Effects of Politics on the Management of Universal Basic Education Programme in Nigeria

BY

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May, 2014

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A Dissertation summited to the School of Postgraduate Studies, Ahmadu Bello University, Zaria, in partial fulfilment of the requirements for the award of Doctor of Philosophy Degree in Educational Administration and Planning

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I hereby declare that this research work, titled "Effect of Politics on the Management of Universal Basic Education programme in Nigeria", is the product of my research efforts under the Supervision of Dr. B A. Maina, Dr M. O. Dare and Dr E.I Makoju. All sources of information have been duly acknowledged in the text and list of references provided. No part of this work has been presented for the award of another degree, diploma, or certificate in any institution.

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Abbreviations

ECCDE Early Child Care Development Education

ESSD Education and Social Service Department

EFA Education for All

FCT Federal Capital Territory

FMOE Federal Ministry of Education

JSS Junior Secondary School

LGA Local Government Area

LGEA Local Government Education Authority

MOE Ministry of Education

NGO Non – Governmental Organization

NIEPA National Institute of Educational Planning and Administration

PRS Planning Research Statistics

PTA Parent Teachers Association

SPSS Statistical Packages for Social Science

NPC National Population Commission

SMOE State Ministry of Education

SUBEB State Universal Basic Education Board

UBE Universal Basic Education

UBEC Universal Basic Education Commission

UNDF United Nations Development Fund

UNO United Nations Organization

UNESCO United Nations Education Scientific and Cultural Organization

UNICEF United Nations Children's Funds

Operational Definition of Terms

Administration: refers to a means through which formal goals are achieved through careful and systematic arrangement and use of human and material resources. It also includes that part of

management which is concerned with the implementation and carrying out of procedures to achieve programme objectives.

Basic Education: refers to that formal and non-formal educational level, type and form of learning needed to build from roots for literacy and numeracy, including basic life skills and more importantly, that which consolidates the skills of learning how to learn. In Nigeria, Basic Education is conceived to embrace formal education up to the age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society.

UBE programme covers 6 years of Primary Education, 3 years of Junior Secondary School, Adult Education and Nomadic Education to Fulani Migrants and Fishermen.

Politicization of education here refers to 'bringing educational service or programme into political arena' despite the fact that it is a public service. This also includes the introduction of political agenda into education to the detriment of other political groups.

Management, as used in the context of this research is viewed as the intelligent utilization of human, capital and material resources directed towards attaining predetermined objectives. That prudent use of resources available for the purpose of goal attainment

Control: The process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviation.

Planning is a management function that involves the process of defining the organization's goals, establishing an overall strategy for achieving those goals and developing comprehensive set of plans to integrate and coordinate organizational work.

Coordination is a mechanism to bring together the activities of all subsystems so as to achieve the goals of the organization.

Provision of Basic Education: making available of formal education of school age children between 6 to 15 years, as well as adult and non-formal education, including education of the marginalized groups within the Nigerian society.

Policy implementation: refers to the execution and or delivery of public policy by an organization or arrangement among organizations. It is also used as the process of translating policy mandates into actions, prescriptions into results and goals into reality

Provision of free compulsory basic education: there shall be no payment of tuition fees at all levels of Basic Education in Nigeria under whatever situation in all public-owned UBE schools, provision of textbooks in four (4) core subjects in primary schools and five core subjects in JSS to be provided free, and there shall be no levies whatsoever and under any guise to provide for school infrastructure and furniture. It also implies that any parent who fails to enroll his/her children to Basic Education School will be sanctioned.

Staff development: the process of growth or advancement of an employee of a particular organization, that is UBE programme in this case, both technically and in rank wise.

Disciplinary Issues: the practice or rules of training people on how to obey rules or code of behaviour needed for successful Basic Education Programme in Nigeria.

Educational Administrators: Director PRS, Personal, Inspectorate and Accounts Unit Principal

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Education in Nigeria has been on concurrent list since 1951, but up to now the country has no coherent ideology that constitutes the corner stone of its educational programme. Therefore, no practical basis on which the foundation of education could be laid, developed and utilized as a vehicle for political socialization and economic progress. To worsen the problem, the management of Basic Education Programme at all levels has been in the control of political appointees, both in the military and civilian administration since 1989. All the top office holders who have the power to execute UBE programmes right from the local government up to the Federal Government level are seasoned politicians who are appointed for compensation of their political contribution to the so- called 'election' in a democratic era or support in a dictatorship regime (military).This study examined the effect of politics on the Management of UBE programme in Nigeria. It opened up with a general overview of the topic, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions and significance of the study. The scope and delimitation of the study were also specified. A review of related and relevant literatures centering on the concepts and manifestation of the effect of politics on the management of UBE programme in Nigeria was provided. This was intended to provide theoretical base and knowledge to be used for the study. Ex-post-facto method was used for this study, covering the six (6) Geo-political zones in Nigeria and the FCT. The population of the study involved 214 Principals, 370 teachers, 126 PTA officials, 120 SUBEB administrators, 120 MOE officials, 10 FMOE and 10 UBEC officials totaling 1210 respondents. Systematic random sampling technique was used in selecting these samples, out of which 194 Principals, 217 LGEA Administrators, 114 SUBEB officials, 114 MOE officials, 348 Teachers, 120 PTA Officials, 9 UBEC Administrators and 10 FMOE Administrators returned their completed copies of questionnaires, out of 1210 administered on the basis of which the analysis was made. The instrument used for this study was structured questionnaire based on five (5) points like scales, whose validity and reliability were obtained through the aid of experts in statistics, research supervisors and pilot.The opinions of the respondentswere analysed using descriptive analysis and statistical tools such include T-tests and ANOVA. All the seven hypothesizes were retained. It was discovered that all the three stakeholders used in this study have accepted the fact that politics was a barrier to the successful implementation of UBE programme in Nigeria. Finally, the study recommended that Government should stop politicizing the top leadership of the SUBEBs and LGEAs which are the UBE implementation levels in Nigeria and other political interference on the UBE programme. Career educationists who are capable and committed should be appointed to head UBE agencies..

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Abbreviations

ECCDE Early Child Care Development Education

ESSD Education and Social Service Department

EFA Education for All

FCT Federal Capital Territory

FMOE Federal Ministry of Education

JSS Junior Secondary School

LGA Local Government Area

LGEA Local Government Education Authority

MOE Ministry of Education

NGO Non – Governmental Organization

NIEPA National Institute of Educational Planning and Administration

PRS Planning Research Statistics

PTA Parent Teachers Association

SPSS Statistical Packages for Social Science

NPC National Population Commission

SMOE State Ministry of Education

SUBEB State Universal Basic Education Board

UBE Universal Basic Education

UBEC Universal Basic Education Commission

UNDF United Nations Development Fund

UNO United Nations Organization

UNESCO United Nations Education Scientific and Cultural Organization

UNICEF United Nations Children's Funds

Operational Definition of Terms

Administration: refers to a means through which formal goals are achieved through careful and systematic arrangement and use of human and material resources. It also includes that part of management which is concerned with the implementation and carrying out of procedures to achieve programme objectives.

Basic Education: refers to that formal and non-formal educational level, type and form of learning needed to build from roots for literacy and numeracy, including basic life skills and more importantly, that which consolidates the skills of learning how to learn. In Nigeria, Basic Education is conceived to embrace formal education up to the age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society.

UBE programme covers 6 years of Primary Education, 3 years of Junior Secondary School, Adult Education and Nomadic Education to Fulani Migrants and Fishermen.

Politicization of education here refers to 'bringing educational service or programme into political arena' despite the fact that it is a public service. This also includes the introduction of political agenda into education to the detriment of other political groups.

Management, as used in the context of this research is viewed as the intelligent utilization of human, capital and material resources directed towards attaining predetermined objectives. That prudent use of resources available for the purpose of goal attainment

Control: The process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviation.

Planning is a management function that involves the process of defining the organization's goals, establishing an overall strategy for achieving those goals and developing comprehensive set of plans to integrate and coordinate organizational work.

Coordination is a mechanism to bring together the activities of all subsystems so as to achieve the goals of the organization.

Provision of Basic Education: making available of formal education of school age children between 6 to 15 years, as well as adult and non-formal education, including education of the marginalized groups within the Nigerian society.

Policy implementation: refers to the execution and or delivery of public policy by an organization or arrangement among organizations. It is also used as the process of translating policy mandates into actions, prescriptions into results and goals into reality

Provision of free compulsory basic education: there shall be no payment of tuition fees at all levels of Basic Education in Nigeria under whatever situation in all public-owned UBE schools, provision of textbooks in four (4) core subjects in primary schools and five core subjects in JSS to be provided free, and there shall be no levies whatsoever and under any guise to provide for school infrastructure and furniture. It also implies that any parent who fails to enroll his/her children to Basic Education School will be sanctioned.

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I hereby declare that this research work, titled "Effect of Politics on the Management of Universal Basic Education programme in Nigeria", is the product of my research efforts under the Supervision of Dr. B A. Maina, Dr M. O. Dare and Dr E.I Makoju. All sources of information have been duly acknowledged in the text and list of references provided. No part of this work has been presented for the award of another degree, diploma, or certificate in any institution.

Yahaya Aliyu Saidu

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CERTIFICATION

This research dissertation report has been read and approved as meeting the requirements for the award of the degree of Doctor of Philosophy in Educational Administration and Planning, Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

Dr B.A. Maina		----------
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Dr. M.O. Dare		_____
Member, Supervisory Committee	Signature	DATE
Dr. E. I. Makoju		_____
Member, Supervisory Committee	Signature	DATE
Dr. B. A. Maina		_____
Head of Department	Signature	DATE
Prof. A. A. Joshua		_____
Dean, School of Postgraduate Studies	Signature	DATE

DEDICATION

This work is heartily dedicated to my late Father and my Mother, whose care and training served as the foundation for the successes of this work. May Allah reward them abundantly, amen.

ACKNOWLEDGEMENTS

All praise is due to Allah (SWA), the creator and sustainer of the heavens and the earth and all that is within them; the Creator Who taught man (by pen) the knowledge of what he knew not. It was Allah's guide, protection and sustenance (physical and spiritually) that made this research possible and successful. May Allah's blessings and peace be upon Muhammad (SAW), his family and companions and whoever follows his teachings and guidance till the Day of Judgment, Amen.

My noble and sincere gratitude goes to my Supervisor, Dr. B A Maina, whose gifted eloquence and wisdom provided me the necessary guidance which led to the successful completion of this research work. I really appreciate and commend his hard work and dedication to the success of this work.

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EFA Education for All

FCT Federal Capital Territory

FMOE Federal Ministry of Education

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MOE Ministry of Education

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NIEPA National Institute of Educational Planning and Administration

PRS Planning Research Statistics

PTA Parent Teachers Association

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PhD/Educ/9543/2009/2010

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Abbreviations

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ESSD Education and Social Service Department

EFA Education for All

FCT Federal Capital Territory

FMOE Federal Ministry of Education

JSS Junior Secondary School

LGA Local Government Area

LGEA Local Government Education Authority

MOE Ministry of Education

NGO Non – Governmental Organization

NIEPA National Institute of Educational Planning and Administration

PRS Planning Research Statistics

PTA Parent Teachers Association

SPSS Statistical Packages for Social Science

NPC National Population Commission

SMOE State Ministry of Education

SUBEB State Universal Basic Education Board

UBE Universal Basic Education

UBEC Universal Basic Education Commission

UNDF United Nations Development Fund

UNO United Nations Organization

UNESCO United Nations Education Scientific and Cultural Organization

UNICEF United Nations Children's Funds

Operational Definition of Terms

Administration: refers to a means through which formal goals are achieved through careful and systematic arrangement and use of human and material resources. It also includes that part of management which is concerned with the implementation and carrying out of procedures to achieve programme objectives.

Basic Education: refers to that formal and non-formal educational level, type and form of learning needed to build from roots for literacy and numeracy, including basic life skills and more importantly, that which consolidates the skills of learning how to learn. In Nigeria, Basic Education

is conceived to embrace formal education up to the age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society.

UBE programme covers 6 years of Primary Education, 3 years of Junior Secondary School, Adult Education and Nomadic Education to Fulani Migrants and Fishermen.

Politicization of education here refers to 'bringing educational service or programme into political arena' despite the fact that it is a public service. This also includes the introduction of political agenda into education to the detriment of other political groups.

Management, as used in the context of this research is viewed as the intelligent utilization of human, capital and material resources directed towards attaining predetermined objectives. That prudent use of resources available for the purpose of goal attainment

Control: The process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviation.

Planning is a management function that involves the process of defining the organization's goals, establishing an overall strategy for achieving those goals and developing comprehensive set of plans to integrate and coordinate organizational work.

Coordination is a mechanism to bring together the activities of all subsystems so as to achieve the goals of the organization.

Provision of Basic Education: making available of formal education of school age children between 6 to 15 years, as well as adult and non-formal education, including education of the marginalized groups within the Nigerian society.

Policy implementation: refers to the execution and or delivery of public policy by an organization or arrangement among organizations. It is also used as the process of translating policy mandates into

actions, prescriptions into results and goals into reality

Provision of free compulsory basic education: there shall be no payment of tuition fees at all levels of Basic Education in Nigeria under whatever situation in all public-owned UBE schools, provision of textbooks in four (4) core subjects in primary schools and five core subjects in JSS to be provided free, and there shall be no levies whatsoever and under any guise to provide for school infrastructure and furniture. It also implies that any parent who fails to enroll his/her children to Basic Education School will be sanctioned.

Staff development: the process of growth or advancement of an employee of a particular organization, that is UBE programme in this case, both technically and in rank wise.

Disciplinary Issues: the practice or rules of training people on how to obey rules or code of behaviour needed for successful Basic Education Programme in Nigeria.

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I hereby declare that this research work, titled "Effect of Politics on the Management of Universal Basic Education programme in Nigeria", is the product of my research efforts under the Supervision of Dr. B A. Maina, Dr M. O. Dare and Dr E.I Makoju. All sources of information have been duly acknowledged in the text and list of references provided. No part of this work has been presented for the award of another degree, diploma, or certificate in any institution.

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Chairman, Supervisory Committee Signature DATE

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Abbreviations

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Provision of free compulsory basic education: there shall be no payment of tuition fees at all levels of Basic Education in Nigeria under whatever situation in all public-owned UBE schools, provision of textbooks in four (4) core subjects in primary schools and five core subjects in JSS to be provided free, and there shall be no levies whatsoever and under any guise to provide for school infrastructure and furniture. It also implies that any parent who fails to enroll his/her children to Basic Education School will be sanctioned.

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Yahaya Aliyu Saidu

PhD/Educ/9543/2009/2010

CERTIFICATION

This research dissertation report has been read and approved as meeting the requirements for the award of the degree of Doctor of Philosophy in Educational Administration and Planning,

Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

Dr B.A. Maina		----------
Chairman, Supervisory Committee	Signature	DATE
Dr. M.O. Dare		_____
Member, Supervisory Committee	Signature	DATE
Dr. E. I. Makoju		_____
Member, Supervisory Committee	Signature	DATE
Dr. B. A. Maina		_____
Head of Department	Signature	DATE
Prof. A. A. Joshua		_____
Dean, School of Postgraduate Studies	Signature	DATE

DEDICATION

This work is heartily dedicated to my late Father and my Mother, whose care and training served as the foundation for the successes of this work. May Allah reward them abundantly, amen.

All praise is due to Allah (SWA), the creator and sustainer of the heavens and the earth and all that is within them; the Creator Who taught man (by pen) the knowledge of what he knew not. It was Allah's guide, protection and sustenance (physical and spiritually) that made this research possible and successful. May Allah's blessings and peace be upon Muhammad (SAW), his family and companions and whoever follows his teachings and guidance till the Day of Judgment, Amen.

My noble and sincere gratitude goes to my Supervisor, Dr. B A Maina, whose gifted eloquence and wisdom provided me the necessary guidance which led to the successful completion of this research work. I really appreciate and commend his hard work and dedication to the success of this work.

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Education in Nigeria has been on concurrent list since 1951, but up to now the country has no coherent ideology that constitutes the corner stone of its educational programme. Therefore, no practical basis on which the foundation of education could be laid, developed and utilized as a vehicle for political socialization and economic progress. To worsen the problem, the management of Basic Education Programme at all levels has been in the control of political appointees, both in the military and civilian administration since 1989. All the top office holders who have the power to execute UBE programmes right from the local government up to the Federal Government level are seasoned politicians who are appointed for compensation of their political contribution to the so- called 'election' in a democratic era or support in a dictatorship regime (military).This study examined the effect of politics on the Management of UBE programme in Nigeria. It opened up with a general overview of the topic, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions and significance of the study. The scope and delimitation of the study were also specified. A review of related and relevant literatures centering on the concepts and manifestation of the effect of politics on the management of UBE programme in Nigeria was provided. This was intended to provide theoretical base and knowledge to be used for the study. Ex-post-facto method was used for this study, covering the six (6) Geo-political zones in Nigeria and the FCT. The population of the study involved 214 Principals, 370 teachers, 126 PTA officials, 120 SUBEB administrators, 120 MOE officials, 10 FMOE and 10 UBEC officials totaling 1210 respondents. Systematic random sampling technique was used in selecting these samples, out of which 194 Principals, 217 LGEA Administrators, 114 SUBEB officials, 114 MOE officials, 348 Teachers, 120 PTA Officials, 9 UBEC Administrators and 10 FMOE Administrators returned their completed copies of questionnaires, out of 1210 administered on the basis of which the analysis was made. The instrument used for this study was structured questionnaire based on five (5) points like scales, whose validity and reliability were obtained through the aid of experts in statistics, research supervisors and pilot.The opinions of the respondentswere analysed using descriptive analysis and statistical tools such include T-tests and ANOVA. All the seven hypothesizes were retained. It was discovered that all the three stakeholders used in this study have accepted the fact that politics was a barrier to the successful implementation of UBE programme in Nigeria. Finally, the study recommended that Government should stop politicizing the top leadership of the SUBEBs and LGEAs which are the UBE implementation levels in Nigeria and other political interference on the UBE programme. Career educationists who are capable and committed should be appointed to head UBE agencies..

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ESSD Education and Social Service Department

EFA Education for All

FCT Federal Capital Territory

FMOE Federal Ministry of Education

JSS Junior Secondary School

LGA Local Government Area

LGEA Local Government Education Authority

MOE Ministry of Education

NGO Non – Governmental Organization

NIEPA National Institute of Educational Planning and Administration

PRS Planning Research Statistics

PTA Parent Teachers Association

SPSS Statistical Packages for Social Science

NPC National Population Commission

SMOE State Ministry of Education

SUBEB State Universal Basic Education Board

UBE Universal Basic Education

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UNDF United Nations Development Fund

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UNESCO United Nations Education Scientific and Cultural Organization

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Operational Definition of Terms

Administration: refers to a means through which formal goals are achieved through careful and systematic arrangement and use of human and material resources. It also includes that part of management which is concerned with the implementation and carrying out of procedures to achieve programme objectives.

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Abbreviations

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ESSD Education and Social Service Department

EFA Education for All

FCT Federal Capital Territory

FMOE Federal Ministry of Education

JSS Junior Secondary School

LGA Local Government Area

LGEA Local Government Education Authority

MOE Ministry of Education

NGO Non – Governmental Organization

NIEPA National Institute of Educational Planning and Administration

PRS Planning Research Statistics

PTA Parent Teachers Association

SPSS Statistical Packages for Social Science

NPC National Population Commission

SMOE State Ministry of Education

SUBEB State Universal Basic Education Board

UBE Universal Basic Education

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UNDF United Nations Development Fund

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UNESCO United Nations Education Scientific and Cultural Organization

UNICEF United Nations Children's Funds

Operational Definition of Terms

Administration: refers to a means through which formal goals are achieved through careful and systematic arrangement and use of human and material resources. It also includes that part of management which is concerned with the implementation and carrying out of procedures to achieve programme objectives.

Basic Education: refers to that formal and non-formal educational level, type and form of learning needed to build from roots for literacy and numeracy, including basic life skills and more importantly, that which consolidates the skills of learning how to learn. In Nigeria, Basic Education is conceived to embrace formal education up to the age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society.

UBE programme covers 6 years of Primary Education, 3 years of Junior Secondary School, Adult Education and Nomadic Education to Fulani Migrants and Fishermen.

Politicization of education here refers to 'bringing educational service or programme into political arena' despite the fact that it is a public service. This also includes the introduction of political agenda into education to the detriment of other political groups.

Management, as used in the context of this research is viewed as the intelligent utilization of human, capital and material resources directed towards attaining predetermined objectives. That prudent use of resources available for the purpose of goal attainment

Control: The process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviation.

Planning is a management function that involves the process of defining the organization's goals, establishing an overall strategy for achieving those goals and developing comprehensive set of plans to integrate and coordinate organizational work.

Coordination is a mechanism to bring together the activities of all subsystems so as to achieve the goals of the organization.

Provision of Basic Education: making available of formal education of school age children between 6 to 15 years, as well as adult and non-formal education, including education of the marginalized groups within the Nigerian society.

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I hereby declare that this research work, titled "Effect of Politics on the Management of Universal Basic Education programme in Nigeria", is the product of my research efforts under the Supervision of Dr. B A. Maina, Dr M. O. Dare and Dr E.I Makoju. All sources of information have been duly acknowledged in the text and list of references provided. No part of this work has been presented for the award of another degree, diploma, or certificate in any institution.

Yahaya Aliyu Saidu

PhD/Educ/9543/2009/2010

CERTIFICATION

This research dissertation report has been read and approved as meeting the requirements for the award of the degree of Doctor of Philosophy in Educational Administration and Planning, Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

Dr B.A. Maina ----------
Chairman, Supervisory Committee Signature DATE

Dr. M.O. Dare _____
Member, Supervisory Committee Signature DATE

Dr. E. I. Makoju _____
Member, Supervisory Committee Signature DATE

Dr. B. A. Maina _____
Head of Department Signature DATE

Prof. A. A. Joshua _____
Dean, School of Postgraduate Studies Signature DATE

DEDICATION

This work is heartily dedicated to my late Father and my Mother, whose care and training served as the foundation for the successes of this work. May Allah reward them abundantly, amen.

ACKNOWLEDGEMENTS

All praise is due to Allah (SWA), the creator and sustainer of the heavens and the earth and all that is within them; the Creator Who taught man (by pen) the knowledge of what he knew not. It was Allah's guide, protection and sustenance (physical and spiritually) that made this research possible and successful. May Allah's blessings and peace be upon Muhammad (SAW), his family and companions and whoever follows his teachings and guidance till the Day of Judgment, Amen.

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FMOE Federal Ministry of Education

JSS Junior Secondary School

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MOE Ministry of Education

NGO Non – Governmental Organization

NIEPA National Institute of Educational Planning and Administration

PRS Planning Research Statistics

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politicians who are appointed for compensation of their political contribution to the so- called 'election' in a democratic era or support in a dictatorship regime (military).This study examined the effect of politics on the Management of UBE programme in Nigeria. It opened up with a general overview of the topic, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions and significance of the study. The scope and delimitation of the study were also specified. A review of related and relevant literatures centering on the concepts and manifestation of the effect of politics on the management of UBE programme in Nigeria was provided. This was intended to provide theoretical base and knowledge to be used for the study. Ex-post-facto method was used for this study, covering the six (6) Geo-political zones in Nigeria and the FCT. The population of the study involved 214 Principals, 370 teachers, 126 PTA officials, 120 SUBEB administrators, 120 MOE officials, 10 FMOE and 10 UBEC officials totaling 1210 respondents. Systematic random sampling technique was used in selecting these samples, out of which 194 Principals, 217 LGEA Administrators, 114 SUBEB officials, 114 MOE officials, 348 Teachers, 120 PTA Officials, 9 UBEC Administrators and 10 FMOE Administrators returned their completed copies of questionnaires, out of 1210 administered on the basis of which the analysis was made. The instrument used for this study was structured questionnaire based on five (5) points like scales, whose validity and reliability were obtained through the aid of experts in statistics, research supervisors and pilot.The opinions of the respondentswere analysed using descriptive analysis and statistical tools such include T-tests and ANOVA. All the seven hypothesizes were retained. It was discovered that all the three stakeholders used in this study have accepted the fact that politics was a barrier to the successful implementation of UBE programme in Nigeria. Finally, the study recommended that Government should stop politicizing the top leadership of the SUBEBs and LGEAs which are the UBE implementation levels in Nigeria and other political interference on the UBE programme. Career educationists who are capable and committed should be appointed to head UBE agencies..

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Dr. E. I. Makoju		_____
Member, Supervisory Committee	Signature	DATE
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DEDICATION

This work is heartily dedicated to my late Father and my Mother, whose care and training served as the foundation for the successes of this work. May Allah reward them abundantly, amen.

ACKNOWLEDGEMENTS

All praise is due to Allah (SWA), the creator and sustainer of the heavens and the earth and all that is within them; the Creator Who taught man (by pen) the knowledge of what he knew not. It was Allah's guide, protection and sustenance (physical and spiritually) that made this research possible and successful. May Allah's blessings and peace be upon Muhammad (SAW), his family and companions and whoever follows his teachings and guidance till the Day of Judgment, Amen.

My noble and sincere gratitude goes to my Supervisor, Dr. B A Maina, whose gifted eloquence and wisdom provided me the necessary guidance which led to the successful completion of this research work. I really appreciate and commend his hard work and dedication to the success of this work.

I equally acknowledge, with all sincerity, the contributions of Dr. M. O Dare, Dr.E. I.Makoju and the lecturers in the Faculty of Education whose invaluable knowledge provided during the course of my study and my training right from course work to this stage provided an encouraging focus to the success of this work. In fact, I am grateful for the guidance and confidence they put in during the course of my study.

My gratitude and appreciation goes to Professor Y.K. Kajuru, Professor Balarabe and Professor K Isyaku, May Allah reward them all abundantly for the patience, guidance and sacrifice in seeing that this research works came to completion.

My sincere thanks and appreciation goes to all the research assistants that participated, in one way or the other, during the conduct of this research, such as M I Kankara, UBEC

zonal Headquarters Lokoja, A B Mashi, UBEC headquarters Abuja, A Yelwa and M A Shams, both of State House Abuja, and a host of others too numerous to mention. It is my honour to express my thanks to all them for their valuable contributions in the conduct of this work.

Finally, I want to thank all my friends and my family for their constant prayers and support throughout the period of my study. My most profound thanks go to my mother and to my late father for giving good training without which, I would not Ihave carried this research work

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ABSTRACT

Education in Nigeria has been on concurrent list since 1951, but up to now the country has no coherent ideology that constitutes the corner stone of its educational programme. Therefore, no practical basis on which the foundation of education could be laid, developed and utilized as a vehicle for political socialization and economic progress. To worsen the problem, the management of Basic Education Programme at all levels has been in the control of political appointees, both in the military and civilian administration since 1989. All the top office holders who have the power to execute UBE programmes right from the local government up to the Federal Government level are seasoned politicians who are appointed for compensation of their political contribution to the so- called 'election' in a democratic era or support in a dictatorship regime (military).This study examined the effect of politics on the Management of UBE programme in Nigeria. It opened up with a general overview of the topic, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions and significance of the study. The scope and delimitation of the study were also specified. A review of related and relevant literatures centering on the concepts and manifestation of the effect of politics on the management of UBE programme in Nigeria was provided. This was intended to provide theoretical base and knowledge to be used for the study. Ex-post-facto method was used for this study, covering the six (6) Geo-political zones in Nigeria and the FCT. The population of the study involved 214 Principals, 370 teachers, 126 PTA officials, 120 SUBEB administrators, 120 MOE officials, 10 FMOE and 10 UBEC officials totaling 1210 respondents. Systematic random sampling technique was used in selecting these samples, out of which 194 Principals, 217 LGEA Administrators, 114 SUBEB officials, 114 MOE officials, 348 Teachers, 120 PTA Officials, 9 UBEC Administrators and 10 FMOE Administrators returned their completed copies of questionnaires, out of 1210 administered on the basis of which the analysis was made. The instrument used for this study was structured questionnaire based on five (5) points like scales, whose validity and reliability were obtained through the aid of experts in statistics, research supervisors and pilot.The opinions of the respondentswere analysed using descriptive analysis and statistical tools such include T-tests and ANOVA. All the seven hypothesizes were retained. It was discovered that all the three stakeholders used in this study have accepted the fact that politics was a barrier to the successful implementation of UBE programme in Nigeria. Finally, the study recommended that Government should stop politicizing the top leadership of the SUBEBs and LGEAs which are the UBE implementation levels in Nigeria and other political interference on the UBE programme. Career educationists who are capable and committed should be appointed to head UBE agencies..

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Abbreviations

ECCDE Early Child Care Development Education

ESSD Education and Social Service Department

EFA Education for All

FCT Federal Capital Territory

FMOE Federal Ministry of Education

JSS Junior Secondary School

LGA Local Government Area

LGEA Local Government Education Authority

MOE Ministry of Education

NGO Non – Governmental Organization

NIEPA National Institute of Educational Planning and Administration

PRS Planning Research Statistics

PTA Parent Teachers Association

SPSS Statistical Packages for Social Science

NPC National Population Commission

SMOE State Ministry of Education

SUBEB State Universal Basic Education Board

UBE Universal Basic Education

UBEC Universal Basic Education Commission

UNDF United Nations Development Fund

UNO United Nations Organization

UNESCO United Nations Education Scientific and Cultural Organization

UNICEF United Nations Children's Funds

Operational Definition of Terms

Administration: refers to a means through which formal goals are achieved through careful and systematic arrangement and use of human and material resources. It also includes that part of management which is concerned with the implementation and carrying out of procedures to achieve programme objectives.

Basic Education: refers to that formal and non-formal educational level, type and form of learning needed to build from roots for literacy and numeracy, including basic life skills and more importantly, that which consolidates the skills of learning how to learn. In Nigeria, Basic Education is conceived to embrace formal education up to the age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society.

UBE programme covers 6 years of Primary Education, 3 years of Junior Secondary School, Adult Education and Nomadic Education to Fulani Migrants and Fishermen.

Politicization of education here refers to 'bringing educational service or programme into political arena' despite the fact that it is a public service. This also includes the introduction of political agenda into education to the detriment of other political groups.

Management, as used in the context of this research is viewed as the intelligent utilization of human, capital and material resources directed towards attaining predetermined objectives. That prudent use of resources available for the purpose of goal attainment

Control: The process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviation.

Planning is a management function that involves the process of defining the organization's goals, establishing an overall strategy for achieving those goals and developing comprehensive set of plans to integrate and coordinate organizational work.

Coordination is a mechanism to bring together the activities of all subsystems so as to achieve the goals of the organization.

Provision of Basic Education: making available of formal education of school age children between 6 to 15 years, as well as adult and non-formal education, including education of the marginalized groups within the Nigerian society.

Policy implementation: refers to the execution and or delivery of public policy by an organization or arrangement among organizations. It is also used as the process of translating policy mandates into actions, prescriptions into results and goals into reality

Provision of free compulsory basic education: there shall be no payment of tuition fees at all levels of Basic Education in Nigeria under whatever situation in all public-owned UBE schools, provision of textbooks in four (4) core subjects in primary schools and five core subjects in JSS to be provided free, and there shall be no levies whatsoever and under any guise to provide for school infrastructure and furniture. It also implies that any parent who fails to enroll his/her children to Basic Education School will be sanctioned.

Staff development: the process of growth or advancement of an employee of a particular organization, that is UBE programme in this case, both technically and in rank wise.

Disciplinary Issues: the practice or rules of training people on how to obey rules or code of behaviour needed for successful Basic Education Programme in Nigeria.

Educational Administrators: Director PRS, Personal, Inspectorate and Accounts Unit Principal

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Nigeria lies between longitudes 4 16 and 13 53 north of the equator and latitudes 2 40 and 14 41 to the East of the Greenwich Meridian, with a total land area of 923,768 square miles. Nigeria's population was put at 140,003,542 (2006 Census) with population growth rate of 3.2% in the 1991 census. It encompasses a wide variety of geographical formations, ranging from the low lying tropical forests of the southern coast, through the plateau highlands of the middle belt, to the Sahel Region of the far North. The landscape is predominantly rural with only thirty percent of the population living in urban centres (Wole, F. G. Makoju A E, Peter O, David, C. O and Joseph, O. O, 1997). Nigeria is a multi-ethnic society with an estimated 374 ethno-linguistic groups characterized by diversity of cultures. The three major ethnic groups include Hausa, Fulani, Yoruba and Igbo.

The administrative structure of Nigeria has metamorphosed from three regions to 4 regions in 1963, 12 states in 1967, 19 states in 1976, 21 states in 1987, 30 states in 1991 and 36 states with capital at Abuja and 774 local government areas in 1996. Nigeria is a federal republic with vertically three-tier administrative structure, comprising the Federal Government, 36 states and 774 local government councils. Nigeria is also structured into 6 geo-political zones: North-west, North-East, North-Central, South West, South-South and South-East. Alongside the conventional structure, there exists the indigenous system comprising Traditional Rulers, Chiefs, as well as acclaimed Community leaders who influence major decisions at grassroot levels.

Since the introduction of western education into Nigeria, the education system has been facing myriads of problems particularly in the last three decades when it became increasingly complex. In the rush to develop, the various Governments have made series of attempts full of omissions and commissions which have continued to cripple the educational system. The reforms have been patchy, inconsistent, mismanaged and therefore mostly ineffective. The system has failed largely at the level of management (Ahuanya, S. & Akinyemi, S., 2010).

Politicization of management refers to 'bringing management service or programme into political arena' despite the fact that it is a public service (Encarta, 2009). It also includes making management partisan and or introduction of political agenda into management programme to the detriment of other political groups. Such may include providing incapable leadership, poor coordination and control, selfish staff development and or recruitments or retirement, poor programme funding, poor interpersonal relationship, selfish school location or expansion, indiscipline, favouritism, poor policy implementation, biased decision or decision making process, poor communication and selfish distribution of human and material resources, and maintenance, to mention but a few.

Universal Basic Education (UBE) programme is a reform measure, which is aimed at addressing inequality in educational opportunity and quality at basic level, both in terms of access and quality nationwide. Specifically, the programme was introduced by the Federal government in order to remove distortions and inconsistencies in the basic education delivery and reinforce the implementation of the National Policy on Education. It is one of the first programmes initiated by the Obasanjo Administration in 1999.

The scope of UBE covers varieties of formal and non-formal educational activities and programmes designed to enable learners acquire functional basic literacy. This is fundamental to human and national development as it serves as the foundation of the entire educational system, the success or failure of all educational programmes depend on it. Thus, it is the expectation of all stakeholders in education that their production in the system should be characterized by quality output. Quality management enhancing factors, such as those policies of de-politicization of education so as to promote mutuality – mutual goals, mutual influence, mutual respect, mutual rewards, and mutual responsibility should all be encouraged (Michael, 2006). This is in addition to specified set standard in relation to school location, Teacher – Pupil ratio, Class size, school size, toilet – pupil ratio, quality of teachers, and availability of other required teaching learning facilities. These are what enhance commitment which will in turn yield success in education.

The Federal Government according to UBE guidelines 2000 was concerned, that states and local governments, which had the responsibility for basic education delivery, were unable to effectively drive, and ensure unhindered access to quality basic education. Consequently, the government resorted to constitutional provision, which empowered it to set and maintain standards in education through enacting a Compulsory, Free, Universal Education Act, 2004. This law drives its powers from Section 18 (3) of the 1999 constitution as well as Item 60 (e) of part 1of second schedule of the same constitution. The 1999 constitution further provides that states and local governments are the owners of basic educations within their areas.

Like all other educational innovations, the successful implementation of UBE programme lies predominantly on the extent to which the management aspect is taken into consideration. There is no doubt that no educational programme can rise above the quality of its management. The implementation of the National Policy on Education on 6-3-3-4 system of education is a typical example of a laudable programme, but poorly executed (Adesina, 1981). The ultimate aim of educational management is to procure and marshal resources (Man, Money, Materials and Time) to ensure the achievement of educational goals and objectives. All management functions such as planning, organizing, leading, supervising, controlling, motivating, and evaluating are directed towards achieving such objectives.

Nigeria has toyed with some educational programs which have only served as conduit pipes to transfer money to the corrupt political leaders and their cronies (Gidado 2001). For instance, the nation launched the Universal Primary Education (UPE) in 1976, but as noted, the program failed due to lack of proper funding and poor management caused by corruption, embezzlements, inadequate human and materials resources, among other factors. Fafunwa (1986) remarks that a decade after the introduction of the UPE, the educational outcome showed that the National Educational Objectives were not fully realized due to certain national problems such as financial problems, insufficient competent teachers, overcrowded classrooms, narrow curriculum content and high rate of drop-outs. Nigeria again launched another mass-oriented education program, known as Universal Basic

Education (UBE). The President, Olusegun Obasanjo, declared during the launching of the program in Sokoto in September 1999 that the nation "cannot afford to fail this time around."

But one may ask: with the troubling revelations of the shortage and "half-baked" teachers employed to teach in the nation's schools, politicization of education and UBE management, how are we certain the current UBE program will be successful? Has the government trained the required number of quality of teachers needed to successfully implement the program? Are the teachers going to be motivated to perform their duties well? Are the classrooms and seats ready, or are the pupils going to sit on bare floor? Are the books and other teaching materials ready? What about supervision and management? Who will monitor its activities at all stages and how sure are we, they have the ability, skills and dedication needed? Just as Dike, as cited by Igbineweke, V. O. Afiagamagban B. E. &Adeosun, P. K., (2009) has noted, to improve the standard of education in Nigeria, the society has to first educate the educators, train the managers and motivate them to perform their duties well.

This has created widespread criticisms and loss of confidence on the UBE programme in Nigeria, particularly among educationist and the public at large. Although these problems may be due to implementation obstacles, one can still assume that politicians (by and large) may have vested interest in maintaining or reproducing the system of power relations, not substantial changes (Hess, 1999, as cited in Jen, 2004). Some educational plans were never intended to be implemented, although many politicians still want to buy rhetoric of educational planning. Most educational plans including UBE are coloured with beautiful words that promise a brighter future, but the planning and commitment are not favorable at all. A gigantic programme as UBE needs adequate planning before its implementation. Such planning could entail convening a National Conference comprising a wide spectrum of the stakeholders in the education industry, including National Population Commission, relevant NGOs and professional bodies. Such systematic and articulate planning would ensure that adequate logistics are put in place before full scale implementation. Absence of this will make one skeptical with regards to government’s commitment in the success of the programme. This study intends to investigate the effects of politics on the management of UBE in Nigeria as one of the factors suspected to be slowing down the Nigeria’s educational development, especially at basic level.

1.2 Statement of the Problem

The main focus of this study is to examine the level at which politics affects the management of UBE programmes in Nigeria. Education in Nigeria has been on concurrent list since 1951, but up to now the country has no coherent ideology that constitutes the corner stone of its educational programme. Therefore, no practical basis on which the foundation of education could be laid developed and utilized as a vehicle for political socialization and economic progress. To worsen the problem, the management of Basic Education Programmes at all levels has been in the control of political appointees, both in the military and civilian administration since 1989. All the top office holders who have the power to execute UBE programmes right from the local government up to the Federal Government level are seasoned politicians who are appointed for compensation of their political contribution to the so- called 'election' in a democratic era or support in a dictatorship regime (military). This makes UBE programmes heavily politicized with politicians manipulating its management and ownership.

This development is directed by policy positions both in published and unpublished forms. The published forms are contained in Federal Constitution and National Policy on Education while the unpublished part come in the form of pronouncement by people who control the government of the day, that is the elected or those appointed by the elected political parties in a democratic era. The unpublished sources are the backbone of politicization of UBE management in Nigeria. The first indication of politicization of UBE programme can be seen in how top management positions both at federal, states and local government levels are given to politicians by the winning party. Normally, such appointments are given to those who have and still serve the party, whether financially or physically. This serves as incentive to politicians who help in winning an election. This has created suspicion in that incompetent people find themselves heading positions as compensation for their sacrifices. Mijinyawa (2009) observes that 'incompetent people are now holding positions that they should not be holding under the UBE sector right from the level of Chief Executive to classroom teachers.' The fact that this may be so in other sectors too is not enough justification as education is the backbone of the survival of any people and nation.

Basic Education is not just a human right, it is also vital for reducing poverty, promoting health, improving governance and empowering people to make choices about their destinies. Human beings are at the centre of development and basic education is crucial for enhancing their capabilities, equity and in the promotion of social and economic progress. Democracy implies access to basic human rights under which basic education belongs. This has made education an instrument for political power play, with two opposing parties in some states and local governments, one taking side with the government and other opposing government in its action on educational issues, just as in case of Ekiti State governor (2007-2011) in Gbenga, (2010) who attempted to move State College of Education to his home town base on selfish interest but opposition prevented him to succeed. The same governor also created two additional state universities in the state which has no single mineral resource and very minimal federal revenue allocation. This led to students paying between one hundred thousand to two hundred thousand naira as tuition fees against the previous thirty five thousand naira being paid.

UBE management cannot be completely separated from politics, but the problem is that the present system in Nigeria does not incorporate clear guidelines in order to prevent the UBE management from political interference, propaganda, selfish interest, bigotry, self-centeredness and political sentiments. As a nationwide programme, UBE management should have addressed the issue of such aspects of politicization particularly in resource allocations, staff recruitment and deployment, quality control, staff management, leadership quality at all levels, among other factors. The absence of this has made the power of political appointees leaves the other educational administrators reluctant to oppose what they say or do, no matter how bad it should be. Added to this, they are politicians representing the interest of the party in power which makes intervention by any educational administrator extremely difficult. It is more difficult than to separate impartial UBE management objectives from political judgment. In many instances, politicians, as indicated in Ekiti, use education programme or policy for their own purposes or selfish ends. Added to this problem, it is now clear that the non-political appointees in the sector have been infected with the political virus. According to Tanko (2001) and Gboyega (2009), as cited by Obanya (2010), politics in Nigeria has not exerted beneficial effect on the development of education, vis-à-vis, considering that between June 1999 to April 2011 Nigeria

had 9 different Education Ministers, and between this period to Nigerian independence there were 45 ministers of education, each with different political interest, thereby leading to policy summersault and inconsistency in the sector.

Now the crux of the matter is: what would be the result of this intimate relationship between politics and UBE management in Nigeria? Can free compulsory and effective basic education be provided to all Nigerians irrespective of their political affiliation under such a politicized sector as the UBE? Can merit be the yard stick in recruitment, deployment, provision and allocation of resources, and administrative issues under such circumstances? Prof Lekan Oyediji, the then Chairman of the Governing Council of Oyo State College of Education, as cited by Gboyega (2009), has pointed out that experience over the years has shown that only non-politicization of the UBE management could pave way for its effective execution.

Just like many other developing countries, policy implementation is the bane of public policies and programmes in Nigeria. According to the Education For All (EFA) Regional overview report in Sub-Saharan countries, Nigeria is one of the countries at risk of not achieving Universal Primary Education goal because she has moved away from the set goals of the programme. The same goes to adult basic literacy programmes and gender parity goals. This report attributed the poor performance/achievement to implementation failure, which directly relate to politicization of the UBE management. This study will examine the effect of politics on the management of UBE programme in Nigeria.

1.3 Objectives of the study

The study was set achieve the following objectives:-

I. examine the effects of political propaganda on policy formulation and implementation of UBE programme in Nigeria;

II. ascertain the effects of political interference on provision and management of funds for UBE programme in Nigeria;

III. examine the effects of political interest on recruitments, appointments and placement of staff in UBE programme in Nigeria;

IV. determine the effects of political sentiments on staff development and promotion in UBE programme in Nigeria;

V. find out the effects of political self-centeredness on provision and maintenance of UBE programme and infrastructural facilities in Nigeria;

VI. investigate the effects of political selfishness on the monitoring and evaluation of UBE programme in Nigeria; and

VII. determine the effects of political sentiments on the management of discipline in UBE programme in Nigeria.

1.4 Research Questions

The following questions are raised for the purpose of guiding the study:

I. To what level does political propaganda affect policy formulation and implementation of UBE Programme in Nigeria?

II. To what level does political interference affect the provision and management of funds for UBE programme in Nigeria?

III. To what level does political interest affect recruitments, appointments and placement of staff in UBE programme in Nigeria?

IV. To what level do political sentiments affect staff development and promotion in UBE programme in Nigeria?

V. To what level does political self-centeredness affect the provision and maintenance of UBE programme and infrastructural facilities in Nigeria?

VI. To what level does political selfishness affect monitoring and evaluation of UBE programme in Nigeria?

VII. To what level do political sentiments affect the management of discipline in UBE programme in Nigeria?

1.5 Research Hypotheses

The following hypotheses were formulated for the study:

Ho1. UBE stakeholders do not differ significantly in their views that political propaganda affects policy formulation and implementation of UBE programme in Nigeria;

Ho2 UBE stakeholders do not differ significantly in their views that political interference affects the provision and management of funds for UBE programme in Nigeria;

Ho3. UBE stakeholders do not differ significantly in their views that political interest affect recruitments, appointments and placement of staff in UBE programme in Nigeria;

Ho4 UBE stakeholders do not differ significantly in their views that political sentiments affect staff development and promotion in UBE programme in Nigeria;

Ho5 UBE stakeholders do not differ significantly in their views that political self-centeredness affect the provision and maintenance of UBE programme and infrastructural facilities in Nigeria;

Ho6. UBE stakeholders do not differ significantly in their views that political selfishness affect the monitoring and evaluation of UBE programme in Nigeria;

Ho7. UBE stakeholders do not differ significantly in their views that political sentiments affect the management of discipline in UBE programme in Nigeria;

1.6 Basic Assumptions

The study was set with the following assumptions:

Politicizing the top leadership of UBE at federal, state and local government levels has made it possible for incapable and unqualified people to occupy such positions;

- Leadership of UBE programme gave more emphasis on voters attraction rather than achievement of UBE goals and objectives;
- Most of recruitments, appointments, promotions, retirements and posting of staff in the UBE sectors are politicized and not on merit, but just meant to reward party members or victimize opponents;
- Schools and material resources are sited and distributed for political gains;
- Office operations, administrative matters and discipline of staff are all negatively influenced by politics of the day;
- Politicizing UBE management has crippled its achievement nationwide; and
- Politicizing the UBE leadership has led to abandonment of projects and programme.

1.7 Significance of the Study

A lot of researches have been conducted on UBE programme, but to the best of this researcher's knowledge none has been conducted on the effects of politics on the management of UBE programme in Nigeria. Therefore, the significance of this study is that its findings could enable UBE Programme managers to tackle problems related to the politicization of basic education and efficient management of the programme.

This study will equally be significant to all Basic Education Stakeholders like PTA officials, Principals, Head-teachers and Teachers in particular and other educational stakeholders in general, because it will make them realize the effects of politicizing the management of UBE programme and guide them on how to minimize the effects. This will create awareness on peoples' rights and duties. The study will also be significant to politicians as it will remind them of their responsibilities and duties. The study is also significant in the sense that it would help to untie some stumbling blocks in the wheel of progress in the course of providing basic education in Nigeria.

The study is also significant to all education stakeholders in the sense that it will come out with useful suggestions on the ways of handling the marriage between politics and the management of UBE. All UBE programme stakeholders will be made to realize the danger of politicizing the management of UBE programme. The research is also significant because it will serve as a future reference point to all categories of researchers and stakeholders who are interested in educational development.

1.8 Scope of the Study

This study is designed to cover only the effects of politics on the management of public schools under the UBE programmes at federal, state and local government levels in Nigeria. The study coverred all UBE programmes, including formal and non-formal educational programme, at primary education, nomadic education, junior secondary education and adult basic education levels.. The study intends to involved Parents Teachers Associations, Principals, Teachers, Educational Administrators at LGEAs, States and Federal Levels of UBE programmes in Nigeria. The study examined the effects of politics on the management of UBE programmes, either in a negative or positive way, depending on the data collected and findings of the study. In carrying out this study, the researcher focused mainly on the effects of politics on the management of UBE programmes at all levels in two states from each of the Geo-political zones of Nigeria and Five Local Governments in each of the two states selected. There were also constraints in data collection, as the government officials takes very serious anything to do with politics, thereby hiding the realities of the situation on ground.

The researcher faced a lot of challenges in terms of the administration of the instruments of this study. One such problem is the lukewarm attitude showed by some of the respondents towards the instrument. The officials complained of being too busy while some teachers and even parents wanted to be paid for filling the questionnaire. It is difficult to expect such behaviors from those who know the importance of research and provision of basic education. Furthermore, the selection of the respondents across the six geo-political zones was also a big challenge. Travelling through the zones was a very big challenge as it is full of risks, in terms of accidents, insecurity and other hazards on the roads. At last, the researcher has to rely on the UBEC zonal coordinators for distribution and retrieval of copies of questionnaire.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introductions

This study is aimed at examining the "Effects of Politics on the Management of UBE Programme in Nigeria". The chapter therefore focuses on the reviews of relevant literatures that relate to issues raised in the objectives of this study. The aim is to give this study conceptual base for better understanding and concrete foundation. Thus the reviews covers the following:

- Conceptual framework of the study;
- Effects of politics on staff development in an organization;
- Effects of politics on policy formulation and implementation in educational programme;
- Effects of politics on funding of educational programme;
- Effects of politics on appointments, recruitment, discipline and placement of staff in an organization;
- Effects of politics on the provision and maintenance of facilities in an organization
- Effects of politics on monitoring and evaluation of educational programme;
- Effects of politics on organizational discipline;

- Effects of politics on decision making process;
- Empirical studies; and
- Summary

2.2.1 Conceptual Framework of the Study

Kakabadse (1983), as cited by Michael (2006), defines politics as a 'process of influencing individual and groups of people to your point of view, where you cannot rely on authority.' Organization, on the other hand, consists of individuals who while trying to achieve a common goal, are also driven by the need to achieve their own personal goals. Generally, politics refers to the campaign strategies of individuals or groups to win power struggles and the methods and tactics involved in managing the control of human organization.

Some people genuinely take politics as a means to achieve their goals especially for the benefit of their organization as well as for themselves. It is common now to hear of religious politics, office politics (education), village or local politics, politics of students' unionism, politics of education, family politics, and politics of consensus, to highlight the partisan actions within the organization. Every human organization has its politics, be it in clubs, unions, countries and international organizations. Politics covers all aspects of society. In other words, there is politics whenever any element or group of elements in any social group attempts to influence or manipulate other elements to behave in one direction or the other. Politicization of education, on the other hand, covers those activities where educational leaders turn educational service into a political arena.

Some political scientists define politics as 'who gets what, when and how', while other groups regard it to be 'the struggle for power to present the personnel who determine the politics of government'. But politics does not always involve struggle, at times it involves consensus and cooperation. Mendoza (1973) testified this when he stated that 'politics is a process through which any group selects its leaders, determines its politics, distributes its advantages and disadvantages.' Easton's (1959) definition is directly related to the field of this study where he says, 'politics is the process through which the authoritative allocation of values takes place.' This definition shows that

- Politics is a social process that is concerned and deals with issues affecting the general population.
- It is concerned with allocation of values. Through politics, values, be it material or symbolic, are distributed accordingly. It also determines whose values shall prevail and whose preference shall become a policy.
- Value allocation is with authority. The act of determining and allocation is legitimized. The body responsible for this is the Government. Its function is delegated to several governmental institutions including educational system.

The (2008 – 2012) managementstudyguide.com defines politics in an organization as a situation where:

- Employees who do not believe in working hard depend on nasty politics to make their position secure at the workplace.
- Employees play politics simply to come in the limelight and gain undue attention and appreciation from the seniors.
- Politics refers to irrational behavior of individuals at the workplace to obtain advantages which are beyond their control.
- Nobody has ever gained anything out of politics; instead it leads to a negative ambience at the workplace.

2.2.2 Concept of Management

The term 'management' has been defined by different writers in different ways. For Henry Fayol, as cited by Joshua (2009), 'to manage is to forecast and plan, to coordinate and control.' Peretomode (1992) defines management as a "set of activities directed at the efficient and effective utilization of resources in pursuit of one or more goals.' Keimer, as cited by Joshua (2009), states that 'management is a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a social environment.' Brech, as cited by Michael (2006), defines management as a social process which constitutes planning, controlling and motivating. Perhaps, a comprehensive definition of organization is the one adopted by Okumbe (1999), as observed by Ahuanya et al (2010), who states that, management is the process of designing, developing, and effecting

organizational objectives and resources so as to achieve predetermined organizational goals. Many writers have used the term administration to mean management. According to Remasay (1999), as cited by Ahuanya, S. & Akinyemi, S., (2010), administration is a generalized type of human behavior found in an organization. Administration is a process through which decisions are reached. Administration is the process of directing and controlling life in any social organization such as schools, or in an industry.

Politicizing UBE management covers all attempts to influence UBE educational service or programme for political gain despite the fact that it is a public service. It also includes making management of UBE partisan and or introduction of political agenda into UBE programme to the detriment of other political groups. Such may include providing incapable leadership, poor coordination and control, selfish staff development, poor programme funding, poor interpersonal relationship, selfish school location or expansion, selfish recruitment of teaching and non-teaching staff, indiscipline, favoritism, poor policy implementation, biased decision making process, political propaganda and selfish distribution of human and material resources, and maintenance, among others.

Management and administration will be used interchangeably in this study, just as many writers have used the term administration to mean management as indicated by peretomode, (1992). For Remasay (1999: 20), as cited by Gerold (2010), administration is a general type of human behavior found in an organization. Administration is a process through which decisions are reached. It is also the process of directing and controlling life in any social organization such as schools or in an industry. Management is a problem solving process of effectively achieving organizational goals and objectives through the efficient use of scarce resources in a changing environment. Management is a social process which constitutes planning, control, coordination and motivation, all of which are also the functions of an administrator.

2. 3 Effects of Politics on Policy formulation and implementation in Educational Programme

Policy is different from programme. Policy stands for statement of action and intentions while programme is the means designed to achieve such actions and intentions. It is a strategy or activity designed to attain the intended goals of a particular policy such as the UBE in Nigeria. Horn and Meter (1975), as cited by Emmanual (2011), describes policy in specific terms as ‘the action taken to

carry out, accomplish and fulfill the intentions, objectives, goals and 'or' expected outcomes of public policy.' The disparity between the targeted policy/programme and the expected outputs/achievement is known as implementation gap. This is the main guide to this study, because this model suggests about six variables that are interrelated in affecting policy implementation and can determine its success or failure. They also provide actual linkages between policy goals, programme and achievements, and are directly linked with the politics of the day. They include:-

a. Policy standard and objectives: if this is well stated in a clear and measurable terms, implementers will be able to identify what is expected of them and the level of description open to them. Policies with acceptable objectives elicit positive response from all stakeholders, and vice visa.

b. Policy on human and material resources: this covers the implementers, funds, facilities, authority, power and internal and external support. Inadequacy of any of the above can lead to partial achievement of policy objectives.

c. Inter-governmental communication and enforcement: these directly affect policy delivery. Effective and efficient communication enhances effectiveness and efficiency in policy management and implementation as it eliminates ambiguities, while enforcement leads to compliances.

d. Characteristics of Implementation Agency: this is very crucial to policy implementation and achievements. The validity of the agencies, leadership quality, and quality of the human resource in the agencies, their professional ability, power and understanding of what the policy is all about, will to a large extent affect policy achievement.

e. Political, social and economic conditions: policy environment such as these are very important determinants of the success or failure of policy implementation of UBE. Instability in any of the above will alter intention or even ruin a policy completely.

f. Policy implementer's disposition: the attitudes or behaviors of implementers could have negative or positive effects on the policy achievement. If he/she is negatively disposed to a policy, there will be lack of commitment to policy implementation, just

as in the case of imposing a political leader who lacks majority support.,

Traditionally, policy formulation was regarded as mainly a technical exercise. Educational policymakers use traditional approach which tends to use objectives or goals given through political process outside the educational system and rigorous scientific techniques to identify means to an end. For Farrell (1994: 4502), this approach assumes that:

- The necessary information for policy exists and can be acquired
- Objectives are fixed
- Alternative policies are known and
- The environments are stable.

But these assumptions are seldom valid in practice. The political approach to policy marking stems from the weakness of the technical approach. It assumes that policy is a political activity which shapes the future. People should have a say in setting the objectives, identifying the alternatives and decision making. Through this process, conflicting interests and values, just as in the conflict between federal government and state and local governments on rightful ownership of UBE programme can be politically resolved. Policy formulation needs not only technically skilled but also politically skilled (Jay-Woong, (2004) as cited by UNESCO, (2006). Forestter (1988) and Jay-Woong (2004), as cited by UNESCO (2006), argue that even the technical approach is not free from political aspects, in that the policy makers have some power to influence the process of educational policy because they often manipulate information through the following ways: -

- Deliberately using technical jargon and sophisticated analysis to confuse issues
- Appealing to openness and dependence on experts to create false assurance
- Arguing that a political issue is actually a technical issue and
- Holding back information about other alternatives, misrepresenting validity of analyses and claiming success for full untested options.

The political approach to policy marking acknowledges the difficulty in forecasting the future. Following this position educational policy makers using this approach tend to seek consensus among

stakeholders rather than accurate prediction of the future. Parent, teachers and educational administrators particularly at local government level should have been involved in UBE programme plans. This approach is at times being regarded as participatory, transactional, or interactive policy marking. Traditionally, educational policy marking in Nigeria use to takes place at the central / national level of government just as in the case of UPE and UBE programme. This type of policy marking becomes the business of bureaucratic, political and elite groups. It can also be regarded as 'rigid command' mode of policy marking. However this approach has the merit of the target groups of the policy at national level to comply with the directions set by the originators of the policy, just as it happened during the first stage of the 6-3-3-4 implementation during military regime, but skeletal implementation at second stage – JSS- during democratic government in the 1980s. However the top-down approach tends to ignore the existence of teachers, students, parents, and employers who are the key players in education. By and large, local authorities do not have a say in this style of policy making just as in the case of UBE in Nigeria. This approach is likely to face resistance from those who are affected by the plans.

On the hand, the bottom-up approach pays more attention to the power at the lower level, that is, teachers, students and parents. In this approach, power is delegated to the local levels and even to the individual schools. This allows for freedom at the bottom level, but it falls short of efficiency. While top-down approach is an activity exercised at the central level, the bottom-top approach takes place at local government levels. Since the 1980s, decentralization has been one of the most decisive trends in educational policy making in the world, not in Nigeria though. This is owing to the fact that the central government can no longer provide the necessary funds (Mc Ginn, 1994 and Jay-Woong, 2004, as cited by UNESCO, 2006). Thus, the UBE should have considered these two approaches in its policy formulation stage.

Directly or otherwise, the use of power in influencing the behavior of people is a pervading feature of all organizations. This power can be exerted by managers, specialists, informal groups or trade unions. Power refers to the ability to make authoritative decision which allocates values to the society. In other words, it is the ability to make binding decisions for the society. Power is the capacity to

secure the dominance of one's goals or values over others (Michael, 2006). In education, power is normally exercised by the political group and those appointed by them to head the educational sector, just as in the case of the Educational Secretaries in LGEA, SUBEB, schools, MOE, FMOE, and UBE Commission.

French and Raven (1959), as cited by Michael (2006), have identified four different types of power:-

a. Reward power, normally derived from the belief of individual that compliance will lead to rewards. Here reward contributes greatly to an executive power.
b. Coercive power: making it plain that non-compliance will lead to punishment.
c. Expert power: this is exercised by the most popular, admired, and those people, particularly the less powerful can identify
d. Legitimate power: this is the power conferred by the position in an organization held by an executive.

To be an effective and efficient leader, a manager should be able to have all the above powers. A leader should be an expert in the field he/she is heading, and should be a legitimate leader, not one being imposed through election rigging. He should also have the power to punish and reward those who deserved to be punished. However, politicization of UBE management negates all these. Power can be seen in two perspectives. The first variable is the structure, in the case of Nigeria for example, we have the federal, states and local governments. In the unitary states and military rule, states and local government exercise power through delegation from central government. In the federal system, as in the case of Nigeria, states and local governments exercised relatively independent legal existence. The second variable is the source of derivation of power. In a democratic government, power and authority rest with official representatives who are democratically elected by qualified voters in an authentic and legal election. In totalitarian states and countries under military rule, power is vested on small group of people who are not representing particular electorates but the state or the ruling party.

The most visible point of political power is the political leadership. The National leadership is normally headed by Prime Minister, President, and Head of state or the King, who are often elected or chosen by the most dominant political group, or imposed by military junta. Such leaders are prejudiced by the values, beliefs and ideologies of the political group they are representing. In most cases, it is those who cannot go far up in the educational ladder that find themselves in such positions. It may be because of this that the military government normally places low premium on education. The politicians may place more emphasis on building and renovations, in addition to infrastructures in the educational sector because it is the possible area they gained through contract. An example can be seen with the UPE and UBE where the teacher factor is being neglected by the leaders.

The way, the political office holder directs and controls education is nothing but the mirror of values and beliefs of his political group. In other words, the direction and dictates of his political group used to be his compass which leads him to his priorities in government. This could be seen in the African nationalists who came to believe that education is the 'magic wand of progress.' After the attainment of self-rule, these nationalists invested a disproportionate amount of their GDP to expand educational facilities. This led to the politicization of education. Education became a major political activity and the greatest preoccupation of governments. The performance of a regime was more easily evaluated by its achievement in the educational sector. But for those leaders who want to remain in power permanently, they used education for their political propaganda and as a means of amassing wealth to rig election.

It is obvious that education could be used to build and develop nations, but the problem here is much with technical planning. Plans can easily be made to introduce different reforms and development in curriculum, structure of education programme and democratize educational opportunities. However, before such plans became policies, they have to be molded in crucial political process. Therefore, the success of such plans or move depends much on the socio-cultural background of the decision makers and on how well the interest groups act their parts in the political drama of formulating educational policies.

Political instability can also disrupt the process of implementation of the educational policies or plans, for example, the military coups of 1966, 1976, 1983 and 1985 in Nigeria have all disrupted the process of planning and continuity of educational plans and development in Nigeria. In some instances, it resulted in termination of the existing plans and the hurried introduction of new ones. In another instance, some plans were abandoned or suspended. Such political instability also led to the termination and postponement of external aids just in case USAID sponsored Teacher Education Project in Northern Nigeria and closed of UNESCO Sponsored Advance Teacher Training Colleges. Obanya (2010) describes how recent political instability in the present dispensation has led to inconsistent policies due to rapid turnover of educational ministers with different interests, ranging from support of UBE programme, development of Open Universities, proliferation of private Universities, to establishment of more federal Universities. Political instability contributed significantly in distorting organizational goals and allocation in development plans, which subsequently affected educational development (Adesina, 1981).

2.4 Effects of Politics on Funding of Educational Programme

For the Wikipedia (2011), funding refers to the provision of resources usually in the form money, financial or other values such as activity or time for a programme, project, business or public attention. The dictionary definition regards funding as money for a particular issue, and the act of providing money for such activity. Funding of educational programme in Nigeria is done by the federal, states, and local governments. For example, the UBE Act 2004 says "the UBE programme implementation shall be financed from (a) Federal Government block grant of not less than 2% of its Consolidated Revenue Fund; (b) funds or contributions in form of Federal guarantee credits and (c) Local and International donor grants" (Part III section 1 sub section 1). In the same Act and part, sub section 2 of section 1 also declare that "for any state to qualify for the Federal Government block grant of this section, such state shall contribute not lessen than 50% of the total cost of projects as its commitment in the execution of the project". The same document in the part and section say "the administration and disbursement of funds shall be through the State Universal Basic Education Board"

From whatever angle we look at educational programme, we will discover that it is serving political purposes. Education system, UBE inclusive, is used to transmit the political culture. Freire (1968) have indicated that:

> There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present (political) system and bring about conformity to it or it becomes 'the practice of freedom' the means by which men and women deal critically with reality and discover how to participate in the transformation of their world.

Politics on the other hand serve the education sector through government investment, and support it through policy, control, and direction. The output of the University education sector in return becomes the active inputs into the national political system in form of the people in government, private and public sector. National party leaders are all products of the education sector. Abernathy and Cooms (1965) testified that:

> The massive changes which developing countries have already experienced, and those whether induced or not, which are in process, render all the more conspicuous the reciprocal relationship between politics and education in those areas"

It is therefore impossible to ignore the relationship between funding educational programme and politics in any analysis of the education system. Politics provide the life wire of basic education, just as education is a veritable instrument in modern politics. The National Policy on Education has indicated that 'education is an instrument for national development' to this end, the formulation of ideas, the integration for ideas are all aspect of education' (NPE, paragraph 4/a).

The government set out conditions for accessing funds to finance educational programmes in Nigeria. In the case of UBE, for instance, in order to insure fair spread and effective utilization of the funds to all levels and components of basic education some conditions need to be taken into account. These conditions are:

i. 70% of UBE fund is to be shared to the 36 States and the FCT as matching grants on equal basis;
ii. 14% be shared to states to correct educational imbalances within and between states;

iii. 5% to states that are doing very well in the implementation of the UBE programs in order to encourage them, thereby precipitating output;

iv. 2% to address issues of Special Needs Education ;

v. 2% for monitoring the implementation of the programme;

vi. 5% dedicated to School and Health Programme; and

vii. 2% as UBE Commission's Implementation Fund.

The 70% Matching Grant is meant to attract the same amount as counterpart fund by all state government concern. This fund should be pooled together in each State Universal Basic Education Boards (SUBEBs) and utilized as follows:

i. Pre-primary Education 5%

ii. Primary Education 60%

iii. Junior Secondary Education 35%

The fund allocated to each level indicated above is to be further utilized on the following major components of basic education.

i. Infrastructural development 70%

ii Provision of instructional materials 15%

iii. Teachers professional development 15%

Matching Grant component of the UBE intervention Fund is also put under the condition of fulfillment of the following by the states:

i. Promulgation of State Universal Basic Education Law by the state;

ii. Establishment of State Universal Basic Education Board by the state;

iii. Lodgment of the state's UBE Counterpart fund in the dedicated; Accounts of SUBEB; and

iv. Submission of state UBE implementation Action Plan for security to UBEC

These steps and conditions are taken to ensure that all levels and components of UBE are fairly reflected in the implementation of UBE programme and to minimize mismanagement (Gidado, 2006). Other bodies that are involved in funding basic education include individuals, parents, and private and public organizations.

2.5 Effects of Politics on Appointments, Recruitments, Placement, and Discipline of Staff in an Organization

Politicization of appointment and recruitment in Nigeria is as old as the Native Educational Administration. It started in 1951 when education becomes under concurrent list constitutionally. The three regions that make up Nigeria: west, east and north took up the responsibilities of educational development with much competition. A cursory glance at the history of education in Nigeria shows that its administrative development has been much politicized at all its level of development particularly at its lower level. For example, at the eve of Nigerian political independence, leaders of political parties in the West, East and Lagos embarked on Universal Primary Education as a proof to the electorate of the party's commitment to progress John (2011). Ironically some of the regional UPE programme turned out to be too expensive, consuming over 40% of the regional recurrent budget and had to be abandoned. The 1976 UPE by the military government and its implementation saga during civilian administration and the recent Supreme Court ruling on the rightful ownership of UBE can be cited as examples. Tanko (2001) and Gboyega (2009) as cited by Obanya (2010) have showed that the effect of politics on the management of Education in Nigeria has not exerted beneficial development of education nor does education has desired impact on the development democracy, emphasizing that between June 1999 to April 2011 Nigeria has 9 different Education Minister and between this period to Nigerian independence there were 45 ministers of education all with different political interest leading to policy summersault and inconsistency in the sector.

Mijinyawa (2009) has pointed out some of the causes when he mentioned that it is unfortunate that merit and achievement was no longer a yard stick on matters relating to the appointment of teachers as well as those who are to be entrusted with the administration of our education sector particularly at UBE level. There is no doubt that no educational programme can rise above the quality of its

management Up to the dawn of the year 2010, Nigerians were still uncertain where UBE programme is heading. In other words, its destination was still unknown after about ten years of implementation. Precisely one year after the launching of UBE, the federal government reported that the poor performance of students in Nigeria is caused by "acute shortage of qualified teachers in the primary school level." It was reported that about 23 percent of the over 400,000 teachers employed in the nation's primary schools did not possess the Teachers' Grade Two Certificate, even when the Nigeria Certificate in Education (NCE) was the minimum educational requirement, Ogbeifum and Olisa; The Vanguard Online, July 1, 2001 as cited by Igbineweke et al (2008).

As of June 2008, the then Minister of State II for Education, who was the Chairperson of the Retreat held in Yankari, admitted that challenges facing UBE programme in Nigeria include:

> Insufficient and inequitable access, low learning achievement of students, lack of accountability and transparency in the use of funds allocated to the programme, acute shortage of qualified teachers, infrastructural decay and shortage, poorly motivated and ill-equipped teaching force and insufficient instructional materials.

Nigerians have always blamed the woes of Nigeria, and in particular that of the educational sector, to the many years of military misrule. There has been a common feeling that the military neglected the Universities and education sector because of their opposition to military rule (Dike, 2001, as cited by Ahuanya et al, 2010). But with the re-emergence of civil rule the nation's educational institutions are still in shambles, with basic education still not being funded or managed to even lessen half of the World Standard (26% of GDP be spent on Education, UNESCO (2006). Some may argue that education sector has started to claw its way back to normalcy with the reprise of civil rule - not democracy, Bollag Feb 1, 2002 as in Ahuanya et al (2010). But that remains to be seen, may be in some time to come. However, Political involvement in the operational matters such as educational appointments, deployments of staff, discipline and control, provision and maintenance of resources, financial issues, supervisions, and all other components of UBE management have raised some doubt for the success of the programme.

One may begin to wonder whether all the foreseen problems like those encountered by the UPE of 1976, particularly the teacher and management factor, have not been put in to consideration in the UBE plan despite the fact the National Policy on Education (2004) have indicated that "No education quality will go beyond that of its teachers". Then if it is so what about other attributes of quality enhancing factors? Professor Obanya former National Coordinator of UBE was cited by Adamu (2002) says that Nigerian performance in Basic Education is the poorest even by the African Standard, lamenting that Nigeria occupies 136 position in Global Human Index (GHI) out of 162 countries covered by UNDP Survey while in African same rating, Nigeria occupies 18th position out of 42 countries covered by the survey behind even countries like Togo, Lesotho, Kenya, Equatorial Guinea and Madagascar.

Then what should have been the problem and why? This unenviable status must be as a result of the crises that bedeviled the Nigerian Education System as a whole. Adamu (2002) testifies that Nigerian problem is not peculiar, as he maintains, 'there is hardly a country that has not experienced crisis in its educational system.' What is required, according to him, is for Nigeria as a nation to be aware of the existing problems and stop pursuing the shadow, and then further develop the zeal and political will to locate and arrest the situation. Since the emergence of education as a political force, it has completely transformed the Nigerian society into one which sees education as the broker in the effort to control political power, Adamu, (2002 p43). This situation has risen to politically induce educational expansion and leadership, which are in many respects not properly planned, coordinated and executed.

Most of the politically appointed leaders embarked on elaborate votes – catching programme / activities as they have little or no knowledge of the assignment given to them as in Ekiti state saga. Some especially at state level have no educational qualification to be there, thus they become more concern with political propaganda then what the UBE programme needs. Thus Education is heavily politicized and its programmes are seriously affected through excessive political interest which characterized its development, Adamu (2002). He equally emphasized that, were ever this type of parochial values and loyalties tend to be emphasize or becomes permanent, educational objectives

cannot be achieved. The UBE programme needs not to be seen as political party programme in order to ensure that the inherent benefits accrue to all Nigerian.

There are various external factors that affect the staff placement process in an organization like educational institution has no control over these factors. Some these external factors are:

- Nature of competition for human resources: - In Nigeria, there is a cut throat competition among educational organizations for hiring science and English teachers, both fresh and experienced, and computer professionals;
- Legal factors: - There are various legal provisions which affect the staffing policies of an organization. Various acts restricts free recruitment by states and local government in Nigeria;
- Socio-cultural factors: - Various socio-cultural factors affect the placement process. Due to this, certain jobs are given to certain categories of people, as in how some cultures prevent women accepting postings that take them away from their husbands and children; and
- External influences: - There are various other elements which exert pressure on educational institutions like the political pressure to post local people, or pressure from godfathers;

The Internal Factors are made of the following: -

- Size of the institution: - Small school may not have same staffing practices which a large school may have; it may not be able to attract highly talented staff. Even if you try to do so it may increase the staffing cost;
- Type of educational institution: this directly affects the staffing because it determines the type of personal that may be required in future; and
- Education Institution Image: - organization image also affects the staffing practices. Organizational image depends upon facilities to staff for training and development promotional policies, working conditions and compensation incentives etc. if all these factors are positive then organization will attract more candidates.

The term ‘discipline’ refers to the kind of order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a valued activity such that involves the achievement of organizational goals. It is not in the sense of commands or manipulating any party as in the case political approach but a logical or moral approach geared toward setting of educative process such as giving a role model. (Encarta, 2010). Discipline is a form of order, Wilson (1974) notes that ‘order in discipline activity is achieved by virtue of reasons implicit in it or for the sake of values intrinsic to the activity itself’. Organizational Discipline involves level or some degree of compulsion which involves little or even non-use of physical or psychological force which backs orders and instructions in the sense of giving orders. In other words if compulsion is used in managing workers, it is instruction in the sense of teaching but not in the sense of giving orders. Just as in the case of an individual demanding a Tailor to design a shirt to his/her size, the tailor will not think of being controlled by the customer nor will the tailor see it as a command. This form of order is not achieved merely by submission or obedience to orders in the sense of compulsion.

Discipline provides a cordial relationship between the manager and the follower in which both parties submit to the organizational order of the task in hand. The term ‘discipline’ here is not power or opportunity which one party possess over another or impose over another as in the case of politics. Each party should see compulsion as a valuable in an organizational order otherwise he/she will not submit to it for its sake alone as in politics. Discipline maximizes workers opportunities, according to Charles (2002), a well-disciplined organization (school or ministry or board) not only foster meaningful achievement of organizational goals but also helps prevent physical and or emotional problems. Santrock (2004) wrote that well-disciplined organization keeps workers busy with active and challenging tasks. It is expected a manager in this situation gives activities in which workers become absorbed and motivated to work as well as provide clear rules and regulations which followers should abide.

The effect of Politics on discipline here deals with any actions or reactions by constituted authority to achieve policy of the ruling class on matters affecting disciple of staff or students. Influencing or

interference of politics in to disciplinary policies and programmes in Nigeria started in 1952 when education becomes under concurrent list constitutionally. The history of educational management in Nigeria shows that its administrative issues has been much politicized at all its level of development particularly at its lower level (Primary Education) John (2011).Then if it is discipline, the question is what does that look like? The answer may look like these:

- To politician it looks like complete obedience to their wish; and
- To a school administrator it is a complete obedience to organizational rules and regulations

Research has indicated the need to improve discipline in Nigeria educational organizations in particular, to encourage and motivate teachers and students if quality output must be obtained from the system (Ubokobong, 93; Bello, 2000; Duze, 2004; Ogum, 2007) as in Duze (2011) This, as indicated by Obanya (2010), can only be assured if education sector is depoliticized. Based on that those who manage education in Nigeria or politicize it will only met one of Lasswell's view when he asserted that politics with anything is targeted at determining who gets what, how and when; and thereby placing a wrong value to its worth. For example the government of Nigeria has in several quarters declared that education at the primary school level is free but some of those who attend public primary schools make their desks or sit on the flow, buy their books and other writing materials as well as indirectly pay for certain services Nnamdi (2011)

The argument offered to support the politicization of the management of education is that education provides important services; therefore the state has to supervise it to ensure the quality and affordability of this important service (Phedon, 2009). While in principle, this is good, the question is why? If in essence this is the argument for it, let us then accept that the government needs to intervene to protect wider public interests. This still does not answer the concern as to why the government has to interfere on discipline of staff in education sector since there are career professionals who are able, capable and have the medicine to cure the sickness of this level of education and have the best diet required to sustain and improve the sector better than the politicians?

2.6 Effects of Politics on Staff Development in an Organization

The way a leader directs and controls his/her organizational staff development and Promotion programme is nothing but the mirror of values and beliefs of his group. Furthermore, the direction and dictates of his political group used to be his compass which leads him to his priorities in selecting the staff and the type of training to be embarked upon. This could be seen in the African Nationalist struggle who came to believe that education is 'magic wand of progress', on getting self-rule all invested a disproportionate amount of their GDP to expand educational facilities. This led to politicization of education. Education becomes a major political activity and the greatest preoccupation of governments. The performance of a regime was more easily evaluated by its achievement in the educational sector. But for those leaders who want to remain in power permanently they use education for their political propaganda and amazing wealth to buy or rig election.

Political instability and or frequent changes in leaders disrupt the process of implementation of the educational policies or plans including staff development programme. For example, the military coups of 1966, 1976, 1983 and 1985 in Nigeria have all disrupted the process of planning and continuity of educational plans and development in Nigeria. In some instances it results in to termination of the existing plans and hurriedly introducing new ones. In another instance some plans were abandoned or postponed. It also led to termination and postponement of external Aids just in the case USAID sponsored Teacher Education Project in Northern Nigeria and closed of UNESCO Sponsored Advance Teacher Training Colleges. Obanya (2010) describes how resent political instability in the present dispensation has led to inconsistent policies due to rapid turnover of educational minister with different interests, ranging from support of UBE programme, development of Open Universities, proliferation of private universities, to establishment of more federal universities. Political instability contributed to significant distortions in the organization and allocation in development plans which also affect educational development, Adesina (1981)

Prior to the enactment of the UBE Act (2004) UBE programme had recognized the cardinal role of the teacher competence in the education sector. Consequently it took practical steps toward furthering teachers' education and training through the introduction of Teacher Professional Support Programme

(TPSP), Action Research for Multi-grade Teachers and Facilitators and various teacher capacity development /empowerment programmes, Gidado (2006). This has produced dramatic change in the teacher professional development and promotion more than ever before. It has made provision in attempting to address the consistent problem of teacher quality and effectiveness,

A guideline on the implementation of the teacher professional development component with sole aim of professionalization of teachers was developed after consultation with state Universal basic Education Boards in December, 2005. This was to provide clear policy on Continuing Professional Development (CPD) for the teacher and prevent the use of Road-Side Consultant for selfish gains. The guidelines placed premium on training of teachers rather than support personnel from the State Universal Basic Education Boards and Ministries of Education. It specifically compels SUBEB to ensure that at least 75% of beneficiaries must be classroom teachers, Gidado, (2006). The guidelines also include the regular nature of CDP for classroom teacher when it indicates that as a minimum, every teacher must attend a professional development programme at least once in every three years.

To address the issue of quality and relevance of professional development promotion programme for teachers, UBEC has again taken two measures, Gidado, (2006): First, it only recognized Teacher Training Institutions, namely, College of Educations, Universities and Faculties of Educations and NTI in providing CPD programme. While CPD for Educational Managers, the guidelines stipulate that only the National Institute of Educational Planning and Administration (NIEP) Ondo may be engaged to offer such services for this category of staff.

UBEC has equally limited the length of any CPD programme to a maximum of three month and which does not cover regular in-service programme for teachers. For monitoring and tracking mechanism of CPD programme, the Guidelines further make it a condition that SUBEB must invite UBEC to be part of any CPD programme to be embarked upon, Gidado, (2006). All these are meant to ensure quality and relevance of CPD programme for teachers and for the overall interest of teachers and their pupils.

However, Gidado, (2006) has admitted that UBE programme has been facing problem of lack of coherent and articulated policy framework for teacher recruitment, retention promotion and professional development, although UBEC has recognized the important of teachers' quality in making tremendous impact on learning process and outcome. Consequently, UBEC will continue to ensure that only the right caliber of teachers are recruited, retained and continuously retained.

The (2008 – 2012) management study guide.com. has summarized the effects of politics on organizations as follows:

1. **Decrease in overall productivity**
    - Politics lowers the output of an individual and eventually affects the productivity of the organization.
    - Common observation says that individuals who play politics at the workplace pay less attention to their work.
    - They are more interested in leg pulling and back biting. They spend most of their times criticizing their fellow workers.
    - As a result of politics at the workplace, employees fail to achieve targets within the stipulated time frame. Work gets delayed in such an organization.
2. **Affects Concentration**
    - Individuals find it difficult to concentrate on their work. They are more interested in spoiling the other person's image in front of the superiors.
    - An individual involved in politics is bound to make more mistakes as his focus is somewhere else.
3. **Spoils the Ambience**
    - Politics leads to a negative environment at the workplace.
    - It spoils the relationships amongst individuals. An individual playing politics at the organization is disliked by all.
4. **Changes the Attitude of employees**
    - Politics changes the attitude of the employees.
    - Even the serious employees lose interest in work and attend office just for the sake of it.
    - Internal politics do not allow employees to give their hundred percent at work.
    - No matter how much hard work an employee puts in, it goes unnoticed in a politically driven organization.
5. **Demotivated employees**

- A non performer can be the apple of his boss's eye simply due to politics, thus demotivating the performers.
- Discussions are essential at the workplace to extract the best out of employees. Evaluating the pros and cons of an idea always helps in the long run. Employees playing politics always look for an opportunity to tarnish the image of the fellow workers.
- Employees feel de-motivated when they are not rewarded suitably or someone who has not worked hard gets the benefits due to mere politics.

6. **Increases Stress**
    - It is rightly said that problems evaporate if discussed. Individuals find it difficult to confide in any of their fellow workers due to the fear of secrets getting leaked.
    - Politics increases the stress level of the employees. Individuals are not machines who can work continuously for 8-9 hours without talking to others. It is important to have friends at the workplace who help you when needed.
    - Individuals fail to trust each other.
7. **Wrong Information**
    - Employees indulged in politics manipulate information and it is never passed on in its desired form.
    - Superiors get a wrong picture of what is actually happening in the organization.
    - A wrong person walks away with the credit in an organization where employees are indulged in politics.

2.7 Effects of Politics on the provision and Maintenance of Facilities in an Organization

Despite the huge private and government investments in educational infrastructural projects in Nigeria, its needs and demands have continue to rise significantly as it is evident that pupils still learn under the shade of trees even in state capitals nationwide. Federal, states and local governments have jointly contributed significantly, but much has to done particularly at government level. Removing the infrastructure bottlenecks at least at basic education level requires political will and commitment.

The infrastructural facilities include buildings, classroom equipment and supplies. These facilities are the most neglected aspect of the struggle for modern and improved learning in Nigeria today. The scenario that is manifest for all levels of the government as far as the provision or maintenance of facilities is concerned is that the large chunk of the nation's budget still goes to recurrent expenditure, instead of the capital, which will enhance provision of better structures in the education sector. Our basic education is in serious need of such facilities and textbooks. There are classes where only the

teacher owns a book contrary to the provision that each Nigerian child should have an annual budget of what to be spent on school supply (Onwu, 1990).

This challenge is also of serious concern considering the condition of the existing infrastructural facilities, their availability and utilization, in relation to student's population. It also covers laboratories facilities, library space and utilization as well as the age and the state of these facilities. For example according to Katsina State SUBEB 2011-2020 projection plan provision of classrooms in the primary, JSS and SSS in Katsina state stood at 45%, 72% and 85% of the total requirement.

Another major challenge in the availability and utilization of educational infrastructural facilities include the state of the learning environment. It is characterized by poor state of recreational and sporting facilities. For example, there are a total of 6,974 toilets in all primary schools in Katsina state for an enrolment of 1,351,032 pupils. Water and power supply to schools also need urgent attention as well. For instance there are only 708 water points against 1,399 required in Katsina state and only 9 and 12 clinics in the 172 junior secondary schools and 160 senior secondary schools in the same state.

Presently, the UBE act has made some provisions to tackle this problem. The 70% Matching Grant from the federal government is meant to attract the same amount as counterpart fund by all State Government concerned. This fund should be pooled together in each State Universal Basic Education Boards (SUBEBs) and utilized as follows:

i. Pre-primary Education 5%
ii. Primary Education 60%
iii. Junior Secondary Education 35%

The fund allocated to each level indicated above is to be further utilized on the following major components of basic education:

i. Infrastructural development 70%

ii Provision of instructional materials 15%

2.8 Effects of Politics on Monitoring and Evaluation of Educational Programmes

Monitoring and evaluation are managerial functions, like planning, organizing, staffing and directing. It is an important function because it helps to check errors and to take the corrective action so that deviation from standards are minimized and stated goals of the organization are achieved in a desired manner. According to modern concepts, Monitoring and evaluation are foreseeing action whereas earlier concept of them was used only to detect errors. Monitoring and evaluation in management mean setting standards, measuring actual performance, and taking corrective action. According to Henri Fayol, as cited in Wikipedia, monitoring and evaluation 'consists of seeing that everything is being carried out in accordance with the plan which has been adopted, the orders which have been given, and the principles which have been laid down. Its object is to point out mistakes in order that they may be rectified and prevented from recurring.' In 1916, Henri Fayol further defined monitoring and evaluation as a process of 'verifying whether everything occurs in conformity with the plan adopted, the instructions issued, and principles established. Its object is to point out weaknesses and errors in order to rectify them and prevent recurrence.' Monitoring and evaluation subsystem functions in close harmony with the operating system. The degree to which they interact depends on the nature of the operating system and its objectives. Stability concerns a system's ability to maintain a pattern of output without wide fluctuations. Rapidity of response pertains to the speed with which a system can correct variations and return to expected output.

From these definitions, it can be observed that there is a close link between politics, monitoring and evaluation. Politics is a process whereby an organization's resources are controlled, and the objectives and methods to achieve the objectives are established, while monitoring and evaluation is a process which measures and directs the actual performance against the planned goals of the organization. Thus, in educational sector like UBE, goals and objectives of the sector are often referred to as twins. Management functions to achieve political goal and correction of performance in order to make sure that the sector objectives and the goals devised to attain them are being accomplished.

Characteristics of Monitoring and evaluation highlight

- Monitoring and evaluation are continuous process
- Monitoring and evaluation are management process
- Monitoring and evaluation are embedded in each level of organizational hierarchy
- Monitoring and evaluation are forward looking
- Monitoring and evaluation are closely linked with planning
- Monitoring and evaluation are tool for achieving organizational activities
- Monitoring and evaluation are end process

The primary requirement of a monitoring and evaluation system is that it maintains the level and kind of output necessary to achieve the system's objectives. It is usually impractical to control every feature and condition associated with the system's output. Therefore, the choice of the monitoring and evaluation item is extremely important. There should be a direct correlation between the monitoring and evaluation item and the system's operation. In other words, control of the selected characteristics should have a direct relationship to the goal or objective of the system (UBE).

The next information pertinent to monitoring and evaluation is feedback. That is, exactly what information needs to be transmitted and also the language that will best facilitate the communication process and reduce the possibility of distortion in transmission must be carefully considered. Information that is to be compared with the standard or plan should be expressed in the same terms or language as in the original plan in order to facilitate decision making. In many instances, the measurement may be sampled rather than providing a complete and continuous feedback of information about the operation. A sampling procedure suggests measuring some segment or portion of the operation that will represent the total. Output information is compared with the standard or norm and significant deviations are noted. In UBE for example, the number of out of school children, the

performance of those enrolled in the system within the sample selected may be used to show the average quality, the spread, and the comparison of output with a standard.

Politicization of the output information (Educational Data) particularly in developing nations like becomes apparent at this stage. Local Governments and States deliberately inflate data realized to Federal Government in order to attract more resources. The UBE Journal 2000 Edition, has indicated that Data are deliberately distorted or inflated due to incompetence, mishandling or selfish interest. It also testified that politicization of education as a factor fuelling data inaccuracy and unreliability.

Lack of accurate and timely data has long been the bane of policy formulation and management of our primary education system in Nigeria. To obtain accurate data on enrolment, teachers, non-teaching staff and even facilities appears to be a difficult task for the school managers. The school managers and teachers appear to lack adequate cognitive development in the areas of data collection, analysis and storage. Apart from this lack of capacity of the school managers, school data collection and analysis seem to be marred by other socio-politico-economic factors such as fraud, politics of national resource allocation and social apathy.

The UBE "Note" observes that politicization of data makes plans and implementation difficult, as projection will be wrong or inaccurate. Schools' population figures are always not proportionate to the population of the state or local government. The worst impact of this data manipulation is insufficient allocation of resources due to suspicious data and wastages as a result of the oversupply of resources at the expense of others. Such over supplies are either locked or allowed to rot, or even sold in an open market while others are being denied of such.

2.9 Effect of Politics on Decision making Process

Administration can be described as performance of decision making by an individual as head, or by a group in an organizational context. This process is always developed and regulated in an effective and efficient manner. Decision making as an administrative function shows that administrators perform in a way which will maximize efforts, perpetuate the process, maintain its internal integrity, preserve or

enhance its position among various competitors, and help in the progress and expansion of internal and external achievement of goals and objectives.

Decision making is crucial to man's existence individually and as group, as he/she attempts to continuously maximize his/her utility in resource utilization. The conceptualization and translation of programme into reality is a complex process which involves series of interest group considerations, value judgments and compromises, among others, which result in a policy choice among competing alternatives. The choice elements in it sometimes presuppose an evaluation of all conceivable options. The evaluation process connotes some rationality and objectivity to enable the best option to be chosen. This, according to Andeson (1986), as cite by Shantaeu (2001), implies that decision making involves the choice of alternatives from a series of competing alternatives.

Decision making occurs as a reaction to a problem or maximizing benefits may be this discrepancy between the current state of affairs and the desired state, which may require a course of action. However, most problems do not come neatly parked with a label problem clearly displayed on them just as the alternatives too doesn't carry flags identifying themselves as such or with their strength and weakness clearly marked. It will be the decision maker who will do so.

Decision making is a process of selecting a course of action from various alternative measures that are available to educational planners or administrators (Peretomode, 1992). Peretomode describes this as 'the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem'. Decision according to Loomba (1970) as cited by Peretomode (1992) is the process designed to weigh the relative utilities of a set of available alternatives so that the most preferred course of action can be selected. Newman and Sumber as cited by Musaazi (1987, p. 74) uses the expression decision making as a synonym of planning, while Dorsey as cited by Musaazi (1987) sees decision making process as an extension of process of or series of interrelated communication of events. Simon (1957) as cited by Peretomode (1992) regards decision making as synonymous with managing. Therefore decision making can be seen as a conscious choices from among well-defined set of competing alternatives.

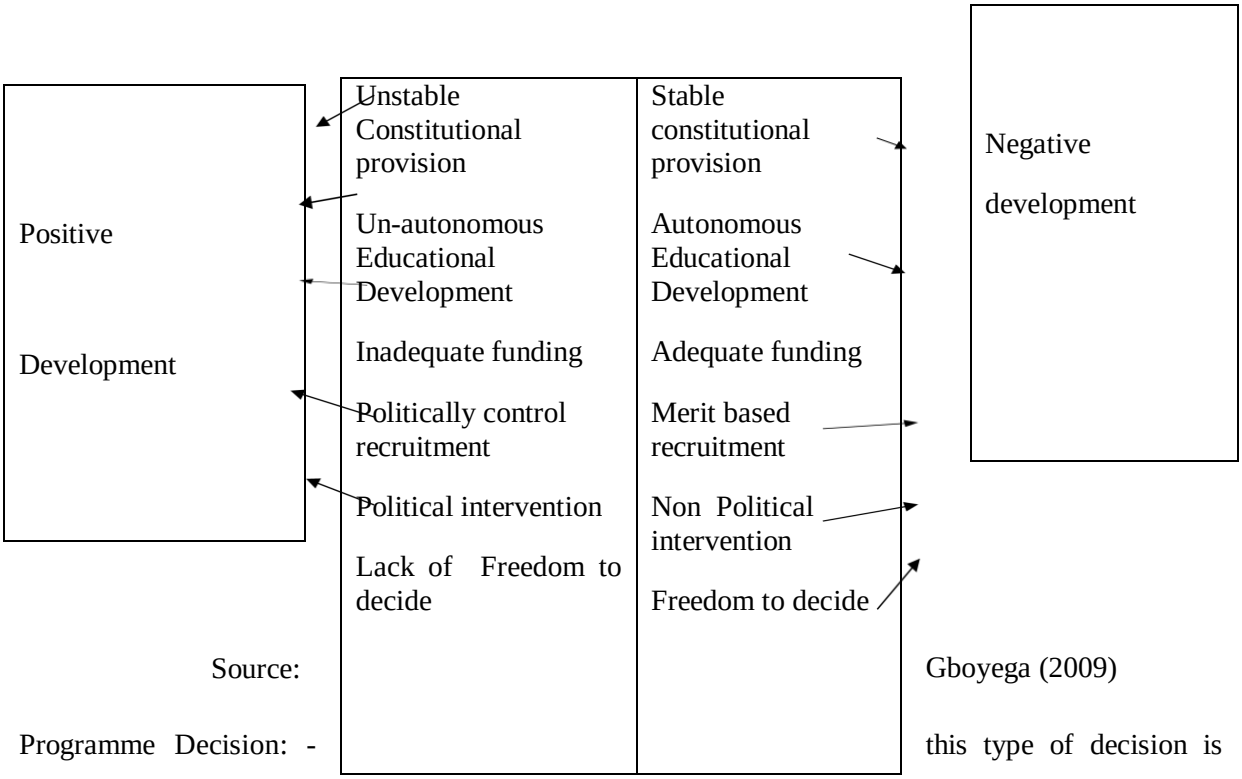
Education in Nigeria is now a complex business in which a substantial proportion of the nation's resources are annually devoted to. Therefore, educational administrators and planners in various state ministry of education, educational parastatals like UBE, educational institutions, educational management boards and local education authorities are frequently confronted with tasks of deciding how best such available resources could be utilized to obtain optimum results. Added to this, the employees today are well informed, thus they require better quality of work life. Provision of basic needs like food and shelter through remuneration is no longer carrying much weight, in that they now demand recognition of self-worth and self-image, absence of which result into frustration and low productivity. These calls, for more rational and scientific approach to decision making, most especially in educational sector like UBE where most of the stakeholders are enlighten. Gregg (1957), as cited by Musaazi, has clearly shown that 'decision making is the very heart of the administrative process and leadership' (1987, 275). The task of deciding on what to do pervades the entire administrative organization (Musaazi, 1987: 75). The knowledge of practical ability on decision making process, therefore, is a most for all administrators, because the education sector, like all other formal organizations, is basically decision a making structure.

Thus educational administrator regards decision making as a sequential process involving a series of alternatives for improving or making education effective, efficient and responsive to the need of a learner and the community as a whole. This culminates into a single or series of choices that stimulate moves or action. Decision making can be individual or managerial; it can also be static, requiring one decision for the entire horizon, or dynamic which requires a series of decisions that are sequential in nature.

Managers in all organizations are always confronted with a situation which requires decision to be made on what to be done, when, how, and where, and by whom should it be executed. Decision making is a central fundamental responsibility of educational administrators. Gregg (1957), as cited by Peretomode (1992), describes decision making as the very heart of administrative and planning process, and alternative ways of achieving organizational objectives. Decision making occurs as a reaction to a problem or as an attempt to prevent a problem. It may be because of discrepancy

between current state of affairs and the desired state, requiring alternative courses of action. It involves choices among alternatives. Decision making is not an end in itself, but a means at achieving organizational goals and objectives. The managerial function of selecting from alternatives develops different types of decision making.

Table 2: 1 Models of how Political Decision affects Educational Development



Source: Gboyega (2009)

Programme Decision: - this type of decision is often called routine decision. It is regarded as the easiest decision making process which can easily be delegated because it is guided by written or unwritten policies which could be refers to, rather than making fresh thinking or selecting from alternatives on how to handle the problem at stake. This type of decision covers those decisions that are well structured, repetitive and having defined rules and procedures for handling them. They have less risk which makes them very easy to be delegated. This type of decision in an educational organization includes provision and distribution of educational

facilities, discipline and control, demoting or promotion of staff and students, admission of students among others.

2.10 Empirical Studies

Assessing the effects of politics on management of UBE programme is particularly important for a country like Nigeria which exhibits very diverse ethnic and interest groups. Majority of countries with high number of ethnic groups are found in Africa (Easterly and Levine, 1997: 219). Interestingly, these kind of countries are least developed and in dire need of improvement and development in education outcomes.

Many Educational studies have examined the politicization of education as a way of exploring diverse effects on the management of educational development and or policy implementation (Aronowitz and Giroux, 1993; Giroux, 1997; and Willis, 1977, all as cited by Anke, 2009). Some of such studies focus on clientelistic distribution of government funds/educational resources in mult-ethnic countries like Nigeria. Clientelism here is associated with under-provision of resources to some citizens and over distribution of such to targeted group. Although clientelism has not been applied to the effect of ethnicity in the education sector, it has still provided some explanations on government distribution patterns. To be precise, clientelism theory posits that ethnic political groups or leaders distribute funds/services primarily to their co-ethnics group which will lead to the improvement of education outcomes in the region of co-ethnic, Rainer and Frank(2009), Kasra(2007), Miguel and Zaids (2003). Insights into mechanism of ethnic parties provided by Posner (2005) and Chandra (2004) have indicated that the impact of ethnicity on education depends critically on political relevance of ethnic groups.

In the education sector, for example, politicians have been discovered distributing state resources for education primarily to their specific clientele who are often from their ethnic locality (Rainer and Franck, 2009). Other studies which indicated this phenomenon include Miguel and Zaidi (2003), Collier and Garg (1999), and Barkan and Chege (1989). However, in another study, Kasra (2007) provides a good example where President's co-ethnic group is being negatively affected by

substantially higher taxation than members of other ethnic groups. This may however be because the researcher has neglected to stress the role of ethnicity in politics (i.e. politicization).

Empirical evidence supports the relationship between resource allocation and politics. A comparison of this mechanism in Kenya and Tanzania reveals significant variation on this issue (Miguel, 2004). The effect was however found to be strong and significant in Kenya but insignificant in Tanzania. The difference was attributed to different nation building policies pursued by the two countries. Miguel (2004) argues that while Tanzanian politicians emphasized unity, the Kenyan politics was strongly divided by ethnic identities.

Appointments, policy formulation and implementation are the responsibilities of the government in power. This, and especially the state distribution resources and execution of projects and programme in Africa, are viewed to be primarily shaped by incumbent presidents (government of the day) (Kasara, 2007). Therefore, one finds that the community of the incumbent president is always the one assumed to benefit more from the state resource allocation. For Cunningham and Weidmann (2008), the incumbent community share is a continuous variable and its shares range from Zero to 100 percent of the district population shares. Their study equally discovered that the districts with high level of president's co-ethnics exhibit comparably higher school enrolment rates. This has provided strong evidence of politicization of educational policies and programme.

In Nigeria, for instance, empirical studies on UBE implementation and management have indicated doubt for the success of the programme. For instance, a study conducted in Bayelsa state in 2010 on UBE by Ado I B, Akinbobola A O and Inyang G B on the status of human resource and its implication to UBE implementation in Junior Secondary Education has shown that there was inefficiency in teachers availability and adequacy. This study discovered that 55% of English language teachers are NCE teachers that read English Language; 30% are NCE teachers that did not read English language; 7% are BA Ed/B Ed teachers that read English language; 4% are BA Ed/BEd teachers that did not read English language, but are teaching English language; and 3% are BA/HND teachers without teaching qualification. This study also shows that there is 53% of Mathematics teachers with NCE in

Mathematics, while there are 7% of NCE mathematics teachers that did not read Mathematics BA Ed / B Ed Mathematics teachers that read Mathematics 15%; BSc (Mathematics) with PGDE 7% and BSc HND mathematics teachers 8%. While the Integrated Science teachers consisted of 57% NCE teachers that read Integrated Science; 32% of the integrated Science teachers were NCE that read other Sciences; 8% were BS ed / B Ed that read other Sciences and 3% were BSc / HND teachers in their area of Qualifications.

This implies that the number of qualified teachers available to teach in the upper basic education of the UBE programme in Bayelsa is not significantly higher than those not qualified. This was also indicated in a study conducted by Eyoh (2004), who also discovered graduates and non-graduates in subjects other than English language teaching English in primary and secondary school stages of UBE programmes in the same state. This is also in line with Abba and Ubandoma (2006), who also discovered that untrained personnel are the key factor constraining the effective implementation of integrated science curriculum.

In another study conducted in Kwara state, Nigeria in 2009 (that is about ten years after the UBE implementation), Adeyemi discovered that the state was not fully prepared for the UBE programme. The evidenced discovered was that the number of teachers at post did not match the number required. It was discovered that increase in the enrolment at primary and junior secondary school did not match with increase in infrastructure. This discovery indicated that there was no adequate planning for recruitment of teachers and additional infrastructure for the programme implementation.

2.11 Summary

Education in Nigeria has been on concurrent list since 1951, but up to now Nigeria has no coherent ideology that constitutes the cornerstone of its political programme. Thus, no practical basis on which the foundation of education could be laid, developed and utilized as a vehicle for political socialization and economic progress. Added to this problem, the management of Basic Education Programme at all levels has been in the control of political appointees both in the military and civilian administration. All the top office holders who have the power to execute UBE programmes right from the local

government up to the federal government level are seasoned politicians who are appointed as compensation to their political contribution to the so-called 'election'. This makes UBE programme heavily politicized as a result of manipulation and ownership of its management by politicians.

The argument for politicization of the management of education generally is that education provides important services; therefore the government has to supervise it to ensure the quality and affordability of this important service (Phedon, 2009). While in principle, this is good, the question is why? If in essence this is the argument for it, it still does not answer why the government needs to intervene to protect the wider public interest. It also does not justify why the government has to hijack the appointment of the heads of UBE at all levels in Nigeria since there are career professionals who are able, capable and have the medicine to cure the sickness of this level of education and have the best diet required to sustain and improve the sector better then politicians.

The effects of Politics on the management of UBE programme cover such issues like forcing the management to 'bring educational services or programme into political arena,' which includes making education partisan, resulting in the introduction of political agenda into UBE programme to the detriment of the system. This has resulted to incapable leadership, poor coordination and control, selfish staff development, poor programme funding, poor interpersonal relationship, selfish school location or expansion, selfish recruitment of teaching and non-teaching staff, indiscipline, favoritism, poor policy implementation, biased decision making process, poor communication and selfish distribution of human and material resources and maintenance, among others. The way the national leader directs and controls education is nothing but the mirror of values and beliefs of his group. By and large, the direction and dictates of his political group used to be his compass which leads him to his priorities in government. It is then unfortunate because, in most cases, those who find themselves in government have low level of education (Adamu, 2009).

The management of Basic Education in Nigeria is presently vested on the National Universal Basic

Education Commission through State Universal Basic Education Commission and Local Education Authority at Local Government level. This commission is responsible for the monitoring and supervision of schools, provision of facilities and the payment of teachers' salaries. The responsibility of managing Junior Secondary schools rests on the state Ministry of Education, while National Commission for Mass literacy and State Agency for Mass education, and the Local government Education and Social Service Department, take care of Basic Adult Education.

Professor Obanya, former National Coordinator of UBE was cited by Adamu (2002) as saying that, Nigerian performance in Basic Education is the poorest even by the African standard. He also lamented that Nigeria occupies 136th position in Global Human Index (GHI) out of 162 countries covered by UNDP survey. In African rating, Nigeria occupies 18th position, out of 42 countries covered by the survey behind even countries like Togo, Lesotho, Kenya, Equatorial Guinea and Madagascar. Like all other educational innovations, the successful implementation of UBE programme lies predominantly on the extent to which the management aspect is taken into consideration. There is no doubt that no educational programme can rise above the quality of its management. The implementation of the National Policy on Education is a typical example – laudable programme, but poorly executed.

Education cannot be completely separated from politics, but the problem is that the present system in Nigeria does not incorporate clear guidelines that will prevent education from unnecessary political interference. Being a nationwide programme, UBE management should have addressed the issue of political interference, particularly in resource allocations, staff deployment, quality control, staff management, and leadership quality at all levels, among others. The absence of this clear guide lines has made the power of political appointee's supreme and made other professional educational administrators reluctant to oppose what they say or do, no matter how bad it should be. Added to this, they are politicians representing the interest of the party in power, which makes intervention by any educational administrator extremely difficult, as it is difficult to separate impartial education objective from political judgment. In many instances, politicians, as indicated in Ekiti, use education for their own purposes or selfish ends. Added to this problem, it is now clear that the non-political appointees in

the sector have been infected with the political virus. For Tanko (2001), Gboyega (2009), and Obanya (2010), politics in Nigeria has not exerted beneficial influence on the development of education, and vis-à-vis.

Ironically, politicization of the management of UBE programme has not led to effective basic education in Nigeria. Instead, politics has weakened the technical and professional approach to the management of UBE programme implementation in Nigeria (Obanya, 2010). People should have a say in setting the objectives, identifying the alternatives and in decision making, as this will help resolve the conflicting interests and values between federal, state and local governments on the rightful ownership of UBE programme. Planners need not only technical, but also political skills (Jay-Woong Kim, 2004, as cited by UNESCO, 2006). The political approach to planning acknowledges the difficulty in forecasting the future. Following this position, educational planners tend to seek consensus among stakeholders rather than relying on an accurate prediction of the future.

Political instability also disrupts the process of implementation of the educational policies or plans, as in the example of the military coups of 1966, 1976, 1983 and 1985 in Nigeria, which have all disrupted the process of planning and continuity of educational plans and development in the country. Many adduced this development to neglect of the sector by successive administrations. The situation of the sector has been further aggravated by policy summersault and inconsistency, resulting from the fluidity of those that superintended the sector. For instance, between June 1999 to April 2010, Nigeria has 8 different education ministers, and between this periods to Nigerian independence there were 44 ministers of education, all with different political interest, thus leading to policy summersault and inconsistency in the sector. That is an average of one minister for 14 month.

Now the crux of the matter is, what would be the result of the relationship between politics and the management of UBE programme in Nigeria? Prof Lekan Oyediji, the then Chairman of Governing Council of Oyo State College of Education, as cited by Gboyega (2009), points out that experience over the years have shown that only non-politicization of the UBE scheme could pave way for its effective execution. This study will thus examine the effect of politics on the management of UBE programme in Nigeria. All the major UBE management components for the successful implementation of this sector will therefore be examined in their relation to politicization of the sector.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the setting of this study, the method, population, sampling size, sampling techniques, instrumentation and its administration, as well as methods of data analysis. All the above mentioned were centered on the research questions and hypotheses.

3.2 Research Design

In exploring the effects of politics on the management of UBE programme in Nigeria, the Ex-post facto designed was used. This design generally studies the current phenomenon spread over a wide area for the purpose of getting clearer understanding, control, and subsequent investigation. It can best be used in the study of correlations, descriptive, direct observational techniques, cross-cultural methods and growth studies (Olafe, 2010). It helps to point out, the extent of the problem and indicate where and how serious and widespread it is. This study covered two states each from the six Geo-political zones in Nigeria, five LGAs from the selected states and the Federal Capital Territory Abuja.

The rationale for using survey study was based on the wide spread of the phenomenon to be examined because it makes coverage easy and more effective. An emphasis on the study of the effects of politics on the management of UBE programme in Nigeria is no doubt a new area that is attracting interest among educational stakeholders most especially in this democratic era. Therefore there is a need for empirical survey of the state of art with the aim of examining its effects on the management of Basic Education Programme in Nigeria.

3.3 Population

Population of the study refers to the entire area or total number of research respondents, Olafe, (2010). Amin (2005:235) and Jen (2002) have equally describe population as the entire objects or people to be covered by the study, it also refers to the target population upon which the researcher want to generalized the result. For the purpose of this study, UBE management programme stakeholders in Nigeria forms the population of the study covering 17 principals, 20 LGEAs Administrators, 10 PTA officials, 30 teachers, 10 MOE and 10 SUBEB Directors totaling 97 respondents from each state in the six Geo-political zone of Nigeria. North-west, seven states have 679, North-east, North – Central, South West and South-south, six states has 582 respondents each while South-east has only five states with 485 respondents, FCT has 46 respondents, totaling 3538 respondents nationwide. See Table 3:2 for detail.

The UBE programme covers public Junior Secondary School Principals and Teachers, Primary School Teachers, PTA officials in all the five Local Education Authorities selected from the two states in each of the six Geo-political zones in Nigeria, Ministry of Education and States Universal Basic Education Boards the states selected and Abuja, Federal ministries of education and Universal Basic Education Commission at Federal level. These stakeholders are considered deemed to possess or performed all activities pertaining to the effect of politics on the management of UBE programme levels. These are represented on the following table 3.1

Table 3:1 Population of Respondents

Distribution of Respondents Geo-Political Zones

North-West	Respondents in Each State	Respondents Category in Each State	Types of Respondents
Katsina Kaduna, Kano, Sokoto, Zamfara, Kebbi	SUBEB, MOE & 34 LGEAS SUBEB, MOE & 23 LGEAS SUBEB, MOE & 44 LGEAS SUBEB, MOE & 23 LGEAS SUBEB, MOE & 14 LGEAS SUBEB, MOE & 21 LGEAS	Principals LGEA Officials SUBEB Officials SMOE Officials Teachers PTA Officials	Directors Personnel Directors PRS Directors Inspectorate Directors Accounts Principals Teachers PTA Officials
North-East	**Respondents in Each State**	**Respondents Category in Each State**	**Types of Respondents**
Taraba, Borno, Yobe, Adamawa, Gombe, Bauchi	SUBEB, MOE & 16 LGEAS SUBEB, MOE & 27 LGEAS SUBEB, MOE & 17 LGEAS SUBEB, MOE & 21 LGEAS SUBEB, MOE & 11 LGEAS SUBEB, MOE & 20 LGEAS	Principals LGEA Officials SUBEB Officials SMOE Officials Teachers PTA Officials	Directors Personnel Directors PRS Directors Inspectorate Directors Accounts Principals Teachers PTA Officials
North-Central	**Respondents in Each State**	**Respondents Category in Each State**	**Types of Respondents**
Niger, Nasarawa, Benue, Kwara, Kogi, Plateau	SUBEB, MOE & 25 LGEAS SUBEB, MOE & 13 LGEAS SUBEB, MOE & 23 LGEAS SUBEB, MOE & 16 LGEAS SUBEB, MOE & 21 LGEAS SUBEB, MOE & 16 LGEAS	Principals LGEA Officials SUBEB Officials SMOE Officials Teachers PTA Officials	Directors Personnel Directors PRS Directors Inspectorate Directors Accounts Principals Teachers PTA Officials
South East	**Respondents in Each State**	**Respondents Category in Each State**	**Types of Respondents**
Anambra, Ebonyi, Enugu, Abia, Imo	SUBEB, MOE & 21 LGEAS SUBEB, MOE & 13 LGEAS SUBEB, MOE & 17 LGEAS SUBEB, MOE & 7 LGEAS SUBEB, MOE & 27 LGEAS	Principals LGEA Officials SUBEB Officials SMOE Officials Teachers PTA Officials	Directors Personnel Directors PRS Directors Inspectorate Directors Accounts Principals Teachers PTA Officials
South West	**Respondents in Each State**	**Respondents Category in Each State**	**Types of Respondents**
Oyo, Ogun, Osun, Ondo, Ekiti Lagos	SUBEB, MOE & 30 LGEAS SUBEB, MOE & 20 LGEAS SUBEB, MOE & 18 LGEAS SUBEB, MOE & 18 LGEAS SUBEB, MOE & 16 LGEAS SUBEB, MOE & 20 LGEAS	Principals LGEA Officials SUBEB Officials SMOE Officials Teachers PTA Officials	Directors Personnel Directors PRS Directors Inspectorate Directors Accounts Principals Teachers PTA Officials
South-South	**Respondents in Each State**	**Respondents Category in Each State**	**Types of Respondents**
Edo, Akwa-Ibom, Cross-River, Delta,	SUBEB, MOE & 18 LGEAS SUBEB, MOE & 31GEAS SUBEB, MOE & 18 LGEAS SUBEB, MOE & 25 LGEAS	Principals LGEA Officials SUBEB Officials SMOE Officials	Directors Personnel Directors PRS Directors Inspectorate Directors Accounts Principals

Rivers Bayelsa	SUBEB, MOE & 23 LGEAS SUBEB, MOE & 8 LGEAS	Teachers PTA Officials	Teachers PTA Officials
FCT	**Respondents in FCT**	**Respondents Category in FCT**	**Types of Respondents**
	UBEB, FMOE & 6 LGEAS	Principals LGEA Officials UBEC Officials SMOE Officials Teachers PTA Officials	Directors Personnel Directors PRS Directors Inspectorate Directors Accounts Principals Teachers PTA Officials

3.4 Sample and Sampling Technique

A sampling is a process of selecting a representation of the entire population, (Olaofe, 2010). Fundamentally, any sampling design should possess two vital properties, that is, those of representativeness and adequacy. Statistically a sample is representative, if it represents or reflects to an acceptable degree the characteristics of the population from which it is drawn, and it is adequate when it is sufficient in size to allow confidence in the stability of its characteristics, (Donald, et al 2002). In this wise, a multi-stage stratified random sampling design was adopted with probability proportional to number of states in each of the six (6) geo-political zones of the federation. The sample size was determined by taking some critical issues into consideration like precision of the estimates as given by the level of error.

Simple Random sampling was used with emphasis at first stage, on the representation from the six Geo-political units and the second stage state and local government unit's representation. This idea was supported by Gregory and Ward (1978) as reported by Amin 2005 where they indicated that this technique should be adopted to prevent bias from creeping in during the course of selecting a sample. Nigeria was divided into six geo-political zones: North-West, North- Central, North- East, South-West, South-East and South-South. Thus the researcher selects states from each of the six geo-political zones on equal basis. The same approach was done to states selected from those geo-political zones; a sample of five local governments was randomly selected from each selected state with emphasis on urban and rural areas.

All the geo-political zones have between five (5) to seven (7) states. Thus two (2) states from each were randomly selected as sample. A purposive sample of five (5) LGEAs was again randomly selected covering all the selected states, since all the states selected have between 7 to 44 LGEAs. In the selected LGEA five Directors: Director Personal, Inspection, Planning Research & Statistics, Finance, and Education Secretary formed the research respondents. While in the state selected, ten Directors from MOE and SUBEB each, ten PTA Officials, Seventeen Principals and thirty teachers were again randomly selected to respond to the instrument of this study. This gives the total respondents per state to ninety seven (97). At federal level, 10 Directors were again select randomly from Universal Basic Education Commission, and 10 from Federal Ministry of Education. Others include 10 teachers, 10 principals and 6 PTA officials. The selected samples are shown table 3.2

Table 3:2 Population Sample

Geo-Political Zones	States	Selected States	Total LGAs	Total Respondents Per State	Total Selected Sample
North-West	Katsina, Kaduna, Kano, Sokoto, Zamfara, Kebbi&Jigawa	Katsina Kano	34 44	Principals 17 LGEA Officials 20 SUBEB Officials 10 MOE Officials 10 Teachers 30 PTA Officials 10	194
North-East	Taraba, Borno, Yobe, Adamawa, Gombe, &Bauchi,	Gombe Yobe	11 17	Principals 17 LGEA Officials 20 SUBEB Officials 10 MOE Officials 10 Teachers 30 PTA Officials 10	194
North-Central	Niger, Nasarawa, Benue, Kwara, Kogi, & plateau	Plateau Kwara	18 16	Principals 17 LGEA Officials 20 SUBEB Officials 10 MOE Officials 10 Teachers 30 PTA Officials 10	194

South-East	Anambra, Ibonyi, Enugu, Abia, & Imo	Abia Anambra	17 21	Principals 17 LGEA Officials 20 SUBEB Officials 10 MOE Officials 10 Teachers 30 PTA Officials 10	194
South-West	Oyo, Ogun, Osun, Ondo, Ekiti& Lagos	Lagos Ekiti	20 34	Principals 17 LGEA Officials 20 SUBEB Officials 10 MOE Officials 10 Teachers 30 PTA Officials 10	194
South-South	Edo, Akwa-Ibom, Cross-River, Delta, Rivers &Bayelsa	Akwa-Ibom Rivers	31 23	Principals 17 LGEA Officials 20 SUBEB Officials 10 MOE Officials 10 Teachers 30 PTA Officials 10	194
FCT	Federal Capital		6 Area Councils	Principals 10 Teachers 10 UBEB Officials 10 FMOE Officials 10 PTA Officials 6	46
					Total 1210

This gives the total of One Thousand Two Hundred and Ten (1210) respondents nationwide. This is in line with Krejie and Morgan (1990) emphasis on a minimum of 10% of the total population is suitable as sample, although some writers like Nwana (1982) cited by the same author disagree on this arguing lesser percentage can equally be used in cases of larger population as in the case of this study.

3.5 Instrumentation

This Ex-post facto Study was carried out using a set of Questionnaire Instrument titled 'Questionnaire for UBE programme Stakeholders to examine the Effects of Politics on the Management of UBE programme in Nigeria". Gray (1976) and Olomolaiye (1986) have both supported its usage for this type of research. This is also line with the opinion of Best and Khan (1995 in Olomolaiye 1986) who posited that questionnaire is used when factual information is desired to gather data and responses. The content of the questionnaire was designed to determine the level to which politics affect the management of UBE programme in Nigeria. In other words, the questionnaire was designed to elicit information about the effect of politics on the Management of UBE programs achievement in Nigeria.

Basically questionnaire was the sole instruments used for carrying out this study, although there was some great deal of reliance on secondary and primary data like publications in terms of documents,

magazines, journals, books and the likes. The questionnaire designed consists of eight parts; the first part deals with the respondent personal information, while the remaining parts dealt with the seven variables under study.

The likert Scale was used in constructing the questionnaire for this study. The questions were in form of statements which enable the respondents to only select his/her position regarding issues raised. The scale in the questionnaire is structured as follows:

Strongly Agree (SA)	=5points
Agree (A)	=4points
Undecided (UD)	=3points
Disagree (DA)	=2points
Strongly Disagree (SD)	= 1point

This enables the researcher to identify the degree of acceptance or otherwise on each issue raised in the questionnaire.

3.6 Validity of the Instrument

Validity here has to do with the soundness and effectiveness of the measuring instruments. This is in line with researchers like Kerlinger (1973) and Gay (1976) as in Amin (2005) who both hold the view that validation of the content of the research instruments by expert is an important and acceptable technique. Experts in educational management and statistics were consulted for advice and checking for clarity and appropriateness. Useful suggestions received from those experts for improvement of the data collection instruments were utilized. This was supported by Kerlinger (1973) where he indicated that content of questionnaire instruments should be subjected to expert vetting to make it valid and reliable.

In order to ensure validity of the instrument, the draft questionnaire was administered to some postgraduate students in educational administration and planning in Ahmadu Bello University Zaria.

The pre-test was conducted to determine the respondent's reaction to the questions and tolerance in terms of length of the Questionnaire and to identify repetitions and bad statement. Words that seem difficult were replaced or simplified and the necessary re-arrangements of the questions were made before the final questionnaire was produced and administered for the pilot study.

3.7 Pilot Study

To get the reliability of the instrument, the preliminary questionnaire was tested. To ensure reliability of the instrument, a pilot study was carried out in one Local Government of Katsina State. Twenty Educational administrators, twenty three primary and Junior Secondary Teachers and ten parents were used to ascertain both reliability of the instrument. This enables the Researcher to measure the effectiveness of this questionnaire. Amin, M. E. (2005) has cited Fox (1969) who streses that any data gathering procedure like questionnaire pilot tested.

Copies of questionnaire returned	53
Copies of questionnaire return	53
% rate return	100%
Coefficient obtained:	
Educational Administrators	0.72,
Teachers	0.69
Parents	0.67

Reliability of the instrument is equally important as indicated by Olayiwola (2009 as cited by Amin 2005). Just as face validity assesses how the instrument measures what is expected to measure, content reliability ascertain the accuracy of the instrument in measuring what it is meant to measure. This will show how the extent to which the instrument covers the area intended.

3.8 Reliability of the Instrument

This instrument was administered twice after an interval of one week as in the pilot study. The two results gained were correlated using statistical test. The Pearson Product Moment was used to determine level of correlation of the two results to scrutinized and ensure its face validity. The correlation coefficient of 0.70, 0.67 and 0.64 for Educational Administrators, Teachers and PTA, respectively was obtained.

The reliability of the instrument has therefore been rated to be high since it consistently measured what the researcher wants to examine.

3.9 Administration of the Instrument

The questionnaire was administered by the Researcher and his Assistance in person so also the retrieval. The only problem or disadvantage of this approach was that some respondents responded fast in completing the questionnaire; while others took them some time to complete theirs, due to some pressing official commitments. However, it has to be mentioned that, a very good percentage of rate of return (93%) was reached using this approach and the result was quite adequate for this study to be valid.

The researcher administered ninety seven (97) copies of the questionnaires through the help of assistance in each of the states selected and forty six (46) in FCT. This provides the researcher with the total of One Hundred and Nine Four (194) copies of the questionnaires each administered in each geo-political zone. When administering the questionnaire the researcher did not persuade those who were unwilling to accept responding to the questionnaire. This was done purposely to avoid lost, misplacement or wrong filling of the questionnaire. This consideration helped the researcher to reduce lost and increase returns rate, 1126 copies of Questionnaires were return out of 1210.

3.10 Methods of Data Analysis

The data collected were coded, tabulated, computed, analyzed and presented in frequencies, percentage and in tabular form. For the purpose of the analysis of data collected in this study, several analytical methods like tables, mean, median and standard deviation were employed depending on the nature of the data, the hypothesis and the type of result expected. In other words all raw scores from the questionnaire were extracted and recorded according to:

i. the variables

ii. the subjects

Then, the raw scores were converted into tables showing means, percentage, and different statistics, most especially those dealing with multiple comparisons were employed in testing the seven hypotheses posed in this study. In other words Multiple Comparison statistics (ANOVA) was used for data analysis and testing the seven hypotheses formulated for the study. Percentage and tables were also used for addressing all the research sub variables raised in the instruments. SPSS software (16.0) programme was used in analyzing all the data collected for testing the entire research hypotheses raised in this study to ensure accuracy of level of significant.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The data collected on the Effects of Politics on the Management of UBE programme in Nigeria were analyzed and presented in this chapter. The presentation is based on

organization of the questionnaires. One Thousand, Two Hundred and Ten (1210) copies of Questionnaire were distributed, out of which One Thousand One Hundred and twenty Six (1126) were returned and satisfactory considered valid for the study. This comprises 194 Principals, 217 LGEA Officials, 114 Officials, 114 MOE Officials, 348 teachers, 120 PTA officials, 10 FMOE Officials and 9 UBEC Officials across 12 states selected and FCT. Section one presents and discusses the bio data of respondents using frequencies and percentages. In section two, the responses of the respondents in the questionnaire are presented using frequencies, mean, standard deviation and percentage. Section three tests the seven research hypotheses using Analysis of variance statistical method to identify the extent of significant differences among the respondents. The hypotheses were tested at 0.05 level of significance. The fourth section of this chapter presents the discussion and summary of the major findings of the study.

Table 4.1: Distribution and Returned Copies of Questionnaire by States

STATE	QUESTIONNAIRES DISTRIBUTED	QUESTIONNAIRES RETURN
Katsina	97	97
Kano	97	90
Gombe	97	89
Yobe	97	86
Niger	97	91
Kwara	97	94
Abia	97	90
Anambra	97	88

Lagos	97	91
Ekiti	97	90
Akwa Ibom	97	86
Rivers	97	86
FCT	46	44
	Total 1210	Total 1126

A total of 1126 copies of questionnaire, out of 1210 distributed were returned which represents 93%. It was only in Katsina state, the researcher got 100% copies of questionnaire were returned (97). In all except Katsina, Kwara has the least missed copies of questionnaire while Yobe and Akwa Ibom have the highest missed copies.

Table 4.2: Distribution and Returned Respondents' Responses by their Status

Respondents	Distributed Questionnaires	Returned Questionnaires
Principal	214	194
LGA Officials	240	217
SUBEB Officials	120	114
MOE Officials	120	114
Teachers	370	348
PTA Officials	126	120
FMOE Officials	10	10

UBEC Officials	10	9
Total	1210	1126

The details presented in table 4.1.2. show the returned copies of questionnaire by status. A total of 194 Principals returned copies of questionnaire instead of 214, which represents, 91%. While 348 teachers returned copies of questionnaire instead of 370 and this represents 94%. A total of 120 PTA officials returned copies of questionnaire out of 126 distributed which represents 95%. A total of 114 SUBEB Officials returned copies of questionnaire instead of 120 representing 95%, The same number of MOE Officials returned copies of questionnaire instead of 120. However, 100% of FMOE Officials returned copies of Questionnaire and 90% of UBEC Officials returned copies of questionnaire.

4:2 Opinions of Respondents on The Effects of Politics on the Management of UBE Programme in Nigeria

In this section, responses generated from the 79 items raised in the questionnaire administered for this study were presented, analyzed and discussed according to issues raised in the objectives of this study. These responses were tabulated on 7 different tables presented in this section.

4.3 Opinions of Respondents on the Effects of political propaganda on policy formulation and implementation of UBE programme in Nigeria

This section deals with the responses from items 1 to 13 of the questionnaire, all of which were directed to explore the level of effects of political propaganda on policy formulation and implementation of UBE programme in Nigeria. These responses were presented by using Frequency counts and percentages. Details are presented in table 4.3.

Table 4.3: Opinions of Respondents on the Effects of Political propaganda on policy formulation and implementation of UBE programme in Nigeria

S/N	ITEM STATEMENTS	CATIGORIES OF	RESPONSES	E E D

O		RESPONDENTS	STRONGLY AGREED	AGREEDD	PERCENTAGE AGREED	UNDECIDED	DISAGREED	STRONGLY DISAGREED	
1	Politics in management of UBE has brought leaders who are incapable of formulating and implementing policies for effective basic education in Nigeria	PRINCIPALS	70	53	63	29	21	21	21
		LGEA OFFICIALS	92	52	66	36	13	24	17
		SUBEC OFFICIALS	52	31	72	9	11	11	19
		MOE OFFICIALS	43	32	66	18	14	7	18
		TEACHERS	138	92	66	51	31	36	19
		PTA OFFICIALS	43	37	67	19	14	7	18
		FMOE OFFICIALS	3	6	90	1	0	0	0
		UBEC OFFICIALS	4	3	78	1	1	0	11
2	Political propaganda in the management of basic education in Nigeria has weakened UBE policy formulation and implementation nationwide.	PRINCIPALS	67	58	64	40	20	9	15
		LGEA OFFICIALS	94	53	68	38	21	11	15
		SUBEC OFFICIALS	37	36	61	21	13	7	17
		MOE OFFICIALS	37	30	56	25	17	5	18
		TEACHERS	123	97	63	69	38	21	17
		PTA OFFICIALS	39	35	62	28	16	2	15
		FMOE OFFICIALS	6	3	90	1	0	0	0
		UBEC OFFICIALS	4	4	89	0	1	0	11
3	Politicizing the top management of UBE policy formulation and implementation has slows down private investment in to basic education in Nigeria.	PRINCIPALS	52	49	52	41	36	16	27
		LGEA OFFICIALS	54	47	47	57	36	23	27
		SUBEC OFFICIALS	30	32	52	22	19	11	25
		MOE OFFICIALS	32	20	43	35	20	7	23
		TEACHERS	91	79	49	80	64	34	28
		PTA OFFICIALS	29	29	48	29	22	11	26
		FMOE OFFICIALS	0	7	70	1	2	0	20
		UBEC OFFICIALS	3	3	67	2	1	0	11
4	Political propaganda in policy formulation and implementation of UBE programme in Nigeria, has slows down the success of UBE in Nigeria.	PRINCIPALS	58	31	46	37	55	13	35
		LGEA OFFICIALS	63	39	44	47	42	26	31
		SUBEC OFFICIALS	41	23	53	23	19	8	23
		MOE OFFICIALS	35	19	45	23	25	12	39
		TEACHERS	104	74	51	66	71	33	30
		PTA OFFICIALS	35	22	48	28	27	8	29
		FMOE OFFICIALS	3	4	70	2	1	0	10
		UBEC OFFICIALS	4	2	67	1	1	1	22
5	Political propaganda in the policy implementation of UBE programme weakens the UBE effort to bridge the educational gab between North and South Nigeria	PRINCIPALS	53	43	44	34	36	28	33
		LGEA OFFICIALS	67	37	48	46	31	36	31
		SUBEC OFFICIALS	30	27	48	22	20	15	29
		MOE OFFICIALS	25	25	42	25	20	19	33
		TEACHERS	96	70	48	68	54	60	33
		PTA OFFICIALS	34	20	45	18	27	21	17
		FMOE OFFICIALS	0	5	50	3	2	0	20

		UBEC OFFICIALS	5	2	78	0	1	1	22
6	Political propaganda in the policy formulation and implementation has led to the failure of UBE programme to judicious use school mapping in Nigeria which leads to poor location of schools	PRINCIPALS	60	47	55	46	25	16	21
		LGEA OFFICIALS	67	53	55	41	35	21	26
		SUBEC OFFICIALS	37	28	54	20	17	12	24
		MOE OFFICIALS	30	27	48	25	22	10	27
		TEACHERS	98	83	52	81	48	38	25
		PTA OFFICIALS	33	27	50	21	22	17	33
		FMOE OFFICIALS	3	6	90	1	0	0	0
		UBEC OFFICIALS	2	3	56	1	1	2	33
7	Politics in the policy formulation and implementation of UBE programme has led to poor maintenance culture and mis-use of UBE infrastructural facilities	PRINCIPALS	62	51	58	37	24	19	46
		LGEA OFFICIALS	79	40	55	53	28	17	21
		SUBEC OFFICIALS	42	21	55	22	17	11	34
		MOE OFFICIALS	39	21	53	30	14	10	21
		TEACHERS	116	85	58	80	39	27	19
		PTA OFFICIALS	36	30	55	21	23	10	28
		FMOE OFFICIALS	2	3	50	4	1	0	10
		UBEC OFFICIALS	2	5	78	0	2	0	22
8	Political propaganda and directives in the policy formulation and implementation have led to mis-management of funds in UBE programs in Nigeria.	PRINCIPALS	69	45	59	34	26	20	21
		LGEA OFFICIALS	86	35	56	32	35	29	33
		SUBEC OFFICIALS	38	27	57	23	13	13	22
		MOE OFFICIALS	45	18	55	17	18	16	30
		TEACHERS	124	63	54	55	61	45	33
		PTA OFFICIALS	47	25	60	11	22	15	31
		FMOE OFFICIALS	3	5	80	1	0	1	10
		UBEC OFFICIALS	3	3	67	1	2	0	22
9	Politics in policy formulation and implementation of UBE programme has led to over centralization of UBE activities and programs	PRINCIPALS	75	32	55	37	31	19	26
		LGEA OFFICIALS	68	55	57	47	23	24	22
		SUBEC OFFICIALS	40	25	57	17	23	9	28
		MOE OFFICIALS	37	26	55	24	15	12	24
		TEACHERS	122	76	57	69	45	36	23
		PTA OFFICIALS	31	35	55	26	18	10	23
		FMOE OFFICIALS	0	8	80	1	0	1	10
		UBEC OFFICIALS	3	2	56	1	2	1	33
10	Politics in policy implementation has prevented effective service delivery structure and mechanism which limit the success of UBE programme	PRINCIPALS	74	51	64	33	19	17	19
		LGEA OFFICIALS	98	48	60	30	22	19	19
		SUBEC OFFICIALS	40	28	66	24	11	11	18
		MOE OFFICIALS	46	22	64	24	15	7	22
		TEACHERS	150	79	70	55	34	30	10
		PTA OFFICIALS	46	31	78	17	13	13	11
		FMOE OFFICIALS	4	3	54	2	0	1	24
		UBEC OFFICIALS	3	4	57	1	1	0	25
11	Political propaganda in policy formulation and implementation has led to	PRINCIPALS	60	44	54	44	22	24	24
		LGEA OFFICIALS	74	50	57	38	38	17	25
		SUBEC OFFICIALS	29	41	61	17	13	14	24

	the failure of the UBE to enhance efficient system management through developing managerial skills of all staff.	MOE OFFICIALS	30	29	52	26	21	8	25
		TEACHERS	101	91	55	71	52	33	24
		PTA OFFICIALS	28	32	50	23	29	8	31
		FMOE OFFICIALS	2	6	80	1	1	0	10
		UBEC OFFICIALS	1	7	89	1	0	0	0
12	Politicization of policy formulation and implementation of UBE programme has contributed to the failure of the program to provide strong commitment to basic education in Nigeria	PRINCIPALS	62	34	49	39	37	22	30
		LGEA OFFICIALS	59	37	44	46	41	34	35
		SUBEC OFFICIALS	35	11	40	27	20	21	36
		MOE OFFICIALS	28	17	39	24	28	17	39
		TEACHERS	108	65	50	74	61	40	29
		PTA OFFICIALS	30	26	47	22	26	16	35
		FMOE OFFICIALS	3	4	70	0	3	0	30
		UBEC OFFICIALS	3	2	56	1	1	2	33
13	Politicization of policy formulation and implementation of UBE programme has led to strong commitment to basic education in Nigeria	PRINCIPALS	60	50	57	31	37	16	27
		LGEA OFFICIALS	64	64	59	30	38	21	27
		SUBEC OFFICIALS	33	38	62	15	21	7	25
		MOE OFFICIALS	34	36	61	12	22	10	28
		TEACHERS	108	94	58	51	67	28	27
		PTA OFFICIALS	34	36	58	14	25	11	30
		FMOE OFFICIALS	3	6	90	1	0	0	10
		UBEC OFFICIALS	4	3	78	2	0	0	0

The details of table 4.3 revealed the Opinions of Respondents on the effects political propaganda on the policy formulation and implementation of UBE programme in Nigeria. The table indicates that 89% of UBEC Official, 90% of FMOE Officials, 64% of Principals, 68% of LGEA Officials and 61% of SUBEB Officials have supported that political propaganda has weakened effective policy formulation and implementation of basic education programmes in Nigeria. The details equally show that 6 UBEC Officials Strongly agreed, 3 agreed and the remaining 1 undecided, While 4 FMOE Officials strongly agreed and 4 agreed that politics in UBE management has brought leaders Who are incapable of formulating and implementing basic education policies and programmes for effective basic education in their jurisdiction with only 1 disagreeing. The principals' details responses on this item showed that 74 strongly agreed, 51 agreed, 33 undecided, 19 disagreed and 17 strongly disagreed. The LGEA Administrators responses on this showed that 98 strongly agreed, 48 agreed, 30 undecided, 22 disagreed and 19 strongly disagreed SUBEB Officials also shows 40 and 28, strongly

agreed and agreed respectively while 28 were undecided and 11 each disagreed and strongly disagreed.

4.4 Opinions of Respondents on the Effects of political interference on provision and management of UBE funds in Nigeria

This section deals with the responses from items 14 to 26 in the questionnaire. The items were directed to explore the opinions of respondents on the effects of political propaganda on the provision and management of UBE funds in Nigeria. The responses of respondents were analyzed and presented using frequency counts and percentages. Details are presented on table 4.4

Table 4.4: Opinions of Respondents on the Effects of Political interference on the Provision and Managing of UBE programme in Nigeria

S/NO	ITEM STATEMENTS	CATIGORIIES RESPONDENTS	RESPONSES						
			STRONGLY AGREED	AAGREED	PERCENTAGE AGREED	UNDECIDED	DISAGREED	SSTRONGLY DISAGREED	PERCENTAGE DISGREED
14	Political interference in management and provision of UBE funds led to poor UBE programs implementation in Nigeria.	PRINCIPALS	68	43	57	19	38	26	33
		LGEA OFFICIALS	88	48	63	23	33	25	27
		SUBEC OFFICIALS	43	29	63	12	15	15	26
		MOE OFFICIALS	46	27	64	11	18	12	26
		TEACHERS	134	82	62	35	60	37	28
		PTA OFFICIALS	45	27	60	15	21	12	28
		FMOE OFFICIALS	2	5	70	1	2	0	20
		UBEC OFFICIALS	4	3	78	2	0	0	0

15	Political interference in the management and provision of UBE funds has led to neglect of improving infrastructural development to provide access to all Nigerian children of school age	PRINCIPALS	62	62	64	33	25	12	19
		LGEA OFFICIALS	54	77	60	42	26	18	20
		SUBEC OFFICIALS	26	43	61	24	15	6	18
		MOE OFFICIALS	28	37	57	27	15	7	19
		TEACHERS	92	122	61	67	42	25	19
		PTA OFFICIALS	29	36	54	19	24	12	30
		FMOE OFFICIALS	3	5	80	1	1	0	10
		UBEC OFFICIALS	5	1	67	1	1	1	22
16	Politics in the management and provision of UBE funds has made UBE administrators incapable of giving proper monitoring of government inputs into the implementation of UBE programs	PRINCIPALS	58	58	60	36	27	15	22
		LGEA OFFICIALS	58	70	51	44	30	15	21
		SUBEC OFFICIALS	33	39	63	22	13	7	18
		MOE OFFICIALS	29	41	61	22	15	7	19
		TEACHERS	92	114	59	68	51	23	21
		PTA OFFICIALS	32	45	64	19	17	7	20
		FMOE OFFICIALS	1	7	80	1	1	0	10
		UBEC OFFICIALS	3	2	56	3	1	0	11
17	Political interference in the management and provision of UBE funds leads to de-emphasizing adequate geographical coverage of UBE programs	PRINCIPALS	45	55	52	29	31	34	34
		LGEA OFFICIALS	53	47	46	39	41	36	35
		SUBEC OFFICIALS	31	26	50	20	22	15	32
		MOE OFFICIALS	25	30	48	27	18	14	28
		TEACHERS	85	82	48	58	62	60	35
		PTA OFFICIALS	29	36	54	18	25	11	30
		FMOE OFFICIALS	1	5	60	1	2	1	30
		UBEC OFFICIALS	3	5	89	1	0	0	0
18	Politics in the management and provision of UBE funds has led to delay and poor utilization of funds which in return crippled achievement of the sector	PRINCIPALS	61	61	62	33	27	12	20
		LGEA OFFICIALS	74	53	59	40	33	16	22
		SUBEC OFFICIALS	34	38	63	14	18	9	24
		MOE OFFICIALS	38	33	62	16	20	7	24
		TEACHERS	115	97	61	57	52	27	23
		PTA OFFICIALS	39	36	63	16	20	9	24
		FMOE OFFICIALS	2	4	60	2	2	0	20
		UBEC OFFICIALS	2	3	56	1	2	1	33
19	Political interference in the management and provision of UBE funds has led to poor budget performance	PRINCIPALS	73	70	74	20	16	15	16
		LGEA OFFICIALS	89	62	70	34	17	15	15
		SUBEC OFFICIALS	37	40	68	16	12	9	18
		MOE OFFICIALS	49	34	73	20	8	3	10

	due to misplacement of priorities and diversion of resources	TEACHERS	135	112	71	45	28	28	16
		PTA OFFICIALS	47	37	70	12	19	5	20
		FMOE OFFICIALS	4	2	60	2	1	1	20
		UBEC OFFICIALS	3	5	89	0	1	0	11
20	Politics in management and provision of UBE funds has led to poor location of schools thus leading to long distance of students and withdrawals	PRINCIPALS	52	71	63	22	36	13	25
		LGEA OFFICIALS	56	74	60	33	32	22	25
		SUBEC OFFICIALS	24	43	59	17	20	10	26
		MOE OFFICIALS	20	40	53	25	23	6	25
		TEACHERS	80	124	57	53	58	33	26
		PTA OFFICIALS	20	43	53	18	32	7	33
		FMOE OFFICIALS	0	4	40	1	4	1	50
		UBEC OFFICIALS	4	2	67	2	1	0	11
21	Political interference in the management and provision of UBE funds has led to lack of proper role model on the part of educational managers.	PRINCIPALS	37	72	56	35	24	26	26
		LGEA OFFICIALS	56	70	58	45	22	24	21
		SUBEC OFFICIALS	33	36	61	22	14	9	20
		MOE OFFICIALS	20	36	49	27	19	12	27
		TEACHERS	80	111	55	75	40	42	24
		PTA OFFICIALS	26	40	55	22	16	16	27
		FMOE OFFICIALS	2	3	50	2	3	0	30
		UBEC OFFICIALS	3	5	89	0	0	1	11
22	Politics in the provision and management of funds has brought into UBE programs leaders who lack honesty and accountability in the discharge of their duties	PRINCIPALS	55	69	64	36	18	16	18
		LGEA OFFICIALS	69	69	64	44	23	12	16
		SUBEC OFFICIALS	26	46	63	23	12	7	17
		MOE OFFICIALS	39	33	63	24	13	5	16
		TEACHERS	95	125	63	66	47	15	18
		PTA OFFICIALS	41	39	67	19	14	7	18
		FMOE OFFICIALS	1	4	50	1	2	2	40
		UBEC OFFICIALS	2	4	67	1	2	0	22
23	Most UBE administrators as a result of politics in provision and management of funds the sector lack integrity and transparency in carrying out their duties.	PRINCIPALS	58	61	61	26	26	23	25
		LGEA OFFICIALS	62	74	63	30	25	26	24
		SUBEC OFFICIALS	36	35	62	16	20	7	24
		MOE OFFICIALS	33	37	62	17	18	9	24
		TEACHERS	101	126	65	42	43	36	23
		PTA OFFICIALS	36	42	65	16	14	12	22
		FMOE OFFICIALS	3	4	70	1	2	0	20
		UBEC OFFICIALS	3	5	88	1	0	0	0
24	Political interference in the	PRINCIPALS	68	55	63	31	25	15	21

	management and provision of UBE funds has brought administrators who lack administrative skills and commitment to UBE programmes.	LGEA OFFICIALS	74	66	55	31	24	22	21
		SUBEC OFFICIALS	46	27	64	18	12	11	20
		MOE OFFICIALS	35	34	61	21	13	11	21
		TEACHERS	121	109	66	44	42	32	21
		PTA OFFICIALS	43	35	65	19	12	11	19
		FMOE OFFICIALS	2	3	50	4	1	0	10
		UBEC OFFICIALS	2	6	88	0	0	1	11
25	Politics of the management and provision of UBE funds has led to the failure of the program to provide free compulsory basic education for all school age children in Nigeria	PRINCIPALS	48	65	58	29	36	16	27
		LGEA OFFICIALS	54	77	60	32	32	22	25
		SUBEC OFFICIALS	28	45	64	14	16	11	12
		MOE OFFICIALS	39	29	60	18	20	8	25
		TEACHERS	93	120	61	47	55	33	25
		PTA OFFICIALS	39	38	64	10	23	10	28
		FMOE OFFICIALS	4	2	60	1	2	1	30
		UBEC OFFICIALS	4	3	77	0	2	0	22
26	Politicization of the management and provision of UBE funds has led to better achievement of free compulsory basic education in Nigeria.	PRINCIPALS	49	52	52	21	41	31	37
		LGEA OFFICIALS	54	49	47	39	40	35	35
		SUBEC OFFICIALS	30	32	54	19	16	17	29
		MOE OFFICIALS	21	38	52	18	22	15	32
		TEACHERS	95	81	51	59	67	46	32
		PTA OFFICIALS	24	28	43	19	29	20	40
		FMOE OFFICIALS	1	2	30	5	1	1	20
		UBEC OFFICIALS	5	1	66	1	1	1	22

The details of Table 4.4 revealed the opinions of oespondents on the effects of political interference on the management and provision of UBE funds for providing efficient and effective basic education in Nigeria. The highest responses percentage of 89%, 68%, 60%, 62%, 68% and 70% by UBEC Officials, MOE Officials, FMOE Officials, PTA Officials, SUBEB Officials and LGEA Officials respectively was that political interference in the management and provision of UBE funds has led to poor budget performance due to misplacement of priorities and diversion of resources which in return results in failure in the achievement of UBE goals. The UBEC Officials responses on this item showed that 4 strongly agreed, 3 agreed, and the remaining 2 disagreed. The MOE respondents opinion on the other hand showed that 39 strongly agreed, 29 agreed, 18 undecided, 20 disagreed and

8 strongly disagreed, while PTA Officials' responses on the same item showed that 39 strongly 38 agreed, 10 undecided, 23 disagreed and the rest 10 strongly disagreed.

4.5 Opinions of Respondents on the Effects of Political interest on the Recruitment, Appointment and Placement of UBE staff in Nigeria

This section deals with the responses from items 27 to 36 in the questionnaire. The items were directed to explore the opinions of respondents on the effect of political interest on recruitment, appointment and placement of UBE staff in Nigeria. These responses were analyzed and presented using Frequency counts and percentages. Details are presented on table 4.5

Table 4.5: Opinions of Respondents on the Effect of Political interest on Recruitments, Appointments and Placement of staff in UBE programme in Nigeria

S/NO	ITEM STATEMENTS	CATIGORIES OF RESPONDENTS	RESPONSES						
			STRONGLY AGREED	AGREED	PERCENTAGE AGREED	UNDECIDED	DISAGREED	STRONGLY DISGREED	PERCENTAGE DISAGREED
27	Political interest in UBE recruitment, placement and appointments has installed educational administrators in the program who lack skills and commitment to their duties	PRINCIPALS	77	49	65	19	31	18	25
		LGEA OFFICIALS	100	67	77	19	16	15	14
		SUBEC OFFICIALS	48	42	79	7	7	10	15
		MOE OFFICIALS	50	37	76	9	10	8	16
		TEACHERS	155	104	74	24	36	29	19
		PTA OFFICIALS	43	43	72	9	15	10	21
		FMOE OFFICIALS	2	5	70	1	2	0	20
		UBEC OFFICIALS	3	3	66	0	3	0	33
28	Political interest in the UBE recruitment, placement and appointments has led to the failure of the program to ensure availability and capable human resources	PRINCIPALS	46	60	55	33	39	15	28
		LGEA OFFICIALS	66	78	66	46	16	11	12
		SUBEC OFFICIALS	33	45	68	19	12	5	15
		MOE OFFICIALS	35	35	61	22	16	6	19
		TEACHERS	103	117	62	67	41	20	18
		PTA OFFICIALS	34	44	65	21	17	3	17
		FMOE OFFICIALS	1	4	56	3	2	0	20
		UBEC OFFICIALS	4	3	78	1	1	0	11
29	Politics in recruitment, appointments and placement has led to the failure of UBE	PRINCIPALS	27	68	49	33	51	15	34
		LGEA OFFICIALS	52	64	53	44	49	8	26
		SUBEC OFFICIALS	26	36	54	18	29	5	30
		MOE OFFICIALS	26	37	55	18	25	8	29

	management to provide qualitative basic education to Nigerian children.	TEACHERS	73	113	53	55	89	18	31
		PTA OFFICIALS	25	37	52	22	29	7	30
		FMOE OFFICIALS	1	3	42	1	5	0	50
		UBEC OFFICIALS	2	4	67	1	1	1	22
30	Political interest in UBE recruitment, placement and appointments has led to poor staffing of schools	PRINCIPALS	49	67	60	29	36	13	25
		LGEA OFFICIALS	56	64	55	45	42	10	29
		SUBEC OFFICIALS	31	32	55	24	18	9	24
		MOE OFFICIALS	25	34	52	25	26	4	26
		TEACHERS	84	107	55	67	63	27	26
		PTA OFFICIALS	27	42	58	17	29	5	28
		FMOE OFFICIALS	1	3	40	1	4	1	50
		UBEC OFFICIALS	2	3	56	0	3	1	44
31	Political interest in the UBE recruitment, placement and appointments has led to its failure to ensure relevance and efficiency of basic education in Nigeria	PRINCIPALS	50	64	59	30	37	13	26
		LGEA OFFICIALS	85	65	69	35	20	12	15
		SUBEC OFFICIALS	36	35	62	19	19	5	21
		MOE OFFICIALS	45	32	68	20	16	1	15
		TEACHERS	117	112	66	49	54	16	20
		PTA OFFICIALS	47	37	70	14	22	0	18
		FMOE OFFICIALS	2	1	30	4	2	1	30
		UBEC OFFICIALS	3	4	78	0	1	1	22
32	Politicization of UBE recruitment, placement and appointments has led to poor management of laboratories and libraries to ensure efficiency of UBE programs in Nigeria	PRINCIPALS	62	67	66	16	36	13	25
		LGEA OFFICIALS	66	75	65	29	33	14	22
		SUBEC OFFICIALS	33	45	68	13	15	8	20
		MOE OFFICIALS	35	50	75	17	9	3	11
		TEACHERS	97	135	67	45	49	22	20
		PTA OFFICIALS	37	46	69	14	18	5	19
		FMOE OFFICIALS	1	4	50	2	2	1	30
		UBEC OFFICIALS	3	4	78	1	0	1	11
33	political interest has led UBE managers' failure to make judicious recruitment and appointment of staff needed for effective basic education in Nigeria	PRINCIPALS	57	46	53	35	34	22	29
		LGEA OFFICIALS	69	69	64	29	26	24	23
		SUBEC OFFICIALS	28	35	55	22	16	13	25
		MOE OFFICIALS	31	37	60	25	10	11	18
		TEACHERS	102	107	60	66	39	34	21
		PTA OFFICIALS	30	45	63	25	12	8	17
		FMOE OFFICIALS	1	5	60	1	3	0	30
		UBEC OFFICIALS	5	2	78	1	1	0	11
34	Political interest in the UBE recruitment, placement and appointments of staff has led to UBE failure to make judicious use of UBE funds in	PRINCIPALS	79	61	72	17	24	13	19
		LGEA OFFICIALS	113	57	78	19	12	16	13
		SUBEC OFFICIALS	53	26	69	9	17	9	23
		MOE OFFICIALS	60	33	82	11	6	4	9
		TEACHERS	171	100	78	29	31	17	14
		PTA OFFICIALS	52	44	80	11	9	4	11
		FMOE OFFICIALS	3	2	50	4	0	1	10
		UBEC OFFICIALS	4	4	89	0	1	0	11

	Nigeria								
35	Politicization of UBE recruitment, placement and appointments has led to the failure of the program to improve the success of the program in Nigeria	PRINCIPALS	29	58	45	50	40	17	29
		LGEA OFFICIALS	42	64	49	47	41	23	29
		SUBEC OFFICIALS	20	34	47	24	20	16	32
		MOE OFFICIALS	17	36	46	27	22	12	30
		TEACHERS	50	117	48	70	72	39	32
		PTA OFFICIALS	19	39	48	25	26	11	31
		FMOE OFFICIALS	0	4	40	3	3	0	30
		UBEC OFFICIALS	5	3	89	0	0	1	11
36	Politicization of the UBE recruitment, placement and appointments has led to the reduction of school drop-out in Nigeria.	PRINCIPALS	40	51	47	30	59	14	38
		LGEA OFFICIALS	67	58	58	41	43	8	24
		SUBEC OFFICIALS	27	33	53	24	27	2	25
		MOE OFFICIALS	26	32	51	32	18	6	21
		TEACHERS	76	105	52	74	73	18	26
		PTA OFFICIALS	28	41	58	21	23	7	25
		FMOE OFFICIALS	0	3	30	6	0	1	10
		UBEC OFFICIALS	4	2	67	0	2	1	33

The details of Table 4.5 revealed the opinions of respondents on the effects of political interest on the recruitment, appointment and placement of staff in UBE programme in Nigeria. The highest percentage is attracted by the item which indicates that the political interest has led UBE managers' failure to make judicious recruitment and appointment of staff needed for effective basic education in Nigeria. This item shows 78 percentage responses from the UBEC Officials supporting the item, in which 4 of them strongly agreed, 4 agreed, and the remaining 1disagreed. While the 60 % 0f teachers' responses, in which 171 of them strongly agreed, 100 agreed, 29 undecided, 31 disagreed and the rest of them, 17 strongly disagreed. On the PTA Officials, their responses percentage was 60% in support, in which 52 strongly agreed, 44 agreed, 11 undecided, 9 disagreed and the remaining 4 strongly disagreed. While 64% of LGEA responses on the same item shows 113 strongly agreed, 57 agreed, 19 undecided, 12 disagreed and the remaining 16 strongly disagreed. The MOE Officials' responses on the same item shows that 55% out of which 60 strongly agreed, 33 agreed, 11 undecided, 6 disagreed and the remaining 4 strongly disagreed.

4.6: Opinions of Respondents on the Effects of Political Sentiments on Staff Development and Promotion in UBE programme in Nigeria

This section deals with the responses from items 37 to 49 of the questionnaire. The items were directed to explore the opinions of oespondents on the effects of political sentiments on staff development and promotion in UBE programme in Nigeria. These responses were analyzed and presented using Frequency counts and percentages. Details are presented on table 4.6.

Table 4.6: Opinions of Respondents on the effects of political sentiments on staff development and promotion in UBE programme in Nigeria

S/NO	ITEM STATEMENT	CATIGORIES RESPONDENTS	RESPONSES						
			STRONGLY AGREED	AGREED	PERCENTAGE AGREED	UNDECIDED	DISAGREE	STRONGLY DISGREED	PERCENTAGE DISAGREED
37	Political sentiments in the management of UBE has led to political interference in issues relating to staff development and promotion which result to low morale and lack of commitment.	PRINCIPALS	96	56	78	9	17	16	17
		LGEA OFFICIALS	109	58	77	14	20	16	17
		SUBEC OFFICIALS	57	26	73	6	16	9	22
		MOE OFFICIALS	49	32	71	12	15	6	18
		TEACHERS	161	101	75	19	43	24	19
		PTA OFFICIALS	52	31	69	6	19	12	26
		FMOE OFFICIALS	3	6	90	0	1	0	10
		UBEC OFFICIALS	6	3	100	0	0	0	0
38	Political sentiments have made the management of UBE programs mere political actors on staff promotion issues	PRINCIPALS	54	69	63	29	21	21	22
		LGEA OFFICIALS	49	87	63	36	20	25	21
		SUBEC OFFICIALS	28	44	63	14	16	12	25
		MOE OFFICIALS	25	45	61	22	15	7	19
		TEACHERS	76	136	61	50	38	48	25
		PTA OFFICIALS	29	42	59	22	14	13	25
		FMOE OFFICIALS	2	6	80	0	1	1	20
		UBEC OFFICIALS	3	2	56	1	2	1	33
39	Politics in UBE management has brought leaders who fail to	PRINCIPALS	39	90	66	37	17	11	14
		LGEA OFFICIALS	70	75	67	33	25	14	18
		SUBEC OFFICIALS	30	46	67	21	9	8	15
		MOE OFFICIALS	24	48	63	19	19	4	20

	initiate and execute staff development and promotion programs needed for effective basic education in Nigeria	TEACHERS	97	147	70	42	35	27	18
		PTA OFFICIALS	29	49	65	14	24	4	23
		FMOE OFFICIALS	1	7	80	2	0	0	0
		UBEC OFFICIALS	2	5	78	1	1	0	11
40	Political sentiments in UBE management have brought in policies that favour political group in the selection and promotion of staff in all UBE levels in Nigeria.	PRINCIPALS	35	63	50	40	43	13	29
		LGEA OFFICIALS	52	62	53	52	34	17	24
		SUBEC OFFICIALS	26	25	45	23	29	11	35
		MOE OFFICIALS	20	32	46	22	30	10	35
		TEACHERS	72	108	52	70	72	26	28
		PTA OFFICIALS	25	35	50	18	29	13	35
		FMOE OFFICIALS	2	5	70	2	1	0	10
		UBEC OFFICIALS	3	5	89	0	0	1	11
41	Politicizing the top management of UBE units has negative effect on staff development and promotion of staff in basic education programs in Nigeria	PRINCIPALS	58	57	59	31	31	17	24
		LGEA OFFICIALS	54	71	58	37	38	17	25
		SUBEC OFFICIALS	37	32	61	16	22	7	25
		MOE OFFICIALS	23	44	59	17	24	6	26
		TEACHERS	91	118	60	53	63	23	25
		PTA OFFICIALS	33	37	58	17	23	10	28
		FMOE OFFICIALS	3	6	90	0	1	0	10
		UBEC OFFICIALS	3	4	78	0	2	0	22
42	Political sentiments in promotion and staff development of UBE staff has negatively affected staff morale in carrying out their duties, obligation and responsibilities for effective implementation of UBE programs in Nigeria.	PRINCIPALS	57	60	60	21	37	19	29
		LGEA OFFICIALS	64	72	63	26	36	19	25
		SUBEC OFFICIALS	35	29	56	14	23	13	31
		MOE OFFICIALS	28	43	68	15	18	10	25
		TEACHERS	103	114	62	37	62	32	27
		PTA OFFICIALS	31	41	60	12	23	13	30
		FMOE OFFICIALS	1	6	70	2	1	0	10
		UBEC OFFICIALS	3	5	89	0	1	0	11
43	Politics in promotion and staff development of UBE staff has discouraged many UBE stakeholders to identify with, depend, activate and freely participate in discussion and decision on the program	PRINCIPALS	52	80	68	31	16	15	16
		LGEA OFFICIALS	59	74	61	34	23	27	23
		SUBEC OFFICIALS	29	41	61	16	14	14	25
		MOE OFFICIALS	26	42	60	16	17	13	26
		TEACHERS	93	127	63	50	33	45	22
		PTA OFFICIALS	33	46	66	16	14	11	21
		FMOE OFFICIALS	2	5	70	2	1	0	10
		UBEC OFFICIALS	3	4	78	1	0	1	11
44	Political interference has made UBE administrators incapable of selecting and	PRINCIPALS	59	58	60	28	20	29	25
		LGEA OFFICIALS	74	56	60	28	31	28	27
		SUBEC OFFICIALS	39	26	87	16	16	17	29
		MOE OFFICIALS	34	29	55	21	15	15	26

	promoting capable staff for training and promotion in order to set new attitudes and culture for the attainment of UBE goals	TEACHERS	103	104	59	49	46	46	26
		PTA OFFICIALS	34	36	58	17	19	14	28
		FMOE OFFICIALS	3	3	60	1	3	0	30
		UBEC OFFICIALS	3	4	78	1	1	0	11
45	Politics in promotion of UBE staff has led to its failure to remove all vices in and harmful traditional practices that hinder the full utilization of basic educational opportunities including drop-out and withdrawals.	PRINCIPALS	85	51	70	20	20	18	20
		LGEA OFFICIALS	90	60	69	27	19	21	18
		SUBEC OFFICIALS	45	30	66	10	18	11	25
		MOE OFFICIALS	37	31	60	14	23	9	28
		TEACHERS	134	106	69	35	43	30	21
		PTA OFFICIALS	35	34	58	15	26	10	30
		FMOE OFFICIALS	4	3	70	2	1	1	30
		UBEC OFFICIALS	2	4	67	0	2	2	44
46	Politicizing the top UBE executives has failed to promote effective staff development and promotion in UBE Programs in Nigeria	PRINCIPALS	63	61	64	36	25	9	18
		LGEA OFFICIALS	70	63	61	44	27	13	18
		SUBEC OFFICIALS	35	35	61	22	18	4	19
		MOE OFFICIALS	30	43	61	14	21	6	24
		TEACHERS	90	107	57	76	51	24	22
		PTA OFFICIALS	27	46	61	16	27	4	26
		FMOE OFFICIALS	1	7	80	2	0	0	0
		UBEC OFFICIALS	4	2	67	1	1	1	22
47	Political sentiments in staff development and promotion has made educational administrators unserious to their duties in UBE programs.	PRINCIPALS	33	63	49	52	32	14	24
		LGEA OFFICIALS	50	68	54	55	33	11	30
		SUBEC OFFICIALS	21	39	53	19	28	7	38
		MOE OFFICIALS	23	36	52	32	17	6	20
		TEACHERS	62	121	53	80	57	28	24
		PTA OFFICIALS	20	44	53	29	24	3	23
		FMOE OFFICIALS	1	6	70	2	1	0	10
		UBEC OFFICIALS	1	5	67	3	0	0	0
48	Politics in top UBE management has contributed to the failure of the program to promote effective staff development and promotion of UBE staff in Nigeria	PRINCIPALS	33	43	39	37	64	17	42
		LGEA OFFICIALS	33	53	40	45	49	37	40
		SUBEC OFFICIALS	28	23	45	16	35	12	45
		MOE OFFICIALS	12	28	55	30	31	13	39
		TEACHERS	58	106	47	65	77	42	34
		PTA OFFICIALS	16	41	48	19	31	13	37
		FMOE OFFICIALS	1	5	60	3	0	1	10
		UBEC OFFICIALS	3	3	67	0	1	2	33
49	Politicization of UBE top management has contributed significantly in the promotion of	PRINCIPALS	47	59	55	25	39	24	32
		LGEA OFFICIALS	59	67	58	31	33	27	28
		SUBEC OFFICIALS	33	32	57	12	27	10	32
		MOE OFFICIALS	32	31	55	21	21	9	26
		TEACHERS	94	100	56	51	65	38	30
		PTA OFFICIALS	32	38	58	21	22	7	24

	unbiased staff development and promotion of staff in the sector	FMOE OFFICIALS	4	2	60	2	1	1	20
		UBEC OFFICIALS	4	2	67	2	0	1	11

Details of Table 4.6 revealed the opinions of respondents on the effects of political sentiments on staff development and promotion of staff in UBE programme. The highest responses of 90%, 69% and 75% come from UBEC Officials, FMOE Officials, and Principals; respectively showing political sentiments on the management of UBE programme has led to political interference in issues relating to staff development and promotion which result to low morale and lack of commitment of workers. According to FMOE Officials' responses on this item, 6 of them strongly agreed, 3 agreed and only 1 disagreed. While the principal's responses on the same item showed that 96 strongly 56 agreed, 9 disagreed, 17 undecided, and the rest 16 strongly disagreed. While the 6 UBEC Officials strongly agreed and the remaining 3 agreed. Others on the same item includes LGEA Officials with 77% responses, in which 109 strongly agreed, 58 agreed, 14 undecided, 20 disagreed and the rest 16 strongly disagreed, SUBEB Officials has 73% responses supporting the same item, which shows 57 strongly agreed, 26 agreed, , 6 undecided, 16 disagreed and the rest 9 strongly disagreed, MOE Officials responses also shows 57 strongly agreed, 26 agreed, , 6 undecided, 16 disagreed and the rest 9 strongly disagreed and PTA Officials with 52 strongly agreed, 31 agreed, , 6 undecided, 19 disagreed and the rest 12 strongly disagreed

4.7 Opinions of Respondents on the Effects of Political self-centeredness on the Provision and Maintenance of UBE infrastructural facilities in Nigeria

This section deals with the responses from items 50 to 60 of the questionnaire. The items were directed to explore the Opinions of Respondents on the effects of political self-centeredness on the provision and maintenance of UBE infrastructural facilities in Nigeria. These responses were analyzed and presented using Frequency counts and percentages. Details are presented on table 4.7.

Table 4.7: level of Effect of Political Self-centeredness on the Provision and Maintenance of UBE programme infrastructural facilities in Nigeria

S/NO	ITEM STATEMENTS	CATIGORIES OF	RESPONSES	E D	E E D

		RESPONDENTS	STRONGLY AGREED	AGREEDD	PERCENTAGE AGREE	UNDECIDED	DISAGREED		
50	Political self-centeredness in the provision and maintenance of UBE infrastructural facilities has limit the successful implementation of UBE programme in Nigeria	PRINCIPALS	60	60	62	27	35	12	24
		LGEA OFFICIALS	94	62	72	33	18	10	13
		SUBEC OFFICIALS	44	38	72	13	16	3	19
		MOE OFFICIALS	42	34	67	19	19	0	17
		TEACHERS	128	103	35	57	44	16	17
		PTA OFFICIALS	43	39	68	17	20	1	18
		FMOE OFFICIALS	2	4	60	2	2	0	20
		UBEC OFFICIALS	4	2	67	0	3	0	33
51	Political self-centeredness in the provision and maintenance of UBE infrastructural facilities has led to failure to adhere to effective policy framework on development of basic education in Nigeria	PRINCIPALS	52	56	56	40	35	11	24
		LGEA OFFICIALS	61	59	55	57	28	12	18
		SUBEC OFFICIALS	27	33	47	29	19	6	22
		MOE OFFICIALS	26	28	47	25	22	13	31
		TEACHERS	86	100	53	89	49	24	21
		PTA OFFICIALS	25	36	51	29	19	11	25
		FMOE OFFICIALS	1	5	60	2	2	0	20
		UBEC OFFICIALS	4	1	56	1	2	1	33
52	Politics in the provision and maintenance of UBE infrastructural facilities has contributed to the failure of UBE program to expand access to the programme in Nigeria	PRINCIPALS	45	53	51	39	38	19	29
		LGEA OFFICIALS	66	47	52	49	33	21	25
		SUBEC OFFICIALS	26	32	51	25	20	11	27
		MOE OFFICIALS	30	27	50	23	26	8	30
		TEACHERS	89	93	52	80	52	34	26
		PTA OFFICIALS	31	38	58	22	23	6	38
		FMOE OFFICIALS	0	7	70	3	0	0	0
		UBEC OFFICIALS	3	5	89	1	0	0	0
53	Political self-centeredness in the provision and maintenance of infrastructural facilities has led to poor societal values for basic education in Nigeria	PRINCIPALS	47	57	54	34	37	19	27
		LGEA OFFICIALS	63	35	45	52	44	21	30
		SUBEC OFFICIALS	28	27	48	30	18	10	24
		MOE OFFICIALS	31	27	51	19	27	9	32
		TEACHERS	93	69	47	85	68	33	29
		PTA OFFICIALS	31	27	48	27	27	8	29
		FMOE OFFICIALS	0	3	30	3	3	1	40
		UBEC OFFICIALS	4	3	78	1	1	0	11
54	Political self-centeredness in the provision and maintenance of infrastructural facilities has led to poor location of learning centers which result to low accessibility of the program	PRINCIPALS	47	65	58	36	25	20	23
		LGEA OFFICIALS	62	58	55	39	39	19	27
		SUBEC OFFICIALS	33	35	60	20	18	8	23
		MOE OFFICIALS	21	40	54	25	21	7	25
		TEACHERS	96	114	60	60	49	29	22
		PTA OFFICIALS	25	36	51	26	25	8	28
		FMOE OFFICIALS	1	6	70	2	1	0	10

		UBEC OFFICIALS	4	4	89	1	0	0	0
55	Political self-centeredness in the provision and maintenance of infrastructural facilities has led to poor expansion and improvement of learning centres due to diversion and lack of commitment on UBE policy guidelines	PRINCIPALS	52	55	55	54	19	13	16
		LGEA OFFICIALS	60	54	53	60	27	16	20
		SUBEC OFFICIALS	27	34	54	34	12	7	17
		MOE OFFICIALS	27	27	47	48	12	0	11
		TEACHERS	89	92	52	103	42	22	18
		PTA OFFICIALS	25	34	49	43	13	5	15
		FMOE OFFICIALS	2	4	60	2	2	0	20
		UBEC OFFICIALS	4	3	78	1	1	0	11
56	Political self-centeredness in the provision and maintenance of infrastructural facilities has weaken stakeholders values for basic educational programme in Nigeria	PRINCIPALS	46	53	51	44	24	27	26
		LGEA OFFICIALS	63	50	52	62	24	18	19
		SUBEC OFFICIALS	27	21	42	37	17	12	25
		MOE OFFICIALS	35	25	53	30	15	9	21
		TEACHERS	103	68	49	111	40	26	19
		PTA OFFICIALS	33	25	48	39	16	7	19
		FMOE OFFICIALS	1	6	70	2	1	0	10
		UBEC OFFICIALS	3	3	67	1	2	0	22
57	Politics in the provision and maintenance of infrastructural facilities has led to poor location of schools in Nigeria	PRINCIPALS	60	52	58	26	38	18	29
		LGEA OFFICIALS	80	48	59	31	39	19	27
		SUBEC OFFICIALS	39	24	55	18	22	11	29
		MOE OFFICIALS	43	34	68	12	19	6	22
		TEACHERS	111	88	57	52	67	30	28
		PTA OFFICIALS	38	38	63	17	18	9	23
		FMOE OFFICIALS	2	4	60	1	2	1	30
		UBEC OFFICIALS	3	3	67	2	1	0	11
58	Politics in the provision and maintenance of infrastructural facilities has led to abandonment of UBE projects in Nigeria.	PRINCIPALS	48	55	53	35	31	24	28
		LGEA OFFICIALS	62	50	52	42	38	24	29
		SUBEC OFFICIALS	30	31	54	25	16	12	25
		MOE OFFICIALS	32	28	53	31	18	5	20
		TEACHERS	103	90	55	72	48	34	24
		PTA OFFICIALS	30	37	56	25	20	8	23
		FMOE OFFICIALS	2	4	60	2	2	0	20
		UBEC OFFICIALS	4	3	78	1	1	0	11
59	Political self-centeredness in the provision and maintenance of infrastructural facilities has contributed toward collapse and decay of UBE facilities in Nigeria.	PRINCIPALS	40	41	42	46	46	21	35
		LGEA OFFICIALS	44	55	46	54	32	32	29
		SUBEC OFFICIALS	23	25	42	26	29	11	35
		MOE OFFICIALS	25	26	45	18	29	16	39
		TEACHERS	79	73	44	78	70	48	34
		PTA OFFICIALS	20	34	45	23	30	13	36
		FMOE OFFICIALS	0	5	50	2	2	1	30

		UBEC OFFICIALS	2	2	44	2	1	2	33
60	Politics in the provision and maintenance of infrastructural facilities has led to improve educational facilities in the sector	PRINCIPALS	50	54	54	37	37	16	27
		LGEA OFFICIALS	69	52	56	45	32	19	24
		SUBEC OFFICIALS	30	26	49	21	21	16	32
		MOE OFFICIALS	38	31	61	25	14	6	18
		TEACHERS	105	84	54	69	58	32	26
		PTA OFFICIALS	39	32	59	26	14	9	19
		FMOE OFFICIALS	1	5	60	3	0	1	10
		UBEC OFFICIALS	4	2	67	2	1	0	11

Table 4.7 revealed UBE stakeholders' opinions on the effects of political self-centeredness on the provision and maintenance of UBE programme in Nigeria. The item which shows that political self-centeredness in the management of UBE programme for provision and maintenance of infrastructural facilities has led to poor expansion and improvement of learning centres for basic education due to diversion and lack of commitment on UBE policy guidelines for the successful provision and maintenance of facilities basic educational services in Nigeria attracted attention. 78% of UBEC and FMOE Officials support the item. The UBEC Officials details response on this item revealed that 4 of them strongly agreed, 3 agreed, 1 undecided, and the remaining 1 disagreed. The MOE Officials responses on the same item showed that 27 of the strongly agreed, 27 agreed, 48 undecided, and the remaining 12 disagreed. Furthermore the FMOE Official responses on the same item revealed that 2 strongly agreed, 4 agreed, 2 undecided, and the remaining 2 disagreed. While the Principals responses shows the mean of 3.5407 in which 52 strongly agreed, 55 agreed, 54 undecided, 19 disagreed and the remaining 13 strongly disagreed

4.8: Opinions of Respondents on the Effects of Political Selfishness on Monitoring and Evaluation of UBE programme in Nigeria

This section deals with the responses from items 61 to 70 of the questionnaire. The items were directed to explore the opinions of respondents on the effects of political selfishness on monitoring and evaluation of UBE programme in Nigeria. These responses were analyzed and presented using frequency counts and percentages. Details are presented on table 4.8.

Table 4.8: Opinions of Respondents on the Effects of Political Selfishness on the Monitoring and Evaluation of UBE Programme in Nigeria.

S/NO	ITEM STATEMENTS	CATIGORIES OF RESPONDENTS	RESPONSES						
			STRONGLY AGREED	AGREED	PERCENTAGE AGREED	UNDECIDED	DISAGREED	STRONGLY DISAGREED	PERCENTAGE DISAGREED
61	Political selfishness in monitoring and evaluation in the UBE programme has led to poor performance in the programs	PRINCIPALS	75	48	63	15	29	27	29
		LGEA OFFICIALS	94	61	71	14	20	28	22
		SUBEC OFFICIALS	49	33	72	9	12	11	20
		MOE OFFICIALS	45	35	70	7	7	20	24
		TEACHERS	155	86	69	21	32	54	25
		PTA OFFICIALS	58	29	75	3	13	17	25
		FMOE OFFICIALS	3	3	60	2	2	0	20
		UBEC OFFICIALS	5	0	56	2	1	1	22
62	Political selfishness in monitoring and evaluation of UBE programme has weakened the skills of educational administrators in all levels of UBE programs	PRINCIPALS	58	68	58	27	30	11	21
		LGEA OFFICIALS	81	58	64	36	31	11	19
		SUBEC OFFICIALS	31	33	56	29	16	5	18
		MOE OFFICIALS	43	33	67	17	16	5	18
		TEACHERS	114	101	36	59	55	19	21
		PTA OFFICIALS	44	34	65	18	19	5	20
		FMOE OFFICIALS	1	5	60	0	4	0	40
		UBEC OFFICIALS	3	2	56	3	1	0	11
63	Politics in monitoring and evaluation of UBE programme led to failure of the programme to identify and report early warning signs of basic education deterioration and propose strategies for remedies	PRINCIPALS	45	59	54	33	39	18	29
		LGEA OFFICIALS	54	56	51	43	43	21	29
		SUBEC OFFICIALS	28	37	57	22	18	9	24
		MOE OFFICIALS	20	34	47	21	29	10	34
		TEACHERS	86	101	28	64	67	30	28
		PTA OFFICIALS	25	40	54	21	24	10	28
		FMOE OFFICIALS	0	6	60	2	2	0	20
		UBEC OFFICIALS	3	4	78	1	1	0	11
64	Political selfishness in the monitoring and evaluation of UBE programme has led to its failure to provide sufficient and appropriate teaching/learning materials	PRINCIPALS	48	57	54	36	28	25	27
		LGEA OFFICIALS	62	65	52	42	31	17	22
		SUBEC OFFICIALS	34	31	57	18	17	14	27
		MOE OFFICIALS	33	38	62	24	18	1	17
		TEACHERS	93	105	31	78	44	28	21
		PTA OFFICIALS	32	38	58	29	16	5	18
		FMOE OFFICIALS	2	2	40	3	3	0	30
		UBEC OFFICIALS	4	4	89	1	0	0	0
65	Politics in the monitoring and evaluation of UBE programme has led to overcrowded classrooms due to politically	PRINCIPALS	59	50	56	28	41	16	29
		LGEA OFFICIALS	70	59	57	34	37	17	35
		SUBEC OFFICIALS	39	27	58	17	22	9	27
		MOE OFFICIALS	32	32	56	20	23	7	26
		TEACHERS	114	88	58	62	60	24	24

	influenced school expansion and location	PTA OFFICIALS	36	32	57	22	19	11	25
		FMOE OFFICIALS	0	6	60	0	3	1	40
		UBEC OFFICIALS	2	4	67	1	2	0	22
66	Political selfishness in the monitoring and evaluation of UBE programme has lead to the failure of the program to professionally develop its man power due to bias selection of those to be trained	PRINCIPALS	49	60	56	33	31	21	27
		LGEA OFFICIALS	56	81	63	34	21	25	21
		SUBEC OFFICIALS	33	37	61	21	13	10	20
		MOE OFFICIALS	20	48	60	30	12	4	14
		TEACHERS	77	128	59	60	43	40	24
		PTA OFFICIALS	17	52	58	24	16	11	23
		FMOE OFFICIALS	1	4	50	2	3	0	30
		UBEC OFFICIALS	5	1	67	2	1	0	11
67	Politics in monitoring and evaluation of UBE programme has led to low commitment of teachers due to bias decision making and actions.	PRINCIPALS	54	56	57	36	36	12	25
		LGEA OFFICIALS	58	63	50	39	39	17	26
		SUBEC OFFICIALS	29	27	49	26	23	7	26
		MOE OFFICIALS	29	39	60	21	16	9	22
		TEACHERS	88	104	29	79	46	29	22
		PTA OFFICIALS	27	49	63	23	13	8	18
		FMOE OFFICIALS	1	3	40	0	6	0	60
		UBEC OFFICIALS	4	1	56	2	2	0	22
68	Politics in the monitoring and evaluation has led to over centralization in to UBE programme which result to delay or even inaction on vital issues	PRINCIPALS	40	55	49	49	35	15	26
		LGEA OFFICIALS	55	43	44	60	41	18	24
		SUBEC OFFICIALS	27	22	43	35	23	7	26
		MOE OFFICIALS	23	31	47	28	23	9	28
		TEACHERS	75	78	44	100	65	30	27
		PTA OFFICIALS	27	31	48	32	23	7	25
		FMOE OFFICIALS	1	3	40	2	2	2	40
		UBEC OFFICIALS	1	4	56	3	1	0	11
69	Political selfishness in the monitoring and evaluation of UBE programme has led to the failure of the program to improve pupil's acquisition of appropriate level of literacy and numeracy in Nigeria	PRINCIPALS	57	41	51	40	37	19	29
		LGEA OFFICIALS	68	39	49	36	34	40	34
		SUBEC OFFICIALS	33	25	51	23	21	12	29
		MOE OFFICIALS	28	21	43	23	18	24	37
		TEACHERS	108	56	47	79	60	45	30
		PTA OFFICIALS	30	25	46	24	23	18	34
		FMOE OFFICIALS	2	2	40	3	3	0	30
		UBEC OFFICIALS	1	2	33	2	2	2	44
70	Political selfishness in the monitoring and evaluation of UBE programme has led to improve pupil's acquisition of appropriate levels of literacy and numeracy.	PRINCIPALS	43	47	46	49	30	25	28
		LGEA OFFICIALS	48	55	42	61	28	25	24
		SUBEC OFFICIALS	28	26	47	32	15	13	25
		MOE OFFICIALS	24	36	53	31	19	4	20
		TEACHERS	78	87	47	85	59	39	28
		PTA OFFICIALS	24	33	48	32	22	9	26
		FMOE OFFICIALS	0	3	30	2	5	0	50
		UBEC OFFICIALS	2	4	67	3	0	0	0

Table 4.8 revealed the UBE stakeholders' opinions on the opinions of oespondents on the effects of political selfishness on the monitoring and evaluation of UBE programme in Nigeria. The item which says political selfishness in UBE monitoring and evaluation has led to the failure of the program to professionally develop its manpower due to bias selection of those to be trained leading to inefficiency of the system attracted 67%, 60% and 60% responses in support from the UBEC Officials, SUBEB Official and MOE Officials respectively. The details show that 5 UBEC Officials strongly agreed, 1 agreed, 2 undecided, and remaining 1 disagreed. On the SUBEB Officials' responses, 33 of them strongly agreed, 37 agreed, 21 undecided, 13 disagreed and 10 strongly disagreed. The MOE Officials, 20 of them strongly agreed, 48 agreed, 30 undecided, 12 disagreed and remaining 4 strongly disagreed. The entire remaining stakeholder's responses on this table show percentage ranging from 45 to 90 in support of presence of politics in this aspect of UBE management.

4.9: Opinions of Respondents on the Effects of Political Sentiments on Management of Discipline of UBE staff in Nigeria

This section deals with the responses from items 71 to 79 of the questionnaire. The items were directed to explore the level of effect of political sentiments on management of UBE staff in Nigeria. These responses were analyzed and presented using frequency counts and percentages. Details are presented on table 4.9.

Table 4.9: Opinions of Respondents on the Effects of Political Sentiments on the Management of Staff Discipline in UBE programme in Nigeria.

S/NO	ITEM STATEMENTS	CATIGORY OF RESPONDENTS	RESPONSES					STRONGLY DISAGREED	PERCENTAGE DISAGREED
			STRONGLY AGREED	AGREED	PERCENTAGE AGREED	UNDECIDED	DISAGREED		
71	Political sentiments in the management of discipline in UBE programme has made its administrators incapable of providing appropriate administrative system for effective	PRINCIPALS	45	50	49	41	35	23	23
		LGEA OFFICIALS	72	56	59	49	30	10	18
		SUBEC OFFICIALS	36	31	59	20	16	11	12
		MOE OFFICIALS	27	39	58	27	18	3	18
		TEACHERS	103	102	59	63	49	31	23
		PTA OFFICIALS	38	35	61	26	16	5	18
		FMOE OFFICIALS	1	4	50	2	3	0	30
		UBEC OFFICIALS	3	2	56	1	2	1	33

	management of the sector.								
72	Politicization of the management of UBE discipline has brought in educational administrators who have failed to liaise with other UBE stakeholders on matters of program implementation, funding and general management	PRINCIPALS	46	61	55	47	33	7	21
		LGEA OFFICIALS	57	61	54	73	21	5	12
		SUBEC OFFICIALS	29	32	54	31	19	3	19
		MOE OFFICIALS	31	31	54	32	17	3	18
		TEACHERS	91	105	56	105	38	9	14
		PTA OFFICIALS	31	35	55	36	16	2	15
		FMOE OFFICIALS	0	5	50	2	3	0	30
		UBEC OFFICIALS	3	2	56	2	2	0	22
73	Political sentiments in the management of discipline of UBE staff has led to less emphasis vital issues in UBE implementation in Nigeria	PRINCIPALS	48	71	61	37	27	11	20
		LGEA OFFICIALS	44	73	54	62	30	8	18
		SUBEC OFFICIALS	29	38	55	24	18	5	20
		MOE OFFICIALS	21	42	55	30	19	2	18
		TEACHERS	68	131	57	85	45	19	18
		PTA OFFICIALS	22	40	52	35	19	4	19
		FMOE OFFICIALS	0	7	70	1	1	1	20
		UBEC OFFICIALS	3	4	78	2	0	0	0
74	Political sentiments in the disciplinary actions in the management of UBE programme has prevented proper provision of basic education in Nigeria	PRINCIPALS	49	65	59	38	21	21	22
		LGEA OFFICIALS	48	59	49	53	36	21	26
		SUBEC OFFICIALS	17	46	55	25	13	13	23
		MOE OFFICIALS	27	39	58	22	17	9	23
		TEACHERS	70	122	55	76	43	37	23
		PTA OFFICIALS	23	46	58	25	17	9	22
		FMOE OFFICIALS	1	6	70	1	2	0	20
		UBEC OFFICIALS	3	3	67	1	2	0	22
75	Disciplinary actions on political sentiment has led to UBE management failure to provide adequate trained staff to handle and utilize both laboratories and libraries for the program	PRINCIPALS	59	53	58	33	29	19	25
		LGEA OFFICIALS	79	45	57	51	21	21	19
		SUBEC OFFICIALS	38	32	61	22	16	6	19
		MOE OFFICIALS	38	35	64	25	9	7	14
		TEACHERS	116	83	57	74	42	33	22
		PTA OFFICIALS	41	35	63	28	8	8	13
		FMOE OFFICIALS	1	5	60	1	3	0	30
		UBEC OFFICIALS	3	3	67	2	1	0	11
76	Political sentiments in the management of discipline of UBE staff has led to poor expenditure tracking, poor financial documentation, non-release of funds and embezzlement in the sector	PRINCIPALS	83	57	72	24	18	12	15
		LGEA OFFICIALS	94	46	65	43	19	15	16
		SUBEC OFFICIALS	50	32	72	17	11	4	13
		MOE OFFICIALS	49	27	67	23	9	6	13
		TEACHERS	159	93	72	52	27	17	13
		PTA OFFICIALS	48	38	72	18	10	6	33
		FMOE OFFICIALS	5	2	70	1	2	0	20
		UBEC OFFICIALS	4	1	56	2	1	1	22
77	Political sentiments in the	PRINCIPALS	55	59	59	48	22	10	16

	disciplinary issues in the UBE programme have led to poor distribution of human and material resources leading to shortage and underutilization.	LGEA OFFICIALS	70	60	60	58	16	13	13
		SUBEC OFFICIALS	29	36	59	33	12	4	14
		MOE OFFICIALS	31	38	60	31	10	4	12
		TEACHERS	101	114	62	84	32	17	14
		PTA OFFICIALS	30	46	63	28	11	5	13
		FMOE OFFICIALS	2	7	90	0	1	0	10
		UBEC OFFICIALS	3	3	67	1	2	0	22
78	Political sentiments in the disciplinary issues have led to the UBE failure to improve acquisition of manipulative and life skills needed for life-long learning in Nigeria	PRINCIPALS	31	34	54	34	59	36	49
		LGEA OFFICIALS	35	35	32	43	65	39	48
		SUBEC OFFICIALS	20	26	40	19	27	22	43
		MOE OFFICIALS	21	18	34	24	31	20	45
		TEACHERS	56	66	35	69	100	57	45
		PTA OFFICIALS	19	26	37	26	29	20	41
		FMOE OFFICIALS	2	2	40	1	4	1	50
		UBEC OFFICIALS	1	3	44	1	2	2	44
79	Political sentiments in the disciplinary issues in UBE programme have lead to improved provision of manipulative and life skills needed for life-long learning in Nigeria	PRINCIPALS	45	63	56	41	23	22	23
		LGEA OFFICIALS	52	58	53	54	28	25	24
		SUBEC OFFICIALS	26	33	52	24	18	13	27
		MOE OFFICIALS	28	32	53	28	12	14	23
		TEACHERS	81	103	53	78	35	51	25
		PTA OFFICIALS	26	32	48	34	13	15	23
		FMOE OFFICIALS	2	4	60	3	1	0	10
		UBEC OFFICIALS	3	2	56	1	1	2	33

The Opinions of respondents on Table 4.9 showed the effects of political sentiments on the management of discipline in UBE programme in Nigeria. The item which indicate that Political sentiments in the management of discipline of UBE staff has led to poor expenditure tracking, poor financial documentation, non-release of funds and embezzlement in the sector has attracted 70%,72% 72% 72% and 72% responses in support from FMOE Officials, Teachers, PTA Officials, SUBEB Officials and Principals respectively. The Teachers responses on this item showed that 159 strongly agreed, 93 agreed, 52 undecided, 27 disagreed while the rest 17 strongly disagreed. The FMOE Officials' responses on the same item showed that 5 strongly agreed, 2 agreed, 1 undecided, and the remaining 2 disagreed. The SUBEB Officials' opinions on the other hand, showed that 50 of them strongly agreed, 32 agreed, 17 undecided, 11 disagreed and the remaining 4 of them strongly disagree with this item. Other stakeholders for this study include MOE Officials whose 49 of them strongly agreed, 27 greed, 23 undecided, 9 disagreed and the remaining 6 strongly disagreed with this item, 83

Principals strongly agreed, 57 greed, 24 undecided, 18 disagreed and the remaining 9 strongly disagreed, 94 LGEA Officials strongly agreed, 57 greed, 24 undecided, 18 disagreed and the remaining 12 strongly disagreed. SUBEB Officials responses also shows 50 strongly agreed, 42 agreed, 17 undecided, 11 disagreed and the remaining 15 strongly disagreed and PTA Officials equally supported this item with 48 strongly agreed, 38 agreed, 18 undecided, 10 disagreed and the remaining 6 strongly disagreed

4.3: Hypotheses Testing

This section computed the responses generated for the 7 hypotheses raised for this study. These responses were tabulated into 7 different tables, one table each for a hypothesis as follows:-

Hypothesis 1

UBE stakeholders do not differ significantly in their views that political propaganda affects policy formulation and implementation of UBE programme in Nigeria

The above hypothesis relates to items 14 to 26 in the questionnaire for this study. The data collected in respect of the items stated were used in analyzing the degree of consensus or otherwise of the opinions of UBE stakeholders on the effects of political propaganda on policy formulation and implementation UBE programme in Nigeria. In testing this hypothesis, all the items mentioned above were used and the One Way Analysis of Variance Statistical procedures was used to record the differences or otherwise of their opinions. The result of the testing is presented in the table 4.10

Table 4.10: Summary of Analysis of Variance (ANOVA) Statistics on the Effects of Political Propaganda on the Policy Formulation and Implementation of UBE programme in Nigeria.

	Sum of Squares	Df	Mean Square	F ratio	F critical	Sig. P value
Between Groups	480.856	7	68.694	.874	2.60	.526
Within Groups	87851.727	1118	78.579			

	Sum of Squares	Df	Mean Square	F ratio	F critical	Sig. P value
Between Groups	480.856	7	68.694	.874	2.60	.526
Within Groups	87851.727	1118	78.579			
Total	88332.583	1125				

According to the outcome of the above Analysis of Variance Statistics, UBE stakeholders' views on the effects of political propaganda on policy formulation and implementation of UBE programme in Nigeria did not differ significantly. The calculated sig (p) value of .526 is greater than the 0.05 level which is less than the 2.60 F critical value; hence the null hypothesis is hereby accepted and retained.

Hypothesis 2

UBE stakeholders do not differ significantly in their views that political interference affects the provision and management of UBE funds in Nigeria.

The above hypothesis relates to items 27 to 39 in the questionnaire for this study. The data collected in respect of the items stated were used in analyzing the degree of consensus or otherwise of the opinions of UBE stakeholders on the effects of political interference on the provision and management of UBE funds in Nigeria. In testing this hypothesis, all the items mentioned above were used and the One Way Analysis of Variance Statistical procedure was used to record the differences or otherwise of their opinions. The result of the testing is presented in the table below:

Table 4.11: Summary of Analysis of variance (ANOVA) on the Effects of Political interferences on the Provision and Management of UBE in Nigeria.

	Sum of Squares	Df	Mean Square	F ratio	F critical	Sig. P value
Between Groups	253.006	7	36.144	.520	2.60	.820
Within Groups	77637.197	1118	69.443			
Total	77890.203	1125				

The outcome of the above analysis of variance statistics (ANOVA) has shown that significant different does not exist among the UBE stakeholders views on the effect of political interference on the provision and management of UBE funds in Nigeria. This is because the calculated P value of .820 is greater than the 0.05 level of significance, while the F ratio is less than the 2.60 F critical. Thus the null hypothesis is hereby accepted and retained.

Hypothesis 3

UBE stakeholders do not differ significantly in their views that political interest affects recruitments, appointments and placement of staff in UBE programme in Nigeria.

The above hypothesis relates to items 40 to 49 in the questionnaire for this study. The data collected in respect of the items stated were used in analyzing the degree of consensus or otherwise of the opinions of UBE stakeholders on the effect of political interest on recruitment, appointment and placement of staff in UBE programme in Nigeria. In testing this hypothesis, all the items mentioned above were used and the One Way Analysis of Variance Statistical procedure was used to record the differences or otherwise of their opinions. The result of the testing is presented in the table 4.12

Table 4.12: Summary of Analysis of variance (ANOVA) statistics on the Effects of Political interest on the recruitments, appointments and placement of staff in UBE programme in Nigeria.

	Sum of Squares	Df	Mean Square	F ratio	F critical	Sig. P value
Between Groups	315.754	7	45.108	.810	2.60	.579
Within Group s	62242.534	1117	55.723			
Total		1124				

According to the above Analysis of variance (ANOVA) statistic, there is no significant difference among the UBE stakeholder's views on the effect of political interest on the recruitment, promotion and placement of staff in UBE programme in Nigeria. This is for the fact that the calculated F ratio of .810 is less than the F critical value of 2.60, and calculated significant (P) value of .579 is greater than the 0.05 level of significance. Therefore the null hypothesis is hereby accepted and retained.

Hypothesis 4

UBE stakeholders do not differ significantly in their views that political sentiments affect staff development and promotion in UBE programme in Nigeria.

The above hypothesis relates to items 1 to 13 of the questionnaire for this study. The data collected in respect of the items stated were used in analyzing the degree of consensus or otherwise of the opinions of UBE stakeholders on the effects of political sentiments on staff development and promotion of UBE staff in Nigeria. In testing this hypothesis, all the items mentioned above were used and the One Way Analysis of Variance Statistical procedures was used to record the differences or otherwise of their opinions. The result of the testing is presented in the table below:

Table 4.13 Summary of Analysis of variance (ANOVA) on the Effects of Political sentiments on the staff development and promotion in UBE programme in Nigeria.

	Sum of Squares	Df	Mean Square	F ratio	F critical	Sig. P Value
Between Groups	439.558	7	62.794	.689	2.60	.681
Within Groups	101858.385	1118	91.108			
Total	102297.943	1125				

An observation of the analysis of variance (ANOVA) statistics above showed that there is no significant difference among the UBE stakeholders' perceptions on the effects of political sentiments on staff development and promotion in UBE programme in Nigeria. This is because the calculated F ratio value of .689 is less than the F critical value of 2.60 where calculated sig value .681 is greater than 0.05 level of significance. Therefore, the null hypothesis is hereby retained

Hypothesis 5

UBE stakeholders do not differ significantly in their views that political self-centeredness affects the provision and maintenance of UBE infrastructural facilities in Nigeria.

The above hypothesis relates to items 50 to 60 in the questionnaire for this study. The data collected in respect of the items stated were used in analyzing the degree of consensus or otherwise of the opinions of UBE stakeholders on the effect of political self-centeredness on provision and maintenance of UBE infrastructural facilities in Nigeria. In testing this hypothesis, all the items mentioned above were used and the One way Analysis of Variance Statistical procedure was used to record the differences or otherwise of their opinions. The result of the testing is presented in the table 4.14.

Table 4.14: Summary of Analysis of variance (ANOVA) statistics on the Effects of Political self-centeredness on the provision and maintenance of UBE infrastructural facilities in Nigeria.

	Sum of Squares	Df	Mean Square	F ratio	F critical	Sig. P value
Between Groups	315.754	7	45.108	.810	2.60	.579
Within Groups	62242.534	1117	55.723			
Total	62558.288	1124				

A careful scrutiny of the above Analysis of variance (ANOVA) statistics showed that there is no significant difference among the UBE stakeholder's views on the effect of political self-centeredness on the provision and maintenance of UBE infrastructural facilities in Nigeria. Reasons being that the calculated Sig (p) value of .579 is greater than the 0.05 level of significance, and the calculated F value of .810 is less than the F critical value of 2.60. There, the null hypothesis is hereby accepted and retained.

Hypothesis 6

UBE stakeholders do not differ significantly in their views that political selfishness affects the monitoring and evaluation of UBE programme in Nigeria.

The above hypothesis relates to items 61 to 70 in the questionnaire for this study. The data collected in respect of the items stated were used in analyzing the degree of consensus or otherwise of the opinions of UBE stakeholders on the effect of political selfishness on monitoring and evaluation of UBE programme in Nigeria. In testing this hypothesis, all the items mentioned above were used and

the One way Analysis of Variance Statistical procedure was used to record the differences or otherwise of their opinions. The result of the testing is presented in the table below:

Table 4.16: Summary of Analysis of variance (ANOVA) statistics on the Effects of Political selfishness on the monitoring and evaluation of UBE programme in Nigeria.

Variations	Sum of Squares	Df	Mean Square	F ratio	F critical	Sig. P value
Between Groups	195.909	7	27.987	.601	2.60	.756
Within Groups	52087.213	1118	46.590			
Total	52283.123	1125				

There is no significant difference among UBE stakeholders in their views on the effects of political selfishness on the monitoring and evaluation of UBE programme in Nigeria. This is because the ANOVA calculated sig (p) value of .756 is greater than 0.05 level of significance, while the calculated F ratio value of .601 is less than the F critical (2.60) value. Thus the null hypothesis is accepted / retained.

Hypothesis 7

UBE stakeholders do not differ significantly in their views that political sentiments affects the management of discipline in UBE programme in Nigeria.

The above hypothesis relates to items 71 to 79 in the questionnaire for this study. The data collected in respect of the items stated were used in analyzing the degree of consensus or otherwise of the opinions of UBE stakeholders on the effect of political sentiments on management of discipline in UBE programme in Nigeria. In testing this hypothesis, all the items mentioned above were used and the One Way Analysis of Variance Statistical procedure was used to record the differences or otherwise of their opinions. The result of the testing is presented in the table below:

Table 4.17: Summary of Analysis of variance (ANOVA) statistics on the Effects of Political sentiments on the management of discipline in UBE programme in Nigeria.

Variations	Sum of Squares	df	Mean Square	F ratio	F critical	Sig. P value
Between Groups	315.754	7	45.108	.810	2.60	.579
Within Groups	62242.534	1117	55.723			
Total	62558.288	1124				

Details of the above Analysis of Variance (ANOVA) statistics revealed that there is no significant difference among UBE stakeholders in their views on the effect of political sentiments on the management of discipline in UBE programme in Nigeria. This is because the calculated P value of .579 is greater than the 0.05 level of tolerance and is also less than the F critical value. Hence the null hypothesis is hereby accepted and retained.

4.4 Summary of the major Findings

- Political sentiments in the management of UBE programme has led to bias staff development and promotion of UBE staff as a result of political sentiments and political interference
- Political sentiments in UBE management have brought in leaders who fail to initiate and execute effective staff development for successful Basic Education in Nigeria
- Political sentiments in UBE management have prevented objective staff promotion which has lower staff morale leading to the danger of not achieving UBE goals
- Political propaganda in the UBE programme has brought in leaders who are incapable of formulating and implementing UBE policy for effective development of basic education in their jurisdiction.
- Politics in the management of UBE programme have led to poor budget performance due to misplacement of priorities and diversion of resources which in turn results low achievement in the sector.
- Political interference in the management of UBE programme has installed leaders who lacks honesty and accountability to effectively manage UBE funds

- Political interference has led UBE managers' failure to make judicious use of UBE funds to improve efficiency of UBE programme
- Political interference in the management of UBE programme has weakened educational administrators skills and commitment to their duties
- Political interest in staff recruitment, appointment and placement in UBE programme has brought in educational administrators and teachers who have failed to coordinate the formulation and execution of policy guidelines for the successful implementation of UBE programme in Nigeria
- Political interest in the management of UBE programme has led to recruitment of unqualified staff in UBE programme in Nigeria
- Political self-centeredness in the provision and maintenance of UBE infrastructural facilities has limit the success of UBE programme in Nigeria
- Political selfishness in the UBE programme monitoring and evaluation has led to poor expenditure tracking poor financial documentation, non-release of funds and embezzlement and diversion from UBE goals and objectives which leads to poor performance in the programme
- Political sentiments in the disciplinary issues in m UBE programme has led to low performance and mis-management in UBE programme in Nigeria

4.5 Discussions of the Findings

This study has revealed that there is no significant difference in the opinions of respondents in all the Seven Null Hypothesis tested using the data gathered for the study. Thus all the hypotheses were retained indicating that politics has been negatively affecting the management of UBE programme success in Nigeria, just as indicated by Mijinyawa (2009), Obanya (2010) and Gidado T (2013).

The effects of political propaganda on policy formulation and implementation of UBE programmes in Nigeria can be seen on table 4.3. The table indicates that 89% of UBEC Official, 90% of FMOE

Officials, 64% of Principals, 68% of LGEA Officials and 61% of SUBEB Officials have supported that political propaganda has weakened effective policy formulation and implementation of basic education programmes in Nigeria. The details equally show that 6 UBEC Officials Strongly agreed, 3 agreed and the remaining 1 undecided, while 4 FMOE Officials strongly agreed and 4 agreed that politics in UBE management has brought leaders who are incapable of formulating and implementing basic education policies and programmes for effective basic education in their jurisdiction with only 1 disagreeing. The principals' details responses on this item showed that 74 strongly agreed, 51 agreed, 33 undecided, 19 disagreed and 17 strongly disagreed. The LGEA Administrators details responses on this showed that 98 strongly agreed, 48 agreed, 30 undecided, 22 disagreed and 19 strongly disagreed SUBEB Officials responses also shows 40 and 28, strongly agreed and agreed respectively while 28 were undecided and 11 each disagreed and strongly disagreed.

In line with this finding Balarabe 92008) has also discovered that most educational Officials blindly followed rules and procedures without minding the expected procedures, anyone who dares to do otherwise is seen as a threat and is targeted for destruction. This system has favoured those with personal loyalties to those in authority and those who by nature are intellectually weak. This has indicated the need to subject policy and management personal especially at state and local government label which are the implementation label of UBE programmes to rigorous training and re-retraining to minimise this problem.

Lack of political will or commitment at all levels of government is also manifesting in the implementation of the UBE programme by this study. However, only effective political leadership, commitment and firm resolve are essential for the programme to succeed. The UNESCO- EFA Global Monitoring Report (2009) cites Nigeria as one of the countries struggling with the impact of poor governance on the education sector. Poor governance, according to this report, is significantly slowing progress towards EFA and undermining the quality of basic education services.

Like in many developing countries, policies / programmes in Nigeria usually emanate from the political system rather than from the demands of the citizens (environment) (Egonmwan, 2002 in UNESCO 2006). Eminue (2005) in the same report, explained, any policy or programme that the targeted beneficiaries has not participated in its formulation and execution does not guarantee

sustainability. He asserts that since the target groups are hardly involved at either the policy design or at the implementation stage, they become more or less on lookers rather than participants in such programme. He submits that programme sustainability become problematic with such uncommitted or disinterested targets. But Education for All is said to be the responsibility of all. Azuka Menkiti, the programme Advisor for Action Aid International Nigeria (an international development Non-governmental organization), charged that government has not done enough to sensitize people about the UBE programme and law. According to her, we have made a law guiding us and people don't even know about it (The Nation Thursday, October 16, 2008).

The Minister for State education made a statement in Yankari conference (2008), which indicated government awareness of UBE failure on this aspect when she openly called for primacy of educational policy formulation, provision of equitable and inclusive education directed at bringing into the school the over Nine Million out-of-school children, improvement of teacher quality and welfare, additional funding sources for UBE and the need for attitudinal changes on the part of the UBE programme implementers after eight years of implementation. Thus this discovery tells us that the problems foreseen by the minister still exist.

Just as indicated by the above analysis, most educational problems are also known to be management - based. These include interference and sentiment, poorly equipped programme, ill-staff, and poor supervised programme which are likely to lead poor achievements. To realize this important role of management in educational programme, researchers have come out with several studies on leadership behaviors of school heads, teachers' job satisfaction and morale, job performance and productivity, school inspection, classroom management and discipline, school finance, etc, Oyedeji (1995), Oladimeji (1995), Ijaiya (1998), Okhawere (1998), Oluchukwu (1998) all as cited by Joshua (2009) all in search for the solution.

A review of the UBE implementation in the different States and at the national level highlights this problem more and indicate the need to improve the planning techniques in some directions. These have been indicated below Ahuanya et al (2010). UNESCO report by Nzechi (2007) as in Judith

(2008) has confirmed that despite Nigeria's effort to improve the quality and reach of its educational system, Nigeria still has about 10 million children of school age who are not in primary or secondary. The Executive Secretary UBEC also confirmed this in Yankare Conference in 2008.

The details on table 4.4 show the effects of political interference on the provision and management of UBE programme funds. The table shows the highest responses percentage of 89%, 68%, 60%, 62%, 68% and 70% by UBEC Officials, MOE Officials, FMOE Officials, PTA Officials, SUBEB Officials and LGEA Officials respectively was that political interference in the management and provision of UBE funds has led to poor budget performance due to misplacement of priorities and diversion of resources which in return results in failure in the achievement of UBE goals. The UBEC Officials respondents on this item showed that 4 strongly agreed, 3 agreed, and the remaining 2 disagreed. The MOE respondents opinion on the other hand showed that 39 strongly agreed, 29 agreed, 18 undecided, 20 disagreed and 8 strongly disagreed, while PTA Officials responses on the same item showed that 39 strongly 38 agreed, 10 undecided, 23 disagreed and the rest 10 strongly disagreed.

The last Minister of Education, Prof Rukayya Rufai, has admitted in March 2013, in New York that Nigerias' failure in providing basic education to all school age has nothing to do with finance but Political will citing many state unable to secure UBE matching grant. According to UBE web site by may 2014 no state in the federation was able to access 2014 matching grant while only thirteen states access that of 2013. Infact some states like Ebonyi and Rivers have not access even that of 2011. Thus Billion of Naira have left un-access while UBE programme has been in desperate need for funds.

The, then Minister of State II for Education, who was the Chairperson of the Retreat at Yankari (2008), also pointed out this when she confessed the problem of "*lack of accountability and transparency in the use of funds allocated to the UBE programme"* This has indicated that leadership by those political party loyalists does not contribute to increase transparency which is the prerequisite of the success of any social policy just as shown by UBEC and FMOE at Yankari Conference (2008) in Bauchi. Mijinyawa (2009), the National President of National Association of Proprietors of Private schools in Nigeria has pointed out that politicization of key issues affecting education in Nigeria wreaked havoc in the sector. In fact most of those political party leaders actively further their own

interest, he added. This can be supported by the attempt by Ekiti State governor (2007-2011) in Gbenga, (2010) who attempted to move State College of Education to his home town base on selfish interest but opposition prevented him to succeed. How can this type of leadership honestly embark on distribution of schools to meet free compulsory education for all?

According to Soyinka (2007) as cited by Ahunanya as above, in a recent finding by the Federal Ministry of Education study contained in a report titled State of Nigerian public schools, out of 140 million Nigerians, 45% (63 million) are children from 0 to 15 years. Out of these 63 million, 42.1 million were eligible for primary school education but only 22.3 million were in primary schools with the public school system. Thus 47% (19.8 million) of Nigerian children that should be in primary school in exception with very few in Private Schools, are out of school. And the major reason for this state of affair is the inability of most parents to bear the cost of sending their children to school, as parents even under UBE programme have to shoulder the responsibilities of direct cost of educating their children like school uniform, textbooks, stationeries, transport and school meal among others.

In a paper delivered at Arewa House, titled Education for National Development, February 1994, Adamu Ali identified political sentiments as a basic problem of education in Nigeria. He remarked "political interference in educational issues has become an endemic problem to the detriment of academic excellence" he equally indicated that it causes educational imbalance in Nigeria, within states and local governments areas, citing children roaming about in the streets of northern states with begging bowls in their hands who neither attend Quranic Schools nor Western education as evidence. However the Draft of Educational Act 2007 cited by Balarabe (2008) have shown that it is the right of every Nigerian child of school age to receive full-time basic education suitable to his age, ability and aptitude by regular school attendance just as the National Policy on Education has Indicated.

The Executive Secretary UBEC, Modibbo (2008) as in Daily Trust 2012 still testified in his opening address to FGN/UBEC organized Retreat tag "Challenges facing Basic Education Sub-Sector in Nigeria and Charting the Way Forward in Bauchi" that granting access to Millions out-of-school children has explained the challenges facing UBE management after eight years of implementation.

The, then Minister of State II for Education, who was the Chairperson of the Retreat, also confessed of the failure of UBE management for insufficient and inequitable access and low learning achievement of pupils still after eight years of implementation.

Obanya cited by Adamu (2002) assertions on Nigerian performance in Basic Education have ranked Nigeria low even by the African Standard, lamenting that Nigeria occupies 136 position in Global Human Index (GHI) out of 162 countries covered by UNDP Survey while in African same rating, Nigeria occupies 18th position out of 42 countries covered by the survey behind even countries like Togo, Lesotho, Kenya, Equatorial Guinea and Madagascar.

The Federal Ministry of Education though without empirical support has put the literacy rate in Nigeria at 57% of the 140 million population based on the 2006 national census figure while the illiterate rate was put at 41% indicating 57 million of the total population, Rashid (2007). No nation, as indicated by Olarisade (2002;398) cited by Umar and Muhammad (2008) can aspire to achieve its full developmental potentials unless all its citizens are full participants in its development process, which can only be achieve through effective education.

The details of Table 4.5 revealed the opinions of respondents on the effects of political interest on the recruitment, appointment and placement of staff in UBE programme in Nigeria. The highest percentage is attracted by the item which indicates that the political interest has led UBE managers' failure to make judicious recruitment and appointment of staff needed for effective basic education in Nigeria. This item shows 78 percentage responses from the UBEC Officials supporting the item, in which 4 of them strongly agreed, 4 agreed, and the remaining 1disagreed. While the 60 % 0f teachers' responses, in which 171 of them strongly agreed, 100 agreed, 29 undecided, 31 disagreed and the rest of them, 17 strongly disagreed. On the PTA Officials, their responses percentage was 60% in support, in which 52 strongly agreed, 44 agreed, 11 undecided, 9 disagreed and the remaining 4 strongly disagreed. While 64% of LGEA responses on the same item shows 113 strongly agreed, 57 agreed, 19 undecided, 12 disagreed and the remaining 16 strongly disagreed. The MOE Officials' responses on

the same item was 55% out of which 60 strongly agreed, 33 agreed, 11 undecided, 6 disagreed and the remaining 4 strongly disagreed

Precisely one year after the launching of UBE programme, the federal government reported that the poor performance of students in Nigeria is caused by "acute shortage of qualified teachers in the primary school level." It was reported that about 23 percent of the over 400,000 teachers employed in the nation's primary schools did not possess the Teachers' Grade Two Certificate, even when the Nigeria Certificate in Education (NCE) was the minimum educational requirement, Ogbeifum and Olisa; The Vanguard Online, July 1, 2001 as cited by Igbineweke et al (2008). Nine years of UBE implementation it was discovered in the results of the personnel audit conducted by UBEC showed that basic education requires 966 308 teachers ideally but only 627 550 teachers are currently in service. Of that number, only 368 613teachers (about 55.2%) are professionally qualified leaving a short fall of 597 695 from the ideal requirement (Vanguard Thursday February 12, 2009). In evaluating the UBE (Santcross et al 2009 reports as in Wikipedia 2011) that the Nigerian education sector suffer from weak capacity at the institutional, organizational and individual level. They observed that the quality of individual managers, education officials and teachers is generally agreed to be poor, with many un- or under-qualified for their roles with the result that basic education services are of low quality and learning outcomes unsatisfactory.

The UBEC Executive Secretary confessed this problem recently (April 25th 2012) when submitting report to the Minister of Education where he testified to the Minister that over 80% of teachers in Sokoto are unqualified, (Daily Trust, 25th April 2012). Furthermore the UBE retreat in Yankari (2008) brought this again out when the Minister of state for education confessed of acute shortage of qualified teachers, infrastructural decay, shortage, poorly motivated and ill-equipped teaching force and insufficient instructional materials. This has proofed the discovery of this study, as it indicated that even the UBE managers anticipate its failure.

Mijinyawa (2009) has again pointed out some of the causes when he mentioned that it is unfortunate that merit has been thrown to the dogs on matters relating to the appointment of teachers as well as those who are entrusted with the administration of our education sector particularly at UBE level.

There is no doubt that no educational programme can rise above the quality of its management. The implementation of the National Policy on Education is a typical example; laudable programme but poorly executed, Adesina (1981). The ultimate aim of educational management is to procure and marshal resources (Man, Money, Materials and Time) to ensure the achievement of educational goals and objectives. All management functions such as planning, organizing, leading, supervising, controlling, motivating, and evaluating should be directed toward achieving such objectives. Aliyu (2003) and Omonibo (2005) cited by Gerold (2011) opined that political factors take upper hand in these sensitive appointments and this accounts for the mismanagement of schools and the attendant low standard of education in Nigeria in recent times.

Tanko (2001) and Gboyega (2009) as cited by Obanya (2010) have showed that politics in the management of Education in Nigeria has not exerted beneficial development of education nor does education has desired impact on the development of democracy in Nigeria, emphasizing that between June 1999 to April 2011 Nigeria has 9 different Education Minister and between this period to Nigerian independence there were 45 ministers of education all with different political interest leading to policy summersault and inconsistency in the sector.

Mijinyawa (2009) has rightly pointed out that "school pupils have been denied the opportunity of learning under well trained teachers and administrators in many Nigeria educational institutions as a result of politics". Worst of all education is being used as a battle ground on which the issue of citizenship or state of origin is being fought in the area of recruitment of staff and admission into schools, colleges and universities, as indicated by Abernethy et al as cited by Adamu (2002). Although the NPE (2004) has indicated that "*every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability*" paragraph 4 (c)

Alele (1992) contended that administration of education in Nigeria is a complicated issue in ramification, showing that it is characterized by all forces of pull and push reminiscent of a

heterogeneous society. The forces of pull and push according to her include those of construction and deconstruction, forces of unity and disunity and negative and positive forces.

UBE stakeholder's opinions on the effects of political sentiments on staff development and promotion in UBE programme in Nigeria have indicated that politics has been preventing the proper and efficient progress on this aspect. The study has revealed the details of this on Table 4.6 where the Opinions of Respondents on the effects of political sentiments on staff development and promotion of staff in UBE programme. The highest responses of 90%, 69% and 75% comes from UBEC Officials, FMOE Officials, and Principals respectively showing political sentiments on the management of UBE programme has led to political interference in issues relating to staff development and promotion which result to low morale and lack of commitment of workers. According to FMOE Officials' responses on this item 6 of them strongly agreed, 3 agreed and only 1 disagreed. While the principals' responses on the same item showed that 96 strongly 56 agreed, 9 disagreed, 17 undecided, and the rest 16 strongly disagreed. While the 6 UBEC Officials strongly agreed and the remaining 3 agreed. Others on the same item includes LGEA Officials with 77% responses, in which 109 strongly agreed, 58 agreed, 14 undecided, 20 disagreed and the rest 16 strongly disagreed, SUBEB Officials have 73% responses supporting the same item, which shows 57 strongly agreed, 26 agreed, , 6 undecided, 16 disagreed and the rest 9 strongly disagreed, MOE Officials responses also shows 57 strongly agreed, 26 agreed, , 6 undecided, 16 disagreed and the rest 9 strongly disagreed and PTA Officials with 52 strongly agreed, 31 agreed, , 6 undecided, 19 disagreed and the rest 12 strongly disagreed. According to FMOE Officials responses on this item, 6 of them strongly agreed, 3 agreed and only 1 disagreed. While the principals responses on the same item showed that 96 strongly 56 agreed, 9 disagreed, 17 undecided, and the rest 16 strongly disagreed. While out of 9 UBEC Officials who returned copies of the Questionnaires, 6 of them strongly agreed and the remaining 3 agreed.

The above result serve as a proof for the fear of many that politics is doing more harm than good in the implementation of UBE programme. This has also proof the suspicion by Mijinyawa (2009) that 'incompetent people are now holding positions in the UBE management right from the level of Chief Executive to classroom teacher s' The fact that, this may be so in other sector too, is not enough to be

justification, education is the backbone of entire survival as human beings and as a nation. This result has also indicated the presence of low morale and lack of commitment by workers due to groggiest of selective promotion and bias training involving LGEA staff, SUBEB and even in UBEC Political interference and sentiment has prevented UBE stakeholders to appreciate and recognize qualification and commitment to duties as yard stick for training and promotion Obanya (2010)

Table 4.7 revealed UBE stakeholders' opinions on the effects of political self-centeredness on the provision and maintenance of UBE programme in Nigeria. The item which shows that political self-centeredness in the management of UBE programme for provision and maintenance of infrastructural facilities has led to poor expansion and improvement of learning centres for basic education due to diversion and lack of commitment on UBE policy guidelines for the successful provision and maintenance of facilities basic educational services in Nigeria attracted attention. 78% of UBEC and FMOE Officials are in agreement with the item. The UBEC Officials response on this item revealed that 4 of them strongly agreed, 3 agreed, 1 undecided, and the remaining 1 disagreed. The MOE Officials responses on the same item showed that 27 of the strongly agreed, 27 agreed, 48 undecided, and the remaining 12 disagreed. Furthermore the FMOE Official responses on the same item revealed that 2 strongly agreed, 4 agreed, 2 undecided, and the remaining 2 disagreed. The Principals responses shows the mean of 3.5407 in which 52 strongly agreed, 55 agreed, 54 undecided, 19 disagreed and the remaining 13 strongly disagreed

In the UBE guidelines, every primary or junior secondary school in Nigeria is expected to have one general science laboratory, one ventilated improved toilet for a maximum of 4 pupils or students per toilet, and, one teacher to handle only 40 pupils or students in a class (Nigeria, 2000). However A study on existing national situation in the primary education sector revealed that, 12% pupils sit on the floor, 38% of classrooms have no ceilings, 87% of classrooms are overcrowded, while 77% of pupils lack text books (Adepoju and Fabiyi, 2009). According to this review, the condition of the school infrastructure in the 3 states (Kano, Jigawa and Kaduna) visited is very poor and the impression gained is that across board approximately 75% of the infrastructure is in very poor condition (ESSPIN, 2009 as in Emanual 2011).

The worst effect of politics on the provision and maintenance of UBE infrastructural facilities is in the area of data manipulation which leads to insufficient allocation of resources due to suspicious data and wastages as a result of over supplied of resources at the expense of others. Such over supplied are either locked or allowed to rot or even sold in an open market while others are being denied. One implication of this failure is that people are becoming poorer in a land (Nigeria) of great resources. The UBE Journal 2000 Edition, has indicated that Data are deliberately distorted or inflated due to incompetence, mishandling or selfish interest. It also testified that politicization of UBE management as a factor fuelling data inaccuracy and unreliability.

Table 4.8 revealed the UBE stakeholders' opinion on the opinions of respondents on the effects of political selfishness on the monitoring and evaluation of UBE programme in Nigeria. The item which say political selfishness in UBE monitoring and evaluation has led to the failure of the program to professionally develop its man-power due to bias selection of those to be trained leading to inefficiency of the system attracted 67%, 60% and 60% responses in support from the UBEC Officials, SUBEB Official and MOE Officials respectively. The details show that 5 UBEC Officials strongly agreed, 1 agreed, 2 undecided, and remaining 1 disagreed. On the SUBEB Officials' responses, 33 of them strongly agreed, 37 agreed, 21 undecided, 13 disagreed and 10 strongly disagreed. The MOE Officials, 20 of them strongly agreed, 48 agreed, 30 undecided, 12 disagreed and remaining 4 strongly disagreed. The entire remaining stakeholder's responses on this table show percentage ranging from 45 to 90 in support of presence of politics in this aspect of UBE management.

Political manipulation of evaluated data makes plans and implementation difficult, as projection will be wrong or inaccurate UBE (2006). Schools population figures are always not proportionate to the population of the state or Local Government. Up to the dawn of the year 2010, Nigerians were still uncertain where UBE programme is heading. In other words, its destination was still unknown after about ten years of implementation.

In the past primary school graduate can read and write in English, that was why some where even recruited to teach in primary schools, Shika (2001) cited by Fadipe and Oluchuku (2000). Nigerian Educational managers need to be reminded that the quality of basic education determines the quality of a nation educational system Nyako (1999) cited by Ezugwu (2008). Empirical studies on UBE implementation in Nigeria have also indicated doubt for the success of the programme. For instance, a

study conducted in Bayelsa state in 2010 on UBE by Ado I B, Akinbobola A O, and Inyang G B, on the status of human resources and its implication to UBE implementation Junior Secondary Education, have shown that there was inefficiency in teachers availability and adequacy. This study discovered that 55% of English language teachers are NCE teachers that read English Language; 30% are NCE teachers that did not read English language; 7% are BA Ed/B Ed teachers that read English language; 4% are BA Ed/ B Ed teachers that did not read English language; but are teaching English Language and 3% are BA / HND teachers without teaching qualification. This has really indicated lack of political will as shown by Gidado T (2013) by UBE managers.

The Director General and Nigerian Representative of UNESCO Abraminyu Singh cited by Judith (2008) has supported this discovery where he disclosed that contrary to low figures given by the Government, Nigeria harbours about 60 million adult, 85% of whom are under 35 years who can neither read and write. Contrary to many discoveries on the role and importance of education in providing live and manipulative skills. Fedheloe (2000) have appreciated it as "the foundation". Fagheimi (2002) described it as "the principal key", Jalingo (2002) as "an empowerment process"; Hassan (2002) as "a formidable instrument for socio-economic empowerment" NEEDS (2004) all as cited by Umar and Muhammad.

Finally, The Opinions of respondents on Table 4.9 showed the effects of political sentiments on the management of discipline in UBE programme in Nigeria. The item which indicate that Political sentiments in the management of discipline of UBE staff has led to poor expenditure tracking, poor financial documentation, non-release of funds and embezzlement in the sector has attracted 70%,72% 72% 72% and 72% responses in support from FMOE Officials', Teachers, PTA Officials, SUBEB Officials and Principals respectively. The Teachers responses on this item showed that 159 strongly agreed, 93 agreed, 52 undecided, 27 disagreed while the rest 17 strongly disagreed. The FMOE Official's responses on the same item showed that 5 strongly agreed, 2 agreed, 1 undecided, and the remaining 2 disagreed. The SUBEB Officials opinion on the other hand, showed that 50 of them strongly agreed, 32 agreed, 17 undecided, 11 disagreed and the remaining 4 of them strongly disagree with this item. Other stakeholders for this study include MOE Officials whose 49 of them strongly

agreed, 27 greed, 23 undecided, 9 disagreed and the remaining 6 strongly disagreed with this item, 83 Principals strongly agreed, 57 greed, 24 undecided, 18 disagreed and the remaining 9 strongly disagreed, 94 LGEA Officials strongly agreed, 57 greed, 24 undecided, 18 disagreed and the remaining 12 strongly disagreed. SUBEB Officials responses also shows 50 strongly agreed, 42 agreed, 17 undecided, 11 disagreed and the remaining 15 strongly disagreed and PTA Officials equally supported this item with 48 strongly agreed, 38 agreed, 18 undecided, 10 disagreed and the remaining 6 strongly disagreed

This has been acknowledged openly by nation's rulers during their tenure in office. General Ibrahim Babangida agreed while inaugurating the National Primary Education Commission in 1989 that poor management was part of what led to the collapse of 1976 free Universal Primary Education Scheme, Guardian (1989) as cited by Igbineweke et al, (2009). In the same vein, Chief Olusegun Obasanjo remarked at the launching of Universal Basic Education, as a President of Nigeria in Sokoto that a number of unexpected and preventable problems made Universal Primary Education of 1976 a programme that could not continue or last for a long time, Igbineweke et al, (2009), but promised this 'time we cannot afford to fail'. The federal ministry of education 10 year plan of 2007 (Draft) cited by Balarabe (2008) has equally pointed out that "crisis in Education is not only crisis on Education but a crisis for the nation.

Nigerian education system failed largely at the level of management, Ahuanya et al (2010). Quality management enhancing factors including those policies of de-politicization of education, in order to promote mutuality – mutual goals, mutual influence, mutual respect, mutual rewards, and mutual responsibility should all be encourage, Michael (2006). For instance, the nation launched the Universal Primary Education (UPE) in 1976, but as noted, the program failed due to lack of fund and poor management, caused by corruption, embezzlements, inadequate human and materials resources, among other factors. Fafunwa (1986) remarked that a decade after the introduction of the UPE the educational outcome showed that the National Educational Objectives were not fully realized due to certain national problems such as financial problems, insufficient competent teachers, overcrowded classrooms, narrow curriculum content and high rate of drop-outs. Adamu (2002) has testified that

Nigerian problem is not peculiar "*there is hardly a country that has not experienced crisis in its educational system"* what is required is for Nigeria as a Nation to be aware of the existing problems and stop pursuing the shadow, then develop the zeal and political will to locate and arrest the situation. In countries like Botswana, South Africa, Morocco and Malawi were able to redress this type of problems in their education sectors through decentralization of their system, Gidado (2013). Over centralization of education system in Nigeria is the base of politicization of this sector, Obanya (2010)

Prof lekan Oyediji, the than Chairman of Governing Council of Oyo State College of Education as cited by Gboyega (2009) have pointed out that experience over the years have shown that only non-politicization of the UBE scheme could pave way for its effective execution. The exercises (UPE and UBE) were carried out anti-clockwise. The policy came out in 1977 and the UPE programme was launched in hurry a year earlier while the UBE was equally launched after just four month of Obasanjo Administration in September 1999 while its law was put in place in 2004, but the President still concluded while launching "we cannot afford to fail this time". However, a report in the Daily Trust of 21st may 2013 sourced from Ministry of Education have confessed that Basic Education in Nigeria faced issues such as general decay of infrastructure, grossly inadequate funding, a serious lack of competent teaching staff, corruption in the management of education, lack of adequate educational plans, poor implementation of educational goals and demographic problems. This according to the report made the cut-off marks into Federal Government Colleges to states like Sokoto, Taraba and Kebbi to between 3 and 27 as cut-off scores for 2013/2014 academic session. In the same article Babatunde confessed that "Education in Nigeria is in embarrassing state of decay"

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion, and recommendations of this study. Two areas were also suggested for further research to be conducted.

5.2 Summary

The summary of this work includes the summary of the previous chapter one to four. Chapter one introduced the study by way of giving general background of the topic as it relates to Nigeria, highlight on the statement of the problem, objectives of the study, research questions and hypothesizes. The respondents were also identified to include Principals, LGEAs Officials, SUBEB Officials, MOE Officials, FMOE Officials, UBEC Officials, Teachers and PTA executives and scope of the study covers Nigeria.

Chapter two extensively presented the literature review related to the topic of the study. Conceptual frameworks on the component of the study were lengthily presented. This chapter started with detailed discussion on politics, management, and effect of politics on Management practices of Universal basic education programme in Nigeria. The chapter rounded up by presenting empirical studies and summary of the chapter.

Chapter three presented and discussed the study methodology. These include the design of the study which is survey design. The instrument used was a well design questionnaire made up of eight sections each containing various items related to the study. The first section contained the Bio data, covering state, status of the respondents and their working experience. The remaining seven sections covered sub variables related to the seven raised hypothesis. The study population and sample showed that a total of 1210 respondents made of Educational Officials in LGEAs, MOE, UBEC, FMOE, Principals, Teachers and PTA executives cutting across six geo-political zones of Nigeria, two states from each zone and FCT were used. The pilot study and reliability of the instrument have shown that the instrument is fit for the study. The method of the data analysis used for the study showed that both descriptive and inferential statistics means were used for the data analysis. The Analysis of variance (ANOVA) was used in testing the seven hypotheses at 0.05 level of significance.

Chapter four was the comprehensive presentation, interpretation and discussion of data. A total of 1126 respondents comprising 194 Principals, 217 LGEA Officials, 114 SUBEB Officials, 114 MOE Officials, 348 Teachers, 120 PTA Officials, 9 UBEC Officials and 10 FMOE Officials returned their questionnaires out of 1210 administered. The three UBE stakeholders did not differ significantly in their perception in all the seven researches hypothesizes. All were of the view that politicization of UBE management has negative effect on the success of UBE programme in Nigeria. They equally agreed that politics has slow or even prevent management of UBE Programme from achieving optimum success. The findings of this study shows that

I. Political propaganda in the policy formulation and implementation of UBE programme has prevented effective and efficient policy formulation and implementation of the programme in Nigeria.

II. Political interference in provision and management of UBE funds has led to poor budgets performance due to misplacement of priorities, delay and diversion of resources which has limited the success of the programme in Nigeria.

III. Political sentiments in staff development and promotion in UBE programme has led to poor staff development and bias promotion of UBE staff in Nigeria.

IV. Political interest in the recruitments, appointments and placement of staff in UBE programme has installed educational managers who lack skills and commitment to make judicious recruitment and appointments for effective programme implementation in Nigeria.

V. Political self-centeredness in the provision and maintenance of UBE programme infrastructural facilities has led to poor expansion and improvement of learning centres for basic education due to diversion of resources and lack of commitment on UBE policy guidelines.

VI. Political selfishness in the monitoring and evaluation of UBE programme has led to the failure to professionally monitor UBE programme due to bias action and in-action leading to inefficiency in the programme in Nigeria.

VII. Political sentiments in the management of discipline in UBE programme has lower workers morale and commitment to their duties which leads to poor UBE management performance and embezzlement in Nigeria.

5.3 Conclusions

From the analysis and the results obtained in this study, it could be concluded that

i. Respondents used in this study (educational Officials, principals, Teachers and PTA officials) do not significantly differ in their perception that politics in the management of UBE has negative effect on the successful implementation of UBE programme in Nigeria. This led to the retention of the seven hypotheses formulated for this study.

ii. The level of significance in the opinions of the respondents clearly showed that all the respondents have accepted that politics in the management of UBE has been disrupting the development of basic education in Nigeria. This is reflected in tables 4.3 – 9 showing the rough responses scores and their means level of acceptance across the six geo-political zones. In all the seventy nine (79) sub-variables tested the average mean acceptance is between 50-90%.

iii. UBE stakeholders used in this study did not differ in their perceptions that the effect of politics in the UBE management in Nigeria has been reducing the chances of the success of the programme in Nigeria. This is evident by the f-calculated in all the mentioned tables are below the F critical and P value more than the 0.05 level of significant This has supported Gidado (2013) when he testified that 'Nigeria failure in the provision of basic education is largely leadership problem and lack of political will'.

5.4 Recommendations

In line with the findings and conclusions of this study, it is pertinent to recommend that:-

1. Government should stop politicizing the top leadership of the SUBEBs and LGEAs which are the UBE implementations levels of basic education in Nigeria to ensure that only career educationists who are capable and committed are appointed for the job.
2. Government should stop interfering in the appointment of teachers and educational administrators in all educational programme in Nigeria while SUBEB and UBEC should focused on vision and policy not politics
3. Committed and professional check and balances should be introduce among the federal government, state and local government to ensure proper policy and implementation of UBE programme at all levels to reduce misplacement of priorities.
4. Government should set up independent committee of experts and honest people of the host communities to monitor and supervise UBE programme to ensure provision and right use of qualify personal to impact proper basic education and to give every child full-time education suitable to his age, ability and aptitude.

5.5 Suggestion for Further Studies

For further studies, the following areas are suggested by the researcher

1. A study be carried out on the **UBE in Nigeria: implementation and short comings of the programme** in order to provide an empirical result of its success and failures.

2. There is also the need for study on the **effect of socio-economic attributes on the UBE programme in Nigeria** in order to measure if other attributes like Religion, economic status and environment have effects on UBE programme in Nigeria.

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QUESTIONNAIRE FOR UBE STAKEHOLDERS TO EXAMINE THE EFFECTS OF POLITICS ON THE MANAGEMENT OF UBE PROGRAMME IN NIGERIA

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_____

Dear Respondent,

REQUEST LETTER

I am a postgraduate student (Ph.D) of the Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria, specializing in Educational Administration and Planning. I am currently conducting a research aiming at eliciting information on the topic: **Effects of Politics on the Management of UBE Programme in Nigeria.** You have been selected as one of the respondents to assist in filling this questionnaire.

Please do not write your name on the paper, while I assure you of complete privacy and confidentiality of your response. Your response will be strictly used for the purpose of this research only.

Yours faithfully

YahayaAliyuSaidu

Introduction

This questionnaire is designed to examine the effect of politics on the management of Universal Basic Education programme in Nigeria. Kindly contribute to the success of this study by completing this questionnaire appropriately.

You are required to tick only one column under each question. SA stands for Strongly Agree, A indicates your Acceptance, Tick UD when you cannot decide, DA when you disagree with the statement and SD when you strongly disagree with the statement. Your response to this questionnaire will be strictly treated confidentially. That is why only your state, status and working experience will be required.

SECTION A

Respondent's State:-

Katsina _____
Kano _____
Gombe _____
Yobe _____
Plateau _____
Ekiti _____
Abia _____
Anambra _____
Lagos _____
Kwara _____
Akwa-Ibom _____
Rivers _____
FCT _____

Respondent's status:-

Principals _____
LGEAs Administrator s _____
SUBEB Administrators _____
MOE Administrators _____
Teachers _____
PTA Executives _____
UBEC Administrator _____
FMOE Administrator _____

Respondent's working experience:-

Below 5 years _____
5 – 10 years _____
10 and above _____
Retired civil servant _____
Active politics _____

SECTION: C EFFECT OF POLITICAL PROPAGANDA ON POLICY FORMULATION AND IMPLEMENTATION OF UBE PROGRAMME IN NIGERIA

No	STATEMENTS	S A	A	UD	DA	SD
1	Political propaganda in management of UBE has brought leaders who are incapable of formulating and implementing policies for effective basic education in Nigeria					
2	Political propaganda in the management of basic education in Nigeria has weakened UBE policy formulation and implementation nationwide.					
3	Politicizing the top management of UBE policy formulation and implementation has slow down private investment in to basic education in Nigeria.					
4	Political propaganda in policy formulation and implementation of UBE programme in Nigeria, has slow down the success of UBE in Nigeria.					
5	Political propaganda in the policy implementation of UBE programme has weaken the UBE effort to bridge the educational gab between North and South Nigeria					

6	Political propaganda in the policy formulation and implementation has led to the failure of UBE programme to judicious use school mapping in Nigeria which leads to poor location of schools					
7	Politics in the policy formulation and implementation of UBE programme has led to poor maintenance culture and mis-use of UBE infrastructural facilities					
8	Political propaganda and directives in the policy formulation and implementation have led to mis-management of funds in UBE programs in Nigeria.					
9	Political propaganda in policy formulation and implementation of UBE programme has led to over centralization of UBE activities and programs					
10	Political propaganda in policy implementation has prevented effective service delivery structure and mechanism which limit the success of UBE programme					
11	Political propaganda in policy formulation and implementation has led to the failure of the UBE to enhance efficient system management through developing managerial skills of all staff					
12	Politicization of policy formulation and implementation of UBE programme has contributed to the failure of the program to provide strong commitment to basic education in Nigeria					
13	Politicization of policy formulation and implementation of UBE programme has led to strong commitment to basic education in Nigeria					

SECTION D: EFFECT OF POLITICAL INTERFERENCE ON THE PROVISSION AND MANAGEMENT UBE FUNDS IN NIGERIA

No	STATEMENTS	SA	A	UD	DA	SD
14	Political interference in management and provision of UBE funds has led to poor UBE programs implementation in Nigeria.					
15	Political interference in the management and provision of UBE funds has led to neglect of improving infrastructural development to provide access to all Nigerian children of school age					
16	Political interference in the management and provision of UBE funds has made UBE administrators incapable of giving proper monitoring of government inputs into the implementation of UBE programs					
17	Political interference in the management and provision of UBE funds has leads to de-emphasizing adequate geographical coverage of UBE programs					
18	Politics in the management and provision of UBE funds has led to delay and poor utilization of funds which in return crippled					

	achievement of the sector					
19	Political interference in the management and provision of UBE funds has led to poor budget performance due to misplacement of priorities and diversion of resources					
20	Politics in management and provision of UBE funds has led to poor location of schools thus leading to long distance of students and withdrawals					
21	Political interference in the management and provision of UBE funds has led to lack of proper role model on the part of educational managers.					
22	Politics in the provision and management of funds has brought into UBE programs leaders who lack honesty and accountability in the discharge of their duties					
23	Most UBE administrators as a result of politics in provision and management of funds the sector lack integrity and transparency in carrying out their duties					
24	Political interference in the management and provision of UBE funds has brought administrators who lack administrative skills and commitment to UBE programmes					
25	Politics of the management and provision of UBE funds has led to the failure of the program to provide free compulsory basic education for all school age children in Nigeria					
26	Politicization of the management and provision of UBE funds has led to better achievement of free compulsory basic education in Nigeria.					

SECTION E: EFFECT OF POLITICAL INTEREST ON THE RECRUITMENT, APPOINTMENT PLACEMENT OF UBE STAFF IN NIGERIA.

No	STATEMENTS	SA	A	UD	DA	SD
27	Political interest in UBE recruitment, placement and appointments has installed educational administrators in the program who lack skills and commitment to their duties					

28	Political interest in the UBE recruitment, placement and appointments has led to the failure of the program to ensure availability and capable human resources					
29	Political interest in recruitment appointments and placement has led to the failure of UBE management to provide qualitative basic education to Nigerian children					
30	Political interest in UBE recruitment, placement and appointments has led to poor staffing of schools					
31	Political interest in the UBE recruitment, placement and appointments has led to its failure to ensure relevance and efficiency of basic education in Nigeria					
32	Politicization of UBE recruitment, placement and appointments has led to poor management of laboratories and libraries to ensure efficiency of UBE programs in Nigeria					
33	Politics in the UBE recruitment, placement and appointments has brought educational administrators who value less provision of recreational facilities in schools					
34	Political interest in the UBE recruitment, placement and appointments of staff has led to UBE failure to make judicious use of UBE funds in Nigeria					
35	Politicization of UBE recruitment, placement and appointments has led to the failure of the program to improve the success of the program in Nigeria					
36	Politicization of the UBE recruitment, placement and appointments has led to the reduction of school drop-out in Nigeria					

SECTION B: EFFECT OF POLITICAL SENTIMENTS ON STAFF DEVELOPMENT AND PROMOTION IN UBE PROGRAMME IN NIGERIA

No	STATEMENTS	SA	A	UD	DA	SD
37	Political sentiments in the staff development and promotion in UBE programs have leads to bias selection of staff for training in the sector					
38	Political sentiments have made the management of UBE programs					

	mere political actors on staff promotion issues					
39	Politics in UBE management has brought leaders who fail to initiate and execute staff development and promotion programs needed for effective basic education in Nigeria					
40	Political sentiments in UBE management has brought in policies that favour political sentiments in the selection and promotion of staff in all UBE levels in Nigeria					
41	Politicizing the top management of UBE units has negative effect on staff development and promotion of staff in basic education programs in Nigeria					
42	Political sentiments in promotion and staff development of UBE staff has negatively affected staff morale in carrying out their duties, obligation and responsibilities for effective implementation of UBE programs in Nigeria					
43	Political sentiments in promotion and staff development of UBE staff has discouraged many UBE stakeholders to identify with, depend, activate and freely participate in discussion and decision on the program					
44	Political sentiments has made UBE administrators incapable of selecting and promoting capable staff for training and promotion in order to set new attitudes and culture for the attainment of UBE goals					
45	Politics in promotion of UBE staff has led to its failure to remove all vices in and harmful traditional practices that hinder the full utilization of basic educational opportunities including drop-out and withdrawals					
46	Politicizing the top UBE executives has failed to promote effective staff development and promotion in UBE Programs in Nigeria					
47	Political sentiments in staff development and promotion has made educational administrators unserious to their duties in UBE programs					

48	Politicization of UBE top management has contributed to the failure of the program to promote effective staff development and promotion of UBE staff in Nigeria					
49	Politicization of UBE top management has contributed significantly in the promotion of unbiased staff development and promotion of staff in the sector					

SECTION F: EFFECT OF POLITICAL SELF-CENTEREDNESS ON THE PROVISSION AND MAINTENANCE OF UBE INFRASTRUCTURAL FACILITIES IN NIGERIA.

No	STATEMENTS	SA	A	UD	DA	SD
50	Political self-centeredness in the provision and maintenance of UBE infrastructural facilities has limit the successful implementation of UBE programme in Nigeria					
51	Political self-centeredness in the provision and maintenance of UBE infrastructural facilities has led to failure to adhere to effective policy framework on development of basic education in Nigeria					
52	Politics in the provision and maintenance of UBE infrastructural facilities has contributed to the failure of UBE program to expand access to the programme in Nigeria					
53	Politics in the provision and maintenance of infrastructural facilities has led to poor societal values for basic education in Nigeria					
54	Political self-centeredness in the provision and maintenance of infrastructural facilities has led to poor location of learning centers which result to low accessibility of the program					
55	Politics in the provision and maintenance of infrastructural facilities has led to poor expansion and improvement of learning centres in Nigeria					
56	Political self-centeredness in the provision and maintenance of infrastructural facilities has weaken stakeholders values for basic educational programme in Nigeria					
57	Politics in the provision and maintenance of infrastructural facilities has led to poor location of schools in Nigeria					
58	Politics in the provision and maintenance of infrastructural facilities has led to abandonment of UBE projects in Nigeria.					

59	Politics in the provision and maintenance of infrastructural facilities has contributed toward collapse and decay of UBE facilities in Nigeria.					
60	Politics in the provision and maintenance of infrastructural facilities has led to improve educational facilities in the sector					

SECTION G: EFFECT OF POLITICAL SELFISHNESS ON THE MONITORING AND EVALUATION OF UBE PROGRAMME IN NIGERIA.

No	STATEMENTS	SA	A	UD	DA	SD
61	Political selfishness in monitoring and evaluation in the UBE programme has led to poor performance in the programs					
62	Political selfishness in monitoring and evaluation of UBE programme has weakened the skills of educational administrators in all levels of UBE programs					
63	Politics in monitoring and evaluation of UBE programme led to failure of the programme to identify and report early warning signs of basic education deterioration and propose strategies for remedies					
64	Politics in the monitoring and evaluation of UBE programme has led to its failure to provide sufficient and appropriate teaching/learning materials					
65	Politics in the monitoring and evaluation of UBE programme has led to overcrowded classrooms due to politically influenced school expansion and location					
66	Politics in the monitoring and evaluation of UBE programme has lead to the failure of the program to professionally develop its man power due to bias selection of those to be trained					
67	Politics in monitoring and evaluation of UBE programme has led to low commitment of teachers due to bias decision making and actions.					
68	Politics in the monitoring and evaluation has led to over centralization in to UBE programme which result to delay or even inaction on vital issues					
69	Politics in the monitoring and evaluation of UBE programme has led to the failure of the program to improve pupil's acquisition of appropriate level of literacy and numeracy in Nigeria					
70	Politics in the monitoring and evaluation of UBE programme has led					

	to improve pupil's acquisition of appropriate levels of literacy and numeracy.					

SECTION H: EFFECT OF POLITICAL SENTIMENTS ON THE MANAGEMENT OF DISCIPLINE OF UBE STAFF IN NIGERIA.

No	STATEMENTS	SA	A	UD	DA	SD
71	Political sentiment in disciplinary actions in the management of UBE programme has made its administrators incapable of providing appropriate administrative system for effective management of the sector in Nigeria.					
72	Politicization of the management of UBE disciplinary actions has brought in educational administrators who have failed to liaise with other UBE stakeholders on matters of program implementation, funding and general management					
73	Politics in the management of UBE programmes disciplinary actions has led to less emphasis vital issues in UBE implementation in Nigeria					
74	Politics in the disciplinary actions in the management of UBE programmes has prevented proper provision of basic education in Nigeria					
75	Disciplinary actions on political sentiment has led to UBE management failure to provide adequate trained staff to handle and utilize both laboratories and libraries for the program for effective learning					
76	Politics in the management of UBE programmes on disciplinary actions has led to poor UBE expenditure tracking, poor financial documentation, non-release of funds and embezzlement in the sector.					
77	Politics in the disciplinary actions in the management of UBE programmes has led to poor distribution of human and material resources leading to shortage and underutilization.					
78	Politics in the disciplinary actions has led to the UBE management failure to improve acquisition of manipulative and life skills needed for life-long learning in Nigeria					

79	Politics in the disciplinary action in UBE management has lead to improved provision of manipulative and life skills needed for life-long learning in Nigeria					