ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN NIGERIA (1999-2009)

BY

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DECLARATION

I hereby declare that this dissertation on "Assessment of the Implementation of Universal Basic Education in Nigeria (1999 – 2009) has been written by me as an account of my personal research work. It has never been presented anywhere for the purpose of award of higher degree. All quotations and sources of information from other works have been indented and properly acknowledged by means of references.

Habiba Suleiman

Date _____

CERTIFICATION

This dissertation titled "Assessment of the Implementation of Universal Basic Education programme in Nigeria 1999 -2009" by Habiba Suleiman meets the regulations governing the award of the degree of Doctor of Philosophy (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation

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DEDICATION

This research work is dedicated to

Late Dr, Ademo Onido and Mall U. Y. Ismaila

For their inspiration.

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ABSTRACT

This study is "Assessment of the implementation of Universal Basic Education Programme in Nigeria" (1999 – 2009). Universal Basic Education aims at giving free and compulsory education to Nigerian children from primary school to junior secondary school. Universal access to education has been the prime target for Nigeria in the last four decades and at the global level, Nigeria is a signatory of world declaration in Education for All by 2015, but Universal Basic Education Programme (UBEP) implementation has continued to face serious challenges, like high dropout rate in primary school, low transition to junior secondary school etc. This study was specifically interested in finding out whether the implementing agencies adhered to the implementation guidelines of UBEP in Nigeria. Availability of infrastructural and instructional materials, funding arrangement, personnel resources, adequate supervision, monitoring and evaluation among others, were assumed by the researcher to limit or render the successful implementation of the programme incapacitated. The main objective of the study is to assess the implementation of UBEP in Nigeria. Specifically, the study seeks to assess the adequacy of infrastructural and instructional facilities provided for effective implementation of UBEP, identifying if adequate funding arrangement is put in place, investigate the effectiveness of the monitoring and evaluation process, community participation, examine the involvement of international community and donor agencies, investigate state and local government adherence to the implementation guidelines and also to assess the free and compulsory nature of UBEP in Nigeria. Nine (9) hypotheses were postulated to find out the significant differences in the opinions of the six groups of respondents. The researcher reviewed relevant literature to establish the theoretical base of the study. The descriptive survey method was adopted for investigations, identification and data collection. The total number of sample for the study was one thousand three hundred and twenty five (1325) made up of principals of junior secondary schools (144), 345 teachers in JSS, 132 head teachers, 349 teachers in primary schools, 229 SUBEB staff and 36 education secretaries of Nigeria. Through random sampling technique, two (2) States each were selected from the six geopolitical zones of Nigeria in which three local government areas from each of the States selected were used. A total of 1325 copies of questionnaire were administered by the researcher and 1221 copies were returned. The questionnaire as instrument was vetted by the supervisors and other experts in Educational Administration and Educational Statistics section, and subjected to a pilot study in Okene local Government Area of Kogi State. The analysis of variance (ANOVA) and Duncan Multiple Range Test were used to determine the extent of significant difference in the respondent opinions. The findings of the research revealed that infrastructural and instructional facilities were inadequate for the implementation of UBEP in Nigeria. Its UBEP was also found to be grossly underfunded and lacks requisite teachers which hampered effective implementation. It was also discovered that supervision, monitoring and evaluation had positive impact on the implementation of UBEP. However, the programme lacked qualified and motivated staff. The study also established that free and compulsory education was partially implemented. Recommendations such as provisions of adequate facilities, text books and modern library in line with the UBEP implementation guidelines were made. SUBEB should intensify the sensitization of community on the 9 year compulsory Basic Education Programme and Government should introduce school feeding programme to boost enrolment.

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Operational Definition of Terms

Assessment: Is a process of documenting, usually in measurable terms skills, attitudes, and believes.

Board: means Universal Basic Education board as established by part IV section 12 (1) of the UBE law of 4th August 2004.

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

Child or ward: means a person of primary or junior secondary school age who is between the age of 6 and 16 years whether disabled or not.

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

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

Implementation: means putting into action of policies, goals, objectives and tasks or process in which goals and objectives are used to provide the direction for action.

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

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

Evaluation: Means a systematic determination of merit, worth, and significance of something, or someone using a criteria against a set of standards; It is the comparison of actual impacts against strategic plan.

ABBREVIATIONS

SUBEB: State Universal Basic Education Board

ECE: Early Childhood Education

EFA: Education for All

UBE: Universal Basic Education.

UBEC: Universal Basic Education Commission

UBEP: Universal Basic Education Programme

LGEA: Local Government Education Authority

MDG: Millennium Development Goal

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education system in Nigeria before 1999 was six years primary school, three years, junior secondary and three years senior secondary school. But in an attempt to encourage pupils to stay in school, and learn appropriate skills that will make them self reliant, the compulsory nine year basic education programme was introduced.

The UNESCO (2002), Ofoegbu (2002), Obanya (2002), Arikewuyo and Onanuga (2005) and Adeyemi (2004) conceptualize Basic Education as all forms of organized education and training, including access to information to equip the individual to cope better with work and family responsibilities and change his/her image . In like manner, the Jomtien Declaration and Framework of Action on Education for All (1990), defines Basic Education as a process which encourages close articulation of formal, non-formal and informal approaches to education and structures for the awakening of all round developments of human and capital potentials. Basic Education, therefore, is a "life-long" form of education. This involves "learning to learn", "continuing education", "mass literacy" and "Adult Education". The Federal Government of Nigeria (2004) in the National Policy on Education is very clear on the importance of basic education. The new idea of basic education is expected to cover primary and junior secondary education for all children (encompassing the first nine years of schooling), nomadic and education, and literacy and non-formal education.

Basic Education, according to the Jomtein (1990) declaration and framework of action on education for all, is not defined in terms of years of schooling and also not limited to formal schooling. In the same vein, Jegede (2000) advocated for the non-formal and informal media to work together complementarily to ensure that all categories of Nigerians have access to Basic Education. Obayan (2000), described basic education as that level, type and

form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn.

The Universal Basic Education mission statement observed that at the end of nine years of continuous education, every child that passes through the system should acquire appropriate levels of literacy. According to the mission statement, skills like numeracy, communication, and manipulation of life skills are to make individuals employable, useful to him/herself and the society at large by possessing relevant ethical, moral and civic values. It also states in part working in concert with all stakeholders by mobilizing the nation's energies to ensure that education for all becomes the responsibility of all.

The implementation guideline of the Universal Basic Education programme (1999) proffers some strategies which are to aid effective implementation. The strategies include the fact that provision of educational programme should be universal, free and compulsory and efforts are to be made to counter the factors that were impediments to the realization of previous education programmes for example, the universal primary education scheme.

Education for decades has remained a tool in capacity building and maintenance of the society. It is a weapon of acquiring skills, relevant knowledge and habits for survival in the changing world. Education is widely regarded as a veritable instrument for social change, national development and integration. Society and its many structures are subject to constant change, the education system which serves as an agent of change must be dynamic, innovative and sensitive to societal expectations, aspirations and goals.

Any nation that does not support an environment that attracts, sustains, retains creativity and globally resourceful individuals, will eventually lag behind in the scheme of events in the affairs of the world. The role of education in such nurturing is most apparent as it is the primary supplier of such individuals. Hence, it is a priority sector in every meaningful society. Thus, Eden (2004) referred to it as a major force in economic, intellectual, social and

cultural empowerment. Its value in bringing about character change ranks as important as its ability to reshape human potentials for desired development. Encyclopaedia Americana (1989) shows the function of education as both social and individual. While the social function of education is to help an individual become a more effective member of the society by passing to him the collective experience of the past and present, it also makes him to have the ability to handle new experiences successfully.

Nigeria regards education as an instrument per excellence for effecting national development (National Policy on Education: 2004). This belief is incorporated into the philosophy of education, which is reflected and emphasized in the objectives at each level of the Nigerian Education System.

Nigeria is a developing, but leading country in Africa located in the West African sub-region of the Sub-Saharan Africa (SSA) with an estimated population of about 140 million (2005 census), it is the most populous country in Africa and one of the largest in terms of land area,(about 923,768 square kilometres). According to Gidado (2005), educational statistics show Nigeria in 2005 with illiteracy rate of about 52%. About 35% of the nation's population consists of school age children that is, those who require Basic Education, aged between 6-14 years; unfortunately, majority of them are not in school. Out of this 35% school age children, 3.7 million are in primary schools and 7.9 million of the 35% are in junior secondary schools.

According to Ijaiya (2003) every nation dreams of literate citizenry because it makes the people easier to carry along. Such society is likely to be pro active, and good for national development. They are likely to be more politically conscious, economically productive, more alive to civic responsibility and sensitive to their rights which are basic for development. This is further captured by the federal government in the National Policy on Education (2004:8) which says:

Education shall continue to be highly rated in the national development plan because education is the most important instrument of change, any fundamental change in the intellectual and social outlook of any society has to be proceeded by an education revolution

To this end, "lifelong education shall be the basis of the nation's educational policy" (NPE 2004: 9). Education implementation right from the introduction of western education in Nigeria to date has been geared towards improving the quality of education. To this end, government has made several attempts at socializing her citizenry towards the attainment of self actualization, better human relationships, effective citizenship, national consciousness, socio-cultural, economic, scientific, and technological advancement (FGN, 1998).

In order to actualize her educational goals, Nigeria joins other nations of the world to universalize educational access in accordance with the stipulation in the 1948 universal declaration of human right. According to Eya (2000), regions, states, and federal government in Nigeria have shown a keen interest in education. This can be seen in the introduction of Universal Primary Education (UPE) in the western region on the 17th January, 1955, in the eastern region in February, 1957 and in Lagos (then Federal Territory) in January, 1957. The Federal Government on September 6th, 1976, launched the universal free primary education (UPE) scheme. The 1976 UPE scheme which gave Nigerians the hope of a literate society was besieged with lots of problems. Problems such as the Federal Government's inability to estimate the number of pupils that would want to benefit from such a programme, its inability to determine the number of teachers, school buildings and the amount of money that would be required to make the programme functional, all culminated to it being abandoned. Nwagwu (1976) noted that the implementation process of the UPE scheme became hampered by the surprising and hasty reduction in the funding of the programme by the Federal Government which affected the provision of facilities such as classrooms, furniture, instructional materials and teachers, needed to make the programme work as expected. There

was a shortage of everything except pupils. The new initiative, Universal Basic Education Programme (UBEP) was majorly triggered by the World Conference on Education for All which was held in Jomtien, Thailand 1990 and organized by the World Bank, UNDP, UNESCO and UNICEF was however, launched in September, 1999, by the Federal Government of Nigeria. The launching of the UBEP in Nigeria, would have suggested that the problems that hampered the realization of the UPE scheme having been given a careful analysis, a more careful planning would have taken place.

Universal Basic Education is the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation. It has three main components: Universal, Basic and Education. Universal connotes a programme that is meant for all facets of the society - the rich, the poor, the physically fit and the physically challenged, the brilliant, the dull, the regular students and the dropouts including every other individual that is ready to acquire knowledge. Basic is a term that is related to the base, the take- off point, the fundamental, essential springboard, bottom line required and of course the expected.

Thus Basic Education is the starting point in the acquisition of knowledge. Basic education is that type of education that can help an individual to function effectively in the society (Adewale, 2000). Edho (2009) described it as a form of education which is essential for life. To them, Universal Basic Education is a form of education which mostly equips an individual with the necessary skills to survive in his environment. In the UBE programme, it is expected that theoretical and practical knowledge will be transmitted to learners in its simplest form. This involves starting from the scratch and being able to carry the learners along. Universal Basic Education is the transmission of fundamental knowledge to all facet of the Nigerian society from generation to generation.

Universal Basic Education is a programme which aims at addressing problems of access, quality and equity in primary and junior secondary schools. It is a 9-year educational

programme of six years duration for the primary segment and three years of junior secondary. These two levels of basic education are universal, free and compulsory for all Nigerian children aged 6-15. The UBE programme also stipulates learning from the early years of 3-5+ which is called Early Childhood Care Development and Education (UBEC, 2008).

The implementation guideline of the Universal Basic Education program (1999) proffers some strategies which are to aid effective implementation. The strategies include the fact that provision of educational program should be universal, free and compulsory and efforts are to be made to counter the factors that were impediments to the realization of previous education programs like the universal primary education.

The Universal Basic Education Act (2004) provides for compulsory Universal Basic Education and stipulates penalties for parents who fail to comply with the provision. On the issues of the curriculum and its relevance to the society, Ehindero (2000) and Adesina (2000) have raised doubts as it has been observed that there is a growing rate of poverty which is an indicator of problems in the system. It was, therefore, suggested that it should be so structured that each individual will be equipped to perform life roles such as role as an individual, producer, citizen, national consumer and as a family member. As for the provision of human and material resources, Adebimpe (2001) opined that for the UBE to succeed adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their areas of specialization, salaries should be paid as at when due, as it serves as a motivation factor towards productivity.

Education, according to Fafunwa (1976), is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are positive to the society in which he lives. Yoloye (2004) observed that, the concept of basic education is not completely a new term to the Nigerian society and that within the last decade; it has assumed a global significance and its meanings have been broadened. The

expanded vision of UBE comprises the universality of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnership.

The specific objectives of the Universal Basic Education Programme as stated by the Federal Ministry of Education (1999) are:

(i) developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotions;

(ii) the provision of Universal Basic Education for every Nigerian child of school age;

(iii) reducing drastically the incidence of drop-out from the formal school system (through relevance, quality and efficiency);

(iv) catering for the learning needs of young persons who for one reason or the other have to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of basic education; and

(v) ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for the long life learning.

For these laudable objectives to be achieved there has to be an effective implementation of the programme involving all the stakeholders. For Fagbemi (1992), asserted that the success of any educational programme depends largely on effective implementation of such programme.

1.2 Statement of the Problem

Universal access to education has been the prime target for Nigeria in the last four decades and Nigeria is a signatory to World Declaration on Education for All. Igwe (2006) reported that the United Nations Organization (UNO) article 26 of the Universal Declaration of Human Rights states in part that everyone has the right to education, and this shall be free

in elementary and primary stages. It, therefore, can be said that at both national and international levels, Nigeria is committed to the provision of basic education to all its citizens. Many attempts have been made in this direction but with little or no appreciable positive impact made.

Jomtein (1990) World Declaration on Education for All revealed three demographic studies on the existing national primary education sector; that 12% of primary school pupils sit on the floor, 30% classrooms have no ceilings, 87% classrooms are over-crowded, while 77% pupils lack textbooks. To buttress this assertion, Ajayi (2000) opines that teachers are poorly motivated, there is lack of community interest and participation as well as inadequate teaching personnel, infrastructure, mobilization and poor planning are problems which may hinder the implementation of the UBE program. Most educators and researchers hold the view that the factors responsible for some of the inadequacies in the educational development in Nigeria include poor implementation strategies, inadequate funding, insufficiently trained teachers and lack of adequate educational facilities among others. (Ogunsola, 1986).

In the same vein, Moda (2000) states that ignorance and illiteracy inhibit the attainment of sustainable development. Okwori (2004) summarized the dilemma facing the country's educational system as excessive over politicization of education, unplanned educational growth, failure of education to enhance social and economic development, deliberate deviation from and distortions of established educational goals and indiscipline. In his opinion, the above are just some of the multifarious problems bedevilling the educational system which calls for attention.

It is observed that even though the number of teachers on ground for the programme was inadequate, yet teachers go on strike as much as up to six months in a year in some of the states, infrastructural facilities were grossly inadequate as pupils are charged some fees to provide essentials such as chalk, dusters and others. Presently, there is over population in

urban and semi urban schools, the inability to provide adequate support to community self help projects, the lack of monitoring and supervision of the program, gender disparity in enrolment and retention between boys and girls due to factors such as work roles, early marriages and poverty.

The UBE programme implementation has continued to face serious challenges some of which include; a large number of out of school children (various sources estimate that as much as 10 million children within school age are still roaming the streets), insufficient facilities for the physically challenged, as well as children with special needs. e.g. the almajiri, boy/girl child in specific communities; high drop-out rate in primary schools; low transition rate to junior secondary schools; insufficient quantity and quality of teachers(590,655 teachers catering for the learning needs of about 24.77 million children in primary schools), low access/draw down on Federal Government FGN-UBE Intervention funds by states, poor accountability and transparency in the utilization of FGN-UBE Intervention Funds and low and gradually decreasing budgetary allocation by state government to the UBE programme etc (UBEC News Letter, 2009). The Regional overview report on Education for all (EFA) highlights the situation in sub-Saharan countries; Nigeria is one of the countries at serious risk of not achieving the universal primary education goal. The report defines serious risk as furthers to go and moving away from goal or progress too slow. The same goes for the adult literacy and gender parity goals. With an Education for all Development Index (EDI) of less than 0.8, Nigeria is among 16 countries in sub-Saharan Africa very far from achieving EFA goals (The Nation Thursday, October 16, 2008). Moreover, in the Global competitiveness report for the period 2009-2010, Nigeria's primary education level was ranked 132nd out of the 133 countries that were surveyed (Daily Sun Monday, October 12, 2009).

The implication of all these points to the fact that inadequate planning strategies and

non compliance to the implementation guidelines as well as the objectives of the UBE programme have rendered the programme incapacitated. Thus implementation of the programme continues to be a general problem to the fulfilment of a constitutional and social obligation to make access and quality education possible for all.

In the same vein, the Federal Government's released statistics recently showed continuing drop in school enrolment particularly at the basic education level. The figures showed that 17 million children were not enrolled at the primary and junior secondary schools in 2009. According to the former Minister of Education, Dr Sam Egwu, 11million children were not enrolled at the primary level and another 6 million at the junior secondary level. The situation was further compounded by low level of transition from junior to senior secondary school, with a steep 16% drop (The Punch Newspaper, February 3rd, 2010). All these show that there is an inherent problem in the implementation strategy of the UBE programme in Nigeria.

It is against this background that this researcher is set to make an assessment on the field experiences of the programme by stakeholders - the school head teachers (principals and headmasters), teachers, SUBEB officials and Education Secretaries as well as the efforts of government in the mobilization and participation of the community in complementing effective implementation of the UBE programme in Nigeria(1999 - 2009).

1.3 Objectives of the Study

The main objective of the study is to assess the implementation of the UBE program in Nigeria. Specifically, the study seeks to:

i. assess the adequacy of instructional and infrastructural facilities provided for effective implementation of the UBE;

ii. investigate the personnel capacities in the delivery of a sound basic education for all citizens;

iii. assess the adequacy of funding for effective implementation of the programme;

iv. investigate the effectiveness of the monitoring and evaluation process of the Universal Basic Education program;

v. find out the extent of involvement of stakeholders' participation in the effective implementation of the program;

vi. examine the extent of involvement of international community and donor agencies in the implementation of the UBE program;

vii. find out the level of states and local government areas adherence to the implementation; guidelines of the universal basic education programme;

viii. ascertain the adequacy of 9year basic education curriculum;

ix. ascertain the free and compulsory nature of the programme.

1.4 Research Questions

The study seeks to answer the following research questions.

i. are the instructional and infrastructural facilities on ground adequate for the effective implementation of the Universal Basic Education programme?

ii. what are the personnel capacities of Nigeria in the delivery of sound basic education to all her citizens?

iii. how adequate is funding for the effective implementation of Universal Basic Education programme?

iv. how effective is the monitoring and evaluation machinery of the implementation of Universal Basic Education programme?.

v. what has been the involvement of stakeholders in the implementation of the Universal Basic Education programme?.

vi. what role do the international community and donor agencies play in the implementation process of the Universal Basic Education programme?

vii. to what extent do states and local government areas adhere to the implementation guidelines of the universal basic education programme?

viii. how adequate is the 9year basic education curriculum?

ix. how free and compulsory has the Universal Basic Education programme been?

1.5 Hypotheses

Based on the research questions above, the following hypotheses are proposed.

i. there is no significant difference in the opinion of stakeholders with regards to the adequacy of instructional and infrastructural facilities on ground for the effective implementation of the universal basic education programme in Nigeria;

ii. there is no significant difference in the opinion of stakeholders on Nigeria's personnel capacities in the delivery of sound basic education to all her citizenry;

iii. there is no significant difference in the opinion of stakeholders on the adequacy of funding for effective implementation of the Universal Basic Education programme in Nigeria;

iv. there is no significant difference in the opinion of stakeholders with respect to the effectiveness of the supervision, monitoring and evaluation machinery put in place for the implementation of the Universal Basic Education programme in Nigeria;

v. there is no significant difference in the opinion of stake holders with regards to the adequacy of their (stakeholders) participation in the implementation of the Universal Basic Education programme in Nigeria;

vi. there is no significant difference in the opinion of stakeholders with regard to the adequacy of the role of international community and donor agencies in the implementation of the Universal Basic Education programme in Nigeria;

vii. there is no significant difference in the opinion of stakeholders on States and local

governments' adherence to the implementation guidelines of the Universal Basic Education programme in Nigeria;

viii. there is no significant deference in the opinion of stakeholders with regards to the adequacy of the 9year basic education curriculum;

ix. there is no significant difference in the opinion of stakeholders with regard to the Universal Basic Education program in Nigeria being free and compulsory;

1.6 Basic Assumptions

The researcher is of the view that:

(i) Stakeholders play vital roles in the success of any educational program. Therefore, it is assumed that stakeholders, that is, the head teachers (principals and headmasters), teachers, UBEC/SUBEB officials as well as non-governmental organizations complement the effort of the government in the effective implementation of the Universal Basic Education program in Nigeria;

(ii) there are adequate infrastructural and instructional facilities as a determinant of the government preparedness towards effective implementation of the Universal Basic Education programme;

(iii) there is adequate institutional and personnel for the effective delivery of social basic education in Nigeria;

(iv) there is equal access to quality basic education in all the states of the country.

1.7 Significance of the Study

The significance of this study can be seen in the light of the fact that education plays a major role in the total well being of the individual and that of society. It connotes values that should be desired and as such no sacrifice made to achieve it will be too much. Education

will enable the individual to live a more meaningful and fulfilling life as well as contribute to the social, economic and political development of their societies. Therefore, the variety of opinions from the respondents, that is, teachers, head teachers, SUBEB officials and Education secretaries would help in reactivating the government in the mobilization and participation of the community, provisions of adequate physical, human and material resources for the implementation of the UBE programme.

It is also hoped that, the public would be able to define the significance of the UBE programme as an instrument for effecting national development. Thus, the outcome will reveal the extent to which the community is mobilized and enlightened in the area of increasing pupil's enrolment and retention in schools. The result of the research findings would improve upon the expanded vision of the Universal Basic Education program in promoting equity, access to learning, enhancing a conducive environment for learning and strengthening partnership.

Therefore, the beneficiaries of this study are educational administrators, policy makers, research centres, curriculum planners, teachers and the nation at large. Specifically, the outcome of the study will assist the educational planner to know the deficiencies or other wise of the programme and guide against it in subsequent plans. Policy makers too, will benefit immensely from the outcome of this study for it is not enough to churn out policies but that, those strategies for its effective implementation is equally important.

1.8 Scope of the Study

The study is on assessment of the implementation of the Universal Basic Education in Nigeria (1999-2009). Since research involves ability of the researcher to have control over respondents, the study covers both public primary and junior secondary schools in Nigeria, thus involving a large number of respondents which could create problem of control over the

respondents and data. Therefore, the study is delimited to two states each from the six geo-political zones of the country and one local government area from each senatorial district of the selected states.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature for this study is set out in two main parts. Part one discusses the theoretical framework; the school in the perspective of the systems theory the concept of change and innovation, Nature of change in Education, Change management process, Determinants of innovative success and failure, the concept of Policy. Part two is based on Universal Basic education (UBE) Programme in Nigeria and it discusses the aims and objectives of the universal basic education programme in Nigeria, Scope of the Universal Basic Education in Nigeria, Implementation of the Universal Basic Education Programme, Availability of personnel for the Universal Basic Education programme, Funding arrangement for Universal Basic Education programme, Infrastructural and instructional facilities, Monitoring and Evaluation of the Universal Basic Education programme, Mobilization and participation of stakeholders. This is followed with an Empirical Studies and finally the Summary of the issues raised in the review.

2.2 The Theoretical Frame Work

i. The School System in the Perspective of the Systems Theory

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

and need dispositions who inhibit the system.

Parson (1959) summarized this conception of a social system as;

> *A plurality of individual actors interacting with each other in a situation which has, at least, a physical or environmental aspect, actors who are motivated in terms of a tendency to the optimization of gratification and whose relation to their situations, including each other, is defined and mediated in terms of a system of culturally structured and shared symbols (p. 32).*

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

Like any other social system, school organization experiences two major conflicting forces – one directed towards maintaining the status-quo and the other directed towards change and growth. Such forces emanate from; (i) increasing rate of change; (ii) increased pressure from public; (iii) changing values of the workforce including administrators; (iv) government policies and (v) increasing knowledge in behavioral and quantitative sciences. A school system is also characterized by a multiplicity of sub- systems, each of which is in a dynamic interaction with others (Adepoju, 2006).

In the same vein, Fullan & Stiegebaner (1991), are of the opinion that we should

understand a few of the basic ideas of systems theory, including the characteristics shared by most dynamic systems and that some of these ideas be applied to education system with a deep need for systemic change. They opined that school restructuring should take cognizance of all the components of the system.

School restructuring is defined in many ways by different people. Traditional school reform leaves the basic education system intact, while fixing up or adding on discrete parts. Often, such reform fails to consider how these parts interrelate to form the complete system in which they are intended to function. This frequently leads to superficial and short-lived change, as the feedback loops-triggered by introduction of a change not clearly compatible with the rest of the system-reject it like a transplant patient rejects an incompatible organ (Fullan and Stiegelbauer, 1991).

Early advocates of systemic change often assumed this to mean that the only way to achieve lasting change was to discard the old system in its entirety and design a new one, meeting the new requirements, to take its place. Unfortunately, this ignored the practical reality that some existing subsystems remained a ''good fit'' with the new system's design, and would just have to be rebuilt if the new system started from the scratch. It also neglected the political reality that those who control the existing system have a personal stake in the status quo (Ellsworth, 2000).

Gradually, the fusion of the traditional school reform perspective with the radical paradigm of early systemic change, led to the current systemic change movement. The council on systemic change as reported by Ellsworth, (2000) recognizes that effective, lasting change must be systemic; that is, it must reflect the interrelationships among education's stakeholders and subsystems. We also understand that it is often neither practical nor necessary to change the entire system at once-only to ensure that its old and new components reinforce rather than undermine one another (Ellsworth, 2000).

Systems theory provides the strategy for educational change, ensuring that a ‘’critical mass’’ of coordinated innovations is in place and that stakeholders’ needs are addressed. In every organization, there is an input process and output systems. The quality of the input in this case refers to the entry behavior of the pupils and both physical and material resources available and in use which essentially determines the quality in the implementation of the UBE programme in Nigeria.

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

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

Every system is made up of sub-systems and for it to function effectively, the sub-systems must function effectively. Therefore, in education the sub-systems which include teachers, learning resources and students, must be properly coordinated for the organization to achieve its desired objectives. In addition, Nwankwo (1984), and Zelvys (2004) described

a system as a series of inter-related and interdependent parts such that the interaction of any part affects the whole system. In support of this view, systems approach to management recognizes that administrative system is a complex formal system organized to function effectively and efficiently to achieve a desired goal. Where the system does not function as expected as a result of poor communication, personality clashes, poor or lack of goal congruency, the entire organization suffers.

Figure 2.2 An Organization viewed as an open system

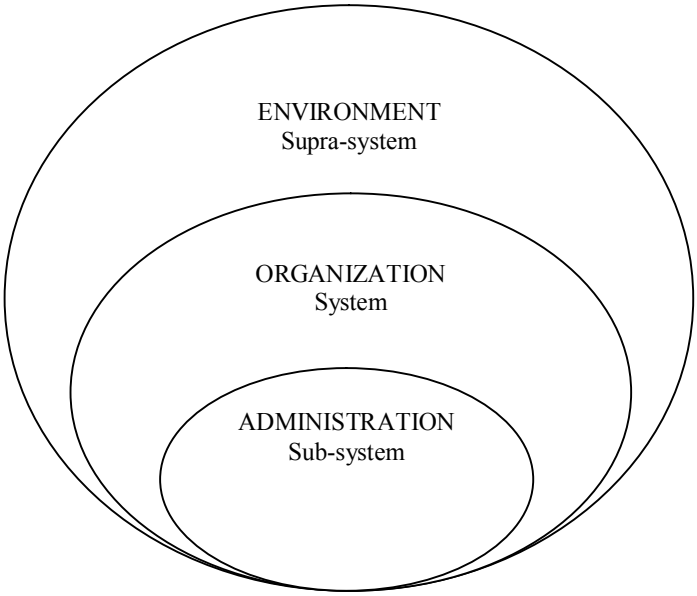
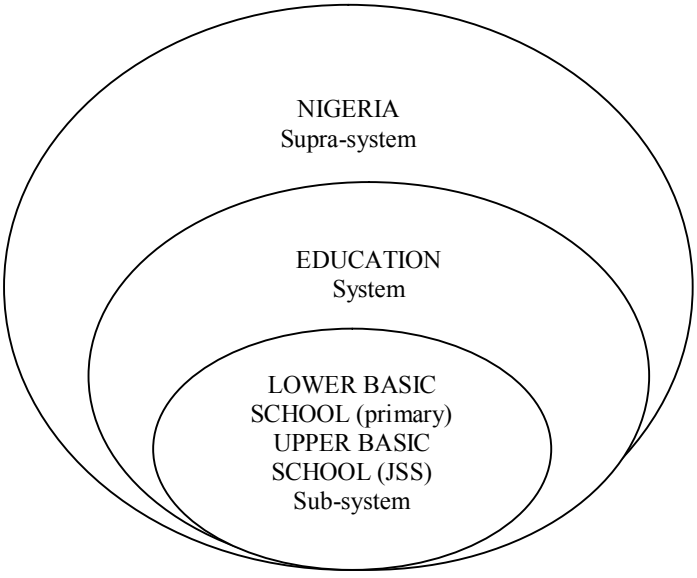


Figure 2.3 A Social system view of the school



Application of systems theory to Nigeria in its effort to make education more relevant to the needs of her citizenry

This implies that, the Universal Basic Education vision can be achieved in concert with all tiers of government, teachers, unions, Parents Teachers Association, NGOs, Nigerian external development partners, the private sector and all classes of the civil society; thus, mobilizing and coordinating the nation's creative energies to ensure that education for all becomes the responsibility of all. With reference to the implementation of the Universal Basic Education programme, the input are educational resources, while the processes involve the management strategy employed to transform the output which describes the skills acquired through available human and material resources needed and the quality of the output or graduates at the acquisition of basic education. To support this idea, Obanya (2000), described basic education as that level, type and form of learning needed to acquire permanent literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn.

By implication, this implies that the objectives of UBE are designed in cognizance to acquire functional and basic life skills through the following:

i. enriched curricular for laying the foundation for lifelong learning.
ii. the inculcation of appropriate level of literacy and numeracy.
iii. development of aptitude for practical work and acquisition of socially desirable life skills.
iv. provision of educational aids and grants to assist educational institutions in training the pupils.
v. plans to provide nomadic education for children of the nomads and migrant fishermen who are of school age but not in school.
vi. aim at giving free education to all children across the country from the primary level, which would help to bridge the educational gaps between the northern and southern states.
vii. plan at training the gifted children and other disabled maladjusted or handicapped

children by giving them special education in order to make them fit into the society in which they live in.

viii. aim at a conceptualization of examination to press hard the point that education does not mean examination.

ix. opportunity for Nigeria to confront the challenges and to take full advantages of the possibilities offered by new information and communication technologies for improving the quality of education, (UBE implementation Guidelines 2004).

ii. The Concept of change

Change is the process through which new programmes or practices, techniques approaches are put in place and/or injected into the operations of a system to replace old or ineffective ones. Change can also be described as the replacement of old things with something new. It is a practical order progression that deviates from existing order. In other words, change implies alteration of existing forms or *status quo* (Fadipe and Adepoju 2007).

In essence, change is an inevitable phenomenon to every organization that tends to stand the test of time. It helps an organization to accomplish its vision as well as goals more effectively by replacing some programs and practices with better ones (Fadipe and Adepoju 2007).

iii. **The Concept of Innovation**

Innovation is a purposeful, organized risk taking introduced for the purpose of ensuring efficiency and increased productivity. It means not only adapting to new conditions but also creating new conditions. It is an important concept in policies, goals, organization, marketing and communication as it is the technological areas of products and processes Fadipe and Adepoju(2007) The Dictionary of Contemporary English by Inikori (2003) (1995), defines innovation as 'Introduction of new idea, method or invention'.

Innovation occurs in two forms, namely ;(1) exploration and improvement within

certain parameters; and (2) the questioning, testing and the establishment of the parameters themselves. Central tasks of managing innovation cut across all areas of an organization. It may take the form of a change in design, product, packaging, price or marketing strategy. Also, it may involve new knowledge, techniques, skills, organization skewness or policies or a new kind of insurance policy that makes it possible for management to assume new risks.

It should be noted here that an innovation does not mean the same thing as creativity, change, improvement, product development and invention. As rightly observed by Fullan (1982 p.46) 'innovations are not ends in themselves but a means towards ends' In essence therefore, it can be said that an innovation that is an ingestion of new ideas, systems and technology will essentially bring change into the organization.

Miles's (1969:112) definition further strengthens Thompson's conception in more persuasive distinction between innovation and invention. According to him, innovation is 'the successful introduction into an applied situation of means or ends that are new to the situation'. There has been, he continues, "a frequent tendency to combine the idea of adoption or adaptive with the idea of invention, occasionally the term 'innovative' has been assigned to mean exclusively what is more generally called 'innovative' or 'creative'. Invention implies bringing something new into being; innovation implies bringing something new into use. Miles's conception falls under the influence of Moller (1993) calls a "commercial bias in the definition of innovation".

This definition sees innovation in terms of the creation of new marketable products. Marketability or use, here, is seen as a defining characteristic which is the equivalent of Thompson's acceptance and implementation characteristics. As Moller (1993) rightly pointed out, this is a narrow conception which is based on the technological distinction between invention and innovation. Here, invention is defined as making of something new while innovation is the successful launching of that new something in the market place.

As Forst and Egri (1991p.236) rightly observed, contests and struggles are often part and parcel of the innovative process. It is often played out through the exercise of power. This is why they observed that 'innovation is at its core a political and social process of change' (p.229). According to them, when a proposed innovation threatens existing power relationship, it will attract opposing political forces and consequently the probability of acceptance and diffusion of such an innovation is significantly reduced (p. 259).An example can be seen from the proposed merger of tertiary institutions in Nigeria that generated and attracted a lot of opposition from colleges of education and polytechnics.

Innovation is therefore a multifaceted concept which can be defined from different disciplinary perspectives. Draft (1983) captured this clarity when he stated that:

> *Innovation can take place in the awareness of technology (new techniques for making products or services), product (modification of existing products or development of new product lines), administration (changes in organizational structure, goals, information and other systems), or people (changes in leadership ability, communication, problem-solving skills and so on. For the purpose of conceptual clarity, it is germane to examine the relationship between innovation and change.*

Writing on this, Rogers and Agarwala-Rogers (1976:153) observed that:

> *A distinction is sometimes made between innovative and change in an organization. Whereas innovation implies adoption of an idea perceived as new, change may also involve the replacement of an already existing idea by another idea. The idea being adopted may be perceived as new (and thus be an innovation), or it may be a familiar, accustomed idea. So some changes are innovations but not all.*

In the same vein, Oguche & Rabah (2001) are of the view that there is slightly a distinction between innovation and change and also, they can be used inter-changeably. But this assertion needs to be clarified further for the purposes of conceptual elucidation; otherwise it will further lead to obfuscation.

As stated earlier, innovation involves change but not all changes are innovations. The

idea of interchangeability of the concepts arises when one is talking about changes that emanate from innovations. On the other hand, the need for distinction exists when one is talking about changes that do not emanate from innovations. The two concepts can be one in one sense or remain distinct in another sense. The context of use is therefore very important. The view that the two are interchangeable arises from the fact that as Frost and Egri (1991:233) observed, 'fundamental to the notion of innovation is the element of change which it initiates in the material and/or social world as part of a process of renewal which often involves the alteration of relationships and prior ways of doing things.

iv. Nature of change in Education

Change in education is shaped by the unique nature of educational systems and the organizations involved in those systems. The motivating forces for the institutional change in education can usually be traced to either:

> *Demands for the school to respond to the socialization needs of the society; or use the schools to solve some social problems (Levin, 1974, p.306). Thus, change in school systems usually comes from shifts or changing needs in the society.*

It is in the light of this, that Debson et al (1968) argued that the change that transformed the American society was a manifestation of the functions the institutions were called upon to perform. This fact was clearly perceived by the founders of Cornell University, for example, when they strove to create an institution capable of not only instructing the young but also facilitating the application of knowledge to a variety of society's needs. Such tenets underlie the federal United State of American government's dependence during Second World War and after, on the universities to discover and apply the new knowledge needed to create more sophisticated weapons, to explore space, and to find cures and causes to diseases (Okon and Anderson, 1982). The institutions were also expected to seek the causes and ways of eliminating poverty, racial discrimination, drug abuse, and urban blight.

Alan Pifer (quoted in Corson, 1960) maintains that America's colleges and universities

had acquired by the close of the decade following the Second World War, a wide range of activities, stressing these links between the schools and the outer society. Pifer enumerates thirteen types:

i. offering liberal education to some students;

ii. providing professional and occupational training for other students;

iii. sorting and selecting students for various types of employments;

iv. discovering new knowledge;

v. serving as custodians of the cultural heritage;

vi. providing a protected environment for detached, impartial criticism of the larger society;

vii. providing the administrative base for public service programmes in such fields as health care, foreign assistance, agriculture and community services;

viii. providing a logical base for a pool of specialized talents which the university makes available to government and industry;

ix. certifying the entry of the particularly ambitious and able person of middle or working background into the social elite;

x. providing a "way station on the trail of life" for young people for whom the society offers no jobs or other meaningful opportunities.

xi. offering educational opportunities for adults;

xii. offering "remedial education" of less than college level for able individuals whose early training was inadequate;

xiii. providing commercialized entertainment.

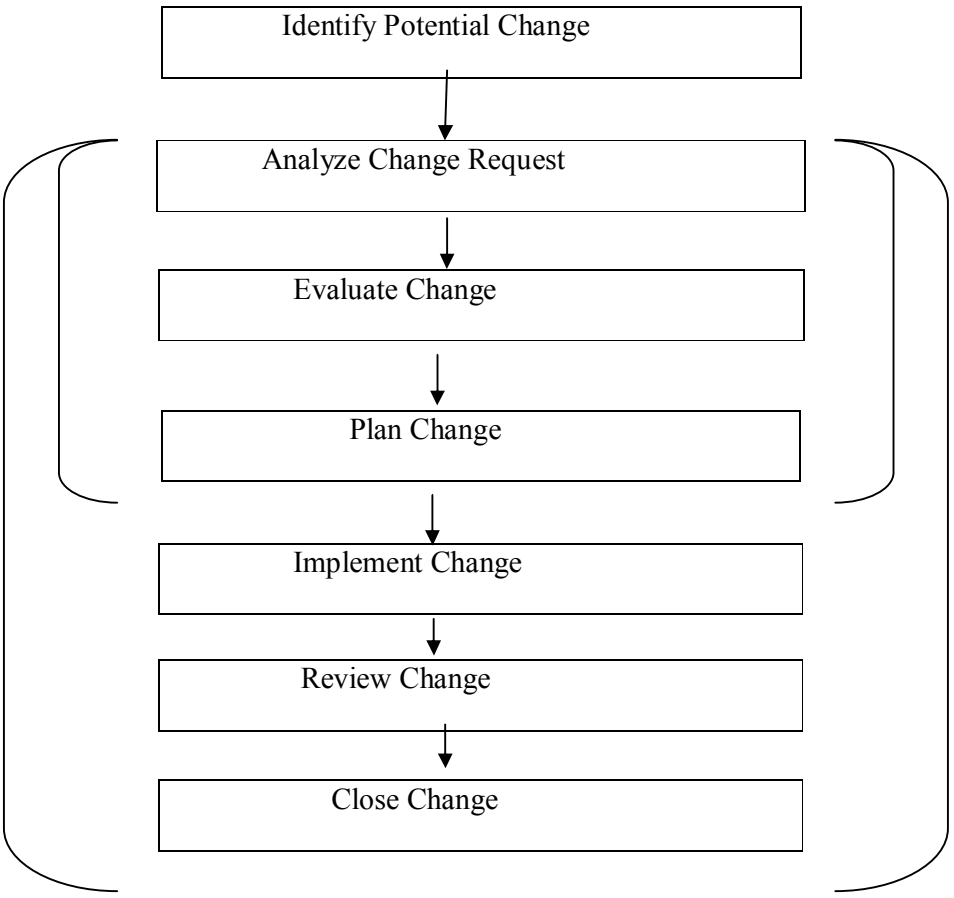
Pifer observes that the instinct of the Americans time and again was to turn to higher education whenever there was a new job to be done and as a consequence both functions of higher education and the varied activities these functions tended to ignore steadily multiplied.

Indeed, Universities on the American continent have been transformed from intellectual centers into gigantic service The Nigerian Education system can borrow a leaf from the Americans on the development of their education system.

v. Change Management Process

Change management is an important process, because it can deliver vast benefits, but it can also constitute enormous problems in the organization. Seven main activities were adapted from Dennis, Wixon and Tegarden (2002). These activities jointly form the change management process. These are: identify potential change, review and close change.

Fig 2.1 Change Management Process Model



Source: Adapted from Dennis, Wixon & Tegarden, (2002).

Identifying potential change is the level (activity) where there is a request for change or if the organization requires new functionality (Weerd, 2006) and the request could be internal or external. An example is the introduction of the Universal Basic Education (UBE) programme, where the curriculum innovators in Nigeria established the urgent need to make a shift from the 6-3-3-4 to the 9-3-4 system of education. This is a change in the Nigerian educational system, a way of implementing the 1990 Jomtain (Thailand) declaration of 'Education for All' by the year 2000. And as a member of the E-9 group of nations, it becomes obligatory for Nigeria to do something towards the total eradication of illiteracy.

Analyzing change request is the level (activity) of determining the technical feasibility, costs and benefits (Vogl, 2004). Here, the curriculum innovators and other change agents determine the technical feasibility of the proposed change request, leading to a change request, resulting in change costs and benefits. Costs include things that can make the change successful and effective, such as, provision of more class rooms, training and re-training of teachers and provision of instructional materials, among others. Some of the benefits are making all citizens have a strong consciousness for education, drastically reducing the incidence of dropouts, catering for young people who for one reason or the other have had to interrupt their schooling, ensuring the acquisition of appropriate levels of literacy, numeric, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation of life-long learning. This and the foregoing sub-activity can be done in any order and they are independent of each other, hence, the modelling as unordered activities.

Evaluating change level at which the change committee makes the go/no- go decision, which is based on the change request, is the change technical feasibility and change costs and benefits. This level should not be muddled up with any other level because it is an important process step (Rigby, 2003).

Planning change is the level (activity) that explains the extent of the change, which is the other items the change affects, and is determined in a change impact analysis. This activity can also lead to go/no-go decision. It even forms a part of analyzing change request activity or can also be saved and processed later in a batch.

Implementing change is the level (activity) that has to be programmed. It has a relationship with propagating change, because sometimes the change has to be adapted to other parts of the system as well. The change has to be propagated to other system parts that are influenced by it. Thus, the change builder tests whether what he or she has built actually works and satisfies the change request (Rajlich, 1999). The change builder is the person who plans and implements the change. In the UBE programme for example, the change builders are supposed to be the curriculum innovators, representatives from the Ministry of Education, representatives of teachers, and principals. The documentation is updated to reflect the applied changes. Then a new system release, which reflects the applied change, is made public.

Reviewing change is the level (activity) at which the implementation of the change in a new system release is verified for the last time, now, by the project manager, who is the owner of the project that change request concerns. For example, curriculum innovators for the UBE programme. This has to take place before the release of the change. Before the release, there should be proper education and sufficient communication to the public, who will be at the receiving end. Closing change is the level (activity) at which the change cycle is completed and can also be reviewed as time goes on.

vi. **Determinants of Innovative Success and failure**

The availability of people capable of producing new ideas and the development of an organizational structure that maximizes flexibility and opens lines of communication have been identified as some of the factors that most enhance inventiveness or creativity in

organizations, Miles, (1969:122), Steiner, (1965:16-18), Guctzkow, (1965) and Burns and Stalker, (1972).

Writing further, Miles (1969:122) identified size of an organization, wealth or availability of resources, structural factors such as informality, complexity and decentralization as other important correlates or predictors of innovation. Again, the existences of organizational and extra-organizational (societal) norms that favour change constitute also important determinants of innovation. Frost and Egri (1991) have also identified scholars whose studies demonstrate that although mechanical-bureaucratic type of organizational structure does not promote the initiation of innovation, such structure is however beneficial during the adoption and implementation stages of innovation. Novel solutions using resources in a new way are likely to appear threatening. Those having bureaucratic orientation are more concerned with the internal distribution of power and status than with organizational goal accomplishment. The first reaction to new ideas and suggested changes is most likely to be 'How does it affect us?"

Burns and Stalker's (1972) work on mechanistic and organic structures of organizations contend that certain managerial actions can flourish better under specific organizational structure. According to them, a mechanistic management system is appropriate when dealing with matters that require stable conditions. The mechanistic system has the features of Max Weber's bureaucratic structure. For instance, there is (a) specialized differentiation of functional tasks, (b) insistence on loyalty and obedience to superiors, (c) formal rules are strictly adhered to, giving little room for flexibility and discretion, (d) hierarchic structure of control, authority and communication, and (e) precise definition of rights and obligations and technical methods attached to each functional role, among numerous other features.

The study of Miles (1969) on the 'determinants of innovation in organizations

summarized the fact that the extent of innovation is therefore a negative function of obstacles and a positive function of the motivation to innovate and the availability of relevant resources (p.126).

There is a debate as to whether innovation is promoted or inhibited more by behavioural factors than the structural ones. The existence of accurate communication and key individuals (such as sponsors and champions) rather than organizational structural or process variables are the major determinants of innovation success (Frost & Egri, 1991).

On the other hand, Edho (2009) identify the role of top executive sponsor as a critical factor in promoting the success of innovation. Consequently, Frost and Egri have proposed that 'without dedicated champions, ideas for social innovations do not proceed beyond the initial idea or proposal state (p.270)'. They also proposed that 'social and administrative innovations have a fragile permanence in that they are closely tied with the continuing presence of their innovator(s) and/or the support of the organizational deep structure (p.267)'. According to them, when a proposed innovation threatens existing power relationships, it will evoke the full breadth and depth of opposing forces, strategies and tactics.

vii. **The Concept of Policy**

A policy can be seen to be a collection of decisions, usually written, in which existing or future problems must have been identified, through a process of data collection with goals or objectives set towards solving them, by a careful examination or consideration and choice from the various alternatives and courses of action or guidelines for implementation (Ngu, 2006).

Public policy can be conceived of as a response of the political system to the forces brought to bear upon it from the environment (Salami, 2003). According to him, the systems theory sees policy making as being modelled on the Estonian systems frame work for the analysis of the political systems, the environments of the political system, comprising the

economic system, the cultural system, the educational system, institutions and personalities, which places demands on it. Demands are the articulated needs, problems and desires which are brought to bear upon the political system. The demands and supports from the environment constitute input into the political system. The systems concept suggests the working together of a set of interdependent units in order to respond to forces in their environments and preserve their units.

By articulating and aggregating interests; making, applying and adjudicating laws, the system converts the input from the environment into output (public policies). The policy output are able to create environmental conditions which can lead to more supports or create further demands. Public policies are therefore the reaction of the political system to environmental demands and supports. The nature and contents of public policies, according to the systems theory, depend very much on the amount and intensity of the supports and demands placed on the political system.

Salami (2003) opined that policies are often times the result of the interrelations, lobbying, bargaining and building consensus within the elements of the political system itself. The make-up of the political system may have considerable independent effects on the content of policies. Rather, public opinions are often mounded, through political indoctrination, to align with government policies. Public policies are therefore more or less, the result of the conversion of inputs from the public but more of the results of internal generation of policy proposals believed by the policy agents (politicians included) to be in the best interest of the populace.

Public policy innovation, according to Dye (1987:343), "has been a central concern of students of the policy process". The works by Thompson (1965), Miles (1969), Aiken and Alford (1970) was cited by Dye as evidence of interests in policy innovation by scholars. Consequently, Dye defines policy innovation as 'the readiness of a government to adopt new

programs and policies' (p.345). The Universal Basic Education programme in Nigeria therefore, is an innovative one.

A policy is different from a programme. While a policy is a statement of action and intention, a programme is the means designed to achieve the action and intentions. A programme is the set of strategies or activities meant to attain the intended objectives of a particular policy. Policy implementation is the execution and delivery of public policies by organizations or arrangement among organizations, Ijaiya (2001) (2006). To Pressman and Wildasky (1979), it is the process of translating policy mandates into actions; prescriptions into results; and goals into reality.

A programme may be defined as a set of goals and related activities geared towards solving specific problem(s) (Obasi, 1994). According to Pressman and Wildavsk (1979), 'a program consists of governmental action initiated in order to secure objectives whose attainment is problematical'. Also Koontz et al (1980), defined programme as 'complex of goals, policies, procedures, rules, tasks, assignments, steps to be taken, resources to be employed and other elements necessary to carry out a given course of action, they are ordinarily supported by budgets. A primary programme may call for many supporting programmes.

Public programmes are authoritative actions of government or its agencies. They therefore have political undertones. Public programmes are at times innovative responses or reactions to felt needs of the citizens. They usually attract (initially) reasonable government support in terms of provision of personnel and required financial resources. Furthermore, public programmes deal with a wide range of issues of public concern. Finally, public programmes are usually subjected to the test of public accountability, that is, criticisms from the press, concerned persons or groups that are often targeted on public programmes (Obasi, 1994).

viii. The Concept of Innovative Programme

A programme, according to Oguche & Raba (2001) is said to be innovative when it introduces remarkable changes in ideas, knowledge, skills, methods, or procedures in ways that improve the conditions of its target group. In the same vein, a public sector innovative programme to Obasi (1988) is one that embodies and uses new ideas, skills, knowledge, methods or procedures towards solving problems of the people in ways different from conventional or existing methods or approaches. This definition implies that innovation is a dynamic concept in the sense that innovative idea or programme today may cease to be one tomorrow. For example, when an existing innovative programme falls back to the conventional methods of achieving objectives, that innovative programme suffers from the crisis of status-quo-reduction. A public sector programme can be said to be innovative when its initiation and execution embody the following, among others:-systematic identification of problems or needs hitherto unknown, neglected or paid lip service to; Adoption of corresponding goals or objectives towards solving the problem; Adoption of unique, appropriate, result-oriented methods and strategies for achieving the objectives and solving the problems; Careful selection and recruitment of professionally competent personnel to achieve the objectives; Provision of necessary financial and material resources for the achievement of the objectives than conventional ones would attract; Careful monitoring of the efficacy level of the unique strategies and methods adopted for achieving the objectives, and a systematic and periodical assessment of the entire problem execution to obviate the natural tendency towards status-quo-reduction or the over-institutionalization of programme activities (Obasi, 1994).

The retention of these features makes innovative programmes possess vibrant sense of mission and unique modus operandi. The organic organization structures, e.g. the task forces and other ad-hoc public agencies such as committees and panels of inquiry, remain the most effective mechanisms for executing innovative programmes. But if such innovative

programmes are to be executed using existing institutional framework, the need to use task forces or ad-hoc committees becomes imperative to obviate the emergence of status-quo-reduction crisis (Oguche & Raba, 2001).

2.3 Universal Basic Education (UBE) Programme in Nigeria

A sound basic education prepares the child for self-reliance; apprenticeship in vocation of his choice and it also lays solid foundation for him to pursue further learning. Apart from this individual gain, it has been ascertained that the important elements of human development, which contribute to economic development namely: health, nutrition, education and fertility reduction, can only be achieved through sound basic education among the citizens (Olubor, 2001).

Basic education has been described as fundamental education, or foundation education or bottom-line education upon which every other education whether formal, informal or non-formal can be built, and without which any educational structure erected, will not have chances of success (Nwana, 2000). In furtherance of its commitment to provide a sound education to the Nigerian child as a lasting legacy, the Federal Government under the leadership of President Olusegun Obasanjo launched the Universal Basic Education (UBE) Programme on 30th September 1999 in Sokoto, Nigeria. The universality of the programme has two dimensions as elucidated by Nwana (2000).

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

The National Policy on Education (2004) clearly acknowledged education as an instrument per excellence for transforming society and achieving the national goals of a free

and democratic society. It is the most powerful instrument for social progress and remains the greatest power yet known to man for his own development (Njoku, 2005:P.1). The origin of the Universal Basic Education (UBE) programme can be traced to two major sources, that is, international collaboration and national aspirations. On the international scene, UBE dates back to 1961 as part of the recommendations of Addis Ababa conference, which states that African countries should aim at providing Universal Primary Education (UPE) and that attention should be given to on-the-job-training. Similarly, the World Conference on Education for all which took place in Jomtien, 1990. The World Summit for children which was held in New York, 1990.

The education for all summit of nine (9) countries of the world with the largest concentration of illiterate adults in New Delhi, 1991; the Pan African conference on the education of girls in Ouagadougou, 1993; the OAU decade of education in Africa (1997-2000), the statement of commitment taken in Durban, 1998 and the world education summit held in Dakar, 2000. The outcome of these global education conferences was the adoption of the landmark goal of education for all (EFA) by the year 2000. Therefore, launching of the UBE scheme was not only an expression of her intention towards achieving education for all (EFA) but also in keeping with the requirements of the 1999 constitution. The Nigerian constitution of 1999 stipulates that government shall eradicate illiteracy and ensure equal educational opportunities at all levels of education. Consequently, the Universal Basic Education programme was launched in September 30th, 1999 as a rebirth of Universal Primary Education (UPE) and for the realization of the Millennium Development Goals (MDGs).

Universal Basic Education is a 9-year compulsory basic education for primary and junior secondary school levels. The system will have basic 1-9. In basic 1-3, the language of the immediate environment will be the medium of instruction while in basic 4-9, English

language will be the medium of instruction.

In support of the above Yoloye (2004) observed that the concept of basic education is not a completely new term to the Nigerian society and that it has assumed a global significance. This means that the expanded vision of UBE comprises the universalizing of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnership.

i. Aim and Objectives of Universal Basic Education

The goal of the UBE is to universalize access to basic education, engender a conducive learning environment and to eradicate illiteracy in Nigeria within the shortest possible time. Therefore, the objectives of the UBE programme as specified in the implementation guideline by government in 1999 are as follows:

i. developing in the entire citizenry, a strong conscientiousness for education and commitment to its vigorous promotion;

ii. provision of free universal basic education for every Nigerian child of school going age;

iii. reducing drastically the incidence of dropout from the formal school system;

iv. catering for young persons their schooling as well as other out of school children or adolescents through appropriate form of complementary approaches to the provision of UBE;

v. ensuring the acquisition of appropriate levels of literacy in numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic value needed for laying a solid foundation for the lifelong living;

From the above objectives, it is obvious that Basic Education according to the Jomtien declaration and framework of action on education for all, is not defined in terms of years of schooling or limited to formal schooling but sees education as the articulation of the formal,

non-formal and informal approaches to and the mechanisms for the awaking all round development of the child. Similarly, Jegede (2000) advocated for the non-formal and informal media to work together complementarily to ensure that all categories of Nigerians have access to basic education. In addition, Obanyan (2000) described basic education as that level, type and form of learning needed to build a strong foundation for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn.

To achieve the goals and objectives of the UBE Denga (2000) and Onwuka (2002) suggested that, implementation at all levels of UBE should be done by practical, exploration, play and experimental methods.

ii. Scope of the UBE Programmes

The UBE program is expected to cover the following areas:

Early childhood care, and education for children from birth to five (5) years; Education program for the acquisition of functional literacy, numeracy and life skills, especially for the adults, that is people above 15 years out-of school, non-formal education programmes for updating the knowledge, skills and ability of persons who left school without acquiring the basics needed for Life-long learning; Special education programmes for nomadic populations. The formal (normal) school system covering: Primary School education for children of ages 6 to 12 years, and Junior Secondary School for children of 13 to 15 years of age (UBE, 2002).

This means that, the formal education programme covers 9 (nine) unbroken years in the classroom, (UBE Act, 2004). By implication, the universality, free and compulsory intention of the programme implies that appropriate opportunities will be provided for the basic education of every Nigerian child of school going age, that parents have an obligation to ensure that children in their care avail themselves of such opportunities and that sanctions

will be imposed on persons societies or institutions, who prevent children adolescents and youth from benefitting from the UBE.

ii. Implementation Strategies for the UBE Programme

The thirty-six states of Nigeria are key implementers of the nation's Universal Basic Education. The Universal Basic Education Commission (UBEC) is the commission charged with the implementation of the UBE scheme in Nigeria headed by an Executive Secretary. The state Universal Basic Education Boards (SUBEB), are charged with the responsibilities of implementing, coordinating, directing, administering, and overseeing of the policies of the UBE program in their respective state's teaching and learning process, headed by an Executive Chairman.

For the successful implementation of the UBE, the following operational strategies were remarked and adopted by the UBE Act (2004) as criteria for implementation of the programme:

> *Enactment of necessary legislation; Articulation of enabling policies; Sensitization and mobilization of the target groups and stakeholders; Adequate funding; Optimal allocation and efficient utilization of resources; Adequate training programmes, recruitment and motivation of teachers; Effective coordination of activities; Encouragement and stimulation of the active participation of the private sector, nongovernmental and voluntary organizations and local communities in the scheme; Establishments of working partnerships and collaborations with the international communities and donor agencies and regular supervision monitoring and evaluation of the scheme (UBE Act, 2004).*

It is a well known fact that a good primary education with surrender value can only be provided, if essentials such as teachers' salaries and allowances including, non teaching staff and administrative charges, provision of infrastructure and materials, maintenance of school buildings and construction of classroom buildings are effectively controlled. The researcher is of the opinion that availability of educational facilities in quantity and quality are required for effective implementation of Universal Basic Education objectives in Nigeria.

In addition, Maduewesi (1996) opined that the issue of mobilizing people in certain parts of the country (Northern States) to accept and participate in UBE in an environment where cultural norms and religious attitudes are hostile to the value, emphasis should be on effective orientation of the members of the community represented by the scheme. Therefore, the National Orientation Agency (NOA) has to sell the possible gains of the scheme to the people at the grassroots.

Furthermore, Baikie (2000) affirmed that the Federal Ministry of Education has put in place a step to counter envisaged problems to the implementation of UBE programme, this includes: Community awareness and involvement through public enlightenment and social mobilization; Teacher recruitment, pre-service and in-service training, welfare and motivation; Adequate information management through data collection and analysis devoid of political manoeuvre; Planning, supervision monitoring and evaluation; Provision of infrastructure facilities; Curriculum development; Provision of textbooks and instructional materials; Availability of needed funds and its proper utilization; and Management of the entire process of the scheme.

iv. Availability of Personnel Resources for UBE programme

To ensure effective implementation of the UBE, the Federal Government has directed all teacher-training institutions to increase their student enrolment to enable more teachers to be trained. Similarly, the National Teachers Institute (NTI) has been mandated to provide remedial, pivotal and NCE courses to train more teachers. Teachers are in high demand for the UBE programme but only brilliant, experienced and hard working teachers are needed. Furthermore, Obanya (2006) stated that no educational system can rise above the level of its teachers. Many laudable educational initiatives have failed mainly because they did not take sufficient accounts of the teacher factor. Therefore, the functions of the teacher in the implementation of the UBE programme as stated in the implementation guidelines of the

UBE (2004) include the following;

i. facilitating learning and imparting knowledge unto students;

ii. using and leading the students to make good use of all facilities, equipment and infrastructure provided;

iii. ensuring adequate discipline among the students obedience to school rules and regulations;

iv. ensuring safety and security of all facilities and equipment;

v. publicity and popularizing of the scheme in the communities of which they live;

vi. formulating, using and protecting the school curriculum and syllabus, (UBE Act 2004).

In view of all these, the teacher should be treated fairly, rewarded adequately, and motivated if the success of the UBE programme is to be ensured. In addition, Adebimpe (2001) opined that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limits of their area of specialization. In a similar contribution, Fafunwa (1986) described Nigerian education not just as the biggest industry but also everybody's business. This is because; it is the only enterprise that touches the lives of every citizen. It therefore behoves on everybody to contribute positively towards the attainment of the goals of UBEP in Nigeria.

However, the blue print for guidelines on the implementation of UBE programme encourages the participation of local communities, philanthropists, NGOs, CBOs, international community, donor agencies, states and local governments to assist in the successful implementation of the UBE programme, UBEC (2004).

v. Funding Arrangement for the Universal Basic Education in Nigeria

One of the key resources required by every organization or institution for effective performance is finance, which the UBE is not an exception. The Universal Basic Education

UBE program is expected to be free and compulsory to all children of school going age. Funds for education goes in to various facets of the system i.e. capital and recurrent expenditure, besides salaries.

Fund for UBE just like funds for other sectors of the educational system in Nigeria, comes from various sources. Decree No 7 of 1992 stipulates that all companies operating in Nigeria with a minimum of 100 employees are required to contribute 2.0 percent of their pre - tax earnings to the Education Tax Fund for the purpose of funding Education (UBE 2004).Federal government intervention in U. B. E will be funded through: Not less than 20% of the Consolidated Revenue Fund (CRF) of the Federal Government; Funds/contributions in the form of Federal Government Guaranteed credits; Local/international donor grants; The Federal intervention funds to states will be used for the purpose of broadening access, improving quality and ensuring equity in basic education, but not for teachers' emoluments and overhead costs. The components are: Substantial part of the Consolidated Revenue Fund will be disbursed to states as matching grants; and that part of it will be disbursed to states for special intervention to support:

i. initiatives by states to correct educational imbalance up to 2010;

ii. efforts by the states to provide special education for the physically and mentally challenged;

iii. efforts by states to implement school feeding program;

iv. disbursement of funds to states will be through SUBEBS, for renovation, construction and furnishing.

v. disbursement of grants to states will be dependent on 50% counterpart funds by the states. UBEC may withhold further disbursement to a state if it is not satisfied that funds earlier disbursed had been judiciously utilized.

To access the fund, states shall;(i) present acceptable annual implementation plans based

on EFA/MDG and those projects that address their peculiar education problems.(ii) Show evidence of state UBE law or a strong commitment to enacting it and (iii) Set up an appropriate mechanism that ensures transparency for the procurement of goods and services. Monitoring of fund utilization will be multi sectoral, involving the Universal Basic Education Commission, Federal Ministry of Education, National Assembly, Budget Office of the Federation, Budget monitoring (Presidency), Accountant General and Auditor General of the Federation, UBE Act, (2004).

i. Sharing Formula of Federal Government UBE Intervention Fund

The sharing formula in operation as approved by the federal executive council (FEC) in December 2005 provides the following components:

Matching Grants to states on 50% - 50% basis

Educational Imbalance		70%
		14%
i) Grants to states adjudged as performing well	-	05%
ii) Grants to states supporting their efforts for the education of physically and mentally challenged children	-	02%
iii) Grants to States for School Feeding programme	-	05%
iv) UBE Implementation Fund	-	02%
v) UBE Monitoring Fund	-	02%
Total	-	100%

ii. Conditions For Accessing The UBE Matching Grant (70% Of 2% CRF)

The following are the conditions for accessing the UBE Matching Grant by States:

i) enactment of the State Universal Basic Education Law in compliance with section 12(1) of the UBE Act, 2004.

ii) establishment of State Universal Basic Education Board in compliance with Section 12(1) of the UBE Act, 2004.

iii) opening of separate Bank Account with the Central Bank titled "UBE Matching Grant Account" and forwarding the following particulars to UBEC:

a. name and address of the Bank

b. title of the Account

c. account Number

d. names the signatories to the Account, in compliance with the requirement imposed by the Federal Executive Council, June 2005, which include a career officer not below rank of Director and the Executive Chairman of SUBEB.

e. following a Presidential directive, UBEC should also be a signatory to the Account.

iv) evidence of lodgment of States' counterpart contribution in compliance with section 11(2) of the UBE Act, 2004

v) development and submission of state Action plan to UBEC for approval in compliance with a requirement imposed by the Federal Executive Council, June 2005.

vi) submission of projects Technical Report and Financial Reports indicating that the earlier disbursement has been judiciously utilized.

iii. Fund Utilization Criteria for UBE Intervention Fund

The Federal Executive Council approved the criteria for fund utilization of the UBE intervention fund to the states and FCT as follows:

i) Expenditure by components of UBE Programme

a) Pre-primary education	-	5%
b) Primary education	-	60%
c) Junior secondary school level	-	35%

ii) Expenditure by activities in each of the components of the UBE programme:

a) Infrastructural Development - 70%

This includes the following:

i. Classroom construction

ii. Classroom furniture

iii. Classroom renovation/rehabilitation

iv. Laboratory Technology equipment

v. Borehole construction

vi. Construction of toilets, etc.

b) Textbooks and Working Materials - 15%

These include the following:

i) Development/procurement of textbooks for pre-primary, four basic core subjects for primary schools and five core subjects for junior secondary schools.

ii) Library Books

iii) Development/procurement of teachers' guide for pre-primary, four basic core subjects for primary schools and five core subjects for junior secondary schools.

iv) Teaching aids(excluding consumables), etc

c) Teacher professional development - 15%

This includes:

Short term training and retraining of teachers at the three levels: pre-primary, primary and junior secondary schools, with more emphasis on primary, JSS and pre-primary, in that order, to be conducted by either the National Teachers' Institute (NTI), Colleges of Education (COEs) or National Institute of Educational Planning and Administration (NIEPA) Ondo, to conduct those for managers of UBE Institutions (UBEC 2006).

vi. Infrastructural and Instructional Facilities for the UBE Programme

The UBE programme launched in September, 1999, signalled the commencement of a new education carefully thought out programme of restoration in Nigeria's education sector. Its fundamental goal is to universalize access to basic education, engender a positive learning environment and eradicate illiteracy in the country within the shortest possible time. The UBE programme is expected to cover pre-primary, primary, junior secondary, adult and non-formal education, sub-sectors. The targeted population identified to benefit from the scheme is not only the conventional primary school-age population but also, adults and out-of-school youths and children, migrant populations and children in especially difficult circumstances. It is pertinent to note that, the UBE is not new in the country rather; it attempts to correct the existing anomalies and fill up the identified capacity gaps so that the basic education system can be revitalized and invigorated within the context of the emerging democracy, poverty elimination and life-long learning, (Gidado 2004).

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

In assertion, Gidado (2004) stated that UBE infrastructural facilities include, permanent, semi-permanent, temporary, mobile collapsible, boat-school and even under tree shade classroom structures. However, the permanent structures are the commonest but as the national economy declines and people's earning power dwindles, temporary and semi permanent structures are predominating in the school system. In addition as the social demand for basic education increases and the authority's mobility to match such demands with available resources increases, many classroom variants will no doubt be introduced. The under tree shade classroom has been in the educational scene since the colonial period

and its number is increasing in an alarming rate. The mobile collapsible and boat-school structures are peculiar to nomadic primary schools and primary schools for migrant fishermen's children only. The provision of classroom facilities in the context of the UBE programme in Nigeria entails the following: The review of the existing facilities to ascertain their adequacy and appropriateness coupled with the provision of additional facilities where the existing ones are in short supply, and the rehabilitation of those facilities that may be in deplorable conditions. This implies the need to acquire useable data and information in order to guide informed decisions on either construction of new classrooms or rehabilitation of the existing ones.

From the available research statistics by the National Primary Education Commission (NPEC) on the UBE policy on the provision of infrastructural facilities, there are 332,408 classrooms in the country; of this number only 10,134 classes are in fairly good condition. This means that not less than 192,274 have to be rehabilitated to bring them up to an acceptable standard for teaching and learning NPEC (1999). The Federal Government agreed as part of its 50% contribution towards the provision of primary school infrastructural facilities, to construct 14,000 classrooms in the country on the basis of 70% equity to all states and 30% to the less educationally developed states.

The blue print for the implementation of the UBE programme encouraged the participation of local communities, philanthropists, NGOs, international community and donor agencies, states and local governments to pick up the balance of 50%, (NPEC,1999).

vii. Construction and Rehabilitation of Infrastructural Facilities

The construction and rehabilitation of infrastructural facilities for the UBE programme is phased with a view to:

a. breaking down the projects into manageable sizes, and ensuring accountability such that funds disbursed in earlier phases are properly utilized before additional funds are

disbursed. The construction and rehabilitation requires a standardized design to include four major technical elements such as design manual, standard specification, standard details and standard deficiency report feedback, UBE act (2004).

b. managing a design standardization programme within the UBE context requires a product of highly technical and experienced staff. The participating parastatals should form the physical planning and development units (PPD) which will devote time to performing in house designs, contracts and maintaining the various infrastructural facilities, supervising construction assignments as well as appropriate motivation and supervision to prevent them from being lured out of service.

Alabi (2001) in the study on "Effective Management Strategies for a free and Compulsory School System in Kwara State" revealed that the teachers available for the UBE scheme were inadequate and that this inadequacy was a matter of great concern. Teachers constitute the anchor of any successful educational programme. He observed that there was acute shortage of classrooms, a few new structures and repaired structures were slowly springing up in the schools, the pace of construction or repair was rather too slow. In ranking the management strategies adopted for a free compulsory school system in Kwara State, mobilization of the populace ranked first.

Learning environment includes the home, the classroom, the materials for teaching and learning, the pupil and the teacher; all these constitute major factors in the child's education. The best learning environment can be viewed as the one where all these factors allow the child to perform his learning tasks to the best of his abilities with minimum strain and maximum economy. Research findings have identified that some aspects in the physical environment such as light, temperature and sounds affect human beings (Myhrovld and Olsen, 1997; Lee and Chang, 1999; Lugg and Batty, 1999). In a study carried out by Ibiwoye (1983) on the learning environment in the Zaria Local Government Education Authority

Schools, the following problems were identified, they include; a wide range of class size; lack of teaching aids; acute shortage of furniture; poor visual learning environment as a result of constant closure of windows to keep off strong winds (there were no artificial light in the classrooms of the study and poor condition of buildings.

In a similar study conducted by Olaofe (2002), twenty years after the study reported, the situation had even grown worse. Olaofe painted a very grim picture of the current situation in public primary schools when he asserted that all the primary schools in his study were typical public schools and were deficient in basic infrastructural facilities that make learning conductive. They included access roads, buildings, classrooms, furniture, and toilets among others. Many classrooms had no covers, door lids and ceiling. Children sat on the floor to take lessons and teachers had no tables or chairs. The Nigerian public schools were referred to as "a breeding ground for illiteracy". Apart from classrooms, every school is expected to have a library.

The Nigerian government recognized the importance of school libraries since 1981, when it stated, in its National Policy on Education that, libraries were the most important educational services and urged every state to provide funds for the establishment of libraries. Some scholars have made some observations concerning the state of libraries in our public schools.

Ayeni and Oyebanji (1997) carried out a nationwide study. The study revealed that school libraries in Nigeria were still mostly non-functional due to neglect and inadequate funding. In most states of the country, school library services were very inadequate because there were no financial allocations made to school libraries. If the UBE programme is to succeed, it is necessary to revamp the existing ones and build more libraries. The authors asserted that the poor state of school library service created a problem for the effective implementation of the UBE programme. Most schools were reported to lack libraries and a

few that were available were poorly funded, lacked adequate collections and accommodation and also poorly staffed. The implementation guidelines of the UBE emphasize the need for school libraries to be provided with appropriate standards.

The role of school libraries in implementing the UBE programme cannot be overemphasized. As Fayose (1995) rightly asserts, the school library is a resource centre where there are collection of books, periodicals, magazines and newspapers, slides, computers, study kits, media and other information resources for use by teachers and pupils or students for learning, recreational activities, personal interest and interpersonal relationship of children in school. The concept of the modern school libraries is in consonance to some extent with the expectations of the government of the UBE programme, as indicated in the implementation guidelines (Nigerian Federal Ministry of Education, 2000). The need for libraries cannot be taken for granted in this era of technological development.

It has been observed that no educational system can afford to stay outside the knowledge age in the world that is now run by knowledge (Uche, 1997). Obaiemu (2002) painted a grim picture of the school library service in eight secondary schools in Oshodi/Isolo Local Government Area of Lagos State, Nigeria. The library service was inadequate in library collections, staffing, building space, furniture and general profile. The author suggested revenue generation strategies in order to reduce over-dependence on the Ministry of Education in Nigeria. In this era of technological advancement Nigeria cannot overlook the significant role science plays in the national development.

Science has been described as the bedrock of technology advancement and of economic growth of any nation. It is therefore important that the development of sound scientific knowledge and skills should be laid at the primary and junior secondary school levels. Some scholars feel that the present system of education is technically biased. Bamanja (2000:65) said that most of the schools that had graduated students in the junior secondary

schools had nothing to show in terms of equipment and laboratories for technical and science subjects. This is in line with Omoifo's observation in his study. Omoifo (1991/92:36) revealed that ill-prepared N.C.E integrated science teachers would be a major constraint at implementing integrated science programmes at the junior secondary school (JSS).He discovered that out of seven Colleges of Education from the southern part of Nigeria, only four had Special Purpose Integrated Science laboratories. The universal basic education programme recognized the importance of elementary science hence, the establishment of General Science laboratories was included in its guideline as a pre-requisite for the implementation of the UBE.

It had been observed that pupils had good knowledge of environment hygiene, but inadequate opportunities and lack of sanitation facilities at schools and homes did not allow them practice the health knowledge they had acquired (Odutan, 1974). A study was carried out to assess knowledge of environmental hygiene among secondary school children in Zaria and a follow-up practice survey was also administered to assess the environmental sanitation of the schools and the homes of a sub-sample of the students. Observations were recorded on the source of water, the method of refuse and sewage disposal and the hygienic condition of the toilets in both the schools and the homes surveyed. The result from the analysis revealed that the main method of refuse disposal for schools and homes was open dumping and the main method of sewage disposal for both schools and homes was pit latrines which were dirty and poorly maintained. Recommendations were made to the school authority to direct more effort towards providing a safe and adequate water supply, good drainage systems, and additional toilets and emphasize the practice of good environmental hygiene to complement theoretical input.

Bassey and Archibong (2001:66) identified in their study, the urgent need to redress the insufficient facilities. The benches were found to be inadequate among others. The authors

pointed out that for the UBE to be successfully implemented there should be 20% increase on top of the existing buildings in primary schools in Cross River State because of the expected increase in enrolment for the Universal Basic Education programme in the state. This implies that the number of benches should be increased in order to commensurate with the increased enrolment. In another study carried out by Ehiametalor (2000), regarding the adequacy of the financing and management of primary education in Edo State, it was discovered that the pupils' furniture were only 125,720 instead of the required 373,078. The expected number of furniture or benches for pupils was short of 247,358 representing 66% level of inadequacy. A lot had been learnt from researches and the defunct Universal Primary Education (UPE) which encountered many set-backs during its implementation.

These lapses include, non- availability of reliable data, inadequate implementation, lack of adequate manpower, insufficient funding, limited infrastructure and equipment, poor management, uncooperative attitude of voluntary agencies, lack of proper monitoring and evaluation for proper implementation of the scheme.

In order to achieve the objectives of the UBE programme, nine guidelines are listed, which will facilitate successful achievement of the stated objectives.

i. public enlightenment, social mobilization and full community involvement;

ii. data collection and analysis of human and material resources;

iii. planning, monitoring and evaluation;

iv. teachers, their recruitment education, training, retraining, motivation;

v. provision of infrastructural facilities;

vi. enriched curricula;

vii. provision of textbooks and instructional materials;

viii. improved funding and;

ix. management of the entire process (Federal Ministry of Education, (1999:p14).

The standard which can be deciphered from the UBE guidelines and the manual is as follows:

Teachers: 1: 40, that is, one teacher per forty pupils.

Classroom: 1: 40, official maximum number of pupils per classroom is forty.

Library: Library space equals the size of two classrooms with a library officer. The Library collection should include books, journals, newspapers, magazines, charts, maps, arts/crafts, models among others. It is desirable that a whole class of forty pupils is able to move into the library for some specific periods.

General Science Laboratory: (for Elementary Science, Domestic Science etc) Maximum size must be adequate for a learning group of 40 at a time. Toilet: A school must have a maximum of one ventilated improved pit (VIP) toilet for a maximum of 40 pupils per toilet. The toilets should be equally divided between males and females (either pupils or teachers) Urinary bowl of maximum length of 60mm length per pupils should be provided for each sex. (UBE Self-Help Project Implementation Manual, Phase2, pp 37-39). These guidelines therefore, remain the benchmark in evaluating how much the goals of the UBE programme are being achieved.

viii. Monitoring and Evaluation of the UBE Programme

Supervision of schools in the UBE programme of the Federal Government of Nigeria, is an aspect of quality control. It is bound with the efficiency of learning and improvement of the teaching/ learning services. Quality control of Basic Education program is closely associated with a vital component of education (Monitoring & Evaluation). Today, 'Quality Control' is used more or less as a synonym for supervision or inspection which is within the comprehension of the wider segment of the educated publics.

Supervision has been defined by different researchers in the field of Educational Administration. Neter and Krey (1971) in Egwunyenga (2005), defined supervision as the

phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system. Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement.

Egwunyenga (2005) perceives supervision as an action taken to improve teaching and learning situation for children. School supervision is a flexible process of education. It is not a fixed system and its context and contents, vary from place to place. It is situational modified. The task of supervision in the introduced Universal Basic Education system introduced by the Obasanjo led government in 1999 which aims at providing un-altered access to 9 years of formal Basic education, provision of free, universal education for every Nigerian child of school going age and reducing drastically the incidence of drop out from the formal school system through improved quality and efficiency (FGN, 1999). The essence of supervision is to monitor and be the watch dog of improved education system in Nigeria. It is geared towards the improvement, observation, modification, correction of teachers, the school system and the improvement of teaching and learning.

Supervision forms part of the overall quality monitoring and improvement system which includes devices such as examinations, test, supervision of instruction and supervision of attendance and performance of the pupils/students.

According to Ezekwensili (2007), there was no supervision of schools in decades. Lack of supervision of schools in the past has been the bane of failed educational policies. A system not supervised and evaluated is in dire need of collapse. Obinaju (2001) sees educational supervision as being concerned with those particular activities and aspects which maintains and promotes the effectiveness of teaching and learning in schools. The supervision of the UBE program in Nigeria, involves the direct and indirect watching and directing of all facets of the school system which would have impacts in the functionality of

the UBE program. The National Policy on Education (2004), sees supervision as an aspect to ensure quality and continuous monitoring of instruction and other educational services.

Inspection of schools is the heart of quality assurance in education. Supervision of school instructions is that phase of school administration, which focuses primarily upon the achievement of the UBE programme. It is the life-wire of the educational system concerned with the efficiency and effectiveness of the program. The UBE blue print sees the monitoring of the UBE programme as a procedure for checking the extent to which planned contents, inputs processes and products in the programme are carried out (UBE, 2004).

Supervision is the process of stimulating professional growth and a means of helping teachers to help them grow on the job. In the early years of the introduction of Western Education in Nigeria, supervision concentrated on the teacher's activity in school and classroom. Supervisors were faultfinders. They visit schools in order to blame teachers when they erred. It made no attempt at improving the educational system. Teachers then had to window dress to impress the supervisors once aware of the visit. The impression people had about supervision during this time was that, the supervisors were responsible for making judgment about the teachers (mostly negative) and not helping the teachers on how to teach and impart knowledge effectively to pupils/students (Onoyase, 1991).

For the UBE programme to achieve its objectives, effective and efficient monitoring and evaluation machinery should be put in place if the uninterrupted 9 year of basic education in Nigeria is to be a reality. The new 9 year curriculum was recently developed by the Nigerian Educational Research and Development Council (NERDC) and subsequently approved by the National Council of Education (NCE). The new curriculum has imbedded in the curriculum the objectives of NEEDS (National Economic Empowerment and Development Strategy) and the MDGs (Millennium Development Goals). The 9 year school system of continuous schooling is divided into three component parts: Lower Basic, Middle

Basic and Upper Basic (UBEC, 2008). The new structure is shown below which aims at providing the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement, inculcating right values for independent thinking and providing opportunities for the child to develop manipulative skills that will enable the child to function effectively in the society and to realize his or her full potential (UBEC, 2008). It therefore, behoves on the implementers of the Universal Basic Education programme in Nigeria to make the success of the programme a priority

The 9 year Basic education curriculum structure, presented in table 2.1

TABLE 2. 1: The New 9 year Basic curriculum structure.

Basic Education Curriculum Levels	Core Compulsory Subjects	Electives Subjects
Lower basic education curriculum (Primary 1-3)	1. English studies 2. One major Nigerian language (Igbo, Yoruba or Hausa) 3. Mathematics 4. Basic science and technology 5. Social studies 6. Civic education 7. Cultural and Creative Arts (CCA) 8. Religious Studies (CRS or IS) 9.Physical & Health Education 10. Computer studies /ICT	1. Agriculture 2. Home Economics 3. Arabic Note: Must offer 1 elective but not more than 2
Middle Basic Education Curriculum (Primary 4-6)	1. English studies 2. One major Nigerian language (Igbo, Yoruba or Hausa) 3. Mathematics 4. Basic science and technology 5. Social studies 6. Civic education 7. Cultural and Creative Arts (CCA) 8. Religious Studies (CRS or IS) 9. Physical & Health Education 10. Computer studies /ICT 11. French Language	1. Agriculture 2. Home Economics 3. Arabic Note: Must offer 1 elective but not more than 2
Upper Basic (JSS1-3)	1. English studies 2. One major Nigerian language (Igbo, Yoruba or Hausa) 3. Mathematics 4. Basic science 5. Social studies 6. Civic education 7. Religious studies (CRS or IS) 8. Cultural and Creative Arts (CCA) 9. Physical & Health Education 10. French language 11. Basic Technology 12. Computer studies /ICT	1. Agriculture 2. Home Economics 3. Arabic 4. Business Studies Note: Must offer 1 elective but not more than 3

Source*:* NERDC (2007): The 9-year Basic Education Curriculum at a Glance, Lagos: NERDC Press

The essence of the 9 year basic education curriculum is to train our youths, skills that they can fall back to, in case they could not go beyond the basic education level. The present curriculum is aimed at giving the child diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement through the study of subjects such as Basic science, Basic technology, and Computer studies/ICT. Worthy of note is the fact that most schools in the rural areas do not have access to power supply, which can make the teaching and learning of ICT difficult in the rural areas. Most schools do not have the structures that can enhance the teaching and the learning of these subjects. For the curriculum to make any meaningful impact in the implementation of the UBE programme, proper monitoring and evaluation is essential so that administrators and planners can always go back to the drawing board to effect changes where necessary

ix. Instructional Supervision of the Universal Basic Education

Instructional supervision focuses primarily, on the achievement of the appropriate expectations of the educational system in any country. Supervision of schools is geared towards improvement of the quality of education (Quality Assurance). Nakpodia (2006) asserts that, instructional supervision in the modern era (UBE Era) is therefore to inspect teaching rather than the teacher. The school supervisors' are tasked amongst others to improving instruction in schools during supervisory process.

Instructional supervision of UBE schools is multi-faceted. Each method, type or class of supervision is uniquely different from the other as they provide different results at different times in different places. The following methods of supervision of instruction are pertinent to the effective implementation of the UBE program:

i. Clinical Supervision: This is also called comprehensive school supervision. It is comprehensive in nature, which usually lasts 2 weeks. It is scheduled to undertake an overall supervision of teaching and learning processes in schools. School records are checked,

teachers methodology and lesson notes inspected thoroughly , pupils' school attendance, classroom management, school plant assessment, school-community relations, implementation of curriculum and the ICTA (Indigenous Communicative Teaching Approach) method of instruction, school head leadership/administration, teachers punctuality amongst others, are checked. Generally, comprehensive supervision consists of three stages: Pre supervision (observation) conference, the observation or supervision process and the post- supervision conference.

ii. Investigative Supervision: Investigative supervision as the name suggests is a supervisory practice carried out to undertake special investigation in the school. Supervisors during such visits are pre-equipped with the investigative problem. It may include; investigating poor instruction by teachers; illegal levies; leadership/administration lapses; transfer of teachers, classroom absenteeism by teachers etc.

iii. On the spot supervision: This supervision is usually carried out on the first week of resumption of school term (first, second or third term). It is an on the spot assessment of level of resumption of teachers and pupils/students after the holidays. School attendance, punctuality and the conduct of corridor test, (resumption test) and general school assessment. It usually lasts for 1 week. Supervisors spend less time during such visits as 75% of schools are planned for supervising during schools resumption.

iv. Examination Monitoring: Examination supervision is conducted by supervisory officers during examinations. All examinations conducted in the school system are supervised. It is conducted to check the availability of examination materials (booklets, question papers), readiness of teachers and pupils for such examination, check/prevent examination malpractices and attempts at providing conducive environment for the examination amongst others.

v. Routine Monitoring: Routine visits are carried out regularly by the inspectorate or

monitoring department as a normal job function to check the day to day activities in schools. Nakpodia (2002) contributing says, these come by way of inspectors (supervisors) paying short visit to schools.

Other supervisory visits as pointed out by Olele (1995) include; special visits; follow-up supervision; pre-opening of school supervision; sampling and survey and general assessment supervision.

Nakpodia (2006) identified six bases for supervision of the UBE schools in Nigeria. These are:

i. supervision should be geared towards the improvement of the teaching-learning situation for the benefits of both the teachers and learners.

ii. supervision should help in the identification of areas of strength and weaknesses of teachers.

iii. supervision should be democratically conducted so as to give recognition to the teachers and create a cordial working atmosphere based on good human relations.

iv. supervision should be tailored towards ensuring that the general guidelines as provided in the curriculum are followed by teachers.

v. there should be follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses.

vi. supervision should help the teachers in terms of self-discovery particularly in the areas of improvisation and use of modern teaching aids as a basis for improving teaching strategies.

The researcher is of the view that if the monitoring and evaluation of the UBE programme is to be meaningful, improved funding, attitudinal change of supervisors and supervisees, training and retraining, proper motivation; training through seminars, workshops and courses are necessary in improving supervisors' productivity. Lack of training affects

poor development of staff which leads to a total lack of professional ability. Ogundele (2001) believes that, employees (supervisors) training and staff development are continuous life processes and are imperative because they add quality to management processes. Also, it was gathered from analysis that, government should be diplomatic in implementation of supervision reports. Not all recommendation by the supervision team submitted to government or its statutory bodies (SUBEB, UBEC) should be implemented to the latter as possibility of bias may exist.

According to the Implementation Approaches and Strategies of the Implementation Blue Print, there shall be regular monitoring and evaluation of the UBE objectives, strategies and outcomes to determine the effectiveness and efficiency of the scheme and to recommend necessary implementation adjustments and remediation where necessary.

The objectives of Monitoring and Evaluation of the UBE program are to: ensure that the scheme is clearly understood by all; assess the implementation of the scheme; evaluate the performance of the scheme; identify and examine constraints and their impact; and make necessary suggestions and recommendations on remedial measures.

Monitoring and Evaluation of the UBE program shall include: assessment of the tone of the implementation of the program; analysis of the effects of identified constraints; collection of relevant data on enrolment, personnel and facilities; collection of relevant data on infrastructure such as number of learning centres, schools, classrooms, furniture and other materials; collection of data on personnel engaged in the scheme; collection of data on providers of basic education such as number of NGOs, community-based organizations, voluntary organizations, international agencies and individuals; collection of data on classroom interactions in basic education centres; collection of data on cost implication and funding of the UBE scheme; analysis of data collected to determine various parameters such as percentage enrolment, drop-out rate, pupil/teacher ratio, gender issues, learning outcomes,

personnel performance, general program efficiency and cost effectiveness; synthesis of statistical data obtained to facilitate effective and efficient program planning and implementation; preparation and circulation of the monitoring and evaluation reports to relevant organizations and bodies to guide decision-making and to inform follow-up actions.

Responsibilities for Monitoring and Evaluation in Nigeria

The Federal Ministry of Education shall provide overall co ordination for the monitoring and evaluation of the UBE programme. Monitoring and evaluation of specific projects and activities within the framework of the programme shall be performed by the respective governments and executing bodies.

x. Mobilization and Participation of Stakeholders

The concept "Stakeholders" is an economic terminology which signifies the relationships between manufacturers and consumers of her goods and services. To Mullins (2001), stakeholders is viewed as any individual or group which has interest in and/or is affected by the goals, operations or activities of the organization or the behaviour of its members, which implies that stakeholders are person(s), group(s) organizations or systems whose efforts can be affected by an organization directly or indirectly. For example managers are likely to have particular interest in, and concern for the size and growth of the organization and its profitability, Job security, status, power and prestige, while stake holders are likely to have variety of interests which may include employees, producers of finance, consumers, community and environment, good and other organizations or groups.

In the same vein, Torado and Smith (2003) say " stake holders are groups of person(s) whose actions influence revenue allocation, producers, distribution and or consumer economy" while Robert (1996), viewed stake holders as groups of low and moderate income individuals for which a project is aimed at assisting, for an escape from poverty to a level of stable wealth accumulation. From all these people it can be deduced that the bulk of stake

holders analysis involves a process of identifying those affected by a project or event in the context of project evaluation, operation, research and cost benefit analysis.

Stake holders in relation to education, especially in management, are strong supporters of educational policies, programmes, issue, ethics, problems, finance and general action of education at all levels of learning institutions. Sergiovani (1991). Those groups of people according to Dale (2004), Soriano (2006), Stake holders are people who are concerned with a situation. Stakeholders may share common concerns. They are people who have a common goal in a situation, because that situation strengthens, maintains, or promote something they value.

To ensure that UBE remains the people's programme through advocacy and social mobilization for harnessing human and material resources; mobilize individual, private and international organizations; and promote specified activities under the UBE programme for the success of basic education delivery, thus, the department for social mobilization was established to perform the following functions as accounted in the UBEC Annual Report, 2004.

In the development and management of primary and junior secondary schools more than ever before, universal basic education programme has continued to encourage community participation through the involvement of local communities in the management of primary and junior secondary schools. This has yielded positive development particularly with regards to self help development projects, the establishments of local government's education committees, district education committees and the formation of functional Parents Teachers Associations (PTA) in all schools. It has also helped in the development of additional infrastructure as well as improvement in enrolment and retention roles in the schools.

There is no gainsaying such functions of social mobilization when well articulated and

carried out, will serve to mobilize the community and ginger them to participate actively in nation building. Thus, increasing enrolment of children in schools as well as bridging the gap in gender of students. Therefore, adequate orientation should be carried out to ensure prompt mobilization as well as to encourage members of the community towards complementing the implementation of UBE in Nigeria.

Thus, such orientation was designed to achieve the following purposes;

i. Education for mass participation to equip the citizens to the point that they will participate willingly and actively in national programmes.

ii. Education for social mobility as a result of the classification of the society and its members into strata. Thus, education is a tool for social mobility.

iii. Education for social integration is to inculcate in the citizens positive attitudes towards social cooperation and national consciousness.

iv. Education for integrated rural regeneration such that health and sanitation through the acquisition of quality education will bring about a positive change in personal behaviour. These changes include; reduction of mortality or morbidity through improvement in environmental sanitation, personal hygiene, nutritional level and disease control such as in the case of HIV/AIDS prevention and to check rural- urban movement with its attendant consequence.

v. Education for maintenance of culture is to inculcate in the members the need to protect and maintain government property, (UBE Annual Report, 2004).

xi. Universal Basic Education in the States and Local Government

The establishment of the National Primary Education Commission (NPEC) and primary schools management Boards (PSMBS) at the state level in 1998 later became State Primary Education Boards (SPEBs) in the year 1994. Consequently, with the launching of the Universal Basic Education (UBE) programme in September 1999, the Federal Government

directed by State Education Boards (SUBEBs), is charged with the following functions:

i. management of early child care centres, primary schools, nomadic schools and junior secondary schools;

ii. recruitment, appointment, promotion and discipline of teaching and non-teaching staff on grade level 07 and above;

iii. posting and deployment of staff including interstate transfers;

iv. disbursement of funds provided to it from both the federal and state sources;

vi. setting up of effective and functional inspectorate unit to supervise and inspect nomadic primary and junior secondary schools including private and voluntary agency schools as

contained in Act No 66 of 4th August 2004.

vi. retirements and re-absorption of teaching and non-teaching staff on grade level 07 and above;

vii. undertaking new capital project;

vii. responsible approval training and retraining of teaching and non-teaching staff on grade

level 07 and above;

ix. assessment and funding of salaries and allowances of teaching and non-teaching staff based on the scheme of service drawn by various State administrations;

x. ensuring that annual reports are rendered by education secretaries; head of schools on the teachers appointed to serve under them;

xi. preparing testimonials and certificates of service for the teaching and non-teaching staff where necessary;

xii. dealing with leave matters including annual vacation, and ensuring annual auditing of accounts;

xiii. maintenance and rehabilitation of dilapidated classrooms schools and school infrastructure;

xiv. promoting relationship with and coordination of assistance by donor agencies such as UNICEF, World Bank, UBEC etc.;

xv. establishment of primary schools, nomadic schools, early child care centres and junior secondary schools;

xvi. establishment of an office for principals who shall head the schools;

xvii. purchase and distribution of instructional materials to schools;

xviii. carrying mass mobilization and sensitization of the general public and to enter into partnership with communities and stakeholders on basic education with the aim of achieving over all objectives of performance in States;

xix. coordinating and supervising of teaching and learning in primary and junior secondary schools in the States;

xx. providing subvention or grant in aid to private primary and junior secondary schools in States. (UBEC Act 2004).

xii. Local Government

The roles and responsibilities of the local government are to initiate and execute specific projects for the attainment of the objectives of the scheme; assist in providing the infrastructure and other requirements for the scheme; co-ordinate, supervise, monitor and evaluate the implementation of the scheme in the local government; sensitize and mobilize the target groups, parents and other stakeholders for their effective involvement and participation; fulfil its financial obligations and support needed for the effective implementation of the scheme; ensure probity, transparency and accountability for all monies allocated for the scheme.

xiii. Local Communities

Local communities are to initiate and execute specific projects and activities within the framework of the scheme in their localities; provide logistic support and enabling environment for the execution of the scheme in their localities; provide relevant human and material resources for the successful implementation of the scheme; ensure safety and maintenance of scheme's infrastructure and UBE implementation resources and materials in their localities; organize and ensure the support and effective participation of the entire community in the scheme

xiv. Voluntary agencies/ NGOs, International communities, Individuals and Donor agencies

Voluntary agencies are to initiate, develop and execute specific projects for the success of the scheme, provide relevant infrastructural, human and material resources for the successful implementation of the scheme and to encourage and support increase in enrolment, retention, and completion by the target groups in the programmes of the scheme.

The roles and responsibilities of the NGOs are to provide relevant infrastructural, human and material resources for the successful implementation of the scheme; initiate, develop and execute specific projects within the framework of the scheme; encourage and support increase in enrolment, retention and completion by the target groups in the programmes of the scheme. International organizations are expected to collaborate with the federal, state and local governments, in the designing and execution of specific projects for the success of the scheme, assist in capacity building to enhance efficiency and effectiveness in the implementation of the scheme. Also, they are to provide advisory and consultancy services to federal, state and local governments, to facilitate the attainment of the objectives of the scheme, and to support and facilitate research, monitoring and evaluation of the UBE scheme.

The Individuals are to provide and or mobilize infrastructural and material resources for the successful implementation of the scheme; initiate, design and execute specific projects for the attainment of the objectives of the UBE scheme, encourage and support increased enrolment, retention and completion by target groups in the programmes of the schemes.

2.4. Empirical Studies on the Assessment of UBEP

Education is a veritable tool for both national and economic development. (Federal Republic of Nigeria, 2004). The awareness of and demand for quality education have made the society to continue to plan for accelerated educational development as well as expansion of opportunities. Universal Basic Education Program (UBEP) is one of such education program for the acceleration and expansion of education opportunities for the citizens of Nigeria. Basic education is the bed rock of any education system. A number of research works have been conducted in relation to the assessment of UBE programme in Nigeria. The following are some of such researches conducted:

Adebola (2007) assessed the perceived impact of Universal Education on national development in Nigeria. His findings revealed that there was a remarkable departure from the former UPE programme to present UBE programme, provision of infrastructure though not adequate at present and devotion of adequate fund by the government though with no transparency in the disbursement of such UBE fund among others. He further stressed and concluded that UBE has been contributing to the national Development especially with its scope, objective/aims implementation and services being quite different from those of the former UPE programme. Okpanachi (2003), studied on preparedness to implement Universal Basic Education (UBE) programme in Kogi State. The study revealed that majorly the inadequacy of facilities for the programme. Even for teachers which seemed adequate for the existing schools, it is in terms of quality and not quality.

Abo (2000), made a central review of the readiness of Kogi State for the take-off of

UBE programme. The study itemized the following as the needs of the State:

i. 6000 additional classrooms in order to conveniently accommodate an anticipated 40% increase in enrolment as a result of the ongoing intensive enrolment campaigns
ii. 240,000 pieces of dual desks valued at 40,000 naira each
iii. 18,000 tables and chairs for teachers' use
iv. 3 billion naira to take care of the needed text books in at least the core subjects
v. About 4,000 qualified teachers.

Akpotu (2007), worked on implementing Universal Basic Education in Nigeria: Examining the challenges facing the catholic schools. The study found that although some progress had been made by catholic schools in giving qualitative education, funding, recruitment of qualified teachers, staff salary and development, provision of facilities and instructional materials are very much inadequate. The study confirmed that the State involvement in the education of the children whether the child is in a private or public school is very crucial in the overall improvement of education in the country. Failure to fund the education of any child by the State because the child is not in the public school is denying the child the right to education. “Gearing up for UBE in an article written by Obinaju (2001), reported that there were over 400,000 primary school teachers in Nigeria and out of this number, only 21% had the required minimum qualification of the Nigerian Certificate in Education (NCE), 54.6% are holders of the Teachers’ grade II certificate while the remaining 24.1% are not qualified even by the Teachers’ Grade II standard.

On the issue of relevance of the school curriculum to the society, Adesua, 2000; Ehindero, 2000 have both raised doubts as it has been observed that there is a growing rate of poverty which is an indicator of a problem in the system. Therefore, they suggested that it should be so structured that each individual will be equipped to perform some six life roles

e.g. role as an individual, as a producer, citizen, national consumer and as a family member. Adebimpe (2001), opined that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limits of their areas of specialization. Salaries need to be paid as at when due because it serves as a motivation factor towards productivity. His study revealed that 12% of primary school pupils sit on the floor, 38% classrooms have no ceiling, 87% of the classrooms are overcrowded while 77% pupils lack textbooks and almost all sampled teachers are poorly motivated coupled with lack of community interest and participation in the management of the schools. Lawal (2007) made an historical assessment of implementation of Basic Education in Nigeria (1992 – 2002). The study revealed that government budget on education is still very low as a result of which basic education in the country has not been fully implemented. The study also identified some of the problems facing the full implementation of basic education in Nigeria. Such problems include: poor education statistics, inadequate publicity, inadequate funding and inadequate infrastructure.

He further stressed that the pupil/teacher ratio in the country is still very high as against the National policy on education. Olaniya. D. A. and Ojo, L. B. (2007), examined the challenges against implementation of introductory technology curriculum in Nigerian Junior Secondary Schools. The results showed that poor funding, lack of tools and equipment, unavailability of instructional materials and the nonchalant attitude of government are some of the challenges facing the successful implementation of introductory technology curriculum. The study recommended that well equipped work shop as well as introductory materials should be provided to enhance teaching and learning of introductory technology. The work of Omokhodion (2008), on assessing the preparedness of Nigeria for her UBEP, found that there is shortage of trained teachers for the programme, teachers have deep rooted dissatisfaction with their jobs, which manifest in their not wanting their children to become

teachers in future, and that most of the products of teachers

The place of change and innovation in the Nigerian Education system cannot be over emphasized for, it is only through change and innovation that education can play a meaningful role, in the life of a nation. Adepoju (1998) posited that reform and innovation are probably two major concepts that must be built into an organization or system that is aiming at standing the test of modern period when dynamism is vastly replacing conservatism. He stressed that change is, therefore inevitable and major challenge which modern organizations face is creating an atmosphere where rapid and meaningful improvement is possible. There is no doubt that for growth and development to be recorded, reform and innovations are pre-requisites. As a result of the increasing complexities in modern organizations and the need to optimize efficiency in the face of stiff competition from others, there is increasing advocacy that reform and innovation be injected into major facets of Nigerian educational system and more specifically in the areas of structure, curriculum content and context as well as the methods of imparting knowledge by the teachers in our schools and colleges. The need to bring about a revisit of the educational structure, curriculum and methods became necessary in view of the fact that it is extremely difficult to discuss educational development in isolation without mentioning reform and innovation.

To Bolaji (2007), Lack of initiative, innovation, skills, independent/constructive mind and creative ideals characterize today's system of Nigeria education. This is a system that encourages memorization in learning processes and theoretical explanation to areas that need practical illustration. The system favours cognitive development above other domains of education. It is pathetic that Nigeria's school system is geared toward building pupils with cultural orientation with deficiency in problem-solving approach that requires more than simply recall or performance of rudimentary skills. Therefore, change and innovation should be made an Integra part of our education system.

Effective change would require a more holistic approach to completely transform the learning experience of the learners in most countries; school curricula and instruction are mostly didactic based on subject-based knowledge transmission and large amount of rote learning. This ignores many skills that are increasingly necessary for life and work often fails to engage students. Of course, schools implement and work according to national standards and other learning requirements, but they can also consider more effective teaching and learning strategies and encourage student centred learning and assessment processes (National Research Council, 2005)

The development and transformation of education has been a great challenge in this millennium. National policy on education in Nigeria has adopted education as an instrument for effecting national development (Federal Republic). There is no doubt that education is central to the development of individuals and the society in general. There is a tremendous development in technology, which has necessitated constant technological change and innovation. Transforming education in the face of new technological change and innovation is imperative (Akomolafe, 2011). Accordingly, Obanya (2004) regards educational reforms as a rethinking of the role of education in nation building. Therefore, Researches carried out in education were not adequately utilized (Akomolafe, 2000). Non utilization of research outcomes seems to constitute hindrance to developing culture of innovation. Researchers have made a lot of suggestions and recommendations which were rarely implemented

xxv. Summary of the Chapter

This chapter reviews relevant literature related to the implementation of the Universal Basic Education in Nigeria. On the theoretical and conceptual framework, the concept of change and innovation were defined. The nature of change in education and how it should be managed were discussed. What it takes for an innovative programme to be a success of failure was touched, while the concept of policy was also discussed. The school system in the

perspective of the systems theory was examined. Other areas covered by the review include; the universal basic education in Nigeria; its implementation strategies; the availability of requisite personnel for effective implementation; the availability of instructional and infrastructure facilities. The place of monitoring and evaluation of the program; the mobilization and participation of the stake holders in the effective implementation of the universal basic education program for the desired goal in Nigeria were discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter discusses the methodology that was used for the research as well as procedures for collecting data. It presents the research design, the population, sampling procedure, research instruments and their administration, the content validity, reliability of the research instrument and methods of data analysis.

3.2. Research Design

The research design for this study was a cross sectional survey which is descriptive and exploratory. It demands the technique of observation of the stakeholders of the Universal Basic Education (UBE) as a principal means of data collection. The choice of this design was based on the fact that it allows for the collection of data, from heterogeneous groups. This means that inferences and generalizations could be made on the entire population from data collected.

3.3 Population

The population study in a survey research is the theoretically specified aggregation of survey elements from which the survey sample is actually selected (Ngu, 2008). Therefore, the population for this study consists of all the stakeholders in the Universal Basic Education programme from the six geo-political zones of Nigeria. Specifically, the population includes SUBEB officials (19,466), Local Government Education Secretaries (774), Head Teachers in Junior Secondary and Primary schools (2440), Teachers in Junior Secondary School (145,783), and Teachers in Primary School (173,744).

3.3 Sample and Sampling Technique

Random sampling technique was used to draw two states each from the six geo-political zones, and three Local Government Areas from each of the states selected. The technique according to Aderonmu (1985) is appropriate because it prevents bias in obtaining

the sample size.

Table 3.1 The Six Geopolitical Zones, the States and Local Governments Sampled

Geopolitical zone	Sampled states	Local Govt. Areas	
North Central	Kogi	(i) Ankpa	(iv) Ilorin West
	Kwara	(ii) Kabba	(v) Edu
		(iii) Adavi	(vi) Offa
North East	Borno	(i)Maiduguri	(iv) Akko
	Gombe	(ii) Biu	(v) Gombe
		(iii) Dikwa	(vi) Nafada
North West	Kaduna	(i) Kaduna	(iv) Sokoto
	Sokoto	(ii) Igabi	(v) Rabba
		(iii)Zango-kataf	(vi) Goronyo
South East	Anambra	(i) Nnewi	(iv) Orlu
	Imo	(ii) Akwa south	(v)Aboh-Mbaise
		(iii) Oyi	(vi) Isu
South South	Edo	(i)Central	(iv) Aniocha
	Delta	(ii) Esan west	(v) Udu
		(iii) Egor	(vi) Sapele
South West	Ondo	(i)Akure North	(iv)Ogbomoso/s
	Oyo	(ii) Ilaje	(v) Saki west
		(iii) Owo	(vi) Ido

Source: http/waado.org/NigerDelter/Nigeria facts/States_Local Government Areas.html.14/05/2010

The selection of respondents was through the stratified random sampling technique. This technique was used to take care of the zoning nature of this work. However, to ensure adequate representation by the respondents in the study, the cluster sampling procedure was derived from the strata, since the distribution of respondents in each zone is not even, the researcher used the purposive method to determine the sample size from each stratum. The reason for adopting the technique is because it is more feasible to select groups of individuals, than to select individuals from the population .Esan and Okafor (1995), described a sample as a subset of population selected to meet specific objectives. The sample shall be drawn using Krejcie and Morgan (1970) sampling procedure in which a table was used. See

Appendix 1.

The population of the stakeholders' representative, consists of the principal, vice principals and head teachers in public junior secondary schools and primary schools from the six geopolitical zones. In this study, the population of one thousand, two hundred and thirty (1230) principals/ vice principal, one thousand, two hundred and ten (1210) Head teachers and one hundred and forty five thousand seven eighty three (145783) teachers in junior secondary schools, and one hundred and seventy three thousand, seven hundred and forty four (173,744) teachers for primary schools, and nineteen thousand four hundred and sixty six (19,466) from SUBEB staff and thirty six (36) Education Secretaries from each local government sampled.

Using Krejcie and Morgan (1970) method of determining sample size, the following samples were obtained; from the randomly sampled states of the six geo-political zones are one hundred and forty four (144) principals, three hundred and forty five (345) teachers in JSS, one hundred and thirty two (132) for head teachers, three hundred and forty nine (349) teachers in primary schools, two hundred and twenty nine (229) SUBEB staff and thirty six (36) Education secretaries of Local Government Education Authority. The total number of sample size is one thousand three hundred and twenty five (1325) respondents as shown in table 3.2

Table 3.2 Distribution of the Population of Respondents in the Study

S/N	RESPONDENT	POPULATION	SAMPLE
1	Head teachers	2,440	376
2	Teachers in Junior Sec Sch	145,78	345
3	Teachers in Primary schools	173,744	349
4	SUBEB staff	19,466	229
5	Executive secretaries of LGA's	774	36
	TOTAL	**342207***	**1325**

*Source: UBEC (2009)

3.5. Instrumentation

The instrument used in collecting the data is the questionnaire which is titled: "An assessment of the implementation of the Universal Basic Education programme in Nigeria". (ASIMUBEP) The researcher constructs the questionnaire after due consultation with the Supervisors. A checklist comprise ten (10) items, which seeks to know the name of the school, its location, local government area, senatorial district, total number of teachers, pupils, pupils' classrooms, libraries, laboratories, and benches. In addition, structured interview designed by the researcher was used to elicit information. With this, useful information regarding the progress made on the implementation of the UBEP was gathered from the secretaries of the States Universal Basic Education Boards and the UBEP Zonal Co-coordinators. Apart from the instruments mentioned above, the researcher and the research assistants made use of observation with a checklist of six items regarding the classrooms, benches, libraries, laboratories, toilets and teachers.

For the grading of the responses of the respondents, the Likert five (5) point scale questionnaire (Strongly Agree, Agree, Undecided Strongly disagree, Disagree), was adopted. In line with the perceptions of Ndiyo (2005) the rating scale which allows respondents to

indicate the existence or non-existence of the items on the questionnaire in their various institutions was used viz:

Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

The questionnaire was designed to gather data and responses from UBEC, SUBEB, and school-heads, teachers, and education officers. In order to elicit the observed responses of both the teachers and head teachers, the researcher will physically observed the adequacy or non existence of instructional as well as infrastructural facilities for the implementation of the UBEP in Nigeria.

3.6 Validity of Instruments

The content validity method was adopted as it is most suitable for verification of the questionnaire items. This method has also been found to be most favorable by researcher such as Peretomde (2001). They both hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique. Therefore, the instrument for this research was validated by experts in the fields of educational administration and planning. Thus the use of the Likert five point scale questionnaire was considered most appropriate and valid for this study.

3.7 Reliability of Instruments

One of the purposes of a pilot study is to determine the reliability of the instrument for the study through a reliability coefficient test.

3.7.1 Pilot Study

To provide the instrument used for data collection, a pilot study was conducted on independent respondents in Okene Local Government Area of Kogi State, to test the

reliability of instrument. A total of one hundred and twenty (120) copies of questionnaire were administered to Principals, Head teachers, SUBEB officials and Local Government Education secretaries, on their opinion, adequacy of instructional and infrastructural facilities and on the effort of government in the mobilization and participation of members of the community in enrolment and retention of students as well as complementing the implementation of the UBE programme. Out of the One hundred and twenty copies of questionnaire administered, Ninety seven were completed and returned.

The copies of questionnaire returned were analysed, using the analysis to ascertain the reliability and sustainability of the instrument as well as the ease with which the respondents answer the questions in the instrument. The statistical package for social sciences (SPSS17.0) was used in the test. The result of reliability coefficient of 0.81 was achieved. The questions were easy to respond to and found to be consistent with the set objectives. The observed reliability coefficient was high and therefore, the instrument is suitable for the study.

3.8 Procedure for Data Collection

The researcher employed the following procedures for the collection of data for the study; personal visit to the Universal Basic Education Commission headquarters, visit to the State Universal Basic Education Board (SUBEB) and the sampled public primary and junior secondary schools in the selected states. Also, the researcher consults with the States Primary Education Board to assist in the following information;

i. Names of Local Government Areas, educational zones and number of public primary schools under the UBE in the states, and

ii. The availability of instructional and infrastructural facilities for the implementation of the UBE in states.

The copies of questionnaire were distributed by the researcher and through research assistants to Principals, Teachers of Junior Secondary Schools, Head teachers and Teachers

of Primary Schools, and officials of SUBEB and LGA Education secretaries of the sampled states.

3.9 Methods of Data Analysis

The data on the Assessment of the implementation of the UBE in Nigeria were collected from public primary and junior secondary schools. The data were computed, tabulated, analysed and presented in the following forms for understanding;

i. In tabular form.

ii. In frequencies and percentages.

Furthermore, the raw scores from the frequencies were converted to percentages using the descriptive statistical techniques such as mean and percentages to answer the research questions in chapter one. The overall frequencies and percentages for each of the categories of respondents from all the institution on a given item in the instrument were computed and shown in tables in chapter four. Specifically, frequency and percentages distribution were used to show the respondents' perception on a given item on the table. To answer the research questions and analyse the formulated hypotheses, the descriptive statistics such as percentages, mean, standard deviation were used while the one way analysis of variance (ANOVA) was employed to test the hypotheses of the study at 0.05 levels of significance.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter presents the analysis and discussion of results related to issues raised in chapter one, on the Assessment of the Universal Basic Education programme in Nigeria. The data collected for this study was analysed in this chapter. The chapter also contains the test of hypotheses raised in the study which was based on availability of infrastructural and instructional facilities for the effective implementation of UBEP in Nigeria, funding arrangement for the implementation, availability of personal resources, adequate supervision, monitoring and evaluation, Stakeholders' participation, Role of international community and donor agencies, State and local government adherence to the implementation guide lines, adequacy of the 9 year curriculum, the nature of free and compulsory education for children, ages of 6 – 14 years. The research questions were addressed and findings from the data were discussed at the end of the chapter. The presentation is arranged in line with the specific objectives that guided the study.

4.2 Presentation of data

A total of one thousand, three hundred and twenty five respondents were involved in this study. This number was made up of One hundred and forty four principals and three hundred and forty five teachers of junior secondary schools, One hundred and thirty two head teachers and three hundred and forty nine teachers of primary schools, two hundred and twenty nine SUBEB staff, and thirty six educational secretaries of the local government areas. Table 4.1 carries the details

Table 4.1: Response rate of respondents

Respondents	Questionnaire distributed	No. of questionnaire returned	Percentage (%) Returned
Head Teachers	288	262	**19.77**
Teachers (Junior Sec Sch)	379	345	**26.04**
Teachers (Pry School)	382	349	**26.34**
SUBEB Staff	240	229	**17.28**
Education Secretaries	36	36	**2.72**
Total	1325	1221	92.15

From Table 4.1, a total of 1325 copies of questionnaire distributed 1221 were returned. Therefore, 92.2% of the questionnaire were returned and used for the analyses. However, the head teachers constitute a number of 262, which represent (19.77%) of the total respondents; a total of 345 (26.04%) teachers in Junior Secondary School returned completed copies questionnaire, while primary school teachers, SUBEB Staff and education Secretary had 349 (26.34%), 229 (17.28%) and 36 (2.72%) returned their questionnaire respectively.

The summary of data using descriptive is however presented in table 4.2.

Table 4.2 Descriptive Summary of Data

Variables	Groups	N	Mean	Std Deviation	Std. Error
Availability of infrastructural and instructional facilities	Head Teachers	262	2.74	.504	**.042**
	Teacher (Junior Secondary School)	345	2.91	.696	**.036**
	Teachers (Primary School)	349	2.65	.390	**.020**
	SUBEB staff	229	2.65	.389	**.020**
	Education Secretaries	36	2.73	.567	**.094**
	Total	**1221**	3.212	.491	**.011**
Funding Arrangement for the Implementation of UBE	Head Teachers	262	2.74	.504	**.042**
	Teachers (Junior Secondary School)	345	2.918	.697	**.036**
	Teachers (Primary School)	349	3.313	.758	**.039**
	SUBEB Staff	229	3.307	.753	**.038**
	Education Secretaries	36	3.140	.746	**.124**
	Total	**1221**	3.212	.758	**.017**
Availability of Personnel Resources	Head Teachers	262	2.74	.504	**.042**
	Teachers (Junior Secondary School)	345	3.270	.740	**.038**
	Teachers (Primary School)	349	3.662	.639	**.032**
	SUBEB staff	229	3.719	.586	**.030**
	Education Secretaries	36	3.537	.670	**.111**
	Total	1221	**3.547**	**.688**	**.016**
Supervision, monitoring and evaluation	Head Teachers	262	3.788	.629	**.053**
	Teacher (Junior Secondary School)	345	3.715	.668	**.034**
	Teachers (Primary School)	349	3.854	.704	**.036**
	SUBEB staff	229	3.844	.717	**.037**
	Education Secretaries	36	3.666	.810	**.135**
	Total	**1221**	3.805	.698	**.016**
Stakeholders participation	Head Teachers	262	3.798	.932	**.078**
	Teachers (Junior Secondary School)	345	3.813	.914	**.047**
	Teachers (Primary School)	349	3.884	.755	**.038**
	SUBEB staff	229	3.909	.750	**.038**
	Education Secretaries	36	3.983	.648	**.108**
	Total	**1221**	3.872	.813	**.019**
States & Local Governments adherence to the implementation guidelines.	Head Teachers	262	3.455	.799	**.067**
	Teachers (Junior Secondary School)	345	3.475	.792	**.040**
	Teachers (Primary School)	349	3.984	.768	**.039**
	SUBEB staff	229	4.035	.740	**.038**
	Education Secretaries	36	3.844	.902	**.150**
	Total	**1221**	3.818	.809	**.019**
Roles of International community and donor agencies in the implementation of U.B.E.	Principals	130	3.616	.862	**.072**
	Teachers (Junior Secondary School)	345	3.623	.849	**.043**
	Head Teachers	132	3.648	.871	**.073**
	Teachers (Primary School)	349	4.050	.630	**.032**
	SUBEB Staff	229	4.088	.604	**.031**
	Education Secretaries	36	3.868	.737	**.122**
	Total	**1221**	3.913	.743	**.017**
Adequacy of the	Head Teachers	262	3.540	.697	**.058**

Curriculum	Teachers (JSS)	345	3.538	.688	**.035**
	Teachers (Primary School)	349	3.930	.717	**.036**
	SUBEB staff	229	3.969	.710	**.036**
	Education Secretaries	36	3.944	.700	**.116**
	Total	**1221**	3.809	.731	**.017**
Free and compulsory nature of UBE	Head Teachers	262	3.885	.544	**.046**
	Teachers (Junior Secondary School)	345	3.879	.554	**.028**
	Teachers (Primary School)	349	3.826	.730	**.037**
	SUBEB Staff	229	3.807	.740	**.038**
	Education Secretaries	36	3.667	.667	**.111**
	Total	1221	**3.838**	**.672**	**.015**

4.3. Results

This section focuses on the analysis of the responses from the respondents using frequency table and simple percentages. The responses were grouped into 9 sub headings based on the hypotheses. The first group was based on items 1 -10 which identifies the infrastructural and instructional facilities. Items 11–20 address the adequacy of funding for the implementation of Universal Basic Education Programme in Nigeria.

Items 21-30 sought to establish the availability of personnel resources while supervision, monitoring and evaluation were itemized in 31 – 40 statements. The researcher desired to find out whether or not stakeholders participate in the implementation of Universal Basic Education Programme in Nigeria which was itemized in 41-50.

Items 51 to 60 fell under the role of international community and donor agencies in the implementation of Universal Basic Education programmes. In the research, items 61 to 70 looked into the activities of State and Local governments' adherence to the implementation guidelines.

Lastly, while items 71 – 80, is on the adequacy or not of the 9 year basic education curriculum, 81 – 90 sought for the free and compulsory nature of the Universal Basic Education programme respectively. These groups enable the researcher to confirm the adequacy or not of the curriculum and the provision of free and compulsory education in primary and junior secondary school in Nigeria

4.3.1: Responses of the Respondent on the Availability of Infrastructural and Instructional facilities for the implementation of UBE Programme

To determine and achieve the findings on the availability of infrastructural and instructional facilities, the researcher collected and analyzed the responses of the respondents. It dealt with the responses of respondents in item 1-10 of the questionnaire. The responses pertaining to infrastructural and instructional facilities are as shown in table 4.3

Table 4.3: Responses of respondents on the availability of infrastructural and instructional facilities in the implementation of UBE

			Responses											
			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
1	The staff are accommodated adequately in furnished offices	Head Teachers	9	0.8	17	1.4	131	10.7	64	5.2	41	3.3	262	21.5
		Teachers (JSS)	12	1.0	23	1.9	172	14.1	84	6.9	53	4.4	345	28.4
		Teachers (Pry)	12	1.0	23	1.9	173	14.2	84	6.9	54	4.4	346	28.4
		SUBEB Staff	8	0.7	15	1.2	114	9.4	56	4.6	35	2.9	229	18.8
		Edu Secretaries	1	0.1	2	0.2	18	1.5	9	0.7	6	0.5	36	2.9
		TOTAL	**43**	**3.5**	**80**	**6.6**	**610**	**50**	**298**	**24.4**	**189**	**15.5**	**1221**	**100**
2	There is adequate furniture for pupils	Head Teachers	10	0.8	21	1.7	21	1.7	106	8.6	104	8.5	262	21.5
		Teachers (JSS)	14	1.1	27	2.2	28	2.3	139	11.4	137	11.2	345	28.4
		Teachers (Pry)	14	1.1	27	2.2	28	2.3	139	11.4	138	11.3	346	28.4
		SUBEB Staff	9	0.7	18	1.5	19	1.5	92	7.6	91	7.5	229	18.8
		Edu secretaries	1	0.1	3	0.2	3	0.2	15	1.2	14	1.2	36	2.9
		TOTAL	**48**	**3.9**	**96**	**7.9**	**99**	**8.1**	**492**	**40.3**	**486**	**39.8**	**1221**	**100**
3	The librarians are equipped with library facilities up-to-date books.	Head Teachers	6	0.6	52	4.3	35	2.9	16	1.3	151	12.3	262	21.5
		Teachers (JSS)	8	0.8	69	5.7	46	3.8	21	1.8	198	16.2	345	28.4
		Teachers (Pryl)	9	0.8	69	5.7	46	3.8	22	1.8	199	16.3	346	28.4

		SUBEB Staff	6	0.5	46	3.8	31	2.5	14	1.2	132	10.8	229	18.8
		Edu Secretaries	1	0.1	7	0.6	5	0.4	2	0.2	21	1.7	36	2.9
		TOTAL	**30**	**2.9**	**244**	**20.0**	**164**	**13.4**	**76**	**6.2**	**702**	**57.5**	**1221**	**100**
4	There is provision for functional science laboratories.	Head Teachers	9	0.8	48	3.9	21	1.7	84	6.9	100	8.2	262	21.5
		Teachers (JSS)	12	1.0	63	5.1	28	2.3	111	9.1	131	10.8	345	28.4
		Teachers (Pry)	12	1.0	63	5.2	28	2.3	111	9.1	132	10.8	346	28.4
		SUBEB Staff	8	0.7	42	3.4	18	1.5	74	6.0	87	7.1	229	18.8
		Edu Secretaries	1	0.1	7	0.5	3	0.2	12	0.9	14	1.1	36	2.9
		TOTAL	**43**	**3.5**	**222**	**18.2**	**98**	**8.0**	**393**	**32.2**	**465**	**38.1**	**1221**	**100**
5	The class rooms are commensurate with the enrolment.	Head Teachers	9	0.8	91	7.4	6	0.5	121	10.0	34	2.8	262	21.5
		Teachers (JSS)	12	1.0	120	9.8	8	0.6	160	13.1	45	3.7	345	28.4
		Teachers (Pry)	12	1.0	120	9.8	8	0.7	160	13.1	45	3.7	346	28.4
		SUBEB Staff	8	0.7	80	6.5	5	0.4	106	8.7	30	2.4	229	18.8
		Edu Secretaries	1	0.1	13	1.0	1	0.1	17	1.4	5	0.4	36	2.9
		TOTAL	**44**	**3.6**	**424**	**34.7**	**28**	**2.3**	**566**	**46.4**	**159**	**13**	**1221**	**100**
6	There is a functional library in the school	Head Teachers	10	0.8	22	1.8	75	6.2	75	6.2	80	6.5	262	21.5
		Teachers (JSS)	13	1.0	29	2.4	99	8.1	99	8.1	105	8.6	345	28.4
		Teachers (Pry)	13	1.0	29	2.4	99	8.1	99	8.1	106	8.6	346	28.4
		SUBEB Staff	8	0.7	19	1.6	66	5.4	66	5.4	70	5.7	229	18.8

		Edu Secretaries	1	0.1	3	0.2	10	0.8	10	0.8	11	0.9	36	2.9
		TOTAL	**45**	**3.7**	**103**	**8.4**	**350**	**28.7**	**350**	**28.7**	**373**	**30.5**	**1221**	**100**
7	Classroom are well ventilated	Head Teachers	18	1.5	46	3.8	21	1.7	106	8.7	70	5.7	262	21.5
		Teachers (JSS)	24	2.0	61	5.0	28	2.3	140	11.5	92	7.5	345	28.4
		Teachers (Pry)	24	2.0	61	5.0	28	2.3	141	11.5	92	7.6	346	28.4
		SUBEB Staff	16	1.3	41	3.3	18	1.5	93	7.6	61	5.0	229	18.8
		Edu Secretaries	3	0.2	6	0.5	3	0.2	15	1.2	10	0.8	36	2.9
		TOTAL	**85**	**7.0**	**216**	**17.7**	**98**	**8.0**	**496**	**40.6**	**326**	**26.7**	**1221**	**100**
8	Provision of first aid are manned by professionals	Head Teachers	7	0.6	45	3.6	23	1.9	42	3.5	145	11.9	262	21.5
		Teachers (JSS)	10	0.8	59	4.8	30	2.5	56	4.5	191	15.7	345	28.4
		Teachers (Pry)	10	0.8	59	4.8	30	2.5	56	4.6	192	15.7	346	28.4
		SUBEB Staff	6	0.5	39	3.2	20	1.6	37	3.0	127	10.4	229	18.8
		Edu Secretaries	1	0.1	6	0.5	3	0.3	6	0.5	20	1.6	36	2.9
		TOTAL	**34**	**2.8**	**208**	**17**	**106**	**8.7**	**197**	**16.1**	**676**	**55.4**	**1221**	**100**
9	Teachers are being mobilized to write books that are based on specific curricula.	Head Teachers	12	0.9	38	3.2	26	2.1	82	6.7	104	8.5	262	21.5
		Teachers (JSS)	15	1.2	51	4.2	34	2.8	108	8.8	137	11.2	345	28.4
		Teachers (Pry)	15	1.2	51	4.2	34	2.8	108	8.8	138	11.3	346	28.4
		SUBEB Staff	10	0.8	34	2.8	23	1.9	71	5.8	91	7.5	229	18.8
		Edu Secretaries	2	0.1	5	0.4	4	0.3	11	0.9	14	1.2	36	2.9

		TOTAL	**54**	**4.4**	**179**	**14.7**	**121**	**9.9**	**381**	**31.1**	**486**	**39.8**	**1221**	**100**
10	The infrastructure of the Junior secondary school is distinctively separate from the senior school	Head Teachers	8	0.6	71	5.8	12	1.0	45	3.6	127	10.4	262	21.5
		Teachers (JSS)	10	0.8	93	7.6	16	1.3	59	4.8	168	13.7	345	28.4
		Teachers (Pry)	10	0.8	94	7.7	16	1.3	59	4.8	168	13.8	346	28.4
		SUBEB Staff	7	0.5	62	5.1	10	0.8	39	3.2	111	9.1	229	18.8
		Edu Secretaries	1	0.1	10	0.8	2	0.1	6	0.5	17	1.4	36	2.9
		TOTAL	35	2.9	330	27	55	4.5	208	17.0	593	48.6	1221	100

From table 4.3, the respondents revealed that the provision of staff accommodation and well-furnished offices was not adequate. The results shows that 298 (24.4%) and 194 (15.5%) of the respondents in item 1 disagree and strongly disagree respectively with the statement that staff are accommodated adequately in furnished offices. While (610) 50% of the respondents were undecided with the statement, 78 (3.5%) and 80 (6.5%) of the respondents held a contrary view on provision of staff office accommodation. Item 2 sought the adequacy of furniture for pupils in JSS and Primary Schools in Nigeria. The result shows that 48 out of 1221 which constitute 3.9% of the respondents strongly agree that there was adequate furniture provided for pupils. 96 (7.9%) also, agree with the statement. But on the contrary, 492 (40.3%), and 486(39.8%) disagree and strongly disagree respectively, while 99 (8.1%) were undecided. In fact, this view clearly confirmed that most schools, especially in the rural area had no adequate furniture in their classrooms. Item 3 elicit for the opinions of the respondents on whether the libraries are equipped with library facilities and up-to-date books. The result shows that 35 (2.9%) and 244 (20%) of the respondents agree and strongly agree respectively, that libraries are equipped with facilities and up-to-date books. While 163 (13.4%) were undecided, 74 (6.0%) and 702 (57.5%) of the respondents disagree and strongly disagree that libraries are equipped with library facilities and up-to-date books. From the view of the respondents, it is evidently clear that most junior secondary schools and primary schools lack standard libraries. However, where there is availability, they are not adequately equipped. In some schools visited, a small portion of a classroom was carved out as the school library, which cannot adequately take up to 40 pupils at a time as stipulated in the implementation guidelines. It was believed by 43(3.5%), and 222 (18.2%) as observed from their responses in item 4 that functional science laboratories are provided. This opinion was however, not consider to be true by a higher percentage 393(32.2%),

and465 (38.1%) of the respondents, while 98 (8.0%) were undecided. This goes to show that the implementation, guidelines which emphasized that functional science laboratory should be provided is being toiled with, in the implementation of the Universal Basic Education programme in Nigeria.

On whether or not the classrooms commensurate with the enrolment in item 5, the opinion of the respondents shows that 44 (3.6%) strongly agreed, while 424 (34.7%) agreed that classroom are commensurate with the enrolment, but on the other hand, while 28 (2.3%) of the respondents were undecided 566 (46.4%), and 159 (13%) disagreed and strongly disagreed respectively. It therefore suggests that the classrooms were grossly inadequate for enrolment in the UBE programme.

The opinion of the respondents on item 6 as to whether there is a functional library shows a higher percentage of their responses indicating that libraries were not functional as can be seen from the result, which shows that 357 (28.7%) disagree that functional libraries exists. 373 (30.5%) strongly disagree on the existence of functional library on ground for the UBE implementation. On the other hand, while 45 (3.7%), 102 (8.4%) were of the opinion that there is a functional library in schools respectively, 350 (28.6%) were undecided on the functionality or otherwise of school library under the UBE programme. One wonders why such percentages of the respondents were undecided on such a facility which is presumed to be one of the essential aspects of the academic activities in schools.

From the opinion of the respondents in item 7, which dwelt on whether or not classrooms are well ventilated, 496 (40.6%) and 326 (26.7%) strongly felt that classrooms are not well-ventilated while 85 (7.0%) and 216 (17.7) agreed, 98 (8.0%) were undecided. As there is a marked difference in the opinion of the respondents, it could be concluded that most classrooms

are not well ventilated, especially in the rural areas.

On whether or not, provision of first aid are manned by professionals raised in Item 8, the opinion of the respondents shows that most provision of first aid are not manned by professionals. Thus, 676 (55.4%) and 197 (16.1%) disagreed and strongly disagreed to item 8 while 34 (2.8%) and 208 (17. %) were in agreement to item 8. However, an insignificant percentage 106 (8.7%) were undecided.

Item 9 sought the opinion of respondents on whether or not teachers are being mobilized to write books that are based on specific curricula. 486 (39.8%) and 381 (31.2%) of the respondents disagreed while 54 (4.4%) and 179 (14.7%) consented with the item, while 121(9.9%) of the respondents were undecided.

It was by 593 (48.6%) and 208 (17.0%) as observed from the respondents responses on item 10, that the infrastructure of the junior secondary schools are not distinctly separate from the senior schools. However, 35 (2.9%) and 330 (27%) were of the opinion that the infrastructure were distinctly separate while a negligible percentage 55 (4.5%) were undecided. It was obvious from the opinion of the higher percentage of the respondents that most junior secondary schools in the states of the nation are not distinctively separated from the senior secondary schools as stipulated by the implementation guidelines of the Universal Basic Education programme in Nigeria.

4.2.2 Responses on the funding arrangement for implementation of the universal Basic Education Programme

This section presents the analysis of opinion of respondents on the funding arrangement put in place for the implementation of Universal Basic Education Programme. Table 4.4 gives details

Table 4.4 Responses on the Funding Arrangement for Implementation of the Universal Basic Education Programme

			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
11	Government vote adequate funds to UBE Program.	Head Teachers	10	0.8	43	3.5	131	10.7	54	4.4	24	2.0	262	21.5
		Teachers (JSS)	13	1.1	57	4.7	172	14.1	71	5.8	32	2.6	345	28.4
		Teachers (Pry)	13	1.1	57	4.7	173	14.2	71	5.8	32	2.6	346	28.4
		SUBEB Staff	9	0.7	38	3.1	114	9.4	47	3.8	21	1.7	229	18.8
		Edu Secretaries	1	0.1	6	0.5	18	1.5	7	0.6	3	0.3	36	2.9
		TOTAL	**47**	**3.8**	**202**	**16.5**	**610**	**50**	**250**	**20.5**	**112**	**9.2**	**1221**	**100**
12	Government is sincere with UBE financial policy.	Head Teachers	14	1.1	26	2.1	29	2.4	77	6.3	117	9.6	262	21.5
		Teachers (JSS)	18	1.5	34	2.8	38	3.1	101	8.3	154	12.6	345	28.4
		Teachers (Pry)	18	1.5	34	2.8	38	3.1	101	8.3	155	12.7	346	28.4
		SUBEB Staff	12	1.0	23	1.8	25	2.1	67	5.5	102	8.4	229	18.8
		Edu Secretaries	2	0.2	4	0.3	4	0.3	11	0.9	16	1.3	36	2.9
		TOTAL	63	5.2	120	9.8	134	11.0	358	29.3	546	44.7	1221	100
13	There is transparency in the disbursement of UBE funds.	Head Teachers	6	0.5	32	2.7	68	5.6	70	5.8	85	7.0	262	21.5
		Teachers (JSS)	7	0.6	43	3.5	90	7.4	92	7.6	112	9.2	345	28.4
		Teachers (Pry)	7	0.6	43	3.5	90	7.4	93	7.6	113	9.2	346	28.4
		SUBEB Staff	5	0.4	28	2.3	60	4.9	61	5.0	75	6.1	229	18.8

		Edu Secretaries	1	0.1	4	0.4	9	0.8	10	0.8	12	1.0	36	2.9
		TOTAL	**26**	**2.1**	**151**	**12.4**	**319**	**26.1**	**327**	**26.8**	**398**	**32.6**	**1221**	**100**
14	The school is not short of funds in executing some projects.	Head Teachers	11	0.9	26	2.1	38	3.1	53	4.4	134	11.0	262	21.5
		Teachers (JSS)	15	1.2	34	2.8	49	4.0	70	5.8	177	14.5	345	28.4
		Teachers (Pry)	15	1.2	34	2.8	50	4.1	71	5.8	177	14.5	346	28.4
		SUBEB Staff	10	0.8	23	1.8	33	2.7	47	3.8	117	9.6	229	18.8
		Edu Secretaries	2	0.1	4	0.3	5	0.4	7	0.6	18	1.5	36	2.9
		TOTAL	**52**	**4.3**	**120**	**9.8**	**175**	**14.3**	**249**	**20.4**	**625**	**51.2**	**1221**	**100**
15	The teachers are adequately remunerated.	Head Teachers	14	1.1	110	9.0	5	0.4	18	1.4	116	9.5	262	21.5
		Teachers (JSS)	18	1.5	145	11.9	7	0.6	23	1.9	152	12.5	345	28.4
		Teachers (Pry)	18	1.5	145	11.9	7	0.6	23	1.9	153	12.5	346	28.4
		SUBEB Staff	12	1.0	96	7.9	5	0.4	15	1.3	101	8.3	229	18.8
		Edu Secretaries	2	0.2	15	1.2	1	0.1	2	0.2	16	1.3	36	2.9
		TOTAL	**63**	**5.2**	**513**	**42.0**	**24**	**2.0**	**82**	**6.7**	**539**	**44.1**	**1221**	**100**
16	Administrators manage school funds adequately.	Head Teachers	14	1.1	107	8.8	5	0.4	28	2.3	108	8.8	262	21.5
		Teachers (JSS)	18	1.5	141	11.6	7	0.6	37	3.0	142	11.6	345	28.4
		Teachers (Pry)	18	1.5	141	11.6	7	0.6	37	3.0	143	11.7	346	28.4
		SUBEB Staff	12	1.0	94	7.7	5	0.4	25	2.0	94	7.7	229	18.8
		Edu Secretaries	2	0.2	15	1.2	1	0.1	4	0.3	15	1.2	36	2.9

		TOTAL	**64**	**5.2**	**499**	**40.9**	**24**	**2.0**	**131**	**10.7**	**503**	**41.2**	**1221**	**100**
17	PTA funding is adequate.	Head Teachers	24	2.0	77	6.3	6	0.5	30	2.4	125	10.3	262	21.5
		Teachers (JSS)	31	2.6	102	8.3	8	0.6	39	3.2	165	13.5	345	28.4
		Teachers (Pry School)	31	2.6	102	8.4	8	0.7	39	3.2	165	13.5	346	28.4
		SUBEB Staff	21	1.7	68	5.5	5	0.4	26	2.1	110	9.0	229	18.8
		Education Secretaries	3	0.3	11	0.9	1	0.1	4	0.3	17	1.4	36	2.9
		TOTAL	**111**	**9.1**	**360**	**29.5**	**28**	**2.3**	**138**	**11.3**	**584**	**47.8**	**1221**	**100**
18	PTA funding is adequate.	Head Teachers	9	0.7	48	3.9	7	0.5	135	11.1	64	5.2	262	21.5
		Teachers (JSS)	12	1.0	63	5.2	9	0.7	178	14.6	84	6.9	345	28.4
		Teachers (Pry)	12	1.0	63	5.2	9	0.7	178	14.6	84	6.9	346	28.4
		SUBEB Staff	8	0.6	42	3.4	6	0.5	118	9.7	56	4.6	229	18.8
		Edu Secretaries	1	0.1	7	0.5	1	0.1	19	1.5	9	0.7	36	2.9
		TOTAL	**41**	**3.4**	**223**	**18.3**	**31**	**2.5**	**629**	**51.5**	**297**	**24.3**	**1221**	**100**
19	The school get adequate funding from UBE	Head Teachers	59	4.8	59	4.8	10	0.8	110	9.0	24	2.0	262	21.5
		Teachers (JSS)	77	6.3	78	6.4	13	1.1	145	11.9	32	2.6	345	28.4
		Teachers (Pry)	78	6.3	78	6.4	13	1.1	146	11.9	32	2.6	346	28.4
		SUBEB Staff	51	4.2	52	4.2	9	0.7	96	7.9	21	1.7	229	18.8

		Edu Secretaries	8	0.7	8	0.7	1	0.1	15	1.2	3	0.3	36	2.9
		TOTAL	**274**	**22.4**	**275**	**22.5**	**46**	**3.8**	**514**	**42.1**	**112**	**9.2**	**1221**	**100**
20	Available funds are targeted at areas which will really make a difference e.g. building, equipment, textbooks etc.	Head Teachers	8	0.7	9	0.7	16	1.3	134	11.0	95	8	262	21.5
		Teachers (JSS)	11	0.9	11	0.9	21	1.8	176	14.4	125	11	345	28.4
		Teachers (Pry)	11	0.9	11	0.9	22	1.8	177	14.5	125	11	346	28.4
		SUBEB Staff	7	0.6	8	0.6	14	1.2	117	9.6	83	7	229	18.8
		Edu Secretaries	1	0.1	1	0.1	2	0.2	18	1.5	13	1	36	2.9
		TOTAL	**39**	**3.2**	**40**	**3.3**	**76**	**6.2**	**624**	**51.1**	**442**	**36.2**	**1221**	**100**

Responses on item 11, which is on whether or not government vote adequate fund for UBE programme. While a large percentage of respondents 610 (50%) claim ignorance of government voting adequate fund for U.B.E programme, 250 (20.5%) were of the opinion that adequate fund is not voted for the programme and 112 (9.2%) also strongly disagreed on the adequacy of funding , while a negligible percentage felt that funding is not adequate. For most of the respondents to claim ignorance, might signify that respondents are not quite informed on the modalities for funding of Universal Basic Education program in Nigeria. It is pertinent to mention here that the high percentage of the respondent claiming ignorance of funding arrangement for the programme could not be unconnected to the fact that most states who are implementers of the programme cannot access the counterpart fund. Most of them are not able to access the fund because the states are unable to contribute to the counterpart funding which qualifies the state to access the fund.

As to whether the fund vote meant for UBE is released as at when due in item 12, 63 (5.2%) strongly felt that funds are released as at when due. 120 (9.8%) agreed as well that funds are released on time. On the contrary, a high percentage of the respondents 546 (44.7%), 358 (29.3%) strongly disagreed and disagreed respectively, while 134 (11.0%) were undecided. This suggests that funds voted for UBE is not released as at when due.

The view of respondents on whether or not government is sincere with UBE financial policy on item 13, shows that 26(2.1%) and 151 (12.4%) were of the view that Government is sincere with UBE financial policy. While 319 (26.1%) were neither here nor there, 327 (26.8%) and 398 (32.6%) were of the opinion that Government is not sincere with UBE financial policy

As to whether or not there is transparency in the disbursement of UBE funds, as identified in item 14, a higher percentage of the respondents are resolute in their opinion that

there is no transparency in the disbursement of UBE fund as depicted by 249 (20.4%), and 625 (51.2%) of the respondents; while 175 (14.3%) were undecided, 52 (4.3%), 120 (9.8%) a very negligible percentage were of the opinion that there is transparency in the disbursement of UBE funds.

A cursory look at the opinions of the respondents on item 15 reveals a divergent stance. While 63 (5.2%) and 513 (42.0%) were of the opinion that the school is not short of fund in executing some projects, 539 (44.1%) and 82 (6.7%) have a contrary view, and a negligible percentage were undecided.

Item 16, attempted to find out the opinions of the respondents' responses as to whether the teachers are adequately remunerated. The opinion of the respondents showed a divergent view. While 64 (5.2%)of the respondents strongly agreed, and 499 (40.9%) agreed that teachers are adequately remunerated, 503 (41.2%) and 131 (10.7%) disagreed and strongly disagreed respectively that teachers are adequately remunerated, but 24 (2.0%) were neither positive nor negative in their opinion in this regard. As there was a marked difference in the opinion of the respondents to the negative with about 11% higher, it could be concluded that teachers are not adequately remunerated.

From the opinions of respondents on item 17, which dwelt on whether administrators manage school funds adequately, 111 (9.1%), and 360 (29.5%) were of the opinion that school funds were adequately managed, 584 (47.8%) and 138 (11.3%) held a contrary opinion, while 28 (2.3%) of the respondents were ignorant as to whether funds are being managed adequately. Even though, a higher percentage held a negative opinion, some of the school administrators interviewed by the researcher in the course of this work, lamented that most of the funds are disbursed at higher level and that they have little or no say in how school funds are being

managed, that most of the time, the school resort to the P.T.A. for assistance in managing the school.

It was believed by 41 (3.4%) and 223 (18.3%) as observed on item 18 that P.T.A funding is adequate. This opinion was not however, considered to be true by a very low percentage of the respondents 31 (2.5%) were undecided, while 629 (51.5%) and 297 (24.3%) disagreed and strongly disagreed that P.T.A. funding for the U.BE implementation in schools is adequate.

As to whether or not the schools get adequate funding for U.B.E, the respondents held divergent opinions while 274 (22.4%), and 275 (22.5%) were of the view that UBE schools get adequate funding, 514 (42.1%), and 112 (9.2%) disagreed and strongly disagreed respectively, but a very negligible percentage of the respondents 46 (3.8%) were undecided. Thus, it can be said that U.B.E is not adequately funded.

It was submitted by 39 (3.2%), and 40 (3.3%) a negligible percentage of the respondents that available funds are targeted at areas which will really make a difference, e.g. buildings, equipment, textbooks, etc. A higher percentage of the respondents 624 (51.1%), and 442 (36.2%) held a contrary opinion, and also 76 (6.2%) which is also a negligible size were undecided in item 20. The majority therefore suggest that available funds are not targeted at areas which will really make a difference in the implementation of the UBEP.

4.2.3 Responses on Availability of Personnel resources for the implementation of UBE.

This section presents the analysis of responses obtained from items 21-30 on the availability of personnel for the implementation of the U.B.E program in Nigeria. This finding was achieved by analysis in frequency table and simple percentages as seen in table 4.5

Table 4.5 Availability of Personnel resources for the implementation of UBE.

			Responses											
			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
21	Government employed sufficient number of teachers for the programme.	Head Teachers	76	6.2	77	6.3	22	1.8	55	4.5	31	2.6	262	21.5
		Teachers (JSS)	100	8.2	102	8.3	29	2.3	73	6.0	41	3.4	345	28.4
		Teachers (Pry)	101	8.2	102	8.4	29	2.4	73	6.0	41	3.4	346	28.4
		SUBEB Staff	67	5.5	68	5.5	19	1.6	48	4.0	27	2.3	229	18.8
		Edu Secretaries	10	0.9	11	0.9	3	0.2	8	0.6	4	0.4	36	2.9
		TOTAL	**355**	**29.1**	**360**	**29.5**	**102**	**8.3**	**258**	**21.1**	**146**	**12.0**	**1221**	**100**
22	The pupil teacher ratio (PTR) is moderate.	Head Teachers	17	1.4	8	0.6	58	4.8	80	6.5	99	8.1	262	21.5
		Teachers (JSS)	23	1.9	10	0.8	77	6.3	105	8.6	131	10.7	345	28.4
		Teachers (Pry)	23	1.9	10	0.8	77	6.3	105	8.6	131	10.7	346	28.4
		SUBEB Staff	15	1.2	7	0.5	51	4.2	70	5.7	87	7.1	229	18.8
		Edu Secretaries	2	0.2	1	0.1	8	0.7	11	0.9	14	1.1	36	2.9
		TOTAL	**80**	**6.6**	**36**	**2.9**	**271**	**22.2**	**371**	**30.4**	**463**	**37.9**	**1221**	**100**
23	Science Laboratories are staff with specialist	Head Teachers	17	1.4	28	2.3	62	5.0	92	7.6	62	5.1	262	21.5
		Teachers (JSS)	23	1.9	37	3.1	81	6.6	121	9.9	82	6.7	345	28.4
		Teachers (Pry)	23	1.9	37	3.1	81	6.7	122	10.0	82	6.7	346	28.4
		SUBEB Staff	15	1.3	25	2.0	54	4.4	81	6.6	55	4.5	229	18.8

		Edu Secretaries	2	0.2	4	0.3	8	0.7	13	1.0	9	0.7	36	2.9
		TOTAL	**81**	**6.7**	**132**	**10.8**	**287**	**23.5**	**430**	**35.2**	**291**	**23.8**	**1221**	**100**
24	Teachers recruited are Qualified ones.	Head Teachers	33	2.7	120	9.9	44	3.6	54	4.4	11	0.9	262	21.5
		Teachers (JSS)	43	3.5	159	13.0	57	4.7	71	5.8	14	1.2	345	28.4
		Teachers (Pry)	43	3.5	159	13.0	58	4.7	72	5.9	14	1.2	346	28.4
		SUBEB Staff	29	2.3	105	8.6	38	3.1	47	3.9	10	0.8	229	18.8
		Edu Secretaries	5	0.4	17	1.4	6	0.5	7	0.6	2	0.1	36	2.9
		TOTAL	**153**	**12.5**	**561**	**46.0**	**203**	**16.6**	**253**	**20.7**	**51**	**4.2**	**1221**	**100**
25	Federal teachers' scheme has contributed positively.	Head Teachers	56	4.5	102	8.4	34	2.8	50	4.1	20	1.6	262	21.5
		Teachers (JSS)	73	6.0	134	11.0	45	3.6	66	5.5	26	2.1	345	28.4
		Teachers (Pry)	73	6.0	135	11.1	45	3.7	67	5.5	26	2.2	346	28.4
		SUBEB Staff	49	4.0	89	7.3	30	2.4	44	3.6	17	1.4	229	18.8
		Edu Secretaries	8	0.6	14	1.1	5	0.4	7	0.6	3	0.2	36	2.9
		TOTAL	**259**	**21.2**	**476**	**39.0**	**158**	**12.9**	**235**	**19.3**	**93**	**7.6**	**1221**	**100**
26	School library is headed by a professional	Head Teachers	58	4.7	90	7.4	22	1.8	82	6.7	11	0.9	262	21.5
		Teachers (JSS)	76	6.2	119	9.7	29	2.3	107	8.8	14	1.2	345	28.4
		Teachers (Pry)	77	6.3	119	9.7	29	2.4	108	8.8	14	1.2	346	28.4
		SUBEB Staff	51	4.1	79	6.5	19	1.6	71	5.8	9	0.8	229	18.8
		Edu Secretaries	8	0.7	12	1.0	3	0.2	11	0.9	1	0.1	36	2.9
		TOTAL	**270**	**22.1**	**420**	**34.4**	**101**	**8.3**	**380**	**31.1**	**50**	**4.1**	**1221**	**100**

27	Only professional teachers are employed	Head Teachers	39	3.2	83	6.8	29	2.4	87	7.1	23	1.9	262	21.5
		Teachers (JSS)	51	4.2	110	9.0	39	3.2	115	9.4	31	2.5	345	28.4
		Teachers (Pry)	52	4.2	110	9.0	39	3.2	115	9.4	31	2.5	346	28.4
		SUBEB Staff	34	2.8	73	6.0	26	2.1	76	6.2	20	1.7	229	18.8
		Edu Secretaries	5	0.4	11	0.9	4	0.3	12	1.0	3	0.3	36	2.9
		TOTAL	**182**	**14.9**	**388**	**31.8**	**137**	**11.2**	**406**	**33.2**	**108**	**8.9**	**1221**	**100**
28	Administrators are Professionals	Head Teachers	50	4.1	67	5.5	29	2.3	82	6.7	35	2.9	262	21.5
		Teachers (JSS)	66	5.4	88	7.2	38	3.1	107	8.8	46	3.8	345	28.4
		Teachers (Pry)	66	5.4	88	7.2	38	3.1	108	8.8	46	3.8	346	28.4
		SUBEB Staff	44	3.6	58	4.8	25	2.0	71	5.8	31	2.5	229	18.8
		Edu Secretaries	7	0.6	9	0.8	4	0.3	11	0.9	5	0.4	36	2.9
		TOTAL	**233**	**19.1**	**311**	**25.5**	**133**	**10.9**	**380**	**31.1**	**164**	**13.4**	**1221**	**100**
29	Local communities are mobilized for the provision of infrastructure for education	Head Teachers	67	5.5	89	7.3	27	2.3	60	4.9	19	1.5	262	21.5
		Teachers (JSS)	89	7.3	117	9.6	36	3.0	79	6.4	25	2.0	345	28.4
		Teachers (Pry)	89	7.3	117	9.6	36	3.0	79	6.5	25	2.0	346	28.4
		SUBEB Staff	59	4.8	78	6.4	24	2.0	52	4.3	16	1.3	229	18.8
		Edu Secretaries	9	0.8	12	1.0	4	0.3	8	0.7	3	0.2	36	2.9
		TOTAL	**314**	**25.7**	**414**	**33.9**	**128**	**10.5**	**278**	**22.8**	**87**	**7.1**	**1221**	**100**
30	Teachers in	Head Teachers	75	6.2	50	4.1	39	3.2	52	4.2	45	3.7	262	21.5

Junior secondary schools are being trained and retained as the need arises.	Teachers (JSS)	99	8.1	66	5.4	52	4.3	68	5.6	59	4.9	345	28.4
	Teachers (Pry)	99	8.2	66	5.4	52	4.3	69	5.6	60	4.9	346	28.4
	SUBEB Staff	66	5.4	44	3.6	35	2.8	45	3.7	39	3.2	229	18.8
	Edu Secretaries	10	0.8	7	0.6	5	0.4	7	0.6	6	0.5	36	2.9
	TOTAL	**351**	**28.8**	**234**	**19.2**	**184**	**15.1**	**242**	**19.8**	**210**	**17.2**	**1221**	**100**

Item 21 sought the opinion of respondents on whether or not government employ sufficient number of teachers for the UBE programme. 355 (29.1%), and 360 (29.5%) strongly agreed and agreed respectively that government employ sufficient number of teachers for the programme while 102 (8.3%) were undecided, 258 (21.1%), and 146 (12.0%) held a contrary opinion that government did not employ sufficient teachers for the programme. It can be said that sufficient teachers are employed for the programme, but whether the teacher meets the standard set by the UBE guidelines needs to be ascertained.

From the opinions of the respondents on item 22, which dwelt on the teacher/pupil ratio (PTR) is adequate, while 371 (30.4%) 463 (37.9%) disagree and strongly disagreed that pupil/teacher ratio is adequate, 271 (22.2%) were undecided, a negligible percentage held a contrary opinion. Teacher/students ratio is 1 – maximum of 40 pupils. National Policy on Education (2004). Most of the classrooms visited in the rural area have between 48-60 pupils in a class, which show that teacher/pupil ratio is grossly inadequate. The inadequacy of teacher/pupil ratio is worsened by inadequate and dilapidated classroom conditions in schools in rural area of the country.

As to whether or not science laboratories are staffed with specialist in item 23, a higher percentage of the respondents 430 (35.2%) 291 (23.8%) disagreed and strongly disagreed respectively that science laboratories in UBE schools are manned by specialist. 287 (23.5%) of the respondents claimed ignorance, while 81 (6.7%) and 132 (10.8%) were of the opinion that specialist are in charge of the science laboratories. This is contrary to the UBE implementation guidelines, which states that every school should have a well – equipped science laboratory and staff with specialists.

As can be seen in the analysis of item 24, 153 (12.5%) and 561 (46.0%) respectively

strongly agreed and agreed that teacher recruited are qualified ones. On the other hand, 253 (20.7%) and 51 (4.2%) were of the opinion that teachers recruited were not all qualify, while 253 (20.7%) were undecided. Since NCE is the minimum qualification for teaching in Nigeria, one can argue that not all teachers passes through Teachers' Training Institutions for instances, there are those who hold Ordinary National Diploma and Higher National Diploma without any training in Education that are recruited as teachers. This could account for about 25% of the respondents disagreeing with the statement.

As to whether or not the Federal Teacher's Scheme has contributed positively to the implementation of the UBE programme in Nigeria in item 25, 259 (21.2%), and 476 (39.0%) strongly agreed and agreed respectively, while 158 (12.9%) were undecided, 235 (19.3%) 93 (7.6%) held a contrary view. A great percentage of the teachers (61.1%) felt that the national teacher's scheme have contributed positively to the implementation of the UBE programme, it therefore, means that the scheme has really come in handy to ameliorate the shortage of teacher on ground for the programme. Item 26 sought to know if school library is headed by professionals, 270(22.1%), and 420(34.4%) strongly agreed and agreed respectively that school library is manned by professionals. On the other hand, while 101 (8.3%) were undecided, 380 (31.1%) disagree and 50 (4.1%) strongly disagreed.

Item 27 sought to elicit from the respondents whether it is only professionals that are employed in the schools. The respondents have a divergent opinion. While 182 which represents (14.9%) and 388 (31.8%) strongly agreed and agreed, 406 (33.2%) disagreed and 108 (8.9%) strongly disagreed, but about 137 (11.2%) were undecided.

In item 28 which sought to find out whether administrators are professionals, the respondents are divided while 233 (19.1%), and 311 (25.5%) strongly agreed and agreed that

administrators are professionals, 380 (31.1%) and 164 (13.4%) disagreed and strongly disagreed. 133 which is about 10.9% of the respondents were undecided on this. This analysis given a critical look depicts what is on ground in our schools. Some of the administrators are not professionals, but once they are close to the powers that be, the position is given to them. This is not in the best interest of the system. As to whether or not local communities are mobilized for the provision of infrastructure for schools in item 29, 314 (25.7%) strongly agreed, and 414 (33.9%) agreed that local communities are mobilized. While 128 (10.5%) were undecided, 278 (22.8%) and 87 (7.1%) disagreed and strongly disagreed respectively on this statement. Some of the respondents spoken to during the course of research were quick to say that the community is mobilized, especially throughout the P.T.A. and that some individuals in the community do donate materials such as table and benches etc to schools in their locality.

The opinion of a reasonable percentage of the respondents on whether teachers in junior secondary schools are being trained and re-rained as the need arises in item 30, were in the affirmative. 351 (28.8%), and 234 (19.2%) strongly agree and agreed. On the other hand, 242 (19.8%) and 210 (17.2%) disagreed and strongly disagreed respectively on this statement, while 184 (5.1%0 were undecided. Teachers in the primary and junior secondary schools are trained and re-trained yearly, but some of the teachers interviewed revealed that at times, the teachers are short changed by the administrators at the local government education authority level because of the monitory benefit attached to training.

4.2.4 Supervision, Monitoring and Evaluation of the Universal Basic Education in Nigeria

This section presents the analysis of responses of the respondents on the negative or positive influence of supervision, monitoring and evaluation of the implementation of UBEP in Nigeria. The analysis of respondents' responses is presented in frequencies and percentages as contained in table 4.6

Table 4.6 Supervision, Monitoring and Evaluation of the Universal Basic Education in Nigeria

			Response											
			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
31	Supervision is adequate in primary& junior secondary schools	Head Teachers	41	3.4	90	7.3	23	1.9	80	6.6	27	2.3	262	21.5
		Teachers (JSS)	55	4.5	118	9.7	30	2.5	106	8.7	36	3.0	345	28.4
		Teachers (Pry)	55	4.5	118	9.7	30	2.5	106	8.7	36	3.0	346	28.4
		SUBEB Staff	36	3.0	78	6.4	20	1.7	70	5.8	24	2.0	229	18.8
		Edu Secretaries	6	0.5	12	1.0	3	0.3	11	0.9	4	0.3	36	2.9
		TOTAL	**193**	**15.8**	**418**	**34.2**	**107**	**8.8**	**375**	**30.7**	**128**	**10.5**	**1221**	**100**
32	Supervisory man power is adequate	Head Teachers	22	1.8	59	4.8	0	0	112	9.2	69	5.6	262	21.5
		Teachers (JSS)	29	2.4	78	6.3	0	0	148	12.1	91	7.4	345	28.4
		Teachers (Pry)	29	2.4	78	6.3	0	0	148	12.2	91	7.5	346	28.4
		SUBEB Staff	19	1.6	52	4.2	0	0	98	8.1	60	4.9	229	18.8
		Edu Secretaries	3	0.2	8	0.7	0	0	15	1.3	9	0.8	36	2.9
		TOTAL	**102**	**8.4**	**275**	**22.3**	**00**	**00**	**523**	**43.0**	**321**	**26.3**	**1221**	**100**
33	Supervisors are professionals	Head Teachers	51	4.2	113	9.3	33	2.6	47	3.9	17	1.4	262	21.5
		Teachers (JSS)	68	5.5	149	12.2	43	3.4	62	5.1	23	1.9	345	28.4
		Teachers (Pry)	68	5.5	150	12.3	43	3.4	63	5.1	23	1.9	346	28.4
		SUBEB Staff	45	3.7	99	8.1	29	2.3	41	3.4	15	1.2	229	18.8

		Edu Secretaries	7	0.6	16	1.3	5	0.4	7	0.5	2	0.2	36	2.9
		TOTAL	**239**	**19.5**	**528**	**43.3**	**153**	**12.**	**221**	**18.1**	**80**	**6.6**	**1221**	**100**
34	The supervisory place to mo implementation a	Head Teachers	33	2.7	27	2.2	21	1.8	129	10.6	51	4.2	262	21.5
		Teachers (JSS)	43	3.5	36	2.9	28	2.3	170	13.9	68	5.5	345	28.4
		Teachers (Pry)	43	3.5	36	2.9	28	2.3	171	14.0	68	5.6	346	28.4
		SUBEB Staff	29	2.3	24	2.0	19	1.5	113	9.2	45	3.7	229	18.8
		Edu Secretaries	4	0.4	4	0.3	3	0.2	18	1.5	7	0.6	36	2.9
		TOTAL	**152**	**12.5**	**127**	**10.4**	**100**	**8.2**	**602**	**49.3**	**240**	**19.6**	**1221**	**100**
35	Feedback mechanism put in place to help correct lapses in the implementation process are adequate.	Head Teachers	11	0.9	29	2.3	22	1.8	126	10.3	74	4.2	262	21.5
		Teachers (JSS)	14	1.2	38	3.1	29	2.4	166	13.6	98	5.5	345	28.4
		Teachers (Pry)	14	1.2	38	3.1	29	2.4	167	13.7	98	5.6	346	28.4
		SUBEB Staff	10	0.8	25	2.0	19	1.6	110	9.0	65	3.7	229	18.8
		Edu Secretaries	2	0.1	4	0.3	3	0.2	17	1.4	10	0.6	36	2.9
		TOTAL	**51**	**4.2**	**133**	**10.9**	**102**	**8.4**	**589**	**48.2**	**346**	**28.3**	**1221**	**100**
36	Supervisors are friendly.	Head Teachers	84	6.9	81	6.6	6	0.5	48	3.9	43	3.5	262	21.5
		Teachers (JSS)	110	9.0	107	8.7	7	0.6	64	5.2	57	4.7	345	28.4
		Teachers (Pry)	111	9.1	107	8.8	7	0.6	64	5.2	57	4.7	346	28.4
		SUBEB Staff	73	6.0	71	5.8	5	0.4	42	3.5	38	3.1	229	18.8
		Edu Secretaries	12	0.9	11	0.9	1	0.1	7	0.5	6	0.5	36	2.9
		TOTAL	**391**	**32.0**	**378**	**30.9**	**26**	**2.2**	**225**	**18.4**	**201**	**16.5**	**1221**	**100**

37	Supervisor sets standard for evaluating UBE projects.	Head Teachers	63	5.2	143	11.7	11	0.9	39	3.2	6	0.5	262	21.5
		Teachers (JSS)	83	6.8	188	15.4	14	1.2	52	4.3	7	0.6	345	28.4
		Teachers (Pry)	84	6.9	188	15.4	14	1.2	52	4.3	7	0.6	346	28.4
		SUBEB Staff	55	4.5	125	10.2	10	0.8	35	2.8	5	0.4	229	18.8
		Edu Secretaries	9	0.7	20	1.6	2	0.1	5	0.4	1	0.1	36	2.9
		TOTAL	**295**	**24.2**	**665**	**54.5**	**51**	**4.2**	**184**	**15.1**	**26**	**2.1**	**1221**	**100**
38	Supervisors provide quarterly report to schools.	Head Teachers	61	5.0	159	13.1	13	1.1	17	1.4	12	1.0	262	21.5
		Teachers (JSS)	80	6.6	210	17.2	18	1.4	22	1.8	16	1.3	345	28.4
		Teachers (Pry)	80	6.6	211	17.3	18	1.4	22	1.8	16	1.3	346	28.4
		SUBEB Staff	53	4.4	139	11.4	12	1.0	14	1.2	10	0.8	229	18.8
		Edu Secretaries	8	0.7	22	1.8	2	0.2	2	0.2	2	0.1	36	2.9
		TOTAL	**284**	**23.2**	**743**	**60.9**	**62**	**5.1**	**77**	**6.3**	**55**	**4.5**	**1221**	**100**
39	Monitoring & evaluation to relevant organization to guide decision making are adequate.	Head Teachers	74	6.1	121	9.9	33	2.7	18	1.5	17	1.4	262	21.5
		Teachers (JSS)	98	8.0	159	13.0	43	3.5	23	1.9	22	1.8	345	28.4
		Teachers (Pry)	98	8.0	159	13.0	43	3.5	24	1.9	22	1.8	346	28.4
		SUBEB Staff	65	5.3	105	8.6	29	2.3	16	1.3	14	1.2	229	18.8
		Edu Secretaries	10	0.8	17	1.4	4	0.4	2	0.2	2	0.2	36	2.9
		TOTAL	**347**	**28.4**	**562**	**46.0**	**152**	**12.5**	**83**	**6.8**	**77**	**6.3**	**1221**	**100**
40	Collection of	Head Teachers	92	7.5	131	10.7	18	1.4	17	1.4	5	0.4	262	21.5

data by monitors improves the implementation of the UBE.	Teachers (JSS)	121	9.9	172	14.1	23	1.9	22	1.8	7	0.6	345	28.4
	Teachers (Pry)	121	9.9	173	14.2	23	1.9	22	1.8	7	0.6	346	28.4
	SUBEB Staff	80	6.6	114	9.4	15	1.3	14	1.2	5	0.4	229	18.8
	Edu Secretaries	13	1.0	18	1.5	2	0.2	2	0.2	1	0.1	36	2.9
	TOTAL	**427**	**35.0**	**610**	**50.0**	**82**	**6.7**	**77**	**6.3**	**25**	**2.0**	**1221**	**100**

As can be seen in the analysis of item 31, the respondents differ in their opinion as to supervision being adequate in primary and junior secondary schools in Nigeria, while 193 (15.8%) and 418 (34.2%) of the respondents strongly agreed an agreed respectively that supervision is adequate, 375 (30.7), 128 (10.5%) held a contrary opinion, while a negligible percentage 103 (8.8%) claim ignorance of whether or not supervision is adequate. Supervision is a serious business if the U.B.E is expected to be a success, but where this is done in an arbitrary way, calls for serious re-assessment.

The opinion of most of the respondents on item 32 which stated that supervisory manpower is adequate were not in agreement with the statement as depicted by 523 (43.0%),and 321 (26.3%) of the respondents disagreed and strongly disagreed, while 102 (8.4%) and 275 (22.3%) strongly agreed and agreed respectively. This goes to show that most of the respondents see the need for the supervisory manpower to be improved upon and make more effective in this critical aspect of the implementation of the UBEP in Nigeria.

Item 33 which asked of whether the supervisors are professionals or not, the respondents were affirmative as 239 (19.5%), and 528 (43.3%) of the respondents held the opinion that supervisors are professionals, while 153 (12.5%) claim ignorance, 221(18.1%) and80 (6.6%) disagreed and strongly disagreed. Due to ever growing enrolment pattern in most of the states, coupled with the problems of under-funding, which has made it difficult to provide adequately for the UBEP the need for supervisors to be professionals is critical.

As to whether or not the supervisory mechanism put in place to monitor programme implementation process are adequate as raised in item 34, 602 (49.3%), and 240 (19.6%) of the respondents disagreed to the statement. While a negligible percentage 100 (8.2%) were undecided, 152 (12.5%), 127 (10.4%) of the respondents did not share the opinion. It was

observed that for the UBE programme to be seen to be making any positive impact, the mechanism for the supervision put in place should be very effective and up to the task. It is only when it is effective and its actions felt by the stakeholders that it can be said to be adequate.

In response to the statement that feed back mechanisms put in place to help correct lapses in the implementation process are adequate, in item 35, 589 (48.2%), and 346 (28.3%) of the respondents were in disagreement. On the other hand, 57 (4.2%) and 133 (10.9%) held the opinion that feedback mechanism are adequate, while 102 (8.4%) were undecided. It might be acceptable to infer that if adequate feedback mechanism is not on ground to correct lapses, how then can the implementation of UBEP be improved upon? As to whether or not supervisors are friendly, in item 36, 391 (32.0%) and 378 (30.9%) of the respondents upheld that supervisors are friendly. However, this view was not shared by 225 (18.4%) and 201 (16.5%) of the respondents who disagreed and strongly disagreed respectively, while a negligible % 26 (2.2%) were undecided.

In item 37, which asked whether supervisors set standard for evaluating U.B.E projects, a higher percentage of the respondents strongly agreed and agreed respectively as shown by 296 (24.2%) and 665 (54.5%). While a negligible percentage 51 (4.2%) were undecided, 184 (15.1%), and 25 (2.1%), held a contrary view.

From the submission of the respondents on item 38 as to whether or not supervisors provide quarterly report to schools, 284 (23.2%), 743 (60.9%), expressed opinion that quarterly reports are sent to schools, 77 (6.3%), 55 (4.5%) refuted this stance, while a negligible % of the respondents 62 (5.1%) were undecided.

On whether or not, monitoring and evaluation of relevant organization to guide decision making are adequate, there was high percentage of agreement as 347 (28.4%) and 562 (46.0%)

of the respondents strongly agreed and agreed monitoring and evaluation of relevant bodies to guide decision making are adequate, but 152 (12.5%) were undecided, while 83 (6.8%) and 77 (6.3%) respectively held a contrary opinion that monitoring and evaluation of relevant organization to guide decision making are inadequate.

Item 40 which sought to establish whether or not collection of data by monitors improves the implementation of the UBE program. 427 (35.0%), and 610 (50.0%) of the respondents were in the affirmative, while 77 (6.3%) 25 (2.0%) which is negligible held a contrary opinion, a fraction of the respondents which is also negligible 82 96.7%) were undecided.

4.2.5 Responses on the stakeholder's participation on the implementation of the UBEP

This section was designed to present the analysis of the responses of respondents as depicted in items 41-50. The issues identified were to confirm the degree of participation of stakeholders in the implementation of UBEP in Nigeria. In achieving this, the responses of respondents were analyzed and presented in table 4.7

Table 4.7 Responses of Respondents on the stakeholder's participation on the implementation of the Universal Basic Education Programme.

			Responses											
			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
41	Communities participation in the supervision of school programmes and teachers	Head Teachers	100	8.2	122	10.0	11	0.9	23	1.9	5	0.5	262	21.5
		Teachers (JSS)	132	10.8	161	13.2	14	1.1	31	2.5	7	0.6	345	28.4
		Teachers (Pry)	133	10.9	162	13.2	14	1.1	31	2.5	7	0.6	346	28.4
		SUBEB Staff	88	7.2	107	8.8	9	0.8	20	1.7	5	0.4	229	18.8
		Edu Secretaries	14	1.1	17	1.4	1	0.1	3	0.3	1	0.1	36	2.9
		TOTAL	**468**	**38.3**	**570**	**46.7**	**49**	**4.0**	**108**	**8.8**	**25**	**2.1**	**1221**	**100**
42	Provide conducive environment for children to learn.	Head Teachers	81	6.6	131	10.7	23	1.9	11	0.9	16	1.3	262	21.5
		Teachers (JSS)	106	8.7	172	14.1	31	2.5	14	1.2	21	1.8	345	28.4
		Teachers (Pry)	107	8.7	173	14.2	31	2.5	14	1.2	22	1.8	346	28.4
		SUBEB Staff	71	5.8	114	9.4	20	1.7	10	0.8	14	1.2	229	18.8
		Edu Secretaries	11	0.9	18	1.5	3	0.3	2	0.1	2	0.2	36	2.9
		TOTAL	**376**	**30.8**	**610**	**50.0**	**108**	**8.8**	**51**	**4.2**	**76**	**6.2**	**1221**	**100**
43	Communities forming local education Communities	Head Teachers	84	6.9	133	10.9	5	0.5	17	1.4	23	1.9	262	21.5
		Teachers (JSS)	110	9.0	175	14.4	7	0.6	22	1.8	30	2.5	345	28.4
		Teachers (Pry)	111	9.1	176	14.4	7	0.6	22	1.8	30	2.5	346	28.4

		SUBEB Staff	73	6.0	116	9.5	5	0.4	14	1.2	20	1.6	229	18.8
		Edu Secretaries	12	0.9	18	1.5	1	0.1	2	0.2	3	0.3	36	2.9
		TOTAL	**391**	**32.0**	**621**	**50.9**	**25**	**2.1**	**77**	**6.3**	**107**	**8.7**	**1221**	**100**
44	Participate in active decision making through PTA.	Head Teachers	62	5.1	124	10.2	34	2.8	30	2.4	12	1.0	262	21.5
		Teachers (JSS)	82	6.7	164	13.4	45	3.6	39	3.2	16	1.3	345	28.4
		Teachers (Pry)	82	6.7	164	13.4	45	3.7	39	3.2	16	1.3	346	28.4
		SUBEB Staff	54	4.4	109	8.9	30	2.4	26	2.1	11	0.9	229	18.8
		Edu Secretaries	9	0.7	17	1.4	5	0.4	4	0.3	2	0.1	36	2.9
		TOTAL	**289**	**23.6**	**579**	**47.4**	**159**	**12.9**	**138**	**11.3**	**56**	**4.6**	**1221**	**100**
45	There is cordial relationship between teachers and administrators	Head Teachers	57	4.6	136	11.2	17	1.4	23	1.9	29	2.4	262	21.5
		Teachers (JSS)	75	6.1	179	14.7	22	1.8	31	2.5	39	3.2	345	28.4
		Teachers (Pry)	75	6.1	180	14.7	22	1.8	31	2.5	39	3.2	346	28.4
		SUBEB Staff	50	4.1	119	9.8	14	1.2	20	1.7	26	2.1	229	18.8
		Edu Secretaries	8	0.6	19	1.5	2	0.2	3	0.3	4	0.3	36	2.9
		TOTAL	**264**	**21.6**	**635**	**52.0**	**77**	**6.3**	**108**	**8.8**	**137**	**11.3**	**1221**	**100**
46	Volunteering to recruit teachers and supporting them.	Head Teachers	68	5.5	139	11.4	16	1.3	22	1.8	18	1.4	262	21.5
		Teachers (JSS)	89	7.3	183	14.9	21	1.8	29	2.4	23	1.9	345	28.4
		Teachers (Pry)	89	7.3	183	15.0	22	1.8	29	2.4	23	1.9	346	28.4
		SUBEB Staff	59	4.8	121	9.9	14	1.2	19	1.6	15	1.3	229	18.8

		Edu Secretaries	9	0.8	19	1.6	2	0.2	3	0.2	2	0.2	36	2.9
		TOTAL	**315**	**25.8**	**646**	**52.9**	**76**	**6.2**	**102**	**8.4**	**82**	**6.7**	**1221**	**100**
47	Ensuring that finance allocated to schools are judiciously utilized through PTA.	Head Teachers	55	4.5	127	10.4	33	2.7	23	1.9	24	2.0	262	21.5
		Teachers (JSS)	73	6.0	167	13.6	43	3.5	31	2.5	32	2.6	345	28.4
		Teachers (Pry)	73	6.0	167	13.7	43	3.5	31	2.5	32	2.6	346	28.4
		SUBEB Staff	48	4.0	111	9.1	29	2.3	20	1.7	21	1.7	229	18.8
		Edu Secretaries	8	0.6	17	1.4	5	0.4	3	0.3	3	0.3	36	2.9
		TOTAL	**258**	**21.1**	**590**	**48.3**	**153**	**12.5**	**108**	**8.8**	**112**	**9.2**	**1221**	**100**
48	Parents constantly advocating enrolment in schools.	Head Teachers	49	4.0	129	10.5	32	2.7	34	2.8	18	1.4	262	21.5
		Teachers (JSS)	64	5.3	170	13.9	43	3.5	45	3.7	23	1.9	345	28.4
		Teachers (Pry)	65	5.3	170	13.9	43	3.5	45	3.7	23	1.9	346	28.4
		SUBEB Staff	43	3.5	113	9.2	28	2.3	30	2.5	15	1.3	229	18.8
		Edu Secretaries	7	0.6	18	1.4	4	0.4	5	0.4	2	0.2	36	2.9
		TOTAL	**228**	**18.7**	**600**	**49.1**	**151**	**12.4**	**160**	**13.1**	**82**	**6.7**	**1221**	**100**
49	Communities ensure safety & maintenance infrastructure in their locality.	Head Teachers	97	8.0	113	9.3	17	1.4	24	2.0	11	0.9	262	21.5
		Teachers (JSS)	128	10.5	149	12.2	22	1.8	32	2.6	14	1.2	345	28.4
		Teachers (Pry)	128	10.5	149	12.2	22	1.8	32	2.6	14	1.2	346	28.4
		SUBEB Staff	85	7.0	99	8.1	14	1.2	21	1.7	10	0.8	229	18.8
		Edu Secretaries	13	1.1	16	1.3	2	0.2	3	0.3	2	0.1	36	2.9
		TOTAL	**453**	**37.1**	**527**	**43.2**	**77**	**6.3**	**113**	**9.2**	**51**	**4.2**	**1221**	**100**

50	Community organizes and ensures the support &effective participation in the UBE programmes.	Head Teachers	62	5.1	91	7.5	40	3.3	39	3.2	30	2.4	262	21.5
		Teachers (JSS)	82	6.7	120	9.8	53	4.4	51	4.2	39	3.2	345	28.4
		Teachers (Pry)	82	6.7	120	9.9	53	4.4	51	4.2	39	3.2	346	28.4
		SUBEB Staff	54	4.5	80	6.5	35	2.9	34	2.8	26	2.1	229	18.8
		Edu Secretaries	9	0.7	13	1.0	6	0.5	5	0.4	4	0.3	36	2.9
		TOTAL	**290**	**23.8**	**425**	**34.8**	**188**	**15.4**	**180**	**14.7**	**138**	**11.3**	**1221**	**100**

Item 41 sought the opinion of the respondents on communities' participation in the supervision of school programmes and teachers. 468 representing (38.3%), and 570 (46.7%) of the respondents were strongly of the opinion that communities participate. While a smaller number of the respondents 108(8.8) and 25(2.1) were in disagreement, a negligible number 49 (4%) were undecided. The high percentage of the respondents being in agreement, suggests that communities participate in the supervision of school programmes in their locality. Item 42, the importance of a conducive environment for children to learn as supported by the higher percentage of respondents 376 (30.6%), and 610 (50.0%) who strongly agreed and agreed that communities provide a conducive atmosphere in the schools did not need overemphasis. However, negligible number 51(4.2%) and 76 (6.2%) held a contrary opinion while 108 (8.8%) were undecided.

As to whether or not communities form local education committees, majority of the respondents are in consensus as 391 (32.0%), and 621 (50.9%) were in the affirmative, 77 (6.3%), and 107 (8.7%) disagreed and strongly disagreed respectively, but 25 (2.1%) were undecided. Participation of stakeholders in active decision making through PTA as raised in item 44, 289 (23.6%), 579 (47.4%) were in agreement while 138 (11.3%) and 56 (4.6%) held a contrary view, and 159 (12.9) claimed ignorance.

Item 45 had the view that there is cordial relationship between teachers and administrators 265 (21.6%) and 635 (52.0%) of the respondents share this view as opposed to 108 (8.5%) and 137 (11.3%), who held a contrary view, while 77 (6.2 %0 were undecided.

Item 46 solicits for the opinion of the respondents on whether communities volunteer to recruit teachers and supporting them. The result shows that 315 (25.8%), 646 (52.9%) were in agreement, 102 (8.4%), 82 (6.7%) were in opposition. But negligible percentages were undecided. In some schools, principals, interviewed said that there are teachers known as P.T.A.

teachers. This is because it is the P.T.A. in collaboration with the school authority that agreed that such teachers should be recruited and it is the P.T.A. that pays the salaries of such teachers. This, the P.T.A. does to reduce the shortage of teachers in such schools.

As to whether or not communities ensure that finance allocated to schools are judiciously utilized through the P.T.A , 258 (21. 1%) and 590 (48.3%) were in affirmative while 108 (8.8%) and 112 (9.2%) were in disagreement. However, 153 (12.5%) were undecided. It was gathered that the PTA can come up with a project to be executed in schools and that monies meant for such is what the P.T.A. ensures how it is being spent and that P.T.A. do not have power over other monies accruing to the school.

Item 48 sought the opinion of the respondents as to whether or not parents constantly advocate children enrolment to schools, higher percentage of the respondents are in the affirmative as 228 (18.7%) and 600 (49.1) strongly agreed and agreed respectively. However, while 151 (12.4%) of the respondents were undecided, 160 (13.1%) and 82 (6.7) held a contrary opinion. It is obvious from this result that parents do advocate enrolment to schools, but the researcher is of the opinion that this is so in the urban centres whose population is more of educated parents.

On whether communities ensure safety and maintenance of infrastructure In their locality, 453 (37.1%) and 527 (43.2%) of the respondents strongly agreed and agreed while 77 (6.3%) of sthe respondents were undecided, 113 (9.2%) and 51 (4.2%) disagreed and strongly disagreed that communities ensure safety and maintain infrastructure in their locality.

Item 50 sought to find out if communities organize and ensure support and effective participation in the UBEP, a higher fraction of the respondents, 290 (23.9%) and 425 (34.8%) were in the affirmative, while 188 (15.3%) were undecided, 180 (14.7%) and 138 (11.3%)

strongly disagreed and disagreed on this.

4.2.6 Responses of respondents on the roles of international community and donor agencies in the implementation of UBEP.

To explore and achieve the finding on the role of international community and donor agencies in the implementation of UBEP in Nigeria, the researcher collected and analyzed the responses of respondents as presented in table 4.8

Table 4.8 Responses of respondents on the roles of international community and donor agencies in the implementation of UBEP.

			Responses											
			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
51	International Agencies assisting in Financing U.B.E projects through World Bank loans.	Head Teachers	46	3.8	111	9.1	17	1.4	73	5.9	16	1.3	262	21.5
		Teachers (JSS)	60	4.9	146	12.0	22	1.8	96	7.8	21	1.8	345	28.4
		Teachers (Pry)	60	5.0	147	12.0	22	1.8	96	7.8	22	1.8	346	28.4
		SUBEB Staff	40	3.3	97	8.0	14	1.2	63	5.2	14	1.2	229	18.8
		Edu Secretaries	6	0.5	15	1.3	2	0.2	10	0.8	2	0.2	36	2.9
		TOTAL	**213**	**17.5**	**517**	**42.4**	**77**	**6.3**	**338**	**27.6**	**76**	**6.2**	**1221**	**100**
52	Donating funds from International development Agencies for adequate funding of U.B.E programs	Head Teachers	64	5.2	57	4.7	16	1.3	86	7.0	39	3.2	262	21.5
		Teachers (JSS)	84	6.9	75	6.1	21	1.8	113	9.2	52	4.3	345	28.4
		Teachers (Pry)	84	6.9	75	6.1	21	1.8	113	9.3	52	4.3	346	28.4
		SUBEB Staff	56	4.6	50	4.1	14	1.2	75	6.1	35	2.8	229	18.8
		Edu Secretaries	9	0.7	8	0.6	2	0.2	12	1.0	5	0.4	36	2.9
		TOTAL	**297**	**24.3**	**265**	**21.7**	**75**	**6.2**	**400**	**32.7**	**184**	**15.1**	**1221**	**100**
53	Providing access roads to schools	Head Teachers	64	5.2	91	7.4	21	1.8	63	5.1	23	1.9	262	21.5
		Teachers (JSS)	84	6.9	120	9.8	28	2.3	83	6.8	31	2.5	345	28.4
		Teachers (Pry)	84	6.9	120	9.8	28	2.3	83	6.8	31	2.5	346	28.4

		SUBEB Staff	56	4.6	80	6.5	19	1.5	55	4.5	20	1.7	229	18.8
		Edu Secretaries	9	0.7	13	1.0	3	0.2	9	0.7	3	0.3	36	2.9
		TOTAL	**296**	**24.3**	**424**	**34.7**	**100**	**8.2**	**293**	**24.0**	**108**	**8.8**	**1221**	**100**
54	Classrooms construction by donor agencies and N.G.Os.	Head Teachers	84	6.9	98	8.0	17	1.4	34	2.8	29	2.4	262	21.5
		Teachers (JSS)	111	9.1	129	10.6	22	1.8	45	3.7	39	3.2	345	28.4
		Teachers (Pry)	111	9.1	129	10.6	22	1.8	45	3.7	39	3.2	346	28.4
		SUBEB Staff	74	6.0	86	7.0	14	1.2	30	2.4	26	2.1	229	18.8
		Edu Secretaries	12	0.9	13	1.1	2	0.2	5	0.4	4	0.3	36	2.9
		TOTAL	**392**	**32.1**	**456**	**37.4**	**77**	**6.3**	**159**	**13.0**	**137**	**11.2**	**1221**	**100**
55	Sponsoring mass literacy campaigns.	Head Teachers	77	6.4	103	8.5	12	1.0	52	4.2	18	1.4	262	21.5
		Teachers (JSS)	102	8.4	136	11.2	16	1.3	68	5.6	23	1.9	345	28.4
		Teachers (Pry)	102	8.4	137	11.2	16	1.3	68	5.6	23	1.9	346	28.4
		SUBEB Staff	68	5.6	90	7.4	10	0.8	45	3.7	15	1.3	229	18.8
		Edu Secretaries	11	0.9	14	1.2	2	0.1	7	0.6	2	0.2	36	2.9
		TOTAL	**361**	**29.6**	**482**	**39.5**	**55**	**4.5**	**241**	**19.7**	**82**	**6.7**	**1221**	**100**
56	Mapping strategies to promote child education.	Head Teachers	57	4.7	125	10.3	16	1.3	35	2.9	28	2.3	262	21.5
		Teachers (JSS)	75	6.1	165	13.5	21	1.8	46	3.8	37	3.1	345	28.4
		Teachers (Pry)	75	6.1	165	13.5	21	1.8	46	3.8	37	3.1	346	28.4
		SUBEB Staff	50	4.1	110	9.0	14	1.2	31	2.5	25	2.0	229	18.8

		Edu Secretaries	8	0.6	17	1.4	2	0.2	5	0.4	4	0.3	36	2.9
		TOTAL	**265**	**21.7**	**584**	**47.8**	**75**	**6.2**	**164**	**13.4**	**132**	**10.8**	**1221**	**100**
57	Provision of first aids, safe drinking water and toilet facilities.	Head Teachers	88	7.2	94	7.7	6	0.5	40	3.3	35	2.9	262	21.5
		Teachers (JSS)	116	9.5	123	10.1	7	0.6	52	4.3	46	3.8	345	28.4
		Teachers (Pry)	117	9.5	124	10.1	7	0.6	52	4.3	46	3.8	346	28.4
		SUBEB Staff	77	6.3	82	6.7	5	0.4	35	2.9	30	2.5	229	18.8
		Edu Secretaries	12	1.0	13	1.1	1	0.1	5	0.4	5	0.4	36	2.9
		TOTAL	**412**	**33.7**	**436**	**35.7**	**26**	**2.1**	**185**	**15.2**	**162**	**13.3**	**1221**	**100**
58	International organization and donors have direct control/access to the implementation of UBE progrommes in Nigeria.	Head Teachers	51	4.2	141	11.5	23	1.9	25	2.1	22	1.8	262	21.5
		Teachers (JSS)	67	5.5	185	15.2	31	2.5	33	2.7	29	2.3	345	28.4
		Teachers (Pry)	67	5.5	186	15.2	31	2.5	33	2.7	29	2.4	346	28.4
		SUBEB Staff	45	3.6	123	10.1	20	1.7	22	1.8	19	1.6	229	18.8
		Edu Secretaries	7	0.6	19	1.6	3	0.3	3	0.3	3	0.2	36	2.9
		TOTAL	**238**	**19.4**	**656**	**53.7**	**108**	**8.9**	**118**	**9.7**	**101**	**8.3**	**1221**	**100**
59	Provide relevant infrastructural, human & material resources for the successful implementation of UBE programme.	Head Teachers	51	4.2	108	8.8	10	0.9	58	4.7	35	2.9	262	21.5
		Teachers (JSS)	67	5.5	142	11.6	14	1.1	76	6.2	46	3.8	345	28.4
		Teachers (Pry)	67	5.5	142	11.6	14	1.1	77	6.3	46	3.8	346	28.4
		SUBEB Staff	44	3.6	94	7.7	9	0.8	51	4.1	31	2.5	229	18.8
		Edu Secretaries	7	0.6	15	1.2	1	0.1	8	0.7	5	0.4	36	2.9
		TOTAL	**237**	**19.4**	**502**	**41.1**	**48**	**4.0**	**270**	**22.1**	**164**	**13.4**	**1221**	**100**

60	Encourage and support increase enrolment, retention and completion by the group in the programme.	Head Teachers	29	2.3	124	10.1	16	1.3	64	5.2	29	2.4	262	21.5
		Teachers (JSS)	38	3.1	163	13.4	21	1.8	84	6.9	39	3.2	345	28.4
		Teachers (Pry)	38	3.1	164	13.4	22	1.8	84	6.9	39	3.2	346	28.4
		SUBEB Staff	25	2.0	108	8.9	14	1.2	56	4.6	26	2.1	229	18.8
		Edu Secretaries	4	0.3	17	1.4	2	0.2	9	0.7	4	0.3	36	2.9
		TOTAL	**133**	**10.9**	**577**	**47.3**	**76**	**6.2**	**298**	**24.4**	**137**	**11.2**	**1221**	**100**

Item 51 had the view that international agencies assist in financing UBEP through World Bank loans, 213 (17.5%), and 517 (42.4%) shared this view as opposed to the opinions of 338 (27.6%) and 76 (6.2%) that disagree and strongly disagreed, respectively while 77 (6.3%) were undecided. It is possible that Universal Basic education programme being one of the Millennium Development Goals Programme, which has an international recognition, accounts for why international organizations took interest in its implementation.

The stance taken by the respondents on item 52 which states that funds are donated from the international development agencies like UNNDP and UNICEF on to Universal Basic Education Project shows that 400 (32.7%), 184 (15.1%) of respondents disagreed and strongly disagreed, 297 (24.3%) 265 (20.7%) strongly agreed and agreed, respectively. On whether international community and donor agencies help in providing access roads to schools as stated on item 53. 296 (24.3%) and 424 (34.7%) of the respondent were affirmative in their opinion while 293 (40.0%) and 108 (8.8%) held an opposing view. However, 100 (8.2%0 claimed ignorance.

Responses of respondents on item 54 revealed that 392 (32.1%) and 456 (37.4%) agreed that international agencies participate in the construction of classrooms for UBEP. However, 159 (13.0%) and 137 (11.2%) held a contrary opinion, while 77 (6.3%) were undecided. It is obvious that donor agencies play a vital role in the implementation of UBEP, going by the responses of the respondents. Item 55 sought to find out whether or not international community and donor agencies participate in sponsoring mass literacy campaigns. 361 (29.6 %) of the respondents strongly agreed and 482 (39/5%) were also in the affirmative, while 55 (4.5%) were undecided. 241 (19.7%) and 82 (6.7%) were in opposition. It can therefore, be said that international organizations and NGOs do sponsor mass literacy campaign to get the populace enlightened and aware of the UBEP.

As to whether international community an donor agencies map out strategies to promote the girl child education, in item 56, a higher percentage of the respondents 265 (21.7%), and 584 (47.8%) strongly agreed and agreed while 164 (13.4%) and 132 (10.8%) disagreed and strongly disagreed, but a negligible percentage 75 (6.2%) were undecided.

On whether or not international community and NGOs assist in the provision of first aids, safe drinking water and toilet facilities in item 57, there was a higher concur that donor agencies and NGOs assists in the provision of first aid, etc. This is shown by the 412 (33.7%) and 436 (35.7%) of the respondents who are in agreement. On the other hand, 185 (15.2%) and 162 (13.3%) respectively did not share this view, while 26 (2.1%) were undecided. One can therefore say that donor agencies and NGO assists in the implementation of the UBEP going by the posture of majority of the respondents.

The opinion of majority of the respondents, on whether or not, international organization and donor agencies have direct access to the implementation of UBEP in Nigeria in Item 58, was in the affirmative. This was revealed by the respondents opinion which showed that 238 (19.4%), and 656 (53.7%) strongly agreed and agreed respectively. Although 118, (9.7%) 101 (8.3%) were in opposition, while 108 (8.9%) were undecided. It is obvious from those on the positive posture, that international organization and donor agencies have direct access to the implementation of UBEP in Nigeria.

From the opinion of the respondents on item 59, it could be concluded that international organization and donor agencies assist in the provision of relevant infrastructural, human and material resources for the successful implementation of UBEP in Nigeria. This conclusion was drawn judging from the respondents opinion on this as 237 (19.4%) and 502 (41.1%) of the respondents strongly agreed and agreed. However, 270 (22.1%) and 164 (13.4%) did not share

the popular view. It was also evident that 48 (4.0%) of the respondents claimed ignorance.

From the submission of the respondents on item 60, as to whether or not international organizations and donor agencies encourage and support increase enrolment, retention and completion by the group in the UBEP, 133 (10.9%) 577 (47.3%) expressed opinion respectively that donor agencies and international organizations do encourage and support increase in enrolment, retention and completion in the programme, while 298 (24.4%) and 137 (11.2%) refuted this stance respectively, a negligible percentage of the respondents 76 (6.2%) were undecided on this.

4.2.7. Responses of the respondents on State and local government adherence to the implementation guidelines of the Universal Basic Education Programme in Nigeria

This section presents the analysis of the opinion of respondents on whether or not states and local government adheres to the implementation guidelines of the Universal Basic Education Programme in Nigeria. Ten item statement from 61-70 had been used for this section, by the use of frequency and simple percentages. The analysis of opinions of respondents is presented in Table 4.9

Table 4.9 State and local government adherences to the implementation guidelines of the Universal Basic Education Programme in Nigeria

			Responses											
			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
61	State and local Government charge school fees for non-indigenes.	Head Teachers	60	4.9	124	10.1	17	1.4	44	3.6	18	1.4	262	21.5
		Teachers (JSS)	79	6.5	163	13.4	22	1.8	58	4.7	23	1.9	345	28.4
		Teachers (Pry)	79	6.5	164	13.4	22	1.8	58	4.7	23	1.9	346	28.4
		SUBEB Staff	53	4.3	108	8.9	14	1.2	38	3.1	15	1.3	229	18.8
		Edu Secretaries	8	0.7	17	1.4	2	0.2	6	0.5	2	0.2	36	2.9
		TOTAL	**280**	**22.9**	**578**	**47.3**	**77**	**6.3**	**204**	**16.7**	**82**	**6.7**	**1221**	**100**
62	Teachers not serving in their state of origin are employed on contract basis.	Head Teachers	81	6.6	74	6.1	49	4.0	23	1.9	35	2.9	262	21.5
		Teachers (JSS)	107	8.7	97	8.0	65	5.3	31	2.5	46	3.8	345	28.4
		Teachers (Pry)	107	8.7	97	8.0	65	5.3	31	2.5	46	3.8	346	28.4
		SUBEB Staff	71	5.8	65	5.3	43	3.5	20	1.7	31	2.5	229	18.8
		Edu Secretaries	11	0.9	10	0.8	7	0.6	3	0.3	5	0.4	36	2.9
		TOTAL	**377**	**30.8**	**344**	**28.2**	**229**	**18.8**	**108**	**8.8**	**163**	**13.4**	**1221**	**100**
63	Teachers' salaries are as when due.	Head Teachers	31	2.5	18	1.1	17	1.4	95	8.1	102	8.4	262	21.5
		Teachers (JSS)	40	3.3	24	1.4	22	1.8	125	10.7	134	11.0	345	28.4
		Teachers (Pry)	41	3.3	24	1.4	22	1.8	125	10.7	135	11.1	346	28.4

		SUBEB Staff	27	2.2	16	1.0	14	1.2	83	7.1	89	7.3	229	18.8
		Edu Secretaries	4	0.3	2	0.2	2	0.2	13	1.1	14	1.1	36	2.9
		TOTAL	**143**	**11.7**	**84**	**5.1**	**77**	**6.3**	**441**	**37.9**	**476**	**39.**	**1221**	**100**
64	Teachers are encouraged to go for in-service training.	Head Teachers	68	5.5	130	10.7	29	2.3	30	2.4	6	0.5	262	21.5
		Teachers (JSS)	89	7.3	172	14.1	38	3.1	39	3.2	7	0.6	345	28.4
		Teachers (Pry)	89	7.3	172	14.1	38	3.1	39	3.2	7	0.6	346	28.4
		SUBEB Staff	59	4.8	114	9.3	25	2.0	26	2.1	5	0.4	229	18.8
		Edu Secretaries	9	0.8	18	1.5	4	0.3	4	0.3	1	0.1	36	2.9
		TOTAL	**315**	**25.8**	**608**	**49.8**	**133**	**10.9**	**139**	**11.4**	**26**	**2.1**	**1221**	**100**
65	The UBE programmes implementation is being politicized	Head Teachers	91	7.4	126	10.7	12	0.6	27	2.3	6	0.5	262	21.5
		Teachers (JSS)	119	9.8	166	14.1	16	0.8	36	3.0	7	0.6	345	28.4
		Teachers (Pry)	120	9.8	166	14.1	16	0.9	36	3.0	7	0.6	346	28.4
		SUBEB Staff	79	6.5	110	9.3	11	0.6	24	2.0	5	0.4	229	18.8
		Edu Secretaries	12	1.0	17	1.5	2	0.1	4	0.3	1	0.1	36	2.9
		TOTAL	**422**	**34.6**	**587**	**49.8**	**58**	**3.0**	**128**	**10.5**	**26**	**2.1**	**1221**	**100**
66	Available fund are targeted at areas which makes a difference eg texts, building,	Head Teachers	84	6.9	121	9.9	6	0.5	41	3.3	11	0.9	262	21.5
		Teachers (JSS)	111	9.1	159	13.0	7	0.6	54	4.4	14	1.2	345	28.4
		Teachers (Pry)	111	9.1	160	13.1	7	0.6	54	4.4	14	1.2	346	28.4
		SUBEB Staff	74	6.0	106	8.6	5	0.4	36	2.9	9	0.8	229	18.8

	equipments.	Edu Secretaries	12	0.9	17	1.4	1	0.1	6	0.5	1	0.1	36	2.9
		TOTAL	**392**	**32.1**	**563**	**46.1**	**26**	**2.1**	**190**	**15.6**	**50**	**4.1**	**1221**	**100**
67	The infrastructure of junior secondary school is distinctively separate from the senior school.	Head Teachers	80	6.5	131	10.7	17	1.4	18	1.4	17	1.4	262	21.5
		Teachers (JSS)	105	8.6	172	14.1	22	1.8	23	1.9	23	1.9	345	28.4
		Teachers (Pry)	105	8.6	173	14.2	22	1.8	23	1.9	23	1.9	346	28.4
		SUBEB Staff	70	5.7	114	9.4	14	1.2	15	1.3	15	1.2	229	18.8
		Edu Secretaries	11	0.9	18	1.5	2	0.2	2	0.2	2	0.2	36	2.9
		TOTAL	**371**	**30.4**	**610**	**50.0**	**77**	**6.3**	**82**	**6.7**	**81**	**6.6**	**1221**	**100**
68	School buildings are dilapidated and rarely refurbished.	Head Teachers	108	8.9	113	9.3	6	0.5	18	1.5	17	1.4	262	21.5
		Teachers (JSS)	142	11.7	149	12.2	7	0.6	23	1.9	23	1.9	345	28.4
		Teachers (Pry)	143	11.7	149	12.2	7	0.6	24	1.9	23	1.9	346	28.4
		SUBEB Staff	95	7.7	99	8.1	5	0.4	16	1.3	15	1.2	229	18.8
		Edu Secretaries	15	1.2	16	1.3	1	0.1	2	0.2	2	0.2	36	2.9
		TOTAL	**504**	**41.3**	**527**	**43.2**	**26**	**2.1**	**83**	**6.8**	**81**	**6.6**	**1221**	**100**
69	Coordinate supervise and monitor the implementation of the UBE.	Head Teachers	54	4.4	120	9.8	35	2.9	23	1.9	30	2.4	262	21.5
		Teachers (JSS)	71	5.8	158	12.9	46	3.8	31	2.5	39	3.2	345	28.4
		Teachers (Pry)	72	5.9	158	13.0	46	3.8	31	2.5	39	3.2	346	28.4
		SUBEB Staff	47	3.9	105	8.6	31	2.5	20	1.7	26	2.1	229	18.8
		Edu Secretaries	7	0.6	16	1.4	5	0.4	3	0.3	4	0.3	36	2.9
		TOTAL	**253**	**20.7**	**559**	**45.8**	**163**	**13.4**	**108**	**8.8**	**138**	**11.3**	**1221**	**100**

70	Initiate and execute specific project for the attainment of the objectives the UBE	Head Teachers	79	6.4	109	8.9	52	4.2	6	0.5	18	1.5	262	21.5
		Teachers (JSS)	103	8.5	143	11.7	68	5.6	7	0.6	24	1.9	345	28.4
		Teachers (Pry)	104	8.5	144	11.7	68	5.6	7	0.6	24	2.0	346	28.4
		SUBEB Staff	69	5.6	95	7.7	45	3.7	5	0.4	16	1.3	229	18.8
		Edu Secretaries	11	0.9	15	1.2	7	0.6	1	0.1	2	0.2	36	2.9
		TOTAL	**366**	**30.0**	**507**	**41.3**	**241**	**19.7**	**26**	**2.1**	**84**	**6.9**	**1221**	**100**

There seem to be an agreement by the respondents that states and local government charge discriminate school fees for non indigenes in the states. This view was expressed by the opinions of 280 (22.9%) strongly agreed and 578 (47.3%) agreed that state charge discriminate fee for non indigenes, while 204 (16.7%) and 82 (6.7%) disagreed and strongly disagreed respectively. A negligible percentage 77 (6.3%) were undecided. It is obvious that charging discriminate fees for non-indigenes negate the implementation guidelines of the UBEP.

As to whether or not teachers not serving in their state of origin are being employed on contract basis in item 62, a higher percentage of the respondents 377 (30.8%) and 344 (28.2%) were in agreement. While 229 (18.8%) of the respondents were undecided, 108 (8.8%) and 163 (13.4%) were in opposition to this stance, that teachers not serving in the state of origin are employed on contract basis. This obviously negates the implementation guidelines of the UBEP.

Item 63 sought to find out whether or not teachers' salaries are paid as at when due. 441 (37.9%), and 476 (39.0%) strongly disagreed and disagreed respectively. But 143 (11.7%) and 84 (5.1%) were in agreement. However, 77 (6.3%) were undecided. If teachers are not paid as at when due, then the implementation of UBEP will be hindered. It could be said that some states pay teachers promptly, but majority don't. This could account for why teachers frequently go on strike in various states of the federation. The high percentage of the respondents being in agreement that teachers are encouraged to go for in-service training in item 64 seems to suggest that states are training and re-training teachers for UBEP. This was revealed by 315 (25.8%) and 608 (49.8%) strongly agreed and agreed respectively, while 133 (10.9%) were undecided. 139 (11.4%) and 26 (2.1%) were in opposition to this stance .From the opinion of the respondents in item 65 which dwelt on whether or not the UBEP implementation was being politicized, 422(34.6%), and 587(49.8%) were in the affirmative but 128(10.5%) and26 (2.1%) held a

contrary opinion. Very negligible percentage of the respondents had ignorance of whether or not UBEP implementation was being politicized. From this analysis of the respondent's opinion, it could be said that the implementation of UBEP in the various states of the federation is being over politicized.

Item 66 had the view that available funds are targeted at areas which make a difference, e.g. textbooks, building, and equipments at the states and local government level, 392 (32.1%), and 563 (46.1%) shared this view respectively as opposed to the opinions of 26 (2.1%) of the respondents who were undecided. It was believed by 371 (30.4%) and 610 (50.0%) of the respondents as observed from their responses in item 67 that the infrastructure of junior secondary schools is distinctly separate from the senior secondary schools. This opinion was not however, considered to be true by a very low percentage of the respondents who were either in disagreement or undecided. It is obvious that most junior secondary schools in the federation are not detached

As to whether or not school buildings are dilapidated and rarely refurbished as pointed out in item 68. 504 (41.3%) and 527 (43.2%) of the respondents supported the statement. However, 83 (6.8%) and 81 (6.6%) though a very low percentage, did not accept this view, while 26 (2.1%) a very negligible percentage as well, were undecided. This suggests that, most of our dilapidated structures are not being adequately refurbished by those in charge which negates the implementation guidelines of UBEP. In some of the schools visited by the researcher, there were buildings with blown off roofs left unattended to, while new structures are being constructed.

It was submitted in item 69 by 253 (20.7%) and 559 (45.8%) respondents that states and local government, coordinate, supervise and monitor the implementation of UBEP, only 263 (3.4) were undecided, while 108 (8.8%) and 138 (11.3%) disagreed and strongly disagreed with

the view. The view of the majority suggests that states and local government areas coordinate, supervise and monitor the implementation of UBEP in their various states Local government areas.

Item 70 sought to confirm whether or not states and local governments initiate and execute specific projects for the attainment of the objectives of the UBEP. 366 (30.0%) and 507 (41.3%) were in agreement that states and local government initiate and execute specific projects. However, while 241 (19.7%) were undecided, 26 (2.1%) and 84 (6.9%) had a contrary opinion. By the high percentage in agreement it suggests that states and local government do initiate and execute specific projects for the attainment of the objectives of UBEP.

4.2.8: Responses of Respondents on the Adequacy of the Universal Basic Education Programme Curriculum

This section was designed to present analysis of responses of the respondents as depicted in items 70 – 80 under adequacy of curriculum. The issues identified were to conform to the adequacy and degree of suitability of the UBEP curriculum. In achieving this, the responses of the respondents were analyzed and presented in table 4 .10

Table 4.10 Responses of Respondents on the Adequacy of the Curriculum for the Universal Basic Education Programme

			Responses											
			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
71	The curriculum has been diversified to adequately cover the individual and community needs.	Head Teachers	65	5.4	125	10.3	23	1.9	36	3.0	12	1.0	262	21.5
		Teachers (JSS)	86	7.1	165	13.5	31	2.5	48	3.9	16	1.3	345	28.4
		Teachers (Pry)	86	7.1	165	13.5	31	2.5	48	3.9	16	1.3	346	28.4
		SUBEB Staff	57	4.7	109	9.0	20	1.7	32	2.6	11	0.9	229	18.8
		Edu Secretaries	9	0.7	17	1.4	3	0.3	5	0.4	2	0.1	36	2.9
		TOTAL	**305**	**25.0**	**583**	**47.8**	**108**	**8.8**	**169**	**13.8**	**56**	**4.6**	**1221**	**100**
72	The school curriculum emphasizes team work and spirit of enquiry	Head Teachers	95	7.8	109	8.9	17	1.4	36	3.0	5	0.4	262	21.5
		Teachers (JSS)	125	10.3	143	11.7	22	1.8	48	3.9	7	0.6	345	28.4
		Teachers (Pry)	126	10.3	144	11.8	22	1.8	48	3.9	7	0.6	346	28.4
		SUBEB Staff	83	6.8	95	7.8	14	1.2	32	2.6	5	0.4	229	18.8
		Edu Secretaries	13	1.1	15	1.2	2	0.2	5	0.4	1	0.1	36	2.9
		TOTAL	**443**	**36.3**	**507**	**41.5**	**77**	**6.3**	**170**	**13.9**	**24**	**2.0**	**1221**	**100**
73	The curriculum has taken care of functional education.	Head Teachers	107	8.8	133	10.9	6	0.5	6	0.5	11	0.9	262	21.5
		Teachers (JSS)	141	11.6	175	14.4	7	0.6	7	0.6	14	1.2	345	28.4
		Teachers (Pry)	141	11.6	176	14.4	7	0.6	7	0.6	14	1.2	346	28.4

		SUBEB Staff	94	7.7		116	9.5	5	0.4	5	0.4	9	0.8	229	18.8
		Edu Secretaries	15	1.2		18	1.5	1	0.1	1	0.1	1	0.1	36	2.9
		TOTAL	**499**	**40.9**	**620**		**50.8**	**26**	**2.1**	**26**	**2.1**	**50**	**4.1**	**1221**	**100**
74	Rudiments of computer literacy for both primary and junior secondary school.	Head Teachers	107	8.8		103	8.5	35	2.9	11	0.9	5	0.4	262	21.5
		Teachers (JSS)	141	11.6		136	11.2	46	3.8	14	1.2	7	0.6	345	28.4
		Teachers (Pry)	141	11.6		137	11.2	46	3.8	14	1.2	7	0.6	346	28.4
		SUBEB Staff	94	7.7		90	7.4	31	2.5	10	0.8	5	0.4	229	18.8
		Edu Secretaries	15	1.2		14	1.2	5	0.4	2	0.1	1	0.1	36	2.9
		TOTAL	**499**	**40.9**	**482**		**39.5**	**164**	**13.4**	**51**	**4.2**	**25**	**2.0**	**1221**	**100**
75	Local craft people are involved in the delivery of vocational education.	Head Teachers	50	4.1		149	12.2	17	1.4	34	2.8	12	1.0	262	21.5
		Teachers (JSS)	66	5.4		197	16.1	22	1.8	45	3.6	16	1.3	345	28.4
		Teachers (Pry)	66	5.4		197	16.2	22	1.8	45	3.7	16	1.3	346	28.4
		SUBEB Staff	44	3.6		131	10.7	14	1.2	30	2.4	11	0.9	229	18.8
		Edu Secretaries	7	0.6		21	1.7	2	0.2	5	0.4	2	0.1	36	2.9
		TOTAL	**234**	**19.2**	**696**		**57.0**	**77**	**6.3**	**158**	**12.9**	**56**	**4.6**	**1221**	**100**
76	New curriculum is in use.	Head Teachers	100	8.2		112	9.2	23	1.9	17	1.4	11	0.9	262	21.5
		Teachers (JSS)	131	10.7		147	12.1	31	2.5	22	1.8	14	1.2	345	28.4
		Teachers (Pry)	131	10.8		148	12.1	31	2.5	22	1.8	14	1.2	346	28.4
		SUBEB Staff	87	7.1		98	8.0	20	1.7	14	1.2	9	0.8	229	18.8

		Edu Secretaries	14	1.1		15	1.3	3	0.3	2	0.2	1	0.1	36	2.9
		TOTAL	**464**	**38.0**	**522**		**42.8**	**108**	**8.8**	**77**	**6.3**	**50**	**4.1**	**1221**	**100**
77	New curriculum broadens pupil knowledge generally.	Head Teachers	86	7.1		108	8.8	23	1.9	34	2.8	11	0.9	262	21.5
		Teachers (JSS)	114	9.3		142	11.6	31	2.5	45	3.7	14	1.2	345	28.4
		Teachers (Pry)	114	9.4		142	11.6	31	2.5	45	3.7	14	1.2	346	28.4
		SUBEB Staff	76	6.2		94	7.7	20	1.7	30	2.4	9	0.8	229	18.8
		Edu Secretaries	12	1.0		15	1.2	3	0.3	5	0.4	1	0.1	36	2.9
		TOTAL	**403**	**33.0**	**501**		**41.1**	**108**	**8.8**	**159**	**13.0**	**50**	**4.1**	**1221**	**100**
78	The new curriculum affords students opportunity to be self-reliant after 9 year basic education.	Head Teachers	84	6.9		91	7.5	34	2.8	30	2.4	23	1.9	262	21.5
		Teachers (JSS)	111	9.1		120	9.8	45	3.6	39	3.2	30	2.5	345	28.4
		Teachers (Pry)	111	9.1		120	9.9	45	3.7	39	3.2	30	2.5	346	28.4
		SUBEB Staff	74	6.0		80	6.5	30	2.4	26	2.1	20	1.7	229	18.8
		Edu Secretaries	12	0.9		13	1.0	5	0.4	4	0.3	3	0.3	36	2.9
		TOTAL	**392**	**32.1**	**425**		**34.8**	**158**	**12.9**	**139**	**11.4**	**107**	**8.8**	**1221**	**100**
79	Teaching – learning materials depend on the curriculum.	Head Teachers	82	6.7		118	9.7	29	2.3	22	1.8	11	0.9	262	21.5
		Teachers (JSS)	108	8.9		156	12.7	38	3.1	29	2.4	14	1.2	345	28.4
		Teachers (Pry)	109	8.9		156	12.8	38	3.1	29	2.4	14	1.2	346	28.4
		SUBEB Staff	72	5.9		103	8.5	25	2.0	19	1.6	10	0.8	229	18.8
		Edu Secretaries	11	0.9		16	1.3	4	0.3	3	0.2	2	0.1	36	2.9
		TOTAL	**383**	**31.4**	**551**		**45.1**	**133**	**10.9**	**103**	**8.4**	**51**	**4.2**	**1221**	**100**

80	Non text materials are being supplied by National Education Technical Centre.	Head Teachers	101	8.3		96	7.8	12	1.0	36	3.0	17	1.4	262	21.5
		Teachers (JSS)	133	10.9		126	10.3	16	1.3	48	3.9	22	1.8	345	28.4
		Teachers (Pry)	134	11.0		126	10.3	16	1.3	48	3.9	22	1.8	346	28.4
		SUBEB Staff	89	7.3		84	6.8	11	0.9	32	2.6	14	1.2	229	18.8
		Edu Secretaries	14	1.1		13	1.1	2	0.1	5	0.4	2	0.2	36	2.9
		TOTAL	**472**	**38.7**	**446**		**36.5**	**56**	**4.6**	**170**	**13.9**	**77**	**6.3**	**1221**	**100**

Item 71 which sought to establish whether or not UBEP curriculum has been diversified to adequately cover the individual and community needs, 305 (25.0%) and 583 (47.8%) of the respondents were in agreement that the curriculum is adequate, but 108 (8.8%) claimed indecision while 169 (13.8%) and 56 (4.6%) held a contrary opinion. This high percentage agreement in opinion confirms that all things being equal, the curriculum is diversified.

On whether or not the curriculum emphasizes team work and spirit of enquiry, in item 72, 443 (36.3) and 507 (41.5) were glaringly in concordance, while 170 (13.9%) and 24 (2.0%) refused to share this view, 77 (6.3%) which is a negligible percentage were undecided. With the high percentage of the respondents being in agreement, it could be concluded that the UBEP curriculum emphasizes team work and spirit of enquiry.

A cursory glance at the opinion of respondents in item 73 reveals that 499 (40.9%) and 620 (50.8%) strongly agreed and agreed respectively that UBEP curriculum has taken care of functional education to achieve the target objectives of UBE. But a very negligible percentage 26 (2.1%), and 50 (4.1%) held a contrary view, while 26 (2.1%) were undecided.

From the responses in item 74, which enquires as to whether or not rudiments of computer literacy for both primary and secondary schools, 449 (40.9%) 482 (39.5%) agreed with the statement. However, 51 (4.2%) and 25 (2.0%) did not share this view, while 167 (13.4%) were undecided. The high percentage that agreed with the statement suggests that there are rudiments of computer literacy for both primary and secondary schools in Nigeria, but discussion and oral interview conducted by this researcher, indicates that even though the curriculum has the rudiments of computer literacy, most rural school children just learn the theory aspects of the computer. Most of them have never seen a computer in their lives; neither do their schools have a

single computer in custody. Even if such schools are provided with computers, there is no electricity with which they can function.

The responses of the respondents were in support of the statement in item 75, which states that local craft people are involved in the delivery of vocational education. This was agreed by 234 (19.2%) and 696 (57.0%). While 77 (6.3%) an insignificant percentage were undecided. 158 (12.9%) and 56 (4.6%) were in opposition.

Responses of respondents in item 76 reveals that 464 (38.0%) and 522 (42.8%) strongly agreed and agreed that the new UBE curriculum in use caters for both primary and junior secondary schools in Nigeria. However, 77 (6.3%) and 50 (4.1%) held a contrary opinion, while 108 (8.8%) of the respondents were undecided. Item 77 was particular that new curriculum broadens pupils knowledge generally. 403 (33.0%) and 501 (41.1%) of the respondents were in agreement, while 159 (13.0%) and 50 (4.1%) were in disagreement, but 108 (8.8%) of the respondents were undecided. The high percentage in agreement shows that truly, the curriculum might have been broadened.

Item 78 sought the opinion of respondents on whether or not the new curriculum affords students the opportunity to be self reliant after 9 year basic education. It was agreed by 392 (32.1%) and 425 (34.8%) that the new curriculum could afford students such opportunity. However, 158 (12.9%) were undecided, while 139 (11.4%) and 107 (8.8%) were not in support of this stance.

The view of respondents on item 79, on whether or not teaching – learning materials are based on the new curriculum, shows that 383 (31.4%) and 551 (45.1) were strongly of the view that learning – teaching material conform to the curriculum,

while 103 (8.4%) and 51 (4.1%) could not share in this view. 133 (10.9%) were undecided. It could be concluded then that providers of teaching – learning materials have conformed to the new curriculum. The opinion of the respondents on whether or not non-text materials are being supplied by National Education Technical Centre, shows that 472 (38.7%) and 446 (36.5%) were in agreement, while 170 (13.9%) and 77 (6.3%) were in disagreement, an insignificant percentage 56 (4.6%) were undecided.

4.2.9 Responses of the respondents on the Free and compulsory nature of the Universal Basic Education Programme in Nigeria.

This section presents the analysis of respondents obtained from items 81-90 on the free and compulsory nature of UBEP in Nigeria. The opinion of the respondents on the items were analyzed by the use of frequencies and percentages in table 4.11

Table 4.11 The Free and compulsory nature of the Universal Basic Education Programme in Nigeria (UBEP)

			Responses											
			Strongly agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		RESPONDENT	F	%	F	%	F	%	F	%	F	%	F	%
81	Textbooks are supplied free to pupils and students in primary and junior secondary schools.	Head Teachers	88	7.2	123	10.1	18	1.4	11	0.9	22	1.8	262	21.5
		Teachers (JSS)	116	9.5	162	13.3	23	1.9	15	1.2	29	2.4	345	28.4
		Teachers (Pry)	117	9.5	162	13.3	23	1.9	15	1.2	29	2.4	346	28.4
		SUBEB Staff	77	6.3	107	8.8	15	1.3	10	0.8	19	1.6	229	18.8
		Edu Secretaries	12	1.0	17	1.4	2	0.2	2	0.1	3	0.2	36	2.9
		TOTAL	**412**	**33.7**	**573**	**46.9**	**82**	**6.7**	**52**	**4.3**	**102**	**8.4**	**1221**	**100**
82	Children are provided free mid-day meals.	Head Teachers	27	2.2	6	0.5	24	2.0	91	7.4	114	9.4	262	21.5
		Teachers (JSS)	36	2.9	7	0.6	32	2.6	120	9.8	150	12.3	345	28.4
		Teachers (Pry)	36	2.9	7	0.6	32	2.6	120	9.8	151	12.4	346	28.4
		SUBEB Staff	24	2.0	5	0.4	21	1.7	79	6.5	100	8.2	229	18.8
		Edu Secretaries	4	0.3	1	0.1	3	0.3	12	1.0	16	1.3	36	2.9
		TOTAL	**127**	**10.4**	**26**	**2.1**	**113**	**9.3**	**423**	**34.6**	**532**	**43.6**	**1221**	**100**
83	Children are levied to purchase some accessories e.g. chalk, duster etc.	Head Teachers	120	9.8	95	7.7	0	0	29	2.3	19	1.5	262	21.5
		Teachers (JSS)	158	13.0	125	10.2	0	0	38	3.1	25	2.0	345	28.4
		Teachers (Pry)	159	13.0	125	10.2	0	0	38	3.1	25	2.0	346	28.4
		SUBEB Staff	105	8.6	83	6.8	0	0	25	2.0	16	1.4	229	18.8

		Edu Secretaries	17	1.4	13	1.1	0	0	4	0.3	3	0.2	36	2.9
		TOTAL	**560**	**45.9**	**441**	**36.1**	**0**	**0**	**133**	**10.8**	**87**	**7.2**	**1221**	**100**
84	Ages between 6-14 years receive free education in all public schools.	Head Teachers	85	7.0	101	8.3	0	0	46	3.8	30	2.4	262	21.5
		Teachers (JSS)	112	9.2	133	10.9	0	0	60	4.9	39	3.2	345	28.4
		Teachers (Pry)	112	9.2	134	11.0	0	0	61	5.0	39	3.2	346	28.4
		SUBEB Staff	74	6.1	89	7.3	0	0	40	3.3	26	2.1	229	18.8
		Edu Secretaries	12	1.0	14	1.1	0	0	6	0.5	4	0.3	36	2.9
		TOTAL	**397**	**32.5**	**472**	**38.7**	**0**	**0**	**214**	**17.5**	**138**	**11.3**	**1221**	**100**
85	Government takes care of Almajir/boy-child education	Head Teachers	125	10.2	87	7.1	0	0	45	3.7	6	0.5	262	21.5
		Teachers (JSS)	164	13.4	114	9.4	0	0	59	4.8	7	0.6	345	28.4
		Teachers (Pry)	165	13.5	115	9.4	0	0	59	4.8	7	0.6	346	28.4
		SUBEB Staff	109	8.9	76	6.2	0	0	39	3.2	5	0.4	229	18.8
		Edu Secretaries	17	1.4	12	1.0	0	0	6	0.5	1	0.1	36	2.9
		TOTAL	**581**	**47.6**	**405**	**33.2**	**0**	**0**	**209**	**17.1**	**26**	**2.1**	**1221**	**100**
86	Government takes care of girl-child education	Head Teachers	103	8.4	103	8.4	29	2.3	22	1.8	6	0.5	262	21.5
		Teachers (JSS)	136	11.1	136	11.1	38	3.1	29	2.4	7	0.6	345	28.4
		Teachers (Pry)	136	11.1	136	11.1	38	3.1	29	2.4	7	0.6	346	28.4
		SUBEB Staff	90	7.4	90	7.4	25	2.0	19	1.6	5	0.4	229	18.8
		Edu Secretaries	14	1.2	14	1.2	4	0.3	3	0.2	1	0.1	36	2.9
		TOTAL	480	39.3	480	39.3	133	10.9	102	8.4	26	2.1	1221	100

87	Government penalized parent who refuse to send children to school	Head Teachers	118	9.6	105	8.0	13	1.1	22	1.8	11	0.9	262	21.5
		Teachers (JSS)	155	12.7	139	10.6	18	1.4	29	2.4	14	1.2	345	28.4
		Teachers (Pry)	155	12.7	139	10.6	18	1.4	29	2.4	14	1.2	346	28.4
		SUBEB Staff	103	8.4	92	7.0	12	1.0	19	1.6	10	0.8	229	18.8
		Edu Secretaries	16	1.3	14	1.1	2	0.2	3	0.2	2	0.1	36	2.9
		TOTAL	**548**	**44.9**	**491**	**37.4**	**62**	**5.1**	**103**	**8.4**	**51**	**4.2**	**1221**	**100**
88	Government penalized parent who refuse to send children to school	Head Teachers	31	2.5	17	1.4	38	3.1	85	7.0	91	7.5	262	21.5
		Teachers (JSS)	41	3.3	22	1.8	50	4.1	112	9.2	120	9.9	345	28.4
		Teachers (Pry)	41	3.3	22	1.8	50	4.1	112	9.2	121	9.9	346	28.4
		SUBEB Staff	27	2.2	14	1.2	33	2.7	74	6.1	80	6.5	229	18.8
		Edu Secretaries	4	0.3	2	0.2	5	0.4	12	1.0	13	1.0	36	2.9
		TOTAL	**144**	**11.8**	**77**	**6.3**	**177**	**14.5**	**397**	**32.5**	**426**	**34.9**	**1221**	**100**
89	UBE cater for drop-out and out of school children effectively.	Head Teachers	108	8.9	83	6.8	17	1.4	47	3.9	6	0.5	262	21.5
		Teachers (JSS)	143	11.7	110	9.0	23	1.9	62	5.1	7	0.6	345	28.4
		Teachers (Pry)	143	11.7	110	9.0	23	1.9	63	5.1	7	0.6	346	28.4
		SUBEB Staff	95	7.7	73	6.0	15	1.3	41	3.4	5	0.4	229	18.8
		Edu Secretaries	15	1.2	11	0.9	2	0.2	7	0.5	1	0.1	36	2.9
		TOTAL	**505**	**41.3**	**388**	**31.8**	**81**	**6.7**	**221**	**18.1**	**26**	**2.1**	**1221**	**100**
90	UBEP make	Head Teachers	91	7.4	126	10.4	23	1.9	17	1.4	6	0.5	262	21.5

public enlightment and social mobilization annually to achieve maximal enrolment.	Teachers (JSS)	120	9.8	166	13.6	30	2.5	22	1.8	7	0.6	345	28.4
	Teachers (Pry)	120	9.8	167	13.7	30	2.5	22	1.8	7	0.6	346	28.4
	SUBEB Staff	79	6.5	110	9.1	20	1.6	14	1.2	5	0.4	229	18.8
	Edu Secretaries	12	1.0	17	1.4	3	0.3	2	0.2	1	0.1	36	2.9
	TOTAL	**423**	**34.6**	**589**	**48.3**	**106**	**8.7**	**77**	**6.3**	**26**	**2.1**	**1221**	**100**

On whether or not textbooks in the four core subject areas: English, Mathematics, General Science and Social Studies are supplied free to pupils and students in primary and junior secondary schools as raised in item 81, 412 (33.7%) and 573 (46.9%) were in the affirmative, while 52 (4.3%) and 102 (8.4%) were in disagreement. 82 (6.7%) were undecided.

From the opinions of respondents in item 82 on whether or not children are provided free mid-day meals, 423 (34.6%), and 532 (43.6%) were strongly of the opinion that children are not provided free-midday meals. However, 113 (9.3%) were undecided, while 127 (16.4%) and 26 (2.1%) were in agreement. With the higher percentage in disagreement. It can be concluded that mid-day meals are not served to the children under UBEP.

Item 83 sought the opinions of respondents on the fact that children are levied to purchase, for example, chalk, dusters, etc. 560 (45.9%) and 441 (36.1%) were in full agreement. Smaller numbers of respondents were in disagreement. Some of the respondents the researcher interviewed were of the opinion that these levies comes in the form of PTA levy.

It was agreed by 397 (32.5%) and 472 (38.7) of the respondents that children ages between 6-14 years receive free and compulsory education in all public schools. However, 214 (17.5%) and 138 (11.3%) had a contrary view raised in item 84. But it should be noted here that the free education means tuition free education.

It was believed by 581 (47.6%) and 405 (33.5%) of the respondents as observed from their responses on item 85, that government did not take care of the *almajiris* boy/child education. This opinion was however, not considered as true by a lower percentage 209 (17.1%) and 26 (2.1%) of the respondents. It is obvious from this that nothing concrete have

been put in place for this category of learners.

As to whether or not government takes care of the girl/child education as pointed out in item 86, 480 (39.3%) and 480 (39.3%) of the respondents are not in support of the statement. However, 102 (8.4%) and 26 (2.1%) did not accept this view, while 133 (10.9%) were undecided.

The stance taken by most respondents on item 87, shows that government has not been penalizing parents who refused to send their children to school. This was supported by 548 (44.9%) and 457 (37.4%). A very low percentage 103 (8.4%) and 51 (4.2%) of the respondents did not share this view. This goes to show that some aspects of the implementation guidelines is not being followed.

From the responses on item 88, which enquired as to whether or not children are provided free uniforms, 397 (32.5%) and 426 (34.9%) disagreed and strongly disagreed. However, 144 (11.8%) and 74 (6.3%) were in agreement, while 177 (14.5%) were undecided. Respondents on item 89 were of the view that UBE did not cater for drop out of school children effectively. This was supported by 505 (41.3%) and 388 (31.8%). However, 221 (18.1%) and 26 (2.1%) were in disagreement, but 81 (6.7%) were undecided. In response to the statement that UBE make public enlightenment and social mobilization annually to achieve maximal enrolment raised in item 90, 423 (34.6%) and 589 (48.3%) were in agreement, but 78 (6.3%) and 26 (2.1%) which is negligible were in disagreement, while a negligible percentage 106 (8.7%) of the respondents were undecided.

4.3 Hypotheses Testing

A total of nine hypotheses were formulated and proposed for the study. The hypotheses designed were based on the data collected on items related to assessment of the implementation of Universal Basic Education Programme in Nigeria under study. The testing was on all variables related to availability of infrastructural and instructional facilities for the implementation of the UBE, funding arrangement, availability of personnel resources and supervision, monitoring, and evaluation. The testing of hypotheses also focused on the stakeholders' participation, role of international community and donor agencies in the implementation of UBE, state and local government adherence to the implementation guidelines, adequacy of the UBE curriculum and the free and compulsory nature of UBEP in Nigeria.

Analysis of Variance (ANOVA) and Duncan Multiple Range Test were used in testing the hypothesis at 0.05 level of significance. When the F-value is higher than the table value at 0.05 level of significance set for the study, the hypothesis is rejected while when the probability value is lower than the level of significance, the hypothesis was accepted.

Where the hypothesis shows significant difference or rejected, Duncan Multiple Range Test was used to determine the difference in the respondents' opinions.

4.3.1 Null Hypothesis 1

There is no significance difference in the opinion of stakeholder with regards to the adequacy of infrastructural and instructional facilities on ground for the implementation of the Universal Basic Education programme in Nigeria (1999-2009). To test this hypothesis, items 1 to 10 in the questionnaire were used to find out the difference in the respondent opinion on the availability of infrastructural and instructional facilities in the implementation

of UBE in Nigeria. Therefore, to test the null hypothesis, one way analysis of variance was used and the results are presented in table 4.12

Table 4.12: Summary of One way analysis of variance (ANOVA) on the availability of infrastructural and Instructional facilities in the implementation of UBEP in Nigeria.

Source of variance	D.f	Sum of square	Mean square	F value	F table	Decision
Between groups	5	19.539	3.9078			
Within groups	1216	418.795	0.344	11.35	2.21	**Rejected**
Total	**1221**	**438.304**				

From table 4.10 above, the computed probability is 11.35 and this is greater than the table value 2.21 at P-value of 0.05 set for the study. Therefore, the null hypothesis was rejected. It can be concluded that there was significant differences in the opinion of the categories of respondents regarding availability of infrastructural and instructional facilities in the implementation of UBE programmes in Nigeria. To ascertain the extent of the relationship in the opinion of the five categories of respondents Duncan Multiple Range Test was carried out as showed in Table 4.13.

Table 4.13: Duncan Multiple Test on the opinions respondents on the availability of infrastructural and Instructional facilities in the implementation of UBEP in Nigeria

Dependent	Category/Status	Mean
Available Infrastructural and instructional facilities	Head Teachers	2.67b
	Teachers (Junior Sec Sch)	2.91a
	Teachers (Primary)	2.85a
	SUBEB staff	2.65b
	Education Secretaries	2.73b

Means with the same letters with column are not significantly different at 5% level of probability.

From the Duncan Multiple Range Test, differences existed in the opinions of the respondents on the availability of infrastructure and instructional facilities for the implementation of UBE programmes in Nigeria. The mean difference of teachers in Junior secondary schools differ significantly, while Head teachers, SUBEB staff and Education Secretaries opinion seems to be the same in terms of infrastructural and instructional facilities availability. Similarly, the opinion of primary school teachers and junior secondary school teachers seems to be more in agreement.

The similarity of opinion of junior secondary school teachers and primary school teachers might be attributed to the fact that they are the end users of the infrastructural and instructional facilities on ground as they see the realities. However, the difference that existed in the opinion of Principals, Head teachers, SUBEB and Education secretaries could be attributed to the fact that they all perform similar administrative functions hence; basic infrastructural and instructional facilities for the implementation of UBE in Nigeria should be enhanced to improve the quality of education.

4.3.2 Null hypothesis 2

There is no significant difference in the opinion of respondents on the adequacy of funding for the effective implementation of Universal Basic Education programme in Nigeria. The responses of respondents on items 11– 20 were collected and analyzed to find out the adequacy of funding for the implementation of Universal Basic Education Programme in Nigeria. In testing the hypothesis, one way Analysis of Variance (ANOVA) statistical procedure was used. This assisted in bringing out the differences of respondent's opinion on funding adequacy for the implementation of Universal Basic Education in Nigeria as can be seen in Table 14.

Table4.14: Summary of One way analysis of Variance (ANOVA) on the adequacy of finding arrangement put in place for effective implementation of Universal Basic Education in Nigeria

Source of variance	D.f	Sum of square	Mean	F.	Prob.	Decision
Between groups	5	44.06	8.81			
Within groups	1216	1000.19	0.82	10.74	2.21	**Rejected**
Total	**1221**	**1044.25**				

Table 4.14 above shows the computed probability is 10.74 and this is greater than the table value 2.21 at P-value of 0.05 adopted for the study. Therefore, the HO was rejected. It is therefore to be concluded that significant difference existed in the opinions of the respondents regarding the adequacy of funding for effective implementation of UBE programme in Nigeria under study. To examine the difference in the opinion of respondents on the adequacy of funding arrangement for the implementation, Duncan's Multiple Rang Test was adopted and the result of the test are presented in table 4.15.

Table 4.15 Duncan Multiple comparison test of respondents' opinion on the adequacy of funding arrangement in the implementation of UBEP in Nigeria

Dependent variable	Category/status	Mean
	Head teachers	2.96b
	Teachers (Junior sec school)	2.91b
Funding arrangement	Teachers (Primary)	3.31a
	SUBEB staff	3.31a
	Education secretaries	3.14a

Means with the same letters with column are not significantly different at 5% level of probability.

It is evident from Duncan's Multiple Range Test that differences existed in the opinion of the five groups of respondents on the adequacy of funding for the implementation of UBE programme in Nigeria. The mean difference of all respondents seems to be similar or agreed, except teachers in junior secondary schools, which was significantly different as shown by their mean differences which is lower than the rest.. This revealed the unconformity of head teachers and teachers in junior secondary schools with the other four groups on the issue that relates to the adequacy of funding for the implementation of UBE programmes in Nigeria. Most head teachers and teachers in the junior secondary schools submit that funding arrangement was lacking and not adequate. This revealed that there was need to improve on the funding arrangement in the implementation of UBE programme in Nigeria, particularly in the junior secondary schools. The agreement of Head teachers and junior secondary schools teachers is not unconnected with the fact that junior secondary schools in most states in Nigeria are not adequately funded. In some states there are two types of junior secondary school. One is referred to as UBE schools, while the other is seen as the states'. This could account for why most junior secondary schools are yet to be detached from senior secondary schools, as stipulated in the implementation guidelines of UBEP.

4.3.3: Null Hypothesis 3

There is no significance difference in the opinion of stakeholders on the adequacy and availability of personnel resources for the implementation of UBE programme in Nigeria. Responses of respondents to items 21 to 30 of the questionnaire were collected and analyzed to ascertain the degree of agreement of the respondents' opinions regarding the adequacy and availability of personnel resources for the implementation of UBE programme in Nigeria.

One way analysis of variance (ANOVA) statistical procedure was used to find out the difference in the opinion of respondents. This was recorded and presented as shown in Table 4.16.

Table 4.16. Summary of, Analysis of Variance (ANOVA) on the availability of personnel resources for the implementation of UBE Programme in Nigeria.

Source of variance	D.f	Sum of square	Mean square	F value	F table	Decision
Between groups	5	73.49	14.69			
Within groups	1216	786.31	0.65	22.60	2.21	**Rejected**
Total	**1221**	**859.81**				

From table 4.16, the computed probability is 22.6 and this is greater than the table value 2.21 at the accepted p-value 0.05 set for the study. The Null hypothesis s rejected. It could therefore be concluded that there was significant difference in the opinions of the respondents in respect to adequacy and availability of personnel resources for the implementation of UBE programme in Nigeria. To find out the relationships in the opinions of the six categories of respondents with regards to the availability of personnel resources for the implementation of UBE programme in Nigeria. Duncan Multiple Range Test was employed to rank the difference and the result is presented in Table 4.17.

Table 4.17: Duncan Multiple Range Test on adequacy and availability of personnel resources for the implementation of UBE programme in Nigeria

Dependent variable	Categories / status	Mean
Availability of personnel resources	Head teachers	3.31c
	Teachers (Junior sec. sch.)	3.27c
	Teachers (Primary)	3.66ab
	SUBEB staff	3.72a
	Education Secretaries	3.53b

Means with the same letters with column are not significantly different at 5% level of probability.

The result of Duncan Multiple Range Test in Table 4.17 reveals that there was a significant difference in the degree of opinion of respondents regarding the adequacy and availability of personnel resources for the implementation of UBE programme in Nigeria. A significant difference is noted between the mean difference of teachers in junior secondary schools and Head teachers with groups of teachers in Primary schools. SUBEB staff and Education Secretaries. However, the teachers in junior secondary schools and Head teachers have similar opinions. Also, similar opinion of respondents was observed in teachers in Primary schools and Education Secretaries as well as teachers in primary schools and SUBEB staff.

These differences in opinions show that personnel resources are not adequate for implementation of UBE Programmes. However, the teachers in JSS and Head teachers had similar means that statistically are the same; hence, they are in the best position to know the adequacy of personnel resources. Lack of agreement in opinion of respondents could be attributed to the peculiar nature of difference in schools. The similarity in agreement of

teachers (j s s) and Head teachers might be attributed to non-adequacy of personnel resources. However, SUBEB held strongly that personnel resources for the implementation of UBEP, is adequate.

4.3.4 Null Hypothesis 4

There is no significant difference in the opinions of stakeholders with respect to the effectiveness of supervision, monitoring and evaluation machinery put in place for the implementation of UBE programme in Nigeria. Item 31 to 40 in the questionnaire were used to find out the differences in opinion of the respondents on effectiveness of supervision, monitoring and evaluation machinery put in place for the implementation of UBE programme in Nigeria. To test the hypothesis; one way Analysis of Variance (ANOVA) was adopted and the result presented in table 4.18

Table 4.18 Summary of Analysis of Variance (ANOVA) on the effectiveness of supervision, monitoring and evaluation machinery put in place for the implementation of UBE programme in Nigeria

Source of variance	D.f	Sum of square	Mean square	F value	P. value	Decision
Between groups	5	4.56	0.9			
Within groups	1216	1126.9	0.9	1.0	2.21	**Accepted**
Total	**1221**	**1201.34**				

As could be seen from table 4.18, the computed F probability 1.0 was found to be lower than the table value at p-value 0.05. Therefore, the null hypothesis was accepted. It could be concluded that there was no significant difference in the opinion of the five groups of respondents in respect of the effectiveness of supervision, monitoring and evaluation machinery put in place for the implementation of UBE programme in Nigeria. The consensus

of opinions among the respondents could be attributed to the fact that supervision, monitoring and evaluation for UBE programme played a significant role, particularly in assessing teaching and teaching quality so as to enhance learning. It also revealed that supervision, monitoring and evaluation is key instruments to the success of the implementation, hence, face with numerous challenges among which are inadequate means of transportation for schools supervision, infrastructure decay, particularly in the rural schools or inadequate number of supervisors. This shows that all the groups agreed that supervision, monitoring and evaluation is grossly inadequate, therefore, there is the need for effective supervision monitoring and evaluation machinery to be put in place if the impact of UBEP is to be felt by the vast majority of Nigerian children that the only access to education available to them is through public schools..

4.3.5: Null Hypothesis 5

There is no significant difference in the opinion of stakeholders with regards to the adequacy of participation of community in the implementation of UBE programme in Nigeria.

Data related to this hypothesis were obtained from item 41 to 50 of the questionnaire. To determine the level of agreement in the opinion of respondents pertaining to the impact of stakeholders' participation in the implementation of UBE programmes in Nigeria. In testing the hypothesis, all the items were used by applying one way Analysis of Variance (ANOVA) statistical procedure.

The difference of the respondents' opinion was presented in Table 4.19

Table 4.19 Summary of One way Analysis of Variance (ANOVA) on stakeholder participation for implementation of UBE Programme in Nigeria

Source of variance	D.f	Sum of square	Mean square	F value	F table	Decision
Between groups	5	2.984	0.596			
Within groups	1216	817.433	0.672	0.89	2.21	**Accepted**
Total	**1221**					

At a glance, the result in Table 4.19 shows that the computed F probability of 0.89 is less than the table value 2.21 at p-value of 0.05. Therefore, HO was accepted. This gives a conclusion that there was no significant difference evident in the opinion of respondents on community participation in the implementation of UBE programme in Nigeria. Perhaps, the lack of significant difference in the opinion of respondents in the stakeholder participation could be attributed to the fact that some schools have been enjoying the relentless efforts of stakeholders in enhancing better education of the children in that community. They participate in school development projects such as building of blocks of classrooms, provision of instructional and infrastructural materials, employment of teachers tagged as PTA Teachers to make up for the shot fall, and also, the sensitization and mobilization of the community for the UBEP.

4.3.6: Null Hypothesis 6

There is no significance difference in the opinion of stakeholder with regards to the role of international community and donor agencies in the implementation of UBE programme in Nigeria. The data collected in respect of items 51 to 61 in the questionnaire were used to analyze the extent of consensus in the opinion of respondents regarding the role of international communities and donor agencies for the implementation of UBE programme

in Nigeria. To determine the degree of relationship in the opinion of the respondents on the role of international communities and donor agencies on implementation of UBE programme in Nigeria. To test for the hypothesis, one way Analysis of Variance statistical procedure was used. The result of the test is presented in Table 4.20.

Table 4.20 Summary of One way Analysis of Variance (ANOVA) on the role of international community and donor agencies for the implementation of UBE Programme in Nigeria

Source of variance	D.f	Sum of square	Mean square	F-value	F-table	Decision
Between groups	5	44.001	8.962			
Within groups	1216	892.69	0.723	12.39	2.21	**Rejected**
Total	**1221**	**937.77**				

From table 4.20, it is evident that the computed F– probability is 12.39. This is higher than the accepted p-value of 0.05 level of significance adapted to the study. Thus, the hypothesis was rejected. It is to be concluded therefore, that significant difference existed in the opinion of the respondents in respect of the role of international community and donor agencies in the implementation of UBE programme in Nigeria. To determine the relationship in opinions of the respondents on the role of international community and donor agencies for the implementation o UBE programme in Nigeria. Duncan Multiple range test was adopted and the recorded result was presented in Table 4.21

Table 4.21 Duncan's Multiple Range Test on opinions of respondents on role of international community and donor agencies for the implementation of UBE programme in Nigeria

Dependent variable	Categories/status	Mean
Role of international community and donor agencies	Head Teachers	3.46b
	Teachers (Junior Sec.Sch.)	3.48b
	Teachers (Pry sch)	3.48b
	SUBEB Staff	4.04a
	Education Secretaries	3.84a

Means with the same letters with column are not significant different at 5% level of probability.

It is glaring from the Duncan multiple range tests in table 4.21 that differences existed in the opinion of categories of respondents on the role of international community and donor agencies for the implementation of UBE programme in Nigeria. The mean scores of head teachers and primary school teachers were similar and in agreement, while the mean differences of SUBEB staff and education secretaries disagree with those of the four groups. The non conformity of SUBEB staff and education secretary with that of the principals, head teachers in primary schools could imply that SUBEB staff and education secretary claimed that international community and donor agencies play a significant role in the implementation of UBE programme in Nigeria in providing facilities such as building of classrooms, staff training etc through federal government of Nigeria within their resources. However, the opinion of head teachers, teachers in JSS and teachers in primary schools show that the facilities were not adequate. Hence, even on staff improvement such as training and retraining. Federal/state government contracted out the training of teachers to consulting agencies, which do not go round the personnel and the facilities to achieve the objectives of

UBE programme in Nigeria. The difference that existed between the field staff (Head Teachers, JSS and Primary school Teachers) and administrative staff (SUBEB staff and Education Secretary) shows that the field staff know little or nothing about the activities of International community and donor agencies involvement in the implementation of UBEP in Nigeria.

4.3.7: Null Hypothesis 7

There is no significance difference in the opinion of stakeholders with regards to the state and local government adherence to the implementation guidelines of the UBE programme in Nigeria.

Data related to states and Local government adherence to the implementation guidelines in the implementation of UBE programme in Nigeria is in items 61-70 of the questionnaire. To determine the level of agreement in the opinion of the respondents, one way analysis of variance procedures was used to obtain the possible difference of the respondents' responses. The result of the test is presented in Table 4.22.

Table 4.22 Summary of Analysis of Variance (ANOVA) on the State and Local government adherence to the blue print of implementation of the UBE Programme in Nigeria

Source of variance	D.f	Sum of square	Mean square	F value	F-table	Decision
Between groups	5	126.80	25.36			
Within groups	1216	1064.37	0.875	28.98	2.21	**Rejected**
Total	**1221**	**1194.17**				

Result from table 4.22 shows that the computed F-value is greater than the set p-value at 0.05 designed for the study. Hence, H0 was rejected. Therefore, it could be concluded that significant differences existed in the opinion of respondents in respect to state and local

government adherence to the implementation guidelines of UBE programme in Nigeria. To find out the significant difference that existed, in the respondents' responses Duncan's Multiple Range test was used to range the mean difference and the result presented in Table 4.23.

Table 4.23 Duncan's Multiple Range Test on the opinion of respondents on state and local Government adherence to the implementation guidelines of UBE programme in Nigeria.

Dependent variable	Categories/Status	Mean
State and local government adherence to implementation of UBE programme in Nigeria.	Head teachers	3.65c
	Teachers (JSS)	3.62c
	Teachers (Primary Sch)	4.05a
	SUBEB Staff	4.10a
	Education Secretaries	3.87b

Means with the same letters with column are not significant different at 5% level of probability.

As can be seen from table 4.23 above of Duncan's Multiple Range Test, there were differences shown among the respondents on state and local government adherence to the implementation guidelines of UBE programme in Nigeria. However, the mean difference of principal teachers (JSS) and Head teachers are lower and seem to be more in agreement, but statistically different from teachers in primary school and SUBEB staff, which had higher similar mean values. Opinions of Education Secretaries seem to be different from any of the groups for the implementation of UBE programme in Nigeria.

In a nut shell, the teachers in JSS and Head teachers did not agree with SUBEB staff that State and Local Government adhere to the implementation guidelines of UBE programme. This could account for why non- indigenes are charged discriminate fees in some states. However, some states are influenced by politicians that are appointed to run the

affair of SUBEB.

4.3.8 Null Hypothesis 8

There is no significant difference in the opinion of stakeholders with regards to the adequacy of curriculum for the implementation of Universal Basic Education programmes in Nigeria.

Data related to items 71 to 80 in the questionnaire on the responses of respondents were collected and analyzed to ascertain the level of agreement in the opinion of respondents pertaining to the adequacy of the curriculum for the implementation of UBE programmes. In testing the hypothesis, all the related items were used and with the application of One Way Analysis of Variance statistical procedure, the difference of respondent's opinion were recorded and the results of the test are presented in Tale 4.24

Table 4.24 Summary of One way Analysis of Variance (ANOVA) on the adequacy of curriculum for the implementation of UBE Programme in Nigeria

Source of variance	D.f	Sum of square	Mean square	F value	F-table	Decision
Between groups	5	85.729	17.75			
Within groups	1216	917.849	0.76	22.56	2.21	**Rejected**
Total	**1221**	**1003.578**				

Table 4.24 above shows that the computed f-probability value is less than the accepted p-value set at 0.05 levels of significance for the study. The H0 was therefore rejected. This allowed one to conclude that significance difference was evident in the opinions of the respondents on the adequacy of curriculum for the implementation of UBE programme in Nigeria.

To elicit the degree of relationship in the opinions of the respondents on the adequacy of curriculum for the implementation of UBE programme in Nigeria, Duncan's Multiple

Range Test was used to rank and separate means and the results was recorded and presented in Table 4.25.

Table 4.25 Duncan's Multiple Range Test on the opinion of respondents on the adequacy of curriculum for the implementation of UBE programme in Nigeria.

Dependent variable	Categories/Status	Mean
Adequacy of curriculum for the implementation of UBE programme in Nigeria.	Head teachers	3.57b
	Teachers (JSS)	3.54b
	Teachers (Primary Sch.)	3.93a
	SUBEB Staff	3.97a
	Education Secretaries	3.94a

Means with the same letters with column are not significantly different at 5% level of probability.

It clearly showed from this Duncan's Multiple Range Test of the hypothesis that differences existed in the opinion of the five groups on the adequacy of curriculum for the implementation of UBE programme in Nigeria.

The mean differences of the set groups (teachers in JSS and Head teachers) seemed to agree, while the mean difference of teachers in Primary schools, SUBEB staff and Education Secretary disagrees with that of principals, teachers in JSS and Head teachers. This revealed that the conformity between head teachers and teachers in JSS on adequacy of curriculum would imply that child-centred curriculum was not encouraged and it lacks a curriculum module that carries continuous assessment records. There is therefore the need for provision of adequate continuous assessment records and curriculum modules in other to improve the academic performance of pupils.

4.3.9 Null Hypothesis 9

There is no significant difference in the opinion of stakeholders with regards to free and compulsory education in primary schools and JSS in the implementation of UBE programme in Nigeria.

Data related to this hypothesis were obtained from item 81 to 90 of the questionnaire, to determine the level of agreement in the opinions of respondent in respect to UBE programme in Nigeria being free and compulsory. To test this hypothesis, the responses of the respondent were analyzed, using one way Analysis of Variance, statistical procedure. The difference of the respondents' opinions were recorded and presented in Table 4.26 below

Table 4.26. Summary of One way Analysis of Variance (ANOVA) on free and compulsory education of pupils for the implementation of UBE programme in Nigeria.

Source of variance	D.f	Sum of square	Mean square	F value	F-table	Decision
Between groups	5	71.97	14.39			
Within groups	1216	898.85	0.74	19.45	2.21	**Rejected**
Total	**1221**	**970.86**				

Since the computed f-value is higher than the accepted p-value in table I_1, therefore the null hypothesis is rejected. It could therefore, be concluded that significant difference existed in the stakeholder opinions of the six groups of respondents in respect of free and compulsory education of UBE in Nigeria. To examine further the degree of relationship in the opinion of respondents on free and compulsory UBE in Nigeria, Duncan Multiple Range Test was adopted and the result is presented in table 4.27

Table 4.27 Duncan multiple Range Test on the opinion of respondent on the free and compulsory education of UBE in Nigeria

Dependent variable	Categories/Status	Mean
Free and compulsory education in Nigeria.	Head teachers	3.89a
	Teachers(Junior Sec. Sch.)	3.87a
	Teachers (Primary School)	3.82ab
	SUBEB Staff	3.80b
	Education Secretaries	3.67b

Means with the same letters with column are not significantly different at 5% level of probability.

From Table 4.27, it could be observed that the computed F-probability is 19.45 and this is higher than the F-table 2.21 at p-value of 0.05 set for the study. The H0 was therefore rejected. It is therefore, to be concluded that significant difference was found among the groups of respondents' opinion on the free and compulsory nature of UBE programme in Nigeria.

The mean difference of teachers in JSS, head teachers and primary school teachers shared the same view on the free and compulsory nature of UBE programme in Nigeria. The mean score of SUBEB staff and Education Secretaries however disagreed with all other respondents, except teachers in primary schools, who also agreed with SUBEB staff and education secretaries. This difference in opinion among the group of respondents `could suggest that the UBE programme in Nigeria is not totally free and compulsory. However, it could be noted that some school lack infrastructural and instructional materials such as textbooks, writing materials, furniture, etc. some of these items are provided by parents. Noteworthy to say, that there is poor pupils attendance to schools, especially in the rural area. Therefore, the implementing agencies should as a matter of urgency put in place necessary machineries that will make UBE free and compulsory to all Nigerian children of school going age if free and compulsory education is to become a reality in Nigeria.

Table 4.28: Summary of hypotheses Testing

No	Hypothesis statement	Statistical test used	Result	Level of significance	Decision/conclusion
i	There is no significance difference in the opinion of stakeholders with regards to the adequacy of infrastructural and instructional facilities for the implementation of UBE programme in Nigeria.	Analysis of variance (ANOVA) and Duncan Multiple Range Test (DMRT)	F.ratio is 11.35 and F tabulated is 2.21	0.05	The hypothesis was rejected to mean that significant difference existed in opinion of respondents.
2	There is no significant difference in the opinion of stakeholders with respect to the adequacy of funding arrangement for effective implementation of UBE programme in Nigeria.	Analysis of Variance (ANOVA) and Duncan Multiple Range Test (DRMT)	F.ratio is 10.74 and F tabulated is 2.21	0.05	The hypothesis was rejected to mean that significant difference existed in opinion of respondents.
3.	There is no significant difference in the opinion of stakeholders on the adequacy and availability of personnel resources for the implementation of UBE Programme in Nigeria.	Analysis of Variance (ANOVA) and Duncan Multiple Range Test (DMRT)	F.ratio is 22.60 and F tabulated is 2.21	0.05	The hypothesis was rejected to mean that significant difference existed in opinion of respondents.
4.	There is no significant difference in the opinion of stakeholders with respect to effectiveness of supervision, monitoring and evaluation machinery put in place for the implementation of UBE programme in Nigeria.	Analysis of variance	F.ratio is 1.0 and F tabulated is 2.21	0.05	The hypothesis was, accepted to mean that no significant difference existed in the opinions of respondents.

5.	There is no significant difference in the opinion of stakeholders with regards to the adequacy of participation of community in the implementation of UBE programme in Nigeria.	Analysis of variance	F.ratio is 0.89 and tabulated is 2.21	F 0.05	The hypothesis was, accepted to mean that no significant difference existed in the opinions of respondents.
6.	There is no significant difference in the opinion of stakeholders with regards to role of international community and donor agencies in the implementation of UBE in Nigeria.	Analysis of Variance (ANOVA) and Duncan Multiple Range Test.	F.ratio is 12.39 and tabulated is 2.21	F 0.05	The hypothesis was rejected to mean that significant differences existed in the opinion of respondents.
7.	There is no significant difference in the opinion of stakeholders with regards to the state and local government adherence to the blue of UBE implementation in Nigeria.	Analysis of Variance (ANOVA) and Duncan Multiple Range Test	F.ratio is 28.98 and tabulated is 2.21	F 0.05	The hypothesis was rejected to mean that significant differences existed in the opinion of respondents
8.	There is no significant difference in the opinion of stakeholders with regards to adequacy of curriculum for the implementation of UBE programme in Nigeria.	Analysis of Variance (ANOVA) and DMRT	F.ratio is 22.56 and tabulated is 2.21	F 0.05	The hypothesis was rejected to mean that significant differences existed in the opinion of respondents
9.	There is no significant difference in the opinion of stakeholder with regards to free and compulsory education of UBE programme in Nigeria.	Analysis of Variance (ANOVA) and DMRT.	F.ratio is 19.45 and tabulated is 2.21	F 0.05	The hypothesis was rejected to mean that significant differences existed in the opinion of respondents

Table 4.28 shows the summary of hypotheses tested and results. It was observed that hypotheses 1, 2, 3,6,7,8 and 9 were rejected while hypotheses 4 and 5 were accepted. With these results, the hypotheses can finally be interpreted as follows.

i. There were significant differences in opinion of principals, teachers in JSS, head teachers, teachers in primary schools, SUBEB staff and education secretaries in respect to adequacy of infrastructural and instructional facilities for the implementation of UBE programme in Nigeria.

ii. There were significance differences in opinion of stakeholders with respect to the adequacy of funding arrangement for effective implementation of UBE programme in Nigeria.

iii. There were significance differences in opinion of principals, teachers in JSS, head teachers and teacher in primary schools, SUBEB staff and education secretaries with respect to the adequacy and availability of personnel resources for the effective implementation of UBE programme in Nigeria.

iv. There were no significant differences in the opinion of principals, teachers in JSS, head teachers, teachers in primary school, SUBEB staff and education secretary with respect to effectiveness of supervision, monitoring and evaluation put in place for the implementation of UBE programme in Nigeria.

v. There was no significant difference in the opinion of principals, teachers in JSS, head teachers, teachers in primary school, SUBEB staff and education secretaries with respect to adequacy of participation of community in the implementation of UBE programme in Nigeria.

vi. There were significant differences in the opinion of principals, teachers in JSS, head teachers, teachers in primary schools, SUBEB staff and education

secretaries with respect to the role of international community and donor agencies for the implementation of UBE programme in Nigeria.

vii. There were significant differences in the opinion of principals, teachers in JSS, Head teachers, teachers in primary schools, SUBEB staff and education secretaries with regard to state and local governments' adherence to the implementation guidelines of the UBE programme in Nigeria.

viii. There were significant differences in the opinion of principals, teachers in JSS, Head teachers, teachers in primary schools, SUBEB staff and education secretaries with regards to adequacy of curriculum for the implementation of UBE programme in Nigeria.

ix. There were significant difference in the opinion of principals, teachers in JSS, teachers in Primary schools, SUBEB staff and education secretaries with regards to free and compulsory education of UBE programme in Nigeria.

4.4 Discussion of Findings

4.4.1 Opinions of Respondents on Adequacy of Infrastructural and Instructional Facilities for the Implementation of UBE Programme in Nigeria

The hypothesis which sought the opinions of the respondents regarding the adequacy of infrastructural and instructional facilities for the implementation of UBE programme in Nigeria revealed that majority of the stakeholders did not agreed that the basic infrastructural and instructional materials were adequately provided in schools. However, the principals, head teachers, SUBEB staff and education secretaries seem to agree that infrastructural and instructional facilities are provided, but on the spot assessment of some of the schools visited revealed gross inadequacy of infrastructure and instructional materials.

In most of the schools visited, basic infrastructural and instructional facilities such as classrooms, furniture/offices games or sport equipments, toilets, water, and instructional

materials, e.g. textbook for teachers, and pupils in 4 core subjects were inadequate and these facilities were expected to be provided by the UBEP in Nigeria. This result agree with the findings of Abdulkareem (2000) who corroborates this fact in the findings of his study on adequate provision and maintenance of instructional materials and textbooks for a successful implementation of Universal Basic Education (UBE) programme in Nigeria. He observes that a lot of pupils are without necessary textbooks in spite of the World Bank and Federal Government efforts on the primary education project. Many schools do not have textbooks while those provided never distributed them to users for logistic constraints. Similar findings by (Omokhodion,(2008) has indicated that shortage of equipment, infrastructure, textbooks and instructional materials are undermining the successful implementation of the UBE programme. Without the provision of adequate textbooks and instructional materials, it will be difficult to implement the school curriculum. An investigation conducted by Ikoya & Onoyase (2008) revealed that inadequate infrastructure in schools is impeding effective UBE implementation. In another view, Nwagwu (1976), Obanya (2000) and Adeyemi (2007) reports that to achieve strong educational foundation, the Nigeria primary education system therefore needs adequate facilities such as blocks of classroom, furniture, instructional materials, libraries and other school equipment in order to enhance learning environment. These are expected to be provided for; conducive classroom, effective classroom communication climate, conducive teaching-learning atmosphere.

4.4.2 Opinion of Respondents on Adequacy of Funding Arrangement put in Place for Effective Implementation of UBE programme in Nigeria

Analysis of hypothesis two which solicited the opinions of respondents on adequacy of funding arrangements. Although, the opinions of the primary school

teachers and SUBEB staff seem to agree that funding arrangement was adequate. It is pertinent to conclude that principals, JSS teachers and head teachers disagreed with the fact that funding arrangement for the implementation of UBE programme were lacking override since the education secretaries were also in their favour. In some occasion, it was true that some primary and junior secondary schools had attention of UBE in urban centres. Funding might be available, but as to whether or not funds get to the target areas could not be ascertained. However, funds are not directly released to local government education authorities, but through the State Universal Basic Education Boards. However, poor management of available resources and corruption also contributes to the problem of weak financial capacity in the Nigerian education sector- the sector is said to be characterized by weak planning and budgeting, poor financial management and procurements practices (World Bank, 2008). Because corruption is of serious concern in the Nigerian society, the issues of proper utilization of funds and accountability are critical. It is obvious that not all funds allocated for the UBE programme are used for the intended purposes due to high level of corruption in key implementing agencies and wasteful spending. Egonmwan (2002) rightly observed that when corruption penetrates the implementation process, policy / programme becomes mutated and desired goals may not be achieved.

4.4.3 Opinion of Respondents on Adequacy and Availability of Personnel Resources for the Implementation of UBE Programme under the Study

The hypothesis demanded the opinions of respondent on adequacy and availability of personnel resources for the implementation of UBE programme. It was discovered that difference existed in the opinion of six groups of respondents. This

implies that ever since the disqualification of Grade II teachers as the minimum qualification for teachers, the condition of personnel in teaching has drastically dropped. With the increased enrolment of pupils in school, the teacher /pupil ratio is high couple with inadequate qualified and experienced teachers in primary and Junior Secondary Schools

The findings of this hypothesis therefore concluded that there is need for government to recruit or appoint more quality teachers to reduce teacher-pupil ratio (e.g. 1:20) that can be adequately managed. In some areas, especially in the rural areas only the head teachers and religious instructors are found as classroom teacher that handles all the arms and in all subjects. This is collaborated by the study of Edobor (2007) regarding the availability of human and material resources in vocational course, in secondary schools in the south-eastern parts of Nigeria, the discoveries were in line with Odunsanya (2006), Aina (2000) and NERD (2004), confirming the inadequacy of human and material resources in the teaching and learning processes. Mkpa (2000) viewed mentoring as a very efficient and cost-effective approach to staff development. The less experience teacher who is attached to the mentor consults the later, on all matters, and is properly guided in her/his professional activities. Adamaechi and Romaine (2000) feels it is very wrong to isolate planners from those who will implement the programme and advocate that experienced teachers be given the opportunity to help in the planning and implementation phase for the UBE to succeed.

4.4.4 Opinion of Respondents with Regard to the Effectiveness of Supervision, Monitoring and Evaluation Machineries put in Place for the Implementation of UBE Programme in Nigeria.

Hypothesis four solicited the opinion of respondents on the effectiveness of supervision, monitoring and evaluation for the implementation of UBE programme in

Nigeria. It was revealed that consensus was reached on the opinion of the respondents as to whether or not effective supervision, monitoring and evaluation had influence the implementation of UBE programme in Nigeria.

The consensus agreement seemed to suggest that the role of supervision, monitoring and evaluation on UBE programme implementation cannot be overemphasized. But this is lacking because of several factors such as, lack of vehicles and funding for school supervision, difficult terrains hindered effective supervision and among others. This result corroborates with findings of Ige (2012) which suggested the need to improve and maintain roads to facilitate inspection visits to schools. In view of the bad road networks and lack of access to many schools in Nigeria, government should improve the state of roads to the schools for easy transportation of inspectors to and from the schools, and for the performance of their duties.

Also, according to Ogunu (2005) the consequence of this shortage of supervisory personnel is that most of the time, a lot of unprofessional practices are carried out in our schools to the detriment of the children. The training of new supervisors and the retraining of old ones should be taken seriously. Special training centres where experienced and practicing supervisors are available should be established for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the inspection of primary education. Supervisors could be sponsored to seminars and workshops or conference to update Strategies for Improving Supervisory Skills, for effective primary education in Nigeria (Adamaechi and Romaine, 2000)

4.4.5 Opinion of Respondents Regarding on Adequate Participation of the Community in the Implementation of UBE Programme under Study

Analysis of hypothesis five, which elicited for the opinion of respondent on the

adequacy of participation of community in the implementation of UBE programme in Nigeria. The findings from the responses of respondents indicated agreement on their opinions. This seemed to suggest that the respondent position on the participation of the community in the implementation of UBE programme is paramount. It could therefore be concluded, that the community play a very significant role in schools. In the opinion of respondents, it could be ineffective mobilization and sensitization of community to be partners in the development of education that is responsible for their lukewarm attitude in some areas.

4.4.6 Opinion of Respondents on the Role of International Community and Donor Agencies in the Implementation of UBE Programme under Study

Hypothesis six tried to find out the opinion from the responses of the respondents on the role of international community and donor agencies in the implementation of UBE programme in Nigeria. The findings revealed that, there seemed to be difference among the respondents, as SUBEB staff and education secretaries were in agreement on the role of international community and donor agencies', but the opinions of principals, JSS teachers, Head teachers and primary school teachers were observed as the same in which they did not agree with the other two groups.

The non conformity of the opinions of SUBEB staff and Education secretaries with that of the Principals, Teachers in JSS, Head teachers and Primary school teachers could not be unconnected with the argument that they might not know whether or not international community and donor agencies played significant role in the implementation of UBE programme in Nigeria, since they are not directly linked with the agencies, hence, adequate information on the international community activities in UBE programmes is sparsely lacking. It has been observed that many agencies involved in the UBE implementation have brought fragmentation and conflict of roles /

responsibilities (Nigeria, 2008). The large number of government, international communities and donor agencies participating in the implementation of the UBE programme nation-wide is bound to create co-ordination and communication problems. UNESCO (2002).The World Bank is among the group of institutions that the Federal Government has entered into partnership with in the implementation of its UBE scheme. The Bank supports capacity building projects that will enable States and Local Councils manage and implement the scheme efficiently.

4.4.7 Opinion of Respondents on the State and Local Government Adherence to the Guidelines of Implementation of the UBE Programme in Nigeria

In hypothesis seven, the opinions of the respondents on the state and local government adherence to implementation guidelines of UBE programme in Nigeria were demanded. The findings revealed that different opinions were held by respondents in respect to state and local government adherence. However, the SUBEB staff and teachers in primary schools were in agreement on the state and local government adherence, while the opinions of principals, teachers in junior secondary schools and head teachers did not agree with the opinions of the three groups. The non conformity in the principals, head teachers, and JSS teachers could suggest that the government felt they had done their best on state and local government adherence. In the opinion of education secretary, the state and local government adherence is not adequate. Education secretary also seemed to suggest that state and local government should be monitored to the later to have successful adherence to the implementation of UBE programme. Another major source of constraint pertains to inadequate funding, though the federal government takes the lead in setting policy and financing basic education through transfers to states, financial responsibility for basic education is split largely between the states and local governments. Local Governments, for instance, are charged with paying the salaries and allowances of primary school teachers. Despite the shared

responsibility for UBE financing by the three tiers of government, funding has remained an issue. (Nigeria, 2008)

Asuka and Paulley (2008), in their analysis of the funding of the Universal Basic Education programme (UBE) in Nigeria, noted that the envisaged financial contributions from various sources, particularly local communities and individuals, as proposed by the federal government's implementation guidelines, have not had a visible impact on the success of the programme. They attribute this situation to poor public understanding and the inadequate mobilization of the public by the government. They attribute the low participation of children, especially female children, in the UBE programme, to the poor state of schools.

4.4.8 Opinions of Respondents on Adequacy of Curriculum for the Implementation of UBE programme under study.

Hypothesis eight tried to find out from the opinion of five categories of respondents on the adequacy of curriculum for the implementation of UBE programme in Nigeria. From the findings of the study, it was revealed that divergent differences appeared between the groups of principals, teachers in JSS, Head teachers and teachers in primary school, with the other groups, which seemed to share the same view. Thus, the opinions of SUBEB staff and Education Secretaries were observed as the same. The non-conformity of the opinions of SUBEB staff and Education Secretaries with that of the principals, Head teachers, and teaching staffs in both primary and junior secondary schools could not be unconnected with the argument that the SUBEB staff and education secretary's were shying away from the fact that the curriculum was adequate for the implementation of the UBE programme, but basic infrastructural and instructional materials were not adequate to support the curriculum as planned. Hence, curriculum could not fulfil the aims and objectives of UBE programme when

laboratory, introductory technology and computer laboratories seemed to be lacking. This work agree with the findings of Adeyemi (2007),which reports that to achieve strong educational foundation, the Nigeria primary education system needs adequate facilities such as blocks of classroom, furniture, etc. proper curriculum planning for successful implementation of UBEP

4.4.9 Opinions of Respondent With Regards To Free and Compulsory Education of Primary and Junior Secondary School for the Implementation of UBE Programme in Nigeria

In hypothesis nine, the opinions of respondents on free and compulsory education of UBE programme were solicited. From the findings, it was revealed that the opinions of the principals, head teachers, agreed with the opinion of teachers in primary and Junior Secondary schools. However, the opinion of SUBEB staff, and education secretaries were significantly different. Similarly, it was also discovered that teachers in primary schools agreed with SUBEB staff and Education secretaries in their opinion of free and compulsory education. To this end, it seemed to suggest that the position of respondents on free and compulsory education was partially or not fully implemented because parents still buy textbooks and writing materials for pupils. No penalty for parents whose children are roaming about as well as free feeding was lacking. There is hidden cost on Parents. Hidden cost in the sense that children are levied in various ways to make up for some essentials in the school. Therefore, UBEP is not totally free and compulsory. Margaret Ya'u, programme manager for the Civil Society Action Coalition on Education for All (CSACEFA- an international Non-governmental organization that monitors progress in the path to the attainment of EFA in 2015), said that despite declarations that the UBE is meant to be free and compulsory, many children are not in school because of hidden costs. According to her "we've been going around communities and discovered that just N50 or even less can prevent a family from

sending a child to school (the Nation Thursday, October, 16, 2008). Therefore, the free and compulsory component of the UBE programme largely depends on the extent to which it is made truly free.

Also, World Bank country assessments reveal that 88 million Nigerians are living below the international poverty line of US$1.25 a day (World Bank, 2009). This, in turn, means that a significant percentage of Nigerians cannot invest in sending their children to school. Consequently, the opportunity to acquire an education for a large proportion of the school aged population depends on the provision of education as a social service. For the Nigerian state this means that there are many people to be educated and many educational programmes to be implemented

Summary

The research was arranged to analyzed and discuss in detail adequacy and access the implementation of UBE programme in Nigeria from 1999 – 2009. What the researcher used for the study were principals, junior secondary school teachers, Head teachers, primary school teachers, SUBEB staff and Education secretaries. Descriptive and inferential statistical procedures were used for the study. Also, frequencies and percentages were used to give a general description of the data obtained.

One way Analysis of Variance (ANOVA) statistical procedure was adopted to determine the opinions of respondents on the issue raised in the research. Seven hypotheses were rejected and were subjected to Duncan's Multiple Range Text to compare and ascertain the extent of significant difference. However, two hypotheses were accepted.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the entire work, titled "Assessment of the Implementation of the Universal Basic Education Programme in Nigeria" (1999 - 2009). The chapter also, provides the summary of the findings, conclusions and recommendations.

5.2 Summary of Findings

Based on the findings of the study, the following summaries were made:

5.2.1 Adequacy of infrastructural and instructional facilities on ground for the implementation of UBE programme in Nigeria

Infrastructural and Instructional Materials on ground were found to be grossly inadequate for effective implementation of UBE in Nigeria as the basic necessities to make teaching and learning in Nigerian schools a worthwhile affair, were in short supply or dilapidated. Quality and quantity of teaching and learning materials like text books for teachers and pupils and also, reference books were lacking in most schools. Text books in the four core subjects which were to be supplied by the Federal Government are grossly inadequate, as only few schools and mostly those in the urban centres, had access to these books. There seemed to be some connivance between SUBEB officials and publishers as some staff interviewed tended to suggest. For instance in some schools, it was observed that publishers supplied books that were not recommended. Teachers on the other hand lacked instructional materials, necessary for effective lesson delivery in most of Nigeria's UBE schools. Essential infrastructural facilities such as classrooms, furniture for teachers and pupils, libraries, laboratories and toilets were lacking in most schools, especially in rural areas as we still have open classrooms like under the tree Inadequate furniture for teachers and pupils, dilapidating

structures or decay of infrastructure abound in most schools. There is non-availability or dilapidated toilet facilities for teachers and pupils, as well as portable water. Libraries in schools were grossly in-adequate and if available, not adequately equipped.

5.2.2 Funding Arrangement for the Implementation of UBE programme in Nigeria

Funding arrangement for the effective implementation of UBE was inadequate. Funds were not utilized at target areas as evidence were abound in most schools still having dilapidated classrooms and other necessities begging for rehabilitation and payment of teachers' salaries in some states were irregular. No proper estimation of funds needed for the implementation for instance in the areas of teachers training and retraining; teachers' emoluments; construction and rehabilitation of infrastructural facilities; Provision of essential instructional materials etc.

Funds are not utilized on target areas and as such, there is inadequate funding of programmes and projects in the States. No impress for LGEA's and JSS Schools. Education secretaries have no direct access to funds meant for schools in their respective LGA's as SUBEB handle all funding matters. Payment of salaries was regular in some states and leave grants delayed. Inadequacy of funds to rehabilitate dilapidated school buildings inhibits effective implementation. Provision of functional vehicles, and funds for supervision, are grossly inadequate.

5.2.3 Adequacy of Personnel Resources for the Implementation of UBE programme in Nigeria

Personnel capacities in the delivery of a sound basic education for all Nigerian citizens were found to be inadequate qualitatively and quantitatively, as many schools across the country were manned by unqualified teachers, who cannot deliver sound education. Despite the use of Federal Teachers scheme to support the manpower

needs, casual or part time teachers were still being employed to augment the short fall in some states. Teacher pupil ratio is 1:100 and 1:150 in most states as against ratio 1:40 in the National Policy on Education (2004). The percentage of unqualified teachers in the system is still very high, as we still have Teachers College Refers, Senior Secondary School leavers and other unqualified personnel still in the system as teachers. School supervisors were grossly inadequate thus, Irregular supervision. Inadequate number qualified introductory technology teachers. Inadequacy of supervisory machinery by Ministry of Education and SUBEB .No specialized teacher for the newly introduced subject (Entrepreneurship education) SUBEB to employ more qualified teachers. Encourage teachers by giving more incentives to make them stay on the job, like training and retraining of the teachers.

5.2.4 Effectiveness of the Supervision, Monitoring and Evaluation for the Implementation of the UBE programme in Nigeria

Effective supervision, monitoring and evaluation played an important role in the implementation of UBE programme in Nigeria. Supervision, monitoring, and evaluation keep and straighten records and commitments, on the part of the teachers but mobility for effective supervision is grossly inadequate. There is inadequate supervision of schools as there is low capacity development for quality assurance officers.

Some schools are faced with difficult terrains that hindered effective supervision, especially in the remote areas. Unavailability of supervision materials and time allocated for the supervision, affected the effectiveness of supervisors.

5.2.5 Stakeholders' Participation (Community) in the Implementation of UBE programme in Nigeria

Some communities build classrooms and provide furniture, hence, community played active role, in the implementation of UBEP. Community participation in

school affairs was not satisfactory, especially in urban centres. Security provided by the community is satisfactory, but security personnel are not fully armed. In J.S.S., communities recruit teaching staff to meet up the inadequacy of teachers. These teachers are tagged PTA teachers

5.2.6 Role of International Community and Donor Agencies in the Implementation Of UBE programme in Nigeria

UBE has received international and donor agencies' assistance, e.g. UNICEF. There should be guidelines for distribution of assistance from such agencies as only urban communities' benefit mostly from international and donor agencies. They supply water to primary schools, build toilets etc.

5.2.7 State and Local Government Adherence to the Implementation of UBE programme

Level of adherence by states and Local Government leaves much to be desired as there is role conflict among Government agencies at the State level. Non indigenes are charged differently, especially in JSS in some states. There is Low transition rate from primary schools to Junior Secondary Schools. LGEA's are not given full autonomy to construct or rehabilitate classrooms. There is gross Inadequacy of infrastructural facilities for teachers and pupils by the state and local government. SUBEB should release funds to LGEA to execute projects that are crucial to the implementation. Inadequate supervisors and transport facilities, especially at the L. G. A. level.

5.2.8 Adequacy of the Curriculum for the Implementation of UBE programme

Ineffective curricular delivery; provision of CA records and curriculum modules are inadequate. Most schools lack curriculum modules and computers. There was inadequacy of teaching resources in most schools, and improvisation of teaching aids was also, not encouraging. Disarticulation of junior secondary school from the senior secondary school was slow due to inadequate facilities

and curriculum modules to harmonize the Universal Basic Education programme.

5.2.9 Free and Compulsory Nature of UBE Programme

Payment of school fees is free to some extent because the pupils in primary schools and JSS students pay other charges through PTA. Feeding arrangement is completely absent except in some states like Kano. Parents still buy text and writing materials for their children. No punishment for parents whose children are not in school /drop out, therefore accessibility to UBE is seriously constrained, as many children aged 6-15 years are not in school, ten years after the commencement of the UBE programme in Nigeria. Pupils are expected to have access to high quality schools not more than 1 kilometre from their homes, but pupils in the rural areas have to trek long distances to school. This runs contrary to the implementation guide lines. The free and compulsory nature of the UBE is constrained as parents still pay levies of various types. The free text books in the four core subjects' area as stipulated by the implementation guide lines are still a mirage.

5.3 Conclusion

From the analysis and results of the findings of this study, it could be concluded that; infrastructural and instructional facilities for the implementation of UBE programme in Nigeria were available, but grossly inadequate for pupils and students of Junior Secondary Schools, especially in rural areas. There has been gross inadequacy of staff offices, toilets, water and textbooks for teachers and pupils.

The study concludes that UBE programme has been under funded by the federal and state governments. The consequences of underfunding have sometimes resulted in teachers' strike nationwide or in some states. For this reason, basic infrastructural and

instructional materials are hardly met. Hence, this may result to pupils bringing writing materials from home.

Teachers in primary and Junior Secondary schools are not adequate. Thus, unqualified teachers and TC II holders are the only substitute for teaching. This could definitely result in poor output of pupils in primary schools. It was however, noted that few primary and especially JSS, had NCE and Degree holders teach various subjects. The recruitment of more teachers in core subjects' areas by SUBEB and state Ministries of Education will enhance positive results.

It was also observed that supervision, monitoring and evaluation are inadequate as lack of transportation and bad terrains in rural areas hindered effective supervision.

Role of International community and donor agencies cannot be overemphasized as they intervene in the provision of infrastructural and instructional facilities. The community provides security for the school properties, while the international community provides infrastructural and instructional materials. This can be enhanced by providing funds to LGEA's to handle the project and to be supervised by SUBEB.

Most states had low transition rate from primary schools to junior secondary schools. LGEA should be given full autonomy to construct new and rehabilitate old classrooms.

UBE has not introduced feeding arrangement, free textbooks, writing materials, etc. No precautionary actions against parents or children who dropped out from school. Good laws and policies on free and compulsory education will facilitate and reduce the children in the street hawking or *Almajiri*.

5.4 Recommendations

In line with the findings and conclusions of this study, the following recommendations were made:

Infrastructural and Instructional Materials: It is pertinent to recommend that adequate infrastructural facilities should be provided by SUBEB, e.g. classes, offices, toilets, water, etc and SUBEB should renovate more classrooms all over the states, rather than concentration in the urban area. There should be continuity in the rehabilitation and construction of classrooms, as instances are abound where rooftops of some classrooms are blown off and unattended to, while new classrooms are being constructed. These old building are allowed to deteriorate to the extent that they become an abode for reptiles.

Adequate textbooks in core subject areas in primary and junior secondary schools should be improved upon. Libraries should also be stocked with relevant books in line with the curriculum. Most schools window dress. When inspectors are to visit their schools, they borrow books and other materials just to cover up their deficiencies. Inspectors should make it a point of duty, to once in a while, make impromptu visit. Provision of additional classrooms, pupils' and teachers' furniture, should be intensified. Rehabilitation of dilapidated buildings and provision of requisite instructional materials should be the top most priority of SUBEB in various states.

Adequate funding. This is key to the development of any programme, the UBE programme inclusive. UBE is capital intensive, if the expected quality is to be achieved. Thus, continuous financial support is required. The various levels of Government must make un- interrupted financial arrangements, which will see to it that the programme implementation does not suffer, for the provision of resources for the UBE, depends on how much funds are made available.

UBE Curriculum: The basic education curriculum should be reviewed from time to time so that new ideas can be injected into it. Worthy of note is that the UBE was introduced in 1999 though, it was only in 2008 (about nine years later), that a new

curriculum was unveiled. The essence of the basic education programme is to train our youths, skills that they can fall back to, in case they could not go beyond the basic education level. The present curriculum is aimed at giving the child diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement though; the teachers for these new subjects are not on ground. Efforts should be intensified to train teachers in the area of vocational and technical education, ICT, and entrepreneurial education.

Structure for Basic Science, Basic Technology

There is no adequate structure for Basic Science and Technology on ground for effective implementation of UBE. Most primary schools lack the requisite materials that can make the teaching and learning of these subjects a worthwhile experience, as the provision of well-equipped Laboratories, text books, quality, type and appropriateness of instructional materials, would impact positively on teaching and learning. It would be imperative if vocational canters are established in various schools especially at the upper primary and junior secondary schools, so that they can have practical training that can make them self-sustaining at the end of the 9 year schooling, since the essence of the compulsory 9 years is to make them self-reliant, if they cannot continue with schooling.

Structure for Computer Studies/ ICT

In the UBE curriculum, Computer or ICT is one of the core subjects but the structure for its effective teaching and learning is not in place in most schools in Nigeria. Most pupils interviewed claimed they had neither seen nor touched one, but they see them in pictures and in text books. Qualified teachers for Basic Science/Technology and the newly introduced Entrepreneurial studies are in short supply. Government should intensify efforts to make the study of ICT, a reality in all the states of the federation, if

Nigeria is not to lagged behind in the scheme of events of the global world, where the language today, is ICT.

Quality and Quantity of Teachers: This is vital to the survival of UBE in Nigeria. NCE is the lowest qualification expected of UBE teachers, but the percentage of unqualified teachers in most of the states is alarming. In some states, you still have TC II referred and SSCE holders as teachers. Effort should be intensified by the implementing agencies i.e. UBEC, SUBEB, and LGEA to employ more qualified teachers. Unqualified teachers should be encouraged to enrol for improvement courses. Capacity building for teachers should be given utmost importance by organizing training workshops for teachers and school managers, in-service training of teachers and upgrading of TC II teachers. Training and retraining of teachers should be encouraged by the government to enhance the quality of the programme

SUBEB should intensify sensitization of parents/communities on the 9 year compulsory Basic Education Programme. Government should introduce school feeding programme to boost enrolment.

Teacher Morale and Motivation: Teacher Management and support issues in Nigeria, always revolve around three groups of factors, which operate in concert to influence the morale and motivation of the teacher at work. These are:

i. Monetary factors which include salaries, allowances and pension issues, should be taken seriously, as there is that tendency for teachers to compare their lot with those of other professions. Such comparison may succeed in arousing grievances and frustrations in the teachers. If those of other profession are better placed even though, they have the same qualification.

ii. Condition of work place which includes office accommodation, toilet facilities, classrooms and equipments, teaching aids and other necessities that enhance teaching and learning.

iii. Advancement opportunities including promotions, release for in-service training, attendance of workshops; conferences and sponsorship to refresher courses, are opportunities the Nigerian teacher yearns for. SUBEB should pay salaries and allowances of teachers as when due, leave grants should be paid to teachers to avoid unnecessary strike. Capacity building workshops should be organized on regular basis for teachers to get them updated and to be abreast of the happenings in their chosen profession.

SUBEB should equip science laboratories, technical workshops, libraries and computer laboratories for the Junior Secondary Schools, for proper and efficient use, Ministry of Education and SUBEB should employ more teachers in areas of science, technical and computer education and Endeavour to train teachers in the newly introduced subjects, like entrepreneurial education. Situations where physics or chemistry teachers are made to teach courses outside their area of specialization, is detrimental to the system. Efforts should be made to train teachers in the newly introduced vocational and Entrepreneurial subjects.

Constant Supervision:

This is very vital, to the successful implementation, of UBE in Nigeria. Efforts should be intensified to revitalize an aggressive, strong and focused inspectorate division in both the federal and state ministries of education, manned by professionals to facilitate the improvement and maintenance of quality and standard in Universal Basic Education Programme.

UBE under the Local Government

The Universal Basic Education programme under the Local Government Authority impeded the effective implementation process, as most of the teachers employed are in most cases unqualified and done for political reasons. It is either they are relatives or political thugs that needed to be settled

Above all, over politicization of Education should be seriously discouraged as Education is too serious a business to be toyed with. Therefore, Government and its agencies should see Education as such. There should be continuity in educational projects. The abandonment of one project at the entrance of a new regime, is detrimental to the Educational system of the country, Education should be insulated from political interference and be made to function effectively, especially at the Basic Education level for; it is the foundation of our Educational system

5.5 Suggestions for Further Studies

i. Assessment and critical analysis of Universal Basic Education funding in Nigeria.
ii. Investigation into human resources development for the implementation of the Universal Basic Education in Nigeria.
iii. An investigation of the functionality of the adult and non-formal education.
iv. Further research should be conducted on supervision, monitoring, and evaluation, to ascertain its effectiveness or otherwise.
v. An analysis of education cost in Nigeria, to know where our education problems lie.
vi. A comparative study of the level of Universal Basic Education implementation in the six Geo – Political Zones of Nigeria.

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Appendix I
ASSESSMENT OF THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN NIGERIA FROM 1999-2009
APPENDIX A

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Dear Respondents,

This questionnaire is aimed at eliciting information from the respondents on **"Assessment of the implementation of the Universal Basic Education programme in Nigeria from 1999-2009" (ASIMUBEP)**. Please kindly provide honest responses to respective items in the questionnaire by ticking () the appropriate column. Note that the abbreviations on the right hand side of section B, stands for the following:

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Your opinion in this area of study will not only contribute to the overall success of the work, but enhance successful implementation of the Universal Basic Education programme in Nigeria. You are assured that your responses will be kept in the strictest confidence possible.

Thanks in anticipation for your cooperation.

SULEIMAN, Habiba (Mrs.)
Researcher

Section A: Please tick ( ) as appropriate

General Information

(i) Name of the school:_____

(ii) Geo-political

(iii) zone:_____

(iv) State :_____

(v) Senatorial District_____

(vi) Local Government_____

(vii) Rank/Office of responsibility:_____

(viii) Sex: Male ( ) Female ( )

(ix) Category : Primary school ( ) Junior secondary school ( )

(x) Highest Educational Qualification obtained

(a) Ph.D ( )

(b) M.Ed ( ) M.A ( ) M. Sc. ( )

(c) B.Ed ( ) B.A Ed ( ) B.Sc.Ed ( )

(d) NCE ( )

(e) Others; please specify_____

(xi) Years of Teaching Experience

0-5 years ( )

6-10 years ( )

10-15 years ( )

16-20 years ( )

21 years & above ( )

Section B

S/N	Available infrastructural and instructional facilities	SA	A	U	D	SD
1.	The staff is accommodated in adequately furnished offices.					
2.	There is adequate furniture for the pupils and teachers					
3.	The libraries are equipped with library facilities and up-to-date books.					
4.	There is provision for functional science laboratories.					
5.	The class rooms are commensurate with the enrolment.					
6.	There is a functional library in the school					
7.	Classroom are well ventilated					
8.	Provision of first aid are manned by professionals					
9.	Teachers are being mobilized to write books that are based on specific curriculum.					
10.	The infrastructure of the Junior secondary school is distinctively separate from the senior school					
	Funding Arrangement for the Implementation of UBEP	**SA**	**A**	**U**	**D**	**SD**
11.	Government vote adequate funds to UBE program.					
12.	Funds vote meant for UBE is released as at when due.					
13.	Government is sincere with UBE financial policy.					
14.	There is transparency in the disbursement of UBE funds.					
15.	The school is not short of funds in executing some projects.					
16.	The teachers are adequately remunerated					

17.	Administrators manage school funds adequately.					
18.	PTA funding is adequate.					
19.	The school get adequate funding from UBE					
20.	Available funds are targeted at areas which will really make a difference e.g. building, equipment, textbooks etc.					
	Availability of Personnel Resources for UBEP	**SA**	**A**	**U**	**D**	**SD**
21.	Government employed sufficient number of teachers for the programme.					
22.	The pupil teacher ratio (PTR) is adequate.					
23.	Science Laboratories are staff with specialist					
24.	Teachers recruited are qualified ones.					
25.	Federal teachers' scheme has contributed positively.					
26.	School library is headed by a professional					
27.	Only professional teachers are employed					
28.	Administrators are professionals					
29.	Local communities are mobilized for the provision of infrastructure for education					
30.	Teachers in Junior secondary schools are being trained and retained as the need arises.					
	Supervision, monitoring and evaluation of UBEP	**SA**	**A**	**U**	**D**	**SD**
31.	Supervision is adequate in primary and junior secondary schools					
32.	Supervisory man power is adequate					
33.	Supervisors are professionals					
34.	The supervisory mechanisms put in place to monitor programme implementation are adequate.					
35.	Feedback mechanism put in place to help correct lapses in the implementation process					

	are adequate.					
36.	Supervisors are friendly.					
37.	Supervisor sets standard for evaluating UBE projects.					
38.	Supervisors provide quarterly report to schools.					
39.	Monitoring & evaluation of relevant organization to guide decision making are adequate.					
40.	Collection of data by monitors improves the implementation of the UBEP.					
	Community participation in the implementation of UBEP	**SA**	**A**	**U**	**D**	**SD**
41.	Communities participation in the supervision of school programmes and teachers					
42.	Provide conducive environment for children to learn.					
43.	Communities forming local education communities					
44.	Participate in active decision making through PTA.					
45.	There is cordial relationship between teachers and administrators					
46.	Volunteering to recruit teachers and supporting them.					
47.	Ensuring that finance allocated to schools are judiciously utilized through PTA.					
48.	Parents constantly advocating enrolment in schools.					
49.	Communities ensure safety and maintenance of infrastructure in their locality.					
50.	Community organizes and ensures support and effective participation in the UBE programmes.					
	Roles of International community and donor agencies in the implementation of UBEP.	**SA**	**A**	**U**	**D**	**SD**
51.	International Agencies assisting in financing U.B.E projects through World Bank loans.					
52.	Donating funds from International development Agencies for adequate funding of U.B.E programs					

53.	Providing access roads to schools					
54.	Classrooms construction by donor agencies and N.G.Os.					
55.	Sponsoring mass literacy campaigns.					
56.	Mapping strategies to promote child education.					
57.	Provision of first aids, safe drinking water and toilet facilities.					
58.	International organization and donors have direct control/access to the implementation of UBE progrommes in Nigeria.					
59.	Provide relevant infrastructural, human & material resources for the successful implementation of UBE programme.					
60.	Encourage and support increase enrolment, retention and completion by the group in the programme.					
	States & local Governments adherence to the implementation guidelines.	**SA**	**A**	**U**	**D**	**SD**
61.	State and local Government charge school fees for non indigenes.					
62.	Teachers not serving in their state of origin are employed on contract basis.					
63.	Teachers salaries are paid at as when due.					
64.	Teachers are encouraged to go for in-service training.					
65.	The UBE programmes implementation is being politicized					
66.	Available fund are targeted at areas which makes a difference eg texts, building, equipments.					
67.	The infrastructure of junior secondary school is distinctively separate from the senior school.					
68.	School buildings are dilapidated and rarely refurbished.					
69.	Coordinate supervise and monitor the implementation of the UBE.					
70.	Initiate and execute specific project for the					

	attainment of the objectives the UBE					
	Adequacy of the Curriculum	**SA**	**A**	**U**	**D**	**SD**
71.	The curriculum has been diversified to adequately cover the individual and community needs.					
72.	The school curriculum emphasizes team work and spirit of enquiry					
73.	The curriculum has taken care of functional education.					
74.	Rudiments of computer literacy for both primary and junior secondary school.					
75.	Local craft people are involved in the delivery of vocational education.					
76.	New curriculum is in use.					
77.	New curriculum broadens pupil knowledge generally.					
78.	The new curriculum affords students opportunity to be self-reliant after 9 year basic education.					
79.	Teaching – learning materials depend on the curriculum.					
80.	Non text materials are being supplied by National Education Technical Centre.					
	Free and compulsory nature of UBE	**SA**	**A**	**U**	**D**	**SD**
81.	Textbooks are supplied free to pupils and students in primary and junior secondary schools.					
82.	Children are provided free mid-day meals.					
83.	Children are levied to purchase some accessories e.g chalk, duster etc.					
84.	Ages between 6-14 years receive free education in all public schools.					
85.	Government takes care of Almajir/boy-child education					

86.	Government takes care of girl-child education					
87.	Government penalized parent who refuse to send children to school					
88.	Children are provided free uniforms.					
89.	UBE cater for drop-out and out of school children effectively.					
90.	UBE make public enlightenment and social mobilization annually to achieve maximal enrolment.					

Appendix II

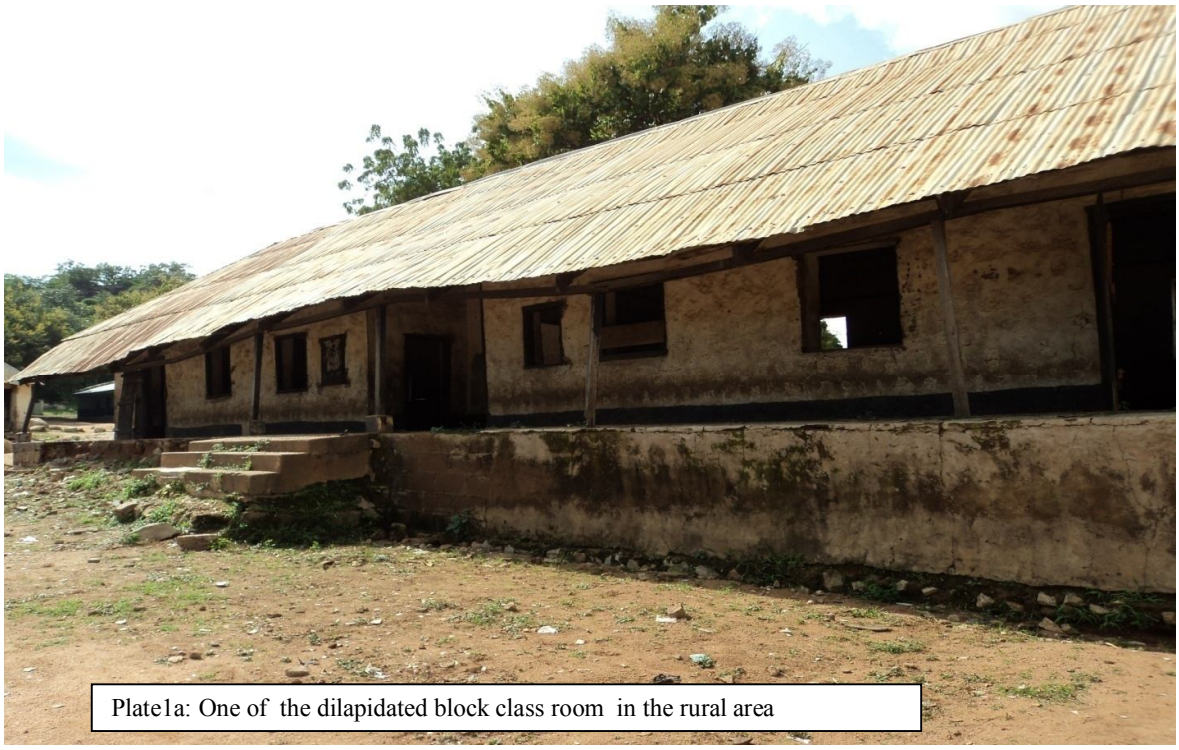


Plate1a: One of the dilapidated block class room in the rural area



Plate 1b: outer view of dilapidated class room in rural area



Plate 1c: Interior view of dilapidated class room in rural area



Plate 1d: Interior view of dilapidated class room in rural area (used for learning)

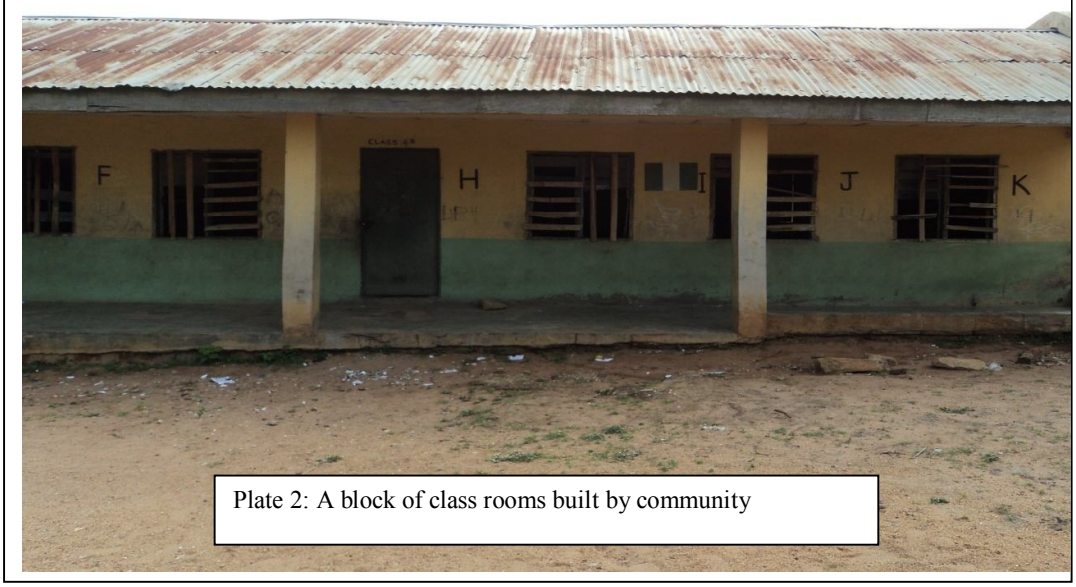


Plate 2: A block of class rooms built by community



Plateb 3: Learning in progress in UBEC class

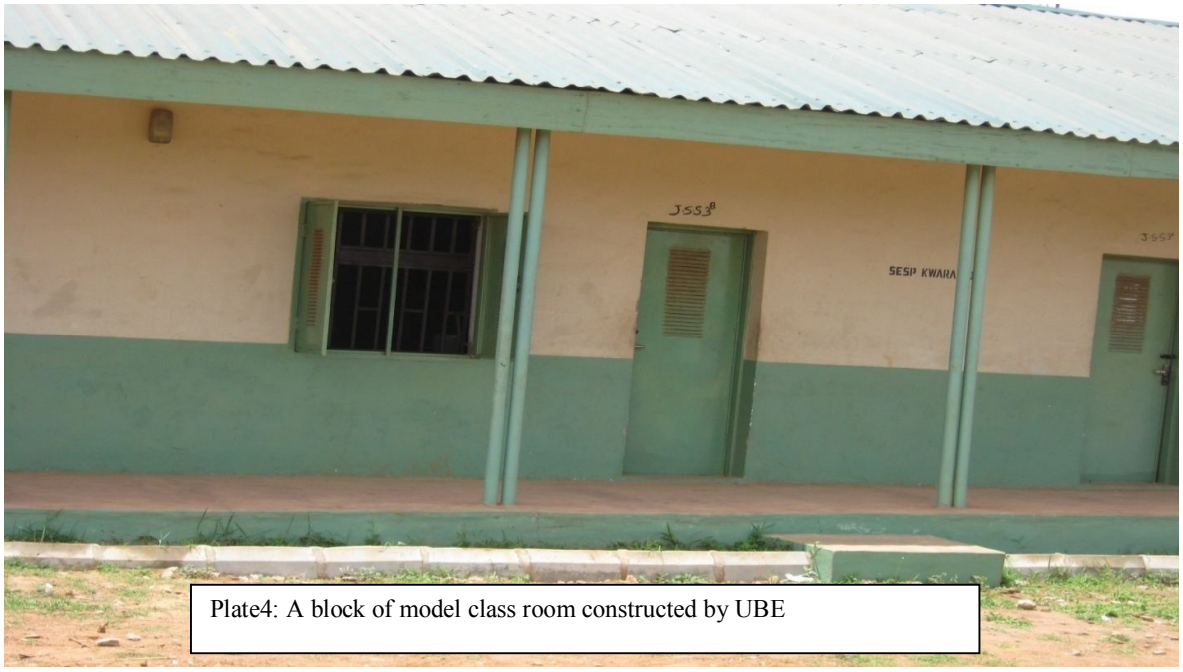


Plate4: A block of model class room constructed by UBE

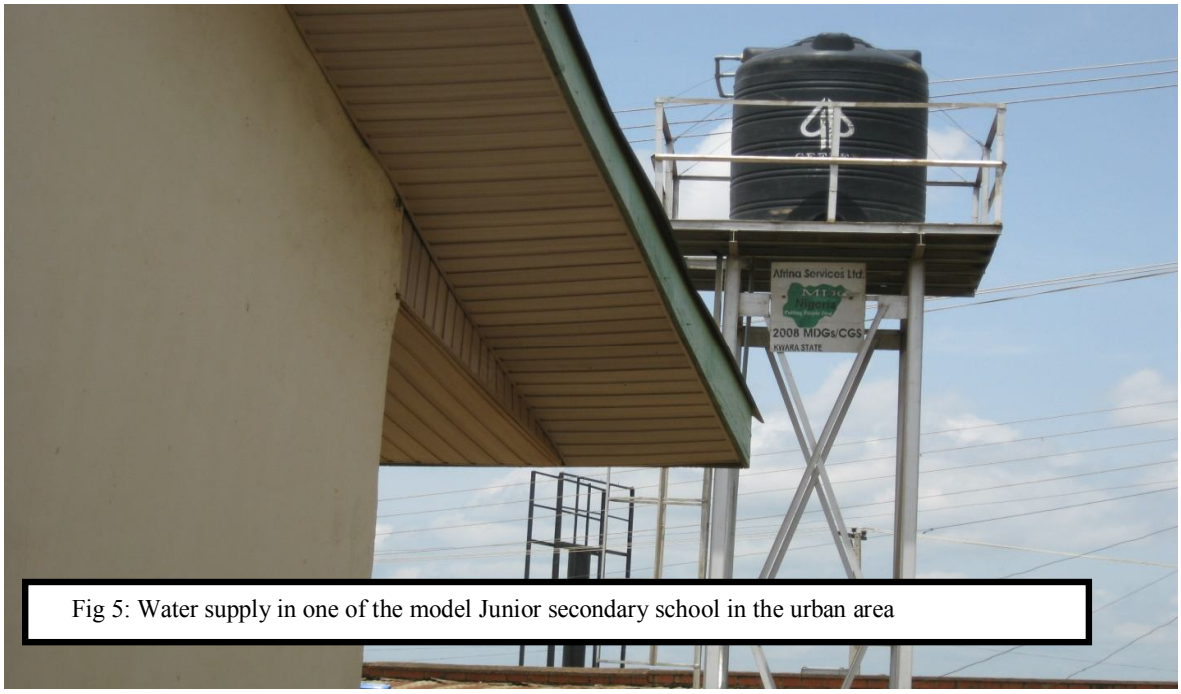


Fig 5: Water supply in one of the model Junior secondary school in the urban area



Fig 6: Members of international donor agencies inspecting infrastructural facilities in Junior secondary