PERCEPTIONS OF STAKEHOLDERS ON THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION (U.B.E) PROGRAMME IN NORTH-WEST ZONE OF NIGERIA.

BY

Emmanuel ONYEBUEKE
P15EDFC9023

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

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (PhD) IN EDUCATIONAL ADMINISTRATION AND PLANNING

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

JULY, 2020

DECLARATION

I hereby declare that the thesis titled "Perceptions of Stakeholders on the Management of Universal Basic Education (U.B.E) Programme in North-West Zone of Nigeria", was performed by me under the supervision of Prof. B. A. Maina, Dr. M. I. Harbau and Dr. J. O. Egbebi. References were made to various sources of information and are specifically acknowledged by means of references. To the best of my knowledge, this project work has never been presented either in part or whole, nor submitted for any other degree.

_____ _____

Emmanuel Onyebueke **Date**

CERTIFICATION

This Thesis titled "Perceptions of Stakeholders on the Management of Universal Basic Education (U.B.E) Programme in North-West Zone of Nigeria" meets the regulations governing the award of the Degree of Doctor of Philosophy in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

_____ _____

Prof. B. A. Maina **Date**
Chairman, Supervisory Committee

_____ _____

Dr. M. I. Harbau **Date**
Member, Supervisory Committee

_____ _____

Dr. J. O. Egbebi **Date**
Member, Supervisory Committee

_____ _____

Dr. A. A. Dada **Date**
Head of Department

_____ _____

Prof. S. Abdullahi **Date**
Dean, School of
Postgraduate Studies

DEDICATION

The work is dedicated to my late father and mother Elder. Amos Onyebueke Anyunku and Deaconess Nnenna Ihudiya Onyebueke for their encouragement during my trying periods. To late Dr. Haruna Salihi former HOD, Political Science Department, Bayero University, Kano and Late Dr. Dare of Curriculum and Foundations Department ABU, Zaria and Provost, Dr. (Mrs) R.B. Mohammed and HOD Mr. Adeniyi Adedeji.

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Abstract

This research is titled the Perceptions of Stakeholders on the Management of Universal Basic Education (UBE) Programme in Northwest Zone of Nigeria. The universal Basic Education Programme aims at given free and compulsory education to Nigerian children from primary school to junior secondary school. Universal access to education has been the prime target for Nigeria and at the global level. The study was aimed at finding out how the UBE programme was managed in Northwest zone. Four states out of seven states of Northwest zone was used for this study. Seven objectives were set to guide the study, which include to examine the staffing situation, provision and maintenance of infrastructural facilities, to funding of UBE programme and students' enrolment and retention of the UBE programme in Northwest Zone etc. Seven research questions were asked based on the objectives and seven hypotheses postulated. The research reviewed related literature relevant to the study. Descriptive survey design was used as research design for the study. A total of 146,255 populations comprising of 13,454 schools, 13,454 head teachers, 119,047 teachers, 240 parents and 60 SUBEB officials were used. Respondents were randomly drawn from the population. Cluster sampling was used to distribute 810 samples among the four groups as follows: 250 head teachers, 400 teachers, 140 parents and 20 SUBEB officials. The main instrument used for data collection was questionnaire using likert scale measurement. All the seven hypotheses formulated were tested using One Way Analysis of Variable (ANOVA). Five out of the seven hypotheses were rejected while two were retained. The research hypotheses were subjected to Scheffe test to determine the significant differences in the opinions of respondents. The major findings of this research indicated that staffing situation in UBE schools was inadequate. Also, there were inadequate infrastructural facilities such as classrooms and chairs for teaching and learning in the UBE schools within the zone and the level of funding of UBE schools was inadequate low. There is need to increase funding of the schools by the respective educational agencies and seek alternative sources of funds for the UBE schools. In conclusion, the research concludes that the available facilities for teaching and learning are not adequate and there is no regular maintenance. The research recommends that recruitment of teachers should be based on merit and professionalism so that the objective of the UBE programme can be achieved. The research also recommends that the study can be replicated in other zones of the federation to improve the objectives of the UBE programme in the country.

OPERATIONAL DEFINITION OF TERMS

Perception: In this study, perception means the process of attaining awareness or understanding of sensory information.

Board: means Universal Basic Education Board as established by Part 4 Section 12 (1) of the UBE Law of 4th August 2004.

Basic Education: means early childhood care and education and nine (9) years of formal schooling.

Stakeholder: A stakeholder is a party that has an interest in a company or organization, and can either affect or be affected by the business. The primary stakeholders in a typical corporation are its investors, employees and customers.

Primary School: means a school which provides a six year basic course of full time instruction suitable for pupil between the age of 6 and 12.

Public school: refers to primary school or junior secondary school which is assisted with funds provided by the federal, state and local governments.

Management: can be described as the organization and coordination of human and material resources available and using them systematically for the achievement of objectives.

Universal: refers to something generally acceptable and meant for all facets of the society.

Monitoring: means to observe and check the process or quality of something over a period of time to keep under systematic review.

Staff: all the workers employed in an organization considered as a group.

Fund: An amount of money that has been saved or has been made available for a particular purpose.

Enrolment: The act of officially joining a course, school etc.

Retention: The action of keeping rather than losing it or stopping it.

Provision: The act of supplying what they need or want.

Supervision: To be in charge and make sure that everything is done correctly.

Instruction: detailed information on how to do or use something.

Facilities: buildings, services, equipment etc that are provided for a particular purpose.

Maintenance: the act of keeping something in good condition by checking or repairing it regularly.

ABBREVIATION

SUBEB: State Universal Basic Education Board

ECCE: Early Childhood Education

EFA: Education For All

UBE: Universal Basic Education

UBEC: Universal Basic Education Commission.

UBEP: Universal Basic Education Programme.

LGEA: Local Government Education Authority

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is very important for the development of individuals and the society. In realization of the role which education plays in national development the government of Nigeria has introduced various educational policies and programmes with great expectation that the felt socio-economic and political needs of the citizenship would be met by the government.

Response to the agitation for a more functional and qualitative educational systems the Federal Government of Nigeria introduced Universal Basic Education (UBE) in 1999. UBE in Nigeria is a positive reaction to the Jomtien declaration of education for all by the year 2000. It also signifies its commitment to the total eradication of literacy. It sees education in its broadest sense of close articulation of the formal, non-formal and informal approaches as an instrument for the awakening and development of human potentials. The implementation document on UBE (2000) explains the meaning and scope of UBE as the foundation for sustainable lifelong learning for the acquisition of numeracy skills. In Nigeria context, basic education includes primary/ junior secondary, nomadic education as well as adult education.

By implication, a child will spend 6 years in primary school and 3 years in junior secondary school. The education programme shall be directed towards the acquisition of functional literacy, numeracy and life skill especially for adults. Furthermore, it will also function as out of school, non-formal programmes for updating the knowledge and skills of persons who left schools before acquiring the basic skills needed for lifelong learning. It is expected also to provide non-formal skills and apprenticeship training from adolescent and youth who have not had the benefit of formal education.

The Universal Basic Education Programme was funded by the states and local governments, with support from the federal government through its intervention programme. Federal government provides matching grant. This is utilized as follows. Primary 60%, JS5 35% it is used in the construction of classrooms/furniture, 70% for procurement of textbooks, instructional materials, 15% for teacher professional development etc.

The federal government coordinates and monitors the implementation of the following objectives of UBE programme:

1. Developing the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotions.
2. The provision of free universal basic education of every Nigeria child of school age.
3. Reducing drastically the incidence of drop outs from the formal school system through improved relevance quality and efficiency.
4. Catering for the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.

The administration of Former President Obasanjo was very much concerned about the general improvement of primary and junior secondary education in the country. Kano state was very much committed in the staff welfare, provision of infrastructure teaching and retraining, proper utilization of curriculum as well as management of funds were given top priority.

The thirty six (36) states of Nigeria are key implementers of the nation's universal basic Education. The universal basic Education Commission (UBEC) is headed by an executive secretary in Nigeria. The State Universal Basic Education Boards (SUBEB) are charged with the responsibilities of implementing, coordinating, directing, administering and overseeing the

policies of the UBE program in their respective state's teaching and learning process, headed by an executive chairman.

It is a well known fact that a good primary education with surrender values can only be provided it essentials such as teachers' salaries and allowances including non-teaching staff and administrative charges, provision of infrastructure and materials, maintenance of school building and construction of classrooms building are effectively controlled.

To ensure effective implementation of UBE programme, the federal government has directed all teacher training institutions to increase their students' enrolment to enable more teachers to be trained. Similarly, the National Teachers Institute (NTI) Kaduna has been mandated to provide remedial, pivotal and NCE courses to train more teachers (UBE, 2004). Teachers are in high demand for the UBE programme but only brilliant experience and hard working teachers are needed. Furthermore, Obanya (2009) stated that no educational system can rise above the level of its teachers. Many laudable educational initiatives have failed mainly because they did not take sufficient accounts of the teachers factor. Therefore, the functions of the teachers' implementation guidelines of the UBE (2004) include the following:

1. Facilitating learning and imparting knowledge pupils/students.
2. Using and leading the pupils to make good use of all facilities equipment and infrastructure provided.
3. Ensuring adequate discipline among the pupils obedience to school rules and regulations.
4. Ensuring safety and security of all facilities and equipment.
5. Publicity and popularizing of the scheme in the communities of which they live.
6. Formulating using and protecting the school curriculum and syllabus (UBE Act 2004).

One of the resources required by every organization or institution for effective performance is finance, which the UBE is not an exception. The Universal Basic Education UBE programme is expected to be free and compulsory to all children of school going age. Funds for education goes into various facet of the system i.e. capital and recurrent expenditure besides salaries. Fund for UBE just like funds for other sectors of the educational system in Nigeria comes from various sources. Decree No. 7 of 1992 stipulates that all companies operating in Nigeria with a minimum of 100 employees are required to contribute 2.0 percent of their pre-tax earnings to the education Tax fund for the purpose of funding education (UBE, 2004). Federal government intervention in UBE is funded through: not less than 20% of the consolidated revenue funds (CRF) of the federal government funds/contribution in the form of federal government guaranteed credits: local/international donor grants: The federal intervention funds to states is used for the purpose of broading access, improving quality and ensuring equity in basic education but not for teachers enrolment and overhead cost. The components are: substantial part of the consolidated revenue fund is distributed to states as matching grants and part of it is disbursed to state for special intervention to support:

1. Initiative by state to correct educational imbalance up to 2010.
2. Efforts by states to implements school feeding program.
3. Efforts by the state to provide special education for the physically and mentally challenged.
4. Disbursement of grants to states will depend on 50% counterpart funds by the state UBEC may withhold further disbursement to a state if it is not satisfied that funds earlier disbursed has not been used judiciously.

5. To access the fund, shall (i) present acceptable annual implementation plans based on EFA/MOG and those projects that address their peculiar problems (ii) show evidence of state UBE law or a strong commitment to enacting it and (iii) set up an appropriate mechanism that ensures transparency for the procurement of goods and services. Monitoring of fund utilization will be multisectorial, involving the Universal Basic Education Commission, Federal Ministry of Education, National Assembly, Budget Office of the Federal Budget Monitoring (Presidency) Accountant General and Auditor General of the Federation (UBE, 2004).

Tahir (2004) stated that UBE infrastructural facilities include permanent, semi-permanent, temporary, mobile collapsible, boat-school and even under tree shade classroom structures. However, the permanent structures are the commonest as the national economy declines and people's earning dwindles temporary and semi-permanent structures are predominant in the school system. In addition, as the social demand for education increases many classrooms variant will no doubt be introduced. The under tree shade classrooms have been in the educational scene since the colonial period and its number is increasing in an alarming rate. The mobile collapsible and school structures are peculiar to nomadic primary schools and primary schools for migrant fishermen's children only. The provision of classroom facilities in the context of UBE programme in Nigeria entails the review of the existing facilities to ascertain their adequacy and appropriateness coupled with the provision of additional facilities where the existing ones are in short supply and the rehabilitation of those facilities that may be in deplorable conditions. This necessitates the need to acquire usable data and information in order to guide informed decisions on either construction of new classrooms or rehabilitation of the existing ones in order to achieve the aims and objectives of the UBE programme in Nigeria.

The blue print for the implementation of the UBE programme encouraged the participation of local communities, philanthropists, NGOS, international communities, banks and donor agencies. States and local governments are expected to pick up the balance of 50% (NPEC, 1999). They are to assist local communities in the provision of infrastructural facilities in schools. This will enhance the implementation and success of the UBE programme in Nigeria.

1.2 Statement of the Problem

Education is capital intensive, as a result, the implementation of UBE scheme demands a lot of capital and unless the government is financially committed to the project, the implementation might be ineffective as inadequate funding can cripple the effective implementation of the scheme. The introduction of UBE programme has led to population expulsion in primary schools. The pupils' enrolment is on the increase on yearly basis.

According to Olu (2012) educationists and researchers have agreed that enrolment in primary schools has increased massively. The UBE scheme has attracted many children to school which resulted in explosive enrolment in primary schools in the country. Enrolment rose from 21,122,583 pupils in 2007 to 21,714,314 in 2009. Also the number of primary schools grew from 56,105 in 2007 to 57,970 in 2009 in Nigeria (UBEC, 2009).

Unfortunately, there is no corresponding increase in the provision of facilities to accommodate the increase in primary schools. Another problem militating against the programme is lack of accurate data. The commission had inaccurate data on funds allocation and management of resources. There were no accurate data on equipment and facilities for the programme. Also it is necessary to attempt to determine the level of funding and its utilization for the purpose of improving the UBE scheme and educational development.

According to Yodatai, (2015) in World Data Atlas, literacy rate was estimated at 59.57% of the population in the year 2015. Also, 10.5 million children were out of school in Nigeria in 2013. The disturbing scenario arising from the quoted statistical information above is quite daunting. In Nigeria, the problem of statistics for planning cannot be over emphasized. For example, the natural population census which is expected to provide the most reliable data for educational planning and implementation has always been politicized. Planning in Nigeria is mostly based on projected statistical data which is likely to be inaccurate for educational planning. Inaccurate data for educational planning constitutes a threat to the envisage benefit of UBE scheme.

Another problem facing UBE scheme is the problem of inadequate supply of facilities and equipment. Most of the existing structures are dilapidated and in a state of disrepair, most of the school libraries and laboratories are ill equipped. Educational related materials such as tables, chairs, textbooks, charts etc are either damaged or in short supply. According to Baikie (2000), the cost of providing essential educational facilities was about 300million us dollars, currently the figure has double ten times. The question here is that whether the federal, state or local government is ready to fund education in the country.

The researcher developed the desire to access the management and performance of Universal Basic Education (UBE) in the North West Zone for the purpose of improving the UBE scheme and educational development in the North West Zone.

1.3 **Objectives of the Study**

The study was set to:

1. examine the perceptions of stakeholders on staffing situation of UBE programme in Northwest Zone, Nigeria;

2. investigate the perceptions of stakeholders on provision and maintenance of infrastructural facilities in UBE programme in Northwest Zone, Nigeria;
3. investigate the perceptions of stakeholders on the funding of UBE programme in Northwest Zone, Nigeria;
4. determine the perceptions of stakeholders on students' enrolment and retention of UBE programme in Northwest Zone, Nigeria;
5. assess the perceptions of stakeholders on the supervision of UBE programme in Northwest Zone, Nigeria;
6. assess the perceptions of stakeholders the utilization of instructional materials for teaching and learning processes in Northwest Zone, Nigeria and
7. examine the perceptions of stakeholders on staff development of UBE programme in the Northwest Zone, Nigeria.

1.4 Research Questions

The following research questions were asked for this study:

1. What is the perception of stakeholders on staffing situation in the UBE programme in Northwest Zone, Nigeria?
2. What is the perception of stakeholders on the provision and maintenance of infrastructural facilities in UBE programme in Northwest Zone, Nigeria?
3. What is the perception of stakeholders on funding of UBE programme in Northwest Zone, Nigeria.
4. What is the perception of stakeholders on the rate of students' enrolment and retention in UBE schools in Northwest Zone, Nigeria?

5. What is the perception of stakeholders on the effectiveness of supervision of UBE programme in Northwest Zone, Nigeria?
6. What is the perception of stakeholders on the utilization of instructional materials for teaching and learning processes in UBE programme in Northwest Zone, Nigeria?
7. What is the perception of stakeholders on staff development in UBE schools in the Northwest Zone, Nigeria?

1.5 Hypotheses

The following null hypotheses postulated were tested:

1. There is no significant difference in the perceptions of stakeholders (head teachers, teachers and UBE officials) on staffing situation of Universal Basic Education (UBE) programme in Northwest Zone, Nigeria;
2. There is no significant difference in the perceptions of stakeholders on the provision and maintenance of teaching and learning facilities in Northwest Zone, Nigeria;
3. There is no significant difference in the perceptions of stakeholders on the level of funding of Universal Basic Education UBE programme in Northwest Zone, Nigeria;
4. There is no significant difference in the perceptions of stakeholders on the students' enrolment and retention in Northwest Zone, Nigeria;
5. There is no significant difference in the perceptions of stakeholders on supervision of Universal Basic Education (UBE) programme in Northwest Zone, Nigeria;
6. There is no significant difference in the perceptions of stakeholders on the utilization of instructional material for teaching and learning processes in Northwest Zone, Nigeria;

7. There is no significant difference in the perceptions of stakeholders (head teachers, teachers and UBE officials) on staff development in UBE programme in the Northwest Zone, Nigeria;

1.6 Basic Assumptions

This study was based on the assumptions that whenever:

1. staffing situation improves, the programme will be more successful in Northwest Zone, Nigeria;
2. provision and maintenance of infrastructural facilities improve, the UBE programme will be enhanced in Northwest Zone, Nigeria;
3. fund allocation for the running of the UBE scheme increases, challenges of the scheme will be eradicated in the Northwest Zone, Nigeria;
4. adequate provision of infrastructural facilities is made, it will enhance enrolment and retention of pupils in the UBE programme in Northwest Zone, Nigeria;
5. adequate supervision is made for UBE programme, learners will get the best in Northwest Zone, Nigeria;
6. adequate provision of teaching and learning materials is made, it will enhance the UBE programme in the Northwest Zone, Nigeria; and
7. staff development programme of UBE is improved, the UBE Programme will be enhanced in Northwest Zone, Nigeria.

1.7 Significance of the Study

The study will be of significant to the states in the Northwest Zone, State Universal Basic Education Board (SUBEB) in the zone, Local Government and Universal Basic Education at the federal level by providing vital information to the federal government. It will also be of

importance to higher institutions of learning, researchers etc. It will assist the public, federal and State Ministry of Education and financial institutions etc.

Primary school administrators and educational research council would also benefit from the findings of this study. The study will be of help to the Head teachers, head teachers and teachers in primary and junior secondary schools.

A study of this kind will provide information on how to fund primary schools properly and improve the quality of education given to children in primary schools in Northwest Zone, Nigeria.

1.8 Scope of the Study

The research is centred on assessment of the management of universal basic education programme in Northwest zone of Nigeria. This study is limited to States Universal Basic Education Boards (SUBEB) in northwest zone which comprises of seven (7) states i.e. Kano, Kaduna, Kebbi, Sokoto, Katsina, Jigawa and Zamfara States. This study is limited to four (4) states which were Kano, Kaduna, Katsina and Jigawa states. It also included stakeholders such as school head teachers, teachers, Parents (PTA), SUBEB officials. This study was carried out in some selected public primary schools both in the rural and urban areas in the above mentioned states. Some of the limitations of the study were finance, time management and language barrier etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with the review of related literature on issues. The study examined areas in which researchers and other writings have been carried out in this regard. Related literatures were reviewed on issues to do with assessment, management, staffing, infrastructural facilities, funding, enrolment and retention, supervision, instructional materials and staff development. The review was under the following headings:

Conceptual Framework;

Theoretical Framework;

The Management of UBE Programme in Nigeria;

Management of UBE Programme in Primary School in Northwest Zone;

Staffing Situation in an organization;

Staffing in UBE Programme;

Staff in Primary School in Northwest Zone;

Provision and Management of School Facilities;

Maintenance of School Facilities;

Maintenance of School Facilities for the implementation of UBE;

Funding of Education in Nigeria;

Funding of UBE Programme;

Funding of Primary School in Northwest Zone;

Primary School Enrolment in Nigeria 2007 – 2011;

The Effect of Feeding Programme on School Enrolment and Retention;

Pupils Enrolment and retention in Primary School in Northwest Zone;

Supervisory Role of the School Head;

Supervision and Inspection of UBE Programme;

Primary School Supervision in Northwest Zone;

Availability of Instructional Facilities;

Utilization of Instructional Material and Implementation of UBE Programme;

The use of Instructional Materials in primary Schools in Northwest Zone;

Staff Development in an Organization;

Human Resource Development in UBE;

Professional Development of Teachers;

Staff Development in Primary Schools in Northwest Zone;

Empirical Studies; and

Summary.

2.2 Conceptual Framework

2.2.1 Perception

The word Perception comes from the Latin words perception, percipio, meaning "receiving, collecting, action of taking possession, apprehension with the mind or senses". In psychology, philosophy and the cognitive sciences, perception is the process of attaining awareness or understanding of sensory information.

According to Lindsay & Norman (1977) perception is closely related to attitudes. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. A person interprets the stimuli into something meaningful to

him or her based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality. From the lay man's perspective, perception is defined as an act of being aware of "one's environment through physical sensation, which denotes an individual's ability to understand" (Quick & Nelson, 1997).

Many social psychologists have developed the concept around one of its most essential characteristics that the world around us is not psychologically uniform to all individuals. This is the fact, in all probability, that accounts for the difference in the opinions and actions of individuals/groups that are exposed to the same social phenomenon.

According to Nelson and Quick (1997) "social perception is the process of interpreting information about another person." What this definition has clearly highlighted for your attention is that the opinions you form about another person depends on the amount of information available to you and the extent to which you are able to correctly interpret the information you have acquired. In other words, you may be in possession of the same set of information that other people have on a particular situation, person or group but still arrive at different conclusions due to individual differences in the capacity to interpret the information that you all have.

According to Scott and Baydon in Quick and Nelson (1997) "Perception is a selective process as eye is capable of sensing much more data than the brain is capable of processing. Six factors which enhance selectivity are background, intensity, extensity, concreteness, contrast, velocity and impressivity." Warr and Knapper (1968) clarify perceptions as personal perceptions and general perceptions. They felt that the behavior of individuals is determined by the way they perceive each other and this behavior gets affected by the general perceptions which may be direct or indirect.

2.2.2 Management

Dare et al., (2002) defined management as intelligent utilization of scarce and limited resources to achieve organizational goals. In another words it can simply be viewed as the art of getting a task accomplished through the efforts of others through careful utilization of human and material resources.

Similarly, Olubadewo (1992) viewed management as a conscious effort of utilizing resources to meet the goals of an organization. This means that resources should be systematically used to achieve a purpose. Furthermore, Fagbemi (2000) conceived management as judicious utilization of resources meant for the realization of specific objectives and trying as much as possible to avoid wastages. Peretomode (1991) defined management as the application of the processes of planning, organizing, coordinating and evaluating human and materials resources in order to achieve stated goal and objectives.

Management means many things to many people. But truly a more elaborate definition is that management is a process "consisting of planning, organizing, actuating and controlling of people and resources to determine and accomplish the objective of the organization (Terry, 2000).

2.2.3 Universal Basic Education (UBE) Programme

Universal Basic Education (UBE) is a 9years compulsory basic education for primary and junior secondary school levels. The system will have basic 1 – 9. In basic 1 – 3 the language of the immediate environment will be the medium of instruction while in basic 4-9 English language will be the medium of instruction. In support of the above, Yoloye (2004) observed that the concept of basic education is not a completely new term to the Nigerian society and that it has assumed a global significance. This means that the expanded vision of UBE comprises the

universalizing of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnership.

According to Nwana (2000) the concept of UBE implies that everything should be done to ensure that there is a school or equivalent teaching/learning outfit available to all those duly qualified and entitled to receive such education without limitations of infrastructure, distance to be covered and also to receive such instruction as well as social, religious, ethic, gender and economic impediments to having access to such education. We can agree that UBE programme has laudable objectives aimed at sustaining national development.

The National Policy on Education (2004) clearly acknowledged education as an instrument per excellence for transforming society and achieving the national goals of a free and democratic society. It is the most powerful instrument for social progress and remains the greatest power yet known to man for his own development (Njoku, 2005).

2.2.4 Staffing

Staffing simply means matching the right candidate with the right career opportunity. Not throwing darts at a board and seeing what sticks, but having the ability to size up the talent and the client and the position and put it all together the first time (George, 2003).

The term staffing can also mean personnel management. This is used to encompass those managerial actions concerned with the acquisition and utilization of labour services by any organization. Personnel management, like the management of any other resources, in the organization forms the base of all managerial activities because by definition all managers achieve their objectives by organizing, directing and controlling the activities of other people especially those of their subordinates in an organization. All managers must ensure that the

personnel needed in their organization are procured from the labour market and used effectively for their services in achieving organizational objectives.

Human resources or personnel management professionals have identified several human resources activities that are critical for organizational survival such as attractiveness, motivation and retention of employees.

Personnel management is the use of several activities to ensure that human resources are managed effectively for the benefit of the individual society and organization. The activities of the personnel department can be broken down as recruitment, selection, placement, wages and salary, staff training and development, promotion, transfer, demotion, dismissal and retirement. Personnel management is very important in achieving organizational goals and objectives.

2.2.5 Institutional Facilities/Infrastructure

Institutional facilities can be defined as the physical and spatial enablers of teaching and learning which increase the production of results (Emetarom, 2004). They are physical infrastructure which includes facilities such as school buildings, classroom, laboratory and equipment, library, instructional materials, sports facilities, computers, electrical equipments, school bus, toilet facilities, the entire site and environment with other required infrastructure and conducive atmosphere necessary for effective learning (Margolin, 1976 and Oladipo, 2000). Good facilities in a school make the child education more pleasant and discourage early dropout.

Unfortunately, adequate attention has not been paid to institutional facilities either by school authorities, researchers, educational agencies, NGOs and government. The non-inclusion of policy guidelines for the provision and management of school facilities in the National Policy on Education (NPE) of either 1977, 1981 or even 1998 edition is a case in point. Statement on

facilities on section 3, articles 5 and 6 of the NPE (1998:13) did not address concrete management and maintenance polices.

Also, the report on primary education in Nigeria by FGN/UNICEF/UNESCO/UNDP (2000) showed that chalkboard and chalk were the only materials reported as being adequately available in schools. The report addressed that there were few schools with charts/posters (15%), Maps (13.3%), elementary science equipment (8.4%), games and sporting equipments (5%). Many of the school building are dilapidated, displaying no window panes or shutters, no ceilings, plaster peel offs, broken floor, no toilet and leaking roofs (Emetarom, 2004).

There is no controversy among scholars, researchers, educational planners and administrators about the fact that educational facilities are essential ingredients in the efforts to realize effective teaching-learning outcomes. Himum (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the well-being of students and teachers.

The availability of adequate school buildings, classrooms, chairs, desk, laboratories and other facilities is necessary for the accomplishment of any educational goals and objectives. With the introduction of UBE and increase in pupils' enrolment it becomes necessary to plan for adequate provision of facilities to meet with the demand of the programme. Oladipo (2000) and Taylor and Ogubogu, (2016) agreed that materials such as textbooks, magazines, journals, pictures, filmstrips, chalkboard, charts, bulletin boards, posters, cartoons, school museum and achieves go a long way in assisting teaching-learning process and invariably enhancing pupils learning achievement.

The need for audio-visual aid like radio, television, video set, projectors, computers, internet and other modern electronic devices cannot be over emphasized in this technological age. This audio-visuals are expected to be used in classroom not in a special room or auditorium.

Also, it has been observed that the use of modern institutional facilities requires constant supply of electricity to the institutions and its environs.

Effective management of facilities brings about development of educational programmes and facilities. It also results to boosting the morale of teachers and pupils. It influences positive relationship between the school and the community. It also serves as cultural, civic, recreational and youth centre. Himum (1999) reported that there is a significant relationship between achievement, behaviour and the condition of the built environment.

2.2.5.1 School Plant Maintenance

According to Oyedele (1998) school plant maintenance is referred to as the ingenuity of the school administrator to take good care of the school facilities and keep them in good form even after several years of their construction or procurement.

Types of Maintenance

1. Individual building maintenance is carried out by the Head teacher in conjunction with school warden at the beginning of each school year jointly set up by the master plan for building main.
2. District: The school establishes a separate maintenance department with a crew of workers moving from one side to another in accordance with a definite schedule of work. The force is under the direction of an expert maintenance crew, chief or director of works maintenance crew operates from one department to another. They give one month notice and leakage area they intend to cover are known by the school concerned.

In addition to the above, Olaboye (1998) identified the following types of maintenance:

1. Preventive and productive maintenance: that is prevention of breakdown or a situation which can put the plant out of use.

2. Corrective maintenance; that is maintenance which is directed at repairing breakdown equipment and
3. Breakdown maintenance: it is maintenance which is aimed at rectifying contingency plans for the possible purchase of spare parts.

Characteristics of the School Plant

Any school plant must first and foremost meet the objectives for which the educational institution is established and the aspirations of the users. An efficient school plant facility should therefore take care of the physical, emotional and educational needs of the learners. The school plant is expected to have the following characteristics: -

1) The school plant must be functional. This is to say that it must satisfy the aspirations or the set objectives of the school. It must be capable of allowing varying and flexible instructional activities which are consistent with the implementation of instructional programme.
2) It must be safe. School building and facilities must be located in such a way as to provide ready and easy access for students, teachers and the community. Situation where students have to cross railway or highway to get to school should be avoided. Poorly constructed building in terms of using poor quality materials or non-adherence to specifications are dangerous to all users.
3) The school plant must be helpful to the students and all other users. The school buildings and facilities must help in facilitating school programme as well as the needs of the community. School plant should not constitute a nuisance to others. For instance, the school workshop or football pitch should be constructed in such a place that the

community could use the facilities without interference with other components in the school.

4) The physical environment of school enhances the creation of a feeling of pride in staff and students. School buildings should therefore be attractive and psychologically helpful i.e. aesthetically appealing thereby making learning easier and faster.
5) It must provide easy access for all users and easy access for maintenance purposes. Also, the school plant must be simple in structure as to make its maintenance economically reasonable.

2.2.6 Funding

According to Business Dictionary (2009), funding is the act of providing financial resources usually in the form of money or other values such as effort or time to finance a need, program or/and project usually by an organization or government. Generally, this words is used when its internal reserves to satisfy its necessity for cash. While the term financing is used when the firm acquires capital from external sources.

The sources of funding include venture capital, credit, donations, grants, savings, subsidies and taxes. Funding such as donations, subsidies and grants that have no direct requirement for return of investment are described as “soft funding” or “crowd funding”. Funding that facilitates the exchange of equity ownership in a company for capital investment via an online funding portal as per the jumpstarts our business start up act (alternatively, the JOBS Act of 2012) U.S is known as equity crowding.

According to Grant (2009) online without funds (money) to pay for your project, it will remain just a good idea. Even with all the best intention sometimes grant projects community groups and even businesses fail because of a lack of financial support to get the idea off the

ground or later sustain it. There are lots of charities, government departments and organizations who can offer projects like financial support. There are normally two types of funding that you can bid for capital funding and revenue funding. Capital funding is for major projects such as renovating a building, improving the road layout or even building a new school. Revenue funding is for helping with running costs such as activities.

According to Forbes (2011) funding streams are:

1. **Grants**: These sums of money are provided for a specific purpose. You will normally have to meet a strict set of criteria for your project to be eligible. But there are some very good specific grants for things like clean-ups and crime prevention projects.
2. **Award**: these require each application to be presented to a panel of judges and the final award is offered to the group or organization that needs financial assistance the most.
3. **Loans**: These are provided by Banks and some organizations. A loan needs to be paid back but can be useful if it requires money upfront to help launch ones project. There are usually fewer conditions on how this money can be used.
4. **Crowd funding**: This is a way of raising finance by asking a large number of people each for a small amount of money. Crowd funding switches this idea around using the internet to talk to thousands of potential funders. Typically, those seeking fund will set up a profile of their projects on a website such as space hive. They can then use social media alongside traditional network of friends, family and work acquaintances to raise money.

According to Grandfinder (2009) Funding stands for money provided for a particular purpose or project. The act of providing money for such purpose or project is referred to as funding. The act establishing Universal Basic Education Programme (UBE)

states that the programme will be funded by federal, state and local government to avoid failure.

2.2.7 Enrolment

According to Collins Spanish Dictionary (2005) enrolment means enlist, register, be accepted, be admitted, join up, matriculate. Put your name down for sign up or to enroll for a conference, fill in the attached form. To have oneself added to a list as a pupil at a school or member of a club etc. you will enroll your child before the start of the school term.

According to Collins English Dictionary (2006) Enrolment is the act or process of enrolling one in a school. It also means giving admission to someone in a school to undergo a particular programme or course. In UBE programme children are been admitted or enroll in school for 6years primary school and 3years junior secondary school.

2.2.8 Retention

According to Miriam Webster Dictionary (2010) it means the act of retaining or the state of being retained. It also means the power to retain capacity for retaining. The practice of requiring a student to repeat a class or a year of school because of insufficient educational progress in advance or retaining a student in the school instead of him leaving or dropping out of the school.

According to English Multilingual Dictionary (2006) retention refers to a process of retaining or keeping the children in the school. This can be done by repeating a class helps to discourage dropout. Many factors can lead to children drop out from school. If the retention rate is high in a school, it means that the children are happy and interested in the school system. In UBE programme feeding was introduced to encourage the children to remain or stay in school.

In UBE programme the enrolment and retention rate is high meaning that the system appeals positively to the children.

2.2.9 Supervision

According to Yourdictionary (2017) Supervision is the act or process of directing a person or group of people. According to Baikie (2000) supervision of schools contribute immensely to the development of education especially on the delivery of qualitative education. Denga (2008) identifies the following as the major factor militating against effective supervision, poor remuneration of the teachers, insufficient resources, lack of facilities for inspectors, poor funding and lack of evaluation system etc.

Types of Supervision

There are two basic types of supervision, internal and external supervision.

Internal Supervision: Internal supervision is the supervision that is carried out within the school by the school head.

External Supervision: This is often carried out by officials from ministry of education to ensure that the school is been run according to the guidelines from federal ministry of education. Other types of supervision are administrative, scientific, democratic and autocratic.

We also have planned or announced visit: The visitation is based on the supervisor's schedule of reopening or closing day. Unannounced visit, this is an unannounced visit to the school-performed at any moment at the supervisor's discretion.

Importance of supervision of schools

Supervision gives room for correction; it helps to improve the standard of education in the country, to build confidence in the teachers and it also help to encourage school managers and administrators to provide adequate facilities which will help to achieve educational goal in

the country. Record kept during supervision exercise will be of help to researchers because it will serve 'as reference materials.

2.2.10 Instructional Materials

According to Abraham (2003) Instructional materials are the materials which the teachers use in order to motivate, stimulate and encourage their students in the teaching and learning process.

According to Castaldi (1984) instructional facilities are facilities that are meant for direct teaching and learning. It includes classrooms, classroom seats, laboratories, libraries, experimental equipment, chalkboards, audio-visual learning equipment, zoological gardens and experimental agricultural farms. These facilities bear directly on the teaching-learning process and are therefore considered of prime priority among other school facilities.

According to Obi (2004) management in education is described as the organization and coordination of human and material resources available in education and using them systematically for the achievement of educational objectives. It includes planning and enforcing the use of instructional materials so provided for instructional purposes. Such materials may include devices, real life and improvised objects utilized in imparting knowledge to the pupils. They may further be classified as audio, visual and audio-visual materials.

2.2.11 Staff Development

According to John (2003) the concept of staff development is a process whereby capable employees are equipped with future potential for training opportunities. In the context of Nigeria, teacher professional development refers to the processes organizational mechanism and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties.

Edem (2007) opined that professional training entails the inculcation of the right professional attitudes. According to him, this is difficult to do without instructor – trainee. According to Advanced Learners Dictionary (2006) training is the process of learning the skills that you need to do a job while re-training means to learn or teach somebody a new type of work, a new skill, and many others. Dare (2008), opined that training refers to the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt whereas development implies a parallel process in which people acquire more general abilities and information but in ways that cannot always be pitied to a particular task they perform. Training means to educate a person to be fit, qualified, proficient in doing some job aimed at bringing a desirable change. This change should manifest in his knowledge, skills, attitudes, values, beliefs and proficiency in communicating the desirable knowledge (Eserijo, 1991).

Similarly Edem (2007) ascertained that in-service education at the school level for teachers includes:

a) Workshops
b) Teachers meetings and conferences
c) Interest study groups
d) Exchange visits
e) Classrooms visits and supervision by the Head teachers and demonstration lessons.

2.3 Theoretical Framework

In this research we consider two theories: system theory and social demand approach to educational planning theory.

2.3.1 School System and System Theory Perspective

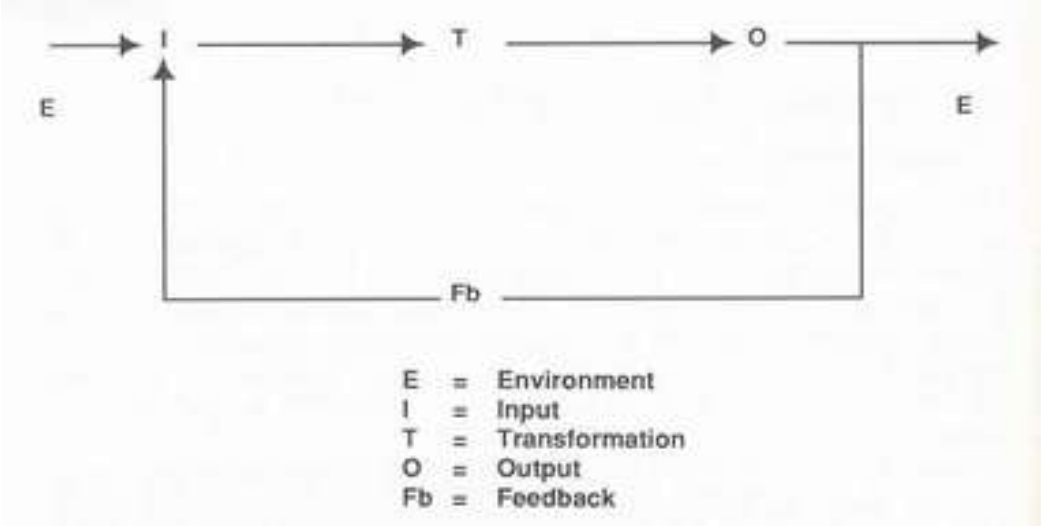
The school is a social system of human organization. It is an open living social system which can be conceptualized in several ways in terms of the system theory. According to Oguche and Rabah (2001), the social system theory developed by Getzels and Guba (1957) is regarded by many as the most fundamental theory in the field of educational administration. Getzel and Guba developed the model for explaining social behaviours, nomothetic and idiographic dimension. Getzels and Guba (1957) conceived the social system as involving two classes of phenomena, which are at once conceptually independent with roles and expectations fulfilling the goals of the system and individuals with personalities and need dispositions inhibit the system.

Any social system or human organization consists of a number of individual groups or system example of a social system exist within the total system. The school is a typical example of a social system of organization in which most system are open continually interacting with the outside environment. Being a human organization therefore the school system is open in that, it exist in a wider environment of many other larger or smaller organizations or system. Thus, since it is a human organization and a sub-system in its own right which interacts with other subsystem in the society (supra-system) they cannot understand the functioning of the school organization without taking into consideration the influence of other sub-systems. For example, the behavior of a school cannot be fully understood without knowing something about its output (products) input the public, government policies, ministry of education, school board etc affecting it.

Fullan and Stiegebaner (1991) were of the opinion that we should understand a few of the basic ideas of systems theory should be understood, including the characteristic shared by most dynamic system and that some of these ideas be applied to education system with a deep need for

systemic change. They opined that school restructuring should take cognizance of all the components of the system.

Fig. 1: Simple System Model



Source: Little John (1999)

From the above figure 1

I stands for inputs such as public, government policies, ministry of education and school board etc which affect the school.

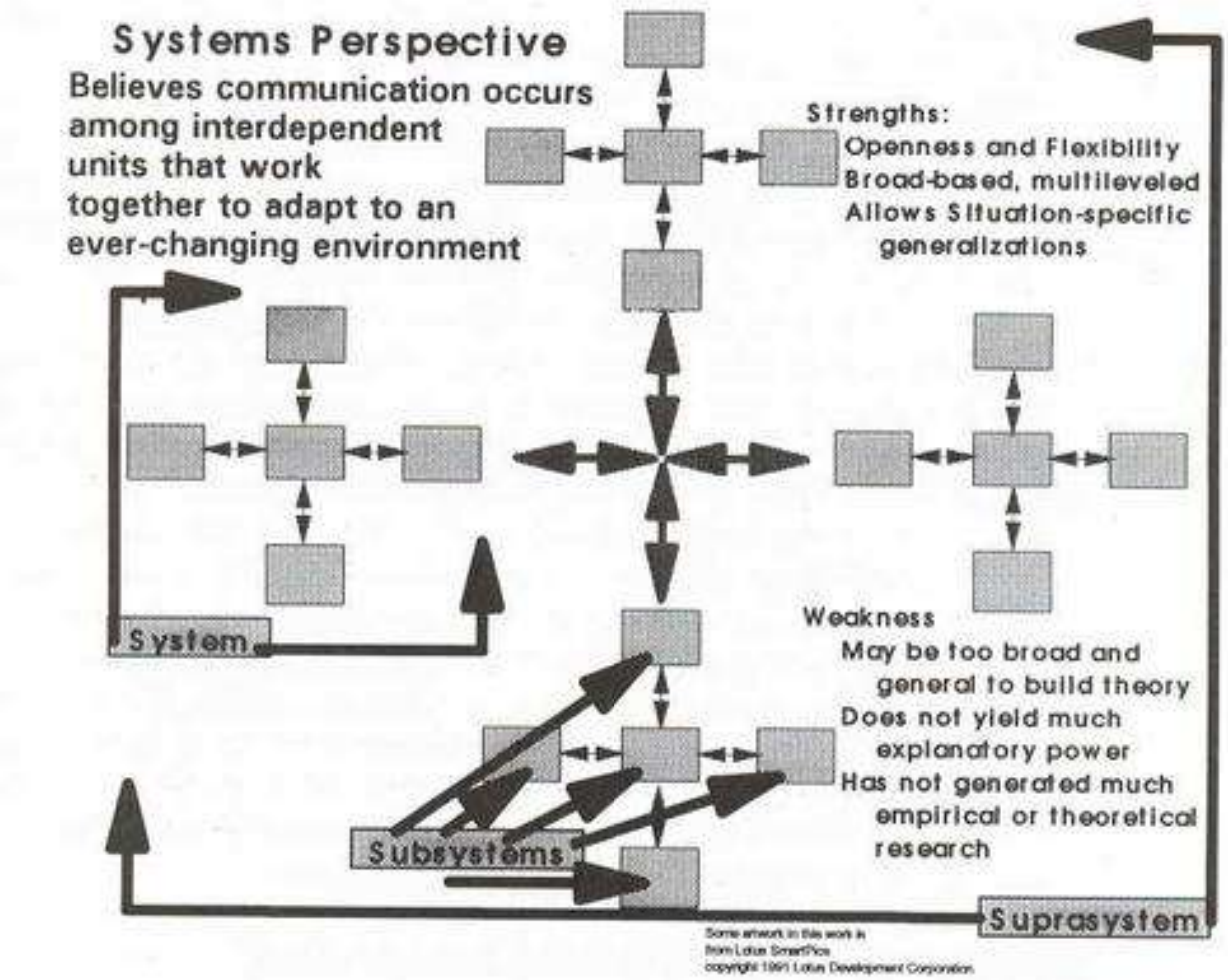
E stands for Environment i.e. the society

T Stands for Transformation i.e. process

O stands for output i.e. the product

FB stands for Feedback any action or decision taking there will be a feedback.

Fig. 2: Elaborated System Perspective System



(Source: Infante, 1997)

From the figure 2, a system can be said to consist of four things. The first is objects – the parts, elements or variables within the system. These may be physical or abstract or both depending on the nature of the system. Second, a system consist of attributes – the qualities or properties of the system and its objects. Third, a system had internal relationships among its objects. Fourth, systems exist in environment. A system then is a set of things that affect one another within an environment and forms a larger pattern that is different from any of the parts.

The fundamental systems – interactive paradigms of organizational analysis features the continual stages of input, throughput (processing) and output which demonstrates the concept of openness/closeness. A closed system does not interact with its environment. It does not take-in information and therefore is likely to atrophy that is to vanish. An open system receives information which it uses to interact dynamically with its environment. Openness increases its likelihood to survive and prosper. Several system characteristics are wholeness and interdependence (the whole is more than the sum of all parts) correlations, perceiving causes, chains of influence, hierarchy, supra system and sub-system, self-regulation and control, goal oriented, interchange with environment, inputs/outputs, the need for balance/homeostasis change and adaptability (morphogenesis) and equitinality there are various ways to achieve goals. Different types of network are: line, commune, hierarchy and dictator networks. Communications in this perspective can be seen as an integrated process – not as an isolated event for effective management of the system.

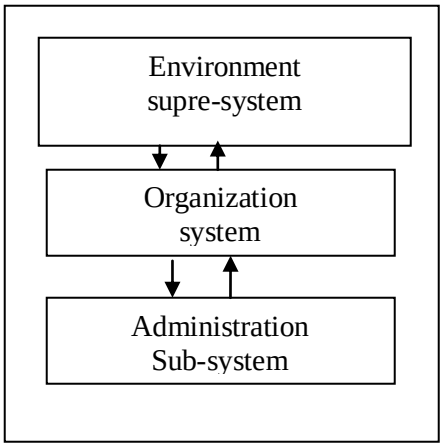
UBE Programme in Nigeria

As system theory explains, the existence of different parts which performs different functions in such a way that each part interacts and is interdependent on the other parts. This means that every organization has a head who engages in the day to day running of the organization in achieving its aims and objectives. Therefore, the primary and junior secondary schools as education institution are headed by chief executive (head teacher) who plays very significant leadership role in administration of the school. In playing such roles the leader exerts a considerable influence over the subordinates within and outside the school so as to achieve the organizational goals.

A system therefore is characterized by an input which means a component that centers from the outside conversion process and an output component which leaves the system for the outside environment. This study is based on the system theory which encourages management to perceive the internal (within) and external (outside) environmental factors as an integrated whole. As a result, the administrator (school head) must view the physical human environmental and psychological facet of a job as a link to form integrated whole (Nwachukwu, 1989).

Every system is made up of sub-system and for it to function effectively, the sub-system must function effectively. Therefore, in education the sub-system which include teacher, learning resources and students, must be properly coordinated for the organization to achieve its desired objectives. In addition, Nwankwo (1984) and Zeluys (2004) describes a system as series of inter-related and interdependent parts such that the interaction of any part affects the whole system support of this view, system approach to management recognizes that administrative system is a complex formal system organized to function effectively and efficiently to achieve a desired goal. Where the system does not function, poor or lack of goal congruency the entire organization suffers.

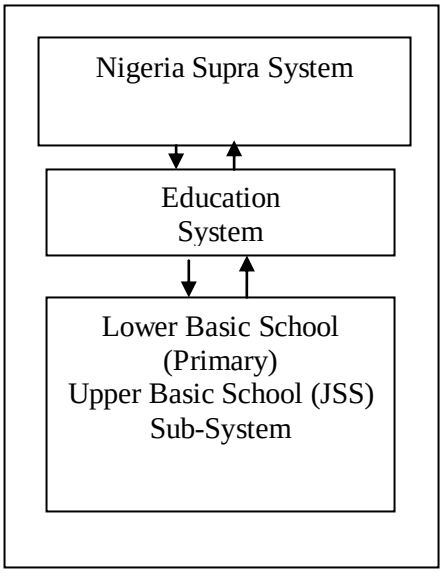
Fig. 3: A Social System view of the School



(**Source**: Getzel and Guba, 1957 in Makoju, 2016)

From the diagram above, system theory encourages management to perceive the internal (within) and external (outside) environment factors as an integrated whole. The organization i.e. schools and administrator (subsystem) i.e. school head, there is a link between them to form an integrated whole.

Fig. 4: An Organization viewed as an Open System



(**Source**: Getzel and Guba, 1957 in Makoju, 2016)

From the diagram above, the school is an open living social system. As a social system organization, it interacts continually with the environment (Nigeria society) (suprasystem). It interacts with education i.e. UBE and other sub-system i.e. lower basic school (primary) and upper basic school (JSS). It takes in information and interacts with other groups to achieve its objectives. Application of systems theory to Nigeria in its effort to make education more relevant to the needs of the society.

2.3.2 The Concept of Social Demand Approach (SDA)

Social Demand Approach (SDA) as a strategy towards the success of the UBE Programme in Nigeria

Social demand approach is the method that is used by education planners to predict the future demand for education by parents and children. The emphasis is on consumption of education. With this approach education is regarded as public service and a right of everyone and as such it should be provided for the citizens.

The social demand approach is based on the notion that everyone has right to receive education with the associated personal, social and economic benefit. The importance of this approach was also emphasized when the United Nations declared education as a "fundamental right" of every qualified person and also requested nations to provide free education at primary level for all.

This approach sees education as a social necessity and inalienable right of every citizen. It is suitable when education is considered as an obligation and not a priviledge. The Dutch adopted the SDA in planning their educational system according to Fabunmi (2007) what the government wrote that "if a sufficiently qualified citizen stands at the door of any type of school, he must be admitted and it is the responsibility of the appropriate government authorities to

anticipate his request so that school capacity will be adequate to accommodate the child". In Nigeria, the adoption of SDA can be seen in terms of the universal primary education of 1976 and the present UBE programme.

Principles of Social Demand Approach (SDA)

1. It requires accurate demographic information to be made available.
2. It requires accurate information about the total number of pupils that is to receive education.
3. The total number of teachers available.
4. The number of teachers to be trained.
5. The condition of classroom facilities.
6. Accurate information about the number of classrooms to be provided.
7. Accurate information about more equipments and laboratories that are to be provided.
8. Accurate projection of pupils' population.
9. The use of population growth rate formula and time series analysis to study the past and project into the future.
10. Accurate information about the size of the age group relevant to the level of education especially at primary and secondary levels.
11. Information about the probable length of study

Advantages of SDA to UBE Programme

The Social Demand Approach (SDA) has a number of advantages when adopted which are actually in line with the desires of the goals of UBE according to Olaniyonu et al (2008) and Gbadamosi (2005). It increase the level of literacy, enhancement of equality of educational opportunities, reducing of the level of social tension in the nations where education acts as a social ladder. It is less complex, it facilitates the process of income distribution.

Experience of the UPE of 1976 in Nigeria

The use of social demand approach as said before involves large expansion of the school system in covering areas of enrolment increase in teacher demand and supply, sufficient classrooms and other facilities. The experience of Nigeria so far is that government has taken these conditions into consideration seriously. According to Longe (2003) report enrolment in primary education between 1971 and 1981/82 shows that it rose from 3,894,539 in 1971 to 14,782,247 in 1981/82 showing an increase of about 27%. The remarkable increase shows the effect of introducing UPE (Egbenu, 2012).

In Nigeria, the annual increase in government between 1971 and 1975/76 was 13% but in 1976/77 it rose to 36.5% with a decline to 15.7% after that year. In numerical terms, the primary school system increased its enrolment by 2.3million pupils only in one year. This large increase in enrolment had a tremendous impact on teachers and facilities. For instance, Nigeria's primary education policy requires an average teacher/pupil ratio of 1:40. The increase in enrolment of 2.3million between 1975/76 and 1976/77 meants that 57,500 more teachers were required. The outcome was that many schools were understaffed, classes had to be merged and in some cases unqualified teachers such as Grade II certificate holders had to be used to teach. In the same vein classroom facilities were inadequate as evident by holding classes under the trees and in open places.

Factors Necessary to the success of SDA

According to Obasa (2004) for UBE to succeed it has to embrace the principles of SDA. As mentioned earlier, social demand approach requires some factors to succeed. Sufficient number of qualified teachers to man various classes and facilities required proportion to the expected student population especially now that the new UBE scheme has been extended to the

JSS level. This has gulped a lot of money apart from sound policy. The issue of funding is a serious case and must be addressed seriously, otherwise the application of SDA to Nigeria's educational demand would fail, yet no alternative to educating all Nigerians due to its less-complex nature. The financial situation in Nigeria can easily find its place in UNESCO's (2008) statement. Which states "that the world is facing problems notably debt burdens, threat of economic stagnation and decline, rapid population growth, widening economic disparities among nations, war, civil strife, violent crime and widespread environmental degradation. These problems affected effort to meet the basic learning needs.

Challenges to the success of Social Demand Approach (SDA)

There are threats to the success of SDA and in order to avoid this "there must be meticulous implementation though, there was adequate funding in the past, what was allocated to UPE was inadequate and what was available was ineffectively utilized" (Gbenu, 2012).

Another threat to the success of the SDA is the issue of the weight attached to future enrolment and other important variables that are not seen now going by variations in factors that were used especially in prediction in the past. The stronger the weight to be used the better the level of success to be achieved by the SDA.

Equally important to mention is the issue of using population growth rate and time series analysis which largely use past trend to extrapolate into the future. Time series in particular though more powerful than population growth rate, believes that the past will take into consideration the present and the future. It is a mechanistic approach holding on to a fact which may not always be the case. However, because it is quantitative in nature. Qualitative approach such as Delphi technique which relies strongly on the strength of experience and knowledge of experts in the field of interest can be adapted to the quantitative aspect which time series

upholds. Also, the formulation of appropriate policy and the political will of the government in power to see through the success of UBE programme is important. Such policy must cover teachers availability and welfare, provision of facilities and keeping of accurate records of large pupils enrolment, effective monitoring, supervision and provision of adequate funds etc.

Education is a fundamental right for all people which can help ensure a safer, healthier, more prosperous and environmentally sound world which will at the same time contributing to social, economic and cultural progress, tolerance and international cooperation. As a result of this, it is good that quality education is taken to the door step of all and sundry. It is not all level of levels of education but as defined by UBE programme in Nigeria. This can only be achieved through the adoption of principles of SDA (Gbenu, 2012).

Universal Basic Education (UBE) Programme

The Universal Basic Education (UBE) programme was launched in Nigeria in 1999 by the former President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo and passed into law in 2004. The introduction of UBE in Nigeria is an offshoot of the world conference on education for all (EFA) held in Jomtien, Thailand from 5th to 9th March, 1990. The broad aims of the basic education is to enable the learners to acquire knowledge skill and attitude that will assists them to live meaningful lives and contribute positively to the development of the society. These aims suggest that universal basic education is all embracing, learners-oriented and problem solving centred. Some of the objectives of UBE include the provision of compulsory free and universal basic education for every Nigerian child of school age and ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, security and civic values needed for the laying of a solid foundation for a lifelong learning.

2.3.3 The Management of UBE Programme in Nigeria

According to Catherine and Caroline (2012), the act establishing the commission UBE Act, 2004 mandated the 36 states of Nigeria and the Federal capital territory, Abuja to establish the State Universal Basic Education Board (SUBEB). It also mandated the state house of assembly to enact a law establishing SUBEB stating its structure, function, composition and tenure of the chairman and members of the board. SUBEB was primarily established to manage primary school, junior secondary schools and nomadic schools in the state.

Alongside SUBEB, the Local Government Education Authority (LGEA) was established by UBEC Act, 2004. The Act recognizes the constitutional responsibility of the states and local governments to manage basic education in its domain. While, the role of the Federal Government is to assist and maintain uniform standard in the country. The Federal government guidelines on the implementation of UBE programme (1999) proffers some strategies which include the programme is free and compulsory nature of the programme and effort are been made to avoid the mistake of the past which affect UPE implementation in Nigeria. The UBEC, SUBEB and LGEA are major stake holders in the implementation and management of UBE programme in Nigeria. SUBEB and LGEA are in charge of recruitment of staff, management of resources both human, materials and financial resources in the states. They monitor and evaluate to ensure that the objectives of the programme are achieved.

2.3.3.1 Management of UBE Programme in Northwest Zone, Nigeria

Universal Basic Education as articulated by the Federal Republic of Nigeria (FRN, 2013) include among others the provision of Universal Basic Education for every Nigerian child of school age. Also, the act establishing the commission UBE act, 2004 mandated the 36 states of Nigeria and the Federal Capital Territory, Abuja to establish the State Universal Basic Education

Board (SUBEB). It also mandated the state house of assembly to enact a law establishing (SUBEB) stating its structure, function, composition and tenure of chairman and members of the board. SUBEB was primarily established to manage primary schools, Junior secondary schools and nomadic schools in the state.

This arrangement has been carried out in the Northwest zone in Nigeria comprising of Kano, Kaduna, Katsina, Kebbi, Jigawa, Zamfara, and Sokoto states. The State House of Assembly in the six states has enacted law establishing state universal basic education in the state stating its structure, function, composition and tenure of the chairman and members of the board.

2.3.4 Staffing Situation in an organization

According to Uche (2006), his group observed that poor performance and low morale exhibited by the teachers was a reflection of their present total remuneration and their poor living and working environment. To reverse this phenomenon the following welfare packing were recommended to make the teaching profession attractive enduring by their employers.

a) Salaries should be promptly paid
b) Provision of housing accommodation
c) Provision of vehicle loans.
d) Provision of free medical care for teachers and their immediate family members.
e) Inducement allowance for teachers and their immediate family members.
f) Allowance for teachers posted to rural and difficult training.
g) Scholarship scheme to biological children of teachers maximum of four children.
h) Pension, gratuity and other retirement benefit should be paid promptly.
i) Life insurance scheme for teachers.

According to SUBEB report (2008) in order to achieve the objectives of this programme, infrastructure should be considered as one of the key areas. Rehabilitation of dilapidated buildings and the construction of new ones should be considered to accommodate the increasing number of intake. Adequate classroom furniture should equally be provided.

2.3.4.1 Staffing in UBE Programme

In UBE programme, staffing issue or personnel has been under administration and supplies department. This department is saddled with the task of assisting the chief executive in the day-to-day administration of the commission. They ensured effective use and management of available human and material resources in the commission. They created favourable working environment, mobilized and motivated the entire workforce towards attaining the goals and objectives of UBE. The department has four units namely: establishment, training and welfare, stores and supplies, maintenance and services. Among their initiatives are improving staff welfare by approving and securing permission from the national salary and wages commission for the upward migration of staff, salary structure from CONTISS to CONPAISS and approving the replacement of staff rent advance system with a rent supplement policy. Rent advance was formerly paid to staff as loan and recovered through monthly deductions.

2.3.4.2 Staffing in Primary Schools in Northwest Zone, Nigeria

The achievement of the stated aims of a school depend primarily on the quality of teaching and learning. In primary schools in Northwest zone, the quality and availability of teachers remained a problem. Also other areas of concern are facilities, availability of non-teaching supporting staff and materials for instruction in the schools. Other factors militating against staffing in primary school in northwest of Nigeria motivation and welfare package, if the rate of motivation is low such as no increase in salary, delay salary and other welfare packages

such as medical allowance were low in the region achievement of the UBE goals would be poor. Both the staff of SUBEB and LGEA are involved in this problem.

2.3.5 Provision and Management of School Facilities

It is the duty of the government to provide school facilities as provided for in the act establishing UBE (2004) it is the responsibility of the federal and state governments to provide facilities and fund the school. The federal government has greater share of the percentage. The state government through State Universal Basic Education Board (SUBEB) provide a great percentage of the share for the provision of facilities and funding of the schools. The state collects their grants from the federal government for the provision and management of school facilities.

School facilities management is a systematic process of rationalizing the provision, use and maintenance of these facilities within an educational institution to ensure their optimal utilization and achievement of educational objectives using the available resources. It is a process that involves rationally the following steps:

a) Determining which facilities are required to achieve school goals.
b) Providing such facilities most advantageously in terms of resource use.
c) Monitoring to ensure optimal use of educational facilities so provided.
d) Maintaining the facilities regularly to ensure their longevity
e) Reviewing the provision of these facilities to ensure that it continues to meet the changing educational needs in the advantageous manner.

It is the duty of the federal and state governments through UBEC and SUBEB to provide facilities in the schools. In line with UBE implementation policy, the federal government and state governments provide the required school facilities which include the rehabilitation and

construction of new schools and classrooms blocks, provision of instructional materials, office equipment, recreational facilities, residential facilities and general purpose facilities etc. The department of physical planning ensures the provision of qualitative infrastructural facilities through the donor agencies and government.

2.3.5.1 Maintenance of School Facilities

All material resources would not be permanent because their performance deteriorates with age and usage. Consequently, they ultimately failed when they were unable to perform their required functions under specific operating conditions.

What is Maintenance?

Maintenances is not just repairing an item and putting it back to services after a failure occurrence. It involves the things you do to avoid damages in order to keep the facilities in-service all the time. Maintenance means group of actions taken to keep a facility in good working conditions for as long as possible without failure unexpectedly. Maintenance according to UNESCO (1984) involves maintaining items such as buildings, furniture and equipment as far as possible in their original condition. Maintenance of school facilities is the act of coordinating the use of facilities and personnel to ensure maximum learning takes place in every laboratory (Mari, 2006). This is to say that if these facilities are not properly or well maintained then the school system will not derive the maximum benefit from their use.

Schools need to maximize the use of what they have and maintain what they have in order to achieve a level of instructional effectiveness. It was in this regards that Castaldi (1977) in Nwachukwu (1992) defined school facilities as those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. In the same vein, Mgbodile (1986) describes school plant as the

space interpretation of the curriculum. The programme of school according to him were expressed as it were through the school site. The arrangement and design of school buildings and several others. Similarly school facilities according to Ogbodo (1995) imply substantial cost to the school system for their establishment. Furthermore, school facilities are the things of education. They include school buildings such as classrooms, assembly halls, laboratories, workshops, libraries teaching aids, all devices such as modern educational hardware and software in the form of magnetic tapes, films, transparencies, tools that facilitate teaching and learning processes in the school. Furthermore, in agreement, Nwachukwu (1992) asserted that school plant includes non-human resources such as the site, buildings and equipments. Furthermore, school plant includes the site, the buildings, playground facilities and other infrastructures which embraces permanent and semi permanent structure. They include items such as machines, laboratory, equipment, the chalkboard, and office assistances tools such as brooms and cleaning materials.

2.3.5.2 Maintenance of School Facilities for the implementation of UBE

It has been observed that many school heads forget to realize that they have a duty to play towards the maintenance and upkeep of school plants. Deighton (1971), Nwagwu (1998) and Nwogu (1997) in their separate studies have confirmed the roles of the school administrator towards the maintenance as: -

a) The identification of plants that needs repair.
b) The establishment of a repair inventors
c) The establishment of a maintenance workshop
d) Renovation of dilapidated school plant.
e) Repair and redecoration of school plant.

f) Appointment of teachers to custodial duties.

g) Instruction to students n the careful use of the school plant, preventing students from damage or defacements through writing on the walls.

h) Ensuring that school plants are adequate for student population

i) Supervising school custodial staff

j) Providing working materials for the custodial staff allocating un-accommodated building deteriorate faster when they are not used.

k) Reporting all major parts to the government on time.

l) Teaching students to treat plants as personal properties instead of government facilities.

In order to achieve the objectives of the UBE programme, one must ensure that all these measures are taken in the maintenance of school plants. Maintenance fund should be given to the school heads since the school heads cannot run to the ministry every time for minor repairs. The Head teachers and head teachers should also not divert these funds into their private pockets while treating these properties as "government property". Managers of UBE programme should try to put the existing structures into proper use by renovating them to meet the present expected standards.

2.3.6 Funding of Education in Nigeria

Education is capital intensive project either on the part of an individual, organization or country, Education requires adequate funding. Much money is required to pay teachers' salaries and other allowances, procure educational facilities, building and maintenance of the existing structures etc.

The present financial commitment of the federal government to education in the country might not yield have the desired result. From time to time, academic staff union of colleges of

education (COEASU) and their counterparts in polytechnics used to be on strike, academic staff union of universities (ASUU) were on strike even for 6months strike. All these demands were for provision of facilities, lecturers' welfare and better funding of educational system in Nigeria.

The ever increasing population of pupils and students leading to explosion in school enrolment is another problem that requires urgent attention. Similarly, the cost of educational facilities in the country keeps on rising on daily basis; and the teachers also continue to demand for increase in salaries and better condition of service. These heavy financial demands on education imply that in 2017, only 7% budget allocation to education in Nigeria was unacceptable.

According to UBE programme planning and implementation document (2000) the sum of 5million dollars was estimated for renovating the existing school structures. The fact of the matter is that it might be difficult if impossible for the government to allocate such huge amount of money to education considering their budget allocation to education in Nigeria.

Available statistics show that a whopping amount of (₦3,504,749,532,420) about 3.5trillion naira will be required for the successful execution of universal basic education programme in Nigeria for a period of ten years from 2000 to 2010. On the average, a total of ₦292,634,613,500 about 2.6 billion naira will be needed annually to successfully execute the UBE programme in the country. This amount covers the cost of providing blocks of classrooms, renovation, school furniture, instructional materials, training, information communication and technology, libraries, staff recruitment, textbooks and teaching aids, management capacity building and administrative cost (Obanya, 2009). Unfortunately government did not meet these targets.

Over the years and as at present from 2009 to 2018 federal government budgetary allocation to education has been on the decrease. It has never met the UNESCO recommendation of 26% allocation to education. The table below shows the changing pattern of government budgetary allocation to education in Nigeria (2009– 2018) in billion naira.

Table 2.1 Budgetary Allocation to Education in Nigeria

FG Budgetary allocation to education (2009-2018)			
Year	**Budget**	**Educ Allocation**	**% of budget**
2009	3.049 trn	N221.19 bn	7.25
2010	5.160 trn	N249.09 bn	4.83
2011	4.972 trn	N306.3 bn	6.16
2012	4.877 trn	N400.15 bn	8.20
2013	4.987 trn	N426.53 bn	8.55
2014	4.962 trn	N493 bn	9.94
2015	5.068 trn	N392.2 bn	7.74
2016	6.061 trn	N369.6 bn	6.10
2017	7.444 trn	N550 bn	7.38
2018	8.612 trn	N605.8 bn	7.03
Total	55.19 trn	N3.90	7.07

Source: Government Annual Budgeting releases for various years compiled from Gani Fowehimi's research team publication, 2003

The analysis of government budgetary allocation to education over the years shows an unstable decline largest allocation was 9.94% in 2014 and this remains the highest to date. This is a far cry from UNESCO recommendation of 26% (Jeriyeoba and Alanda, 2007).

From the above data, it will be seen that the predominant role of government in financing education in the country is having problem. This is not far from the prevailing economic realities of third world countries. There are other competing socio-economic necessities such as the

provision of pipe-borne water, adequate electricity supply, healthcare services, provision of food and shelter, good road network and security challenges etc. The financial pressure from these factors has made it impossible for government to finance education adequately. There is need for private participation in funding education.

Despite all these, Nigeria as a country is blessed with abundant human and material resources. These resources should be properly managed with good leadership for the provision of qualitative education in Nigeria.

2.3.6.1 Funding of UBE Programme

According to UBEC Annual Report (2005) The Federal Government allocated the sum of ₦429 billion as intervention fund for the implementation of universal basic education in Nigeria in the 2005 based on 2% of the Consolidated Revenue Fund (CRF). However, the sum of ₦27.8 billion was approved by the federal ministry of finance. This figure was also revised down-ward to ₦24.3 billion due to the fall in revenue projection of the federal government.

The breakdown of the allocation is as follows:

a) ₦17.01 billion to matching grants to states
b) ₦3.402 billion to educationally in balance.
c) ₦1.215 billion to Good performance.
d) ₦0.486 billion to physically and mentally challenged.
e) ₦1.215 billion to school feeding programme.
f) ₦0.972 billion to UBE implementation fund.

The secured 100% reliance of 2005 budget of ₦1424.3 billion to the commission achieved 52% total disbursement of ₦2.18 billion to 36 states and F.C.T Abuja. Secured the release of ₦850 million ETF grant for the procurement of 09, 440 units of JSS classroom sitting materials (UBEC Annual Report p.46 &47).

UBE Sharing Formula

Sharing formulae of federal government UBE programme the sharing formula in operation as approved by the federal executive council (FEC) in December 2005 provides the following components.

Matching grants to states 50% - 50% basis

Educational Imbalance 70%

1. Grants to state adjudged as performing well 05%
2. Grants to state supporting their efforts for the education of physically and mentally challenged children – 02%
3. Grants to state for school feeding programme 05%
4. UBE implementation fund – 02%
5. UBE monitoring fund – 02%

Conditions of Accessing the UBE Matching Grant

Condition for accessing the UBE matching grant (20% of 2% CRF)

The following are the Condition for accessing the UBE matching grant by states:

1) Enactment of the state universal Basic education law in compliance with section 12(1) of the UBE acts 2004.
2) Establishment of state universal basic education board in compliance with section 12(1) of UBE Act 2004.
3) Operating separate bank account with the central bank title: "UBE matching grant Account" and forwarding the following particulars to UBEC
    a) Name and address of the bank.
    b) Title of the account

c) Account number

d) Names of the signatories to the account in compliance with the requirement imposed by the federal executive council June 2005, which include a career officer not below rank of Director and executive chairman of SUBEB.

4) Following a presidential directive, UBEC should also be a signatory to the account.

5) Evidence of lodgment of state action plan to UBEC for approval in compliance with a requirement imposed by the federal executive council, June 2005.

6) Submission of projects technical report and financial report indicating that the earlier disbursement has been judiciously utilized.

7) Fund utilization criteria for UBE intervention fund: the federal executive council approved the criteria for fund utilization of the UBE intervention fund to the states and FCT as follows:

   Expenditure by components of UBE programme

   Pre-primary Education – 5%

   Primary Education – 60%

   Junior Secondary School Level – 35%

8) Infrastructural and instructional facilities for the UBE programme: Infrastructural facilities refers to the physical and spatial enablers and enhancers of teaching and learning. In the context of the UBE programme it includes classrooms, libraries farms or gardens, laboratories, workshops, offices, toilets, stores, staff quarters, play fields and indeed the entire plant school.

Alternative Fund Sourcing Strategies

Owing to the huge amount of money needed for the implementation of the UBE programme, there is need for more innovative and pragmatic fund sourcing strategies to boost the financial status of the programme.

1. Both federal and state government should create a UBE fund reserve to which a given proportion of their annual income can be paid. The fund will be supervised by the various UBE commission. There should be transparency and accountability with respect to the financial operation of the programme.
2. The private sector should be sensitized and conscientied to get actively involved in the financing of the programme. Most private organisations do not believe in investing in education because they believe it does not provide immediate gain (Babalola, 1995).
3. The entire community should be mobilized and sensitised to contribute to the success of UBE programme. The community assessment can be in form of finance, physical labour resources, chair and desk (Ambrose, 1996).
4. The school authorities.
5. The role of non-government organizations (NGO) and other voluntary agencies.
6. International organization should be made to understand the country's limitations in terms of financing of basic education in Nigeria. e.g. UNDP etc.
7. Also, individual both in and outside the country should be made to understand the need to help the programme.

2.3.6.2 Funding of Primary Schools in Northwest Zone, Nigeria

The State Universal Basic Education Board (SUBEB) in the northwest zone, Nigeria is responsible for funding of primary school in the zone. The board disburses funds from both federal and state in carrying out its activities.

According to SUBEB annual report of 2008, 2012 and 2013, the board awarded contracts for the provision of classroom blocks, toilets, facilities and furniture for both teachers and pupils. The exercises was carried out in primary schools across the local government in the northwest zone of the country. There was massive renovation, electrification and provision of water resources were carried out in the schools in the zone. The board ensure that funds was used to provide quality education to the citizens in the northwest zone of the country.

2.3.7 Primary School Enrolment in Nigeria

According to Otu and Abdulalam, (1989) educationists and researchers have agreed that enrolment in our primary schools has increased massively. The federal government introduces universal basic education (UBE) in 1999 to enable every child of school age in the country go to school.

This scheme attracted many children to primary schools which resulted in explosive enrolment in primary schools in the country. Enrolment rose from 21, 122, 583 pupils in 2007 to 21, 714, 314 in 2009. The number of primary schools grew from 56, 105 in 2007 to 57,970 in 2009. (See tables 1 & 2).

Table 2.2: Total Primary Schools Enrolment In Nigeria: 2013- 2014

S/N	STATE	2013		2014	
		MALE	FEMALE	MALE	FEMALE
1	ABIA	120,546	118,030	100,879	97,600
2	ADAMAWA	290,686	266,936	303,566	278,762
3	AKWA-IBOM	448,762	479,528	448,032	479,062
4	ANAMBRA	419,117	473,992	369,088	386,164
5	BAUCHI	431,772	339,771	390,007	317,866
6	BAYELSA	240,326	243,452	61,647	61,739
7	BENUE	341,035	302,156	281,992	252,652
8	BORNO	539,787	419,598	566,776	440,579
9	CROSS-RIVER	115,243	109,670	101,402	95,538
10	DELTA	176,765	173,774	187,825	183,049
11	EBONYI	184,290	186,020	209,921	214,739
12	EDO	161,707	155,777	170,998	451,984
13	EKITI	64,861	63,294	65,807	66,121
14	ENUGU	98,919	95,693	95,378	92,438
15	GOMBE	277,840	211,633	267,514	212,232
16	IMO	796,610	719,989	718,141	672,039
17	JIGAWA	312,025	228,174	315,683	235,271
18	KADUNA	637,844	543,041	619,366	532,510
19	KANO	1,141,637	1,100,419	1,255,430	1,219,492
20	KATSINA	903,277	617,419	897,337	664,383
21	KEBBI	287,428	167,873	281,061	163,568
22	KOGI	177,420	184,622	180,758	196,896
23	KWARA	100,810	91,728	103,774	94,474
24	LAGOS	246,297	256,050	195,999	204,278
25	NASSARAWA	170,130	141,271	174,688	145,506
26	NIGER	410,239	298,034	410,239	298,034
27	OGUN	215,251	211,195	204,790	200,234
28	ONDO	643,159	643,671	629,257	630,543
29	OSUN	167,944	169,045	180,109	179,783
30	OYO	473,426	509,240	477,851	516,600
31	PLATEAU	535,932	500,381	259,236	259,999
32	RIVERS	195,037	197,537	128,438	130,845
33	SOKOTO	410,979	228,093	427,348	246,612
34	TARABA	318,137	255,900	285,012	230,973
35	YOBE	486,686	319,257	411,947	284,948
36	ZAMFARA	271,273	143,809	264,360	139,996
37	FCT - ABUJA	102,988	102,770	104,312	106,449
	TOTAL	12,916,185	11,268,842	12,145,968	10,983,959

Source: Universal Basic Education Commission www.ubeconline.com

Table 2.3: Total Number of Primary Schools in Nigeria 2013- 2014

STATE	2013	2014
ABIA	862	854
ADAMAWA	1,893	1,872
AKWA-IBOM	1,153	1,160
ANAMBRA	1,043	1,045
BAUCHI	2,356	2,450
BAYELSA	539	488
BENUE	2,731	2,741
BORNO	1,362	1,362
CROSS-RIVER	1,026	1,031
DELTA	1,292	1,129
EBONYI	1,060	1,060
EDO	1,061	1,075
EKITI	838	1,076
ENUGU	1,222	1,223
GOMBE	1,235	1,230
IMO	1,272	1,271
JIGAWA	1,918	1,998
KADUNA	4,026	4,225
KANO	5,335	5,732
KATSINA	2,207	2,217
KEBBI	1,671	1,729
KOGI	2,133	2,082
KWARA	1,466	1,502
LAGOS	1,001	1,007
NASSARAWA	1,154	1,310
NIGER	2,855	2,815
OGUN	1,492	1,493
ONDO	1,341	1,343
OSUN	1,391	1,391
OYO	2,260	2,371
PLATEAU	2,379	2,241
RIVERS	931	941
SOKOTO	1,997	1,990
TARABA	1,795	1,796
YOBE	1,041	1,067
ZAMFARA	1,442	1,545
FCT-ABUJA	525	544
NATIONAL	**61,305**	**62,406**

Source: Universal Basic Education Commission (www.ubeconline.com)

From the data in table 1 above it will be seen that there is increase in the enrolment of pupils across the states in the country while in table 2 shows that there is increase in numbers of primary schools in the country.

2.3.7.1 The Effect of Feeding Programme on School Enrolment and Retention

According to Oyefade (2014) the decision to enroll a child in a school and thereafter for the child to attend regularly is influenced by many factors. These include the perceived value of education, the availability of employment opportunities, the direct and indirect cost of schooling and the availability and quality of school facilities. Food incentive offered to students such as meals compensate parents for direct educational costs. He also observed that implementation of school feeding programme (SFP) is associated with increase in enrolment particularly girls.

According to Akanbi (2013), many countries such as Brazil, Philippines, Cambodia, Mali, Elsavador, Indonesia, Ghana etc where school feeding programmes are implemented data revealed that the programme has increased enrolment and attendance rate over the years. According to Oyefade (2014) the result of the findings showed that the school feeding programme has resulted in an increase in pupils' enrollment (78.4%), retention (44.8%) as well as regularity (58.6%) and punctuality (69%) in school attendance. It also enhanced pupils performance in curricular and extra-curricular activities (55.2%).

2.3.7.2 Pupils' Enrolment and Retention in Primary Schools in Northwest Zone, Nigeria

The introduction of Universal Basic Education (UBE) programme led to massive increase in enrolment in primary schools in the seven states that made up the northwest zone. From 2008 – 2011 and 2012 – 2016 there was an increase in the number of schools established and pupils enrolment increased tremendously. Accordingly to UBEC online this was clearly shown by the fact that in 2009 the number of primary schools in Jigawa state was 5,821, and addition of 1,998

in 2014 given a total of 7819 primary schools; Kaduna State 10,011 and addition of 4,225 in 2014 given a total of 15,118; Kano State 14,011 and addition of 5,732 in 2014 given a total of 19,743; Katsina state 6,078 and addition of 2,217 in 2014 given a total of 8,295, Sokoto state 5,107 and addition of 1,990 in 2014 given a total of 7,097, Kebbi state 2,973 and addition of 1,067 in 2014 given a total of 4,040; Zamfara state 3,732 and addition of 1,545 in 2014 given a total of 5,277, total = 36,206 in 2009 and 67, 389 in 2014 schools and pupil enrolment as at 2009 stand at Jigawa 1,501,140, Kaduna 3,417,027, Kano 5,792,281, Katsina 3,721,193, Sokoto 1,830,461, Zamfara 1,233,592 total 17,495,694. As at 2014 the enrolment stand at Jigawa 550,954, Kaduna 1,151,876, Kano 2,474,922, Katsina 1,561,720, Sokoto 673,960, Yobe 696,890 and Zamfara 404,356 total 7,514,678.This showed increase both in the number of schools and pupils enrolment. Some factors were responsible for this increase one of it was the free and compulsory basic education for all children in the country and in the northwest zone, Nigeria.

2.3.8 Supervisory Role Functions of the School Head

The school head is saddled with many responsibilities in the school since the school is an important tier of education system upon which children acquire skills. The supervisory role is very central among his role in maintenance of academic standards in a school. Probably that was why Ogunsaju (1983) opined that supervision plays an important role in the selection of organizational patterns and learning materials that would enhance educational patterns and learning. The Head teachers need to understand the importance of supervision in educational process and the impact it has on the students' performance. Ineffective supervision leads to problems like absenteeism of pupils from class, teachers' poor attitude to work, wastages of human and material and general indiscipline in the school (Ezeocha, 1985). Consequently, students resort to street hawking, inter-state prostitution and several other social vices. It is the

school head responsibility to guide and direct teachers in the process of implementing the curriculum and ensure that facilities for teaching and learning are in order and effectively utilized (Achunine, 1998). Heads of schools are appointed to give among others leadership in teaching and learning process. Therefore, it implies that the quality of a school head will greatly depend on the ability of the Head teacher in collaboration with the teachers, no-academic staff and students. Effective supervision is therefore necessary in order to enhance the quality of instruction in schools which will lead to improved performance of the pupils.

It is the duty of the school head to ensure that teachers translate the curriculum into reality through teaching their various discipline in line with expectations of the system. According to the stipulated ethics of the schools, it is the responsibility of the school head to supervise teachers' activities such as marking their lesson plans, record of work attendance register and several others. It is the responsibility of school head to monitor the punctuality of their subordinates to ensure that they do not leave schools before time.

2.3.8.1 Rationale for Supervision

One of the most crucial reasons for supervision is to ensure that individual teacher within the school system has been performing the duties for which he was hired. There is need for supervision in order to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals. For a supervisor to achieve the stated objectives it becomes necessary for him to have a clear picture of what he wants in supervision and how he can go about achieving the objectives.

1. Know the performance of teachers recruited to teach in the school system.
2. Determine whether a teacher should be transferred promoted, retained or dismissed.
3. Improve incompetent teachers.

4. Discover special abilities or qualities possessed by teachers in the schools.
5. Provide a guide for staff development.
6. Know the direction the school is going.
7. Know the effectiveness of classroom management by the teachers.
8. Assess the tone of the schools and identify some of their most urgent needs (Ogunsaju, 2006).

2.3.8.2 Supervision and Inspection of UBE Programme

To achieve the objectives of UBE programme supervision ensures that the provision is clearly understood by practitioners and the providers of basic education. It ensures that these practitioners are implementing correctly what the provisions are and that they are sincere in their efforts and the provision. Supervision further ensures that the infrastructure provided are not diverted but are properly used for the scheme. These infrastructural facilities include the buildings, teaching equipment, furniture and in some cases funds. Supervision ensures internal effectiveness and efficiency which would be assessed during evaluation.

Evaluation

Evaluation helps to examine the quality and quantity of executors on ground in terms of the amount of governmental and non-governmental bodies involved in the implementation of the scheme. Evaluation provides baseline data on area of effectiveness which need to be maintained and areas of weakness which should be improved upon.

Suggested Strategies for Supervision and Evaluation

There should be a supervisory chain whereby subject teachers have collegial supervision as well as being supervised by sectional heads. These sectional heads are supervised by head teachers who are in term supervised by the appropriate arm of the local government ministry. In

this process the local government will be supervised by the state and the state by the federal government.

2.3.8.3 Primary School Supervision in Northwest Zone, Nigeria

In the Northwest zone it is expected that regular monitoring and supervision of UBE programme will always take place. State universal Basic Education (SUBEB) in Northwest zone carryout routine inspection and supervision of primary schools in the zone. There are strategies and outcome to determine the effectiveness and efficiency of the scheme and to recommend necessary implementation adjustments in the zone. There were specific guidelines and facilities (logistics) for effective regular school supervision. The school supervision occupies a greater part of implementation of UBE scheme and effective follow up (Eyo, 2000). In every state that makes up the Northwest zone the SUBEB has inspection and supervision unit and has recorded some progress through their local unit in the local government area coordinated by the director in charge of inspection and supervision in the State Universal Basic Education Board (SUBEB).

2.3.9 Availability of Instructional Facilities

The schools can only be what it supposed to be if only proper steps were taken in the provision of all the necessary materials needed for that will make teaching and learning effectively. Learning cannot take place where instructional facilities are not provided. Therefore, the provision of facilities is of utmost important in a teaching and learning environment.

It is important to note that students and indeed their teachers need a conductive environment to be able to teach and learn adequately and effectively. The instructional materials are expected to meet the needs of the students and the teachers.

According Jacobson in Abraham (2003) school farm is another important instructional facility in the school. It is part of instructional facilities which many tend to ignore. Other important

instructional facilities are well equipped libraries and laboratory. Our schools can only be what we want them to be only when proper steps are for planning, in fact the general layout of the schools should be seriously considered.

2.3.9.1 Justification for Managing Instructional Facilities

Castaldi (1985) has established the fact that when a skillful teacher works in a well designed and highly functional school building with necessary instructional facilities, he is likely to achieve a level of instructional effectiveness than when those facilities were not provided. Instructional facilities therefore become vital tools or resources in teaching and learning effectiveness there is need for their proper management.

The basic justification for giving sufficient attention to the management of educational facilities include the need to ensure that the right type of instructional facilities are made available at the right time and place for the right type of teaching and learning activities. Since these have been known to have significant bearing on teaching and learning effectiveness, the right educational specification must be brought to bear on the provision of these facilities to meet the desired objectives.

2.3.9.2 Utilization of Instructional Materials and Implementation of UBE Programme

Effective implementation of UBE programme requires proper utilization of instructional materials by the school administrators and teachers in primary schools. It entails developing positive attitude towards the use of these materials in the classroom for illustration and demonstration of concepts. Utilization of instructional materials involves the use of instructional media (educational media) to promote the understanding of learning process between the instructor (teacher) and the learner and when utilized effectively provides concrete and realistic experience that help the learner develop faster understanding concept to be learned.

Improvisation of adequate instructional materials helps to present ideas, facts and information to the learners. It arouse their enthusiasm, impresses pictures and images vividly in their minds and memories and help in transfer of learning.

2.3.9.3 The use of Instructional Materials in Primary Schools in Northwest Zone, Nigeria

In primary schools in Northwest zone records showed that the provision of instructional material was inadequate. This would usually affect the implementation of UBE programme in primary school in the zone. The use and importance of instructional materials in primary school cannot be over emphasized. It promotes understanding of teaching learning process between the instructor (teacher) and the learner (pupils). It provides concrete and realistic experience that helps the learner develop faster understanding of the concept to be learnt.

2.3.10 Staff Development in an Organization

Training and development are often used interchangeably even though they have different connotations. Staff development is a price whereby capable employee are equipped with future potentials for training opportunities.

In the context of Nigeria, teacher professional development refers to the processes organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher.

These may take the form of planned and scheduled short term training programmes and seminars aimed at meeting various professional needs of the teaching force. Practices on the other hand include the formal monitoring programmes developed in situations like advise that the teacher get from the head teacher, ward education officer. Other forms of practice are the meetings held at school level and at the cluster level with the purpose of reviewing and reflecting on practices on a regular basis.

2.3.10.1 Professional Development Activities

Staff can engaged in some professional development activities such as:

a) Develop practical skills through highly focused short course.

b) Design to increase theoretical knowledge and indepth understanding based on critical examination of specific working practices over a longer period of time.

c) Deliver in group session within or away from the work place.

d) Develop the staff members by managing and developing careers in the organization and develop staff to be fully committed to their opportunities that work.

Types of training and Retraining in Education

In-service training is one of the retraining programming in education and it is a lifelong process in which the teacher is constantly learning and adapting to the new challenges of his job. Most of this training is self-directed and is carried out by reading books and articles on education by discussing with colleagues and supervisors matter concerning teaching and by attending courses and conferences on education. However, the need for in-service training is been recognized by educational authorities and so the teacher may find himself selected to take part in a larger in-service training course that offer help in improving specific teaching skills or enable him to grips with new developments such as a new curricula, new methods and other innovations (John, 2003).

2.3.10.2 Human Resource Development in UBE

Education is a priority sector in every society. It is also regarded as the engine of economic growth. It is valued in remoulding character and changing attitude, in order to achieve the objectives of the UBE scheme by the Federal Ministry of Education (2000). It was categorically stated the need to develop human resources to man the educational establishment

under the scheme. This became imperative because basic education is not defined in terms of years of schooling neither is it limited to formal schooling. Rather it is seen as a close articulation of formal, the non-formal and informal approaches to bringing about an all round development of the human ability. The intention is to lay the basis for a lifelong learning through the inculcation of appropriate learning skill, self-awareness and citizenship education to life.

Professional Development of Teachers

The primary sources of quality or effective teaching is teacher education. The qualities of teacher training institutions vis-à-vis the quality of trained teachers are strong determinants of effective teaching performance. Teachers should be encouraged to develop themselves professionally. Teachers can improve themselves professionally through pre-service and in-service training programme. The schools must be staffed with good teachers and the standard of admission into teaching profession should be made stringent. This is because it will take a very good teacher to produce a very good doctor, lawyer and teacher.

2.3.10.3 Staff Development in Primary Schools in Northwest Zone, Nigeria

Shortage of teachers affected instructional delivery in primary schools in northwest zone in the country. Effective instructional delivery to a large extent depends on the availability of qualified and motivated teachers. according to Igwe (2004) and Obanya (2009) identified inadequate number of qualified teachers, irregular payment of teachers salaries and teachers dissatisfaction with their conditions of services as obstacles to effective implementation of UBE programme in Northwest zone and the country at large. All these problems are anchored on inadequate funding of the programme.

2.4 Empirical Studies

According to National Policy on Education (NPE, 2004) Education is a veritable tool for both national and economic development. The awareness of end demand for quality education made the society to continue to seek and plan for accelerated educational development as well as expansion of opportunities. Universal Basic Education Programme (UBEP) is one of such education programme for the acceleration and expansion of education opportunities for Nigerians citizens. Primary or basic education is the bed rock of any educational system. A number of research work have been conducted in relation to the assessment of UBE programme in Nigeria. The following are some of such research as conducted.

The study of Omeka, Okpalaoka and Ugwuoke (2016) titled "Assessment of instructional materials in effective implementation of the Universal Basic Education Programme (UBEP)" in Nsukka, Enugu State. The objectives were to find out how effective the use of instructional materials can influence the implementation of UBE programme in Enugu Metropolis. Specifically, the study sought to ascertain the sources of instructional materials, which of the instructional materials are utilized by classroom teachers during instructional process in primary schools in Enugu and its environs. A descriptive survey research design was adopted for the study. A total population of 1,000 respondents was used and a sample size of 580 was selected using stratified random sampling technique. Data collection tool as a structured questionnaire was used. The analytical tools were mean and standard deviation was used and the hypotheses were tested using t-test.

The findings revealed that instructional materials were procured mainly by improvisation by the teachers. Other sources included government grants and donations. The study also revealed that instructional materials were in short supply. There was inadequate use of instructional materials in our schools. This would certainly affect the management and

implementation of UBE programme in Nigeria. In some cases even where instructional materials exist, the teachers might not be able to use it which will likely lead to waste. The instructional materials might rot and get wasted away. The researchers suggested that regular training of teachers on the use of available instructional materials through seminars and workshop for effective utilization of instructional materials should be embarked on. In an attempt to compare the research work with this study and others it was observed that the use of instructional materials is important for the implementation of UBE programme. Also, the use of instructional materials is necessary at lower level of education.

The importance of feeding programme in the management of UBE programme cannot overemphasized. According to Ogbogu (2016) in research work titled "the effect of school feeding programme on enrolment and performance of public elementary schools pupils in Osogbo, Osun State, Nigeria". The main objective of the research is to assess the impact of the feeding programme on school enrolment and retention and to assess the impact of the feeding programme on pupils academic performance. The study adopted survey research design.
A structured questionnaire and interview of 23 officials in selected elementary school and local government authority was used. A total of 116 respondents in 10 public elementary schools in Osogbo was used. A random sampling was adopted. Simple percentages was used in analyzing the data collected and reported using triangulatory process.

The findings of the research reveal that school feeding programme in Osun state has resulted in an increased in pupils enrolment and retention. It has also enhance pupils performance in curricular and extracurricular activities. Through the research work if shows that there is an increase in enrolment and retention of pupils. The increase in enrolment has lead to

more challenges in the management of UBE programme. The research work on feeding programme has raised important issues in the management of UBE programme in the country.

It reveals that there is increase in enrolment and retention of pupils in schools increase in academic performance. This lead to inadequate classroom,, furniture, heavy workload on the teachers, inadequate funds and ineffective monitoring and evaluation system. The researcher suggest effective planning in the implementation of UBE programme there should be provision of more classrooms, more teachers, more furniture, more funds and effective monitoring and supervision system. If UBE programme is to succeed in the country there should be vital information which the authority should work on such information as contain in the findings of the feeding programme.

In an attempt to examine the research works on feeding programme and this research on management of UBE and other works. It will be noticed that the research on feeding programme has raised an important issue in the management of UBE programme. We cannot managed the UBE programme successful without planning how to solve the problem of increase in enrolment and retention as a result of the feeding programme. Due to the increase in enrolment and retention programme there is inadequate teachers, funds, and facilities are in short supply. There is pressure on school facilities, more funds is needed etc. There is need to map out administrative strategy on how to solve the problem.

According to Adunolu and Fabiyi (2016) in their work titled "The Universal Basic Education in Nigeria: Challenges and Prospects. The research was conducted in Lagos State. The objective was to assess on the field experiences of the UBE programme by stakeholders e.g. school Head teachers, teachers, students and parents. A cross sectional survey research design was adopted which is both descriptive and exploratory. Questionnaire was used. It has a

population of 21,961 students and a total number of 540 teachers. A Random sampling technique was adopted. Lagos state has six educational district and Surulere Local education district IV was randomly selected. It was 30 junior secondary schools in the district. All Head teachers and vice Head teachers of the 30 (JSS) were included in the sample (60). 90 teachers, stakeholders participated in the research. Correlation statistical test was used as analytical tools. The Pearson Product Moment was applied.

The findings of the research reveal that 12% of primary school pupils sit on the floor, 38% classrooms have no ceiling, 8% classroom overcrowded, while 77% pupils lack textbooks. All most all the teachers are poorly motivated coupled with lack of community interest and participations in the management of the schools. The finding of Adekunle and others was further strengthen by the finding of Adunolu and others. The researcher suggests that government and the various stakeholders in the implementation of UBEP should be more serious in order to achieve the aim and objective of the programme.

In an attempt to compare the research work with this and others, it was observed that the findings of Adunolu and Fabiyi were strengthened by the finding of Adekunle and Ogbogu on school feeding programme. The two research findings show that the state of facilities in primary schools is not adequate to run the UBE programme in the country.

The teaching of mathematics and other core subjects at primary level of education is very important. According to Kingsley, Matthew and Charity (2016) in their work titled “teacher creativity: innovation to effective evaluation in primary school mathematics”. The study which took place at Isiala Mbano in Imo state shows how important creativity is in teaching any subject at primary level of education.

The main objective of the study include ascertaining which of the traditional or creative approaches in mathematics will produce better result as regards cognitive performances in arithmetic and geometry. Ascertained the mean cognitive performance scores in primary school arithmetic and geometry of two groups of pupils. The study adopted quasi experiment design. Population of 140 primary 5pupils in Isiala Mabano in Imo state was used. Questionnaire was used to elicit data. Sample selected was 90pupils, 45 for group A and 45 for group B. Sample technique systematic random sampling. Z-test statistics and F-test statistics.

The finding shows that the creative approach group performed better than the traditional approach group. This suggests that creativity and innovation should always be brought in teaching and learning mathematics.

This study reveals that for effective implementation and management of UBE programme creativity should be adopted by teachers. Science and art teachers should be creative in teaching so that they can get the attention of the pupils. The development of teachers for effective delivery of their services cannot be overemphasized. Workers generally need development in order to improve in their services in their pace of work.

In an attempt to compare the research work with my own research work and others, it was realized that creativity approach is important in the study of mathematics and other science subjects in primary schools. Also there is the need to encourage teacher development in the service in other to be more effective.

According to Akpan and Ita (2015) in their study titled “Teacher professional development and quality universal basic education in Lagos state Nigeria”. They state the need for development of teachers. The study was conducted at Lagos state. The main objective of the study is to investigate the relationship between professional development and quality universal

basic education. To find out the extent to which teachers participation induction programme relate to quality Universal Basic Education. ICT training of teachers relates to quality universal basic education. Teachers participation in seminars and workshop relates to universal basic education. Correlation design was adopted. The population comprises of all Junior and secondary school teachers in Lagos state. 12,802 primary school teachers made up of 2,124 males and 10,678 females. A total of 11,038 in secondary schools. 3,224 males and 7,814 females. Random sampling technique was used to select 250 teachers from JSS and primary schools. This gives a total of 500 teachers. Questionnaire was used to elicit information from the respondents. Pearson Product Moment Correlation statistics was to analyze the data.

The findings reveal that teachers participations in the induction programme significantly relates to quality UBE. It also revealed that more teachers are expose to induction programme the better the quality of UBE. Another finding, ICT training significantly correlated with quality UBE programme. Teachers in the state should be exposed to ICT training. The research reveals that ICT training of teachers is very important for effective implementation and management of UBE programme. It will also ensure quality in UBE programme. The study also reveals that training and retraining of staff was very important in order to have quality teachers in the implementation and management of UBE programme.

In comparism with the ongoing research work and other research works, it was observed the work of Akpan and Ita were strengthen by Kingsley and Matthew both research work emphasize on the need for teachers development in order to be moved effective in the discharge of their duties this will help in the effective management of UBE programme in Nigeria.

2.5 Summary

The purpose of this study is to look into the management of Universal Basic Education in Northwest zone, Nigeria. In doing this, the researcher review related literature and relevant

information from appropriate quarters. The problems associated with the management and effective implementation of UBE programme in Northwest zone was discussed such as poor planning, inaccurate data, funding, staff welfare etc.

From the above observation, it was envisaged that the problem of UBE in the state and the country as a whole is similar to those problems that militated against effective management and implementation of the UPE and 6-3-3-4 system of education in the country. According to Dare, Onekata and Auwal (2000) there are inadequate funding, inaccurate data for planning, supply of competent teachers, infrastructure facilities, poor implementation of curriculum content, poor public enlightenment and social mobilization, poor monitoring and supervision militated against the effort of UBE scheme.

The enrolment of pupils and inspectors of education in the State Universal Basic Education Board (SUBEB) in fulfillment of educational objectives is also looked into. It has been observed that if the abundant human and material resources in the state and the country as a whole is properly managed for the provision of quality education, the objectives of UBE scheme will be achieved in the country.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology and procedures for collecting data. It also presents research design, the population that constitutes the research subjects, sample and sampling techniques, instrumentation, reliability and validity of instrument, pilot study procedures and methods of data analysis.

3.2 Research Design

The research design adopted for the conduct of this study is the survey method. Survey research is characterized by the selection of samples from a large and small population to obtain knowledge of the population being studied. According to Marczyk, Demutteo and Festinger (2005) this is a type of design in which the investigator gathers data from a large number of people on their behaviors, attitudes and opinions. This design is appropriate for the study because data were obtained from primary schools. The importance of survey research in this research is that it is used when handling large population, especially when it involves systematic collection of data from population of study through the use of questionnaire, interviews, observation etc.

3.3 Population of the Study

There are four population groups in this study. The groups are stated as follows:

1. Head teacher in Public Primary schools in the states of the Northwest zone;
2. Teachers in the state public primary schools in the states;
3. Parent and Teachers Association (PTA) in the State Public Primary schools and
4. The States Universal Basic Education Boards (SUBEBs) of the state in the Northwest zone.

The first group consisted of Head teachers in public primary schools in each state of Northwest Zone. The second group consisted of teachers in each state of Northwest Zone of their public primary schools. And the third group parents of public primary pupils in each state of Northwest Zone and the fourth group are officials of SUBEB in Northwest Zone.

There were seven (7) states in the Northwest Zone which were Jigawa, Zamfara, Sokoto, Kaduna, Kano, Katsina and Kebbi. For the purpose of this study, the researcher used four (4) states which are Kano State, Kaduna State, Katsina State and Jigawa State were used. Table 3.1 shows the population of the study according to the four states.

Table 3.1: Population of the Study

States	No. of Schools	No. of Head Teachers	No. of Teachers	No. of PTA Officials	No. of SUBEB Officials	Total
Kano	5,335	5,335	51,043	60	15	61,788
Kaduna	4,026	4,026	32,604	60	15	40,731
Katsina	2,175	2,175	19,298	60	15	23,723
Jigawa	1,918	1,918	13,102	60	15	17,013
Total	**13,454**	**13,454**	**119,047**	**240**	**60**	146,255

Source: NBS and UBEC, 2013/2014

Table 3.1 shows the population of the study, showing the number of schools, head teachers, teachers, parents and SUBEB officials.

3.4 Sample and Sampling Procedure

Four states from the Northwest zone Nigeria were selected from the total of seven states that made up the zone. The states were randomly picked from the zone for this study were Kano, Kaduna, Katsina and Jigawa states. This represented more than 30% as recommended by Aderenmo (1985). Also, this selection was to ensure geographical spread across the Northwest zone, Nigeria. From each of the four states selected eighty, seventy, fifty and fifty primary

schools were considered for the study respectively. This gives a total of two hundred and fifty (250) primary schools. From the 250 public primary schools selected across the Northwest zone a total of 810 respondents was selected from the four groups adopted for this study.

In selecting the four sampled states a stratified random sampling technique was used because stratification allows viability of elements selected with each stratum more homogenous than the variation of elements between strata according to Gupta (1979) a group of objects selected randomly from a population tends to possess the characteristics of the large group if the samples are randomly chosen. This means that the selection process did not favour or disfavor any item or group. Therefore, simple random and purposive sampling technique was used in arriving at the sample population used from all the four groups of the study.

According to National Bureau of Statistics and UBEC (2012) there were 13,454 primary schools in the sampled states out of which 950 were used for the study. A sampled of 250 head teachers were used in those schools. There were 119,047 teachers in the sampled states out of which 400 were used.

There were 60 representatives of PTA officials in each state given a total of 240. Out of which 140 PTA officials were used. There were 15 representatives of SUBEB officials from each of the sampled states given a total of 60 out of which 20 SUBEB officials were used.

To get the respondents from the four categories, 810 respondents were randomly drawn from the total population of 142,255 stakeholders. This is in line with Roscoe (1975) who recommended that a sampled size larger than 30 and less than 500 were appropriate for most researches and if the samples were to be broken into groups a minimum sampled size of 30 in each category should be fixed

Cluster sampling was used to distribute 810 among the four categories as follow:- 250 head teachers, 400 teachers, 140 PTA officials and 20 SUBEB officials, these samples were also considered adequate in line with submission of Fower (1988).

Table 3.2: Sampling of the Study

S/N	State	No. of sch.	No of Head teachers	Sample Headmaster	No of Teacher	Sample Teacher	No of PTA	Sample PTA	No. of Sample SUBEB	Sample SUBEB	Total
1.	Kano	5,335	5,335	80	51043	120	60	45	15	6	
2.	Kaduna	4,026	4,026	70	35604	100	60	35	15	5	
3.	Katsina	2,175	2,175	50	19298	90	60	30	15	5	
4.	Jigawa	1,918	1,918	50	13102	90	60	30	15	4	
Total	4	13454	13454	240	119047	400	240	140	60	20	133611

Table 3.2 gives the details of total number of states, schools, head teachers, teachers, PTA, SUBEB and their sample size.

The table 3.3 shows the sample size of the study

Table 3.3 Sample Size of the Study

S/N	State	No. of sch.	No of Head teachers	No. of Teachers	No of PTA	No. of SUBEB	Total
1.	Kano	80	80	120	45	6	
2.	Kaduna	70	70	100	35	5	
3.	Katsina	50	50	90	30	5	
4.	Jigawa	50	50	90	30	4	
Total	4	250	250	400	140	20	810

Table 3.3 shows the sample of the study which comprised of four (4) states showing the number of schools, head teachers, teachers, PTA and SUBEB per state. A total of eight hundred and ten (810) respondents for the study was drawn.

3.5. Instrumentation

Questionnaire designed by the researcher was the main instrument used to gather information for the study. The questionnaire was distributed to the four groups for the study. This was addressed to head teachers and teachers of primary schools in the Northwest zone,

officials, Parents Teachers Association (PTA) of selected schools and SUBEB officials in the Northwest zone. A letter of introduction was collected from the Head of Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria.

The researcher used 5 point likert scale in the questionnaire. The likert five point scale questionnaire allowed respondents to indicate the existence or non-existence of items on the questionnaire in their various role performance. It also gives room for those who are undecided. The questionnaire was divided into two section A Bio Data and section B filled as follows:

SA – Strongly Agree 5

A – Agree 4

U – Undecided 3

D – Disagree 2

SD – Strongly Disagree 1

3.5.1 Validity of Instrument

Validity can be defined as the degree to which a test is capable of achieving certain aims and objectives which it is set out to achieve. It can also be defined as truthfulness (Mchrens and Hehman, 1993). In order to ascertain the validity of this instrument and its applicability to this study, the instrument was validated by experts in the department and Faculty of Education, Ahmadu Bello University, Zaria.

3.5.2 Pilot Study

In order to seek reliability of the instrument for data collection, a pilot study was conducted in two primary schools in Northwest Zone, Nigeria. The schools were Special Primary School Dala in Kano State and Special Primary School (SPS) Nasaro, Gumel Jigawa State. A

total of 50 copies of questionnaire were administered to forty eight (48) teachers and two (2) head teachers. The Cronbach's correlation coefficient was used to test the result.

3.5.3 Reliability of the Instrument

To establish the reliability of the questionnaire used for the study, the correlation coefficient of Cronbach's Alpha 0.945 and 0.951 were obtained from the teachers and head teachers' responses. This implies that the instrument designed was suitable and reliable. Thus establishing the reliability for the instrument used for data collection.

3.6 Procedure for Data Collection

Copies of the questionnaire were distributed to the head teacher of primary schools, teachers, (PTA) who represented the parents and SUBEB officials in the Northwest Zone, Nigeria. The researcher administered the questionnaire personally with the help of some research assistants and collected the completed ones. 880copies of the questionnaire were administered, 810 (92%) were returned. Thus, 810 copies of the research instrument were retrieved and used for data analysis.

3.7 Method for Data Analysis

The researcher employed two statistical techniques in analyzing the data and computing the result of the findings. The data collected were analysed using frequencies and percentage for the demographic variables. The hypotheses were tested using one-way analysis of variance (ANOVA) because it tests differences existing between more than two variables. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

Data collected from stakeholders towards assessing their perception of the management of Universal Basic Education (UBE) programme in Northwest Zone of Nigeria within the period of 2007 and 2017 were statistically analysed in this chapter. A total of eight hundred and eighty copies of the questionnaire were distributed to the stakeholders (Head teachers, Teachers, PTA and SUBEB officials) in the following rates head teachers, (270), Teachers (420), PTA members (160) and SUBEB officials (30). The response rates were head teachers 250(92.6%), Teachers 400(95.2%), PTA members 140(87.5%) and SUBEB officials 20(66.7%). A comparative approach was used in the analysis to enable comparison of perception of the different stakeholders. Apart from the descriptive analysis of the selected demographic variables which were presented in tables of frequencies and percentages, the analysis is structured along the study's objectives and research questions. The last section of the chapter is made up of the test of the hypotheses and a discussion of the findings.

Table 4.1: Rate of Responses

Respondents	Questionnaire Distributed	No. of Questionnaire Returned	Percentage (%) Returned
Head teachers	270	250	92.6%
Teachers	420	400	95.2%
PTA members	160	140	87.5%
SUBEB	30	20	66.7%
Total	**880**	**810**	**92.02**

In Table 4.1, from the total of 880 copies of questionnaire distributed, 810 were returned. Therefore, 92.02% of the questionnaire were returned and used for the analysis.

4.2 Description of Bio-Data

This section deals with the respondents' years of experience, their age ranges and highest qualifications.

Of the total (810) respondents involved in the study, 250(30.9%) were head teachers, 400(49.4%) were teachers, 140(17.3%) were PTA members while 20(2.4%) were SUBEB officials. Their demographic variables selected along the expressed opinions were years of working experience, age and highest educational qualification. Each of these variables was tabulated in frequencies and percentages in Tables. Table 4.2 shows the classifications of the respondents by their years of experience on the job.

Table 4.2: Classification of the Respondents by their Years of Experience on the Job.

Position	**1 - 5 years**		**6 - 10 years**		**Above 10years**		
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**	**Total**
Head teacher	62	24.8	88	35.2	100	40.0	250
Teacher	274	68.5	89	22.3	37	9.3	400
P.T.A official	76	54.3	28	20.0	36	25.7	140
SUBEB official	6	30.0	5	25.0	9	45.0	20
Total	**418**	**51.6**	**210**	**25.9**	**182**	**22.5**	**810**

Table 4.2 shows that 24.8% of the head teachers had between 1 and 5years of experience on the job while 35.2% of them have being on the job for between 6 and 10years. But 40.0% of them had above 10years of experience on the job. For the teachers, those with less than 6years of experience were 68.5% of their group while 22.3% of them had between 6 and 10years of teaching experience and 9.3% had above 10years of experience on the job. Years of experience among the PTA members were 54.3% for between 1 and 5years, 20.0% for the range of 6 and 10years and 25.7% for those with above 10years of experience on the management of the

schools. SUBEB officials that had between 1 and 5years of experience were 30.0% while those with experience of between 6 and 10years were 25.0% and 45.0% had above 10years of experience on the job. In the overall, 51.6% of the respondents had between 1 and 5years of experience on the schools management, 25.9% had between 6 and 10years while 22.5% above 10years of experience on the management of the schools. The classification shows that the respondents could be said to have had adequate experience on the management of the schools to give valid information on UBE programme in the zone of study. Table 4.3 shows the age ranges of the respondents in their different designations.

Table 4.3: Classification of the Respondents by their Age Ranges.

Designation	**Below 30years**		**30 - 39yrs**		**40 –50yrs**		**Above 50yrs**		
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**	**Freq.**	**%**	**Total**
Head teacher	36	14.4	108	43.2	66	26.4	40	16.0	250
Teacher	278	69.5	69	17.3	34	8.5	19	4.8	400
P.T.A official	111	79.3	16	11.4	7	5.0	6	4.3	140
SUBEB official	9	45.0	2	10.0	4	20.0	5	25.0	20
Total	**434**	**53.6**	**195**	**24.1**	**111**	**13.7**	**70**	**8.7**	**810**

Head teachers who were below 30years were 14.4% of their group but 43.2% were between the age range of 30 and 39years and those within 40 and 50years were 26.4%. Those above 50years were 16.0% of the total number of head teachers involved in the study. For teachers, 69.5% were below 30years. Teachers who were within the age range of 30 and 39years were 17.3% and 8.5% of the teachers were between 40 and 50years. Only 4.8% of the teachers were above 50years. The PTA members who were below 30years were 79.3% of their group. But 11.4% were between 30 and 39years and 5.0% were between 40 and 50years. Only 4.3% were older than 50years. For the SUBEB officials, 45.0% were below 30years, 10.0% were between

30 and 39years and 20.0% were between 40 and 50years. Only 25.0% were above 50years. In the overall, 53.6% of the respondents were less than 30years, 24.1% were between 30 and 39years while 13.7% were between 40 and 50years. Only 8.7% of the total respondents were above 50years. This distribution shows that all the respondents were adults within the working age and therefore should be able to give valid information on the subject of investigation.

Table 4.4: Classification of the Respondents by their Highest Qualifications.

Designation	NCE/OND		HND		First Degree		Masters		Ph. D	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Head teachers	117	46.8	27	10.8	94	37.6	10	4.0	2	.8
Teacher	283	70.9	17	4.3	78	16.6	10	2.5	12	3.0
P.T.A official	128	91.4	0	0.0	6	4.2	3	2.1	3	2.1
SUBEB official	11	55.0	1	5.0	7	35.0	1	5.0	0	0.0
Total	**539**	**66.6**	**45**	**5.6**	**185**	**22.9**	**24**	**3.0**	**17**	**2.1**

Table 4.4 shows that 46.8% of the head teachers had their highest educational qualifications as the National Certificate in Education (NCE) or the National Diploma equivalent. Head teachers with Higher National Diploma were only 10.8%. Those with First degree (B. ED, B. SC or BA) were 37.6% of the total number of Head teachers involved in the study. Head teachers who had Masters Degrees were 4.0% while 0.8% said they had doctorate degrees. For the teachers, 70.9% have National Certificate in Education (NCE) or the National Diploma equivalent, 4.3 had HND, 16.6% had first degree while 2.5% had Masters Degrees with 3.0% having Doctorate. For the PTA officials, 91.4% had National Certificate in Education (NCE) or the National Diploma equivalent 4.2% had first degree, 2.1% were masters holders and 2.1% doctorate. The SUBEB officials with the National Certificate in Education (NCE) or the National Diploma equivalent were 55.0%, 5.0% had HND, and 35.0% had first degrees with 5.0% having master degree. In the overall, 66.6% had National Certificate in Education (NCE) or the National Diploma equivalent, 5.6% had HND, 22.9% had first degree and 3.0% had master degrees while

2.1% had doctorate degrees. The distributions showed that all the respondents had adequate educational qualifications to be in the position of giving correct information on the management of the UBE programme in the zone.

4.3 Respondents' Responses to the Research Questions

The main objective of this study is to investigate the perception of stakeholders on the management of Universal Basic Education (UBE) programme in Northwest Zone of Nigeria between 2007 and 2017. To effectively carry out the investigation, the main objective was restructured into specific objectives and investigated with the following research questions:

4.3.1 Opinions of the respondents on Staffing Situation in UBE schools in Northwest Zone, Nigeria

In order to examine the staffing situation of the UBE programme a number of issues were itemized which solicited for the opinions of the stakeholders. The expressed opinions were graded on a five point Likert scale. Decision on each item which was based on the midpoint average of 3.0. Mean score of magnitude 3.0 and below would indicate disagreement while mean score above 3.0 the midpoint average would signify agreement. The observed frequencies and percentages were used mainly as appendage to emphasize the direction of expressed opinion. Table 4.5 shows the perception of the stakeholders on the staffing situation of the UBE programme in the North West zone. The table shows the frequencies and percentages along with mean scores for the stakeholders on the respective items including scores for all the respondents.

Table 4.5: Opinions of Stakeholders on Staffing Situation of the UBE Programme in the Zone, Nigeria

Sn	Staffing situation	Designation	SA(%)	A (%)	Un(%)	D(%)	SD(%)	Mean
1		Head teacher	92(36.8)	129(51.6)	7(2.8)	17(6.8)	5(2.0)	4.14
		Teacher	167(41.8)	171(42.8)	18(4.5)	33(8.3)	11(2.8)	4.13
	The teachers have the	P.T.A official	64(45.7)	52(37.1)	8(5.7)	15(10.7)	1(.7)	4.16
	minimum teaching	SUBEB official	4(20.0)	14(70.0)	1(5.0)	0(0.0)	1(5.0)	4.00
	qualification (NCE)	Total	327(40.4)	366(45.2)	34(4.2)	65(8.0)	18(2.2)	4.13
2		Head teacher	42(16.8)	113(45.2)	18(7.2)	55(22.0)	22(8.8)	3.39
		Teacher	109(27.3)	177(44.3)	31(7.8)	63(15.8)	20(5.0)	3.73
		P.T.A official	45(32.1)	55(39.3)	15(10.7)	16(11.4)	9(6.4)	3.79
	There is adequate number	SUBEB official	4(20.0)	5(25.0)	3(15.0)	8(40.0)	0(0.0)	3.25
	of teachers in the school	Total	200(24.7)	350(43.2)	67(8.3)	142(17.5)	51(6.3)	3.62
3		Head teacher	30(12.0)	125(50.0)	34(13.6)	50(20.0)	11(4.4)	3.45
		Teacher	65(16.3)	189(47.3)	68(17.0)	60(15.0)	18(4.5)	3.56
		P.T.A official	33(23.6)	56(40.0)	27(19.3)	14(10.0)	10(7.1)	3.63
	The right caliber of teachers	SUBEB official	1(5.0)	11(55.0)	6(30.0)	1(5.0)	1(5.0)	3.50
	are employed in the school	Total	129(15.9)	381(47.0)	135(16.7)	125(15.4)	40(4.9)	3.54
4		Head teacher	79(31.6)	101(40.4)	22(8.8)	35(14.0)	13(5.2)	3.79
		Teacher	152(38.0)	170(42.5)	35(8.8)	31(7.8)	12(3.0)	4.05
	The staff are encouraged to	P.T.A official	36(25.7)	59(42.1)	19(13.6)	20(14.3)	6(4.3)	3.71
	develop themselves through	SUBEB official	5(25.0)	8(40.0)	2(10.0)	4(20.0)	1(5.0)	3.60
	in-service programme	Total	272(33.6)	338(41.7)	78(9.6)	90(11.1)	32(4.0)	3.90
5		Head teacher	23(9.2)	55(22.0)	32(12.8)	85(34.0)	55(22.0)	2.62
		Teacher	64(16.0)	137(34.3)	71(17.8)	88(22.0)	40(10.0)	3.24
	Staff salaries and other	P.T.A official	37(26.4)	47(33.6)	24(17.1)	20(14.3)	12(8.6)	3.55
	welfare packages is	SUBEB official	3(15.0)	11(55.0)	1(5.0)	3(15.0)	2(10.0)	3.50
	favourable	Total	127(15.7)	250(30.9)	128(15.8)	196(24.2)	109(13.5)	3.11
6		Head teacher	31(12.4)	81(32.4)	39(15.6)	76(30.4)	23(9.2)	3.08
		Teacher	78(19.5)	139(34.8)	81(20.3)	73(18.3)	29(7.3)	3.41
		P.T.A official	28(20.0)	50(35.7)	25(17.9)	24(17.1)	13(9.3)	3.40
	Punishment of erring staff is	SUBEB official	3(15.0)	9(45.0)	3(15.0)	4(20.0)	1(5.0)	3.45
	done without favouritism	Total	140(17.3)	279(34.4)	148(18.3)	177(21.9)	66(8.1)	3.31
7		Head teacher	33(13.2)	94(37.6)	38(15.2)	52(20.8)	33(13.2)	3.17
		Teacher	135(33.8)	148(37.0)	44(11.0)	52(13.0)	21(5.3)	3.81
	The appointment of Head	P.T.A official	54(38.6)	57(40.7)	10(7.1)	14(10.0)	5(3.6)	4.01
	teachers and head teachers	SUBEB official	4(20.0)	8(40.0)	3(15.0)	3(15.0)	2(10.0)	3.45
	are based on merit	Total	226(27.9)	307(37.9)	95(11.7)	121(14.9)	61(7.5)	3.64
8		Head teacher	24(9.6)	103(41.2)	25(10.0)	66(26.4)	32(12.8)	3.08
		Teacher	112(28.0)	131(32.8)	56(14.0)	63(15.8)	38(9.5)	3.54
		P.T.A official	44(31.4)	55(39.3)	19(13.6)	14(10.0)	8(5.7)	3.81
	The process of recruiting	SUBEB official	3(15.0)	8(40.0)	4(20.0)	4(20.0)	1(5.0)	3.40
	new staff is based on merit	Total	183(22.6)	297(36.7)	104(12.8)	147(18.1)	79(9.8)	3.44
9		Head teacher	61(24.4)	136(54.4)	25(10.0)	18(7.2)	10(4.0)	3.88
	There is a positive change	Teacher	124(31.0)	185(46.3)	43(10.8)	39(9.8)	9(2.3)	3.94
	among the staff that attain	P.T.A official	46(32.9)	57(40.7)	13(9.3)	13(9.3)	11(7.9)	3.81
	development programme in	SUBEB official	4(20.0)	10(50.0)	4(20.0)	2(10.0)	0(0.0)	3.80
	their work	Total	235(29.0)	388(47.9)	85(10.5)	72(8.9)	30(3.7)	3.90
10		Head teacher	30(12.0)	72(28.8)	25(10.0)	91(36.4)	32(12.8)	2.91
		Teacher	113(28.3)	135(33.8)	41(10.3)	64(16.0)	47(11.8)	3.51
		P.T.A official	42(30.0)	40(28.6)	19(13.6)	23(16.4)	16(11.4)	3.49
	There is enough teachers for	SUBEB official	2(10.0)	6(30.0)	3(15.0)	7(35.0)	2(10.0)	2.95
	the core subjects	**Total**	**187(23.1)**	**253(31.2)**	**88(10.9)**	**185(22.8)**	**97(12.0)**	**3.31**

As indicated with mean scores of 4.14, 4.13, 4.16 and 4.00 for the first item in the table, the Head teachers, teachers, PTA members and SUBEB officials all agreed that teachers who taught the selected UBE schools had the minimum teaching qualification of NCE. In affirming that 327(40.4%) and 366(45.2%) of the total respondents strongly agreed and agreed respectively with the opinion. Though, 34(4.2%) of the respondents did not express their opinions on the item, only 65(8.0%) and 18(2.2%) of the respondents disagreed and strongly disagreed with the statement respectively. The overall mean by the respondents for the item was 4.13, implying that most of the respondents agreed that the teachers had the required minimum qualifications for teaching in the schools within the zone.

The respondents were of the view that the number of teachers in the schools were adequate. In the second item of the table, 16.8% and 45.2% of the head teachers, 27.3% and 44.3% of the teachers, 32.1% and 39.3% of the PTA members along with 20.0% and 25.0% of the SUBEB officials all strongly agreed and agreed respectively with the suggestion. In the total assessment, 27.7% and 43.2% of the respondents strongly agreed and agreed respectively with the statement. Respondents whose perception of the suggestion was contrary were 17.5% and 6.3% who disagreed and strongly disagreed along with 6.3% of the total who did not express their view on the suggestion. The overall mean score by the respondents for the item was 3.62.

In the perception of the respondents as to the right calibre of teachers were being employed in the selected schools used for the study. In the table, this opinion was asserted to mean scores of 3.45, 3.56, 3.63and 3.50 for the head teachers, teachers, PTA members and SUBEB officials respectively. Of the total respondents, 15.9% and 47.0% strongly agreed and agreed respectively with the statement. Those who disagreed and strongly disagreed with the

opinion were 15.4% and 4.9% of the total respondents and 16.7% of them did not express their view on the issue. The overall mean of the respondents for the item was 3.54.

There was general agreement by the different stakeholders on the suggestion that the staff of the schools were encouraged to develop themselves through in-service programme or training. In the fourth item of the table, the mean scores for the suggestion were 3.79, 4.05, 3.71 and 3.60 for the head teachers, teachers, PTA members and SUBEB officials respectively. For the total respondents 33.6% and 41.7% strongly agreed and agreed with the suggestion. But 9.6% of the respondents did not express their view on the issue while 11.1% and 4.0% disagreed and strongly disagreed with the suggestion. The mean score was 3.90 which means the respondents were of the view that staff of the schools were encouraged to develop themselves through in-service programme.

The Head teachers did not agree that salaries and other welfare packages paid to staff in the schools could be perceived to be favourable. In the table, their mean score for the item (5) to be 2.62. The teachers had a slightly higher perception of the salaries and welfare packages than the head teachers with a mean score of 3.24. The PTA members and SUBEB officials were of the perception that the salaries and welfare packages were favourable with mean scores of 3.55 and 3.50 respectively. In the overall assessment, the mean score by all the respondents was 3.11 a clear indication that most staff or respondents did not agree with the perception.

The level of agreement by the respondents on the issue of disciplinary measures imposed on erring teachers was not very high. The mean scores for the groups on the issue were 3.08, 3.41, 3.40 and 3.45 for the head teachers, teachers, PTA members and SUBEB officials respectively. The overall mean score of the respondents for the suggestion was 3.31 which would

imply that most respondents did not agree that punishment of erring staff is done without favouritism.

The head teachers' perception of appointment of head teachers and head teachers in the schools did not quite tally with those of the teachers, PTA members and SUBEB officials who were of the view that such appointments were based on merit. The mean score of the Head teachers on the issue was 3.17 compared to 3.81, 4.01 and 3.45 for the teachers, PTA members and SUBEB officials respectively. The overall mean score for the suggestion is 3.64 which would imply that most respondents were of the same perception with the teachers, PTA members and SUBEB officials. In the percentage scores for the item in the table, 27.9% and 37.9% of the total respondents strongly agreed and agreed with the opinion. Only 14.9% and 7.5% of the respondents disagreed and strongly disagreed with the opinion and 11.7% did not express their views.

The Head teachers did not entirely agree with the teachers, PTA members and SUBEB officials on the suggestion that the process of recruiting new staff into the schools is based on merit. In item 8 where this suggestion was made, the mean scores of the groups were 3.08, 3.54, 3.81 and 3.40 for the Head teachers, teachers, PTA members and SUBEB officials respectively. In the general opinion of the respondents as indicated with a mean score of 3.44, the expressed perception could not be said to be very high.

All the groups agreed that there was a positive change among the staff that had attended development programme. This is indicated with high mean score in item 9 of the table with 3.88, 3.94, 3.81 and 3.80 for the Head teachers, teachers, PTA members and SUBEB officials respectively in the table. In the overall assessment, 29.0% and 47.9% of the total respondents strongly agreed and agreed respectively with this opinion. Though 10.5% of the respondents did

not express their perception on the suggestion but only 8.9% and 3.7% of the total respondents disagreed and strongly disagreed with the suggestion.

The respondents were not very optimistic on the adequacy of teachers available for teaching the core subjects in the schools. In response to the last item of the table, the Head teachers and SUBEB officials disagreed with the suggestion with a mean scores of 2.91 and 2.95 respectively. But the teachers and PTA members agreed with mean scores of 3.51 and 3.49 respectively. In the overall assessment, the mean score was 3.31 which suggested that the respondents' perception of the core subjects' teachers' adequacy was not very high. From the perception of the stakeholders in the foregoing, it could be said that there are sufficient staff but not structurally adequate for effective teaching and learning in the schools.

4.3.2 Opinions of the respondents on the Maintenance of facilities in UBE schools in Northwest Zone, Nigeria

To investigate the provision and maintenance of infrastructural facilities in schools with the UBE programme in the zone, perceptions of the classrooms, school buildings, provisions of health facilities, regularity of their supply and maintenance were assessed. The opinions on the items used for the investigation were scored in frequencies and percentages along with means in Table 4.6. Decision on the mean scores was based on the benchmark of 3.0 for the five point interval scale. The percentages are enclosed in brackets along the observed frequencies in the table.

Table 4.6: Opinions of Stakeholders on Facilities in UBE Schools Maintenance in the Northwest Zone, Nigeria

Sn	School facilities	Designation	SA(%)	A(%)	Un(%)	D(%)	SD(%)	Mean
1		Head teacher	61(24.4)	113(45.2)	17(6.8)	36(14.4)	23(9.2)	3.61
		Teacher	138(34.5)	130(32.5)	26(6.5)	72(18.0)	34(8.5)	3.67
	The condition of classroom	P.T.A official	58(41.4)	47(33.6)	10(7.1)	21(15.0)	4(2.9)	3.96
	in primary school is not	SUBEB official	8(40.0)	5(25.0)	2(10.0)	4(20.0)	1(5.0)	3.75
	conducive for learning	Total	265(32.7)	295(36.4)	55(6.8)	133(16.4)	62(7.7)	3.70
2		Head teacher	31(12.4)	104(41.6)	42(16.8)	52(20.8)	21(8.4)	3.29
	SUBEB effort to reactivate	Teacher	64(16.0)	174(43.5)	92(23.0)	49(12.3)	21(5.3)	3.53
	and renovate the dilapidated	P.T.A official	27(19.3)	48(34.3)	34(24.3)	24(17.1)	7(5.0)	3.46
	schools in the state is	SUBEB official	1(5.0)	9(45.0)	7(35.0)	2(10.0)	1(5.0)	3.35
	commendable	Total	123(15.2)	335(41.4)	175(21.6)	127(15.7)	50(6.2)	3.44
3		Head teacher	86(34.4)	116(46.4)	13(5.2)	16(6.4)	19(7.6)	3.94
	The absence of electric	Teacher	188(47.0)	128(32.0)	38(9.5)	20(5.0)	26(6.5)	4.08
	power supply affect	P.T.A official	47(33.6)	45(32.1)	19(13.6)	21(15.0)	8(5.7)	3.73
	teaching and learning in the	SUBEB official	4(20.0)	11(55.0)	0(0.0)	1(5.0)	4(20.0)	3.50
	hot season	Total	325(40.1)	300(37.0)	70(8.6)	58(7.2)	57(7.0)	3.96
4		Head teacher	80(32.0)	110(44.0)	24(9.6)	29(11.6)	7(2.8)	3.91
		Teacher	160(40.0)	140(35.0)	31(7.8)	43(10.8)	26(6.5)	3.91
	Absence of school bus in	P.T.A official	39(27.9)	44(31.4)	24(17.1)	25(17.9)	8(5.7)	3.58
	the primary schools in the	SUBEB official	5(25.0)	9(45.0)	1(5.0)	5(25.0)	0(0.0)	3.70
	state affects mobility	Total	284(35.1)	303(37.4)	80(9.9)	102(12.6)	41(5.1)	3.85
5		Head teacher	18(7.2)	59(23.6)	29(11.6)	107(42.8)	37(14.8)	2.66
		Teacher	72(18.0)	134(33.5)	51(12.8)	90(22.5)	53(13.3)	3.21
	The board provide adequate	P.T.A official	32(22.9)	42(30.0)	24(17.1)	19(13.6)	23(16.4)	3.29
	textbooks for primary	SUBEB official	3(15.0)	8(40.0)	1(5.0)	6(30.0)	2(10.0)	3.20
	schools in the state	Total	125(15.4)	243(30.0)	105(13.0)	222(27.4)	115(14.2)	3.05
6		Head teacher	54(21.6)	116(46.4)	24(9.6)	47(18.8)	9(3.6)	3.64
	The provision of facilities	Teacher	114(28.5)	159(39.8)	43(10.8)	55(13.8)	29(7.3)	3.69
	for teaching and learning in	P.T.A official	42(30.0)	49(35.0)	15(10.7)	22(15.7)	12(8.6)	3.62
	the state primary schools is	SUBEB official	3(15.0)	9(45.0)	5(25.0)	2(10.0)	1(5.0)	3.55
	not adequate	Total	213(26.3)	333(41.1)	87(10.7)	126(15.6)	51(6.3)	3.66
7		Head teacher	28(11.2)	84(33.6)	36(14.4)	80(32.0)	22(8.8)	3.06
		Teacher	81(20.3)	149(37.3)	63(15.8)	68(17.0)	39(9.8)	3.41
	Teaching and learning in	P.T.A official	28(20.0)	60(42.9)	21(15.0)	19(13.6)	12(8.6)	3.52
	the schools are well	SUBEB official	1(5.0)	8(40.0)	8(40.0)	3(15.0)	0(0.0)	3.35
	maintained	Total	138(17.0)	301(37.2)	128(15.8)	170(21.0)	73(9.0)	3.32
8		Head teacher	39(15.6)	116(46.4)	27(10.8)	58(23.2)	10(4.0)	3.46
	The student contribute in	Teacher	93(23.3)	143(35.8)	66(16.5)	70(17.5)	28(7.0)	3.51
	destroying facilities	P.T.A official	27(19.3)	63(45.0)	21(15.0)	21(15.0)	8(5.7)	3.57
	provided for UBE	SUBEB official	1(5.0)	7(35.0)	3(15.0)	6(30.0)	3(15.0)	2.85
	programmes in the schools	Total	160(19.8)	329(40.6)	117(14.4)	155(19.1)	49(6.0)	3.49
9		Head teacher	26(10.4)	84(33.6)	32(12.8)	78(31.2)	30(12.0)	2.99
		Teacher	66(16.5)	147(36.8)	58(14.5)	96(24.0)	33(8.3)	3.29
		P.T.A official	21(15.0)	59(42.1)	23(16.4)	22(15.7)	15(10.7)	3.35
	The facilities in the school	SUBEB official	2(10.0)	13(65.0)	2(10.0)	3(15.0)	0(0.0)	3.70
	are well maintained	Total	115(14.2)	303(37.4)	115(14.2)	199(24.6)	78(9.6)	3.22
10	Poor academic performance	Head teacher	75(30.0)	117(46.8)	13(5.2)	36(14.4)	9(3.6)	3.85
	by the students can be	Teacher	163(40.8)	137(34.3)	31(7.8)	42(10.5)	27(6.8)	3.92
	associated with inadequate	P.T.A official	40(28.6)	51(36.4)	15(10.7)	21(15.0)	13(9.3)	3.60
	teaching and learning	SUBEB official	0(0.0)	14(70.0)	1(5.0)	3(15.0)	2(10.0)	3.35
	materials	**Total**	**278(34.3)**	**319(39.4)**	**60(7.4)**	**102(12.6)**	**51(6.3)**	**3.83**

The perceptions of the stakeholders on the facilities available for teaching and learning in the UBE schools was not as would be expected. In the first item of the table for example, all the respondents were of the view that the condition of classrooms in the primary schools were not conducive for effective teaching and learning. In the table, the mean scores for the groups were 3.61, 3.67, 3.96 and 3.75 for the Head teachers, teachers, PTA members and SUBEB officials respectively. The overall assessment showed that 32.7% and 36.4% of the total respondents strongly agreed and agreed with this view. Though, 6.8% of the respondents did not answer the question but those who disagreed and strongly disagreed with the statement were relatively few and the overall mean score was 3.70 which imply that most respondents perceived the statement positively on the available teaching and learning in UBE schools.

The low but positive perception that was expressed towards the SUBEB effort to reactivate and renovate the dilapidated schools in the state was commendable by the respondents as indicated with mean scores of 3.29, 3.53, 3.46 and 3.35 by the Head teachers, teachers, PTA members and SUBEB officials respectively in item 2 of the table could therefore be attributable to the perceived nature of the classrooms which they felt were not conducive for effective teaching and learning.

All the respondents were of the view that the absence of electric power supply to the schools affect teaching and learning. In the table the mean scores for the stakeholders for the items were 3.94, 4.08, 3.73 and 3.50 for the Head teachers, teachers, PTA members and SUBEB officials respectively. In the overall, expressed perception, 40.1% and 37.0% of the total respondents strongly agreed and agreed respectively with the statement. But 8.6% of the respondents were undecided and 7.2% along with 7.0% of the respondents disagreed and strongly disagreed with the view respectively. The mean score of the respondents responses to

the item was 3.96 which shows that it was generally agreed that lack of power supply impacted negatively on the teaching learning activities of the schools.

All the respondents agreed that the absence of school buses in the primary schools has adverse effects on mobility of staff and students in the zone during the hot seasons. In item 4 on the Table 4.6, all the stakeholders agreed with this issue with mean scores of 3.91 for the Head teachers, 3.91 for the teachers, 3.58 for the PTA members and 3.70 for the SUBEB officials. For the total respondents, 35.1% and 37.4% strongly agreed and agreed respectively with the suggestion. Those who disagreed and strongly disagreed were 12.6% and 5.1% respectively. But 9.9% of the respondents did not express their opinion on the statement.

From the perception of the stakeholders expressed in item 5 of the table, if the Education Board provides textbooks for teaching and learning in the schools, the gesture was not considered adequate. This is indicated with the relatively low mean scores by the stakeholders with 2.66 for Head teachers, 3.21 for teachers, 3.29 for PTA members and 3.20 for the SUBEB officials. The percentage of the total respondents who did not respond on the statement and those who disagreed along with those who strongly disagreed were all higher than the 15.4% and 30.0% who strongly agreed and agreed respectively with the suggestion that the Education Boards provided adequate textbooks for primary schools in the zone.

The inadequacy in provisions for teaching and learning in the UBE schools is again reflected in item 6 of the table where all the stakeholders agreed with mean scores of 3.64, 3.69, 3.62 and 3.55 for the Head teachers, teachers, PTA members and SUBEB officials respectively that the provision of facilities for teaching and learning in the primary schools were not adequate. In the overall perception, 26.3% and 41.1% of the total respondents strongly agreed and agreed respectively with this opinion. Only 15.6% and 6.3% of the respondents disagreed and strongly

disagreed with the opinion and 10.7% of the respondents did not express their opinion on the statement. The overall mean score for the item was 3.66 which clearly shows that most respondents agreed with this statement.

The mean scores by the stakeholders for item 7 in the table were the Head teachers, teachers, PTA members and SUBEB officials had 3.06, 3.41, 3.52 and 3.35 respectively shows that they were of the view that teaching and learning in the schools were well maintained. But the level of such maintenance was not very high as indicated with the overall mean score of 3.32. A development attribute to the statement express above.

The stakeholders agreed with the view that students activities adversely contribute to the standard of the available facilities for teaching and learning in the schools. In item 8 of the table, mean scores by the groups were 3.46, 3.51, 3.57 and 2.85 for the Head teachers, teachers, PTA members and SUBEB officials respectively. From the mean scores, only the SUBEB officials disagreed with the suggestion. But 19.8% and 40.6% of the total respondents strongly agreed and agreed respectively with the statement. Only 19.1% and 6.0% of the respondents disagreed and strongly disagreed with the issue and 15.0% of the respondents were undecided on the statement. The overall mean score for the item is 3.49.

All the stakeholders agreed that the facilities in the schools were well maintained but at a relatively low standard. This is indicated with a mean score of 2.99 for the Head teachers, 3.29 for teachers, 3.35 for PTA members and 3.70 for the SUBEB officials. The overall mean score by all the respondents for the suggestion is 3.22 which shows that they were maintained.

The perceived consequences of the gross inadequacies of facilities in the UBE schools is the adverse effects on the teaching learning process which result in lower academic performances. In the last item of the table, all the stake holders were of this view with mean

scores of 3.85, 3.92, 3.60 and 3.35. Of the total respondents, 34.3% and 39.4% strongly agreed and agreed respectively with this view. Only 12.6% and 6.3% of the respondents disagreed and strongly disagreed with the issues and 7.4% could not say yes or no to the statement. This would mean that the facilities for teaching and learning in UBE schools in the zone were not adequate.

4.3.3 Opinions of respondents on the level of funding in UBE schools in Northwest Zone of Nigeria

To investigate the level and ways of funding the UBE programme in the zone, the sources of fund available to the schools, method of releasing the fund, actual fund utilization and management of available finances were assessed. The opinions of the stakeholders on the selected items used for the investigation are presented in Table 4.7. The 3.0 midpoint average was used as the benchmark for decision on the expressed opinion.

Table 4.7: Opinions of stakeholders on ways and level of funding the UBE schools in the Northwest Zone, Nigeria

Sn	Ways and level of funding	Designation	SA(%)	A(%)	U(%)	D(%)	SD(%)	Mean
1	The method of releasing	Head teacher	34(13.6)	76(30.4)	30(12.0)	75(30.0)	35(14.0)	3.00
	funds to head teachers for	Teacher	120(30.0)	134(33.5)	51(12.8)	67(16.8)	28(7.0)	3.63
	effective implementation of	P.T.A official	49(35.0)	56(40.0)	9(6.4)	23(16.4)	3(2.1)	3.89
	the primary school	SUBEB official	7(35.0)	8(40.0)	1(5.0)	3(15.0)	1(5.0)	3.85
	education is inadequate	Total	210(25.9)	274(33.8)	91(11.2)	168(20.7)	67(8.3)	3.48
2		Head teacher	58(23.2)	125(50.0)	19(7.6)	37(14.8)	11(4.4)	3.73
	Finance constitute the	Teacher	127(31.8)	168(42.0)	55(13.8)	36(9.0)	14(3.5)	3.90
	major problem faced in the	P.T.A official	34(24.3)	73(52.1)	17(12.1)	14(10.0)	2(1.4)	3.88
	process of implementing	SUBEB official	5(25.0)	12(60.0)	3(15.0)	0(0.0)	0(0.0)	4.10
	the programme in the state	Total	224(27.7)	378(46.7)	94(11.6)	87(10.7)	27(3.3)	3.85
3	Much of the fund budgeted	Head teacher	54(21.6)	110(44.0)	31(12.4)	48(19.2)	7(2.8)	3.62
	for the purpose of	Teacher	117(29.3)	140(35.0)	83(20.8)	46(11.5)	14(3.5)	3.75
	implementing the	P.T.A official	32(22.9)	55(39.3)	38(27.1)	13(9.3)	2(1.4)	3.73
	programme is not used for	SUBEB official	5(25.0)	6(30.0)	4(20.0)	5(25.0)	0(0.0)	3.55
	what it is meant for	Total	208(25.7)	311(38.4)	156(19.3)	112(13.8)	23(2.8)	3.70
4		Head teacher	48(19.2)	130(52.0)	23(9.2)	40(16.0)	9(3.6)	3.67
		Teacher	128(32.0)	197(49.3)	33(8.3)	31(7.8)	11(2.8)	4.00
		P.T.A official	40(28.6)	52(37.1)	22(15.7)	17(12.1)	9(6.4)	3.69
	PTA help in funding the	SUBEB official	3(15.0)	13(65.0)	1(5.0)	1(5.0)	2(10.0)	3.70
	school through the levy	Total	219(27.0)	392(48.4)	79(9.8)	89(11.0)	31(3.8)	3.84
5		Head teacher	24(9.6)	72(28.8)	51(20.4)	72(28.8)	31(12.4)	2.94
		Teacher	66(16.5)	163(40.8)	83(20.8)	64(16.0)	24(6.0)	3.46
		P.T.A official	28(20.0)	63(45.0)	28(20.0)	13(9.3)	8(5.7)	3.64
	SUBEB release allocations	SUBEB official	2(10.0)	7(35.0)	5(25.0)	3(15.0)	3(15.0)	3.10
	for each school promptly	Total	120(14.8)	305(37.7)	167(20.6)	152(18.8)	66(8.1)	3.32
6		Head teacher	40(16.0)	61(24.4)	28(11.2)	74(29.6)	47(18.8)	2.89
	Both federal and state	Teacher	97(24.3)	120(30.0)	56(14.0)	66(16.5)	61(15.3)	3.32
	government do not have	P.T.A official	33(23.6)	45(32.1)	27(19.3)	19(13.6)	16(11.4)	3.43
	enough funds to run the	SUBEB official	4(20.0)	4(20.0)	3(15.0)	7(35.0)	2(10.0)	3.05
	primary education	Total	174(21.5)	230(28.4)	114(14.1)	166(20.5)	126(15.6)	3.20
7		Head teacher	26(10.4)	76(30.4)	27(10.8)	80(32.0)	41(16.4)	2.86
	There is proper	Teacher	85(21.3)	126(31.5)	78(19.5)	88(22.0)	23(5.8)	3.41
	management of funds for	P.T.A official	33(23.6)	52(37.1)	25(17.9)	25(17.9)	5(3.6)	3.59
	UBE programme in the	SUBEB official	4(20.0)	8(40.0)	4(20.0)	3(15.0)	1(5.0)	3.55
	state	Total	148(18.3)	262(32.3)	134(16.5)	196(24.2)	70(8.6)	3.27
8		Head teacher	72(28.8)	115(46.0)	27(10.8)	29(11.6)	7(2.8)	3.86
	There is need for alternative	Teacher	146(36.5)	156(39.0)	53(13.3)	34(8.5)	11(2.8)	3.98
	source of funds for primary	P.T.A official	37(26.4)	57(40.7)	25(17.9)	14(10.0)	7(5.0)	3.74
	education by the state	SUBEB official	7(35.0)	7(35.0)	4(20.0)	1(5.0)	1(5.0)	3.90
	government	Total	262(32.3)	335(41.4)	109(13.5)	78(9.6)	26(3.2)	3.90
9		Head teacher	40(16.0)	107(42.8)	22(8.8)	62(24.8)	19(7.6)	3.35
		Teacher	99(24.8)	133(33.3)	69(17.3)	64(16.0)	35(8.8)	3.49
		P.T.A official	35(25.0)	42(30.0)	29(20.7)	23(16.4)	11(7.9)	3.48
	Salaries are promptly paid	SUBEB official	4(20.0)	12(60.0)	3(15.0)	0(0.0)	1(5.0)	3.90
	to the staff regularly	Total	178(22.0)	294(36.3)	123(15.2)	149(18.4)	66(8.1)	3.46
10		Head teacher	81(32.4)	112(44.8)	20(8.0)	28(11.2)	9(3.6)	3.91
	Inadequate funds affect the	Teacher	168(42.0)	153(38.3)	32(8.0)	28(7.0)	19(4.8)	4.06
	provision of teaching and	P.T.A official	48(34.3)	56(40.0)	12(8.6)	17(12.1)	7(5.0)	3.86
	learning materials in the	SUBEB official	6(30.0)	10(50.0)	2(10.0)	2(10.0)	0(0.0)	4.00
	school	**Total**	**303(37.4)**	**331(40.9)**	**66(8.1)**	**75(9.3)**	**35(4.3)**	**3.98**

The perception of the stakeholders as shown for the first item in the table is that the method of releasing funds to head teachers for effective implementation of the primary school education is inadequate. The mean scores for the item were 3.00, 3.63, 3.89 and 3.85 for the Head teachers, teachers, PTA members and SUBEB officials respectively. In the overall perception, 25.9% and 33.8% of the total respondents strongly agreed and agreed respectively with the issue that the method of releasing funds for the management of the schools was not effective. Only 20.7% and 8.3% of the respondents disagreed and strongly disagreed with this statement and 11.2% of the respondents were undecided.

The stakeholders agreed that finance constitutes the major problem faced in the process of implementing the UBE programme in schools within the zone. In the second item of the table, the mean scores by the groups in support of this statement are 3.73, 3.90, 3.88 and 4.10 for the Head teachers, teachers, PTA members and SUBEB officials respectively. In the overall perception of the stakeholders, 27.7% and 46.7% of the total respondents strongly agreed and agreed respectively with the statement meaning that those who disagreed were 10.7% while 3.3% of the respondents strongly disagreed with the statement and 11.6% were not certain as they could not agreed or disagreed.

On the efficient utilization of allocated funds, the stakeholders were of the opinion that much of the fund budgeted for the purpose of implementing the UBE programme in the schools was not used for the purpose. This response had mean scores of 3.62, 3.75, 3.73 and 3.55 for the Head teachers, teachers, PTA members and SUBEB officials respectively for item 3 of the table. In the overall assessment, 25.7% and 38.4% of the total respondents strongly agreed and agreed respectively that allocated funds were often used for other purposes instead of the UBE

programme in the schools. The mean score for the stakeholders on the item was 3.70, an indication that the opinion is a consensus one among the respondents.

As for the sources of funding of UBE programme, the stakeholders were unanimous in their perception that the PTA help in funding the school through levies along with allocation released by the SUBEB for each of the schools. These were expressed in items 4 and 5 of the table with overall mean scores of 3.84 and 3.32 respectively. The stakeholders did not really agree that both federal and state government did not have enough funds to run primary education. Their level of agreement was relatively low with an overall mean score of 3.20 for item 6 in the table.

The stakeholders agreed that fund given to the UBE schools were properly utilized for the effective management. This is indicated with mean score of 3.27 for item 7 in the table. The Head teachers did not really agree with this statement with a mean score of 2.86. But the teachers (3.41), PTA members (3.59) and SUBEB officials (3.55) all agreed that such funds were properly managed in the schools.

In affirmation of the insufficiency of funding, the stakeholders agreed on item 8 that the UBE schools in the zone need alternative sources of funds for primary education by the states' government in the zone. In answering to this statement the Head teachers agreed with a mean score of 3.86, teachers, 3.98, PTA members 3.74 and SUBEB Officials 3.90. In the overall, 32.3% and 41.4% of the total respondents strongly agreed and agreed respectively that the UBE schools need other sources of funding the programme. The overall mean score was 3.90. Only 9.6% and 3.2% of the stakeholders disagreed and strongly disagreed with the statement and 13.5% of the respondents did not express their views on the issue. This category of staff might not know much about funding of the school because they might be new or junior in rank.

The stakeholders agreed that salaries were regularly paid to staff. This was indicated with mean scores of 3.35, 3.49, 3.48 and 3.90 for the Head teachers, teachers, PTA members and SUBEB officials respectively for item 9 of the table. The overall mean for the total respondents is 3.46. On item 10 of the table, the stakeholders agreed that inadequacy of funds affects the provision of teaching and learning materials for the UBE school programme. Of the total respondents, 37.4% and 40.9% strongly agreed and agreed respectively with this statement. Only 9.3% and 4.3% of the respondents disagreed and strongly disagreed with the issue. But 8.1% of the respondents did not express their opinion on the suggestion. From the observation of the expressed opinion by the stakeholders, it could be said that funding came mainly from the SUBEB and PTA levies for maintenance of the schools. But the level of funding was not adequate for effective management of the UBE schools in the zone.

4.3.4 Opinions of respondents on the rate of students' enrolment and retention in UBE schools in Northwest Zone, Nigeria

To determine the rate of students enrolment and retention in the UBE programme, perceived rate of students' enrolment into the UBE schools, the admission process, retention of students in the schools, ratio of boys to girls among other factors that affect students' enrolment were assessed. The opinions of the stakeholders on the selected items are tabulated in Table 4.8 in frequencies and percentages along with mean scores. Decision on the direction of opinions is based on the midpoint average of 3.0.

Table 4.8: Opinions of stakeholders on students' enrolment and retention in UBE schools in the Northwest Zone, Nigeria

Sn	Enrolment and Retention	Designation	SA (%)	A(%)	U(%)	D(%)	SD(%)	Mean
1		Head teacher	91(36.4)	123(49.2)	12(4.8)	16(6.4)	8(3.2)	4.09
		Teacher	154(38.5)	166(41.5)	34(8.5)	32(8.0)	14(3.5)	4.04
	Students enrolment for the	P.T.A official	69(49.3)	51(36.4)	6(4.3)	7(5.0)	7(5.0)	4.20
	primary education in the	SUBEB official	10(50.0)	8(40.0)	0(0.0)	0(0.0)	2(10.0)	4.20
	state is on the increase	Total	324(40.0)	348(43.0)	52(6.4)	55(6.8)	31(3.8)	4.09
2		Head teacher	52(20.8)	111(44.4)	27(10.8)	53(21.2)	7(2.8)	3.59
		Teacher	82(20.5)	176(44.0)	60(15.0)	56(14.0)	26(6.5)	3.58
		P.T.A official	28(20.0)	64(45.7)	16(11.4)	20(14.3)	12(8.6)	3.54
	The admission process is	SUBEB official	4(20.0)	12(60.0)	2(10.0)	1(5.0)	1(5.0)	3.85
	effective in the state	Total	166(20.5)	363(44.8)	105(13.0)	130(16.0)	46(5.7)	3.58
3		Head teacher	59(23.6)	108(43.2)	32(12.8)	40(16.0)	11(4.4)	3.66
		Teacher	120(30.0)	152(38.0)	61(15.3)	45(11.3)	22(5.5)	3.76
	The completion rate in the	P.T.A official	35(25.0)	49(35.0)	36(25.7)	12(8.6)	8(5.7)	3.65
	programme by the students	SUBEB official	3(15.0)	11(55.0)	2(10.0)	1(5.0)	3(15.0)	3.50
	is higher than before	Total	217(26.8)	320(39.5)	131(16.2)	98(12.1)	44(5.4)	3.70
4		Head teacher	54(21.6)	114(45.6)	28(11.2)	47(18.8)	7(2.8)	3.64
		Teacher	113(28.3)	142(35.5)	61(15.3)	53(13.3)	31(7.8)	3.63
	The number of boys to girls	P.T.A official	44(31.4)	40(28.6)	19(13.6)	27(19.3)	10(7.1)	3.58
	enrolment in the state is	SUBEB official	5(25.0)	10(50.0)	3(15.0)	1(5.0)	1(5.0)	3.85
	favourable	Total	216(26.7)	306(37.8)	111(13.7)	128(15.8)	49(6.0)	3.63
5		Head teacher	58(23.2)	126(50.4)	33(13.2)	27(10.8)	6(2.4)	3.81
		Teacher	127(31.8)	143(35.8)	53(13.3)	52(13.0)	25(6.3)	3.74
	The rate of completion of	P.T.A official	32(22.9)	48(34.3)	28(20.0)	17(12.1)	15(10.7)	3.46
	primary school by the girl	SUBEB official	5(25.0)	12(60.0)	1(5.0)	1(5.0)	1(5.0)	3.95
	has improved	Total	222(27.4)	329(40.6)	115(14.2)	97(12.0)	47(5.8)	3.72
6		Head teacher	99(39.6)	95(38.0)	17(6.8)	24(9.6)	15(6.0)	3.96
		Teacher	183(45.8)	118(29.5)	48(12.0)	36(9.0)	15(3.8)	4.05
	Financial problem is a major	P.T.A official	47(33.6)	52(37.1)	22(15.7)	11(7.9)	8(5.7)	3.85
	course of students drop out	SUBEB official	10(50.0)	6(30.0)	0(0.0)	2(10.0)	2(10.0)	4.00
	in the programme	Total	339(41.9)	271(33.5)	87(10.7)	73(9.0)	40(4.9)	3.98
7		Head teacher	98(39.2)	108(43.2)	20(8.0)	19(7.6)	5(2.0)	4.10
		Teacher	171(42.8)	137(34.3)	49(12.3)	24(6.0)	19(4.8)	4.04
	Feeding of the students as a	P.T.A official	44(31.4)	54(38.6)	30(21.4)	8(5.7)	4(2.9)	3.90
	means of retaining them in	SUBEB official	9(45.0)	5(25.0)	3(15.0)	3(15.0)	0(0.0)	4.00
	the school is encouraging	Total	322(39.8)	304(37.5)	102(12.6)	54(6.7)	28(3.5)	4.03
8		Head teacher	77(30.8)	107(42.8)	19(7.6)	31(12.4)	16(6.4)	3.79
		Teacher	153(38.3)	129(32.3)	51(12.8)	35(8.8)	32(8.0)	3.84
	Early marriage can also be a	P.T.A official	44(31.4)	45(32.1)	21(15.0)	16(11.4)	14(10.0)	3.64
	cause of student drop out in	SUBEB official	7(35.0)	7(35.0)	2(10.0)	4(20.0)	0(0.0)	3.85
	the programme	Total	281(34.7)	288(35.6)	93(11.5)	86(10.6)	62(7.7)	3.79
9		Head teacher	35(14.0)	62(24.8)	19(7.6)	66(26.4)	68(27.2)	2.72
		Teacher	94(23.5)	129(32.3)	45(11.3)	60(15.0)	72(18.0)	3.28
	The number of students in	P.T.A official	40(28.6)	44(31.4)	23(16.4)	21(15.0)	12(8.6)	3.56
	the class per teacher is	SUBEB official	5(25.0)	7(35.0)	2(10.0)	2(10.0)	4(20.0)	3.35
	adequate	Total	174(21.5)	242(29.9)	89(11.0)	149(18.4)	156(19.3)	3.16
10		Head teacher	88(35.2)	105(42.0)	18(7.2)	25(10.0)	14(5.6)	3.91
	Ignorance of the parents is	Teacher	169(42.3)	127(31.8)	46(11.5)	27(6.8)	31(7.8)	3.94
	one of the reasons why some	P.T.A official	38(27.1)	43(30.7)	22(15.7)	22(15.7)	15(10.7)	3.48
	children don't complete the	SUBEB official	3(15.0)	11(55.0)	2(10.0)	2(10.0)	2(10.0)	3.55
	primary school programme	**Total**	**298(36.8)**	**286(35.3)**	**88(10.9)**	**76(9.4)**	**62(7.7)**	**3.84**

The stakeholders generally agreed that students' enrolment into the UBE schools had steadily increased over the period under study. In response to the first item 40.0% and 43.0% of the total respondents strongly agreed and agreed respectively that students' enrolment into the primary education within the zone. The mean scores for the groups on the items are 4.09, 4.04, 4.20 and 4.20 for the Head teachers, teachers, PTA members and SUBEB officials respectively. Only 6.8% and 3.8% of the total respondents disagreed and strongly disagreed with the increase in enrolment. But 6.4% of the respondents did not express their views and the overall mean score for the item was 4.09 since they were not sure.

The stakeholders were in agreement with mean scores of 3.59, 3.58, 3.54 and 3.85 for the Head teachers, teachers, PTA members and SUBEB officials respectively that the admission process into the UBE schools was effective in the zone. In support of this opinion, 20.5% and 44.8% of the total respondents strongly agreed and agreed with the suggestion. The overall mean score for the item is 3.58. But 16.0% and 5.7% of the respondents disagreed and strongly disagreed with the statement while 13.0% of the respondents refused to express their views.

There was a general consensus among the stakeholders on the suggestion that students' completion rate in the programme is higher than what was obtained before the introduction of the UBE. In response to item 3 where the suggestion was made, 26.8% and 39.5% of the total respondents strongly agreed and agreed respectively with the statement. Though, 16.2% of the respondents did not express their views on the issue but those who disagreed (12.1%) and strongly disagreed (5.4%) with the statement were relatively few. The overall mean for the item by the respondents was 3.70 which shows that it was a general perception among the respondents.

On the ratio of boys to girls' enrolment in the UBE programme, the stakeholders were of the view that it was favourable. This is indicated with mean scores of 3.64 by the Head teachers, 3.63 by the teachers, 3.58 by the PTA members and 3.85 by the SUBEB officials respectively in the table. In terms of percentage scores, 26.7% and 37.8% of the total respondents strongly agreed and agreed respectively that the number of boys to girls' enrolment in the state is favourable and the overall mean score was 3.63. But 15.8% and 6.0% of the respondents disagreed and strongly disagreed with the statement and 13.7% of them could not take a definite position as they were not sure.

Apart from the improvement in girls' enrolment into the UBE schools, the stakeholders were of the view that the rate of retention and completion at lower basic by the girl had improved. This is indicated in item 5 with mean scores of 3.81, 3.74, 3.46 and 3.95 by the head teachers, teachers, PTA members and SUBEB officials respectively. In terms of percentage distribution, 27.4% and 40.6% of the total respondents agreed and agreed respectively with the statement. But 12.0% and 5.8% of the respondents disagreed and strongly disagreed with the statement while 14.2% of the respondents were uncertain as to the correct position of things.

With respect to the associated factor of students' enrolment into the UBE programme, the stakeholders agreed with mean scores of 3.96, 4.05, 3.85 and 4.00 with the suggestion that financial problem was a major course of students drop out in the programme. The overall mean score for the item is 3.98 which imply a unanimous agreement by the stakeholders. Closely related to financial problems was the problem of feeding which the stakeholders agreed that it could positively influence students in the schools. In item 7 of the table, 39.8% and 37.5% of the total respondents strongly agreed and agreed respectively that feeding of the students as a means of retaining them in the school is encouraging. The overall mean score is 4.03.

One of the factors that was perceived to affect the students' enrolment, especially girls into the school is the problem of early marriage. In response to item 8 of the table, 34.7% and 35.6% of the total respondents strongly agreed and agreed respectively that early marriage could also be a cause of students drop out in the programme. The overall mean score for the item is 3.79 which means that most stakeholders agreed that early marriage was an important source of drop out among girls. Another militating factor is the number of students per class which the respondents agreed but with relatively low level in item 9 of the table with a mean score of 3.16. The stakeholders generally agreed that ignorance of the parents was one of the reasons why some children didn't complete the primary school programme. This is indicated with mean scores of 3.91, 3.94, 3.48 and 3.55 for Head teachers, teachers, PTA members and SUBEB officials respectively for the last item of the table. From the observation of the expressed opinions of the stakeholders, it could be concluded that the rate of students' enrolment and retention in the schools within the zone improved more during the UBE programme than before.

4.3.5 Opinions of Respondents on the supervision of UBE schools in Northwest Zone, Nigeria

To assess the supervision of the UBE programme in the northwest zone of Nigeria, the regularity of school supervision, evaluation of the programme implementation by SUBEB, the supervision techniques, the personnel and accessing all the schools irrespective of their locations along with checking of lesson plans by the school Head teachers among others. The opinions of the stakeholders on the items were scored in frequencies and percentage along with means in Table 4.9. Decision on the mean scores is based on the midpoint average of 3.0.

Table 4.9: Opinions of Stakeholders on Supervision of UBE Schools in the Zone

Sn	Supervision of the schools	Designation	SA(%)	A(%)	U(%)	D(%)	SD(%)	Mean
1	For effective	Head teacher	95(38.0)	126(50.4)	3(1.2)	19(7.6)	7(2.8)	4.13
	implementation of the	Teacher	206(51.5)	147(36.8)	28(7.0)	9(2.3)	10(2.5)	4.33
	programme in the state,	P.T.A official	60(42.9)	60(42.9)	7(5.0)	3(2.1)	10(7.1)	4.12
	regular supervision should	SUBEB official	9(45.0)	8(40.0)	0(0.0)	0(0.0)	3(15.0)	4.00
	be encouraged	Total	370(45.7)	341(42.1)	38(4.7)	31(3.8)	30(3.7)	4.22
2		Head teacher	74(29.6)	130(52.0)	22(8.8)	22(8.8)	2(.8)	4.01
	SUBEB also carry out	Teacher	99(24.8)	190(47.5)	74(18.5)	23(5.8)	14(3.5)	3.84
	monitory and evaluation	P.T.A official	33(23.6)	67(47.9)	27(19.3)	13(9.3)	0(0.0)	3.86
	programme in primary	SUBEB official	6(30.0)	10(50.0)	1(5.0)	2(10.0)	1(5.0)	3.90
	schools	Total	212(26.2)	397(49.0)	124(15.3)	60(7.4)	17(2.1)	3.90
3	Poor academic	Head teacher	61(24.4)	123(49.2)	14(5.6)	45(18.0)	7(2.8)	3.74
	performance by the	Teacher	129(32.3)	164(41.0)	66(16.5)	28(7.0)	13(3.3)	3.92
	students can be associated	P.T.A official	35(25.0)	60(42.9)	31(22.1)	8(5.7)	6(4.3)	3.79
	with poor supervision of	SUBEB official	2(10.0)	11(55.0)	6(30.0)	1(5.0)	0(0.0)	3.70
	the programme	Total	227(28.0)	358(44.2)	117(14.4)	82(10.1)	26(3.2)	3.84
4		Head teacher	74(29.6)	132(52.8)	27(10.8)	15(6.0)	2(.8)	4.04
		Teacher	161(40.3)	152(38.0)	52(13.0)	28(7.0)	7(1.8)	4.08
	Supervision techniques	P.T.A official	36(25.7)	60(42.9)	27(19.3)	12(8.6)	5(3.6)	3.79
	should be improved upon	SUBEB official	2(10.0)	15(75.0)	2(10.0)	1(5.0)	0(0.0)	3.90
	in the primary schools	Total	273(33.7)	359(44.3)	108(13.3)	56(6.9)	14(1.7)	4.01
5		Head teacher	47(18.8)	118(47.2)	40(16.0)	37(14.8)	8(3.2)	3.64
		Teacher	109(27.3)	157(39.3)	64(16.0)	49(12.3)	21(5.3)	3.71
		P.T.A official	31(22.1)	51(36.4)	32(22.9)	13(9.3)	13(9.3)	3.53
	The budget for supervision	SUBEB official	8(40.0)	6(30.0)	6(30.0)	0(0.0)	0(0.0)	4.10
	is not adequate	Total	195(24.1)	332(41.0)	142(17.5)	99(12.2)	42(5.2)	3.67
6		Head teacher	35(14.0)	92(36.8)	41(16.4)	76(30.4)	6(2.4)	3.30
		Teacher	97(24.3)	159(39.8)	82(20.5)	45(11.3)	17(4.3)	3.69
	The personnel in the	P.T.A official	30(21.4)	53(37.9)	31(22.1)	18(12.9)	8(5.7)	3.56
	supervisory division are	SUBEB official	3(15.0)	6(30.0)	3(15.0)	3(15.0)	5(25.0)	2.95
	not experts	Total	165(20.4)	310(38.3)	157(19.4)	142(17.5)	36(4.4)	3.53
7		Head teacher	67(26.8)	96(38.4)	36(14.4)	44(17.6)	7(2.8)	3.69
		Teacher	129(32.3)	161(40.3)	53(13.3)	41(10.3)	16(4.0)	3.87
		P.T.A official	38(27.1)	63(45.0)	20(14.3)	10(7.1)	9(6.4)	3.79
	The supervisors do not get	SUBEB official	5(25.0)	6(30.0)	2(10.0)	5(25.0)	2(10.0)	3.35
	to schools in the rural areas	Total	239(29.5)	326(40.2)	111(13.7)	100(12.3)	34(4.2)	3.79
8		Head teacher	50(20.0)	143(57.2)	35(14.0)	17(6.8)	5(2.0)	3.86
	Mobility and inadequate	Teacher	124(31.0)	154(38.5)	75(18.8)	32(8.0)	15(3.8)	3.85
	facilities is one of the	P.T.A official	36(25.7)	52(37.1)	30(21.4)	17(12.1)	5(3.6)	3.69
	problems of inspectorate	SUBEB official	3(15.0)	11(55.0)	3(15.0)	2(10.0)	1(5.0)	3.65
	department	Total	213(26.3)	360(44.4)	143(17.7)	68(8.4)	26(3.2)	3.82
9		Head teacher	34(13.6)	102(40.8)	42(16.8)	63(25.2)	9(3.6)	3.36
		Teacher	98(24.5)	153(38.3)	72(18.0)	52(13.0)	25(6.3)	3.62
	Head teachers do not carry	P.T.A official	33(23.6)	54(38.6)	20(14.3)	23(16.4)	10(7.1)	3.55
	out classroom visitation in	SUBEB official	3(15.0)	7(35.0)	2(10.0)	7(35.0)	1(5.0)	3.20
	primary schools	Total	168(20.7)	316(39.0)	136(16.8)	145(17.9)	45(5.6)	3.51
10		Head teacher	47(18.8)	107(42.8)	31(12.4)	55(22.0)	10(4.0)	3.50
		Teacher	117(29.3)	155(38.8)	53(13.3)	46(11.5)	29(7.3)	3.71
	Head masters hardly mark	P.T.A official	41(29.3)	44(31.4)	18(12.9)	23(16.4)	14(10.0)	3.54
	or check the lesson plans	SUBEB official	3(15.0)	5(25.0)	4(20.0)	6(30.0)	2(10.0)	3.05
	of teachers	**Total**	**208(25.7)**	**311(38.4)**	**106(13.1)**	**130(16.0)**	**55(6.8)**	**3.60**

The stakeholders all agreed that effective implementation of the UBE programme in the zone required regular supervision. In the response to the first item of the table, 45.7% and 42.1% of the total respondents strongly agreed and agreed respectively with this suggestion. Their mean scores for the items were 4.13, 4.33, 4.12 and 4.00 for the individual groups of Head teachers, teachers, PTA members and SUBEB officials respectively in the table. The overall mean score is 4.22 which shows that most of the respondents were in agreement with the statement that regular supervision should be encouraged for effective implementation of the UBE programme. The stakeholders therefore agreed in item 2 of the table that the SUBEB carry out monitoring and evaluation programme in UBE primary schools. The overall mean score by the respondents was 3.90.

The need for effective supervision was stressed in item 3 of the table by the stakeholders. In the table, 28.0% and 44.2% of the total respondents strongly agreed and agreed respectively that poor academic performance by students could be associated with poor supervision of school programmes. In item 4, the stakeholders were therefore of the view that supervision techniques should be improved upon in the primary schools. In the table 33.7% and 44.3% of the respondents strongly agreed with this view. Only 6.9% and 1.7% of the respondents disagreed and strongly disagreed with the statement and 13.3% of the respondents were undecided.

Though the stakeholders emphasized the need for supervision but they agreed in item 5 of the table that the budget for supervision was not adequate. This is indicated with mean score of 3.64, 3.71, 3.53 and 4.10 by the Head teachers, teachers, PTA members and SUBEB officials respectively for the item in the table. The overall mean score for the item is 3.67 which clearly agreed with the 24.1% and 41.0% of the total respondents who strongly agreed and agreed respectively with the statement.

On the personnel required for effective supervision of the UBE programme, there was no unanimous agreement among the stakeholders. The Head teachers (3.30), teachers (3.69), PTA members (3.56) all agreed that the personnel in the supervisory division were not experts. But the SUBEB officials (2.95) did not agree with the issue. The stakeholders all agreed that the supervisory team did not get to schools in the rural areas. In response to item 7 of the table where this statement was made, 29.5% and 40.2% of the total respondents strongly agreed and agreed respectively with the opinion. The overall mean score for the item is 3.79 which shows that most respondents agreed with the idea.

Among factors associated with the supervision and inspection of the UBE schools is the mobility for the inspectors in the inspectorate department which all the stakeholders agreed was a problem. In response to item 8 where this suggestion was made, 26.3% and 44.4% of the total respondents strongly agreed and agreed respectively that lack of mobility was a major problem for the inspectorate division and the concerned education agencies' personnel. The overall mean score for the item was 3.82, a clear indication that most respondents were of this perception.

At the school level, the stakeholders were of the view that the Head teachers did not carry out classroom visitation adequately in the UBE primary schools. In response to item 9 of the table, all the stakeholders agreed with the idea and in item 10 the stakeholders agreed that Head masters hardly mark or check the lesson plans of teachers. The overall mean scores of the item was 3.60. From the observations of the expressed opinions of the stakeholders in the table, it could be said that supervision of the UBE school programmes in the zone were not effectively carried out by the respective agencies.

4.3.6 Opinions of Respondents on the utilization of instructional materials for teaching and learning processes in UBE in Northwest zone of Nigeria

To assess the effective utilization of instructional materials for teaching and learning in the UBE schools, the provisions, availability, adequacy, abilities of the teachers to utilize them and in the case where they are not available, the ability to improvise were among the issues assessed were examined. The opinions of the stakeholders on the utilization of instructional materials for teaching and learning are scored in frequencies and percentages along with means computed on the five point interval scale in Table 4.10.. Decision on the direction of opinion is based on the midpoint average of 3.0

Table 4.10: Opinions of Stakeholders on Utilization of Instructional Materials in the UBE Schools within the Northwest Zone, Nigeria

Sn	Instructional materials	Designation	SA(%)	A(%)	U(%)	D(%)	SD(%)	Mean
1	The provision of instructional materials for teaching in primary school in northwest zone is not adequate	Head teacher	96(38.4)	116(46.4)	11(4.4)	20(8.0)	7(2.8)	4.10
		Teacher	198(49.5)	123(30.8)	38(9.5)	24(6.0)	17(4.3)	4.15
		P.T.A official	57(40.7)	59(42.1)	13(9.3)	5(3.6)	6(4.3)	4.11
		SUBEB official	7(35.0)	9(45.0)	2(10.0)	1(5.0)	1(5.0)	4.00
		Total	358(44.2)	307(37.9)	64(7.9)	50(6.2)	31(3.8)	4.12
2	The condition of instructional materials for learning in primary schools is not conducive	Head teacher	80(32.0)	130(52.0)	12(4.8)	26(10.4)	2(.8)	4.04
		Teacher	112(28.0)	207(51.8)	47(11.8)	19(4.8)	15(3.8)	3.96
		P.T.A official	36(25.7)	64(45.7)	16(11.4)	18(12.9)	6(4.3)	3.76
		SUBEB official	3(15.0)	12(60.0)	1(5.0)	3(15.0)	1(5.0)	3.65
		Total	231(28.5)	413(51.0)	76(9.4)	66(8.1)	24(3.0)	3.94
3	Teachers are not using the instructional materials required to teach	Head teacher	51(20.4)	92(36.8)	37(14.8)	63(25.2)	7(2.8)	3.47
		Teacher	93(23.3)	154(38.5)	73(18.3)	55(13.8)	25(6.3)	3.59
		P.T.A official	28(20.0)	53(37.9)	33(23.6)	21(15.0)	5(3.6)	3.56
		SUBEB official	5(25.0)	7(35.0)	5(25.0)	2(10.0)	1(5.0)	3.65
		Total	177(21.9)	306(37.8)	148(18.3)	141(17.4)	38(4.7)	3.55
4	Teachers are not ready to be innovative so they hardly improvise	Head teacher	43(17.2)	96(38.4)	35(14.0)	58(23.2)	18(7.2)	3.35
		Teacher	108(27.0)	149(37.3)	62(15.5)	56(14.0)	25(6.3)	3.65
		P.T.A official	34(24.3)	49(35.0)	27(19.3)	23(16.4)	7(5.0)	3.57
		SUBEB official	3(15.0)	8(40.0)	3(15.0)	4(20.0)	2(10.0)	3.30
		Total	188(23.2)	302(37.3)	127(15.7)	141(17.4)	52(6.4)	3.53
5	The board in the state do not provide adequate instructional materials for learning in the programme	Head teacher	64(25.6)	113(45.2)	25(10.0)	41(16.4)	7(2.8)	3.74
		Teacher	132(33.0)	146(36.5)	66(16.5)	32(8.0)	24(6.0)	3.83
		P.T.A official	36(25.7)	67(47.9)	20(14.3)	7(5.0)	10(7.1)	3.80
		SUBEB official	7(35.0)	6(30.0)	2(10.0)	5(25.0)	0(0.0)	3.75
		Total	239(29.5)	332(41.0)	113(14.0)	85(10.5)	41(5.1)	3.79
6	SUBEB do not provide technicians for the maintenance of instructional material	Head teacher	55(22.0)	123(49.2)	40(16.0)	25(10.0)	7(2.8)	3.78
		Teacher	128(32.0)	154(38.5)	61(15.3)	47(11.8)	10(2.5)	3.86
		P.T.A official	30(21.4)	49(35.0)	36(25.7)	18(12.9)	7(5.0)	3.55
		SUBEB official	6(30.0)	6(30.0)	3(15.0)	4(20.0)	1(5.0)	3.60
		Total	219(27.0)	332(41.0)	140(17.3)	94(11.6)	25(3.1)	3.77
7	Teachers hardly maintained the instructional materials	Head teacher	54(21.6)	100(40.0)	27(10.8)	62(24.8)	7(2.8)	3.53
		Teacher	98(24.5)	164(41.0)	66(16.5)	57(14.3)	15(3.8)	3.68
		P.T.A official	31(22.1)	57(40.7)	25(17.9)	20(14.3)	7(5.0)	3.61
		SUBEB official	3(15.0)	11(55.0)	1(5.0)	3(15.0)	2(10.0)	3.50
		Total	186(23.0)	332(41.0)	119(14.7)	142(17.5)	31(3.8)	3.62
8	The teachers cannot operate instructional materials in the school	Head teacher	20(8.0)	83(33.2)	44(17.6)	89(35.6)	14(5.6)	3.02
		Teacher	85(21.3)	135(33.8)	83(20.8)	74(18.5)	23(5.8)	3.46
		P.T.A official	24(17.1)	60(42.9)	23(16.4)	25(17.9)	8(5.7)	3.48
		SUBEB official	1(5.0)	7(35.0)	1(5.0)	9(45.0)	2(10.0)	2.80
		Total	130(16.0)	285(35.2)	151(18.6)	197(24.3)	47(5.8)	3.31
9	Poor academic performance by the student can be associated with inadequate instructional materials for teaching and learning	Head teacher	68(27.2)	127(50.8)	18(7.2)	32(12.8)	5(2.0)	3.88
		Teacher	156(39.0)	133(33.3)	60(15.0)	34(8.5)	17(4.3)	3.94
		P.T.A official	42(30.0)	52(37.1)	25(17.9)	14(10.0)	7(5.0)	3.77
		SUBEB official	4(20.0)	10(50.0)	2(10.0)	3(15.0)	1(5.0)	3.65
		Total	270(33.3)	322(39.8)	105(13.0)	83(10.2)	30(3.7)	3.89
10	The instructional material are relevant to the topics to which teaching and learning is carried out	Head teacher	76(30.4)	127(50.8)	25(10.0)	19(7.6)	3(1.2)	4.02
		Teacher	126(31.5)	151(37.8)	65(16.3)	40(10.0)	18(4.5)	3.82
		P.T.A official	42(30.0)	54(38.6)	22(15.7)	12(8.6)	10(7.1)	3.76
		SUBEB official	4(20.0)	12(60.0)	2(10.0)	1(5.0)	1(5.0)	3.85
		Total	**248(30.6)**	**344(42.5)**	**114(14.1)**	**72(8.9)**	**32(4.0)**	**3.87**

There was a consensus agreement among the stakeholders on the inadequacy of instructional materials for teaching and learning in the UBE schools. In the first item of the table, the mean scores of the groups were 4.10, 4.15, 4.11 and 4.00 for the Head teachers, teachers, PTA members and the SUBEB officials respectively. In the overall assessment, 44.2% and 37.9% of the total respondents strongly agreed and agreed respectively that the provision of instructional materials for teaching in the primary schools within the zone was not adequate. The overall mean for the item was 4.12, a clear indication that most stakeholders shared the opinion.

For the standard of the available instructional materials, 28.5% and 51.0% of the total respondents strongly agreed and agreed respectively that the standard of the available instructional materials for teaching and learning in UBE primary schools were not adequate. The mean scores for the individual groups were 4.04, 3.95, 3.76 and 3.65 for the Head teachers, teachers, PTA members and SUBEB officials respectively and the overall mean score by the respondents for the item was 3.94. This was a clear indication that the stakeholders were of the view that the instructional materials available in the UBE schools were not adequate.

There was a general consensus among the stakeholders that teachers were not using required instructional materials for teaching and learning in the schools. In response to item 3 of the table, all the groups agreed with this opinion as indicated with their mean scores for the item. In the overall perception, 21.9% and 37.8% of the total respondents strongly agreed and agreed respectively with the suggestion. But 18.3% of the respondents did not express their view while 17.4 and 4.7% of the total disagreed and strongly disagreed respectively with the view. The observation here could be associated with the earlier opinion that the instructional materials were not adequate for effective teaching and learning in the schools. Coupled with this factor is the perception of the stakeholders that the teachers were not ready to be innovative such that they

can improvise where such instructional materials were not available. This is indicated by 23.2% and 37.3% of the total respondents who strongly agreed and agreed respectively with the opinion in item 4 of the table. The overall mean score for the item is 3.53, indicating that most of the respondents were of this opinion.

The inability of the teachers to use instructional materials is attributable to the inadequacies associated with their provision as indicated by the stakeholders in item 5 of the table where 29.5% and 41.0% of the total respondents strongly agreed and agreed respectively with the suggestion that the respective Education Board in the zone do not provide adequate instructional materials for teaching and learning in the UBE programme. The only divergent opinion among the stakeholders on this item were 10.5% and 5.1% of the total respondents who disagreed and strongly disagreed with the opinion and 14.0% of the respondents did not answer the question.

For the available instructional materials in the schools, the stakeholders were of the view that SUBEB did not provide technical personnel for their maintenance so as to maintain their standard. This is indicated by the stakeholders with mean scores of 3.78, 3.86, 3.55 and 3.60 by the Head teachers, teachers, PTA members and SUBEB officials respectively in the table. In the overall perception, 27.0% and 41.0% of the total respondents strongly agreed and agreed respectively with the suggestion. The overall mean score for the item was 3.77. This opinion was further emphasized in item 7 of the table where the stakeholders were of the view that teachers hardly maintained the instructional materials provided for teaching and learning in the UBE schools. The skills for such maintenance could be lacking as some expertise would be required. The SUBEB officials did not quite agree with the suggestion on item 8 of the table that some teachers might have difficulty in operating some of the instructional materials in the UBE

schools. Though, some of the stakeholders, Head teachers, teachers and PTA members were in agreement with the opinion as indicated with their mean scores in the table but the level of such agreement was relatively low.

The adverse effect of the inadequacies in the provision and utilization of instructional materials was perceived to reflect in the standard of academic performance by the school students. In response to item 9 of the table where the statement was made, all the stakeholders agreed with mean scores of 3.88, 3.94, 3.77 and 3.65. In the overall perception, 33.3% and 39.8% of the total respondents strongly agreed and agreed respectively with the suggestion that poor academic performance by students can be associated with inadequate instructional materials for teaching and learning in the UBE schools., The overall mean score for the item is 3.89, a clear indication that it was a general perception of all the stakeholders. In confirming the above opinion in the last item of the table, 30.6% and 42.5% of the total respondents strongly agreed and agreed respectively that instructional material are relevant for effective teaching of some topics during the teaching and learning process in the UBE schools. From the expressed perception of the stake holders on the effective utilization of instructional materials in the UBE schools, it could be concluded that their provision were not adequate and therefore were not effectively used for the teaching and learning process in the UBE schools within the zone.

4.3.7 Opinions of Respondents on the staff development situation of UBE schools in the Northwest Zone, Nigeria

The staff development in the UBE programme within the zone was examined by assessing government provision for staff development programme in the schools, organization of seminars and conferences, opportunity given to staff for in-service training and salaries along with welfare provisions among others. The opinion of the stakeholders on the item used for the

assessment are tabulated in frequencies and percentages in Table 4.11. Decision on the direction of opinion on the item is based on the midpoint average of 3.0 used as the benchmark.

Table 4.11: Opinions of Stakeholders on Staff Development Situation in the UBE Schools Within the Northwest zone Nigeria

Sn	Staff development	Designation	SA(%)	A(%)	U(%)	D(%)	SD(%)	Mean
1		Head teacher	56(22.4)	50(20.0)	24(9.6)	80(32.0)	40(16.0)	3.01
	Government provide	Teacher	127(31.8)	110(27.5)	40(10.0)	75(18.8)	48(12.0)	3.48
	enough fund for staff	P.T.A official	54(38.6)	47(33.6)	7(5.0)	17(12.1)	15(10.7)	3.77
	development programme	SUBEB official	7(35.0)	5(25.0)	1(5.0)	5(25.0)	2(10.0)	3.50
	in primary schools	Total	244(30.1)	212(26.2)	72(8.9)	177(21.9)	105(13.0)	3.39
2		Head teacher	43(17.2)	96(38.4)	30(12.0)	60(24.0)	21(8.4)	3.32
		Teacher	81(20.3)	164(41.0)	83(20.8)	43(10.8)	29(7.3)	3.56
	Seminars and symposium	P.T.A official	28(20.0)	64(45.7)	25(17.9)	17(12.1)	6(4.3)	3.65
	are often conducted by	SUBEB official	6(30.0)	6(30.0)	4(20.0)	4(20.0)	0(0.0)	3.70
	SUBEB	Total	158(19.5)	330(40.7)	142(17.5)	124(15.3)	56(6.9)	3.51
3		Head teacher	38(15.2)	87(34.8)	44(17.6)	62(24.8)	19(7.6)	3.25
		Teacher	75(18.8)	149(37.3)	94(23.5)	58(14.5)	24(6.0)	3.48
		P.T.A official	29(20.7)	56(40.0)	33(23.6)	15(10.7)	7(5.0)	3.61
	Conferences are often	SUBEB official	4(20.0)	10(50.0)	3(15.0)	3(15.0)	0(0.0)	3.75
	conducted by the board	Total	146(18.0)	302(37.3)	174(21.5)	138(17.0)	50(6.2)	3.44
4		Head teacher	60(24.0)	114(45.6)	26(10.4)	34(13.6)	16(6.4)	3.67
	Staff are encouraged to	Teacher	116(29.0)	182(45.5)	48(12.0)	38(9.5)	16(4.0)	3.86
	develop themselves	P.T.A official	43(30.7)	53(37.9)	22(15.7)	18(12.9)	4(2.9)	3.81
	through in-service	SUBEB official	6(30.0)	11(55.0)	1(5.0)	1(5.0)	1(5.0)	4.00
	programmes	Total	225(27.8)	360(44.4)	97(12.0)	91(11.2)	37(4.6)	3.80
5		Head teacher	34(13.6)	53(21.2)	27(10.8)	78(31.2)	58(23.2)	2.71
		Teacher	76(19.0)	123(30.8)	59(14.8)	93(23.3)	49(12.3)	3.21
		P.T.A official	28(20.0)	45(32.1)	26(18.6)	26(18.6)	15(10.7)	3.32
	Staff salaries and welfare	SUBEB official	0(0.0)	11(55.0)	1(5.0)	5(25.0)	3(15.0)	3.00
	is favourable	Total	138(17.0)	232(28.6)	113(14.0)	202(24.9)	125(15.4)	3.07
6		Head teacher	34(13.6)	114(45.6)	36(14.4)	52(20.8)	14(5.6)	3.41
		Teacher	91(22.8)	171(42.8)	62(15.5)	56(14.0)	20(5.0)	3.64
	Staff are allowed to	P.T.A official	33(23.6)	61(43.6)	20(14.3)	19(13.6)	7(5.0)	3.67
	displaytheir new skills	SUBEB official	4(20.0)	12(60.0)	1(5.0)	3(15.0)	0(0.0)	3.85
	acquired	Total	162(20.0)	358(44.2)	119(14.7)	130(16.0)	41(5.1)	3.58
7		Head teacher	36(14.4)	101(40.4)	29(11.6)	63(25.2)	21(8.4)	3.27
	The process of allowing	Teacher	108(27.0)	168(42.0)	55(13.8)	53(13.3)	16(4.0)	3.75
	staff to go for	P.T.A official	34(24.3)	64(45.7)	22(15.7)	12(8.6)	8(5.7)	3.74
	development programme	SUBEB official	4(20.0)	13(65.0)	0(0.0)	3(15.0)	0(0.0)	3.90
	is based on merit	Total	182(22.5)	346(42.7)	106(13.1)	131(16.2)	45(5.6)	3.60
8		Head teacher	52(20.8)	135(54.0)	35(14.0)	20(8.0)	8(3.2)	3.81
	There is a positive change	Teacher	107(26.8)	164(41.0)	74(18.5)	42(10.5)	13(3.3)	3.78
	among the staff that	P.T.A official	33(23.6)	56(40.0)	29(20.7)	15(10.7)	7(5.0)	3.66
	attained development	SUBEB official	2(10.0)	10(50.0)	6(30.0)	2(10.0)	0(0.0)	3.60
	programme in their work	Total	194(24.0)	365(45.1)	144(17.8)	79(9.8)	28(3.5)	3.76
9		Head teacher	45(18.0)	124(49.6)	36(14.4)	30(12.0)	15(6.0)	3.62
		Teacher	97(24.3)	168(42.0)	78(19.5)	42(10.5)	15(3.8)	3.73
	SUBEB is interested in	P.T.A official	28(20.0)	62(44.3)	23(16.4)	12(8.6)	15(10.7)	3.54
	staff development in	SUBEB official	5(25.0)	11(55.0)	3(15.0)	1(5.0)	0(0.0)	4.00
	primary schools	Total	175(21.6)	365(45.1)	140(17.3)	85(10.5)	45(5.6)	3.67
10		Head teacher	42(16.8)	102(40.8)	25(10.0)	55(22.0)	26(10.4)	3.32
		Teacher	103(25.8)	134(33.5)	68(17.0)	59(14.8)	36(9.0)	3.52
	The process for in-service	P.T.A official	30(21.4)	55(39.3)	21(15.0)	20(14.3)	14(10.0)	3.48
	programme is done	SUBEB official	7(35.0)	6(30.0)	0(0.0)	7(35.0)	0(0.0)	3.65
	without favouritism	**Total**	**182(22.5)**	**297(36.7)**	**114(14.1)**	**141(17.4)**	**76(9.4)**	**3.45**

The expressed perception of the stakeholders on the first item on the table supported the view that government provided enough fund for staff development programme in the UBE primary schools of the zone. But the level of agreement as indicated with overall mean score of 3.39 was relatively low. The perception therefore implied that the statement was not generally accepted by all stakeholders of the UBE primary schools involved in the study. However, the stakeholders agreed that Seminars and symposium were often conducted by respective SUBEB in the zone. In item 2 of the table, 19.5% and 40.7% of the total respondents strongly agreed and agreed with this item. Only 15.3% and 6.9% of the total respondents disagreed and strongly disagreed with this statement and 17.5% of the respondents did not express their view. The mean score by all the respondents for the issue was 3.51. The statement was further supported by the expressed perception of the stakeholders in item 3 where 18.0% and 37.3% of the total respondents strongly agreed and agreed respectively with the statement that conferences were often conducted by the respective Education Board within the zone.

The stakeholders were of the view that staff were encouraged to develop themselves through in-service programmes. In response to item 4 where the opinion on the suggestion was solicited, the mean scores of the stakeholders were 3.67, 3.86, 3.81 and 4.00 for the Head teachers, teachers, PTA members and SUBEB officials respectively. In the overall assessment, 27.8% and 44.4% of the total respondents strongly agreed and agreed respectively with the statement. Though, 12.0% of the respondents did not express their view on the subject but the percentages of disagreement (11.2% and 4.6% who disagreed and strongly disagreed respectively) was relatively low. The overall mean score for the item was 3.80.

The Head teachers did not agree that the Staff salaries and welfare packages for staff in the UBE schools could be considered favourable. Even among the other stakeholders (teachers,

PTA members and SUBEB officials), the level of agreement were very low as their mean scores were 3.21, 3.32 and 3.00 compared to that of the Head teachers with mean score of 2.71. Even in the frequency distribution, only 17.0% and 28.6% of the total respondents said the salaries were favourable compare to 24.9% and 15.4% along with 14.0% of the respondents who disagreed, strongly disagreed and those who refused to express their view on the issue as a result of not having an indept knowledge about it.

The stakeholders agreed on item 6 of the table that staff were allowed to display their acquired skills from trainings. In the table, 20.0% and 44.2% of the stakeholders strongly agreed and agreed respectively with this suggestion. Only 16.0% and 5.1% of the total respondents disagreed and strongly disagreed with the suggestion and 14.47% of the respondents did not answer the question. The overall mean score for the item was 3.58. The stakeholders agreed that the process of allowing staff to go for development programme in the UBE schools was based on merit. This opinion was confirmed by 22.5% and 42.7% of the total respondents who strongly agreed and agreed respectively with the suggestion in item 7 of the table. The overall mean score by the respondents for the item was 3.60.

On the effects of such training by staff, 24.0% and 45.1% of the total respondents strongly agreed and agreed respectively with the suggestion that there were always a positive change among the staff that attained development programme in their work within the UBE schools in the zone. The mean scores by the groups of stakeholders on the items were 3.81, 3.78, 3.66 and 3.60 for the Head teachers, teachers PTA members and SUBEB officials respectively. The overall mean score for the item was 3.76. This perception could be said to inform the opinion expressed by the stakeholders on item 9 of the table where they all agreed that the respective SUBEB in the zone were interested in staff development in primary schools. On item

9 of the table, the mean score for the item were 3.62, 3.73, 3.54 and 4.00 for the Head teachers, teachers PTA members and SUBEB officials respectively. The overall mean score of the item was 3.67. The suggestion in the last item of the table that the process for in-service programme was done without favouritism did not receive a high perception among the stakeholders. Though, the stakeholders agreed with the meritocracy of the process but their level of agreement was relatively as indicated with mean scores of 3.32, 3.52, 3.48 and 3.65 for Head teachers, teachers, PTA members and SUBEB officials respectively. The only exception in the low perception were the SUBEB officials who tended to be defending their role as administrators of the UBE programme in the zone. From the expressed opinions of the stakeholders, it could be said that the staff development situation of the UBE schools was not completely adequate.

4.4 Hypotheses Testing

Hypotheses formulated along the research questions and objectives of the study were tested here at the fixed probability level of 0.05. The tests were conducted with the One way analysis of variance (ANOVA) because of the need to establish statistical differences in the perception of the different stakeholders on the investigated variables and the multiple levels of the independent variable. The hypotheses were tested as follows:

HO_1: *There is no significant difference in the perceptions of stakeholders on the opinions of respondents (head teachers, teachers and UBE officials) on staff situation of Universal Basic Education (UBE) programme in the Northwest Zone, Nigeria.*

To test this null hypothesis, the mean score of the stakeholders on the staff situation of Universal Basic Education (UBE) school programme in the zone were compared to determine level of differences among the groups using the one way analysis of variance. The summary of the ANOVA result is presented in Table 4.12.

Table 4.12: One way Analysis of Variance on Staff Situation in UBE Schools by Stakeholders in the Northwest Zone, Nigeria

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	21.348	3	7.116	17.011	.000
Within Groups	337.173	806	.418		
Total	358.521	809			

F-critical (at 3, 806 degree of freedom and P = 0.05) = 2.60

Table 4.12 indicates that the stakeholders differed significantly in the perception of the staff situation in the UBE schools within the zone. The observed F-value (17.011) obtained at 3, 806 degree of freedom (DF) was higher than the critical value of 2.60 and the observed level of significance (0.000) was lower than the fixed probability level of 0.05 ($P < 0.05$). These observations provided sufficient evidence to reject the null hypothesis. The null hypothesis which states that there is no significant difference in opinions of respondents (head teachers, teachers and UBE officials) on staff situation of Universal Basic Education (UBE) programme in the Northwest zone is therefore rejected. The mean scores of the group of stakeholders on the staff situation of the UBE schools are presented in Table 4.13.

Table 4.13: Mean scores of stakeholders on staff situation of the UBE schools in the zone.

Designation	N	Mean	Std. Deviation	Std. Error
Head teacher	250	3.35	0.674	0.043
Teacher	400	3.69	0.641	0.032
P.T.A official	140	3.74	0.622	0.053
SUBEB official	20	3.49	0.581	0.130
Total	**810**	**3.59**	**0.666**	**0.023**

The mean score shows that the PTA members had the highest perception of the staff situation in the UBE schools with teachers coming second in the hierarchy. The least perception

was by the Head teachers. To determine the group that was significantly different from the others in their perception of the staff situation a post hoc test was performed on the mean scores with the Scheffe statistical procedure. The result is summarized in Table 4.14.

Table 4.14: Result of Scheffe test on mean scores of stakeholders on staffing situation of the UBE schools in the zone.

(I) Designation	(J) Designation	Mean Difference (I-J)	Std. Error	Sig.
	Teacher	-.33820*	.05215	.000
Head teacher	P.T.A official	-.38363*	.06827	.000
	SUBEB official	-.13720	.15030	.841
	Head teacher	.33820*	.05215	.000
Teacher	P.T.A official	-.04543	.06351	.916
	SUBEB official	.20100	.14820	.607
	Head teacher	.38363*	.06827	.000
P.T.A official	Teacher	.04543	.06351	.916
	SUBEB official	.24643	.15461	.468
	Head teacher	.13720	.15030	.841
SUBEB official	Teacher	-.20100	.14820	.607
	P.T.A official	-.24643	.15461	.468

* Denotes significant difference at 0.05

The result shows that the Head teachers were significantly different in their perception from that of the teachers and PTA members. Between the Head teachers and the SUBEB officials, no significant difference was observed in their perception of the staff situation in the UBE schools within the zone. The teachers were not significantly different in the perception from that of the PTA members and the SUBEB officials. Between the SUBEB officials and the PTA members, no significant difference was observed in their perception of the staffing situation in the UBE schools within the zone.

HO_2: ***There is no significant difference in the perceptions of stakeholders on the opinions of respondents on provision and maintenance of teaching and learning facilities in the Northwest Zone, Nigeria.***

This hypothesis was tested by comparing the mean scores of the stakeholders on the provision and maintenance of teaching and learning facilities in the UBE schools within the zone. The one way analysis of variance was used for the test because of the multiple levels of the independent variable. The summary of the ANOVA result is presented in Table 4.15.

Table 4.15: One Way Analysis of Variance on Provision and Maintenance of Teaching and Learning Facilities in UBE Schools by Stakeholders in North-west Zone, Nigeria

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	5.301	3	1.767	6.231	.000
Within Groups	228.543	806	.284		
Total	**233.844**	**809**			

F-critical (at 3, 806 degree of freedom and P = 0.05)= 2.60

Table 4.15 shows that the stakeholders differed significantly in their perceptions on the provision and maintenance of teaching and learning facilities in the UBE schools within the zone. The observed F-value (6.231) obtained at 3, 806 degree of freedom (DF) was higher than the critical value of 2.60 and the observed level of significance (0.000) was lower than the fixed probability level of 0.05 ($P < 0.05$). With these observations, there was a sufficient evidence to reject the null hypothesis. The null hypothesis which states that there is no significant difference in opinions of respondents (head teachers, teachers and UBE officials) on provision and maintenance of teaching and learning facilities in the Northwest zone, Nigeria is therefore rejected. The mean scores of the stakeholders on the provision and maintenance of teaching and learning facilities in the UBE schools are presented in Table 4.16.

Table 4.16: Mean Scores of Stakeholders on Provision and Maintenance of Teaching and Learning Facilities in the UBE Schools in the Northwest Zone, Nigeria.

Designation	N	Mean	Std. Deviation	Std. Error
Head teacher	250	3.44	0.561	0.036
Teacher	400	3.62	0.526	0.026
P.T.A official	140	3.57	0.509	0.043
SUBEB official	20	3.43	0.440	0.098
Total	**810**	**3.55**	**0.538**	**0.019**

The mean score shows that the Teachers had the highest perception of the provision and maintenance of teaching and learning facilities in the UBE schools followed by the PTA members. The least perception observed was that of the SUBEB officials. In Table 4.16, a post test on the mean was conducted to determine the group of stakeholders that were significantly different from the others in their perception of the provision and maintenance of teaching and learning facilities in the UBE schools within the zone. The result of Scheffe statistical procedure used for the mean separation test is summarized in Table 4.17.

Table 4.17: Result of Scheffe test on Mean Scores by Stakeholders on Provision and Maintenance of Teaching and Learning Facilities in the UBE Schools in Northwest Zone, Nigeria

(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.
	Teacher	-.17970*	.04293	.001
Head teacher	P.T.A official	-.12706	.05621	.165
	SUBEB official	.01080	.12374	1.000
	Head teacher	.17970*	.04293	.001
Teacher	P.T.A official	.05264	.05229	.798
	SUBEB official	.19050*	.12201	.0487
	Head teacher	.12706	.05621	.165
P.T.A official	Teacher	-.05264	.05229	.798
	SUBEB official	.13786	.12729	.760
	Head teacher	-.01080	.12374	1.000
SUBEB official	Teacher	-.19050*	.12201	.0487
	P.T.A official	-.13786	.12729	.760

* Denotes significant difference at 0.05

The result shows that only the teachers were significantly different from the Head teachers and SUBEB officials in their perception of the provision and maintenance of teaching and learning facilities in the UBE schools within the zone. Between the teachers and the PTA members, there was no significant difference. The Head teachers were not significantly different in their perception from the SUBEB officials and between the SUBEB officials and the PTA members, no significant difference was observed.

HO_3: ***There is no significant difference in the perceptions of stakeholders on the opinions of respondents on the level of funding of Universal Basic Education UBE programme in Northwest Zone, Nigeria.***

This hypothesis was tested by comparing the mean scores of the stakeholders on the level and ways of funding the UBE schools in the zone as assessed in Table 4.7. The result of the one way analysis of variance model obtained from the test is summarized in Table 4.18.

Table 4.18: One Way Analysis of Variance on Level of Funding the UBE schools by Stakeholders in the Northwest Zone, Nigeria

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	16.786	3	5.595	18.745	.000
Within Groups	240.594	806	.299		
Total	**257.380**	**809**			

F-critical (at 3, 806 degree of freedom and P = 0.05)= 2.60

The stakeholders differed significantly in the perceptions on the level of funding the UBE schools within the zone. This is indicated with an observed F-value of 18.745 obtained at 3, 806 degree of freedom (DF). The critical value of F is 2.60. The observed level of significance (0.000) obtained in the test was lower than the fixed probability level of 0.05 ($P < 0.05$). These observations provided enough evidence to reject the null hypothesis. The null hypothesis which states that there is no significant difference in opinions of respondents (head teachers, teachers

and UBE officials) on the level of funding of Universal Basic Education (UBE) programme in Northwest zone was therefore rejected. The mean scores of the group of stakeholders on the level of funding of the UBE schools in the zone are presented in Table 4.19.

Table 4.19: Mean Scores of Stakeholders on Level of Funding the UBE Schools in the Northwest Zone, Nigeria.

Designation	N	Mean	Std. Deviation	Std. Error
Head teacher	250	3.38	0.586	0.037
Teacher	400	3.70	0.527	0.026
P.T.A official	140	3.69	0.549	0.046
SUBEB official	20	3.67	0.359	0.080
Total	**810**	**3.60**	**0.564**	**0.020**

The table shows that the teachers and PTA members had the highest perceptions on the level of funding of UBE schools in the zone. The least perception was by the Head teachers. To determine the group that was significantly different from the others in their perception of the level of funding of the schools, a post hoc test was performed on the mean scores using the Scheffe statistical procedure. The result is summarized in Table 4.20.

Table 4.20: Result of Scheffe test on Mean Scores of Stakeholders on Level of Funding the UBE Schools in the Northwest Zone, Nigeria.

(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.
	Teacher	-.31360*	.04405	.000
Head teacher	P.T.A official	-.30917*	.05767	.000
	SUBEB official	-.28560	.12696	.168
	Head teacher	.31360*	.04405	.000
Teacher	P.T.A official	.00443	.05365	1.000
	SUBEB official	.02800	.12519	.997
	Head teacher	.30917*	.05767	.000
P.T.A official	Teacher	-.00443	.05365	1.000
	SUBEB official	.02357	.13060	.998
	Head teacher	.28560	.12696	.168
SUBEB official	Teacher	-.02800	.12519	.997
	P.T.A official	-.02357	.13060	.998

* Denotes significant difference at 0.05

The test revealed that the Head teachers were significantly different in their perception from that of the teachers and PTA members. Between the Head teachers and the SUBEB officials, no significant difference was observed in their perception of the level of funding for the UBE schools in the zone. Between the teachers, PTA members and the SUBEB officials no significant difference in their perceptions was observed.

HO_4: ***There is no significance difference in the perceptions of stakeholders on the opinions of respondent on the rate of students' enrolment and retention in UBE schools of Northwest Zone, Nigeria.***

The mean scores by the stakeholders on the rate of students' enrolment into the UBE schools examined in Table 4.8 were compared here with the aid of the one way analysis of variance to establish the level of difference between the groups. The summary of the ANOVA result is presented in Table 4.21.

Table 4.21: One Way Analysis of Variance on Rate of Students' Enrolment into the UBE Schools by Stakeholders in the Northwest Zone Nigeria

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1.372	3	.457	1.578	.193
Within Groups	233.646	806	.290		
Total	**235.018**	**809**			

F-critical (at 3, 806 degree of freedom and P = 0.05) = 2.60

The result in the table did not reveal significant difference in the perception of the stakeholders on the rate of students' enrolment into the UBE schools within the zone. The observed F-value (1.578) obtained at 3, 806 degree of freedom (DF) was lower than the critical value of 2.60 and the observed level of significance (0.193) was higher than the fixed probability level of 0.05 (P > 0.05). These observations did not provide sufficient evidence to reject the null hypothesis. The null hypothesis which states that there is no significant difference in opinions of respondents

(head teachers, teachers and UBE officials) on the rate of students' enrolment into the Universal Basic Education (UBE) programme in the Northwest zone is therefore retained. The mean scores of the group of stakeholders on the rate of students' enrolment into the UBE schools are presented in Table 4.22.

Table 4.22: Mean Scores of Stakeholders on Rate of Students' Enrolment into the UBE Schools in the Northwest Zone Nigeria.

Designation	N	Mean	Std. Deviation	Std. Error
Head teacher	250	3.73	0.545	0.034
Teacher	400	3.79	0.523	0.026
P.T.A official	140	3.69	0.577	0.049
SUBEB official	20	3.81	0.477	0.107
Total	**810**	**3.75**	**0.539**	**0.019**

The mean scores show that all the stakeholders relatively the same level of agreement on the rate of students' enrolment into the UBE schools within the zone. This consensus agreement on improved enrolment of students into the UBE programme accounted for the no significance difference observed in the test.

HO_5: ***There is no significant difference in the perceptions of stakeholders on the opinions of respondents on supervision of Universal Basic Education (UBE) programme in Northwest Zone, Nigeria.***

The mean scores of the stakeholders on the supervision of Universal Basic Education (UBE) school programme examined in Table 4.9 are compared here for statistical difference in the expressed perceptions. The one way analysis of variance was used for the test. The summary of the ANOVA model is presented in Table 4.23.

Table 4.23: One Way Analysis of Variance on Supervision of Universal Basic Education Schools by Stakeholders in the Northwest Zone Nigeria

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	4.527	3	1.509	5.755	.001
Within Groups	211.317	806	.262		
Total	**215.843**	**809**			

F-critical (at 3, 806 degree of freedom and P = 0.05)= 2.60

The stakeholders differed significantly in their perception on the supervision of the UBE schools in the zone. The observed F-value (5.755) for the test obtained 3, 806 degree of freedom was higher than the critical value of F (2.60) indicated at the bottom of the table. The observed level of significance is 0.000 (P < 0.05). With these observations, there is sufficient evidence for rejecting the null hypothesis. The null hypothesis which states that there is no significant difference in the opinions of respondents on supervision of Universal Basic Education (UBE) programme in Northwest zone, Nigeria is therefore rejected. Table 4.24 shows the mean scores of the groups on the variable.

Table 4.24: Mean Scores of Stakeholders on Supervision of the UBE Schools in the Northwest Zone, Nigeria

Designation	N	Mean	Std. Deviation	Std. Error
Head teacher	250	3.73	0.496	0.031
Teacher	400	3.86	0.529	0.026
P.T.A official	140	3.72	0.487	0.041
SUBEB official	20	3.58	0.535	0.120
Total	**810**	**3.79**	**0.517**	**0.018**

The teachers and Head teachers have the highest perception of the supervision in the UBE schools within the zone. The least perception was by the SUBEB officials with the PTA members coming between. The mean separation test to determine the group that was

significantly different from the others in their perception of the supervision of the UBE programme in the zone performed with the Scheffe procedure is summarized in Table 4.25.

Table 4.25: Result of Scheffe test on Mean Scores of Stakeholders on UBE Schools Supervision in the Northwest Zone, Nigeria.

(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.
	Teacher	-.13355*	.04128	.015
Head teacher	P.T.A official	.00577	.05405	1.000
	SUBEB official	.14720	.11899	.675
	Head teacher	.13355*	.04128	.015
Teacher	P.T.A official	.13932	.05028	.054
	SUBEB official	.28075*	.11732	.013
	Head teacher	-.00577	.05405	1.000
P.T.A official	Teacher	-.13932	.05028	.054
	SUBEB official	.14143	.12240	.721
	Head teacher	-.14720	.11899	.675
SUBEB official	Teacher	-.28075*	.11732	.013
	P.T.A official	-.14143	.12240	.721

* Denotes significant difference at 0.05

The result shows that the teachers had the highest perception of the supervision and were significantly different from the Head teachers and the SUBEB officials. Between the Head teachers and the PTA members, no significant difference was observed in their perceptions. And the PTA members were not significantly different in their perceptions from that of the SUBEB officials on the supervision of the UBE school programmes in the zone.

HO_6: ***There is no significant difference in the perceptions of stakeholders on the opinions of respondents on the use of instructional materials for teaching and learning processes in UBE schools of Northwest Zone, Nigeria.***

To test this hypothesis, the mean score of the stakeholders on the use of instructional materials for teaching and learning as examined in Table 4.9 were computed and compared with the aid of the one way analysis of variance for significant differences. The summary of the ANOVA result is presented in Table 4.26.

Table 4.26: One Way Analysis of Variance on Use of Instructional Materials for Teaching and Learning in UBE Schools by Stakeholders in the Northwest Zone, Nigeria

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	2.491	3	.830	2.503	.058
Within Groups	267.333	806	.332		
Total	**269.824**	**809**			

F-critical (at 3, 806 degree of freedom and P = 0.05)= 2.60

The result of the test did not reveal significant difference in the perceptions of the stakeholders on the use of instructional materials for teaching and learning in the UBE schools of the Zone. The observed F-value (2.503) obtained at 3, 806 degree of freedom (DF) was lower than the critical value of 2.60 and the observed level of significance (0.058) was higher than the fixed probability level of 0.05 (P 0.05). These observations did not provide enough evidence for rejecting the null hypothesis. The null hypothesis which states that there is no significant difference in opinions of respondents (head teachers, teachers and UBE officials) on the use of instructional materials for teaching and learning processes in UBE schools of Northwest zone is therefore retained. The mean scores of the group of stakeholders on the utilization of instructional materials for teaching and learning in the UBE schools are presented in Table 4.27.

Table 4.27: Mean Scores of Stakeholders on use of Instructional Materials for Teaching and Learning in the UBE Schools within the Northwest Zone, Nigeria.

Designation	N	Mean	Std. Deviation	Std. Error
Head teacher	250	3.69	0.565	0.036
Teacher	400	3.79	0.592	0.030
P.T.A official	140	3.70	0.541	0.046
SUBEB official	20	3.58	0.621	0.139
Total	**810**	**3.74**	**0.578**	**0.020**

The mean scores show that the teachers and PTA members had the highest perceptions on the use of instructional materials in the UBE schools within the zone. The range of scores for the group is closely the same and all agreed that the instructional materials were used in the schools. The only exception to the high score are the SUBEB officials by the variability in the mean score compared with the rest stakeholders was not statistically significant.

HO_7: ***There is no significant difference in the perceptions of stakeholders on the opinions of respondents (head teachers, teachers and UBE officials) on staff development situation of UBE programme in the Northwest Zone, Nigeria.***

To test this hypothesis, the mean score of the stakeholders on the staff development as examined in Table 4.11 were computed for the individual group of stakeholders and compared using the one way analysis of variance. The summary of the ANOVA result is presented in Table 4.28.

Table 4.28: One way Analysis of Variance on Staff Development in UBE Schools by Stakeholders in the Zone.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	13.011	3	4.337	9.758	.000
Within Groups	358.228	806	.444		
Total	**371.239**	**809**			

F-critical (at 3, 806 degree of freedom and P = 0.05)= 2.60

The result indicates that the stakeholders were significantly different in their perceptions of staff development in the UBE schools within the zone. This is indicated with an observed F-value (9.758) obtained at 3, 806 degree of freedom (DF) and a significant level of 0.000 ($P < 0.05$). With these observations, there is enough evidence to reject the null hypothesis. The null hypothesis which states that there is no significant difference in opinions of the respondents (head teachers, teachers and UBE officials) on staff development situation of UBE programme in the Northwest zone is therefore rejected. The mean scores of the different groups of stakeholders on the variable are presented in Table 4.29.

Table 4.29: Mean Scores of Stakeholders on Staff Development in the UBE Schools within the Northwest Zone, Nigeria.

Designation	N	Mean	Std. Deviation	Std. Error
Head teacher	250	3.34	0.748	0.047
Teacher	400	3.60	0.629	0.031
P.T.A official	140	3.63	0.617	0.052
SUBEB official	20	3.70	0.655	0.146
Total	**810**	**3.53**	**0.677**	**0.024**

Table 4.29 shows that the SUBEB officials along with the PTA members had the highest perceptions of the staff development in the UBE schools. The least perception was expressed by the Head teachers. To determine the group that was significantly different from the others in their perceptions of the staff development in the schools, a post hoc test was performed on the mean scores with the Scheffe procedure. The result is summarized in Table 4.30.

Table 4.30: Result of Scheffe test on Mean Scores of Stakeholders on Staff Development in the UBE Schools within the Northwest Zone, Nigeria.

(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.
	Teacher	-.26260*	.05375	.000
Head teacher	P.T.A official	-.28731*	.07037	.001
	SUBEB official	-.35660*	.15492	.001
	Head teacher	.26260*	.05375	.000
Teacher	P.T.A official	-.02471	.06547	.986
	SUBEB official	-.09400	.15275	.945
	Head teacher	.28731*	.07037	.001
P.T.A official	Teacher	.02471	.06547	.986
	SUBEB official	-.06929	.15937	.979
	Head teacher	.35660*	.15492	.001
SUBEB official	Teacher	.09400	.15275	.945
	P.T.A official	.06929	.15937	.979

* Denotes significant difference at 0.05

The result shows that the Head teachers were significantly different in their perceptions from all other stakeholders on the staff development in the UBE schools in the Zone. Between the teachers, PTA members and the SUBEB officials, no significant difference was observed in the perceptions of staff development in the UBE schools within the zone.

Table 4.31: Summary of Hypotheses Testing

Sn	HO Statement	Statistical Tools used	Result	Level of Significance	Decision
HO_1	There is no significant difference in the perceptions of stakeholders on the opinions of respondents (head teachers, teachers and UBE officials) on staff situation of Universal Basic Education (UBE) programme in the Northwest zone Nigeria.	ANOVA	F.cal = 17.011 F.crit. = 2.60	0.05	HO_1 Rejected
HO_2	There is no significant difference in the perceptions of stakeholders on the opinions of respondents on provision and maintenance of teaching and learning facilities in the Northwest zone Nigeria.	ANOVA	F.cal = 6.231 F.crit. = 2.60	0.05	H_0. Rejected
HO_3	There is no significant difference in the perceptions of stakeholders on the opinions of respondents on the level of funding of Universal Basic Education UBE programme in Northwest zone Nigeria.	ANOVA	F.cal = 18.745 F.crit. = 2.60	0.05	H_0. Rejected
HO_4	There is no significance difference in the perceptions of stakeholders on the opinions of respondent on the rate of students' enrolment and retention in Northwest zone Nigeria.	ANOVA	F.cal = 1.578 F.crit. = 2.60	0.05	H_0 Retained
HO_5	There is no significant difference in the perceptions of stakeholders on the opinions of respondents on supervision of Universal Basic Education (UBE) programme in Northwest zone Nigeria.	ANOVA	F.cal = 5.755 F.crit. = 2.60	0.05	H_0. Rejected
HO_6	There is no significant difference in the perceptions of stakeholders on the opinions of respondents on the use of instructional material for teaching and learning processes in Northwest zone Nigeria.	ANOVA	F.cal = 2.503 F.crit. = 2.60	0.05	H_0 Retained
HO_7	There is no significant difference in the perceptions of stakeholders on the opinions of respondents (head teachers, teachers and UBE officials) on staff development situation of UBE programme in the Northwest zone Nigeria.	ANOVA	F.cal = 9.758 F.crit. = 2.60	0.05	H_0 Rejected

4.5 Summary of Major the Findings

The survey revealed that:

1. teachers of Mathematics, English language and Basic Science were inadequate in most of the UBE schools in Northwest zone, Nigeria;
2. there were inadequate provision and maintenance of infrastructural facilities such as classrooms, buildings, electricity, water, school bus effective for teaching and learning in most of the UBE schools in Northwest Zone, Nigeria;
3. funding of UBE programme was inadequate in most UBE schools in North-West zone, Nigeria;
4. there was a progressive increase in the students' enrolment and retention into the UBE schools in most states in North-west Zone, Nigeria.
5. supervision of UBE programme was inadequate in most UBE schools in North-west Zone;
6. the utilization of instructional materials for teaching and learning was adequate in most UBE schools in North-west zone; and
7. staff development programmes such as in-service training, conferences and seminars were inadequate in most in UBE schools in North-west zone, Nigeria.

4.6 Discussion of the Findings

This study investigated the perceptions of stakeholders on the management of Universal Basic Education (UBE) programme in primary schools of Northwest Zone of Nigeria between 2007 and 2017. Seven null hypotheses were tested in line with the specific objectives and research questions of the study. In testing of hypothesis one, difference in perceptions of the stakeholders of the UBE schools in the zone on the staffing situation was tested. The result revealed that

the stakeholders differed significantly in their perceptions of the variable. The null hypothesis was therefore rejected. From the post hoc test conducted on the mean scores, it was revealed that Head teachers were significantly different in their perceptions from that of the teachers and PTA members on the staff situation in the schools. The Head teachers and SUBEB officials did not differ in their perceptions of the staff situation. The observed difference was however an issue of the rate of rating as all the stakeholders were in agreement of the staff situation in the schools which they said was structurally inadequate. The findings here are in line with Obanya (2009) who posited that no educational system can rise above the level of its teachers and that many laudable educational initiatives have failed mainly because they did not take sufficient accounts of the teachers factor.

Hypothesis two tested the significant difference in the opinions of the stakeholders on provision and maintenance of teaching and learning facilities in the UBE schools within the zone. The result of the test conducted with the one way analysis of variance revealed significant differences in the perception of the stakeholders. The null hypothesis was therefore rejected. From the post hoc test conducted on the means, it was found that the difference was only between the teachers, the Head teachers and SUBEB officials in their perceptions of the provision and maintenance of teaching and learning facilities in the UBE schools within the zone. The observed differences was only in their respective magnitude of rating of the variable since all of them were of the view that some form of provision and maintenance of the required teaching and learning facilities in the UBE schools were being done even if not adequate. The findings here are in agreement with Tahir (2004) who stated that UBE infrastructural facilities include permanent, semi-permanent, temporary, mobile collapsible, boat-school and even under tree shade classroom structures. The report stated that the permanent structure are the commonest

but as the national economy declines and people's earning dwindles temporary and semi-permanent structure are predominating in the school system. The finding is consistent with Adunolu and Fabiyi (2016) who reported from their study titled "The Universal Basic Education in Nigeria: Challenge and Prospect, in Lagos State" that some primary school pupils sit on the floor, some classrooms have no ceiling and a general inadequacies in the schools' teaching and learning facilities.

Hypothesis three tested for significant difference in the perceptions of the stakeholders on the level of funding of Universal Basic Education UBE programme in the zone. The result of the test conducted with the one way analysis of variance revealed that the stakeholders differed significantly in their perception of the variable in the UBE schools. The null hypothesis was therefore rejected. The observed significant difference was found to be between the Head teachers that of the teachers along with PTA members. Between the teachers, PTA members and the SUBEB officials no significant difference in their perceptions was observed. The observed significance difference was found to be associated with the magnitude of rating by the respective stakeholders.

Hypothesis four tested for significance difference in the perceptions of the stakeholders on the rate of students' enrolment and retention in the UBE schools within the zone. The result of the test revealed that the stakeholders did not differ significantly in their perception on the students' enrolment in the UBE schools. The null hypothesis was therefore retained. Observation from the mean score of the respective groups revealed they all agreed that there was an increase in students' enrolment into the schools over the study period. The finding here is in line with Fabunmi (2007) who stated "if a sufficiently qualified citizen stands at the door of any type of school, he must be admitted and it is the responsibility of the appropriate government authorities

to anticipate his request so that school capacity will be adequate to accommodate him. The finding is consistent with Egbenu, (2012) who stated that increase in students enrolment shows the effect of introducing UPE. The finding is in agreement with the report of Adekunle, Ogbogu (2016) from research work titled "the effect of school feeding programme on enrolment and performance of public elementary schools pupils in Osogbo, Osun State, Nigeria". The report revealed that there was increase in enrolment and retention of pupils in UBE schools.

Hypothesis five tested for significant difference on the perceptions of the stakeholders on supervision of the Universal Basic Education (UBE) school programme in the zone. The result of the test revealed that the groups differed significantly in their perception of the supervision of the UBE programme in the zone. The null hypothesis was therefore rejected. The result of the post hoc test on the mean scores revealed that observed significant difference was between teachers who had the highest perception of the supervision and the rest groups of stakeholders.

Null hypothesis six tested the significant difference in the opinions of the stakeholders on the use of instructional materials for teaching and learning processes in the UBE schools. The result of the test did not revealed significant difference in the perception of the stakeholders. The null hypothesis was therefore retained. An examination of the mean scores revealed that all the stakeholders have relatively the same opinion on the use of the instructional material which they said were inadequate but that available ones were relatively used. The finding here agrees with Omeka, Okpalaoka and Ugwuoke (2016) from a study titled "assessed the use of instructional materials in effective implementation of the Universal Basic Education Programme (UBEP)" in Nsukka, Enugu State of Nigeria where they revealed that instructional materials are procured mainly by improvisation by the teachers that other sources include government grants and

donations. The study also revealed that instructional materials are in short supply and that there is inadequate use of instructional materials in Nigerian schools.

Hypothesis seven tested for significant difference in the perception of the stakeholders on staff development situation of the UBE school programme in the zone. The result of the test revealed significant difference in the perceptions of the stakeholders. The null hypothesis was therefore rejected. From the mean separation test, it was found that observed difference was between the Head teachers and the rest of stakeholders (teachers, PTA members and SUBEB officials) in their perception of staff development in the UBE schools. The observed difference was however associated with the magnitude of rating since the perception of the Head teachers was above the midpoint average for agreement. The finding here is consistent with Edem (2007) who posited staff development imply in-service education at the school level for teachers with Workshops, Teachers meetings and conferences, Interest study groups, Exchange visits, Classrooms visits and supervision by the Head teachers and demonstration lessons as components.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the investigation into the perception of stakeholders on the management of Universal Basic Education (UBE) school programme in Northwest Zone of Nigeria between 2007 and 2017. Among others, the chapter presented major findings from the test of the hypotheses, implications, conclusion, recommendations and suggestions for further study.

5.1 Summary

Towards a functional and qualitative educational system the Federal government of Nigeria introduced the Universal Basic Education (UBE) in 1999 in response to the Jomtien declaration of education for all by the year 2000. UBE scheme has attracted many children to school. There is no corresponding increase in the provision of facilities equipment and other facilities to accommodate the increase in primary schools. Most of the existing structures are dilapidated and ill equipped for effective implementation of the UBE programme. Against this background, this study seeks to access the management and performance of Universal Basic Education (UBE) school programmes in the North west zone using the staff situation, facilities available for teaching and learning in the schools, funding, students' enrolment and retention, supervision, use of instructional materials and staff development for the purpose of improving the UBE scheme and educational development in the North West zone of Nigeria.

For effective investigation of the selected variables of management of the UBE school programme, a structured questionnaire was designed by the researcher. The designed instrument was subjected to face validation by professionals in the Faculty of Education. The validated questionnaire was pilot tested for reliability and consistency and was found to be reliable with

items within internally consistent for the study. The Instrument was then administered to 880 respondents through the stratified random sampling procedure who were stakeholders of the UBE schools in the zone. Of the total administered, 810(92.0%) were successfully retrieved with adequate information for the study. The stakeholders were Head teachers, teachers, PTA members and SUBEB officials in the zone. The data collected were subjected to statistical analysis using the Statistical Package for the Social Sciences (SPSS).

The study was structured into five main chapters. Chapter one introduced the study, and the general background of the study. The statement of the problem, the research questions and hypothesis. Included in the chapter were basic assumptions, significance of the study and delimitations of the study among others. Chapter two presents a review of the related literature while chapter three discussed the methodologies used in the study. This included a description of the research design, the population and sampling procedure and description of the questionnaire used for the collection of data. Other aspects of the chapter included the validation of the instrument, reliability and method of data collection along with the statistical procedure used for the analysis of the collected data. Chapter four presented the statistical analysis of the data in line with the study's objectives, research questions and the test of the hypotheses formulated along with discussion of the results obtained. Seven null hypotheses were tested. Five of the null hypotheses were rejected while two were retained. Chapter five presented the overall summary, implication, conclusion as well as recommendations of the research.

5.2 Conclusions

From the analysis of the data collected for this study and the result of the tested hypotheses, the researcher wishes to conclude that:

1 The staffing situation in the UBE schools was inadequate and there were no professional teachers to handle the core subjects such as English and Mathematics;

2 The available facilities for teaching and learning were not adequate and not maintained regularly;

3 The level of funding of UBE schools was not adequate for effective teaching and learning;

4 There was a general increase in students' enrolment and retention into the UBE schools in the Northwest Zone, Nigeria;

5 The standard of supervision in the UBE schools was not adequate for the attainment of the UBE programme and objectives;

6 The level of utilization of instructional materials for teaching and learning in the schools was adequate; and

7 There was inadequate staff development in the UBE schools in the Northwest zone Nigeria.

5.3 Recommendations

Based on the findings from the analyzed data, the researcher recommends as follows:

1. That recruitment of teachers should be based on merit and professionalism so that the objectives of the UBE programme could be achieved in the Northwest Zone, Nigeria.

2. Educational agencies in the zone should increase their provision and maintenance of teaching and learning facilities in the schools.
3. There is need to increase funding of the schools by the respective educational agencies and to seek for alternative sources of fund for the UBE schools.
4. Students' enrolment and retention into UBE schools should be encouraged by the government and parents.
5. Educational agencies should create modalities for effective supervision of the schools in Northwest Zone, Nigeria.
6. Emphasis should be laid on the provision of instructional materials for teaching and learning in the schools such as audio-visual materials.
7. Staff development should be improved upon through favorable administrative policies in the Northwest Zone, Nigeria.

Also we should ensure that:

1. Staff welfare: A sound and promising teachers' welfare package should be evolved to motivate and entice them to remain in the job and perform satisfactorily.
2. Teaching and learning materials:-There should be supply of adequate and suitable material is essential for the overall success of the scheme in the Zone.
3. Infrastructure: Rehabilitation of dilapidated buildings and the construction of new classroom, furniture should be provided in order to accommodate the increasing number of intakes.
4. Training and re-training:- There should be regular training and retraining of staff which will ensures valuable and capable human resources to manage the scheme in the zone.

5. Community participation: Local communities should be involved in the system as a means to restore public confidence in the scheme.
6. Funding: The three tiers of government should be committed in funding of the scheme in the zone.
7. Management: The structure of state primary education should be allowed to continue. Also zonal coordinating offices should be encouraged for quality control, materials development as well as resources mobilization in the scheme at the Local Government Educational Area (LGEA).

5.4 Suggestions for Further Studies

This study assessed the Perception of stakeholders on the management of Universal Basic Education (UBE) programme in Northwest Zone of Nigeria. The researcher recommends that the study could be replicated in other zones of the Federation towards improving the objectives of the UBE and academic performances of students in UBE schools in the country. Also, it could be done in secondary schools in the same Northwest zone. A comparative study on management of UBE in primary schools can be carried out in other zones of the federation

5.5 Contribution to Knowledge

This study established that staffing situation of the UBE schools within zone was structurally defective in the sense that core subjects lack their professional teachers and that facilities available for teaching and learning were inadequate due to limitation in funding and managerial inadequacies. Other findings were that standard of supervision and use of instructional materials along with staff development were low. These findings would provide necessary assistance for school administrators and educational research council in their quest for attaining the objectives of the UBE programme in the zone.

A positive effect of the feeding programme cannot be overemphasized, it has lead to increase in pupils enrolment and retention. It has also enhance pupils' performance in curricular and extra-curricular activities. It would be good for other states who have not introduce the feeding programme to follow the example of Osun state.

The study reviewed that the programme is not adequately funded, there is need for the multinational companies such as MTN, Mobil, etc to partner with UBE in funding the programme as one of the alternative sources of funding the programme.

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APPENDIX

QUESTIONNAIRE ON PERCEPTION OF STAKEHOLDERS ON THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION (U.B.E) PROGRAMME IN NORTHWEST ZONE

Dear Respondent,

The researcher is a PhD student at Ahmadu Bello University (A.B.U.) Zaria studying " *Perception of Stakeholders on the Management of Universal Basic Education (U.B.E) Programme in Northwest Zone of Nigeria (2007- 2017)* ".

Do kindly give your response as honest as possible. All information given will be treated with confidentiality.

Emmanuel Onyebueke

PERCEPTION OF STAKEHOLDERS ON THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION (U.B.E) PROGRAMME IN NORTHWEST ZONE

Tick (√) the column that expresses your opinion.

SECTION A: Personal Data

State: _____

Name of School/Organization: _____

Status

1. Position a Head teacher ( ) b. Teacher ( ) c. P. T. A official ( ) SUBEB Officials ( )
2. Years of teaching/working experience a. 1-5 years ( ) b. 6-10 years ( ) c. 11-15 years ( )
3. Age of respondents (a) 20-29 ( ) (b) 30 – 39 ( ) (c) 40-49 ( ) (d) 50-59 ( ) (e) 60-69( )
4. Highest educational qualification (a) OND ( ) (b) NCE ( ) (c)HND ( ) (d) B.Ed ( ) (e) B.A. ( ) (f) B.Sc ( ) (g) M A ( ) (h) Ph. D ( ) Others specify _____

SECTION B

Fill Sections B as follows

SA	-	Strongly Agree	5
A	-	Agree	4
U	-	Undecided	3
SD	-	Strongly Disagree	2
D	-	Disagree	1

Table 1

To examine the staffing situation of the UBE programme in Northwest Zone

S/N		SA	A	U	D	SD
1.	That the teachers have the minimum teaching qualification (NCE) in this school					
2.	There is adequate number of teachers in the school					
3.	The right caliber of teachers are employed in the school					
4.	The staff are encouraged to develop themselves through in-service programme.					
5.	Staff salaries and other welfare packages is favourable					
6	Punishment of erring staff is done without favouritism					
7	The appointment of Head teachers and head teachers are based on merit					
8	The process of recruiting new staff is based on merit					
9	There is a positive change among the staff that attain development programme in their work					
10	There is enough teachers for the core subjects such as English, Mathematics, Social Studies and Basic Science					

Table 2

Provision and maintenance of teaching and learning facilities in Northwest Zone.

S/N	Items	SA	A	U	D	SD
1)	The condition of classroom in primary school is not conducive for learning.					
2)	SUBEB effort to reactivate and renovate the dilapidated schools in the state is commendable.					
3)	The absence of electric power Supply affect teaching and learning especially during the hot season					
4)	Absence of school bus in the primary school in the state, affects mobility.					
5)	The Board provides adequate text books for primary schools in the state					
6)	The provision of facilities for teaching and learning in the state primary school is not adequate					
7)	Teaching and learning in the schools are well maintained					
8)	The pupil contribute in destroying facilities provided for UBE programme in the state					
9)	The facilities in the school are well maintained					
10)	Poor academic performance by the pupils can be associated with inadequate teaching and learning materials					

Table 3
To investigate the funding of the UBE programme in Northwest Zone

S/N	Items	SA	A	U	D	SD
1)	The method of releasing funds to head teachers for effective implementation of the primary education in the state is adequate					
2)	Finance constitute the major problem faced in the process of implementing the programme in the state					
3)	That much of the find budgeted for the purpose of implementing the programme in the state is not used for the purpose it is meant for					
4)	PTA help in funding the school through the levy					
5)	SUBEB release allocations for each schools promptly					
6)	That both federal and state government does not have enough funds to run the primary education					
7)	There is proper management of funds for UBE programme in the state					
8)	There is need for alternative source of funds for primary education by the state government					
9)	That salaries are promptly paid to the staff regularly					
10)	Inadequate funds affect the provision of teaching and learning materials in the schools					

Table 4

To investigate student enrolment and retention of the programme in Northwest Zone

S/N	Items	SA	A	U	D	SD
1)	Pupils enrolment for the primary education in the state is on the increase					
2)	The admission process is effective in the state					
3)	The completion rate in the programme by the pupils is higher than before					
4)	The number of girls to boys enrolment in the state is favourable					
5)	The rate of completion of primary schools by the girl has improved					
6)	Financial problem is a major cause of pupils drop out in the programme					
7)	Feeding of the pupils as a means of retaining them in the school is encouraging					
8)	Early marriage can also be a cause of pupil drop out in the programme					
9)	The number of pupils in the class per teacher is adequate					
10)	Ignorance of the parents is one of the reasons why some children don't complete the primary school programme		.			

Table 5

To examine the supervision of the UBE programme in Northwest Zone

S/N	Items	SA	A	U	D	SD
i)	For effective implementation of the programme in the state regular supervision should be encouraged					
2)	SUBEB also carry out monitory and evaluation programme in primary schools					
3)	Poor academic performance by the pupils can be associated with poor supervision of the programme					
4)	Supervision techniques should be improved upon in primary schools					
5)	The budget for supervision is not adequate					
6)	The personnel in the supervisory division are not experts					
7)	The supervisors do not get to the schools in the rural areas					
8)	Mobility and inadequate facilities is one of the problems of the inspectorate department					
9)	Head teachers do not carry out classroom visitation in primary schools					
10)	Head masters hardly mark or check the lesson plans of teachers					

Table 6

To assess the use of instructional materials for teaching and learning process in Northwest zone

S/N	Items	SA	A	U	D	SD
1)	The provision of instructional materials for teaching in primary school in northwest zone is not adequate					
2)	The condition of instructional materials for learning in primary school is not conducive					
3)	Teachers are not using the instructional materials provided to teach					
4)	Teachers are not ready to be innovative so they hardly improvise					
5)	The board in the state do not provide adequate instructional materials for learning in the programme					
6)	SUBEB do not provide technicians for the maintenance of instructional material					
7)	Teachers hardly maintained the instructional materials					
8)	The teachers cannot operate instructional materials in the school					
9)	Poor academic performance by the pupil can be associated with inadequate instructional materials for teaching and learning					
10)	The instructional material are relevant to the topics to which teaching and learning is carried out					

Table 7

To examine staff development of UBE programme in Northwest

S/N	Items	SA	A	U	D	SD
1)	Government provide enough fund for staff development programme in primary schools					
2)	Seminars and symposium are often conducted by SUBEB					
3)	Conferences and are often conducted by the board					
4)	Staff are encouraged to develop themselves through in-service programme					
5)	Staff salaries and welfare is favourable					
6)	Staff are allowed to displace their new skills acquired					
7)	The process of allowing staff to go for development programme is based on merit					
8)	There is a positive change among the staff that attained development programme in their work.					
9)	SUBEB is interested in staff development in primary schools					
10)	The process for in-service programme is done without favoritism					

PUBLIC PRIMARY SCHOOLS IN JIGAWA STATE

SCHOOL	LGA
1. Abuja Quarters Primary school	Gumel
2. Islamiyya Primary School	Sule Tankarkar
3. Speical Primary School Danzomo	Sule Tankarkar
4. Medu Primary School	Gagarawa
5. Galadanchi Model Primary School	Ringin
6. Garin Chiroma Primary School	Gagarawa
7. Islamiyya Primary School	Gagarawa
8. Kimgiya Primary School	Gumel
9. Habunagata Primary School	Gumel
10. C.O.E Demonstration School	Gumel
11. Central Primary School Gujungu	Taura
12. Special Primary School Nahuche	Taura
13. Taura Special Primary School	Taura
14. Hajia Ta'annbi memory school	Gumel
15. Special Primary Nasoro	Gumel
16. Kere Primary School	Gumel
17. Sabu Isya Primary School	Gumel
18. Galamawa Primary School	Dutse
19. Takur site Primary School	Dutse
20. Ahmed Sani Primary School	Gumel
21. Dundubus Primary School	Brinikudu
22. Jahun Special Primary School	Jahun
23. Shamsulhuda Ismaliyya Jahun	Jahun
24. Miga Primary School	Miga
25. Kiyawa Primary School	Kiyawa
26. Special Primary School	Kiyawa
27. Special Primary School Gantsa	Buyi
28. Kukuma Primary School	Buyi

29. Special Primary School Sara	Gwaram
30. Kila Model Primary School	Gwaram
31. Zandam Tagabas Primary School	Birinkudu
32. Usman Bin Affan primary School	Hadejia
33. Abdulkadir Primary school	Hadejia
34. Haruna Primary School	Hadejia
35. Birniwa Primary School	Briniwa
36. Kuzo yara primary school	Briniwa
37. Turaba primary school	Krika samma
38. Babura special primary school	Babura
39. Arbus Primary school	Magatari
40. Garin Gabas primary school	Hadejia
41. Dimdubus Primary School	Brinikudu
42. Model Primary School	Jahun
43. Tatangawa Primary School	Dutse
44. Andaza Primary School	Kiyawa
45. Kukuma primary school	Buyi
46. Garko community primary school	Hadejia
47. Kila kudu primary school	Gwaran
48. Sabuwar Gwaran primary School	Gwaran
49. Shiek Jafar Primary school Chadi	Hadejia
50. Sambo primary school	Hadejia

PUBLIC PRIMARY SCHOOLS IN KADUNA STATE

	SCHOOL	LGA
1.	Sani Adamu LGEA Primary school	Zaria
2.	Gaskiya Central school	Zaria
3.	Adamu B. Dikko LGEA Primary school	Zaria
4.	Gabari LGEA Primary school	Sabon gari
5.	UBE Kaurin Jui primary school	Zaria
6.	UBE Gwargwaji Police Barrack	Zaria
7.	Anguwan Obison LGEA primary school	Zaria
8.	Zabi LEA Nur/primary	Sabon Gari
9.	Basawa Model Primary school	Sabon Gari
10.	Layin Zomo UBE primary school, Dogarawa	Sabon Gari
11.	Palladan LEA primary school	Sabon Gari
12.	Amina LEA Primary School	Sabon Gari
13.	Lemu LGEA Primary school (Alin Basawa)	Sabon Gari
14.	Tsugugi LGEA primary school	Sabon Gari
15.	Dogarawa LEA primary school	Sabon Gari
16.	Sarkin Kogi LEA primary school	Sabon Gari
17.	Nigeria Railway Staff School	Sabon Gari
18.	LGEA Muchiya primary school model	Sabon Gari
19.	Anguwa Mallam Sule LEA primary school	Sabon Gari
20.	LEA primary school ANG Kanawa	Sabon Gari
21.	Jushin Waje Sabon Gari LGEA	Sabon Gari
22.	Marmara LEA primary school	Sabon Gari
23.	Demonstration school FCE	Zaria
24.	Ahmadu Gyallsu LGEA primary school	Zaria
25.	UBE Anguwan Kaya LGEA primary school	Zaria
26.	UBE Nagoyi LGEA	Zaria
27.	Haruna Soba LGEA primary school	Gyallesu

28. Umar Isah LGEA primary school	Gyallesu
29. UBE Nagoyi LGEA	Zaria
30. Baba Ahmed Model Primary school	Tudun wada
31. UBE primary school Isan Nabawa	Zaria
32. Sheik Abubakar Gumi	Tundun Wada
33. Sarkin Musa LGEA	Zaria
34. Turaki Ali LGEA	Zaria
35. Bello Aliyu LGEA	Zaria
36. Alhuda centre for Islamic	Zaria
37. Community Foundation Nursery/Primary Sch.	B/Gwari
38. Abdulkadir LGEA	Zaria
39. Dahiru Kanti LGEA Primary school R/Danza	Zaria
40. LGEA Primary School, Abadawa	L. G. Lere
41. Samaila Nabara LGEA primary school Bizara	Zaria
42. Dallatu Samaila LGEA primary school K/Jatau	Zaria
43. Ahmadu Fatika LGEA Primary school	Zaria
44. LGEA Primary School Kwanan Bakoshi	Lere LGA
45. Danfodio Children Ban Zazazu	Zaria
46. Amir Abdukarim Tahfuzul model school K/Doka	Zaria
47. Jibril Maigwari Primary School, B/Gwari	B/Gwari
48. Jama'atu Girls Arabic Primacy school	Zaria
49. Zage Zagi LGEA primary school	Zaria
50. Yahaya Hamza LGEA Primary school	Zaria
51. LGEA Hayin Gada Nasaru	LGA Kubau
52. Nuhu Bamalli LGEA primary school	Zaria
53. UBE Nasarawan Pambegua	LGA Kubau
54. YBE Ang. Magali, Pambegua	LGA Kubau
55. Abdulkarim LGEA	Zaria
56. Yamusa LGEA	Zaria
57. UBE LGEA Kusfa	Zaria
58. Centre Primary School Pambegua	LGA Kubau

59. UBE Ang. Chiroma, Pambegua	LGA Kubau
60. UBE Ang. Hamidu Kinkiba	Soba LGA
61. UBE Hayin M. Garba, Soba	Soba LGA
62. Model Primary School, Soba	Soba LGA
63. Model Primary School, Yakawada	Giwa LGA
64. LGEA Primary School, Kachia	Kachia
65. Central Primary School, B/Gwari	Birnin Gwari
66. Model Primary School T/Saibu	Soba LGA
67. Model Primary School, Giwa	Giwa LGA
68. Model Primary School, Kaya	Giwa LGA
69. Model Primary School, Gangara	Giwa LGA
70. Model Primary School, Fatika	Giwa LGA

PUBLIC PRIMARY SCHOOLS IN KATSINA STATE

SCHOOL	LGA
1. Demonstration primary school fatkat	Katsina
2. ECCE care giver FCE	Katsina
3. Model primary school	Batagarawa
4. Pilot primary school	Batagarawa
5. Batagarawa primary school	Batagarawa
6. Model primary school	Dangagoro
7. Barhim estate primary school	Katsina
8. Ajiwa model primary school	Ajiwa
9. Kafin Rabo primary school, Dandagoro	Katsina city
10. Model primary school Tsanni	Katsina city
11. Talba Ibrahim primary school, Kofar marusa	Katsina city
12. Kambarawa primary school	Kambarawa
13. Turai Yar'Adua community N/P school Abbatior	Katsina city
14. Sandan Bale primary school, Filin Samji	Katsina city
15. Modoji village primary school Filin Samji	Katsina city
16. Hassan Usman Model primary school, Modoji	Katsina city
17. Hassan Usman community primary school, Modoji	Katsina city
18. Mamman Barda primary school Dutsin Amare	Katsina city
19. Ahmadu commasie model primary school, Kayalwa	Katsina city
20. Muhammad Ibrahim Dodo primary school	Katsina city
21. Farin Yaro primary school	Katsina city
22. Dr. Kabir Usman Nagogo Memorial P/sch	Katsina city
23. Musa Yar'Adua primary school, Ambutai	Katsina city
24. Dan masani Bala Saulawa primary school, Gidan Dawa,	Katsina city
25. Sabon Gari primary school, sabon Gida	Katsina city
26. Danmarna Model primary school Rafin dadi	Katsina city
27. Family support programme primar school	Katsina city

28. Waziri Zayyana Rafin Dadi Primary School, (morning)	Katsina city
29. Dikko Memorial primary school, Nasarawa Filin Samji	K/city
30. Garba Kaita memorial primary school, Yammawa	Katsina city
31. Hamza mai goro pri school k/yandaka	Katsina city
32. Jabiru Abdullahi memorial primary school (Garama)	Katsina city
33. Hassu Inko model primary school, K/keke	Katsina city
34. Usman Nagogo Model science primary school	Katsina city
35. Usman Nagogo Model science pilot primary school	Katsina city
36. Albarka N/P school S/kasuwa Unguwar Danyashi,	Katsina city
37. Police children school, GRA	Katsina city
38. Gobarau primary school, Gobarau	Katsina city
39. Hassan rafin Dadi Quranic Model primary school,	Katsina city
40. Shahrab primary school, Kwado	Katsina city
41. Baitul Quran wal arbiya N/P school	Katsina city
42. Suleiman primary school Gachi	Kankia
43. Hassan usman model primary school,	Kankia
44. Rimaye model primary school,	Rimaye
45. Al bustan nursery and primary school,	Kankia
46. Pilot science primary school,	Kankia
47. Gyaza model primary school	Kankia
48. Model primary school, Faskari	Faskari
49. Pilot primary school, Faskari	Faskari
50. Model Primary school, Yankara	Yankara

PUBLIC PRIMARY SCHOOLS IN KANO STATE

S/N	SCHOOLS	LGA
1.	Ajingi SPS	Ajingi
2.	Panda New Site	Albasu
3.	Nassarawa	Bagwai
4.	Yandutse	Bebeji
5.	Bichi Kanti	Bichi
6.	Kumurya	Bunkure
7.	Umar Bin Abdul-Aziz	Dala
8.	Kanti PS	Dambatta
9.	D, Kudu Model	Dawakin Kudu
10.	Jenguru	Dawakin Tofa
11.	Riruwai	Doguwa
12.	Natsugune	Fagge
13.	Zakirai	Gabasawa
14.	Rariya	Garko
15.	G/ Mallam K	Garun Mallam
16.	Dabo Kankani	Gaya
17.	Iyatanchi	Gezawa
18.	Dukawuya Science	Gwale
19.	U/Tudu	Gwarzo
20.	Bental	Kabo
21.	Festival Islamic	Kano Municipal
22.	Gendu Sarki	Karaye
23.	Kalamb	Kibiya
24.	Burenawa	Kiru
25.	Danrwaro	Kumbotso
26.	GJSS Kunci	Kunci
27.	Dalili C/Gari	Kura
28.	Gelinja Yalwa	Madobi

29.	Koguna	Makoda
30.	Dumawa	Minjibir
31.	Tagargi	Nassarawa
32.	Ruwan Ranya	Rano
33.	Dokau	Rimin Gado
34.	Zamfarawar T.	Rogo
35.	Rimi Taini	Shanono
36.	Sita. G. G. Biyar	Sumaila
37.	Takai SPS	Takai
38.	Gyadi-Gyadi	Tarauni
39.	NRC SP Doka	Tofa
40.	Madaurai	Tsanyawa
41.	G/Kafi	Tudun Wada
42.	Sabon G. Kafi	Ungogo
43.	Ganakakum	Warawa
44.	Wudil SPS	Wudil
45.	Sani Managa SPS	Gwale
46.	Army children Pr. Sch. Janguza	Tofa
47.	G.J.S.S Yagwamawa Gitso	Gwarzo
48.	Irshagir Ibadi Sp. Is. Pri. Sch.	Tudunwada
49.	Kofan Na'isa Sp. Pri. Sch.	Municipal
50.	J.G.D.S.S Guka Jahu	Gizawa
51.	Dauraye Babba Sp. Pri. Sch.	Gwale
52.	FGC Pri. Section	Tarauni
53.	G.G.J.S.S	Gwale
54.	Sauna Kwakwachi Sp. Pri. Sch.	Nassarawa
55.	JSS MBPS Ringim	Gezawa
56.	Kuka SPS Sabon Gari	Fagge
57.	Abdulkarim Is. Sch. Cabon Gari	Tarauni
58.	G.G.J.S.S Zuwo	Madubi
59.	Salari Sp. Pri. Sch.	Tarauni

60.	SPS Dala	Dala
61.	Suleiman Chamber SPS	Fagge
62.	Rijiyan Zaki SPS	Ungogo
63.	GJSS Shahuci	Municipal
64.	GJSS Daurawa	Tarauni
65.	Jabu SPS Sabon Gari	Nasarawa
66.	Police Children School Chalawa	Kumbotso
67.	GGJSS Medile	Municipal
68.	GJSS Nomansland	Fagge
69.	Police Children School Bompai	Nassarawa
70.	Gaida Makada Pri. Sch. Kumbotso	Kumbotso
71.	Kawu Unguwa Gaya Sp. Pri. Sch.	Nassarawa
72.	Yalwa Sp. Pri. Sch.	Dala
73.	Jaoji Sp. Pri. Sch.	Kumbotso
74.	Jambulo Sp. Pri. Sch. Kabuga	Gwale
75.	GGJSS Yalwa Model	Dala
76.	Shahuci Sp. Pri. Sch. Opp. Rimi Market	Municipal
77.	G/Dutse SPS Dala	Dala
78.	Kumawa Sp. Pri.Sch.	Municipal
79.	GJSS Jambulo Kabuga Housing Estate	Gwale
80.	U/Gano	Tarauni