at primary education falls within the concurrent list. This explains that this function overlaps among the three tiers of government (Federal, state and local government).Tehobo (2007) added that Nongovernmental organizations and local communities also provide funds for education at the primary school level.

Daniel (2004) put forward the arrangement for funding UBE scheme as:

A. Teachers Training

a. Primary Schools- Federal and State Government

ii. Junior Secondary Schools- Federal States and Local Governments

iii. Nomadic Education- Federal Government

B. Teacher recruitment and Remuneration:

i. Primary schools- Local Government

ii. Junior secondary schools- Local Government

iii Adult Literacy- Federal, State and Local Governments

iv Nomadic Education- Federal Government

C. Infrastructural Provisions (classrooms and learning centers)

i. Primary schools- Federal government (75%), State Government (25%)

ii. Junior secondary schools- Federal Government (25%), state Government (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 (50%) state government (25%) local government (25%)

This sharing formula explains the collective efforts of all the level 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 manifests on the subsequent levels.

2.2.3 Infrastructural Facilities

Infrastructural facilities are those enabling structures that facilitate teaching and learning. Dare (2005) observe that infrastructural facilities are referred to as the physical and spatial enablers of teaching and learning. These include classrooms, libraries, laboratories, workshops, playfields, school farms, gardens, light, water, toilet, and the likes.

Piece 1994 in Dare (2009) said that the classroom is a critical focus for pupils' inter-personal and educational development. Evidence from research findings Okoro (2004) show that the nature of infrastructural facilities such as classroom, laboratories, libraries, workshops,

playfields, school fields and garden has a powerful influence on how well pupils achieve a wide range of educational outcomes. Olise(2005) also noted that classroom environment such as the physical, emotional and aesthetic characteristics of the classroom tend to enhance student attitude towards learning. It has however been observed that many of the schools in Nigeria are still functioning below standard. Most of them are characterized among other things:

a. Inadequate classroom space, furniture, equipment for teaching and learning,

b. Lack of easy access to safe drinking water, hygienic sanitation, and health facilities

c Poorly motivated teachers, and

d use of sub-standard teaching methodologies.

Schools that are characterized by the above are not likely to provide quality educational for the children (Omotade, 2004).Researchers such as Okpala (2006), Dare (2009) and Ogunyemi (2010) highlighted the gloomy state of the Nigeria school environment. According to Okpala (2006), many school children in Nigeria learn under the shade of trees while many sit on the floor to learn in their classrooms. Dare (2009) on the other had found that many schools have no adequate games and recreational facilities. Akinyele (2012) once asserted that many of the primary school teachers are not sufficiently equipped in both the pedagogical and content knowledge of what they are to teach in the schools.

Ogunyemi (2010) while quoting the SAPA (Student Assistance Professional Association) 2005, report has provided a statistical analysis of the deficiencies in the Nigeria school as follows: 12% of pupils sit on the floor, 87% have overcrowded classrooms, 3% of the schools have no chalkboards, 38% of the classrooms have no ceiling, 77% of the pupils lack textbooks, 36% of the pupils have no writing materials. Ogunyemi (2010) went further to say that the

unfriendliness of school environment is induced among other things by Inadequacies in classroom space, furniture, equipment and teaching/learning materials, Poorly motivated teachers, Use of poor teaching methodologies, Inadequacy of water, and sanitation facilities in schools, Limited community participation in education.

From the foregoing, it is evidently clear that the Nigerian public primary schools cannot be regarded as having adequate infrastructural facilities. In other words, most of the environment of some Nigerian primary schools is not conducive enough for the development of appropriate skills, knowledge, interests and attitude in individuals to become responsible citizens. It means therefore that we still have a long way to go in the provision of a child-friendly school environment for our children. Although, government and United Nation Children Education Fund, UNICEF have been trying in the last decade to make the School environment child friendly, a visit to most public schools reveals that the situation still requires drastic solution. UBE (201O).

2.2.4 Supervision and Inspection

According to Daniel (2010), to inspect means to investigate, to find fault, to ascertain that all is in line with expected standards, to examine a thing carefully and critically, especially looking for flaws, to examine officially, to visit in order to make sure that rules and standards are been observed, he further revealed that To supervise, means to direct, to oversee, to guide, and to make sure that expected standard are met. Sidhu (2010), supervision in a school system implies the process of ensuring that policies, principles, rules, regulations, and methods presented for purposes of implementing and achieving the objectives for education are effectively carried out. Supervision involves the use of expert knowledge and experience to oversee, evaluate and co-ordinate the process of improving teaching and learning activities in schools.

Supervision and Inspection have been identified as crucial for the daily operation and function of the school system since it assesses and records the performance of teachers, their ability and consistency in carrying out intellectually challenging teaching and the keeping of high quality records (Maiyashi, 2003). It also involves the assessment of effectiveness of communication among teachers and between the students and their teachers. Supervision and inspection provides professional leadership to educational workers so as to improve their work and give them correct direction. Ozigi (1982) opined that it offers technical services to teacher in the form of teaching techniques, instructional aides, diagnostic techniques and remedial measures.

2.2.5Learning Facilities.

Teaching and learning facilities are also called instructional materials. These are all materials used in the process of teaching and learning. Verma and Sharma (2003) defined Learning Facilities as materials, tools, aids or anything that assists the teacher to promote teaching and learning activities in all subjects/courses. They are materials (concrete or non-concrete) which the teacher uses in his or her lessons to facilitate comprehension .these materials could be used to convey ideas , knowledge , information, concept about what he /she teaches his/her students. These materials according to Ezekoka, (2009) are audio-visual devices which affect the teaching /learning process by affecting both the visual and the audio sense of the learner at the same time. Others include the visuals alone which only appeals to the senses of sight and the audio which appeals to the sense of hearing.

Examples of audio materials are Telephone, Gramophone, and Human voice. While visual materials include chalkboard, picture, maps, charts, diagrams, bulletin, books, journals, posters. and audio-visual materials include television, close circuit, projected and none projected

3D and 2D. Adewoyin,(2007)

2.2.6 Staffing

Staffing involves the personnel that carryout the formulation, implementation, supervision and inspection of the UBE programme. This includes the UBE officials at the commission, the academic staffs in the schools that implement the UBE curriculum as enshrined. Adewale (1996) described teachers as a person directly engaged in instructing group of pupils / students. Fafunwa (1989) in Sidhu (2010) opined that a teacher is one who imparts knowledge and skills in a formal and non-formal situation. Dare (2004) in Moda (2009) sees a teacher as a person who has successfully gone through a well-designed teacher educational programme in recognized institution. 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 a similar situation, according to Onifade (2004), an administrator is a person who is charged with the responsibility of using the various managerial skills and abilities to intelligently coordinate the limited institutional resources to accomplish organizational goals. Therefore school administration could be considered as a team work in which the school head and other staff work together for the growth and the development of the children. School administrator fulfills such demand by developing specific plans and policies within a unified systems related to the administrative task, and it is through administration that energies of people are brought together.

2.2.7 Motivation

Teacher motivation has been defined 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 it is used in running an organization. Several definitions have been given by different researchers all of which tends towards a common goal. According to Husa, ET, al., (1977), motivation is the condition responsible for variation in the intensity; quality and direction of ongoing behavior .the condition are both extrinsic and intrinsic to the individual. Olubadewo (1992).Stated that motivation is a process of inducing the task performance of the workers. Motivation involves the ability and the capability of an administrator to discover the needs of the staff in order to be able induce the task performance properly. Therefore to motivate a worker demands a high level of tact and ingenuity from the school administrator.

Obi (2003) viewed motivation as the perceptions, methods and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees so as to become satisfied, dedicated, and effective task performers. The motivational level of the employees will decide to what extent the employees respond to opportunities, responsibilities and organizational rules and regulations. It is therefore seen as the fuel which provides energy or spurs readiness for action. For work to be done successfully in organization the manager may either hold out a promise of reward (positive motivation) or may instill fear (negative motivation) on his employees.

Positive or incentive motivation according to Aquinas (2005) is generally based on rewards. A positive motivation involves the possibility of increased motive satisfaction. He further explained positive motivation as a process of attempting to influence others to do their work through the possibility of gains or reward. This type of motivation leads to good team spirit, co-operation and a feeling of joy or happiness. Incentive motivation is the 'pull' mechanism. Positive motivation includes praises and credit for work done, appreciation,

delegation of authority and responsibility, wages and salaries and sincere interest in subordinates as individuals.

2.3 Theoretical Framework

The theory selected for this study was Ralph Tyler's work on programme evaluation. The whole essence of the theory is to explain how to form an opinion on the amount, value, or quality of something.

Tyler's work has far reaching contribution, affecting the work of many evaluation theorists. Indeed, Nitko and Brookhart (2011) credited Tyler for 'ideas such as the Taxonomy classification of learning outcomes, the need to validate indirect measures against direct indicators of the trait of interest. The concept of formative evaluation, content mastery, decision oriented evaluations, criterion referenced and objective – referenced test

Tyler's point of view has come to be known as objective – oriented evaluation. The approach focuses on, (a) formulating a statement of educational objectives, (b) classifying these objectives into major ones, (c) defining and redefining each of these types of objectives in terms of behavior, (d) identifying situations in which students can be expected to display these type of behavior, (e) selecting and trying to promising methods for obtaining evidence regarding each type of objectives, (f) selecting on the basis of preliminary trials the more promising appraisal methods for further developments and improvements and , (g) devising means for interpreting and using the results.

The foregoing shows that when evaluating a programme or project we may ask other participants to join with us to explore and judge the processes they have been involved in (especially if we are concerned with a more dialogical approach to evaluation) our concern is to collect information, to reflect upon it, and to make some judgments as to the worth of the project

or programme and how it may be improved. The purpose of evaluation as Everett et al (1992) is to reflect critically on the effectiveness of personal and professional practice. It is to contribute to the development of ‘’good’’ rather than ‘correct’ practice.

2.4 The Evolution of Universal Basic Education in Nigeria

In 1955, the concept of universalization of primary education began in the Western Region of Nigeria under the Premiership of Chief Obafemi Awolowo who introduced the free, universal and compulsory education, popularly referred to as Universal Primary Education (UPE). With the introduction of the UPE, there was an educational revolution, not only in the West but in Nigeria as a whole. In 1954, there were about 457,000 pupils attending fee-paying schools but by January 1955, the figure rose to 811,000 representing over 56% increase in the enrolment.

The number of primary school teachers rose from 17,000 in 1954 and to 27,000 in 1955. This was possible because the government had gone out to train teachers to meet the demands of the programme. The government of the Western Region had to increase the budget from £2.2 million in 1954 to £5.4 million in 1955, (Fafunwa, 1974; Oni, 2006). Actually, 90% of the budget on education was spent on primary education alone. By 1957/58 the recurrent expenditure on education from the funds of the region was £7,884,110, which covered personal emoluments, other charges, special expenditure and grants-in-aids (Tahir, 2003).

The feat achieved by the Western Region in terms of the UPE led the Eastern Region to embark upon its own eight years free education scheme. Thus, in February 1957, the universal primary education scheme was launched in the Eastern Region using the fire-brigade approach. The government started the programme without adequate planning; thus, the needed finance for thorough execution was grossly inadequate. Summarily put by Onifade (2004), almost

everything, except the pupils, was absent. Unfortunately, due to pressure and lack of time for proper preparation, the schools were staffed by untrained teachers, therefore of low quality. The programme failed in just one year of its implementation (Tahir, 2003).

The free and universal education programme was not limited to the Eastern and Western regions of the country. The Lagos Colony, a Federal Territory also floated its own scheme in 1957. At its inception, there were 96 primary schools with 50,182 pupils. These pupils had 1,646 teachers (Fafunwa, 1991). The Northern Region had introduced to the Islamic form of education ever before the Christianity (Western) education came into the country. Islamic education came into Nigeria by over 300 years before the arrival of Christian education around the 1840s (Ogonor, 2001). Hence, the region did not bother itself to embark on providing the Western education for its citizens. It seemed to be comfortable with the Islamic education, so they opted out of the race for in the provision of free universal primary education (Oni, 2008).

The Northern region education was some however retarded because the curriculum of education revolved round reading the New Testament, the catechism and the commandments in Yoruba. Classes were held in churches and teachers' salaries were paid from church funds. Then, Muslim parents did not wholly approve of such Western education because it was a Christian education in a Christian environment. Their fear was that their children would be converted to Christianity through such education.(Fafunwa,1974).

Since independence, a lot of education laws, policies and edicts have been put in place, depending on the type of government being experienced in the country. In 1979, the constitution puts education on the concurrent list, which implies that the responsibilities and authority in education would be shared among the three tiers of government, i.e., federal, state and local governments. Between 1983 and 1999, a military era, decrees such as decree No. 16 of 1985,

decree 26 of 1988 and decree 36 of 1990 were promulgated in Nigeria to guide and regulate the conduct of education in the country. A major policy made by the federal government was put in place in 1977; this was tagged the National Policy on Education. This policy was the outcome of a seminar convened in 1973 after the National Curriculum Conference. The 1977 policy has been revised thrice, i.e., 1981, 1998, 2004, and 2007.

Since independence therefore, the general guiding principles of education in Nigeria is the equipping every citizen with such knowledge, skills, attitudes and values, which will give him the opportunity to derive maximum benefits from his membership of the society. The origin of extending education to all in Nigeria dates back to the era when the Western Region government, under the premiership of late Obafemi Awolowo launched the Free Universal Education (UPE) (Eddy and Akpan, 2009).

As a political response to the UPE programme in the Western Region, the Premier of the Eastern Region launched his own UPE in the region. The general objective behind their respective educational programme was basically to increase primary education access to benefit children of school age. While, the UPE programme in the west was characterized by story of success, the same cannot be said of UPE programme in the Eastern region as it was characterized by a short period of planning resulting into numerous problems. Aliu (2010).

As can be shown from the foregoing, the universalization of primary education in Nigeria initially was a regional project. That is each region including the Northern region tried to develop its own programme of promoting education among its citizens. The process of making universalization of primary education a national project started with the Obasanjo's regime in 1976 during the military rule. For the 1st time in the history of Nigeria, the UPE programme that originally started as regional project was redesigned by the national government to provide

education for the Nigerian citizens by changing the content of UPE (Eddy and Akpan, 2009). To encompass the following philosophy of education as articulated in National Policy on Education. This philosophy emphasizes: the development of the individual into a sound and effective citizen, the full integration of the individual into the community and the provision of equal access to educational opportunities for all citizens at all levels of education both inside and outside the formal school system. Federal Government of Nigeria (2004).

Since 1977 therefore, the Federal Government of Nigeria through the National Policy on Education has stipulated that every child has a right to equal educational opportunities, irrespective of any real or imagined disabilities. Education is supposed to equalize opportunities so that any individual, regardless of background can achieve success. The schools are expected to provide vocational training and preparation for later professional specialization. The schools are also expected to introduce them to activities not related to work-appreciation of arts, the development of interest and hobbies, the inclination and skills to engage in recreational activities and the like. In essence, the thrust of education is manpower development, which is aimed at national growth and development. This is why the country made its policy on education to revolve round the philosophy and goals of the nation.

2.4.1 The Universal Basic Education: Its Nature, Objectives and Features in Nigeria

The Universal Basic Education's mission is to serve as a prime energizer of national movement for actualization of the nation's UBE's vision, working in concert with all stakeholders. This will mobilize the nation's creative energies to ensure that education for all becomes the responsibilities of all (UBEC Annual Report, 2004). The Universal Basic Education Commission in its annual report in 2005 listed the objectives of the Universal Basic Education to include: ensuring unfettered access to 9 years of formal basic education, the provision of free,

universal basic education for every Nigerian child of school-going age, reducing drastically the incidence of drop out from the formal school system, through improved relevance, quality and efficiency and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

In order to achieve the above-mentioned objectives and indeed the UBE's vision and mission, an Act tagged UBE Act was enacted on the 26th May, 2004. It was titled, Act to provide for compulsory, free, universal Basic Education and other related matters. Following the enactment of the Act, the Universal Basic Education Commission (UBEC) was established. The Act provides three sources of funding for the implementation of the UBE, which are Federal Government Grant of 2% of its consolidated revenue fund; funds or contributions in the form of federal guaranteed credits and local or international donor grants. Although, this Act covers both the State and the Local Governments, the state government can only benefit from the Federal Government block grant meant for the implementation of the UBE if it can contribute at least 50% of the total cost of the project. This is to ensure the state's commitment towards the project.

To ensure that the UBE project enjoys a wide coverage, the Act provides sanctions for parents who fail to send their children and wards to school. Also in order to ensure that poverty is not a hindrance to schooling, the project provides free textbooks in core subjects as well as abolishes tuition at the primary school and at the junior secondary school levels. The enactment of the UBE Act has a legal implication, which makes it compulsory for provision of universal, free and compulsory 6 years of primary education and the first 3 years of secondary education.UBE Annual report (2010).

From the various objectives of the UBE stated above, the child should have a continuous, uninterrupted stretch of education for 9 years from primary school to the 3rd year of the junior secondary school (UBE 2004). Apart from this, the UBE scheme plans catering for the adults who have been out of school before they acquired the basic skills needed for lifelong learning in form of non-formal programmes. So, the UBE programme is planned in such a way that it shall provide non-formal skills and training for youths who have not had the benefit of formal education (Dare *et al*., 2008). The new scheme has therefore, changed the education system from 6-3-3-4 to 9-3-4.

It is expected that there shall be a smooth transition from the primary school (6 years) to the junior secondary school (3 years). This also translates to no entrance examination into the junior secondary school. It is also expected that junior secondary schools shall be an autonomous body; not having much to do with the senior secondary school. In order to achieve this, all states of the federation have given the junior schools their autonomy. Thus, the junior secondary schools operate as separate bodies, having their own principals, vice-principals and members of teaching and non-teaching staff. Tahir (2003)

From the foregoing, it can be seen that the UBE programme in Nigeria has its own unique features. First and foremost, the scheme makes it compulsory for every government in Nigeria to provide free, compulsory and universal basic education for every child of primary and junior secondary school age. Secondly, it enforces all parents to ensure that their children or wards attend and complete their primary education and junior secondary school as stated in section 2 of the Act, which provides some fines for any breach of the Act. Ogunu (2005)

2.4.2 The Universal Primary Education (U.P.E) Programme in Nigeria.

The Action Group, led by Education Minister, in 1952 budget speech made it clear to the

House of Assembly that the Action Group government led by Obafemi Awolowo would give top priority to health, and education as far as the budget would allow. In July of the same year, the Western Minister of Education Chief S.O. Awokoya presented a comprehensive proposal for the introduction of a free, Universal and Compulsory January 1955. The proposal included a massive teacher – training programme, the expansion of a teacher – training facilities and secondary schools, the introduction of secondary technical education and secondary modern schools.

The Eastern Region government had less time than the Western to plan its own scheme. In February 1957, the universal primary education scheme was launched. Practically all the new schools were staffed by untrained teachers as there was not enough time to train them (Fafunwa1974).

The U.P.E was nationally launched on September 6, 1976by General Obasanjo's military Government. Instead of the 2.3 million expected, 3 million children showed up, resulting in an under-estimation of thirty percent which is 700,000. Consequently there was serious shortage of classroom spaces, teachers, and equipment, but Nigeria had launched one of the greatest education projects in the history of African education. When the U.P.E was launched in 1976, it meant that one out of every three African children attending primary school in Africa was a Nigerian. The U.P.E triggered off a phenomenal rise in pupil population. Enrollment figures jumped from 6 million in the preceding U.P.E (1975/ 76) to 8.7 million in 1976/77, the first U.P.E year and to 12.5 million in 1979/80. By 1982 the pupil population rose to 15 million (Fafunwa 1974).

2.4.3 Basic Education Programme

Basic education, although not an entirely new programme in our country, it aims at equipping one with such knowledge and skills that will enable one to develop to one's fullest

capacity; derive maximum social, economic, political and cultural benefits from one's membership p of society and fulfill one's civic obligations. It should also inculcate in one a spirit of enquiry, a desire for problem solving and a life- long interest in learning.

The Universal Basic Education Programme which has the mandate for ensuring the success of Basic education in Nigeria is an expression of the strong desire of the government to fight poverty and reinforce participatory democracy in Nigeria by raising the level of awareness and general educational levels of the entire citizenry. It is intended to be a visible evidence of Nigeria's strong commitment to Jomtien Declaration (1990) as well as the New Delhi Declaration (1993) requiring strong efforts by the E9 countries (i.e. the nine countries of illiterate adults) , to drastically reduce illiteracy within the shortest possible time frame , and the Durban statement of commitment (1998) and OAU Decade of education in Africa state to generalize access to quality basis education as a foundation for sustainable socio – economic development of the continent . E.F.A (2012)

There is no gain saying that basic education is crucial to the overall development of any nation. It is not just an instrument for enhancing the life chances of individuals, but it also laid foundation for transforming the social and economic life of a nation. Our need as a nation , for the eradication of illiteracy, promotion of functional education , reduction of poverty, attainment of an enlightened, economically viable and democratic society, are in the main dependent upon an appropriate basic education system for their realization .(Tahir,2003).

2.4.4 Basic Education versus Universal Basic Education.

Basic Education is the education offered to children aged between 3 and 14 years. It comprises of 3 years of early childhood care development education, 6 year of primary education

and 3 years of junior secondary education (Federal Ministry of Education, 2009). Early childhood care development education is , therefore , the foundation a child can have and use through- out life ; while Universal Basic Education includes early child-hood care education and the nine (9) years of formal schooling , Adult literacy and non – formal education , skills acquisition programmes and the education of special group such as nomads and migrants , the girl – child , women , almajiri , street children and the disabled groups (FGN , 2004).International concerns for the universalization of basic education began in the early 1960s, out of a concern to ensure that every citizen of the world enjoys the fundamental human rights to education as enshrined in 1948 universal Declaration of human rights.

The consensus reached then was that Basic Education was not a function of any fixed number of years of schooling; neither did it have a fixed curriculum. Therefore, determining its exact nature and content should depend on the socio-economic, political and technological context of each society.

Basic education, as a global concern, however, received a great boost with the World Conference on Education for All (WCEFA), held in Jomtien – Thailand early in 1990. The Jomtien Declaration and framework for action perceived basic education as;

1. An enlarged view of education to integrate formal, non –formal and informal possibilities for the development of human potentials;
2. Not confined to orthodox education agencies, but which requires the joint and well – articulated input of other socio-economic development sectors;
3. A lot more than government business , but that of governments , non- governmental organizations , and the entire civil society , working from a common understanding for a common purpose ;

4. A strong emphasis on learning, ensuring success in the acquisition of the basic skills of literacy and numeracy in addition to essential life skills; and

5. as most valuable end – result of education. Education for All (E.F.A 2012)

All the nations of the world committed themselves to the above goals and have since been emphasizing access, equity, quality and efficiency in the context of enlarged partnership for the promotion of a broadened view of education. (Tahir, 2003)

2.4.5 Primary Education

Primary education is the education given in an institution for the children aged 6 – 11 plus. Since the rest of the education system is built upon it, the primary level is the key to success or failure of the whole system. Government policy at this level is as follows;

- The duration shall be six years ;
- It shall be free , universal and compulsory;
- Its curriculum shall include the following subjects; languages , mathematics , religious knowledge , agricultural , Home economics ,social studies , citizenship education , cultural and creative arts , and computer education ;
- It shall have Basic Education services, like school library , Basic Health Schemes , Counseling , Education Resource Centers, Specialized teachers ;
- Teaching shall be by practical , exploratory , and experimental method ;
- The medium of instruction shall be the language of the environment for the first three years. During this period , English shall be taught as a subject;
- English language shall be progressively used as a medium of instruction from the fourth year , and the language of the immediate environment and French shall be taught as subject ;

- The teacher pupil ratio shall be 1 ; 35 ;
- Advancement from one class to another shall be based only on continuous assessment (CA)
- The primary school leaving certificate shall be based only on continuous assessment and shall be issued locally by the head teacher of the school ;
- Drop-out at the primary level of education shall be discouraged. However, if this occurs, provision shall be made in the context of adult and non- formal education to enable early leavers to continue with their education.(FGN, 2004)

2.4.6 Junior Secondary School (J.S.S)

Junior secondary school means a school which provides a 3- year post-primary course of full-time instruction suitable for students between the ages of 12 and 15 year Attendance is mandatory, the students are expected to undergo "occupational training to develop vocational competence and/or to prepare them for self- employment or to enter an academic upper school focusing on preparation for polytechnic or university studies.

2.4.7 National Primary Education (N.P.E) Provision on U.B.E Programme

The relevance of the U.B.E as far as the educational set up of Nigeria is concerned could be buttressed by the provisions of the policy document on education of 1988 revised 1991. Viz; "in consequences, the quality of instruction at all levels has to be oriented towards inculcating the following values (N P E, 1981).

1. Respect for the rights and dignity of the individuals.
2. Faith in man's ability to make rational decision.
3. Moral and spiritual values in inter-personal and human relations.

4. Shared responsibility for the common good of the society
5. Respect for the dignity of labor
6. Promotion of the emotional, physical and psychological health of all children (NPE, 1981).

In the NPE 1991 revised (1998), government has also stated that for the benefit of all citizens, the country's educational goals in terms of its relevance to the kind of society desired in relation to the environment and realities of the modern world and rapid social changes should be clearly set out. However, since a national policy on education is government way of achieving that part of its national objectives, that can be achieved without identifying the overall philosophy and objectives of the nation. The five main national objectives of Nigeria as stated in the second national development plan, and endorsed as the necessary foundation for the national policy on education (NPE) are building of:-

1. a free and democratic society
2. a just and egalitarian society
3. a united, strong and self-reliant nation
4. a great and dynamic society, and
5. a land of bright and full of opportunities for all citizen

It is therefore in line with the above stated national objectives the National policy on Education 1991, 1998 and revised in 2004 clearly but distinctly spells out the need for the universal basic education for all citizens of Nigeria. Furthermore, the national curriculum conference held in Lagos in1969 emphasized that aspect of education that borders on some aspects of UBE objectives. For instance, the conference was not merely concerned with the development of a national curriculum nor was it expected to recommend specific content and

methodology. Rather it was to review old and identify new national goals for Nigerian education bearing in mind the needs of youth and adult in the task of nation building and national reconstruction for social and economic well-being of the individual and the society. (Federal Ministry of Education 2012).

Among others the conference objectives include:

i. National philosophy of education
ii. Goals of primary education
iii. Objectives of secondary education
iv. Purpose of tertiary education
v. The role of teacher education
vi. Functions of science and technical education
vii. The place of women education
viii. Control of public education (Fafunwa, 1974)

It is therefore an understatement to say that there is a form of symbolism between the U.B.E programme and the National Curriculum Conference putting in mind the above objectives of particular interest was the adoption of "recommendation 59 of the national curriculum conference which proposed a 6-3-3-4 system of education for the country (FGN, 1998)

2.5 Funding of Education

Funding involves the means of providing for the expenditure incurred in the staffing, equipment and maintenance of educational institutions (Adesua, 1981, Charles, 2002). The financing of education as an aspect of public finance embraces all aspects of funding of Education including the sources of funding and how the money earmarked for education is spent especially for the

purchase of goods and the services of men and materials (Agbobu 1983, Borokhovich, Bricker, Zivney&Sundaram, 1995).

The funding of education is a vital area of Economics of Education (Akangbou, 1986, Adeyemi, 1998). The importance of adequate financing of education cannot be over-stressed. Ozigi (1977) argued that no organization could carry out its functions effectively without adequate financial resources at its disposal. Money is needed to pay staff, maintain the plant and keep the services going. This argument supported earlier findings that finance is of vital importance to education and economic growth (Sheehan, Eaton, &Nofsinger, 1973; Taggert, 2003). Vaizey (1961) raised the question, "how can education be financed?" Answering the question, he argued that the financing of education can be derived from fees paid by parents, repayable loans to parents, local government taxes, general budgetary funds, gifts and remission of taxes.

Apart from direct tax, Vaizey (1962) mentioned indirect tax and property tax. Indirect taxation is a growing source of public finance while property tax is an important source of educational finance in countries with a decentralized educational system. Agreeing with this argument, UNESCO (1968) remarked that in developed countries, education is entirely financed by taxation, but in developing countries other sources could be explored. Thus, Thorniley (2003) recommended the use of graduate tax in the UK.

Educational expenditure as an aspect of educational finance deals with how the amount allocated to education is spent. It may be used not only as an instrument for analyzing financial aspects of education, but also as a parameter for projecting the trends of an educational system (Hallak, 1969). Thus, one of the methods of determining the flow of educational finance is to study the time trend of educational expenditure.

Supporting this point, Adesina (1982) reported that expenditure on education is determined by budgetary allocations. A budget as an estimate of revenues and expenditures for a given period of time, usually a twelve-month period called a financial year. Woodhall (1987) described a budget as a document containing recurrent and capital expenditures. Recurrent or current expenditures include expenditures on consumable goods such as books, stationery and fuel as well as services which bring immediate or short-time benefits while capital expenditures as expenditures on durable assets such as buildings and equipment which are expected to yield benefits over a longer period.

The same views were made by other researchers (Borokhovich, Bricker, Brunarski and Simkins, (1998), that the measures of expenditure include the expenditure by pupils, their families, charities and the State. The total costs of education to an individual are divided into monetary expenditures borne by him and opportunity costs while the true economic cost of education is the cost of acting in a different manner, that is, foregoing the opportunity of doing one thing in order to do something else (Vaizey 1962; Chan, Chen, & Steiner, 2002). Thus, in developing countries, Mingat and Tan (1986) reported that the share of education in public spending has already become very large, reaching between one tenth and one-third of public budget.

Supporting this argument, Tilak (1988) found in India, that public costs per pupil are very high. In Nigeria, Hinchliffe (1989) gave estimates of recurrent expenditures per pupil in four States based on aggregate statistics of expenditures and enrolment. The findings showed that the private contribution to costs is higher in the Southern States and this partly explains why their public costs are lower in the Northern States. Contrary to what operates in many countries, Adedayo (1988) argued that although enrolment is increasing at the primary, secondary and tertiary levels of Nigerian educational system, government's expenditure is decreasing proportionately. Asharp

drop in the total capital expenditures between 1975 and 1983 and remarked that this might not have been unconnected with the economic depression which was compounded by the structural adjustment programme. Urwick (1993) supported this argument and remarked that such harsh economic conditions could raise correspondingly difficult issues for educational manage

2.5.1 Historical Background of Financing Education in Nigeria 1842 - 1900

Financing of education during this period was in the hands of the Christian Missionaries who owned and controlled schools for a long time. Schools were established by these voluntary agencies and maintained through school fees paid by parents, subscriptions from churches and grants from Missionary Societies. School fees were, however, extremely low during this period.

The Wesleyan Missionary Society, for example, established and financed Nigeria's first elementary school at Badagry in 1842 while the Church Missionary Society founded the C. M. S. Grammar School, Lagos in 1859 and financed it for a long time (Adesua 1981). The colonial government did not consider education as a priority until 1882. As such, it did not take part in financing education in the colony. However, the 1882 Education Ordinance made provisions for the financing and maintenance of schools established by the colonial government. The Ordinance also made provision for assistance through a system of grants-in-aid to schools established by the Missions and private individuals. Likewise, schools established by voluntary agencies were maintained by school fees, voluntary subscriptions, grants from Missionary Societies and grants from government. It was however noticed that voluntary agencies spent more on education than the colonial government for most of the period (Adesina, 1977; Adesua, 1981).

Period 1901 -1952: The period between 1901 and 1952 witnessed more of educational financing by the Missionaries and voluntary agencies than the colonial government. The 1926 Education Ordinance actual laid the foundation of the Nigeria education system (Adesina 1977). The

Ordinance differed from the 1882 Ordinance in the sense that it allowed for Inspectors of Schools to group schools into A, B, C, and D categories according to the level of efficiency and tone of the schools. Although the Native Administration expended various amounts of money on education in the Southern Provinces, much money were spent on education by the voluntary agencies.

In the Northern Provinces, some pupils in the elementary schools were exempted from paying school fees on grounds of poor parental socio-economic background. Some pupils in the middle schools were also exempted from paying fees on grounds of poverty while tuition was free in the Mission schools. At the secondary school level, fees paid per annum in government colleges ranged from seven pounds, ten shillings to nine pounds, fifteen shillings for day students; and from fifteen pounds to twenty pounds, fifteen shillings for boarders. Fees in the private and the government institutions were comparable unlike before when fees paid in Government College's account for just about 30% of fees paid in private or public institutions (Adesua, 1981).

The 1944 Ten-Year Education Plan formed a landmark in the financing of education in Nigeria. The plan was designed for the development and improvement of education in Nigeria and was aimed at making provisions for an increased financial assistance to Missions and voluntary educational agencies as well as giving financial aid to native administration to assist them in expanding education in their areas. However, the Richard's constitution of 1947 decentralized the administration of education in Nigeria on the basis of the regions. The 1951 constitution made provision for the federal and regional governments to have concurrent responsibilities for educational development. Thus, the federal government was responsible for educational development in the Federal Territory of Lagos while the regional governments were responsible for educational development in the regions. Fafunwa (1974).

2.5.2 Budgetary Allocation to Education

The performance of education sub-sector was attributed largely to the enhanced budgetary allocation which increased to #27,713.5 million representing 11.1% of total Federal budget and the increase in registration arising from the introduction of free primary education in some States. Implications for Future Planning and Development Although the Nigeria's economy was deemed to have grown by 5% in year 2003 (Omotade, 2004), yet not much has been allocated into the education sector of Nation's economy. The weak production base has been identified as a major obstacle to industrial development in the country (Daniel, 2004). The high rate of expansion of the Nigerian educational system implies that something urgent must be done to adequately fund the system.

The explosion in enrolment as a result of the influx of students into primary and secondary schools calls for immediate government attention in employing other sources of funding education. The high rate of schools' enrolment has rendered short-term educational forecasts unreliable. The explosion in enrolment has led to the creation of afternoon classes in many States especially in Lagos State. Since the educational system needs to be financed, certain questions should be addressed. One of such questions is 'who pays for education in this country?' Another question is 'what are the sources of funding education?' Yet another is 'would the funding be from the private sources or from the public sector or external assistance in form of loans, grants, personnel, equipment or training?' It needs to be mentioned that external assistance are usually given by foreign governments, multinational agencies or donor organizations such as the World Bank. Central Bank of Nigeria (1998).

Although external assistance represents about five to ten per cent of the government's expenditure on education, the over-dependence on foreign assistance shows that the various governments in Nigeria could no longer alone finance their educational systems. Giving the reasons for the inadequacies in educational funding in the country, Olawepo (2001) stated that the decay in the educational sector and the gross under funding took root during the military era and remarked that in 1985, Nigeria's expenditures on education in relation to the gross domestic product (GDP) was a scandal compared with other less endowed African countries. In the year 1995, Ghana spent 2.6 per cent; Kenya spent 2.5 per cent while South Africa spent 6 per cent. Contrary to this, Nigeria spent 1.2 per cent of its GDP on education.

That wastage is closely associated with chronic under-funding; Government must allocate about26 per cent of the national budget as recommended by UNESCO to education in order to start rebuilding the sector. Giving reasons for the high cost of financing education in Nigeria, Osuntokun (2003) argued that the increased debt burden coupled with the high population of students in all educational institutions as well as the rising cost of administering the states are among the reasons bewildering the financing of education in the country. He argued that in the UK, a debate on the rising cost of university education centre on what appropriate fees to charge and reported that currently, citizens pay about #200,000 per year.

However, the Department of Education has stepped in to moderate the fees. Maiyashi, (2003) agreed that good education funding is necessary for economic growth; The Government should let the people realize that it cannot do it alone. Agreeing that the government has not performed to expectation in terms of funding education in Nigeria, stressing that the Federal Government has not allocated up to 17% of its annual budget to education in any given year,

Government should create awareness and avenues for communities to assist government in the financing of education.

It is worth noting the fact that African citizens must continue to demand education as a right from their governments, education must be well funded if we want economic growth. Supporting the arguments, Peretomode (2003) argued that education must get proper funding in Africa. In respect of funding at the tertiary level of education, Onifade, (2003) He exclaimed that there is a UNESCO minimum standard, which is the allocation of 26 per cent of a nation's annual budget to education. Instead of striving to achieve that minimal, the funding of the sector is decreasing. He then remarked that it seems that the government is not really serious about education in Nigeria and suggested that in order to make the financing of education meaningful in the country; the Federal Government should Endeavour to meet the 26% UNESCO standard.

Most governments have laudable programmes favoring free education especially at the primary and secondary levels, the economy of most developing countries could not sustain free education in its entirety (Vaizey, 1962). Thus, in certain cases, there might be the need for charging fees in education. Schultz (1963) opined that if education were free, people would presumably 'consume' it until they are satiated; and they would invest in it until the return to education was zero, but attending school is far from being free.

Hence, Adaralegbe (1990) questioned the so-called right to free education in a depressed economy like Nigeria and remarked that experience has shown throughout the world that unless parents, the people or government possess the economic ability, talking of free education is like a mere mentioning of the symbol and an empty and futile exercise. Supporting this argument, Adesina (1990) remarked that in countries where education is free, there is a programme of rising funds directly or indirectly within the system to finance the educational system.

2.5.3 Funding of the Universal Basic Education Programme in Nigeria

In countries all over the world, government and individuals attach importance to educational development. It is the greatest investment that a nation can make for the quick sociological and human resources. Thus, the Federal Government of Nigeria (2004) state that education is an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of the educational programmes. Government ultimate goals are to make education free at all levels. The financing of education in Nigeria presently is a joint responsibility of the federal, state, local government and private sector; in this regard, the federal government encourages the participation of non-governmental organizations, local communities, industries, philanthropic and well- meaning Nigerians in the educational venture.

The compulsory, free, universal Basic education and other related matters Act of 2004 has compelled the federal government of Nigeria to set aside at least 2% of its consolidated revenue fund (CRF) to support the implementation of the programme. This 2% of the CRF is disbursed in accordance with the following formula that is approved by the federal government in 2009, Matching grants to states = 50%, Educational imbalance fund = 14%, Special education fund =2%, Good performance fund = 5%,Instructional material fund = 15%, Teacher development fund = 10%, UBE implementation fund = 2%, UBE monitoring fund = 2%. (UBE Annual report 2005)

Funds in items A-F are disbursed to the states; G and H are utilized by the universal basic education commission for its services. (U.B.E, 2014) However, the above pattern is challenged in several ways which hinders or decrease the target achievement, these include among other things.

(i) Late release of funds to mobilize contractors early enough;

(ii) Lack of fund to research, evaluation and monitoring, which are the basic functions of the U.B.E.

(iii) Decline in revenue, leading to backlog of un-paid teachers' salaries, allowances and other fringe benefits;

(iv) Lack of funds to settle retirement and other benefit of retired staff;

(v) The programme is heavily indebted financially to the tune of N2 billion

U.B.E (2011).

Other sources of funding of the U.B.E programme are

Millennium development goals (MDGs) for the federal teachers' scheme (FTS) and instructional materials.

Thirty percent of education trust fund (ETF) annual budget (before exiting from basic education)

International development partners (IDPs), NGOs and foundations. (FGN2004).

2.6 Infrastructural facilities

The quality of education delivered by teachers and the academic achievement of pupils of any school is dependent on several factors of which school facilities is paramount. School facilities are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful. School facilities can be referred to as school plant. According to Adeboyeje (2000) and Emetarom (2004), school facilities are the physical and spatial enablers of teaching and learning which will increase the production of results.

School facilities serve as pillars of support for effective teaching and learning. Oyesola (2000) Stated that school facilities include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables. Good quality and standard of school depend largely on the provision, adequacy, unitization and management of educational facilities.

Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio - visual aids, tables, desks, chairs, playground, storage space and toilets. In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of underfunding of education in Nigeria, the government has been encouraging proper maintenance of available school facilities**.**

School Facility Maintenance: Entails ensuring that the facilities are kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs. For the purpose of restoring the facilities to optimum working condition. Olagboje (1998) sees school plant maintenance as any work carried out on any component of the plant with a view to keeping it at good working condition. According to Hinum (1999), the quality and durability of a building largely depend on the type and level of servicing, repairs and the rate at which the needs and requirement change. School facilities management involves keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities.

Plethora research reports have revealed that a significant relationship existed between school environment and students' attitude to schooling (Akinlua and Adeogun, 2007; Oyira, 2007; Ikoya and Onoyase, 2008).Studies have also shown that the condition of school facilities have a strong effect on academic performance of pupils. Chan (1979) found that students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Adeboyeje (2000) reported that schools with well-coordinated plant planning and maintenance practices recorded better students' performance.

Burkett and Bowers (1987) reported that students in newer and adequate school facilities outperformed students in older and inadequate school facilities. Conducive school physical environment could enhance students' school attendance, involvement in academic activities and academic performance positively. In addition, Adesina (1999) stressed that the quality and quantity of educational facilities available within an educational system positively correlates with the quality and standard of the educational system. Durosaro (1998) examined school plant planning in relation to administrative effectiveness of secondary schools in Oyo state of Nigeria. He found that schools that planned and maintained their facilities had higher students' retention and is more effective than the others.

Many scholars, researchers, administrators and educational planners have confirmed that school facilities in Nigerian schools are inadequate and few available ones are being over utilized due to the astronomical increase in school enrolment. Ikoya and Onoyase (2008) reported that only 26% of secondary schools across the country have school infrastructures in adequate quality and quantity. Ajayi (1999) reported that most of the Nigerian public primary School Facilities is in bad shape.

Facilities in Kano State public primary schools are dilapidated due to inadequate funding. Such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers. Similarly, Owuamanam (2005) noted that the inadequacy of infrastructural facilities and lack of maintenance for available facilities were major problems facing Nigerian educational system. The school facilities are grossly inadequate to match the student's population and the available facilities were poorly maintained. The availability and maintenance of school facilities will enhance teaching and learning and improve academic performance of students.

Researchers like Wilcockson (1994) have long identified the importance of school facilities in teaching and learning while the inadequacy, deterioration and lack of maintenance of these facilities will spell doom for the teachers and students in the teaching and learning activities. Negligence in the maintenance of school facilities has much negative consequence. When school facilities are not well managed and maintained, they constitute health hazards to pupils and teachers who use the facilities. For instance Ogonor (2001) reported the killing of pupils and teachers of a primary school in Nigeria when the school walls and roofs collapsed even though large sums of money was invested for school maintenance, but due to the bad administration the infrastructure were let to dilapidate.

2.6. 1 Role of Facilities in Achieving the UBE 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 that as a matter of necessity, a school should acquire basic physical facilities

such as classroom, administrative and office blocks, laboratories, workshops, studios, hostel accommodation, staff houses. Other essential infrastructural facilities such as water, light, health and sanitation facilities are all necessary for the successful implementation of the programme.

Abdulkadir (1991) stated 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 point, but also on improving the condition 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 amendment in the Nigeria policy situation where government concentrates on either on staff training or remuneration, new construction and provision of facilities, and the likes. And ignoring other aspects must be given due and to some extend equal treatment for learning to be effective and efficient.

Daniel (2000) observed that infrastructural facilities are referred to the physical and spatial enablers of teaching and learning. These include classroom, libraries, laboratories, playfields, school forms and gardens and the likes. These facilities should be of the appropriate quantities, size, and quality to meet the minimum standards for promoting any meaningful teaching and learning target. In a situation where the facilities are far lower than the number of students, certain Goal attainment will not be realistic or possible.

Kocher (1992) identified school facilities as school buildings, furniture, books, libraries, journals, light, sanitation, water, machineries, audio-visual aids, computer typewriter, tape recorder, vegetation, and the likes. This is in a general term refers to all that is found in the school and is used to aid teaching and learning.

Igunnu (2012) categorized these school facilities into two; Educational and Administrative facilities; these include administrative file, school register, log book, certificates /

testimonials , result booklets, duty book ,diaries , scheme of work, departmental files club and society files , personal or staff files , staff duty roaster , visitors book , time table , time book , staff movement books, inventory books, reward and punishment book , store record book , cash or finance book , health record book , parent teachers association minute book , staff minute book , etc. he also explainer that structural facilities include classroom , administrative block , laboratory , libraries , stores , sickbay , hostel dining hall , incinerator , resource rooms , school shops , school book shops , sport fields, road network , security post , school poultry farm or gardens , parking lots. And the likes. All these will lead to a successful implementation of the U.B.E programme.

(ii) Instructional facilities; these include audio –visual and visual aids. aural aids .factual aids , computer ,projector, typewriter , sewing machine , laboratory equipment , books ,furniture's . These equipment /materials aid learning. However, they must be provided in the required quantities commensurate to number of students and in a good and standard form.

2.7 Supervision

Supervision is a way of advising, guarding, refreshing, encouraging, stimulating, improving and over seeing their cooperation in order for the supervisor to be successful in their tasks or supervision. Igwe (2001) stated that to supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in the school means that the laid down rules, regulations, principles are followed to maintain the minimum standard lay for the schools are carried out effectively and efficiently. Effective supervision is based on identifying certain areas that if well supervised, would help improve quality of primary education in Nigeria.

Afolabi and Loto (2008) took into cognizance the following areas:

i. The Nature of Lesson Plan The lesson plan shows the level of preparedness and the effort the teacher made in gathering information for the lesson. If the lesson plan is poorly prepared it indicates how the teacher will deliver poorly in his teaching. Therefore school head must examine the following items in the lesson plan: The clarity and appropriateness of the learner behavioral objectives, the relevance and adequacy of the lesson note, Selection of the appropriate teaching aids, appropriate evaluation techniques to determine the extent of achieving the objectives or goals effectively. Dare (2009)

ii. Lesson Presentation Teaching is said to be effective, if the objectives are achieved. The principal, during internal supervision should pay attention to the following areas:

a. Introduction of the lesson and the ability of the teacher to carry the pupils along, during the lesson.

b. The teachers voice, how audible he/she is clarity expression and appropriate use of language and effective use of instructional material.

c. Teachers knowledge about the subject matter

d. Good use of classroom management techniques to enable the participation of students.

Reference Materials

The use of appropriate reference material such as textbooks, scheme of work and syllabus cannot be overlooked. The principal must look into the following.

a. The duration of the topic

b. Logical use of the reference material used

c. Sequence of presentation

d. Make use of current materials. Bernard (1999)

The relationship between Teacher and students can enhance effective learning and Achievement of educational goals/objectives. Principal must seek for positive concern and acceptable disposition between teachers and students, to enable them relate well in every aspect.

iii. Classroom Management. Good classroom management facilitates teaching and learning process. The principal or other appointed school personnel must be conversant with the following:

a. Ability to discipline and control students

b. Reward or reinforce good performance or conduct

c. Identify cases and causes of student's misbehavior

d. Create a conducive classroom atmosphere

e. Classroom arrangement

f. The physical condition of the classroom 89

Personality of the Teacher

Personality of the teacher includes the trait he or she possess; emotional status, intelligence, physique, leadership skills, communication skill etc.

On the other hand Adepoju (1998) said that the term supervision is derived from the word "super video" meaning to oversee, which is an interaction between persons for the improvement of activity, he defined supervision as the process of bringing out improvement in instruction by working with teachers who have interaction with the pupils. It can also be described as a process of stimulating growth and a means of assisting teachers to achieve a perfect teaching skill. Supervision involves the use of expert knowledge and experiences to improve, to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools. Supervision of education however, could be regarded as a concept with emphasis on the

Improvement of instruction the supervisor may be regarded as an adviser whose experience is such that it is believed he could offer positive assistance to an average teacher. Sidhu (2010) pointed some of the basic principles for effective supervision as follows;

2.7.1 Basic Principles for Effective Supervision

There should be a healthy atmosphere free from pressure and stress;

Staff must be given orientation about the quality of work expected from them. New staff must be given orientation concerning the job;

There should be room for constructive criticism, that is poor work should be criticized, advice should be given to the affected party;

Staff should be given opportunity to prove their capability, they should be allowed to use their initiative when performing certain task or taking decision in some crucial areas;

Staff should be motivated and encouraged to work, to increase their productivity that will enhance organizational goals;

2.7.2 Features of school supervision includes

It pays attention on the improvement of teaching and learning;

It is mostly based on human relation principles rather than the traditional masters versus servant attitude;

It usually associated with a lot of discussion and exchange of ideas to find out which method works better;

It last few days rather than few hours;

They usually come as a colleague rather than fault-finder and reporter; and

It is regular, scheduled and well planned;

It helps in boosting the morale of teacher and pupils in doing what they do well and in correcting what they do not do well. (Ojelabi, 1981)

With these basic facts you can really differentiate between what supervision and inspection is all about.

2.7.3 Purposes of Supervision

There are various reasons for carrying out supervision in schools. One of the crucial reasons is to ensure that the individual teacher within the school system is performing the duties for which he was scheduled. For supervisor to achieve the stated purpose, it is important for him to have a good idea of what he wants in supervision. Reasons for supervision of schools are as follows as noted by Ogunsaju (1983):

1. To improve effectiveness of teachers so that they can contribute maximally to the attainment of the schools goals. This will assist the supervision in making recommendations for the improvement of incompetent teachers.
2. It helps to enhance the quality of instruction in schools and it also helps to maintain minimum standards in schools
3. Asses the overall climate of the school and identify some of its most urgent needs
4. Identify sources of needs of the school
5. Supervision helps in deciding the nature and content of curriculum, the learning materials that will enhance educational growth of both students and teachers
6. Supervision helps to “checkmate” the activities of staff, the newly recruited both the old to see their performance in teaching and learning.
7. It helps in appropriate expenditure of funds in schools

8. Supervision determine whether a teacher should be transferred, retained, promoted retired or dismissed based on the performance of the teacher.
9. Supervision helps to discover special abilities or qualities possessed teachers in the school. This can be used as a guide for staff development

2.7.4 Inspection

School inspection in Nigeria is as old as the school system of Western type of education. Inspection is of the activities that have always been compulsory by law in Nigeria. As a matter of fact, as far back as 1887, there was a Colonial education ordinance that legalized regular school inspection. This tradition has continued till date. The Federal Government of Nigeria (2012) still specifically requires schools in the country to be inspected. School inspection refers to the specific occasion when the entire school is examined and evaluated as a place of learning. It also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organization. Ojelabi (1981) affirm that inspection could be described as the critical examination and evaluation of a school as a place of learning. Through the inspection of school necessary advice is given for the improvement of the school examples of school inspection are as follows: Full inspection, Routine inspection, First school leaving certificate visit , Sample inspection visit , Special investigation visits and , Follow up visits .

According to Fafunwa and Adaralegbe (1971), during the inspection visit, the inspectors are expected to report on the following: staffing, academic and administrative records, school plant, teaching programme, school community relationship, management and organization. Inspection on the other hand is seen as an instrument with which the political and administrative authorities maintain the necessary contact with the schools, teachers, pupils and the community

and so ensure that the system is working satisfactorily (Okoro, 2009). In this sense, inspection is viewed as fulfilling a controlling coordinating and communicating role as guardian of educational standards. It is evident from both concepts that effective teaching can be developed within school and that such development is essentially derived from the control of the nexus of connections amongst staff, pupils, parents and other stakeholders within the school community with a view to developing a positive teaching and learning environment. Denga (2005).

2.7.5 Guidelines for Inspecting Officers

There are certain guidelines that must be followed for inspection to be properly carried out, inspector shall:

Aim at providing academic guidance to the teachers and help the institution in the promotion of a higher standard of education;

It should not aim at fault finding of the teachers and their work but for providing concrete suggestions for the improvement of teaching, class work, homework and its corrections;

Help the institution in organization of co-curricular programmes in a manner conducive to all development of the students and help in the co-curricular development of the school; and

Aim at imposing check on offenders from amongst the staff in respect of Attendance, punctuality, discipline, overall behavior and performance at large. Henson (2001)

I. The supervising and inspecting official according to (Igunnu 2014) shall:

1. Formulate a definite plan for supervising the subject and classes of teachers
2. Focus his attention on the teaching situation and not on the teachers as a person

3. Emphasize the professional growth of the teacher by developing his/her power of self-direction
4. Give teachers requisite freedom to try out new experiments, methods and innovation in the process of teaching.
5. Help the teacher to understand the role of the school and the objectives to be achieved through teaching-learning process in the school.

ii. Features of School Inspection Includes

1. Emphasis on conformity to rules and regulations at all times
2. Usually fault-finding
3. Focuses of teacher appearance
4. It is usually concerned with paper work and reporting than with actual school change
5. It lack leadership abilities
6. It puts fear/pressure on teachers and pupils most times
7. It uses out-dated methods. Kochhar (2007)

2.7.6 Challenges of School Supervision and Inspection in U.B.E programme

Insufficient Supervisors.

Supervisors and inspectors from the Ministry of Education are usually insufficient or not adequate to carry out the duties required, according to Ogunu (2005) the consequences of this shortage of supervisory personal is that most often, a lot of unprofessional practices are carried out in our schools to the detriment of the children.

Poor Funding. Lack of funds creates a problem in the school. Head teachers will not be able to organize orientation or in-service training for the staff or travel out to other schools to learn new development in the curriculum and instruction that could benefit their schools. There is need for

government to provide adequate funds, for the development of the personnel and supervision of instruction in our schools for this goal to be achieved. Maiyashi(2003)

Lack of Time. According to Ogunu (2005) secondary school Principals are weighed down by routine administrative burden that they hardly find time to visit the classroom and observe who the teachers are teaching. The head teachers are busy with correspondence from the Ministry of Education while creates a problem because the primary duty has been neglected, by diverting her/his time to less relevant activities, teachers thereby take advantage of the head's neglect of supervision to achieve their selfish interest or desire.

Lack of Basic Facilities. There can be no effective supervision of instruction without instructional material. Experience has shown that most schools lack even the basic materials and equipment for teaching such as text books, chalkboard, decent classroom for students, apart from this, there are other problems like lack of facilities, bad roads, lack materials and resources for the supervisor to use. External supervisors' inspectors do not have transport facilities and writing materials to carry out their inspection duties.

Lack of Basic Knowledge or Formal Training . Most school head teachers are not given the necessary training or orientation about the new position they are overseeing to equip them with the new skills of supervisor of instruction functions. They dabble into instructional supervision without understanding how to do it.

Staff Inadequacy. The numbers of professional trained supervisors in our schools are inadequate to meet the needs for effective supervision. The students' population has increased drastically, with regards to the number of teacher pupils' ratio. This becomes difficult for the head teacher, all he/she does at that point is to position the teachers in the classes to ensure that effective teaching takes place;

leavingtheareaofsupervisionvacant.Otherchallengesencounteredbyinspectorsandsupervisorsare unprofessional attitude to work, lack of interest, poor perception of the general public on teaching profession, poor status given by teachers, constant change in educational policies, political instability and lack of evaluation system, as noted by (Onasanya, 2011).

Seminars and Workshop

There is need to organize and run seminars and workshop for teachers and head teachers, especially when new curriculum is introduced in the system it will help to improve the quality of the teacher and teaching skills.

2.7.7 Training and Retraining of Supervisors

The training of new supervisors and retraining of the old ones should be put into consideration, to enhance teaching. Special centers should be made available/established by the government for this purpose. This is important because of the idea of introducing the new trend in teaching and learning and negates the old or obsolete method.

Motivation and Reinforcement of Teachers

If supervisors are motivated and reinforced with available working materials such as statuary, transportation, conducive working environment and enhanced salaries and allowances this will motivate the supervisor's to perform better. Ogunnu (2005)

Supervisors/Inspectors

Supervision is a task that requires meticulous, firm and objective assessment. Therefore those given the responsibility should be very careful in carrying out their duties. A special aptitude test should be administered testing various aspect of candidates' personality to determine their suitability. This exercise according to Obanya, (2005) stimulates confidence which is a necessary ingredient for skill acquisition and performance.

Educational Qualification of Supervisors / Inspectors

Supervisors/inspectors with higher educational qualification are likely to perform better due to the experience they have acquired from schools their counterpart with lower qualification, according to Okoro (2004) education personnel with higher qualifications display more confidence in their workplace they are also more accessible to current information than their counterparts with lower qualification who are usually not exposed to the modern changes.

Supervision should be used as a Means of Reinforcement

If teachers finds out that supervision and inspection are more of formalities than quality control they will not be encouraged to beef their performance, for internal and external supervision to yield concrete controls they have to use it as a criteria for transfer of teachers that are not performing well to another school or p remote teachers that have performed well etc. teachers would strive hard to perform better as they would like to be promoted or even be recognized as the best teacher. Igunnu (2012)

Disciplinary Action against Professional Ethics

To improve the skills of school supervisor appropriate actions/sanctions should be taken against any erring or deviant supervisor who tends to undermine the expected standard. If supervisors perform well they should be encouraged and rewarded but if found wanting in his jurisdiction should be sanctioned it acts as a deterrent for others.

Restructuring the Inspectorate Division

There is need to restructure the inspectorate division so as to accommodate further decentralization. This will entail the distribution of schools into geographical zone which will make it possible for frequent visits to schools. Proper supervision and sound machinery being in

place, through this restricting one supervisor/inspector will be given 5 to 15 schools to supervise. According to Onasanya (2011) an administrative unit of the inspectorate that is responsible for evaluation and research should be created. This will enhance effective inspection because the details of the day to day administration of the administrative officers as well as attendance meetings as well as important professional issues relating to educational policies will be taken into consideration.

2.8 Staffing of the Universal Basic Education (U.B.E) Programme

The staffing of UBE programme will be viewed from two perspectives, that is the, the academic which is the classroom teacher who delivers the instructions to the pupil in line with the stated curriculum objectives and the non-academic staff who are either at the UBEC office, charged with the responsibility of formulating policies for the Government, inspection of school and their programmes , provision of teaching and learning materials and infrastructural material. Emphasis will be placed on the teaching staff.

Teacher: the Nigerian Education Bank (1996) viewed teacher as ‘anyone who has 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.

Akinyemi (1969) stated that if the African teacher is to cope adequately with the monumental task that lies ahead of him. He has to be well trained for his job. Seeks more knowledge on his own initiatives and above all, be flexible and willing to experiment and not to be afraid of failure.

2.8.1Types of Training and Retraining of the UBE Teachers.

The intention of training is to make or equip a person for new task of a job. Some of these training include;

Initial conventional or pre-service training; this type of training according to farant (1981) are those types of training available to teacher in teacher's colleges, advanced teachers colleges, institutions of education and faculty of education in the university, These institutions train Teachers at the beginning or retrain them in furtherance of their education;

Distance learning; these enable teachers attend training without attending school regularly. Lessons are either by broadcast or though post. These help teachers since they are not to leave jobs to pursue studies;

Part time (Long Vacation Training) training programme. This programme is design to be done during vacation of School (during holidays);

Seminars. This is a training to upgrade teacher's quality. Attalis (1993) explained that seminar is a topic counter event used to educate and inform an audience about a broad subject of interest; and

Workshop and conferences. Workshop involves practical upgrade of skills of teachers. In a related development, Teboho (2010) suggested other means through which teachers can be trained and this include, Training in designated institutions and educational resource centers, Training through seminar and workshops usually organized during long vacations for the dissemination of ideas and innovations, distance teacher education programme offered by national teacher institutions for under qualified teachers, correspondence degree programmes offered by the center for external studies of the university of Ibadan and the correspondence

and open studies institute of the university of Lagos, the teacher in-service education programme (TSEP) AND THE Nigeria certificate in education by correspondence course of institute of education of the Ahmadu Bello university Zaria, under graduate course in education offered by open studies unit of the university of Abuja, and correspondence courses run by the Abia state university college of education Uturu.

2.8.2Professional Role of a teacher.

The professional roles of a teacher are very broad. 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 a teacher to help his pupils to develop as fully as possible, all aspects of their potential; in discharging this role, he will be involve 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 wellbeing.(King 1970).

b) **Guidance**: the guidance role of the teacher involve 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 job opportunities so that they can put the child on the right track. Also children with socio-personal problem can be assisted.

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

2. **Teacher as a Tutor:** Although modern education present 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. Ajayi (1999). Other roles include: team member, leader, question poser curriculum developer, etc. with the current high population in classroom is these roles possible?

Ensuring Quality in Teacher Production

Teachers are the main determinants of quality in education; this view was a consensus at a seminar on qualities in Nigerian education. (Lassa, 2001). The report states that teachers are the

main determinant of quality in 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, 2011).

The lesson derivable from the above is that the issue of quality in education is a vicious cycle, where the quality of input dictates the quality of output in this regard. Lassa (2011) 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 believe that where the minimum acceptable standard related to these factors are The degree of conformity with the standards is satisfactory, one could with a measure of certainty predict the production of qualitative and competent teachers.

2.9 Enrolment and Retention of U.B.E Programme

Since 1990, government resolved that all children of school going age should have access to and are actually attending schools. The federal government therefore sets targets for the universal access to and completion of, primary education by the year 2000.among which is to:

> raise total primary school enrolment (of 6-11 years) to 95%, raise primary school completion rate from the current 58% to at least 75%, Achieve an enrolment of 90% of primary school age girls, repair and rehabilitate all existing primary school facilities, improve the quality of education provided and , create an improved and reliable data-base for planning.

The national enrolment trend so far indicates that between 1992 and 2010 there has been increased access to schooling for both sexes, although this continues to be in favor of boys in most of the states. The gross primary school in-take in Nigeria for boys and girls in 1992 was 14,805,937. It rose steadily to 16,190,947 in 1995 but dropped to 14,078,473 in 1996. It picked up again to 17,305,991 in 1997 and continued to rise to 22,143,090 in the year 2000.

The trend is similar when dis-aggregated according to gender. In 1992, the gross in take into primary schools for boys was 8,273,824 and raised to9, 056,367 in 1994 and declined to 7,702,580 in 1995. It further declined to 6,376,192 in 1996 and picked up again to 7,557,414 in 1998 and 9,607,063 in 2000. (UBE Annual report 2004)

In 2010, the Universal Basic Education (2010) Stated that, commission in pursuance of the mandate enshrined in part 2, schedule 9(f) of the UBE act of 2004, conducted an audit. The report of the 2010 audit revealed that there are a total number of 59,007, public primary school with an enrolment figure of 20,291,709 and 11,295 J.S.S with enrolment of 4,313,164. While gender disparity between male and female is still wide in favor of male in northern states. It is near parity in the southern states.

The 2010 basic education statistics from states show that while there were 23,249 early childhood-care development (ECCDE) centers with an enrolment of 1,825,857 pupils (Boys:933,550-51% and Girls:892,307-49%) operating within the 59,007 public primary schools with an enrolment of 20,291,709 pupils (Boys: 10,988,709-54% and Girls:9,303,000-46%); there were 11,295J.S.S with an enrolment of 4,313,164 students (Boys:2,410,817-56% and Girls: 1,902,347-44%) in Nigeria.(E.F.A 2012).

Nigeria has the highest population in Africa which is estimated to be 160 million (2006 census). It therefore occupies a strategic position to the attainment of Education for All (EFA)

and the Millennium Development Goals (MDG) in sub-Saharan Africa. However, there has been a noticeable decline in literary rate in the country in the past few years. For instance, the Federal Ministry of Education (2002) stated that there is a decline in general literacy rate from 57% in 1996 to 49% in 1999. For women, the literacy rate was even lower as it declined from 44% to 41% in the same periods. The rate of illiteracy was higher in the Northern states than the rest of the country. For instance, only 21to22 percent of women in the north-west and North-east zones of Nigeria were literate in 1999. (E.F.A 2012)

The enormity of the problem of girl-child education varies across the country with the lowest participation rate being recorded in Kebbi, Zamfara, Sokoto, katsina, Kano, Bauchi, Adamawa, Borno and Gombe in the north and Bayelsa and Ebonyi in the south. The table shows the extent of gender gap in the enrolment and retention of pupils in the North-west and North east zones of Nigeria. It ranges from 17% in Adamawa state to 48% in Sokoto and Zamfara states. When the figures of most of the states in the table are placed against the national average of 12% in 2001, the picture is quite alarming.(E.F.A 2012).

Table 1.Table showing enrolment of pupil of UBE in North-West and North East States.

S/N	STATES	MALE GROSS ENROLMENT	FEMALE GROSS ENROLMENT	GENDER RATION	GENDER GAP (%)
1	ADAMAWA	263,688	187,035	0.71	17
2	BAUCHI	681,168	368,406	0.54	33
3	BORNO	287,577	192,182	0.67	20
4	GOMBE	437,558	309,100	0.70	18
5	JIGAWA	296,409	162,659	0.54	30
6	KANO	729,789	461,185	0.64	22
7	KATSINA	430,360	249,920	0.52	32
8	KEBBI	159,283	81,843	0.54	32
9	SOKOTO	437,963	150,216	0.35	48
10	YOBE	603,484	244,461	0.41	42
11	ZAMFARA	212,455	75,700	0.35	48
	NATIONAL	10,093,221	8,452,863	0.79	12

SOURCE: FEDERAL MINISTRY OF EDUCATION, LSASECRETARIAT, REVISED BASELINE DATA (2003)

In several predominantly Muslim communities in the north, many parents still view modern education as un-Islamic. This is not unconnected with the manner in which Christian missionaries introduced modern education to Nigeria. Thus, education is erroneously perceived as an outright conversion to Christianity. Consequently, the reluctance by Muslim parents to enroll their wards in schools, especially their daughters who assist in domestic chores and who are later given out in marriage at an early age. Indeed in these areas, even those girls who are enrolled in schools are withdrawn prematurely so as to get married. Fafunwa (1974)

The trend in educational development in Kano State is no exceptional, except for a slight drop in female enrolment in 1998. For instance, male enrolment in 1992 was 459,166 and continues to rise to 750,110 in the year 2000. Female enrolment in 1992 was 263,199 and continues to increase to 503,997 in 2000.This trend changed in the last decade with reform in the educational sector. In 2014, a report by Kano State Ministry of Education annual census report shows that there are 5,732 primary schools and 363 J.S.S in Kano State with an enrolment figure

of 2,743,647 of which, enrolment for boys was 1,396,997 while that of female was 1,346,650. (Kano State Ministry of Education).The current insecurity in the North where innocent school girls are been kidnapped and schools destroyed with students killed in cold blood has affected the rate of enrolment and increased the rate of drop –out among children.

2. 10. Motivation and Commitment in Schools.

Motivation has been defined, in so many ways by different scholars in the academics. This concept is viewed depending on the position one sees it and also wants to use it. In administration the meaning does not matter much but how well it is 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.

Crete (1980) defined motivation as an individual's inner state that causes him or her to behave in a way that ensures the accomplishment of some goals. Brin (1983) referred to motivation as a conscious effort to stimulate efficient productivity by meeting taxonomy of human needs. Robins (2001) perceived motivation as the process that accounts for individuals intensively, directly and persistence of effort towards attaining of a goal. Afolabi (2008) on the other hand opined motivation as the way a person react to his/her drives, wishes and desire to fulfill certain needs. However, from the above definitions, one can clearly declare that the essence of motivation is to make a worker 'move 'towards a goal or exhibit a behavior that will lead to goal attainment.

Olise (2005) stated three variables which when combined can lead to a highly motivated behavior. These variables are intensity of effort direction of effort, and persistence of effort. In other words, the absence of any of these three variables may hinder the actualization of any of these goals. The inputs to a motivation process as needs, perceived reward, sanction and the

situation. Dare (2006) stated that motivation could be put in practice by administrators in much respect such as clear definition of objectives and good reinforcement, monetary incentives, status, participation in decision making which include evaluation of individuals and being open towards others? By explanation, these are good qualities which a leader should possess, and it serves as a motivation factor on the staff including him .Clear definition of objective will do away with ambiguity and duplication of effort which result to waste of energy. Monetary incentives increase commitment and productivity. Dare (2006)

2.10.1Intrinsic and Extrinsic motivation for teachers.

When a child engages in an activity for his own sake, the motivation is said to be an intrinsic motivation. On the other hand when a child indulges in an activity primarily because he wants to earn a reward or for material benefits, this motivation is said to be an extrinsic motivation. The understanding and proper use of motivational techniques bring about interest, good morale, effective learning and a sense of real achievement in the classroom. According to Otu and Afolayan (1989) administrators who are successful in motivating employees are those who often provide an environment in which proper incentives are available for satisfying the needs of individual members' .These incentives include salary benefits, Promotion, and allowances. Motives and needs are the underlying reasons for behavior.

In consonance with the above assertion Ojedele (2000) similarly observed that motivation is the driving force that energizes a worker to show more commitment to work and to improve his productivity. Such incentives include increased salary, transport and recreational facilities, free medical service, regular and prompt payment of salaries and provision of all necessary school facilities which will reduce frequent industrial strike actions. This point shows that motivation is an essential area that must be developed if the staff are to perform their job

efficiently .in order to achieve the goals of UBE programme in Nigeria.

Arikewuyo (2000) opined that, for UBE to succeed in Nigeria, consideration must be given to the issues of the physical facilities, funding and teacher motivation. Unfortunately, teachers have to embark on an industrial action to press home their demands before some of their demands can be addressed. Adequate attention has not been given to teachers' welfare in Nigeria. This is therefore, an area that must be given enough priority if the objective of the UBE in Nigeria is to be achieved.

2.10.2Ways to Motivate and Enhance the Morale of UBE Teachers

The prevailing condition of service of teachers in Nigeria is in part responsible for the low morale of teachers. The school organizational climate also determines 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. "Suspicions and backbiting among people in an organization only breed friction and misunderstanding. The following are means through which morale and motivation of teachers 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 behavior.

- 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 responds 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 a general agreement world over that the teachers have remained the central focal point in the quality of any educational system. In its view of this Nigeria Education Research and Development Council (1980) shared the consensus that the quality of any educational system depends very much on the competence, commitment and motivation of the teachers.

Oladutun (1990) opined that for learning to take place three (3) factors must be in place (I) the teacher (ii)the student and (iii) the materials to be used. These explanations show 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, it means effective and efficient learning cannot or will take place.

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 that 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. 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 built upon it.

In a related definition, Husa (1977) defined motivation as the condition responsible for variation for the intensity, quality and direction of ongoing behavior .This definition focuses on condition which could be internal or external which will move the individual to 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 humans to work.

Maslow (1970) maintained that human beings have several needs operating simultaneously and these needs energies a human being to action .Maslow argued that, human needs are arranged hierarchically in the following order of importance. Firstly, physiological needs (food, water, air, shelter, and sleep) and these needs are the basic and most important of all. Failure to satisfy these needs cause discomfort, anxiety, and most of the individuals thought, feelings and behavior will naturally be on how to achieve these needs. The second is the safety need which arises only when the first has been achieved or no longer dominant. This need includes job security, protection from danger ,illness, economic disaster and protection from threat .the third is the social need social which includes the need for love and association, belonging, friendship and approval from peers, the need to belong to groups and be loved and be

acceptable by the group members. The fourth is the esteem need that is the need for self-esteem (self-confidence, achievement, acknowledgement, and independence, self-respect and status), the need for approval, prestige and recognition of one's work. The fifth stage is the self-actualization needs. Maslow argued that, this is the need behind the drive to become everything one is capable of becoming, the need to have control over almost everything that can be controlled. According to NGU (2010) the individual wants his influence to be felt everywhere. An individual is pre-occupied with the desire to control the environment both physically and socially. Maslow argued that, this hierarchy of needs are universal to all persons and is it is only when a person has satisfied or partially fulfilled the lower needs, of self-esteem and self-actualization become stronger and active.

From the Maslow hierarchy of needs, it been understood that children are motivated when their deficiency needs are provided for or met. The physiological needs of children are sometimes hungry and thirsty. Therefore, time should be allowed for them to eat and drink water preferably during break and learning should take place in a ventilated classroom as can be observed in many schools (Maslow 1970).In the safety needs, the classroom should be safe from any danger and the learning environment should be kept clean and free from any hazard. The social needs (belongingness and love) the teacher needs to bear in mind that, the children in his class are his' biological children. Hence, he should show interest in them and always help them to feel that they are the members of his class and always try to address them by their names instead of using personal words like 'you' and 'hi' and when the child is not seen in the class, the teacher should find out the cause. Let the children understand that you care for them and handle their problems promptly. In the esteem needs, teacher should ensure that appointment of school prefect be based on merits. Then the self-actualization as mentioned earlier, these needs are in

hierarchical sequences and its only when the lower needs are satisfied then the next needs in the hierarchy will emerge or become stronger and active .

From the literature reviewed, it is clear that, in order to enhance effective and efficient teaching and learning process in schools, both teacher and learners needs to be motivated. Therefore, it could be logically understood that, the need for motivation of teachers was informed by the desire to achieve the goals of the educational system. Therefore, the task before any educational system is to design, plan, and organize the scheme in such a way that will stimulate, arouse and energize both staff and students toward achieving the goals of the education system through creating of the appropriate conducive climate for meaningful teaching and learning process that will ensure success.

2.11 Empirical studies

Bala(2012) conducted a study titled Evaluate the Challenges of Universal Basic Education Programme in Niger State. His studies identified the significance of adequately trained and qualified teaching force for the success of U.B.E. programme in the state. The researcher opined that, the absence of teachers in quality and quantity in Nigerian educational system has been responsible for a number of problems .These problems could be seen right from the primary up to the university level. Such challenges include social-factors, population explosion, gender, and environmental factors. He advocates for staff training and development programmes to be organized for teachers to improve their instructional methodology. Also the need for enlightenment of the populace through the media, especially radio. On the area of facilities, facilities for teaching and learning should be commensurate to the students' population. The population for this study included most stakeholders in the U.B.E programme amounting to

31,844. From which 766 respondents were sampled. The instrument used was questionnaire to sample the opinion of respondent. While Analysis of Variance (ANOVA) was used to test the hypotheses. Finding of the research shows that there was inadequate prompt payment of teachers' salaries, parental illiteracy, and inadequate supply of teaching facilities. On the relationship with the current research, they both find solutions to the successful implementation of the universal basic education programme in Nigeria. On the deference, the current work looks at UBE in Kano state while the former focus on Niger State.

Asiyi and Romina (2012**)** also conducted a study titled, **I**nvestigation of school facilitates in public secondary schools in Delta State, Nigeria. The purpose of the study was to find out the state of the facilities, the types of maintenance carried out on the facilities by school administrators, the factors encouraging school facilities depreciation and the roles of school administrators in the management and maintenance of school facilities. The study employed the ex-post-facto research design. The questionnaire was the instrument for data collection from 640 respondents selected through stratified sampling techniques from all the 358 public secondary schools in the state. Findings revealed that school facilities in the schools were generally in a state of disrepair. The findings further revealed that the maintenance carried out on school facilities were inadequate for majority of the facilities. The factors encouraging school facilities deprecation included excess pressure on available facilities and delayed maintenance amongst others. The roles of school administrators in the management and maintenance of school facilities included periodic inspection of facilities and decentralization of maintenance. The study recommended that school administrators, teachers and students should develop and inculcate good maintenance culture; government should budget for facilities maintenance and allocate more funds to schools for effective management and maintenance of school facilities.

Both research works talked about improving the school systems. The only difference is that while the former work looked at investigating school facilities in public schools in Delta state, the latter is evaluated UBE programme in Kano State.

Amuchie, Asotibe, N, and Christine, (2013) also conducted a study titled, An Appraisal of the Universal Basic Education in Nigeria. The paper identified that the Universal Basic Education (UBE) programme could not have been introduced at a better time than now that the nation is in dire need of all round national development. The major objectives of the UBE programme to include the provision of free, universal and compulsory basic education for every Nigerian child aged 6 to 15 years. The paper was of the opinions that, for the universal basic education programme to be truly free, and universal, efforts must be made to check those efforts that are known to have hindered the success of such programme in the past. which include poor planning , lack of qualified teachers , poor implementation , population explosion (increased in enrolment) , content of the UBE programme , funding among others . Recommendation was proffered by the study.

The research and the current research both placed emphasis on Universal Basic Education .the current research placed emphasis on UBE Programme in Kano State while the former looked at UBE Programme in Nigeria as a whole.

Summary of Related literature

This research perceives Basic Education Broadly to mean a concerted all-out effort to achieve universal literacy through the improvement of quality and expansion of primary education provisions as well as promoting literacy , non-formal and continuing education for youths and adults within the context of life-long education .it has been argued that in spite of the fact that huge financial and material resources have been expended and specialized institutions

created , our drive towards universalization of education through Universal Primary Education and Mass literacy campaign in Nigeria have not been fully realized .the quality and perhaps the relevance of Adult and Primary Education have repeatedly been called to question . There have been rampant cases of drop-out and wastages, and indeed the urge to participate has waned. The personnel who provide instructional related services in the system are not well catered for and their motivations are rather low. Above all, the existing physical facilities, especially in primary schools are in bad shape while instructional materials and equipment are in short supply.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Since the introduction of Universal Basic Education (UBE) programme in 1999. There have been a number of problems facing the programme. This research work aims at assessing the UBE Programme in Kano State so as to find out the level at which the set objectives of U.B.E are achieved. The research will also identify condition militating against the implementation of the programmes, examines the consequences and make suggestions to remedy the situation.

This chapter explains the procedures used in conducting the study. Therefore, it focused on introduction, research design, population, sampling, and sampling procedure, research instruments, pilot test, reliability and validity of the instrument, method for data collection and analysis.

3.2 Research Design

The research embarked upon is an evaluative type of research. The study adopts descriptive research design. The design was relevant because it describes the opinion of the respondents under study these include principals, teachers, Universal Basic Education officials and Parents Teachers Association (PTA) members. Nworgu (1991) opined that the objectives of a descriptive survey research include; but not limited to:

(1) Collect detailed factual information that describes existing phenomena;

(2) Identify problems or justify current conditions and practices; and

(3) Make comparison and evaluation. Therefore, the study fit into the above three phenomena.

The research collected information on the existing situation of the UBE programme in Kano State, to see to how existing conditions of UBE programme have met the objectives stated. Evaluate existing situations.

3.3 Population of the Study

The research population is all the existing elements of the group to whom the result of the investigation could be generalized unto (Yabo, 2007). The population of this study involves 97 junior secondary school principals, 1120 teachers, 50 UBE officials, and 50 PTA members.

Table 2 below shows the population distribution of the study.

S/no	LGA	No o principals	No. of teachers	No. of UBE	No. of PTA
1.	Dala	9	115	6	6
2.	Fagge	10	114	7	5
3.	Gwale	6	82	5	4
4.	Kano municipal	22	320	11	10
5.	Kumbotso	11	74	3	6
6.	Nassarawa	20	250	9	7
7.	Tarauni	6	78	4	5
8.	Ungogo	13	87	5	7
	Total	**97**	**1120**	**50**	**50**

Source: Ministry of Education Science & technology Kano State. 2014 annual school census

3.4 Sample and Sampling Procedure

According toYabo (2007). A sample is a small group of element drawn through a definite procedure from a specific population.25% of the entire population will be sampled out as the sample size for this research. Nwana (1997) opined that 25% of population of this magnitude can be used as the sample size. In addition, the view of Owolabi (2007) says sample size should be adequate in order to ensure an acceptable representation of the population .to this end, a total of 25 principals, 277 teachers, 13 U.B.E officials, and 10 P.T.A members will be used for the sampling.

Table 3. Table for Sample and Sampling Technique

S/No	LGA	No. of Principals	No. of Teachers	No. of UBE	No of PTA
1	Dala	2	28	2	1
2	Fagge	3	28	2	2
3	Gwale	2	21	1	1
4	Kano Municipal	5	77	3	2
5	Kumbotso	3	19	1	1
6	Nassarawa	5	62	2	2
7	Tarauni	2	20	1	1
8	Ungogo	3	22	1	1
	TOTAL	25	277	13	10

Simple Random Sampling techniques were used to choose the respondents, local government areas where the research was conducted and the schools respectively. Nwana (1997) opined that simple random sampling (SRS) of size n is produced by a scheme which ensures that each subgroup of the population of the size n has an equal probability of being chosen as the sample.

3.5 Instrumentation

The instrument for this study is questionnaire. The questionnaire consists of sections 'A' – 'J'. Section A is a request letter to the respondents. B contains bio data of the respondents; C is guideline on how to fill the questionnaire. Sections D – J are statements of opinion related to the statements of the objectives of the study. In each of the opinion, item statement was attached to

measure respondents' views on the related items. In addition five Likert scale was used in the rating scale of the questionnaire. These include, Strongly Agree (1), Agreed (2). (3) Undecided. Disagree. (4) And Strongly Disagreed (5).

3.5.1 Validity of the Instrument.

In measuring instrument, it is considered valid only when it measures truly and accurately what it intends to measure. In this case, content/face validity of the instrument has been determined by the researcher's two supervisors (major and minor) and experts from the Department of Educational Foundations and Curriculum in the Faculty of Education, Ahmadu Bello University, and Zaria. Their criticisms and comments were considered necessary for the improvement of items structure and format of the research instrument

3.5.2 Pilot Study

In order to establish the reliability of the instrument, pilot study was carried out in eight different schools, JSS Danagundi , JSS Salanta , JSS Gawuna , JSS Walawai , JSS Karo, Gobirawa project primary school, Sheka primary school, Tudun Fulani primary school, Maikwatashi primary school. In each of the five local government areas that made up the Kano south educational Zone. The rationale for considering these schools is the fact that the schools are out of the study area and were not in any way used for the main study.

The main purpose of the pilot study was to test the adequacy and suitability of the instrument in measuring what it is supposed to measure and to ascertain any difficulty that the researcher may encounter when carrying out the main study. For the purpose of this study, 36 copies of questionnaire were distributed to both principals and teachers of the above schools mentioned. This comprises of 14 for teachers, 8 for UBE officials, 7 for principals, and 5 for PTA members.

According to Connelly (2008) as quoted by Tapping (2014) ‘extend literature suggest that a pilot study sample should be 10% of the main sample projected for the larger parent study, he also maintain that 10% should be minimum.

3.5.3 Reliability of the Instrument

The result of the pilot study was calculated using Cronbach Alfa technique and the reliability index of .743 was realized for use in the conduct of the main study because in Cronbach Alfa reliability analysis, the closer the Cronbach to 0.1 or 1the higher the interval consistency reliability .This is in line with Mukherjee (2000) who stated that the requiring interval consistency was an average value of the correlation co-efficient which must be higher than 0.05.

3.5.4 Method of Data Collection

The data for the study was collected from primary sources; Primary data were collected through the use of well-structured questionnaire, which was administered to the selected Stakeholders of the UBE Programme. These include, UBE Officials, Principals, Teachers, and PTA members. Data collected include: Demographic In formations such as Sex, Marital status, Age, Qualification and Rank. Also, statement of opinion related to the of Objectives of the study were obtained.

3.6 Methods for data analysis.

Data analysis was conducted through the use of Analysis of Variance (ANOVA) statistical tools, after the questionnaire was filled and returned by the respondents. This is because the variance within the population will be categorized into six. After which the responses will be converted into percentages for easy and understandable interpretation. The result will be presented in a tabular form in chapter four and subsequent interpretation of the

items will be made. In addition, all the stated hypotheses will be tested at a degree of freedom 0.05 significant level. This will help in understanding the rejection and retention of the hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This study evaluated the Universal Basic Education Programme in Kano State. This chapter presented data gathered from the field, analysis,results and discussions. The research questions and hypotheseswere presented including the data derived from the testing.

4.1 Analysis of Demographic Information

Descriptive statistics of frequency and percentages were used to analyze the demographic information of the respondents; these included the use of frequency and percentage.

Table 4 Gender of the Respondents

Gender	Frequency	Percentage
Male	209	63.3
Female	118	36.1
Total	**327**	**100**

The descriptive analysis on table 4. Show that 209 or 63.3% are male that responded to the questionnaire instrument, while the total of 118 or 36.1% females take part in the study. This shows that the male respondents were more represented in the study.

Table 5 Marital Status of the Respondents

Status	Frequency	Percentage
Single	87	24.5
Married	231	70.6
Divorced	9	2.8
Total	**327**	**100**

Table 5. Present the analysis of on the marital status of the respondents where 87 (24.5%) of the respondents are single while the majority 231 (70.6%) are married and the remaining 9 (2.8%) are divorced.

Table 6. Ages of the Respondents

Age Range	Frequency	Percentage
25-34 yrs	184	56.3
35-41 yrs	77	21.7
Above 42 yrs	66	19.6
Total	**327**	**100**

Table 6. Shows that 184 representing 56.3% of the respondents are between the age ranges of 25-34 years, while 77 (21.7%) are between 35-41 years. Likewise, 66 (19.6%) are of the age range of above 42 years of age.

Table 7. Educational Qualification

Variable	Frequency	Percentage
Below NCE	30	8.0
NCE	193	57.5
First Degree	97	28.1
Others	7	.9
Total	**327**	**100**

Table 7. Shows that 30 (8.0%) of the respondents are below NCE, while 193 (57.5%) are NCE holders. Also, 97 (28.1%) are first degree holder, and 7 (.9%) are holders of other qualifications.

Table 8 Ranks of the respondents

Ranks	Frequency	Percentage
Principal	32	9.8
Teacher	267	81.7
UBE Officials	17	4.6
PTA members	11	3.1
Total	**327**	**100**

Table 8 Revealed that 32 (9.8%) of the respondents are principals, while 267 (81.7%) are teachers. Also, 17 (4.6%) are UBE officials, and 11 (3.1%) are PTA.

4.2 Stakeholders Responses to the Questionnaire

Descriptive statistics of frequency mean and standard deviation were used to analyze the data collected which was meant to provide answer to the stated research questions. The questions were as follows:

4.4.1 Funding of the UBE Programme

To answer this research question, data were collected from the UBE Officials, Principals, Teachers and PTA via the questionnaire. The analysis of the data collected is presented on table below.

Table 9: Opinions of UBE Officials, Principals, Teachers and PTA concerning Funding

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	D	SD		
1.	Presently, Universal Basic Education programme in the state is free.	UBE Officials	2	4	1	2	6	2.60	1.595
		Principals	7	7	3	12	3	3.03	1.492
		Teachers	50	107	28	48	34	3.28	1.431
		PTA members	3	4	1	1	1	3.60	1.578
2.	The activities of labour unions to negotiate good condition of services with comprehensive fringe benefit always increase the wage bill in the educational system.	UBE Officials	5	6	2	1	1	3.87	1.187
		Principals	4	12	2	10	4	2.97	1492
		Teachers	36	124	35	50	22	3.34	1.280
		PTA members	2	3	1	4	-	3.30	1.252
3.	Presently, majority of parents are fully aware about free education services and are also willing to send their children to school.	UBE Officials	1	8	3	3	-	3.47	915
		Principals	4	11	5	10	2	3.09	1.329
		Teachers	44	108	36	63	16	3.35	1.254
		PTA members	1	2	2	4	1	2.80	1.229
4.	There are adequate infrastructural facilities in most schools in the state due to funding of the scheme.	UBE Officials	2	7	1	3	2	3.27	1.335
		Principals	3	8	2	12	7	2.56	1.435
		Teachers	40	103	37	54	33	3.21	1.332
		PTA members	2	1	4	3	-	3.20	1.135
5.	Schools can generate funds internally to finance and manage public schools in the state.	UBE Officials	2	4	1	3	5	2.67	1.543
		Principals	3	15	2	8	4	3.09	1.400
		Teachers	40	104	26	68	29	3.18	1.349
		PTA members	2	2	3	3	-	3.30	1.160
6.	The philosophy and objectives of government in power is to influence the money allocated to education.	UBE Officials	2	9	1	3	-	3.67	976
		Principals	4	9	4	11	4	2.84	1.462
		Teachers	47	98	35	60	27	3.23	1.405
		PTA members	1	5	1	2	1	3.20	1.476
7.	The quality and quantity of teaching and non-teaching staff of the UBE programme determine the amount of money allocated.	UBE Officials	3	7	-	4	1	3.47	1.302
		Principals	3	12	8	8	4	3.00	1.368
		Teachers	48	116	33	51	19	3.41	1.307
		PTA members	2	3	-	3	2	2.80	1.874
8.	The state of the economy affects the allocation of money into the UBE programme negatively.	UBE Officials	4	9	1	-	1	4.00	1.000
		Principals	7	18	4	1	2	3.78	1.211
		Teachers	57	125	40	28	17	3.62	1.237
		PTA members	1	5	1	2	1	3.30	1.252
9.	The school enrolment is one of the factor that influence resource allocation to the UBE programme in this state.	UBE Officials	2	6	6	1	-	3.60	828
		Principals	6	14	5	4	3	3.41	1.434
		Teachers	47	144	32	30	14	3.64	1.142
		PTA members	2	5	3	-	-	3.90	738
10.	Government should allocate large percentage of its existing budget to education.	UBE Officials	6	7	-	1	1	4.07	1.163
		Principals	11	7	1	6	7	3.16	1.834
		Teachers	81	98	33	31	24	3.61	1.416
		PTA members	1	5	2	2	-	3.50	972
11.	Schools in Kano State impose levies on pupils.	UBE Officials	2	6	-	6	1	3.13	1.302
		Principals	6	6	3	7	10	2.47	1.866
		Teachers	36	84	39	72	36	2.96	1.446
		PTA members	1	5	-	2	2	2.90	1.792
12.	Communities in Kano State come together and donate structures such as classroom blocks to the school.	UBE Officials	1	5	-	7	2	2.73	1.280
		Principals	7	8	3	9	5	3.00	1.606
		Teachers	42	78	39	83	25	3.07	1.333
		PTA members	3	2	2	2	1	3.40	1.430

Table 9. Present the analysis of the respondents' opinions on issue of funding. Finding revealed that government should allocate large percentage of its existing budget to education recorded the highest means of 4.07, 3.16, 3.61, and 3.50 based on the opinion of the UBE Officials, principals, teachers and PTA respectively. With detail showing that 6 of the UBE officials strongly agreed with the item, while 7 agreed against 1 disagreed. Equally, 11 principals strongly agreed with 7 of them that agreed and 1 undecided with the item as against 6 that disagreed and only 7 strongly disagreed. Also, 81 teachers strongly agreed with this item, while 98 agreed and majority 33 stayed undecided, also, 31 teachers disagreed and 26 of the teachers strongly disagreed with the item. In the opinions of PTA, 1 strongly agreed, with 5 of them that agreed against 2 undecided and 2 that disagreed.

With this analysis, it shows the indispensability of fund to the successful implementation of the UBE Programme in Kano state. 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.

4.4.2 Infrastructural Facilities of UBE Programme

To provide answer to research question five, data was collected from the UBE Officials, Principals, Teachers and PTA via the questionnaire. The analysis of the data collected is presented on table 10.

Table 10: Opinions of UBE Officials, Principals, Teachers and PTA on Infrastructural Facilities

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	D	SD		
1.	Shortage of classroom due to over population affect UBE programme in Kano State.	UBE Officials	3	10	1	1	-	4.00	756
		Principals	11	12	2	6	1	3.78	1.289
		Teachers	73	125	7	46	10	3.67	1.339
		PTA members	5	4	-	1	-	4.30	949
2.	Inadequate chairs due to population affects UBE programme in Kano State.	UBE Officials	6	4	3	1	1	3.87	1.246
		Principals	11	10	2	7	2	3.66	1.335
		Teachers	81	97	16	50	23	3.58	1.380
		PTA members	2	3	2	2	1	3.30	1.337
3.	Most of the schools in this state have adequate number of libraries.	UBE Officials	5	7	1	1	1	3.93	1.163
		Principals	7	7	4	9	5	3.06	1.435
		Teachers	58	64	23	69	53	3.00	1.504
		PTA members	2	2	1	3	2	2.90	1.524
4.	Lack of toilets separation between male and female reduces attendance of students in Kano State thereby affecting UBE programme.	UBE Officials	2	6	1	5	1	3.20	1.265
		Principals	6	12	3	7	4	3.25	1.414
		Teachers	47	82	30	60	48	3.04	1.466
		PTA members	2	5	2	-	1	3.70	1.160
5.	Inadequate housing scheme for teachers poses challenges for UBE programme implementation in Kano State.	UBE Officials	4	2	2	4	3	2.87	1.767
		Principals	6	11	1	8	6	3.00	1.626
		Teachers	58	85	25	65	34	3.21	1.452
		PTA members	3	1	2	4	-	3.30	1.337
6.	Rapid increase in students enrolment corresponds with increase in the numbers of classes.	UBE Officials	2	3	5	2	3	2.93	1.335
		Principals	6	9	2	5	10	2.81	1.674
		Teachers	39	101	21	59	47	3.06	1.442
		PTA members	1	5	-	3	1	3.20	1.317
7.	Most of the schools in Kano State have separate functional computer science laboratories in the school	UBE Officials	3	7	-	4	1	3.47	1.302
		Principals	2	9	4	7	10	2.50	1.459
		Teachers	41	107	17	53	49	3.10	1.467
		PTA members	2	2	1	3	2	3.20	1.619
8.	Most of the schools in Kano have separate toilets reserved for teachers.	UBE Officials	5	4	1	2	3	3.27	1.831
		Principals	7	13	2	5	5	3.31	1.533
		Teachers	47	113	29	42	36	3.32	1.371
		PTA members	3	5	-	1	1	3.70	1.567
9.	One of the major challenges facing most of the schools is the constraints of infrastructural facilities in the State.	UBE Officials	3	8	-	2	2	3.53	1.356
		Principals	3	14	5	6	4	3.13	1.362
		Teachers	46	123	17	33	48	3.28	1.466
		PTA members	3	2	1	2	2	3.10	1.792
10.	Deficiency of infrastructural facilities in most schools resulted in the overcrowded classes in the state.	UBE Officials	3	5	2	2	3	3.20	1.474
		Principals	8	13	1	6	4	3.41	1.521
		Teachers	68	89	19	53	38	3.31	1.501
		PTA members	3	2	1	2	2	3.20	1.317
11.	In Kano State schools, pupils are receiving instruction under the tree.	UBE Officials	5	9	-	1	-	4.20	775
		Principals	5	8	3	6	10	2.69	1.615
		Teachers	46	98	22	45	56	3.10	1481
		PTA members	2	3	7	2	2	3.10	1.524
12.	There is playground in every school for co-curriculum activities of pupils in Kano State.s	UBE Officials	1	6	1	4	3	2.87	1.356
		Principals	6	13	4	5	4	3.28	1.508
		Teachers	45	93	30	57	42	3.11	1.444
		PTA members	2	5	1	2	-	3.70	1.059
13.	Playground facilities are adequately provided for pupils in Kano State.	UBE Officials	4	7	-	3	1	3.67	1.291
		Principals	5	10	5	9	3	3.09	1.400
		Teachers	53	90	26	65	33	3.21	1.415
		PTA members	3	3	1	3	-	3.60	1.265
14.	International organization contribute in the provision of infrastructure in Kano State.	UBE Officials	2	5	-	8	-	3.07	1.223
		Principals	4	10	4	11	3	2.79	1.379
		Teachers	44	103	30	60	30	3.23	1.357
		PTA members	2	4	3	1	-	3.70	949

Table 10. Revealed that Shortage of classroom due to over population affect UBE programme in Kano State, as this recorded the highest means score of 4.00, 3.78, 3.67, and 4.30 for the UBE Officials, principals, teachers and PTA respectively. Detail also indicated that 3 of the UBE officials strongly agreed with the item, while 10 agreed against 1 undecided and 1 disagreed. Likewise, 11 principals strongly agreed with 12 of them that agreed and 2 undecided with the item as against 6 that disagreed and only 1 strongly disagreed. Also, the total of 73 teachers strongly agreed with this item, while 125 agreed and majority 7 stayed undecided, also, 46 teachers disagreed and 16 of the teachers strongly disagreed with the item. In the opinions of PTA, 5 strongly agreed with 4 of them that agreed with the item against 1 that disagreed.

This shows that no matter how beautiful a policy on UBE programme is, if there is no classroom to implement this policy it will remain a mirage. This is one of the greatest bottlenecks to the UPE of the 70s. It is expected that adequate provision should be made available and adequately too. In other word, institutions should be learner and teacher friendly by providing enough classroom, library, and laboratories, workshops etc. Abubakar (1992) argued that the issue of quality of education does not stop on setting up a minimum standards and setting up a high entry requirements 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.

4.4.3: Supervision

To provide answer to the stated research question, data was collected from the UBE Officials, Principals, Teachers and PTA via the questionnaire. The analysis of the data collected is presented on table 11:

Table 11: Opinions of UBE Officials, Principals, Teachers and PTA on Supervision and Inspection

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	D	SD		
1.	Presently, there is effective supervision of UBE programme in Kano state.	UBE Officials	4	1	3	5	2	3.00	1.464
		Principals	2	5	8	10	7	2.53	1.191
		Teachers	31	44	81	60	45	2.78	1.288
		PTA members	2	3	1	1	3	3.00	1.633
2.	Supervision in Kano state UBE is carried out quarterly, monthly, daily.	UBE Officials	2	2	2	4	5	2.47	1.457
		Principals	4	7	9	6	6	2.84	1.417
		Teachers	40	61	86	42	38	3.03	1.350
		PTA members	3	3	3	-	1	3.70	1.252
3.	Supervisors and inspectors of UBE programme in Kano state are autocratic in their approach to workers.	UBE Officials	3	3	3	3	3	2.93	1.580
		Principals	4	7	9	8	4	2.94	1.294
		Teachers	37	47	90	65	28	2.97	1.244
		PTA members	2	2	4	2	-	3.40	1.075
4.	In Kano state supervisors have adequate knowledge to work.	UBE Officials	2	2	2	6	3	2.60	1.352
		Principals	2	8	8	8	6	2.69	1.330
		Teachers	32	59	89	47	40	2.96	1.227
		PTA members	2	2	2	3	1	3.10	1.370
5.	Supervisors in Kano state have enough working materials.	UBE Officials	2	4	3	4	2	3.00	1.309
		Principals	3	4	7	9	9	2.44	1.343
		Teachers	32	58	71	71	35	2.90	1.278
		PTA members	1	3	1	4	1	2.90	1.287
6.	In Kano state supervisors keep records of their findings after supervision or inspection.	UBE Officials	4	-	3	5	3	2.80	1.521
		Principals	2	4	20	4	2	2.94	1.045
		Teachers	31	52	80	73	31	2.88	1.263
		PTA members	3	2	2	1	2	3.30	1.567
7.	In Kano state supervisors give prior notice before coming to schools for supervision.	UBE Officials	3	2	4	4	2	3.00	1.363
		Principals	1	5	14	9	3	2.69	1.091
		Teachers	30	43	86	83	25	2.85	1.211
		PTA members	1	4	2	3	-	3.30	1.059
8.	Supervisors of UBE programmes in Kano state are poorly renumerated.	UBE Officials	5	2	2	3	3	3.13	1.727
		Principals	5	10	7	7	3	3.16	1.370
		Teachers	44	53	68	62	40	2.94	1.405
		PTA members	3	-	1	3	3	2.70	1.703
9.	In Kano state supervisors usually come as a colleague rather than fault finder or reporter	UBE Officials	4	1	5	2	3	3.00	1.604
		Principals	5	7	9	6	5	2.97	1.425
		Teachers	41	56	76	52	42	2.96	1.377
		PTA members	1	4	2	2	1	3.20	1.229
10.	In Kano state supervisors of UBE programme pays attention on the improvement of teaching and learning.	UBE Officials	6	3	3	1	2	3.60	1.595
		Principals	4	13	5	5	5	3.16	1.370
		Teachers	38	76	65	45	43	3.04	1.364
		PTA members	2	2	3	1	2	3.10	1.449
11.	In kano state supervisors are given healthy atmosphere free from pressure and stress.	UBE Officials	1	5	6	2	1	3.20	1.014
		Principals	4	2	7	8	11	2.34	1.405
		Teachers	25	56	69	36	81	2.64	1.373
		PTA members	1	2	4	2	1	3.00	1.155

Table 11. Revealed that deficiency of supervision encourages breaking of school rules and regulations as this shows the highest mean scores of 3.60, 3.16, 3.04, and 3.10 for the UBE Officials, principals, teachers and PTA respectively. With detail showing that 6 of the UBE officials strongly agreed with the item, while 3 agreed against 3 UBE officials that was undecided. Also, 4 principals strongly agreed with 13 of them that agreed with the item as

against only 5 that disagreed. Likewise, the total of 38 teachers strongly agreed with this item, while 76 agreed and 65 stayed undecided, also, 45 teachers disagreed and 43 of the teachers strongly disagreed with the item. In like manner, 2 PTA strongly agreed with 2 of them that agreed with the item as 3 was undecided, against only 1 that disagreed while 2 strongly disagreed.

This also shows that with enough supervisors to drive home the implementation of the UBE Programme in Kano state. The quality of pupil that will be graduating after successfully going through the Basic nine (9) years of instruction in the UBE Programme will be great. Oludutun(1990) Opined that for learning to take place three (3) factors must be in place , (i) the teacher (ii) the supervisor and (iii) the materials to be learnt . This explanation shows the extent to which the teacher and supervisors are paramount in the field of learning.

4.3.7 Teaching and Learning Facilities of UBE Programme

To answer this research question, data were collected from the UBE Officials, Principals, Teachers and PTA via the questionnaire. The analysis of the data collected is presented on table 12

Table 12: Opinions of UBE Officials, Principals, Teachers and PTA on Teaching and Learning Facilities

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	D	SD		
1.	There are adequate numbers of chairs and desks/tables for all pupils in the school in the state.	UBE Officials	-	2	6	4	3	2.47	990
		Principals	1	1	14	7	9	2.28	1.085
		Teachers	16	35	92	71	53	2.56	1.179
		PTA members	-	1	2	6	1	2.30	823
2.	There are also adequate numbers of tables and chairs for all the teachers in the schools in the state.	UBE Officials	1	2	8	3	1	2.93	961
		Principals	1	4	16	2	9	2.56	1.134
		Teachers	30	49	105	52	31	2.96	1.187
		PTA members	1	-	7	1	1	2.90	994
3.	In the state, similarly, most of the students don't possess adequate number of required textbooks for reading and other exercise books for writing.	UBE Officials	1	4	9	1	-	3.33	724
		Principals	3	18	4	-	7	2.53	950
		Teachers	28	103	54	22	26	301	1.140
		PTA members	1	1	7	1	-	3.20	789
4.	Most students adequately possessed pen, pencil, cleaners e.c.t.	UBE Officials	1	5	7	1	1	3.27	961
		Principals	-	3	20	4	5	266	865
		Teachers	16	59	117	45	30	2.93	1.082
		PTA members	1	3	3	-	3	2.90	1.449
5.	Most of the schools in the state have sufficient games and sporting facilities.	UBE Officials	2	2	6	4	1	3.00	1.134
		Principals	-	2	19	7	4	2.59	798
		Teachers	20	33	120	63	31	2.79	1.068
		PTA members	-	-	5	4	1	2.30	949
6.	Most of the schools are adequately provided with laboratories facilities.	UBE Officials	12	2	-	-	1	473	594
		Principals	21	10	1	-	-	473	594
		Teachers	11	37	146	51	21	2.83	904
		PTA members	6	3	-	-	1	4.30	1.252
7.	All schools in the state have computer facilities.	UBE Officials	2	1	8	3	1	3.00	1.069
		Principals	1	-	19	6	6	2.50	916
		Teachers	11	37	146	52	21	2.87	904
		PTA members	-	1	7	2	-	2.90	568
8.	Rapid increase in students enrolment does not correspond with the increase in instructional materials such as chairs and desk.	UBE Officials	1	1	9	3	1	4.87	915
		Principals	-	1	18	8	5	2.44	878
		Teachers	9	42	140	44	32	3.81	980
		PTA members	1	1	6	1	1	2.90	1.287
9.	There are sufficient instructional materials for both staff and students in most of the schools in the state.	UBE Officials	-	2	8	3	2	2.67	900
		Principals	1	4	13	7	7	2.44	1.243
		Teachers	24	55	109	48	31	2.95	1.151
		PTA members	-	2	6	2	-	3.00	667
10.	Another major challenge facing UBE programme in the state is that neither the teachers nor the students have the required and relevant textbooks for teaching and learning process.	UBE Officials	-	1	11	2	1	2.80	676
		Principals	-	3	15	8	6	2.47	915
		Teachers	11	48	135	46	27	2.86	1.018
		PTA members	-	1	7	1	1	2.80	789
11.	Kano State government provides schools with chalk, duster, marker, notebooks for lesson plans and cardboard paper.	UBE Officials	-	-	13	2	-	2.87	352
		Principals	2	4	15	4	7	2.66	1.208
		Teachers	28	63	104	50	22	3.08	1.107
		PTA members	-	4	5	-	1	3.20	919
12.	Textbooks are adequately provided for libraries in schools in Kano State.	UBE Officials	2	3	6	2	2	3.07	1.223
		Principals	-	3	14	10	5	2.47	879
		Teachers	24	48	114	46	35	2.91	1.136
		PTA members	1	5	4	-	-	3.70	675

Analysis on table 12. Indicated that rapid increase in students' enrolment did not correspond with the increase in instructional materials such as chairs and desk as this had the highest means scores of 4.87, 2.44, 3.81, and 2.95 for the UBE Officials, principals, teachers and PTA respectively. Detail also indicated that only 1 UBE officials strongly agreed with the item, while only 1 agreed against 9 undecided and 4 disagreed. Also, 18 of the principals were 13 undecided with the item as against 8 that disagreed and 5 strongly disagreed. Similarly, the 9 teachers strongly agreed with this item, while 42 agreed and majority 140 stayed undecided, also, 44 teachers disagreed and 32 of the teachers strongly disagreed with the item. In like manner, 1 PTA strongly agreed with 1 of them that agreed with the item as 6 stayed undecided, against 2 that disagreed.

Adequate provisions of Teaching and learning facilities will facilitate the implementation of the UBE Programme in Kano state. Facilities in teaching and learning situation can be equated to tools in the 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 inadequacy 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 accommodations. Other essential infrastructural facilities include water, light, health, books, and pen, health and sanitation facilities.

4.4.5 Staffing of the UBE Programme

To provide answer to the stated research question, data were collected from the subjects of the study via the questionnaire. The analysis of the data collected is presented on table 13.

Table 13: Opinions of UBE Officials, Principals, Teachers and PTA concerning the issue of Staffing on the UBE Programme

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	D	SD		
1.	The quality of teaching staff is probably the most important determining factor for the standard of education system in the state.	UBE Officials	12	2	1	-	-	4.73	594
		Principals	14	17	-	1	-	4.38	660
		Teachers	145	110	4	6	2	4.46	711
		PTA members	6	3	-	-	1	4.30	1.252
2.	The quality of teachers also determine the quality of students or education productivity in the state.	UBE Officials	6	7	-	2	-	4.00	1.363
		Principals	14	17	-	1	-	4.38	660
		Teachers	105	148	2	5	7	4.26	852
		PTA members	6	3	1	-	-	4.50	707
3.	The quality of teaching staff determines the extent to which objectives of UBE programmes can be achieved in this state.	UBE Officials	10	4	-	1	-	4.53	834
		Principals	18	10	3	1	-	4.41	798
		Teachers	148	90	24	3	2	4.42	782
		PTA members	3	7	-	-	-	4.30	483
4.	Rapid increase in the number of newly established primary schools and junior secondary schools do not correspond with the number of qualified teachers in the state.	UBE Officials	9	4	-	2	-	4.33	1.047
		Principals	9	10	5	7	1	3.56	1.294
		Teachers	79	123	18	43	4	3.86	1.074
		PTA members	2	4	2	1	1	3.50	1.269
5.	Presently qualified teachers are adequate in both primary and JSS schools in the state.	UBE Officials	3	4	2	2	4	3.00	1.558
		Principals	11	6	4	8	3	3.44	1.435
		Teachers	84	62	24	54	43	3.33	1.508
		PTA members	3	2	2	2	1	3.30	1.636
6.	Acute shortage of qualified teachers is one of the major challenges facing the UBE programme in Kano State.	UBE Officials	6	6	2	-	1	4.07	1.100
		Principals	13	12	2	4	1	3.97	1.231
		Teachers	82	125	17	28	16	3.84	1.197
		PTA members	3	5	1	1	-	4.00	943
7.	Poor performance of students in the UBE programme resulted from deficiency of qualified teachers.	UBE Officials	6	5	1	1	2	3.80	1.424
		Principals	8	7	9	8	-	3.47	1.135
		Teachers	79	97	26	53	12	3.66	1.238
		PTA members	1	3	-	5	1	2.80	1.317
8.	Performance of students in the school programmes is satisfactory.	UBE Officials	2	3	1	8	1	2.80	1.265
		Principals	6	16	1	7	2	3.53	1.218
		Teachers	62	108	25	61	11	3.55	1.211
		PTA members	4	3	1	1	1	3.80	1.398
9.	One of the major challenges facing education programme in Kano State is that teachers are usually assign to teach subject they are not train to teach.	UBE Officials	4	5	1	5	-	3.53	1.246
		Principals	15	8	3	5	1	3.97	1.231
		Teachers	87	102	16	53	9	3.77	1.198
		PTA members	1	6	1	1	1	3.20	1.619
10.	Expansion of schools in Kano State does not correspond with increase in the number of qualified teachers.	UBE Officials	6	6	-	3	-	4.00	1.134
		Principals	6	12	4	6	4	3.25	1.459
		Teachers	72	112	12	56	15	3.62	1.285
		PTA members	5	1	2	2	2	3.80	1.476
11.	Every subject in Kano State schools has a qualified teachers to teach the subject.	UBE Officials	4	3	1	6	1	3.13	1.552
		Principals	7	7	6	8	4	3.13	1.431
		Teachers	60	98	18	65	26	3.34	1.399
		PTA members	1	6	1	1	1	3.50	1.179
12.	Teachers in Kano State attend Seminars regularly.	UBE Officials	3	2	1	6	3	2.73	1.486
		Principals	4	5	3	15	5	2.63	1.289
		Teachers	45	44	22	108	48	2.73	1.397
		PTA members	4	1	-	4	1	3.30	1.636
13.	Kano State government allows and sponsors teachers for further studies.	UBE Officials	4	1	3	3	4	2.87	1.598
		Principals	7	10	2	8	5	3.13	1.561
		Teachers	68	80	17	68	34	3.27	1.465
		PTA members	1	3	-	3	2	2.70	1.567
14.	Teachers in Kano State are promoted as at when due.	UBE Officials	4	1	1	4	5	2.67	1.676
		Principals	4	4	5	4	15	2.31	1.491
		Teachers	54	57	23	60	73	2.82	1.559
		PTA members	2	1	2	2	3	2.60	1.713

Table 13 Revealed that the quality of teaching staff is probably the most important determining factor for the standard of education system in the state as this show the highest mean of 4.73, 4.38, 4.46, and 4.30 for the UBE Officials, principals, teachers and PTA respectively. With detail showing that 12 of the UBE officials strongly agreed with the item, while 2 agreed against 1 UBE officials that was undecided. Also, 14 principals strongly agreed with 17 of them that agreed with the item as against only 1 that was disagreed. Likewise, the total of 145 teachers strongly agreed with this item, while 110 agreed and 4 stayed undecided, also, 6 teachers disagreed and 2 of the teachers strongly disagreed with the item. In like manner, 6 PTA strongly agreed with 3 of them that agreed with the item as against only 1 that strongly disagreed.

The high percentage of respondents in each item is confirmation that for UBE programme to succeed in Kano state, it is imperative to address the issue bordering on enhancing teachers quality and experience. There is general agreement world over that the teacher (s) have remained the central focal point in the quality of any educational system. In it view on this, NERDC (1980) shared the consensus that the quality of any educational system depends very much on the competence, commitment, and motivation of the teachers. It further states that 'teachers are the main determinant of quality in 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 dangerous .the kind of teacher (s) trained and posted to schools may well determine what the next generation will be''.

4.4: 6 Enrolment and Retention of UBE Programme To provide answer to research question, data was collected from the UBE Officials, Principals, Teachers and PTA via the questionnaire instrument. The analysis of the data collected is presented on table 14.

Table 14: Opinions of UBE Officials, Principals, Teachers and PTA on Enrolment and Retention

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	D	SD		
1.	In the state, low level of literacy of parents is a challenge to enrolment of children in schools.	UBE Officials	1	3	5	3	3	2.73	1.223
		Principals	1	2	19	5	5	2.66	1.014
		Teachers	37	69	121	21	19	3.29	1.099
		PTA members	2	3	4	1	-	3.60	966
2.	Preference of Boys or Girls for Western education by parents possesses a challenge to enrolment in the UBE programme in Kano State.	UBE Officials	2	3	6	4	-	3.20	
		Principals	1	4	16	4	7	2.63	1.070
		Teachers	22	55	148	34	8	3.18	879
		PTA members	1	1	7	-	1	3.10	994
3.	Parents poor soci-economic status affects the level of enrolment and retention of students in the UBE programme in Kano.	UBE Officials	2	3	7	1	2	3.13	1.187
		Principals	1	5	16	2	8	2.66	1.125
		Teachers	28	72	147	13	7	3.37	876
		PTA members	1	-	9	-	-	3.20	632
4.	Inadequate demographic data affect the UBE programme in this state.	UBE Officials	2	2	7	4	-	3.13	990
		Principals	2	3	19	4	4	2.84	987
		Teachers	21	52	160	18	16	3.14	955
		PTA members	2	2	5	1	-	3.50	972
5.	High rate of school dropout affect UBE programmes in Kano State.	UBE Officials	-	2	9	1	3	2.67	976
		Principals	-	2	21	7	2	272	683
		Teachers	18	37	177	20	15	3.07	894
		PTA members	1	-	1	-	3	2.50	1.434
6.	Non-inclusion of religious instructions as a core subjects affect the rate of enrolment into UBE programme in Kano state.	UBE Officials	1	2	8	2	2	2.87	1.060
		Principals	-	1	21	3	7	2.50	880
		Teachers	7	21	207	21	11	2.95	721
		PTA members	1	1	8	-	-	3.30	675
7.	In Kano State, the issue of gender sensitivity of schools possess a challenge to UBE programmes.	UBE Officials	3	4	7	1	-	3.60	910
		Principals	2	2	21	5	2	2.84	1.019
		Teachers	22	26	174	35	10	3.04	896
		PTA members	2	-	5	1	2	2.90	1.370
8.	Trekking distance between schools and community affect the rate of enrolment and retention of students into the UBE programme in this state.	UBE Officials	2	2	6	3	2	2.93	1.223
		Principals	2	3	18	2	7	2.72	1.114
		Teachers	34	29	167	26	11	2.10	985
		PTA members	-	-	9	1	-	2.90	316
9.	Lack of teachers to teach core subjects affects enrolment and retention of students into UBE programme in this state.	UBE Officials	3	1	7	4	-	4.20	1.082
		Principals	3	4	13	5	7	3.72	1.224
		Teachers	32	44	138	41	12	3.15	1.008
		PTA members	1	2	5	2	-	3.20	919
10.	Parents religious beliefs affect the rate of enrolments of children in schools in this state.	UBE Officials	4	3	3	3	2	3.27	1.438
		Principals	2	5	17	6	2	2.97	933
		Teachers	29	47	113	50	28	96	1.179
		PTA members	1	-	6	3	-	2.90	876
11.	All the pupils that start completes their education except where there is a natural disaster or death.	UBE Officials	2	2	3	8	-	2.87	1.125
		Principals	6	6	4	6	10	2.75	1.545
		Teachers	31	47	133	41	15	3.13	1.040
		PTA members	2	-	7	1	-	3.30	949
12.	Female students in Kano State are usually withdrawn from school for early marriage.	UBE Officials	4	5	2	1	3	3.33	1.633
		Principals	6	7	6	10	3	3.06	1.366
		Teachers	79	77	31	42	38	3.37	1.545
		PTA members	2	4	3	1	-	3.20	949
13.	School feeding programmes by Kano State government has encouraged the rate of enrolments of pupils into UBE programmes in the state.	UBE Officials	3	5	3	3	1	3.33	1.633
		Principals	11	13	1	5	2	3.78	1.338
		Teachers	85	109	18	42	13	3.76	1.260
		PTA members	3	3	3	-	1	3.60	1.506
14.	In Kano State, pupils are giving free school uniforms by the state government.	UBE Officials	1	7	2	1	4	3.00	1.414
		Principals	13	13	2	4	-	4.09	995
		Teachers	81	129	18	26	13	3.88	1.149
		PTA members	3	4	-	2	1	3.50	1.650

Analysis on table 14. Revealed that Lack of teachers to teach core subjects affects enrolment and retention of students into UBE programme in this state as this has the highest means of 4.20, 3.72, 3.15, and 3.20 for the UBE Officials, principals, teachers and PTA respectively. Detail also indicated that 3 of the UBE officials strongly agreed with the item, while only 1 agreed against 7 undecided and 4 disagreed. Also, 3 principals strongly agreed with 4 of them that agreed and 13 undecided with the item as against 5 that disagreed and 7 strongly disagreed. Similarly, the total of 32 teachers strongly agreed with this item, while 44 agreed and majority 138 stayed undecided, also, 41 teachers disagreed and 12 of the teachers strongly disagreed with the item. In like manner, 1 PTA strongly agreed with 2 of them that agreed with the item as 5 stayed undecided, against 2 that disagreed.

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 school as the industry. In a related argument Obara (2001) observed that '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 that, 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 built upon it.

4.4.7: Issue of Motivational Factor in UBE Programme

To answer this research question, data was collected from the UBE Officials, Principals, Teachers and PTA via the questionnaire. The analysis of the data collected is presented on table 15.

Table 15: Opinions of UBE Officials, Principals, Teachers and PTA on Issue of motivational factor in UBE Programme

SN	Item Statement	Respondents	Response Categories					Mean	Std. dev.
			SA	A	U	D	SD		
1.	There is prompt payment of teachers' salaries almost every month in the State.	UBE Officials	2	5	-	3	5	2.73	1.580
		Principals	4	3	1	3	11	2.88	1.561
		Teachers	53	122	11	35	46	3.35	1.452
		PTA members	1	5	2	1	1	3.40	1.174
2.	Teachers are being delayed before giving their monthly salaries in Kano State.	UBE Officials	8	3	1	2	1	4.00	1.363
		Principals	11	8	3	5	5	3.47	1.502
		Teachers	60	77	18	75	37	3.15	1.469
		PTA member	2	2	2	3	1	3.00	1.563
3.	Presently teachers in Kano State have been enjoying a minimum wage of Eighteen Thousand Naira Wage (₦18,000).	UBE Officials	5	3	2	3	2	3.33	1.633
		Principals	8	9	1	6	8	3.09	1.594
		Teachers	54	90	24	46	53	3.13	1.513
		PTA	-	5	1	2	2	2.90	1.287
4.	Teachers welfare packages are very attractive in Kano State.	UBE Officials	3	7	1	-	4	3.27	1.668
		Principals	6	7	7	4	8	2.97	1.470
		Teachers	31	93	26	62	55	2.90	1.433
		PTA members	1	4	2	2	1	3.20	1.229
5.	One of the challenges facing UBE Programme in the state, is poor motivational factor.	UBE Officials	5	6	1	1	2	3.73	1.387
		Principals	8	12	6	-	6	3.50	1.391
		Teachers	57	116	23	36	35	3.44	1.376
		PTA members	1	2	2	2	3	2.50	1.581
6.	In this state, teachers have to embark on industrial action before some of their demands can be addressed.	UBE Officials	3	6	2	3	1	3.47	1.246
		Principals	6	12	2	9	3	3.28	1.326
		Teachers	44	92	37	56	38	3.13	1.427
		PTA members	1	4	2	3	-	3.30	1.059
7.	There is adequate mass mobilization among the majority of the parents in the state in respect with UBE programme.	UBE Officials	4	7	2	2	-	3.87	990
		Principals	4	9	7	8	4	3.00	1.320
		Teachers	40	100	52	49	26	3.24	1.325
		PTA members	3	3	2	2	-	3.70	1.160
8.	Due to poor mass mobilization among the majority of the parents in the state, most of them are not fully aware about opportunities in UBE Programme.	UBE Officials	2	7	5	1	-	3.67	816
		Principals	5	16	5	3	3	3.50	1.244
		Teachers	39	138	48	19	23	3.51	1.233
		PTA members	1	7	1	1	-	3.80	789
9.	Adequate mass mobilization encouraged most of the parents in the state to send their children to school.	UBE Officials	6	4	1	4	-	3.80	1.265
		Principals	4	18	2	2	6	3.25	1.586
		Teachers	41	134	34	29	29	3.40	1.377
		PTA members	4	4	1	1	-	4.10	994
10.	Poor mass mobilization has discouraged most of the parents not to send their children to school.	UBE Officials	3	6	2	-	4	3.20	1.656
		Principals	15	12	-	3	2	4.06	1.294
		Teachers	73	107	17	47	23	3.55	1.409
		PTA members	4	4	-	2	-	4.00	1.155
11.	The provision of school buses for the transportation of students to schools has encouraged more students to go to schools in Kano State.	UBE Officials	9	5	-	-	1	4.33	1.291
		Principals	11	12	3	2	4	3.66	1.558
		Teachers	72	105	23	50	17	3.57	1.375
		PTA members	1	5	1	2	1	3.30	1.252
12.	The best performing teachers in Kano State are giving rewards.	UBE Officials	4	5	2	2	2	3.40	1.549
		Principals	5	11	3	9	4	3.13	1.338
		Teachers	42	85	20	66	54	2.91	1.530
		PTA members	2	3	1	3	1	3.10	1.595

From table 15. Finding shows that the provision of school buses for the transportation of students to schools has encouraged more students to go to schools in Kano State as this had the highest means of 4.33, 3.66, 3.57, and 3.30 for the UBE Officials, principals, teachers and PTA respectively. Detail also show that 9 of the UBE officials strongly agreed with the item, while 3 agreed against 1 UBE officials that strongly disagreed. Also, 11 principals strongly agreed with 12 of them that agreed with the item as against only 2 that disagreed. Similarly, the total of 72 teachers strongly agreed with this item, while 105 agreed and 23 stayed undecided, also, 50 teachers disagreed and 17 of the teachers strongly disagreed with the item. In like manner, 1 PTA strongly agreed with 5 of them that agreed with the item as 1 was undecided, against 2 that disagreed while only 1 strongly disagreed.

From the analysis, it is unequivocally to say 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 difficulties. Dare (2006) stated that motivation could be put in practice by administrators in many respects such as clear definition of objectives and good reinforcements, monetary incentives, status, participation in decision making which include evaluation of individuals and being open toward others.

4.4 Hypotheses Testing

The seven null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 alpha level of significance.

Ho1: There is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on the Issue of funding.

16. Table Summary of Analysis of Variance (ANOVA) Statistic on the Issue of Funding

Status	Sum of Squares	Df	Mean Square	F-ratio	Prob.	F-critical
Between Groups	527.452	4	131.863	1.534	.192	2.6
Within Groups	27688.187	322	85.988			
Total	28215.639	326				

Table 16. Shows that f-ratio value of 1.53 is less than the critical value of 2.61 at 0.05 levels of significance and 326 degree of freedom. Also, the p-value of 1.92 is greater than the level of significance 0.05. Therefore, the Null hypotheses which stated that there is no significant difference in the opinions of UBE officials, Principals, Teachers and PTA members on the issue of Funding is retained.

Ho2: There is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on Infrastructural facilities.

Table17: Summary of Analysis of Variance (ANOVA) Statistic on Infrastructural facilities on U.B.E Programme in Kano State

Status	Sum of Squares	Df	Mean Square	F-ratio	Prob.	F-critical
Between Groups	194.614	4	48.653	.399	.809	2.6
Within Groups	39223.466	322	121.812			
Total	39418.080	326				

Table 17. Shows that f-value of .399 is less than the critical value 2.61 at 0.05 level of significance and 326 degree of freedom. Also, the P-level of .809 is greater than the level of significance 0.05. Therefore, the Null hypothesis which stated that there is no significant difference in the opinion of the UBE officials, Principals, Teachers, and PTA members on the issue of Infrastructural Facilities is retained.

Ho3: There is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on the Issue of supervision

Table 18: Summary of Analysis of Variance (ANOVA) Statistic on the Issue of Supervision and Inspection

Status	Sum of Squares	Df	Mean Square	F-ratio	Prob.	F-critical
Between Groups	742.049	4	185.512	2.646	.034	2.6
Within Groups	22578.942	322	70.121			
Total	23320.991	326				

Table 18. Shows that F-ratio value of 2.646 is greater than the critical value of 2.61 at 0.05 levels of significance and 326 degree of freedom. Also, the P-value of .034 is less than 0.05. Therefore, the Null hypothesis which stated that there is no significant difference in the opinion of UBE officials, Principals, Teachers, and PTA members on the issue of Supervision and Inspection is rejected.

Ho4: There is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on Teaching and Learning facilities.

Table 19: Summary of Analysis of Variance (ANOVA) Statistic on Teaching and Learning facilities

Status	Sum of Squares	Df	Mean Square	F-ratio	Prob.	F-critical
Between Groups	511.454	4	127.863	3.739	.005	2.6
Within Groups	11010.803	322	34.195			
Total	11522.257	326				

Table 19. Shows that F-ratio value 3.739 is greater than the critical value of 2.61 at 0.05 levels of significance and 326 degree of freedom. Also, the P-value of .005 is less than 0.05. Therefore, the Null hypothesis which stated that there is no significant difference in the opinion of UBE officials, Principals, Teachers and PTA members on the issue of Teaching and Learning Facilities is rejected.

Ho5: There is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on the Issue of Staffing of the UBE programme.

Table 20: Summary of Analysis of Variance (ANOVA) Statistic on the Issue of Staffing of the UBE programme

Status	Sum of Squares	Df	Mean Square	F-ratio	Prob.	F-critical
Between Groups	97.900	4	24.475	.340	.851	2.6
Within Groups	23207.917	322	72.074			
Total	23305.817	326				

Table 20. Shows that F-ratio value of .340 is less than the critical value 2.61 at 0.05 level of significance and 326 degree of freedom. Also, the P-value of .851 is greater than the level of significance 0.05. Therefore, the Null hypothesis which stated that there is no significance difference in the opinion of UBE officials, Principals, Teachers, PTA members on the issue of staffing is retained.

Ho6: There is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on Enrolment and Retention of pupils of UBE programme.

Table 21: Summary of Analysis of Variance (ANOVA) Statistic on Enrolment and Retention of pupils of UBE programme

Status	Sum of Squares	Df	Mean Square	F-ratio	Prob.	F-critical
Between Groups	575.407	4	143.852	4.119	.003	2.6
Within Groups	11246.397	322	34.927			
Total	11821.804	326				

Table21. Shows that F- ration value of 4.119 is greater than the critical value of 2.61 at 0.05 levels of significance and 326 degree of freedom. Also, the P-value of .003 is less than 0.05. Therefore, the Null hypothesis which stated that there is no significance difference in the opinion

of UBE officials, Principals, Teachers, PTA members on the issue of Enrolment and Retention is rejected.

Ho7: There is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on the Issue of motivational factors in UBE programme.

Table 22: Summary of Analysis of Variance (ANOVA) Statistic on the Issue of motivational factors in UBE programme

Status	Sum of Squares	Df	Mean Square	F-ratio	Prob.	F-critical
Between Groups	335.286	4	83.822	1.109	.352	2.6
Within Groups	24333.429	322	75.570			
Total	24668.716	326				

Table 22. Shows that the F-ratio value of 1.109 is less than the critical value of 2.61 at 0.05 levels of significance and 326 degree of freedom. Also, the P-value of .352 is greater than the level of significance 0.05. Therefore, the Null hypothesis which stated that there is no significance difference in the opinion of UBE officials, Principals, Teachers, UBE members on the issue of Motivation is retained.

.

Table 23 Summary of Hypotheses Testing

S/N	HYPOTHESES STATEMENT	STATISTICAL TOOL	P-Value	SIGNIFICANT LEVEL	RESULT
1.	There is no significant difference in the opinion of UBE officials, principals, teachers, and parent teachers association (PTA) on the issue of Funding of the UBE programme in Kano state	Analysis Variance (ANOVA)	1.92	0.05	HO_1 Retained
2.	There is no significant difference in the opinion of UBE officials, principals, teachers, and parent teachers association (PTA) on the issue of Infrastructural Facilities in the UBE programme in Kano state	(ANOVA)	.809	0.05	HO_2 Retained
3.	There is no significant difference in the opinion of UBE officials, principals, teachers, and parent teachers association (PTA) on the issue of Supervision and Inspection in the UBE programme in Kano state	(ANOVA)	.034	0.05	HO_3 Rejected
4.	There is no significant difference in the opinion of UBE officials, principals, teachers, and parent teachers association (PTA) on Teaching and Learning Facilities of pupils of the UBE programme in Kano state	(ANOVA)	.005	0.05	HO_4 Rejected
5.	There is no significant difference in the opinion of UBE officials, principals, teachers, and parent teachers association (PTA) on Staffing of UBE programme in Kano state	(ANOVA)	.851	0.05	HO_5 Retained
6.	There is no significant difference in the opinion of UBE officials, principals, teachers, and parent teachers association (PTA) on the issue of Enrolment and Retention of UBE programme in Kano state	(ANOVA)	.033	0.05	HO_6 Rejected
7.	There is no significant difference in the opinion of UBE officials, principals, teachers, and parent teachers association (PTA) on the Motivation of UBE programme in Kano state	(ANOVA)	.352	0.05	HO_7 Retained

4.5 Summary of the Major Findings

In view of the data collected, and analyzed for the study, thefollowing findings were arrived at:

1. Finding indicated that there is no significant difference in the opinions of UBE Officials, principals, teachers and PTA members on the Issue of funding, this lead to the retention of the Null hypothesis.
2. Result revealed that there is no significant difference in the opinions of UBE Officials, principals, teachers and PTA members on Infrastructural facilities. The Null hypothesis was retained.
3. There is a significant difference in the opinions of UBE officials, principals, teachers and PTA members on the supervision. The Null hypothesis on the issue of supervision and inspection was rejected.
4. Finding shows a significant difference in the opinions of UBE officials, principals, teachers and PTA members on teaching and learning facilities, as a result of which, the Null hypothesis on the issue of teaching and learning was rejected.
5. The result revealed that there is no significant difference in the opinions of UBE officials, principals, teachers and PTA on the Issue of Staffing of the UBE programme. The Null hypothesis was retained.
6. Finding show a significant difference in the opinions of UBE officials, principals, teachers and PTA on Enrolment and Retention of pupils of UBE programme, this also lead to the retention of the Null hypothesis.

7. Result indicated that there is no significant difference in the opinions of UBE officials, principals, teachers and PTA on the Issue of motivational factors in UBE programme. The Null hypothesis was retained.

4.6 Discussions of Findings

Based on the findings from the study, the following are the discussions of the study:

Table 4.18 shows the f-ratio value (1.534) at 4 df 326 and at the level 0.05. The critical value (2.61) is greater than f-ratio value (1.534), the probability level of significant P (.192) is greater than 0.05. This means that there is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on the Issue of funding. Therefore, the null hypothesis was retained. Table 4.11 present the analysis of the respondents opinions on issue of funding. Finding revealed that Government should allocate large percentage of its existing budget to education, as this recorded the highest means of 4.07, 3.16, 3.61, and 3.50 for the UBE Officials, principals, teachers and PTA respectively. With detail showing that 6 of the UBE officials strongly agreed with the item, while 7 agreed against 1 disagreed. Equally, 11 principals strongly agreed with 7 of them that agreed and 1 undecided with the item as against 6 that disagreed and only 7 strongly disagreed. Also, 81 teachers strongly agreed with this item, while 98 agreed and majority 33 stayed undecided, also, 31 teachers disagreed and 26 of the teachers strongly disagreed with the item. In the opinions of PTA, 1 strongly agreed, with 5 of them that agreed against 2 undecided and 2 that disagreed.

Table 4.17 shows the f-ratio value (.399) at 4 df 326 and at the level 0.05. The critical value (2.61) is greater than f-ratio value (.399), the probability level of significant P(.809) is greater than 0.05. This means that there is no significant difference in the opinions of UBE Officials,

Principals, Teachers and PTA on Infrastructural facilities. Therefore, the null hypothesis was retained. Equally, Table 4.10revealed that Shortage of classroom due to over population affect UBE programme in Kano State, as this recorded the highest means of 4.00, 3.78, 3.67, and 4.30 for the UBE Officials, principals, teachers and PTA respectively. Detail also indicated that 3 of the UBE officials strongly agreed with the item, while 10 agreed against 1 undecided and 1 disagreed. Likewise, 11 principals strongly agreed with 12 of them that agreed and 2 undecided with the item as against 6 that disagreed and only 1 strongly disagreed. Also, the total of 73 teachers strongly agreed with this item, while 125 agreed and majority 7 stayed undecided, also, 46 teachers disagreed and 16 of the teachers strongly disagreed with the item. In the opinions of PTA, 5 strongly agreed with 4 of them that agreed with the item against 1 that disagreed.

Table 4.14 shows the f-ratio value of (2.646) at 4 df 326 and at the level 0.05. The critical value (2.61) is less than f-ratio value (2.646), the probability level of significant P(.034) is less than 0.05. This means that there is a significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on the Issue of Supervision. Therefore, the null hypothesis was rejected. Table 4.7revealed that deficiency of Supervision encourages breaking of school rules and regulations as this show the highest mean of 3.60, 3.16, 3.04, and 3.10 for the UBE Officials, principals, teachers and PTA respectively. With detail showing that 6 of the UBE officials strongly agreed with the item, while 3 agreed against 3 UBE officials that was undecided. Also, 4 principals strongly agreed with 13 of them that agreed with the item as against only 5 that disagreed. Likewise, the total of 38 teachers strongly agreed with this item, while 76 agreed and 65 stayed undecided, also, 45 teachers disagreed and 43 of the teachers strongly disagreed with the item. In like manner, 2 PTA strongly agreed with 2 of them that agreed with the item as 3 was undecided, against only 1 that disagreed while 2 strongly disagreed.

Table 4.19 shows the f-ratio value (3.7394) at 4 df 326 and at the level 0.05. The critical value (2.61) is less than f-ratio value (3.739), the probability level of significant P(.005) is less than 0.05. This means that there is a significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on Teaching and Learning facilities. Therefore, the null hypothesis was rejected. Analysis on table 4.12indicated that rapid increase in students' enrolment does not correspond with the increase in instructional materials such as chairs and desk as this has the highest means of 4.87, 2.44, 3.81, and 2.95 for the UBE Officials, principals, teachers and PTA respectively. Detail also indicated that only 1 UBE officials strongly agreed with the item, while only 1 agreed against 9 undecided and 4 disagreed. Also, 18 of the principals were 13 undecided with the item as against 8 that disagreed and 5 strongly disagreed. Similarly, the 9 teachers strongly agreed with this item, while 42 agreed and majority 140 stayed undecided, also, 44 teachers disagreed and 32 of the teachers strongly disagreed with the item. In like manner, 1 PTA strongly agreed with 1 of them that agreed with the item as 6 stayed undecided, against 2 that disagreed.

Table 4.13 shows the f-ratio value of .340 at 4 df 326 and at the level 0.05. The critical value (2.61) is greater than f-ratio value (.340), the probability level of significant P(.851) is greater than 0.05. This means that there is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on the Issue of Staffing of the UBE programme. Therefore, the null hypothesis was retained. Similarly, Table 4.6revealed that the quality of teaching staff is probably the most important determining factor for the standard of education system in the state as this show the highest mean of 4.73, 4.38, 4.46, and 4.30 for the UBE Officials, principals, teachers and PTA respectively. With detail showing that 12 of the UBE officials strongly agreed with the item, while 2 agreed against 1 UBE officials that was undecided. Also, 14 principals

strongly agreed with 17 of them that agreed with the item as against only 1 that was disagreed. Likewise, the total of 145 teachers strongly agreed with this item, while 110 agreed and 4 stayed undecided, also, 6 teachers disagreed and 2 of the teachers strongly disagreed with the item. In like manner, 6 PTA strongly agreed with 3 of them that agreed with the item as against only 1 that strongly disagreed.

Table 4.16 shows the f-ratio value (4.119) at 4 df 326 and at the level 0.05. The critical value (2.61) is less than f-ratio value (4.119), the probability level of significant P(.003) is less than 0.05. This means that there is a significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on Enrolment and Retention of pupils of UBE programme. Therefore, the null hypothesis was rejected. Analysis on table 4.9revealed that Lack of teachers to teach core subjects affects enrolment and retention of students into UBE programme in this state as this has the highest means of 4.20, 3.72, 3.15, and 3.20 for the UBE Officials, principals, teachers and PTA respectively. Detail also indicated that 3 of the UBE officials strongly agreed with the item, while only 1 agreed against 7 undecided and 4 disagreed. Also, 3 principals strongly agreed with 4 of them that agreed and 13 undecided with the item as against 5 that disagreed and 7 strongly disagreed. Similarly, the total of 32 teachers strongly agreed with this item, while 44 agreed and majority 138 stayed undecided, also, 41 teachers disagreed and 12 of the teachers strongly disagreed with the item. In like manner, 1 PTA strongly agreed with 2 of them that agreed with the item as 5 stayed undecided, against 2 that disagreed.

Table 4.15 shows the f-ratio value of 1.109 at 4 df 326 and at the level 0.05. The critical value (2.61) is greater than f-ratio value (1.109), the probability level of significant P (.352) is greater than 0.05. This means that there is no significant difference in the opinions of UBE Officials, Principals, Teachers and PTA on the Issue of motivational factors in UBE programme.

Therefore, the null hypothesis was retained. Also, From table 4.8finding show that the provision of school buses for the transportation of students to schools has encouraged more students to go to schools in Kano State as this has the highest means of 4.33, 3.66, 3.57, and 3.30 for the UBE Officials, principals, teachers and PTA respectively. Detail also show that 9 of the UBE officials strongly agreed with the item, while 3 agreed against 1 UBE officials that strongly disagreed. Also, 11 principals strongly agreed with 12 of them that agreed with the item as against only 2 that disagreed. Similarly, the total of 72 teachers strongly agreed with this item, while 105 agreed and 23 stayed undecided, also, 50 teachers disagreed and 17 of the teachers strongly disagreed with the item. In like manner, 1 PTA strongly agreed with 5 of them that agreed with the item as 1 was undecided, against 2 that disagreed while only 1 strongly disagreed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The content of this research work covered five chapters which include chapter one introduction, chapter two reviews of related literature, and chapter three research methodology, others include chapter four data presentation and analysis and chapter five summary, conclusion and recommendations

Chapter one covers background to the study, statement of the problem, research objectives, research question and research hypothesis. Others include significance of the study, basic assumptions and scope of the studies. Chapter two attempted to review related literatures to the topic in focus. Literatures were reviewed on an overview of UBE, conceptual framework, evaluation, universal basic education, funding, infrastructural facilities, supervision and inspection, teaching and learning facilities, enrolment and retention, teacher's motivation and empirical studies

Chapter three explains the research methodology under which the research design was explained, population of the studies include principals, teachers, universal basic education officials (UBE and parents teachers' association (PTA) members. Under the sample a reasonable number was used for the research. The instrument used was questionnaire which was validated before pilot test. The used statistical tools were analysis of variance (ANOVA.)

Chapter four presented the data analyses in the form of table through percentage and frequencies. Also shown was the discussion of items of the questionnaire. Hypothesis were tested four hypothesis were retained. Table of tested hypothesis was Presented and major

findings of the research. In chapter five summary, conclusions and recommendations were resented.

5.2 Conclusions

In view of the findings, conclusions were made that Government has not allocated enough percentage of its budget to UBE Programme, and also, Shortage of Infrastructural facilities such as classrooms, separate Toilet for both male and female students and member of staffs, perimeter fence are all affecting the UBE programme in the state. Supervision and Inspection is not regularly carried out as at when due. Equally, the quality of teaching staff handling the students is also very low as some of them lack the basic teaching requirement to teach in the UBE programme of the state. The quality of teaching staff is probably the most important determining factor for the standard of education system in the state and the rapid increase in students' enrolment does not correspond with the increase in instructional materials such as chairs and desk. The provision of school buses for the transportation of students to schools has encouraged more students to go to schools in Kano State.

5.3 Recommendations

Based on the findings and conclusion of the study, the following recommendations were drawn that:

1. Government should allocate 25% of its annual budget to funding of education and also increase it consolidated revenue fund from 2% to 5% to support the implementation of Universal Basic Education Programme. State governments should also pay their counterpart funding to access the UBE fund, finally schools should embark on revenue generating programme such as handwork, farming, poultry, livestock and the likes to augment their funding.

2. Government should provide more classroom blocks, laboratory, technical workshop, computer centers, and library for the proper implementation of the UBE programme.
3. Supervisors with sound educational background should be allowed to supervise the UBE programme in order to provide academic guidance to the teachers and also help the institution in the promotion of a high standard of education. Supervision should not be aim at fault finding but rather to assist the teacher to achieve the aims and objectives of the curriculum.
4. Instructional materials visual and audio-visual should be adequately provided by the government to facilitate effective teaching and learning in the universal basic education programme.
5. Qualified teachers with requisite teaching certificate should be employed, also, trainings such as pre-service training, Distance learning, Part time (LVT) Programme, Seminar, Workshops and Conferences should be encouraged to prepare new teachers and also upgrade those within the system.
6. Government should also legislate a law making it compulsory for every child of school age to enroll in the universal basic education programme. This will reduce the over 5million children roaming the streets of Kano State, Nigeria. Finally, the issues of withdrawing the girl-child for early marriage and hawking to support the family financially should be discouraged.
7. Apart from the provision of school buses for schools, other motivational factors such as text and exercise books, uniform, school feeding, pencils, pen, conducive environment, prompt payment of teachers' salaries and other bonuses should be given adequate attention by the government.

5.4 Suggestions for Further Studies

Further studies can still be carried out on Universal Basic Education programme because the present research was unable to cover all aspect of Universal basic education and the study was only conducted in Kano state, so other States, Geopolitical Zone and Nigeria at large can still be looked into.

REFRENCES

Abdulkadir,D.(1991,May3). A Minister Query me for crying out about collapse of our Varsity. Dailytrust. Retrieved January2, 2016.From https//www.Daily Trust.com/Sunday/Index/20593.

Adaralegbe,A.(1990).The Nigeria Social Studies Programme(NSSP).Retrospect and Prospects in NERC Social Studies /Teaching issues and problems. Benin City;EthiopiePublishing Corporation.

Adeboyeje,R.A.(2000).A Practical Approach to effective Utilization and maintenance of Physical Facilities in Secondary Schools. In Emetaron,U.C and Fadipe,J.O.(Eds). Nigeria Educational Planning and Administration In the 21th Century; NIEPA pp88-103.

Adepoju,A.(1998,Sep,3).Linkages Between International and Internal Migration; The African Situation. Journal of Education, 37(2); 45-70.

Adeboyeje, R.A. (2000). Management of School Physical facilities. Ibadan: Foundation Publications.

Adedayo, O A (1988) "Finance in education: how it affects the inspectorate" Paper presented at the national seminar/workshop for Federal and State Inspectors, Principals and Teachers held at the administrative staff college of Nigeria (ASCON) TopoBadagry October, 6-14.

Adesina, S (1977) Planning and educational development in Nigeria Lagos: The Academic Press, 10, 24, 129.

Adesina,S and Adesua (1977).Strategies to Achieve a Stable, Adequate, and Sustainable Financing of Primary Education in Nigeria in this Decade and Beyond.International Journal of Novel Research in Interdisciplinary Studies. Retrieved 8 september,2014. From www.noveltyjournal.Com.

Adesina, S (1990) "Changing phenomenon in the Nigerian Educational system." Ibadan: Vantage Publishers, 3- 21.

Adesina, S. (1982) "Memorandum submitted to the panel on alternative sources of funding education" Lagos: Federal Ministry of Education, 1-.

Adesina,0.C(1977).''Grassroots Banking in Nigeria and the Crises of Confidence, 1977-1997''.Ife Journal of History Vol.3.No1 June, 1999, pp.30-41.

Adesua, (1981) Education finance in Nigeria" in Introduction to educational planning. Adesina (ed) Ile-Ife, University of Ife Press, 115. 122

Adesua,(2002).''Education Funding and Human Capital Development''.Journal of World Economic Research.Vol 6.Retreaved May 22, 2012. From httpt;//www.education.com/definition/education-funding.

Adewoyin, J.A (2007) Fundamentals of Educational Technology. Ola, Artitude Communication Inc.

Adeyemi, T. O (1998) "School and teacher variables associated with the performance of students in the senior secondary certificate examinations in Ondo State Nigeria" Unpublished PhD Thesis, University of Hull, United Kingdom 30-38.

Afolabi,I.T,Musa,G.A, Ayo,C.K,and Sofolue,A.B.(2008). Knowledge Discovery in Online Repository; A Text mining Approach. European Journal of Scientific Research,22(2).pp.241-250.ISSN 1450-216X.

Afolabi, F. O. &Loto, A. B. (2008). Headmasters and Quality Control in primary education through effective intra school supervision in Nigeria. Journal of Teachers perspective (Jotep), 3(2), 4-25.

Agbobu, G. et al.(1983) "Monograph on economics of education." Benin: Department of Educational Administration and Foundations, University of Benin Nigeria, 1-2.

Ajayi,A.O. (1990). Resources utilization: The Mandate of Education Managers. Faculty lecture series, Faculty of Education University of Ibadan, Ibadan.

Akangbou, S. D (1986) "A review of research in the economics of Nigerian education" Aspects of Nigerian : Nigerian Educational Research Association University of Benin, 78-90.

Akinsolu, R.A. (2004). Provision and Management of Facilities in Nigerian Primary Schools. In E.O. Fagbemiye, J.B. Babalola, M. FabunmiandAyeni (eds). Management of Primary and Secondary Education in Nigeria. NAEAP publications.

Akinyele, U. (2012). Educational Technology, implication for Education.Lagos ,Tulhen Publishers.

Akinyemi,J.A.(1961). Educational Administration.Ibadan.Heinemann Education Books.

Akinyemi , J.A. (1969) . A Philosophy for Nigerian Education. Ibadan. Heinemann Education Books.

Akpan , C. (2009). Workshop on Institutional Strengthening, April 26-28-2009. Cape Town, South Africa (paper presented).

Aliu , B.F. (2010) . History of Education in Nigeria. Ibadan, NPS Educational Publishers Ltd.

Aluede , A. (2006). Bullying in Schools. A form of Child Abuse in Schools. Education Research Quarterly, Vol.30,2006,pp.31-39.

Ango, M.I. (2010). Effective Biology Teachers. Jos. Matchers Publishing Company.

Aquinas, P.G (2005).Principles of Management. New Delhi, Anmol Publication PVT.Ltd.

Arikewuyo,M.O.(2000).Elements of Personnel Management, In Babalola,J.B, Ayeni,A.O, Adedeji,S.O, Suleiman,A.A,(Eds) Educational Management; Thoughts and

Practice,Ibadan;Codat Publications,pp.357-370.Google Scholar.

Benard, A. (1999). The Child – Friendly School; a Summary Paper Written For Unicef , New York.

Borokhovich, K. A. Bricker, R. J, Brunarski, K &Simkins, B.J. (1998), "Finance research productivity and influence by topic area" Journal of Financial Education24; 8-21.

Bowers,J.M.(1987).Fundamentals of Clinical Supervision. Boston; Allyn and Bacon.

Brin,S.(1983). Organizational Behavior. New Jersey; Prentice Hall.

Burkett, S.W. & Bowers, J.K. (1987) Relationship of Students Achievement and Characteristics in two selected School Facility Environment Settings. Paper presented at the 64thannual International conference of the Council of Educational Facility Planners. Edmonton, Alberta, Canada. October 3-7 ED286278.

Central Bank of Nigeria (1998) Annual report and statement of accounts, Abuja: Central Bank of Nigeria, 61, 129.

Central Bank of Nigeria (2002) Statistical Bulletin, Abuja CBN.

Central Bank of Nigeria (2013).Statistical Bulletin and Information; Retrieved June 6, 2013 from http;//www.org.gov.

Chan, T. (199). The Impacts of School Building Age on Pupils Achievement.Greenville School districts (Ed1912138).

Charles,H.(2002).'MPs Should Work on better education funding'' Lagos; Vanguard Education and Manpower, Thursday December 19, 03.

Corbally, J. E Jr. (1962) School finance, Boston: Allyn& Bacon, Inc.

Crete, L.(1980).Handbook on leadership. New York; The Free Press.

Daniel, G. (2004) "Daniel identifies obstacles to economic Development" Lagos: The Punch 17 (19,043) Monday, 10.

Daniel, O. (2010). Sustaining the UBE Programme.Sokoto.AFP Africa first Publishers.

Danjuma, A.W. (2010).Basic Education and the Challenges of Teacher Education in Nigeria. A paper presented at 2nd National Conference at Jigawa State College of Education, Gumel.

Dare, M.O. (2006).Introduction to the Administration of Complex Organization. Kano; Sabo Press.

Dare,M.O. (2008). Administration of Complex Organizations. Kano; Sabo Press.

Dare, M.O. (2009). Theories and concepts of Educational Administration, Planning and Supervision. Kano; Aformat prints.

Denga, D.I. (2005). Evolving a new Education culture; The Universal Basic Education Focus. International Journals of Research in Basic and Life-long Education.1 (1&2), 1-6.

Dike, H.I.(1989). Strategies for Producing Instructions; Owerri, Joewan Publishers.

Durosaro, D.O. (1998). School Plant Management practice in Nigeria: Trends Issues and Problems.In A.A. Olagboye, J.O. Fadipe (Eds). Management of Nigerian Education: Project Monitoring and School Plant Maintenance, Ondo: NEPA

Eddy,E.N and Akpan,M.E.(2013). Nigerian School as a System; Information and Communication Technology.International Journal of Academic Research in Education and Review. Vol.1 (1), pp.1-6 sept.

Education.com www.education.com/definition/school-supervision/Accessed on 6/6/2015.

Education for All (EFA) (2012). Education for All Monitoring Report. Retrieved at www.efareport.unesco.org.on 3/11/15

Education for All-EFA- Global Monitoring Report (2004). Education for All; The quality imperative.France, Retreave from http;//www.unesco.org/Education/gmr2008/Press.

Emetarom,U.C.(2004).Provision and Management of Facilities in Primary Schools In Nigeria. Implication for Pilicy Formation. In E.O. Fagbemiye, J.B. Babalola et al (Eds)Management of Primary and Secondary Schools in Nigeria. NAEAP Publication.

Encyclopedia of Asian History.'Tilak,BalGangadher'(New York; Charles Scribner's sons and Macmillan Publishing Company,1988).98.

Eugene , B . (1969).' Determinant Of Innovation In Organization'', American Political Science Review, Vol. 63.

Ezekoka, G.K.(2009) Foundations of Education Technology. Owerri, Liu House of Excellency Ventures.

Fafanwa, A. B. &Aderralegbe, A. (1971). (ed) Towards better administration and supervision of instruction,Ile-Ife: University of Ife press

Fafunwa, B. (1974). History of Education in Nigeria. London: George Allen and Urwin Ltd.

Federal Government of Nigeria (2004).Guideline for the implementation of the universal Basic Education (UBE) programme. Abuja. Federal Ministry of Education .

Federal Government Of Nigeria (2004). Guidelines For The Implementation Of The Universal Basic Education (UBE) Programme . Abuja. Federal Ministry of Education.

Federal Ministry of Education (2012). Inspectorate division document.Nigeria: Federal Ministry of Education

Federal Republic Of Nigeria (1981) National Policy On Education (Revised); Lagos ; NERDC

Press.

Federal Republic of Nigeria (1998) National policy of Education 3rdEdition, Lagos: Federal Ministry of Education/NERDC.

Farant,J.S. (1981). Principles and Practice of Education . Educational Journal, 13;978-0582607729. Retrieved November, 22 2016, from https;// www.amazon.com/principles-practice-Education- Longman/dp/0582607728.

Federal Republic Of Nigeria (1999). The Nigerian Constitution, Lagos; Government Printers

Federal Republic of Nigeria (2004).National Policy on Education .Yaba, Lagos.NERDC.Press.

Federal Ministry of Education(2009). Road Map for the Nigerian Educational Sector.Abuja, Nigeria; Retrieved April 20, 2010 from http;//www.sciepub.com/reference/103427.

Federal Ministry of Education (2009).The National Minimum Standard on Early Child Care Center (ECCC) In Nigeria and the status of Pre-Primary Education in Uhunmwdelocal Government Area of Edo State. American Journal of Educational Research.2015,3(4)399-405.dol;10.12691/Education 3-4-3.

George Psacharopoulos. The World Bank, Washington DC. Oxford: Pergamon Press, 393-394.

Hallak, J (1969) The analysis of education costs and Expenditure fundamentals of educational planning Paris: UNESCO/International Institute for Educational Planning: IIEP, p. 20.

Hallak,J.(1990). Investing of Future: Setting Education Priority in Development World. Paris: UNESCO. ILEP.

Henson,R.K. (2001). Teacher Self-Efficiency; Substantive Implications and Measurement Dilenmas.Encyclopedia 2013.Retreived April19, 2015, from https;//eric.ed.gov/?id=ED452208.

Hinum,M. (1999).Strategies for Managing Educational Facilities. Track 3 of the UEF/P[EB/CAE International Symposium USA.

Hinchliffe,K. (1989). 'Implementing Criterion Reference Instructional Programmes;Truth or Fiction'', Paper presented at the annual meeting of the American Educational Research Association, Toronto.

Hinchliffe,K. (2002). Public Expenditure on Education in Nigeria.Issues estimates and some implication. Washington D.C. World Bank.

Husa,K. (1977). Grawemeyer Award for Music Composition recipient.(press release). Graemeryer Foundation. 16 December, 2016. Retrieved from https;//en.m.Wikipedia.org/wiki/karel-Husa.

Igunnu, A.A (2012). Assessment of School Facilities in Nigeria Schools. Unpublished Lecture Note.

Igwe, S. O. (2001). Supervision, Evaluation and quality control in Education in Nwagwu N.A Current Issues in Educational management in Nigeria. Benin City: AMBIK Press Ltd.

Ikoya,P.O. and Onoyase,D.(2008). Universal Basic Education in Nigeria; availability of schools' Infrastructure for Effective Programme Implementation. Journal on Educational Studies.34(1);11-24 retrieved May 22, 2016, from https;//philpapers.

Kings,M.(1970).Complex Organisations; A Crictical Essay. Glenview ill Scot; Foresman and Company.

Kocher. (1992). Biases in Judging Unanticipated possible effects. 29;254-337. Retreived May 10,2016 from https;//www. Jameslinderlibrary.org/articles/emil-Thoedor-Kocher-1841-1917.

Lawal, A.O. (1996).The Role of Supervisors and Inspectors in improving Educational Students Language arts, Journal of Studies in Education, Ilorin 1 (3) pp14-16.

Maiyashi, T. (2003) "Good education funding necessary for Economic growth" Lagos: Vanguard Education & Manpower19 (5167) Thursday, January 9, 29-30.

Maslow, A.H. (1970). Motivation and Personality. New York;D.VanNostrand Company.

Mingat, A. and Tan, J. (1986).Financing Public Higher Education in Developing Countries; The potential Role of Loan Schemes.Journal Article.Retrieved on 10/12/2016. From URL;http//www.Jstor.org/Stable/3446691

Mkpa, A.M. (2001). Optimization of Available Teaching and Learning Materials/Facilities. In O. Nnoli and I. Sulaiman (eds). Reassessing the Future of Education in Nigeria.Abuja; ETF Publications.

Moda, M. (2002). Concept, Scope and Implementation Of The UBE Programme . Challenges and Prospects, Paper Delivered at the Parliamentary Forum On UBE Programme , Abuja.

Nemser, F.S (2011). Exploring Teaching; Reinventing an Introductory Course; New York; Teachers College Press.

Nigeria Education Bank (1996). Financing Higher Education in the Federal Republic of Nigeria; Developments and Trends. Lagos, Education Publications Centre. Retrieved on April 30th, 2015.From http;//www.gse.buffalo.Edu/org/inthigheredfinance/region Africa Nigeria.html.

Nigeria Education Research and Development Council (1980). Higher Education in Nineties and Beyond .Report of the commission on the Review of Higher Education, Lagos; Federal Government Press, PP.10.of Education, PP.14-17.

N P E (1981).Httpt;//www.Nigerianfinder.Com.national-policy-onedu.

Nitko,A. and Brookhart,S. (2011). Educational Assessment of Students. New York. NY;Pearson.

Nwana, O. C. (1997) Introduction to Educational Research for Students and Teachers, Ibadan "Heinemann Educational Books.

Nworgwu,B,G (1991).Educational Research:Basic Issues and Methodology. Ibadan:Wisdompublishers Ltd.192 pp2

Obanya, P.A.I. (2005). Realizing Nigeria's Millennium Education Dream: the UBE, In

Bamisaye,o., Nwazuokes, and Okediran O. (Eds.) The Millenium Innovations in Theory and Practice. Ibadan; Macmillan Nigeria Publisher.

Obara, J.K. (2001). Basic Education: A necessary antecedent for Sustainable Development. A paper presented at the College of Education Academic staff Union (COEASU) Eastern Zonal Conference, Held at the Rivers State College of Education, PHC 18TH-20TH September,2001.

Obi, E.(2006). Educational Management (theory and practice).Enugu; Jamoe Enterprises (Nig).

Ogonor, B.O. (2001). Classroom Management and quality Assurance: The Role of Inspectors. A paper presented at workshop for Teachers, Organized for Edo State Ministry of Education. 20th August.

Ogunsagu, S. (1983). Educational Supervision: Perspective and Practice in Nigeria. Ile-Ife, University of Ife Press.

Ogunu, M. A. (2005). Introduction to educational management. Benin City: Mabagun publishers

Ogunyemi,B.(2010). Curriculum Politics.In international Journal of Education Vol.2 (2) E101-12.

Ohles, Frederick (1997).Biographical Dictionary of Modern American Educators.Westport, CT; Greenwood Press.

Ojedele, M. (2000). Foundations of Teacher Educations, Ibadan: Ben Quality Prints. Rogers, D.C.

Ojelabi, A. (1981). A guide to School Management. Ibadan. Valuta Educational Publishers Nigeria.

Okoro, N. J. (2004). The role of Sex in Education Achievement. Journal of teacher's perspective, 4(7), 12-14

Okoro, O.M, (2009).Programme Evaluation in Education. Obosi, Pacific Correspondence College Press.

Okpala,C.(2006). The Effect of Public Schools Expenditure and Parental Education on Youth Literacy in Sub-Saharan Africa. Journal of third world studies 23(2), 203, 2006.

Oladutun, K.(1990). Teacher Education in the 21st Century Nigeria: Vision and Action, Nation Commission for College of Education Publication, PP.13.

Olawepo G. (2001) Education Sector Underfunded During the Military Era, Journal of Education,3(5);123-150

Olagboje, O.S, Adigun, E.O, and Adenle, S.O (1998). Assessment of the Adequacy of Training Facilities used for Vocational and Technical Education in Colleges of Education in South West Nigeria. African Journal for the Study of Educational issues:4(3),44-52.

Olise, F. (2005).Human Resource Management (tradition, transition and trend).Lagos; Natnli Ltd of Nig. Cat in Pub Data.

Olubadewo, S. (1992).Fundamentals of Education Administration and Planning.Ilesha; Jola Press Ltd.

Omotade, D. (2004) "Nigeria's economy grew by 5% in 2003", Lagos: The Punch17 (19, 146) Friday, August 13, p.6

Onasanya, S. A. (2011). The Concept and practice of supervision/inspection inkwaraState Public schools: University of Ilorin. Press.

Onifade,A. (2004) 'The Funding Problem', Vanguard education & manpower19 (5167) Thursday, January 16, 27- 29.

Osuntokun, J. (2003) "Financing higher education" Lagos: The Comet 4 (1266) Thursday, January 2, p 14.

Otu, D. (2014). Administration of Complex Organisation.Unpublished Lecture Note.

Ovwigho, Y.M.(1991).Theory and Practice of Educational Planning in Nigeria. Kaduna: Think Publishing House.

Owolabi, J. (2007).Policy Making and Educational Policy and Educational Policy Analysis. "Uganda, Makere University Press Limited.

Owuamanam, D.O. (2005).Threats to Academic Integrity in Nigerian Universities. Lead paper presented at the conference of the National Association of Educational Researchers and Evaluators, University of Ado-Ekiti, June 13-17.

Oyesola.A. (2000).The Role of Supervisors and Inspectors in Improving Educational Students Language arts. Journal of Studies in Education, Ilorin 1(3), 14-16.

Ozigi, A O and Canham, P (1979) An Introduction to the foundations of education Lagos: Macmillan Nigeria Publishers Limited, 70-73.

Ozigi, A. O (1977).The Development and Organization of In-Service Education Programme of the Institute of Education, A.B.U, Zaria. (1971-77). Nigerian Education Forum, 3(1), 39-50

Peretomode, V.F.(2000).Educational Administration: Lagos: Jaja Press Ltd.

Schultz, T.W (1963) the economic value of education New York & London: Columbia University Press, 20, 54-55.

Sheehan, J., Eaton, T. Nofsinger, U. (1973) the Economics of Education London: George Allen and Unwin, 4, 11-16.

Sheehan, J., Eaton, Nofsinger, 1973: Taggert, (2003). Problem and Prospect of Educational Financing in Nigeria: Retreived 14 July,2016. From https://inforguidenigeria.com/problem-prospect.

Sidhu, K (2010). Instructional Practice in Teaching Literature: Journal of the Canadian Centre of Science Education, 291(17), 1916-4750.

Taggert, R. A. (2003), "Passages in academic life and the field of finance." Journal of Applied Finance13, Spring/Summer; 72-76.

Tahir, G. (2003) 'Universal Basic Education in Nigeria: Issues, Problems and Prospects'. Journal of Nomadic Studies: Vol.1 No.1, pp.10-26.

Tehobo, E. (2007). Principles of Management New Delhi, Anmol Publications PVT.Ltd

Thorniley, T. (2003) 'Fees go up a class" The Comet, 4 (1272) Thursday, January 9 p. 21. Tilak, J.B.C. (1988) "Cost of education in India" International Journal of Educational Development 8, 25-42.

UNESCO (1968) International conference on educational planning: Final Report Paris: UNESO, 6th-14th August, 24.

UNESCO (1995). Http://www.unesco.com

Universal Basic Education (2010).Universal Basic Education Programme.Annual Report 2010.Abuja.UBEC.

Urwick, .J. (1993) "The public costs of primary schools: Case studies from Nigeria" Compare23, (1), 71.

Vaizey, J. (1961) "The determinants of a nation's educational effort" Some Economic Aspects of Educational Development in Europe: The Proceeding of a Conference held at the Villa Serbelloni Bellagio Paris: International Universities Bureau, 59.

Vaizey, J. (1962) The Economics of education, London: Faber and Faber, 22-72.

Verma, R. and Sharma, S. (2003) Modern trends in Teaching Technology.New Delhi, Anmol Publications PVT Ltd.

Wilcokson, D. (1994).Teachers Perspective on Underachievement.In Education Today, Journal of the College of Perceptions, 44(4), United Kingdom, Longman Publishers.

Woodhall, M. (1987) "Cost analysis in education" Economics of Education: Research and Studies(Ed)

Woodhall, M. (1987). Education for Development: an Analysis if Investment Choices. Washington D.C: World Bank. Retreived June 6, 2016 from http://documents.Worldbank.org/curative /en/7984314681475766857.

Yabo, A. M. (2007) A Student Guide to Project Writing in Educational Lifeline Education of Consultant SokotoFarfaru.

APPENDIX 1

QUESTIONNAIRE ON EVALUATION OF THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KANO ASTATE.

Department of Education 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 evaluation of the universal Basic education programme (U.B.E) inKanostate.

Kindly respond to the questionnaire items as it applies to you and your convictions. Be rest assure 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 this questionnaire. Please accept the assurances of my esteemed regards.

Yours Faithfully.
Mohammed Ibrahim Jibrin.

Section A. Demographic Information

Instruction: Please indicate against any of the options that confirm 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 – 34 yrs. ( ) 34 – 41 yrs. ( ) above 42 yrs. ( )

(4) Highest qualification. Below NCE ( ) NCE ( ) First Degree ( ) others ----------

---

(5) Ranks / status. Primary school teacher ( ) principal ( ) Head teacher ( ) educ. Sec ( ) director () secondary .School Teacher ( )

Section B.

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

SECTION C;

	FUNDING	**Strongly Agreed**	**Agreed**	**Undecided**	**Disagreed**	**Strongly Disagreed**
	Presently Universal Basic Education programme in the state is free					
	The activities of labour unions to negotiate good conditions of services with comprehensive fringe benefits always increase the wage bill in the educational system					
	Presently majority of parents are fully aware about free education services and are also willing to send their children to school.					
	There are adequate infrastructural facilities in most schools in the state due to adequate funding of the scheme.					
	Schools can generate funds					

	internally to finance and manage public schools in the state.					
	The philosophy and objectives of government in power influences the money allocated to education					
	The quality and quantity of teaching and non-teaching staff of the UBE programme determine the amount of money allocated.					
	The state of the economy affects the allocation of money into the UBE programme negatively.					
	The school enrolment is one of the factors that influence resource allocation to the UBE programme in this state.					
	Government should reallocate large percentage of its existing budget to education.					
	Schools in Kano state impose levies on pupils					
	Communities in Kano state come together to donate structures such as classroom blocks to the schools.					

	INFRASTRUCTURAL	**Strongly**	**Agreed**	**Undecided**	**Disagreed**	**Strongly**

	FACILITIES	**Agreed**				**Disagreed**
12	Shortage of classroom due to overpopulation affects UBE programme in Kano state.					
13	Inadequate chairs due to over population affects UBE programme, in Kano state.					
14	Most of the schools in this state have adequate number of libraries.					
15	Lack of toilet separation between male and female reduces attendance of students, in Kano state thereby affecting UBE programme					
16	Inadequate housing scheme for teachers poses challenges for UBE programme implementation in Kano state.					
17	Rapid increase in students enrolments corresponds with increase in the number of classes					
18	Most of the schools in Kano state have a functional computer					

	science laboratories in the school					
19	Most of the schools in Kano state have separate toilet reserved for teachers.					
20	One of the major challenges facing most of the schools is the constraints of infrastructural facilities in the state.					
21.	Deficiency of infrastructural facilities in most schools resulted in the overcrowded classes in the state					
22	In Kano state schools pupils are receiving instruction under the trees.					
23	There is playground in every school for co-curricular activities of pupils in Kano state					
24	Playground facilities are adequately provided for pupils in Kano state.					
25	International organisations contribute in the provision of infrastructure in Kano state schools.					

	ISSUE OF SUPERVISION	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
26	Presently, there is effect supervision of UBE program in Kano State.					
27	Supervision of UBE in Kano State is carried out quarterly, monthly and daily.					
28	Supervisors and inspectors of UBE program in Kano State are autocratic in their approach to work					
29	In Kano State supervisors have adequate knowledge to work.					
30	Supervisor in Kano State have enough working materials.					
31	In Kano State supervisors keep record of their findings after supervision or inspection.					
32	In Kano State supervisors give prior notice before coming to schools.					
33	Supervisor of UBE program in Kano State are poorly remunerated.					
34	In Kano State supervisor					

	usually come as a colleague rather than fault-finder and reporter					
35	In Kano State supervisor of UBE program pays attention on the improvement of teaching and learning.					
36	In Kano State, supervisors are given healthy atmosphere free from pressure and stress.					

	TEACHING and LEARNING FACILITIES	**Strongly Agreed**	**Agreed**	**Undecided**	**Disagreed**	**Strongly Disagreed**
37	There are adequate numbers of chairs and desks /tables for all pupils in the school in the state.					
38	There are also adequate numbers of tables and chairs for all the teachers in the schools in the state.					
39	In the state, similarly, most of the students do not possess adequate number of the required textbooks for reading and other exercise books for writing.					
40	Most students adequately					

	possessed pen, pencil, cleaners etc.					
41	Most of the schools in the state have sufficient games and sporting facilities.					
42	Most of the schools are adequately provided with laboratory facilities.					
43	All schools in the state have computer facilities					
44	Rapid increase in students enrolment does not correspond with increase in instructional materials such as chairs and desks					
45	There are sufficient instructional materials for both staff and students in most of the schools in the state.					
46	Another major challenge facing the UBE programme in the state is that neither the teachers nor the students have the required and relevant textbooks for teaching and learning process.					
47	Kano State government provides schools with chalk, duster, marker, note					

	books for lesson plans and cardboard papers.					
48	Textbooks are adequately provided for libraries in schools in Kano state.					
49	Individuals donate instructional facilities to schools in Kano state					

ISSUE OF STAFFING OF THE U.B.E PROGRAMME

S/NO	Teachers Qualities	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
50	The quality of teaching staff is probably the most important determining factor for the standard of education system in the state.					
51	The quality of teachers also determines the quality of students or education productivity in the state.					
52	The quality of teaching staff determines the extent to which objectives of Universal Basic Education (UBE) programme can be achieved in this state.					
53	Rapid increase in the number of newly					

	established primary school and junior secondary schools do not correspond with the number of qualified teachers in the state.					
54	Presently qualified teachers are adequate in both primary and J.S.S. schools. In the state					
55	Acute shortage of qualified teachers is one of the major challenges facing the U.B.E.programme in Kano state					
56	Poor performance of students in the U.B.E programme resulted from deficiency of qualified teachers in Kano state.					
57	Performance of students in th Satisfactory.					
58	One of the major challenges facing education programme in Kano state is that teachers are usually assigned to teach subjects they are not trained to teach.					
59	Expansion of schools in Kano state does not					

	correspond with increase in the number of qualified teachers.					
60	Every subject in Kano state schools has a qualified teacher to teach the subject.					
61	Teachers in Kano state schools attend seminar regularly					
62.	Kano state government allows and sponsors teachers for further studies					
63.	Teachers in Kano state are promoted as at when due.					
	ENROLLMENT AND RETENTION OF PUPIL OF UBE PROGRAMME	**Strongly Agreed**	**Agreed**	**Undecided**	**Disagreed**	**Strongly Disagreed**
64	In this state , low level of literacy 0f parents is a challenge to enrolments of children in schools					
65	Preference of boys to girls for western education by parents possesses a challenge to enrolment in UBE programme in Kano state.					
66	Parent's poor socio-economic status affects the level of enrolment and					

	retention of students in the UBE programme in Kano state.					
67	Inadequate demographic data affect the UBE programme in this state.					
68	High rate of school dropout affects UBE programmes in Kano state.					
69	non-inclusion of religious instruction as a core subject affects the rate of enrolment into UBE programme in Kano state					
70	In Kano state the issues of gender sensitivity of school possess a challenge to UBE programme					
71	Trekking distance between school and community affect the rate of enrolment and retention of students into the UBE programme in this state					
72	Lack of teachers to teach core subjects affects enrolment and retention of students into UBE programme in this state					
73	Parent's religious beliefs affect the rate of					

	enrolments of children in schools, in this state.					
74.	All the pupils that start completes their education except where there is a natural disaster or death.					
75	Female students in Kano state are usually withdrawn from school for early marriages					
76	School feeding programmes by Kano state government has encouraged the rate of enrolments of pupils into U.B.E Programme in the state.					
77	In Kano state pupils are giving free school uniforms by the state government.					
	ISSUE OF MOTIVATIONAL FACTORS IN UBE PROGRAMME	**Strongly Agreed**	**Agreed**	**Undecided**	**Disagreed**	**Strongly Disagreed**
78	There is prompt payment of teachers' salaries almost every month in this state.					

79	Teachers are being delayed before giving their monthly salaries in Kano state.					
80	Presently, teachers in Kano state have been enjoying a minimum wage of Eighteen Thousand naira wage (N 18000)					
81	Teachers welfare packages are very attractive in Kano state					
82	One of the major challenges facing UBE programme in the state, is poor motivational factors.					
83	In this state, teachers have to embark on industrial action before some of their demands can be addressed.					
84	There is adequate mass mobilization among the majority of the parents in the state in respect with UBE programme					
85	Due to poor mass mobilization among the majority of the parents in the state most of them are not fully aware about opportunities in UBE programme					

86	Adequate mass mobilization encouraged most of the parents in the state to send their children to school.					
87	Poor mass mobilization has discouraged most of the parents not to send their children to school.					
88	The provision of school buses for the transportation of students to schools has encouraged more students to go to schools in Kano state.					
89	The best performing teachers in Kano state are giving awards.					

Appendix II

Table 24

S/N	Name of Schools	No. of Principal	No. of Teachers	Total
1.	Dala community junior sec.sch. Kaigama	1	12	13
2.	Govt.Girls Junior Sec.Sch. Anwaru	1	14	15
3.	Govt.Girls.JuniorSec.Sch. Bada'u	1	9	10
4.	Govt.Girls Junior Sec.Sch. New Dala	1	10	11
5.	Govt. Girls Junior Sec. Sch. Adakawa	1	12	13
6.	Govt. Junior Sec.Sch.Gwammaja	1	9	10
7.	Govt. Junior Sec.Sch. KukarBulkiya	1	12	13
8	Muh'dSani M/Gini junior Sec.Sch.	1	14	15
9.	Govt. Junior Sec. Sch.Prop IYY	1	9	10
10.	Govt. Islamic Junior Sec. Sch. Ma'ahadAbubakar	1	10	11
11.	Dabo Govt. Junior Sec. Sch.	1	15	16
12.	Govt. Junior Sec.Sch. Danwaire	1	16	17
13.	Govt. Junior Sec.Sch. Natsugunne	1	14	15
14.	Junior sec.sch. Nomans Land	1	12	13
15.	Junior Sec.Sch. TudunBojuwa	1	13	14
16.	Junior Sec.Sch. Zawai	1	14	15
17.	Govt. girlssec.sch. fegge	1	13	14
18.	Govt. junior sec. sch. Wapa	1	15	16
19.	Govt. girls junior sec.sch. UnguwarDabai	1	12	13
20.	Junior sec.sch. Aisami	1	10	11
21.	Junior sec. sch. K/Kabuga	1	13	14
22.	Muh'd M G/Kaya junior sec.sch.	1	13	14
23.	Govt. girls junior sec.sch. JakadaDiso	1	10	11
24.	Govt. junior sec.sch. Co-exist	1	13	14
25.	Govt. girls junior sec. sch. K/Kabuga	1	11	12
26.	AbubakarSadiq junior sec.sch.	1	15	16
27.	Govt. girls junior Arabic sec.sch. Yakassai S/Unguwa	1	17	18
28.	Govt. girls junior sec.sch. H/Bayero	1	13	14
29.	Govt. girls arabic junior sec, sch.Kurna D/Z	1	14	15
30.	Govt. girls junior sec. sch. Rimi City.	1	13	14
31	Govt. junior sec. sch. Yakassai	1	15	16
32.	Junior sec. sch. K/Wambai	1	16	17
33.	Junior Sec. Sch. Ado Yola	1	16	17
34.	Junior sec. sch. Danagundi	1	14	15
35.	Junior sec. sch. Jankara	1	12	13
36.	Junior sec. sch. Jarkasa	1	13	14
37.	Junior sec. sch. K/Nasarawa	1	12	13
38.	Junior sec. sch. Kurmawa	1	14	15
39.	Junior sec. sch. Kwalli	1	13	14
40.	Govt. junior sec. sch. Mayanka	1	14	15
41.	Junior sec. sch. Salanta	1	15	16
42.	Junior sec. sch. Shahuci	1	16	17

43.	Junior sec. sch. Tukuntawaco-exist.	1	14	15
44	Maigarisheshe junior sec. sch.	1	15	16
45.	Maryam Shakarau govt. junior sec. islamic sch.	1	14	15
46.	Engineer Bashir Karaye junior sec. sch.	1	15	16
47.	Community girls junior sec. sch.	1	15	16
48.	Govt. junior sec. sch. Limawa	1	7	8
49.	Junior sec. sch. Batakaye	1	7	8
50.	Govt. junior sec. sch. MuhammaduNatallah.	1	6	7
51.	Junior sec. sch. KuyanTainna.	1	8	9
52.	Govt. junior sec. sch. Zawachiki	1	5	6
53.	Govt. girls junior islamic sec. sch. U/Rimi	1	8	9
54.	Govt. girls junior sec. sch. Bechi	1	6	7
55.	Govt. children sec. sch. Zawachiki	1	6	7
56.	Govt. girls junior arabic sec. sch.Dangwauro	1	6	7
57.	Govt. junior sec.sch. chiranchi	1	7	8
58.	Govt girls junior sec. sch. Chalawa	1	7	8
59.	Govt. girls junior sec. sch. T/Wada	1	14	15
60.	Govt. girls junior sec. sch. Tarauni	1	14	15
61.	Govt. junior sec. sch. Ladanai	1	12	13
62.	Junior sec.sch. Gawuna	1	13	14
63.	Junior sec. sch. Gwagwarwa	1	12	13
64.	Junior sec. sch. LimanDatti T/Wada	1	10	11
65.	Junior sec. sch. Magwan	1	11	12
66.	Junior sec.sch. RabiuZakaria T/Wada	1	11	12
67.	Junior sec. sch. Race Course	1	12	13
68.	Junior sec.sch. T/Murtala	1	10	11
69.	Junior sec. sch. WuroBaga	1	14	15
70.	Govt. junior sec. sch. Badawa co-exist	1	16	17
71.	Govt. junior arabic sec. schGetsi co-exist	1	13	14
72.	Govt. junior islamicsec.sch. Suntulma Gama	1	12	13
73.	Govt. junior arabic sec. sch. Urban	1	10	11
74.	Mairoshakarau junior sec. sch.	1	13	14
75.	Govt. junior sec. sch. Masjid Hotoro	1	12	13
76.	Govt. junior sec. sch. Sauna co-exist	1	11	12
77.	Govt. junior sec. sch. KawoCikinGari co-exist	1	13	14
78.	Govt. junior sec. sch. Tokarawa co-exist	1	15	16
79.	Govt. girls junior sec sch. Sallari	1	13	14
80.	Govt. girls junior sec. sch. Kundila	1	13	14
81	Govt. junior sec. sch. Daurawa	1	14	15
82.	Junior sec. sch. Walawai	1	12	13
83.	Govt. junior sec. sch. Tudun Fulani	1	15	16
84.	Govt. junior sec. sch. Taraunin Kudu	1	11	12
85.	Govt. girls juniorarabic sec. sch.	1	6	7
86.	Junior islamic sec. sch. Inusawa	1	7	8
87.	Junior sec. sch. Karo	1	6	7
88.	Junior sec.sch. R/Malam	1	8	9
89.	Junior sec. sch. S/Doka	1	7	8
90.	Govt. junior sec.sch. Wakili Baba Ungogo	1	8	9
91.	Govt. junior arabicsec.sch. T/Fulani	1	7	8
92.	Govt. girls junior sec.sch. Chiromawa	1	7	8
93.	Govt. girls junior arabic sec. sch. Tarda	1	7	8

94.	Govt. girls junior sec. sch. Panisau	1	6	7
95.	Govt. junior sec. sch. SabonGarinGadan	1	6	7
96.	Govt. junior sec. sch. T/Fulani	1	6	7
97.	Govt. girls junior sec. sch. Gayawa	1	6	7
	Total	97	1106	1203

Source; kano state school census report 2013/2014

Table 25. Number of schools in each zone Dala Local Government Area

Names of Schools	No. of Principal	No. of Teachers	No. of U.B.E Officials	No. of PTA
Dala Community Junior Sec. Sch. Kaigama	1	12		
Govt. Girls Junior Sec. Sch. Anwaru	1	14		
Govt. Girls Junior Sec. Sch. Bada'u	1	9		
Govt. Girls Junior Sec. Sch. New Dala	1	10		
Govt. Girls Junior Sec. Sch. Adakawa	1	12		
Govt. Junior Sec. Sch. Gwammaja	1	9		
Govt. Junior Sec. Sch. KukarBulkiya	1	12		
Moh'dSani M/Gini Junior Sec. Sch.	1	14		
Govt. Junior Sec. Sch. Prop IYY	1	9		
Govt. Islamic Junior Sec. Sch. Ma'ahadAbubakar	1	10		
Total	**10**	**111**	**6**	**5**

Table 26. Fagge Local Government Area

Names of Schools	No. of Principal	No. of Teachers	No. of U.B.E Officials	No. of PTA
Dabo Govt. Junior Sec. Sch	1	15		
Govt. Junior Sec. Sch. Danwaire	1	16		
Govt. Junior Sec.Sch. Natsugunne	1	14		
Junior Sec.Sch. Nomans Land	1	12		
Junior Sec. Sch. TudunBojuwa	1	13		
Junior Sec.Sch. Zawai	1	14		
Govt. Girls Sec. Sch. Fegge	1	13		

Govt. Junior Sec. Sch. Wapa	1	15		
Total	**8**	**112**	**7**	**6**

Table 27. Gwale Local Government Area

Names of Schools	No. of Principal	No. of Teachers	No. of U.B.E Officials	No. of PTA
Govt.Girls Junior Sec SchUngwarDabai	1	12		
Junior Sec. Sch. Aisami	1	10		
Junior Sec. Sch. K/Kabuga	1	13		
Muh'd M G/Kaya Junior Sec.Sch.	1	13		
Govt. Girls Junior Sec.Sch. JakadaDiso	1	10		
Govt. junior Sec. Sch. Co-Exist	1	13		
Govt. Girls Junior Sec. Sch. K/Kabuga	1	11		
Total	**7**	**82**	**5**	**4**

Tab le 28. Kano Municipal Local Government Area

Names of Schools	No. of Principal	No. of Teachers	No. of U.B.E Officials	No. of PTA
AbubakarSadiq Junior Sec. Sch.	1	15		
Govt. Girls Junior Arabic Sec. Sch. Yakassai S/Unguwa	1	17		
Govt. Girls Junior Sec. Sch. H/Bayero	1	13		
Govt. Girls Arabic Junior Sec, Sch. Kurna D/Z	1	14		
Govt. Girls Junior Sec. Sch. Rimi City.	1	13		
Govt. junior sec. sch. Yakassai	1	15		
Junior sec. sch. K/Wambai	1	16		
Junior Sec. Sch. Ado Yola	1	16		
Junior sec. sch. Danagundi	1	14		
Junior sec. sch. Jankara	1	12		
Junior sec. sch. Jarkasa	1	13		

Junior sec. sch. K/Nasarawa	1	12		
Junior sec. sch. Kurmawa	1	14		
Junior sec. sch. Kwalli	1	13		
Govt. junior sec. sch. Mayanka	1	14		
Junior sec. sch. Salanta	1	15		
Junior sec. sch. Shahuci	1	16		
Junior sec. sch. Tukuntawa co-exist.s	1	14		
Maigarisheshe junior sec. sch.	1	15		
Maryam Shakarau govt. junior sec. Islamic sch.	1	14		
Engineer Bashir Karaye junior sec. sch.	1	15		
Community girls junior sec. sch.	1	15		
Total	**22**	**315**	**11**	**10**

Table 29 Kumbotso Local Government Area

Names of Schools	No. of Principal	No. of Teachers	No. of U.B.E Officials	No. of PTA
Govt. Junior Sec. Sch. Limawa	1	7		
Junior Sec. Sch. Batakaye	1	7		
Govt. Junior Sec. Sch. MuhammaduNatallah.	1	6		
Junior Sec. Sch. KuyanTainna.	1	8		
Govt. Junior Sec. Sch. Zawachiki	1	5		
Govt. Girls Junior Islamic Sec. Sch. U/Rimi	1	8		
Govt. Girls Junior Sec. Sch. Bechi	1	6		
Govt. Children Sec. Sch. Zawachiki	1	6		
Govt. Girls Junior Arabic Sec. Sch. Dangwauro	1	6		
Govt. Junior Sec. Sch. Chiranchi	1	7		
Govt Girls Junior Sec. Sch. Chalawa	1	7		
Total	**11**	**73**	**3**	**2**

Table 30 Nassarawa Local Government Area

Names of Schools	No. of Principal	No. of Teachers	No. of U.B.E Officials	No. of PTA
Govt. girls junior sec. sch. T/Wada	1	14		
Govt. girls junior sec. sch. Tarauni	1	14		
Govt. junior sec. sch. Ladanai	1	12		
Junior sec.sch. Gawuna	1	13		
Junior sec. sch. Gwagwarwa	1	12		
Junior sec. sch. LimanDatti T/Wada	1	10		
Junior sec. sch. Magwan	1	11		
Junior sec.sch. RabiuZakaria T/Wada	1	11		
Junior sec. sch. Race Course	1	12		
Junior sec.sch. T/Murtala	1	10		
Junior sec. sch. WuroBaga	1	14		
Govt. junior sec. sch. Badawa co-exist	1	16		
Govt. junior arabic sec. schGetsi co-exist	1	13		
Govt. junior islamicsec.sch. Suntulma Gama	1	12		
Govt. junior arabic sec. sch. Urban	1	10		
Mairoshakarau junior sec. sch.	1	13		
Govt. junior sec. sch. Masjid Hotoro	1	12		
Govt. junior sec. sch. Sauna co-exist	1	11		
Govt. junior sec. sch. KawoCikinGari co-exist	1	13		
Govt. junior sec. sch. Tokarawa co-exist	1	15		
Total	**20**	**248**	**9**	**7**

Table 31 Tarauni Local Government Area

Names of Schools	No. of Principal	No. of Teachers	No. of U.B.E Officials	No. of PTA
Govt. Girls Junior Sec Sch. Sallari	1	13		
Govt. Girls junior Sec. Sch. Kundila	1	13		
Govt. Junior Sec. Sch.	1	14		

Daurawa				
Junior Sec. Sch. Walawai	1	12		
Govt. Junior Sec. Sch. Tudun Fulani	1	15		
Govt. Junior Sec. Sch. Taraunin Kudu	1	11		
Total	**6**	**78**	**4**	**2**

Table 32 Ungogo Local Government Area

Names of Schools	No. of Principal	No. of Teachers	No. of U.B.E Officials	No. of PTA
Govt. Girls Junior Arabic Sec. Sch.	1	6		
Junior Islamic sec. sch. Inusawa	1	7		
Junior sec. sch. Karo	1	6		
Junior sec.sch. R/Malam	1	8		
Junior sec. sch. S/Doka	1	7		
Govt. junior sec.sch. Wakili Baba Ungogo	1	8		
Govt. junior Arabic sec.sch. T/Fulani	1	7		
Govt. girls junior sec.sch. Chiromawa	1	7		
Govt. girls junior Arabic sec. sch. Tarda	1	7		
Govt. girls junior sec. sch. Panisau	1	6		
Govt. junior sec. sch. SabonGarinGadan	1	6		
Govt. junior sec. sch. T/Fulani	1	6		
Govt. girls junior sec. sch. Gayawa	1	6		
Total	**13**	**87**	**5**	**4**