

**ASSESSMENT OF THE MANAGEMENT OF UNIVERSAL BASIC
EDUCATION (U.B.E) PROGRAMME IN KANO STATE**

BY

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DECLARATION

I hereby declare that the research report titled “Assessment of the management UBE Programme in Kano State” was performed by me under the supervision of Dr. B. Maina, Dr. E.I. Makoju and Dr. M.O. Dare. References were made to various sources of information and are specifically acknowledged by means of references. To the best of my knowledge this project work has never been presented either or whole, nor submitted for any other degree.

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CERTIFICATION

This thesis titled “Assessment of the UBE Programme in Kano State” meets the regulations governing the award of the degree of Masters of Educational Administration and Planning of Ahmadu Bello University is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I wish to dedicate this work to my late mother deaconess NnennaIhudiyaOnyebueke for her encouragement during my trying periods. To late Dr. Salihiformer HOD Political Science Department, Bayero University, Kano, my Provost Dr. (Mrs) R.B. Mohammed and my HOD Mrs. Evelyn Nwagu for standing by me when I need them most.

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ABSTRACT

This research is on the assessment of the management of UBE programme in Kano state. The study is aimed at finding out how the UBE programme in Kano state is managed. The study was designed to answer the following questions; what is the staff situation in the effective execution of the UBE programme in the state? Are the schools well equipped for effective and efficient implementation of the UBE programme in the state? To what extent does the allocation of funds affect the running of the UBE programme in the state? To what extent does student's enrolment and retention figure affect the running of UBE programme in the state? To what extent does supervision of schools affect the quality of UBE programme in the state? The subject of the study consists of primary and junior secondary school principals/headmaster SUBEB officials, Parents-Teachers Association (PTA) and teachers. A single questionnaire was used for all the subjects. The responses were analyzed using frequency percentages mean to analyze the data. The ANOVA statistic test was used in testing the five hypotheses at 0.05 level of significance. It was revealed that much money has been sunk into the UBE programme in the state for educational development since the programme was introduced in 1999. There is the need to improve on the facilities and manpower development in the state. The study also recalls that there is need for effective supervision of the programme. It also revealed that there is need to have the programme well-funded in order to achieve the aims and objectives of the UBE programme in the state. The findings also revealed that the condition of classrooms is not conducive for learning. This will affect effective implementation of UBE programme in the state.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is very important for the development of individuals and the society. In realization of the role which education plays in national development, the government of Nigeria has introduced various educational policies and programmes with great expectation that the felt socio-economic and political needs of the citizenry would be met by the government. This problem led to the introduction of Universal Primary Education (UPE) in September 1976 by the Federal Government of Nigeria.

The programme was introduced with the intention of taking care of the educational demands of Nigerians. The UPE scheme is predicated on the assumption that every Nigeria, child has an alienable right to a minimum of 7 years of education if he is to function effectively as a citizen of Nigeria, irrespective of gender or religious background.

Fafunwa (1986) in an assessment of the Universal Basic Education (UBE) programme remarked that 10 years after the introduction of U.P.E the educational outcome showed that the national objectives were not fully realized due to certain national problems such as finance, insufficient competent teachers and shortage of classrooms.

In what seems to be a response to the agitation for a more functional and qualitative educational systems the federal government of Nigeria introduce Universal Basic Education (UBE) in 1999. UBE in Nigeria is a positive reaction to the Jonterm declaration of education for all by the year 2000. It also signifies its commitment to the

total eradication of literacy. It sees education in its broadest sense of close articulation of the formal, non formal and informal approaches as an instrument for the awakening and development of human potentials.

The implementation document on U.B.E (2000) explains the meaning and scope of U.B.E as the foundation for sustainable lifelong learning for the acquisition of numeracy skills. In Nigerian context, basic education includes primary, junior secondary, nomadic education as well as adult education.

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

The Universal Basic Education programme was founded by the State and Local governments, with support from the federal government through its intervention programme. Federal government provides matching grant. This is utilized as follows. Primary 60 %, J.SS 35 %. It is applied as follows.

Construction of classrooms/furniture e.t.c 70 % Procurement of textbooks, Instructional materials e.t.c 15 % and teacher professional development e.t.c 15 % through the universal basic education commission and state Universal Basic Education

SUBEB. The Federal Government coordinates and monitors the implementation of the following objective of UBE programme by the Federal Government.

- i. Developing the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- ii. The provision of free universal Basic Education of every Nigerian child of school age.
- iii. Reducing drastically the incidence of drop-outs from the formal school system through improved relevance quality and efficiency.
- iv. Catering for the learning needs of young person who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of Basic Education (UBE, 2000).

The administration of former president Obasanjo is very much concerned about the general improvement of primary and junior secondary education in the country. SUBEB Kano is very much committed in this programme.

To ensure that this is achieved in the state, staff welfare, provision of infrastructure, teaching and retraining, proper utilization of curriculum as well as management and funding should be given top priority.

Staff welfare: A sound and promising teacher's welfare package should be evolved to motivate and entice them to remain in the job and perform satisfactorily.

Teaching and Learning Materials: The supply of adequate and suitable materials is essential for the overall success of the scheme in the state.

Infrastructure: Rehabilitation of dilapidated buildings and the construction of new ones should be considered in order to accommodate the increasing number of intakes. Also adequate classroom furniture should be provided.

Training and Re-training: There must be frequent and regular training and retraining of staff which will ensure evaluable and capable human resources to manage the scheme in the state.

Community Participation: Local Communities should be fully mobilized to support the school system as a means to restore public confidence in the scheme.

Funding: The three tiers of government should be committed in funding primary education programme in the state. However, the personnel enrolment and overhead cost which is responsibility of local governments should be deducted at first charge.

Management: The structure of state primary education boards should be allowed to continue with the chairman as the executive. Also zonal coordinating offices should be encouraged for quality control, materials development as well as resources mobilizations in the scheme.

At the LGEA level the LGEA Education committee chairman and the local Government chairman should be carried along in order to be aware of educational activities and programme in their area of jurisdiction.

1.2 Statement of the Problem

Education is capital intensive as a result the running of UBE scheme demands a lot of capital and unless the government is financially committed to the project, the implementation might be ineffective. Inadequate funding can cripple the effective

implementation of the scheme. The introduction of UBE programme has led to population expulsion in primary schools. The pupils enrolment is on the increase on yearly basis.

According to Musa 1987 in Olu (2012) educationist and researchers have agreed that enrolment in our primary school has increased massively. The UBE scheme has attracted many children to school which resulted in explosive enrolment in primary school in the country. Enrolment rose from 21,122,583 pupils in 2007 to 21,714,314 in 2009. Also the number of primary schools grew from 56,105 in 2007 to 57,970 in 2009.

Unfortunately there is no corresponding increase in the provision of facilities, equipment, and personnel on primary schools. There is shortage of classroom spaces, teachers, equipments and other facilities to accommodate the increase in primary schools.

Another problem militating against the programme is lack of accurate data. The commission does not have accurate data of their staff and teachers in the programme. In the commission there is inaccurate data on funds allocation and management of resources. There is no accurate data on equipment and facilities for the programme. Also it is necessary to attempt in determine the level of funding and it's utilization for the purpose of improving the UBE scheme and educational development.

According to Baikie (2000) literacy rate is estimated at 52% of the population in the year 2000. Again, 21million children were of school going age as at the year. The disturbing scenario arising from the quoted statistical information above is quite daunting. In Nigeria, the problem of statistics for planning cannot be overemphasized. For example, the natural population census which is expected to provide the most reliable data for educational planning and implementation has always been politicized. Planning

in Nigeria is mostly based on projected statistical data which is inaccurate for educational planning.

Inaccurate data for educational planning can constitute a threat to the envisage benefit of UBE scheme. Another problem facing UBE scheme is the problem of inadequate supply of facilities and equipment. Most of the existing structures are dilapidated and in a state of disrepair, most of the school libraries, and laboratories are ill equipped. Educational related materials such as tables, chairs, textbooks, charts etc are either damaged or in short supply. According to Baikie (2000) the cost of providing essential educational facilities is about 300million US dollars. Currently, this figured have double ten times. We should be talking about 3,000million US dollars or more. Funding of education in Nigeria is a problem. The extent and manner at which the funds are disbursed becomes important issue. Sometimes, federal and state government delay in distributing the funds to the states LGA and schools for effective implementation of the programme.

There has been call for a new set of rules for the allocation of federation account funds in line with the constitution. It should be recall that due to economic problem facing the nation financial responsibility for primary education across levels of government has never been fully resolved. Sources and modalities for funding this levels of education have undergone significant changes.

Based on this the researcher develop the desire to access the management and performance of Universal Basic Education (UBE) in Kano state for the purpose of improving the UBE scheme and educational development in the state.

1.3 Objectives of the Study

This study is about the assessment of the management of Universal Basic Education (UBE) programme in Kano state. The following are objectives of the study to:

1. examine the staff situation of the UBE programme in Kano state.
2. investigate the provision and maintenance of facilities in UBE programme in Kano state.
3. investigate the funding of the UBE programme in Kano state
4. determine student enrolment and retention of the UBE programme in Kano state.
5. examine the supervision of the UBE programme in Kano state.

1.4 Research Questions

Research questions to the study are:

- i. What is the staff situation in the State Universal Basic Education (UBE) programme?
- ii. Does the State Universal Basic Education (UBE) provide and maintain teaching and learning facilities in Kano state?
- iii. What is the level of funding of the UBE programme in Kano state?
- iv. What is the rate of student's enrolment and retention in the state Universal Basic Education programme in Kano state?
- v. How effective is the supervision of UBE programme in Kano state?

1.5 Hypotheses

Hypotheses to the study are as follows:

1. There is no significant difference in the opinions of the four groups of respondents i.e. SUBEB, Headmasters/Principals, Teachers and PTA on Staff situation of State Universal Basic Education (UBE) programme in Kano State.

2. There is no significant difference in the opinion of the four groups of respondents on provision and maintenance of teaching and learning facilities in the State Universal basic education programme in Kano State.
3. There is no significant difference in the opinions of the four groups of respondents on the level of funding of Universal Basic Education UBE programme in Kano State.
4. There is no significance different in the opinions of the four groups of respondents on the rate of student enrolment and retention in State Universal Basic Education (UBE) programme in Kano State.
5. There is no significant difference in the opinions of the four groups of respondents on supervision of Universal Basic Education (UBE) programme in Kano State.

1.6 Basic Assumptions

This study is based on the following assumptions:

1. The amount of money allocated by federal and state governments for the running of the UBE scheme is not what is utilized for the development of the scheme in a the state.
2. The percentage of the allocation that eventually gets to the schools is not sufficient to carry out the planned programme of the scheme
3. Working condition of staffs in the programme is not satisfactory in the state.
4. The provision of teaching and learning materials in the programme is not adequate in the state.
5. Infrastructure provided for the programme in the state is not sufficient to carry out the planned programme of the scheme.

1.7 Significance of the Study

The study will be of significant to the state universal Basic education commission, local government and universal Basic education at the federal level. By providing vital information to the federal government. It will also be of importance to higher instructions of learning researchers e.t.c it will assist the public, federal and state ministry of education, and financial institutions e.t.c.

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

A study of this kind will provide information on how to fund primary schools properly and improve the quality of education given to children in primary school in Kano state.

1.8 Scope of the Study

The scope of the study is as follows:

The research is centered on assessment of Kano State Universal Basic Education programme from 2008-2013. Area of study SUBEB Government Primary School, Government Junior Secondary School. Some of the limitations are finance for carrying out the research, time management, and language barrier etc.

1.9 Definition of Terms and Abbreviations

- i. **Staff situation:** The condition of workers employed in an organization and their working environment.
- ii. **Teaching and learning facilities:** This has to do with building services, and equipment use to impact knowledge or skill.

- iii. **Funding:** Money provided for a particular purpose or project. The act of providing money for such a purpose or project.
- iv. **Student enrolment:** This is the act of enrolling student in a school or in a particular programme.
- v. **Supervision:** This is to ensure that everything is done correctly. It is constant visitation by government official to schools to ensure that guidelines and educartional standards are maintained.
- vi. **Management:**This is the act of running, controlling and coordinating, business and other activities in a particular organization.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with review of related literature on assessment of UBE programme in Kano State. The study will attempt to examine areas in which researchers and other writing has been carried out or done in this regard related literatures were reviewed under the following headings.

2.2 Conceptual Framework

2.2.1 The Concept of Management

2.2.2 Management of UBE programme in Nigeria

2.3 Staff situation in an organization

2.5 Provision and maintenance of teaching and learning facilities in Nigeria

2.6 Funding of Education in Nigeria

2.6.1 Funding of UBE programme in Nigeria

2.6.2 Alternative fund sourcing strategy

2.6.3 Funding of UBE programme in Kano state

2.7 Personnel management

2.8 Primary schools enrolment in Nigeria 2007 – 2009

2.8.1 Pupils enrolment and retention in UBE programme in Kano state

2.9 Supervision and inspection of UBE programme in Kano state

2.10 Empirical Studies

2.11 Summary

2.2.1 The Concept of Management

Management is the process of coordinating individual or group activities through planning, organizing, staffing and controlling of its human, material financial and information resources goal and objective of the organization.

It has been acclaimed that information contributes significantly to the success of an organization and thus modern administrators should be knowledgeable about information techniques and concepts (Hanry, 1969).

Educational administrators should improve their ability to interact effectively with their environment. This will enable them to ensure that optimum decision are made based upon clear insights.

Managers as monitor can scan his environment by virtue of his contacts he has a natural advantage in collecting information for his organization. As a disseminator he must share and distribute much of this information for effective management of the organization.

2.2.2 The Management of UBE Programme in Nigeria

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

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

2.3 Staff situation in an Organization

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

- Salaries should be promptly paid
- Provision of housing accommodation
- Provision of vehicle loans
- Provision of free medical care for teachers and their immediate family members
- Inducement allowance for teachers and their immediate family members

- Allowance for teachers posted to rural and difficult training
- Scholarship scheme to biological children of teachers maximum of four children.
- Pension, gratuity and other retirement benefit should be paid promptly
- Life insurance scheme for teachers.

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

2.4 Provision and maintenance of teaching and learning facilities

Institutional Facilities

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

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

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

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

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

The availability of adequate school buildings, classrooms, chairs, desk, laboratories and other facilities is necessary for the accomplishment of any educational goals and objectives. With the introduction of UBE and increase in pupils enrolment it become necessary to plan for adequate provision of facilities to meet with the demand of the programme (Oladipo 2000 and Taylor, 1972) agreed that materials such as textbooks, magazines, journals, pictures, filmstrips, chalkboard, charts, bulletin boards, posters, cartoons, school museum and achieves go a long way in assisting teaching-learning process and invariably enhancing pupils learning achievement.

The need for audio-visual aid like radio, television, video set, projectors, computers, internet and other modern electronic devices cannot be over emphasized in this technological age. This should be used in classroom not in a special room or auditorium. Also it has been observed that the use of modern institutional facilities requires constant supply of electricity to the institutions and its environs.

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

2.5 Funding of Education in Nigeria

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

The present financial commitment of the federal government to education in the country may not yield the desired result. Presently, academic staff union of colleges of education (COASU) and their counterpart in polytechnics are on strike, academic staff union of universities (ASUU) have just ended their 6months strike. All these demands are for provision of facilities, lecturers' welfare and better funding of educational system in Nigeria.

The ever increasing population of pupils and students leading to explosion in school enrolment is another problem that requires urgent attention. Similarly, the cost of educational facilities in the country keeps on rising on daily basis; the teachers also continue to demand for increase in salaries and better condition of service. These heavy financial demands on education imply that the present 8% budget allocation to education in Nigeria is unacceptable.

According to UBE programme planning and implementation document (2000) the sum of 5million dollars was estimated for renovating the existing school structures. The fact of the matter is that it may be difficult if not possible for the government to allocate such huge amount of money to education considering their merger budget allocation to education in Nigeria.

Available statistics shows that a whopping amount of (N3,504,749,532,420) about 3.5trillion naira will be required for the successful execution of universal basic education programme in Nigeria for a period of ten years from 2000 to 2010. On the average a total of ₦292,634,613,500 about 2.6 billion naira will be needed annually to successfully execute the UBE programme in the country. This amount covers the cost of providing blocks of classroom, renovation, school furniture, instructional materials, training, information communication and technology, libraries, staff recruitment, textbooks and teaching aids, management capacity building and administrative cost (Obanya, 2009). Unfortunately government did not meet these targets.

Over the years and as at present from 1999 to 2014 federal government budgetary allocation to education has been on the decrease. It has never met the UNESCO recommendation of 26% allocation to education. The table below shows the changing

pattern of government budgetary allocation to education in Nigeria (1995 – 2005) in (billion naira).

Table 2.6.1

Year	Total Budget (₦)	Allocation to Education (₦)	% of Budget to Education
1992	155,200,000,000	12,728,676,390	8.20
1996	188,221,068,083	12,135,951,790	6.45
1997	404,000,000,000	16,440,162,815	4.07
1998	260,000,000,000	26,721,320,906	10.28
1999	419,500,000,000	27,721,000,000	6.61
2000	667,517,714,733	56,688,16,766	8.36
2001	894,214,805,186	62,567,055,443	7.00
2002	1,064,801,253,520	73,435,499,300	6.89
2003	765,100,000,000	13,900,000,000	1.82

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

The analysis of government budgetary allocation to education over the years shows an unstable decline largest allocation was 10.28% in 1998 and this remains the highest to date. This is a far cry from UNESCO recommendation of 26% (Jeriyeoba and Alanda, 2007).

From the above data, it will be seen that the predominant role of government in financing education in the country is having problem. This is not far from the prevailing economic realities of third world countries. There is other competing socio-economic necessities such as the provision of pipe-borne water, adequate electricity supply, healthcare services, provision of food and shelter, good road network and security challenges etc. The financial pressure from these factors has made it not possible for

government to finance education adequately. There is need for private participation in funding education.

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

2.5.1 Funding of UBE Programme

According to UBEC Annual Report 2005 The Federal Government allocated the sum of \$429 billion as intervention fund for the implantation of universal basic education in Nigeria in the 2005 based on it 2% of the Consolidated Revenue Fund (CRF). However, the sum of N27.8 billion was approved by the federal ministry of finance. This figure was also revised down-ward to M24.3 billion due to the fall in revenue projection of the federal government.

The breakdown of the allocation is as follows:

- ₦17.01 billion to matching grants to states
- ₦3.402 billion to educationally in balance.
- ₦1.215 billion to Good performance.
- ₦0.486 billion to physically and mentally challenged.
- ₦1.215 billion to school feeding programme.
- ₦0.972 billion to UBE implementation fund.

The secured 100% reliance of 2005 budget of 1424.3 billion to the commission.achieved 52% total disbursement of 2.18 billion to 36 states and F.C.T Abujaand FCT Abuja. Secured the release of N850 million ETF grant for the procurement of 09, 440 units of JSS classroom sitting materials (UBEC annual report p.46 &47).

2.5.2 Alternative Fund Sourcing Strategies

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

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

Also weldy individual both in and outside the country should be to understand the need to help the USE programme.

2.5.3 Funding of UBE Programme in Kano State

Kano state universal basic education board (SUBEB) is responsible for funding of scheme in Kano state. The board disburse funds from both the federal and state in carrying out it activities.

According to (SUBEB Annual Report 2008) in the 2006 ended. The board award contracts for the provision of classroom blocks, toilets facilities and furniture for both teachers and pupils. The exercises was carried out in primary schools across the 44 LGEAS of the state. There was massive renovations, electrifications and provision of water resources were carried out in school. The board ensure the availability of essential instructional materials in all the schools. The board ensure that funds was used to provide quality education to the citizens in the state.

2.6 Personnel Management

The term “personnel management” is used to encompass those managerial actions concerned with the acquisition and utilization of labour services by any organization. Personnel management, like the management of any other resources in the organization forms the base of all managerial activity because by definition all managers achieve their objectives by organizing, directing and controlling the activities of other people especially those of their subordinate in an organization. All managers must ensure that the personnel needed in their organization are procured from the labour market and used effectively for their services in achieving organizational objectives.

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

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

2.7 Primary Schools Enrolment in Nigeria; 2007-2009

According to Musa, 1987 in Otu (1989) educationist and researchers have agreed that enrolment in our primary schools has increased massively. The federal government introduces universal basic education UBE in 1999 to enable every child of school age in the country to go to school.

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

Table 2.8.1: Total Primary Schools Enrolment In Nigeria: 2007- 2009

State	2007	2008	2009	Total
Abia	176,886	176,885	161,652	515,422
Adamawa	450,504	459,924	419,452	1,329,880
Akwa-Ibom	1,453,030	708,395	716,609	2,888,034
Anambra	439,906	515,254	746,66	1,702,838
Bauchi	696,064	696,064	680,431	2,072,553
Bayelsa	329,041	342,389	400,686	1,072,116
Benue	817,959	833,369	770,390	2,421,518
Borno	559,048	484,203	483,746	1,526,997
C/River	354,844	354,844	286,215	995,903
Delta	373,136	323.1SG	331,166	577,438
Ebonyi	400,208	401,962	393,406	1,195,476
Edo	396,199	398,620	284,940	1,070,759
Ekiti	114,886	121,033	151,284	387,203
Enugu	205,239	222,574	£09,250	637,063
FCT-Abuja	300,159	226,732	182,222	702,113
Gombe	393,942	431,768	454,845	1,280,555
Imo	874,211	914,854	780,187	2,569,252
Jigawa	470,540	479,boi	5SU.719	1,501,140
Kaduna	988.810	918,804	1,509,413	3,417,027
Kano	1,736,493	2,109,02 5	1,956,763	5,792,281
Katsina	1,222,812	1,222,31 2	1,275,569	3,721,193
Kebbi	413,281	434,233	435,434	1,282,948
Kogi	829,516	829,516	1,148,424	2,807,456
Kwara	181,193	187,636	191,630	560,659
Lagos	404,460	404,927	399,470	1,208,857
Nassarawa	333,821	333,821	335,354	1,002,996
Niger	489,901	488,^34	571,55?	1,550,293
Ogun	435,497	440,420	438,737	1,314,654
Ondo	665,430	665,430	G65.417	2,636,277
Osun	393,576	393,576	338,912	1,124,064
Oyo	1,001,319	1,022,15 9	991,258	3,014,736
Plateau	706,436	706,436	706,436	2,119,308
Rivers	411,373	38S,74.t	378.305	1,178,410
Sokoto	424,256	691,790	714,415	1,830,461
Taraba	478,382	478,362	471 ,946	1,428,66y
Yobe	614,306	620,758	626, 1&5	1,861,229
Zamfara	405,941	470,880	356,771	1,233,592
Total	21,122,533	21,121,157	21,714,34	63,958,054

Source: Universal basic education Commission www.ubeconline.com

Table 2.8.2: Total Number of Primary Schools in Nigeria 2007- 2009

STATE	2007	2008	2009	Total
Abia	844	844	862	2,550
Adamaw	1,627	1,898	1,495	4,820
AKwa-Ibom	1,110	1,156	1,141	3,407
Anambra	975	1,039	1,033	3,047
Bauchi	2,053	2,053	2,370	6,476
Bayelsa	539	534	473	1,546
Benue	2,641	2,884	2,728	8,253
Borno	1,330	1,315	1,312	3,957
C/River	1,089	1,089	1,160	3,338
Delta	1,134	1,134	1,155	3,423
Ebonyi	1,024	1,024	1,069	3,117
Edo	1,099	1,102	996	3,197
Ekiti	661	742	899	2,302
Enugu	1,036	1,190	1,152	3,378
FCT-Abuja	453	468	467	1,388
Gombe	1,109	1,120	1,142	3,371
Imo	1,210	1,1279	1,240	3,729
Jigawa	1,821	1,813	2,187	5,821
Kaduna	3,489	3,714	3,690	10,893
Kano	4,438	5,196	4,377	14,011
Katsina	2,134	2,134	2,084	6,078
Kebbi	1,513	1,388	1,552	4,453
Kogi	1,997	1,997	2,084	6,078
Kwara	1,443	1,439	1,408	4,290
Lagos	949	952	1,035	2,936
Nasarawa	1,162	1,162	1,272	3,596
Niger	2,691	2,806	2,854	8,351
Ogun	1,384	1,389	1,422	4,195
Ondo	1,303	1,303	1,163	3,769
Osun	1,357	1,357	1,312	4,026
Oyo	2,224	2,521	2,323	7,068
Plateau	1,851	1,869	1,867	5,587
Rivers	1,093	1,067	1,052	3,212
Sokoto	1,610	1,666	1,831	5,107
Taraba	1,513	1,513	1,514	4,540
Yobe	990	984	999	2,973
Zamfara	1,209	1,276	1,247	3,732
Total	56,105	58,217	57,970	172,292

Source: Universal basic education Commission (www.ubeconline.com)

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

2.7.1 Pupils enrolment and Retention of UBE Programme in Kano State **Enrolment in Kano State**

During the period under consideration 2008 – 2011 there was a steady increase in the number of schools established and pupils enrolment increase. This is clearly shown by the fact that in 2008 there was a total of two million two hundred and seventy three thousand, three hundred and forty four (2,273,344) pupils with a total number of 4,419 schools and in 2011 there was a total of three million, one hundred and thirty three thousand, three hundred and forty four (3,133,344) pupils enrolled in primary school with a total number of 4,505 schools in Kano State under State Universal Basic Education Programme.

Table 2.8.3: Primary School Enrolment in Kano State 2008

LGEA	2008					2011				
	No. of Schools	No. of Boys	No. of Girls	Total	Total sch. inspected	No. of Schools	No. of Boys	No. of Girls	Total	Total sch. inspected
Ajingi	104	32,291	20,162	52,453	41	106	42,291	30,162	72453	43
Albasu	93	21,245	15282	36,527		95	31,245	25,282	56527	
Bagwai	49	12,354	10192	22,546		51	22,354	20,192	42546	
Bebeji	98	29,104	15,775	44,879	98	100	39,104	25,775	64879	100
Bichi	154	33,347	28,556	61,903	95	156	43,347	38,556	81903	97
Dala	94	140,338	84,354	224,692	94	96	150,338	94,354	244692	96
Dambatta	114	145,462	88,384	233,846	105	116	155,462	98,384	253846	107
Dawakin Kudu	157	24,785	20,742	45,527	87	159	34,785	30,742	65527	89
Dawakin Tofa	71	18,948	12,518	31,466		73	28,948	22,518	51466	
Doguwa	95	12,171	8,092	20,263	47	97	22,171	18,092	40263	49
Fagge	71	31,972	29,277	61,249	71	73	41,972	39,277	81249	73
Gabasawa	111	39,399	29,277	68,676	111	113	49,399	39,277	88676	113
Garko	82	13,972	9,366	23,338	46	84	23,972	19,366	43338	48
Garun Mallam	41	15,659	7,780	23,439	41	43	25,659	17,780	43439	43
Gaya	103	15,813	10,807	26,620	90	105	25,813	20,807	46620	92
Gezawa	115	33,408	27,490	60,898	86	117	43,408	37,490	80898	88
Gwale	174	51,780	52,485	104,265	61	176	61,780	62,485	124265	63
Gwarzo	120	27,574	21,879	49,453	120	122	37,574	31,879	69453	122
Kabo	122	17,871	15,978	33,849	122	124	27,871	25,978	53849	124
Kano Municipal	124	55,752	53,066	108,818	96	126	65,752	63,066	128818	98
Karaye	106	18,731	15,414	34,145	63	108	28,731	25,414	54145	65
Kibiya	60	8,616	5,824	14,440	56	62	18,616	15,824	34440	58
Kiru	119	23,275	15,124	38,399	119	121	33,275	25,124	58399	121
Kumbotso	118	44,155	38,498	82,653	44	120	54,155	48,498	102653	46
Kunci	105	28,483	19,332	47,815	105	107	38,483	29,332	67815	107
Kura	87	16,457	16,103	32,560	40	89	26,457	26,103	52560	42
Madobi	118	15,224	13,177	28,401	92	120	25,224	23,177	48401	94

Makoda	55	7,201	5,374	12,575	55	57	17,201	15,374	32575	57
Minjibir	125	23,598	12,923	36,521	62	127	33,598	22,923	56521	64
Nassarawa	156	79,100	80,549	159,649		158	89,100	90,549	179649	
Rano	78	10,699	8,350	19,049	78	80	20,699	18,350	39049	80
Rimin Gado	77	18,436	18,726	37,162	78	79	28,436	28,726	57162	80
Rogo	122	25,803	17,381	43,184	52	124	35,803	27,381	63184	54
Shanono	59	12,669	6,769	19,438	57	61	22,669	16,769	39438	59
Sumaila	81	15,913	10,126	26,039	70	83	25,913	20,126	46039	72
Takai	90	19,035	15,334	34,369	90	92	29,035	25,334	54369	92
Tarauni	174	25,712	25,823	51,535	60	176	35,712	35,823	71535	62
Tofa	65	11,238	10,143	21,381	63	67	21,238	20,143	41381	65
Tsanyawa	92	14,284	14,082	28,366	92	94	24,284	24,082	48366	94
Tudun Wada	101	19,803	11,741	31,544	95	103	29,803	21,741	51544	97
Ungogo	130	40,091	38,425	78,516	93	132	50,091	48,425	98516	95
Warawa	105	14,165	11,084	25,249	105	107	24,165	21,084	45249	107
Wudil	104	18,967	16,680	35,647	78	106	28,967	26,680	55647	80
TOTAL	4,419	1,284,900	988,444	2,273344	3,058	4,505	1,714,900	1,418,444	3,133,344	3,144

Source: SUBEB Kano 2008 Annual Report

From the table above there is an increase in the number of pupils enrolment and number of schools within the period of 2008 and 2011.

2.8 Supervision in Nigeria

According to Baikie (2000) supervision of schools contribute immensely to the development of education especially on the delivery of qualitative education. Denga (2008) identifies the following as the major factor militating against effective supervision, poor remuneration of the teachers, insufficient resources, lack of facilities for inspectors, poor funding and lack of evaluation system etc.

Types of Supervision

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

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

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

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

Importance of supervision of schools

Supervision gives room for correction; it helps to improve the standard of education in the country. It helps to build confidence in the teachers, it also help to encourage school managers and administrators to provide adequate facilities which will help to achieve educational goal in the country. Record kept during supervision exercise will be of help to researcher because it will serve 'as reference materials.

2.8.1 Supervision and Inspection of UBE Programme in Kano State

There shall be regular monitoring and supervision of UBE programme. In Kano State Universal Basic Education (SUBEB) carryout routine inspection and supervision of the programme in the state.

There are strategies and outcome to determine the effectiveness and efficiency of the scheme and to recommend necessary implementation adjustments in the state.

There are specific guideline and facilities (logistics) for effective regular school supervision. The school supervision occupy a greater part of implementation of UBE scheme and effective follow-up (Eyo, 2000).

In SUBEB Kano, the inspection and supervision unit has recorded some progress through their local unit in the local government area coordinated by the director in charge of inspection and supervision in the State Universal Basic Education Board (SUBEB).

Table 2.9.1:

LGEA	2008		2011	
	No. of Schools	Total sch. inspected	No. of Schools	Total sch. inspected
Ajingi	104	41	106	43
Albasu	93		95	
Bagwai	49		51	
Bebeji	98	98	100	100
Bichi	154	95	156	97
Dala	94	94	96	96
Dambatta	114	105	116	107
Dawakin Kudu	157	87	159	89
Dawakin Tofa	71		73	
Doguwa	95	47	97	49
Fagge	71	71	73	73
Gabasawa	111	111	113	113
Garko	82	46	84	48
Garun Mallam	41	41	43	43
Gaya	103	90	105	92
Gezawa	115	86	117	88
Gwale	174	61	176	63
Gwarzo	120	120	122	122
Kabo	122	122	124	124
Kano Municipal	124	96	126	98
Karaye	106	63	108	65
Kibiya	60	56	62	58
Kiru	119	119	121	121
Kumbotso	118	44	120	46
Kunci	105	105	107	107
Kura	87	40	89	42
Madobi	118	92	120	94
Makoda	55	55	57	57
Minjibir	125	62	127	64
Nassarawa	156		158	
Rano	78	78	80	80
Rimin Gado	77	78	79	80
Rogo	122	52	124	54
Shanono	59	57	61	59
Sumaila	81	70	83	72
Takai	90	90	92	92
Tarauni	174	60	176	62

Tofa	65	63	67	65
Tsanyawa	92	92	94	94
Tudun Wada	101	95	103	97
Ungogo	130	93	132	95
Warawa	105	105	107	107
Wudil	104	78	106	80
TOTAL	4,419	3,058	4,505	3,144

Source: SUBEB Kano 2008 Annual Report

From the table above, we have 4,419 number of schools and 3,058 was inspected in 2008 and 4,505 schools in which 3,144 was inspected. This shows that, the supervision unit embarks on routine supervision of schools in the state.

2.9 Empirical Studies

- i. The first empirical study on this study is the research conducted by AZI (2012) title achieving the Millennium Development Goal on the Universal Basic Education: A Challenge for Primary Education in Nigeria. The study is to assess the achievement of millennium development goal on universal primary of education; the study discovered that primary education is an important aspect of education because it is the foundation upon which other levels of our educational system is based. It was discovered that some achievement are faced by some challenges like limited funding, lack of adequate and up to date data, weak monitoring mechanism and poor budget implementation among others.
- ii. The second empirical study is the research conducted by Otu (2012) an assistant director of research with Nigerian Educational Research and Development Council (NERDC) Sheda, Abuja, in his research titled The Dynamics of Nigerian Primary Education, Administration and Finding- the way forward.

He stated that Educationist and researchers have agreed that the enrolment in our primary schools have increased massively in spite of prejudice against western education in some quarters arising from culture and religion. A lot of money will be required for any meaningful impact to be recorded in our primary schools. The paper takes a look at the historical background of educational funding in Nigeria, the current practice and finally, proffered other alternative sources of funding in an effort to ameliorate the huge financial burden on government.

He concludes by stating that the financing of education is at the heart of the educational crises in many countries of the world including Nigeria. In Nigeria there appears to be a perennial shortage of funds for education at all levels, we have examined the traditional sources of funding education in Nigeria. School fees and levies paid by parents, guardians grant in aid from various governments. Current funding pattern of public primary schools where the federal government contributes the lion share, with state and local government as contributors were equally examined. Considering the massive enrolment recorded in our primary schools today, the situation of suggested alternative sources of funding in this paper to bring about the desired commitment and self fulfillment citizenry.

- iii. The third empirical study is a research conducted by Jika (2012) titled Examination of the Access and Quality of Basic Education in Adamawa State.

He started that the research was designed to examine the access and quality of basic education eleven years after it's introduction in Adamawa State. The findings of the study indicated an encoring level of access, enrolment, transition and quality of basic education in Adamawa State. However, the government

needs to make Basic education absolutely free, ensure effective monitoring, inspection and supervision of teachers, open up for the street children and integrate all Qur'anic and Islamiya schools into the main stream of the formal education system. There is also the need to motivate the teachers by improving on their condition of service and also help to update their knowledge through workshop and seminars for optimum performance.

- iv. The fourth empirical study of this research is the research conducted by Nwaka (2012) titled Extent of Education Administrator's Empowerment towards Achievement of the Millennium Development Goals for Sustainability in Nigeria. The findings showed that education administrators empowerment was relatively low in the area of human training development should urgently rise up to the challenges of achieving the MDGs by training the education administrators as well as providing funds and the necessary equipment and facilities. In conclusion she stated that the place of HAS in Nigeria education system towards achievement of the MDGs cannot be over emphasized. But unfortunately, as was pointed out earlier, if the MDGs would be achieved through education, the EAS must be empowered. This is because no matter how good education plan and programmes are, it is the EAS who initiate and ensure their implementations at the grass root.
- v. The fifth empirical study of the research is the research conducted by Musa (2012) titled the role of primary education in transforming the nation for sustainable development.

He stated that primary education is the foundation upon which all other levels education are built and education for sustainable development is all about

providing sustainable futures for all the inhabitant of the society. As primary education is faced with challenges, all stake holders in education have roles to play in revamping the primary education sub-sector.

This is necessary in the sense that the progress of a nation is largely dent on the quality of education and educational standard attained by its citizens. The teacher as a professional should be determined to make quality input in achieving functional education in all stages. She suggested that government should provide adequate funding to the primary educations sector (2) there should be provision of better infrastructure for primary education for all without restriction to model primary schools in the whole country.

2.10 Summary

The purpose of this study to look into the management of Universal Basic Education in Kano State. In doing this, the researcher review related literature and relevant information from appropriate quarters. The problems associated with the management and effective implementation of UBE programme in Kano state was discussed such as poor planning, inaccurate data, funding, staff welfare etc was discussed.

From the above observation, it was envisaged that the problem of UBE in the state and the country as a whole is similar to those problems that militated against effective management and implementation of the UPE and 6-3-3-4 system of education in the country.

According to Dare, Onekata and Auwal (2000) there are inadequate funding, inaccurate data for planning, supply of competent teachers, infrastructure facilities, poor

implementation of curriculum content, poor public enlightenment and social mobilization, poor monitoring and supervision militated against the effort of UBE scheme.

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

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describe the methods adopted in the gathering of data or the study, it describe the population and sampling procedure, the instrument used for collecting the data, process of administering the questionnaire and method of analyzing the data.

3.2 Research Design

The research design adapted for the conduct of this study is the survey method. Survey research is characterized by the selection of samples from a large and small population to obtain knowledge of the population being studied. This gathered data from headmasters/principals of primary school and junior secondary schools, Kano state universal education board (SUBEB), Kano state ministry of education officials and parents of pupils in primary and junior secondary school Kano state.

The importance of survey research in this research is that it is used when handling large population, especially when it involves systematic collection of data from population of study through the use of questionnaire, interviews, observation etc.

3.3 Population

There are four population groups in this study

- 1) The State Universal Basic Education Board (SUBEB).
- 2) Head masters and principals in Primary and junior secondary school in the state
- 3) Teachers in the state primary and junior secondary schools in the state.
- 4) Parent and Teachers Association (PTA) in the State Primary and junior secondary school.

The first group consists of 10 officials of SUBEB Kano state. The second group consist of 100 Head masters/Principals in primary and junior secondary schools in Kano state. The third group 500 teachers in the state primary and junior secondary schools. And the fourth group 300 parents of primary and junior secondary schools in Kano state. A total of 100 primary and junior secondary in the state was selected for this study. (see appendix for schools).

The official of SUBEB, Kano state are chairman, and secretary of the board, director of finance and auditor, government representative I & II, director inspection and other directors and deputy directors.

Table 3.1: Population at a glance

Total No. of school	Group 1 Total No. of principals/Headmasters	Group 2 Total No. of P.T.A officials	Group 3 Total No. of Teachers	Group 4 Total No. of SUBEB Officials
100	100	300	500	10

3.4 Sample and Sampling Techniques

As the researcher was unable to reach the entire population in the state group samples were used. The researcher selects 3 parents in each of the 100 schools as sample.

The parents group of respondents was made up to chairman of PTA, treasurer and secretary or any other officials in each school. According to Kircie and Morgan (1970:608) who state that for a 120 sample size,100 should be used. They also recommend that for population that are 10 or lower the entire population should be used as sample. It therefore, follows all the 10 officials of (SUBEB) Kano was used as sample.

Table 3.2: Sample size at a glance

Sample size Per School	Group 1 No. of principals/Headmasters per school	Group 2 No. of P.T.A per school	Group 3 No. of Teachers per school	Group 4 No. of SUBEB Officials
1	1	3	5	10

3.5. Instrumentation

The research instruments used are mainly questionnaire. Questionnaire designed by the researcher was the main instrument used by the researcher to gather information for the study. This was addressed to state universal basic education board, principals of junior secondary schools and Head masters of primary school in Kano and Parents Teachers Association (PTA) of selected schools. A total of 10 questionnaire were sent to state universal basic education board, representing 100% were obtained, 100 questionnaire were distributed to principals of J.S.S and Head master of primary schools in the state' for the parents a total of 300 questionnaire was sent representing 100% while 500 questionnaire was sent for teachers representing 100%. Returned questions was use for the study. The information required from this four groups were the same. These questionnaires comprises of 10 questions each having 4 categories of responses for each of the item in the table.

The responses were recorded as:

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

The respondents are expected to indicate the degree of agreement with the statement indicated. The instrument was validated.

3.5.1 Validity of Instrument

To establish the validity of the instrument of the questionnaire used in thus study, it was presented to some lecturers at Ahmadu Bello University (ABU) and Federal College of Education (FCE Kano) who corrected it and final copy produced. This is to ensure that the instrument is free from unexpected fault.

3.5.2 Pilot Study

The research was pilot tested in five schools in Dala Local government Kano state, using five school heads, thirty school teachers and ten parents. The close ended questionnaire was administered to the subjects. The obtained R.C was 0.71. The reliability coefficient of the pilot study shows that the instrument is reliable for the study.

3.5.3 Reliability of Instrument

To establish the reliability of the questionnaires used for the study, it was pilot tested on 5 principals in five junior secondary school and headmasters of primary schools by splitting the questionnaire into two halves (splitting half technique).

Since according to Wimmer and Dominic (1987:232) a correlation coefficient of 0.71 — 0.90 "may be regarded as very high" the reliability of 0.78 is considered as high and so the instrument is regarded as reliable by the researcher.

3.6 Procedure for Data Collection

Copies of the questionnaire were distributed to the sampled size, principals of JSS/Headmaster of primary school teachers, officials of SUBEB Kano state, parents (PTA) who represent parents of JSS and Headmasters of primary. The researcher administer the questionnaire personally and collected the completed ones.

Documents concerning educational development, finance, policy formulation and implementation in Kano state and Nigeria. Documents was also received from SUBEB Kano and Kashim Ibrahim Library Faculty of education library Ahmadu Bello University Zaria.

3.7 Method for Data Analysis

The researcher employed two statistical techniques in analyzing the data and computing the result of the findings. The first of these is the use of percentage. This was used in the majority of cases in which more complicated statistics were not considered necessary in determining result. Second was the use of ANOVA. This is being chosen to test hypothesis 1, 2, 3, 4 and 5 because it test differences existing between two more independent samples. All the hypothesis were tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION OF FINDINGS

4.1 Introduction

The purpose of this chapter is to present the data collected from the respondents, SUBEB official principals/headmaster, teachers and parents (PTA). The data were analyzed and hypotheses were tested. Data are analyzed according to the issues raised in chapter one, namely:

- a) To examine the staff situation of the UBE programme in Kano state.
- b) Provision and maintenance of facilities in the state UBE programme in Kano state.
- c) Funding of the UBE programme in Kano state
- d) Student enrolment and retention of the UBE programme in Kano state.
- e) Supervision of the UBE programme in Kano state.

4.2 Analysis of Data and Interpretation of Findings

Table 4.2.1: Investigating Opinion of Respondents by SUBEB on Staff Situation of the UBE Programme in Kano State

	SUBEB (Agreed)	SUBEB (Disagreed)
That the teachers have the minimum teaching qualification	7(70%)	3(30%)
Worship and conferences are often conducted by the board	6(60%)	4(40%)
The staff are encourage to develop themselves through in-serviceprogramme	8(80%)	2(20%)
Seminar and symposium are often conducted by the board	7(70%)	3(30%)
Staff salaries and other welfare packages is favourable	6(60%)	4(40%)
Punishment of erring staff is done without favouritism	7(70%)	3(30%)
The appointment of principal and headmasters are based on merit	7(70%)	3(30%)
The process of recruiting new staff is based on merit	6(60%)	4(40%)
There is a positive change among the staff that attained development programme on their work	6(60%)	4(40%)
That the school Principals and headmasters has the knowledge of administration	6(60%)	4(40%)

From Table 1, it shows that 70% of the respondents from SUBEB agreed that the teachers have the minimum teaching qualification, while 30% of the respondents from SUBEB disagreed. Worship and conferences are often conducted by the board according to 60% of the respondents from SUBEB, while 40% of the respondents disagreed. 80% of the respondents from SUBEB agreed that the staffs are encouraged to develop themselves through in-service programme while 20% of the respondents disagreed. 70% of the respondents accepted that seminar and symposium are often conducted by the board while 30% of the respondents disagreed. 60% of the respondents from SUBEB accepted that staff salaries and other welfare packages are favourable whereas 40% of the respondents from SUBEB disagreed. 70% of the respondents agreed that punishment of erring staff is done without favouritism while 30% of the respondents from SUBEB disagreed. About 70% of the respondents agreed that the appointment of principals and headmasters are based on merit while 30% Of the respondents disagreed. 60% of the respondents from SUBEB agreed that the process of recruiting new staff is based on merit while 40% of the respondents disagreed. 60% of the respondents agreed that there is a positive change among the staff that attained development programme on their work while 40% disagreed. Also 60% of the respondents from SUBEB agreed that the school principals and headmasters has the knowledge of administration while 40% of the respondents disagreed.

Table 4.2.2: Investigating opinion of respondents by principals/headmaster on staff situation of the UBE programme in Kano state

	P/HM (Agreed)	P/HM (Disagreed)
That the teachers have the minimum teaching qualification	60(60%)	40(40%)
Worship and conferences are often conducted by the board	40(40%)	60(60%)
The staff are encourage to develop themselves through in-service programme	70(70%)	30(30%)
Seminar and symposium are often conducted by the board	60(60%)	40(40%)
Staff salaries and other welfare packages is favourable	60(60%)	40(40%)
Punishment of erring staff is done without favouritism	60(60%)	40(40%)
The appointment of principal and headmasters are based on merit	60(60%)	40(40%)
The process of recruiting new staff is based on merit	40(40%)	60(60%)
There is a positive change among the staff that attained development programme on their work	80(80%)	20(20%)
That the school Principals and headmasters has the knowledge of administration	40(40%)	60(60%)

From Table 2, it shows that 60% of Principals/ Headmasters agreed that the teachers have the minimum teaching qualification, while 40% of the Principals/ Headmasters disagreed. Worship and conferences are often conducted by board according to 40% of the Principals/ Headmasters, while 60% of the Principals/ Headmasters disagreed. 70% of the Principals/ Headmasters agreed that the staffs are encouraged to develop themselves through in-service programme while 30% of the Principals/ Headmasters disagreed. 60% of the respondents accepted that seminar and symposium are often conducted by the board while 40% of the respondents disagreed. 60% of the Principals/ Headmasters accepted that staff salaries and other welfare packages are favourable whereas 40% of the Principals/ Headmasters disagreed. 60% of the respondents agreed that punishment of erring staff is done without favouritism while 40%

of the Principals/ Headmasters disagreed. About 60% of the respondents agreed that the appointment of principals and headmasters are based on merit while 40% Of the respondents disagreed. 40% of the Principals/ Headmasters agreed that the process of recruiting new staff is based on merit while 60% of the respondents disagreed. 80% of the respondents agreed that there is a positive change among the staff that attained development programme on their work while 20% disagreed. Also 40% of the Principals/ Headmasters agreed that the school principals and headmasters has the knowledge of administration while 60% of the respondents disagreed.

Table 4.2.3: Investigating opinion of respondents by teachers on staff situation of the UBE programme in Kano state

	Teachers (Agreed)	Teacher (Disagreed)
That the teachers have the minimum teaching qualification	400(80%)	100(20%)
Worship and conferences are often conducted by the board	150(30%)	350(70%)
The staff are encourage to develop themselves through in-service programme	350(70%)	150(30%)
Seminar and symposium are often conducted by the board	300(60%)	200(40%)
Staff salaries and other welfare packages is favourable	150(30%)	350(70%)
Punishment of erring staff is done without favouritism	350(70%)	150(30%)
The appointment of principal and headmasters are based on merit	200(40%)	300(60%)
The process of recruiting new staff is based on merit	350(70%)	150(30%)
There is a positive change among the staff that attained development programme on their work	400(80%)	100(20%)
That the school Principals and headmasters has the knowledge of administration	150(30%)	350(70%)

From Table 3, it shows that 80% of Teachers agreed that the teachers have the minimum teaching qualification, while 20% of the Teachers disagreed. Worship and conferences are often conducted by the board according to 30% of the Teachers, while

70% of the Teachers disagreed. 70% of the Teachers agreed that the staffs are encouraged to develop themselves through in-service programme while 30% of the Teachers disagreed. 60% of the respondents accepted that seminar and symposium are often conducted by the board while 40% of the respondents disagreed. 30% of the Teachers accepted that staff salaries and other welfare packages are favourable whereas 70% of the Teachers disagreed. 70% of the respondents agreed that punishment of erring staff is done without favouritism while 30% of the Teachers disagreed. About 40% of the respondents agreed that the appointment of Teachers are based on merit while 60% of the respondents disagreed. 70% of the Teachers agreed that the process of recruiting new staff is based on merit while 30% of the respondents disagreed. 80% of the respondents agreed that there is a positive change among the staff that attained development programme on their work while 20% disagreed. Also 30% of the Teachers agreed that the school Teachers has the knowledge of administration while 70% of the respondents disagreed.

Table 4.2.4: Investigating opinion of respondents by parents teachers association (PTA) on staff situation of the UBE programme in kano state

	PTA (Agreed)	PTA (Disagreed)
That the teachers have the minimum teaching qualification	120(40%)	180(60%)
Worship and conferences are often conducted by the board	120(40%)	180(60%)
The staff are encourage to develop themselves through in-serviceprogramme	180(60%)	120(40%)
Seminar and symposium are often conducted by the board	150(50%)	150(50%)
Staff salaries and other welfare packages is favourable	120(40%)	180(60%)
Punishment of erring staff is done without favouritism	240(80%)	60(20%)
The appointment of principal and headmasters are based on merit	150(50%)	150(50%)
The process of recruiting new staff is based on merit	150(50%)	150(50%)
There is a positive change among the staff that attained development programme on their work	180(60%)	120(40%)
That the school Principals and headmasters has the knowledge of administration	150(50%)	150(50%)

From Table 4, it shows that out of the three hundred (300) P.T.A members. 40% of the P.T.A members agreed that the teachers have the minimum teaching qualification, while 60% of the P.T.A members disagreed. Worship and conferences are often conducted by the board according to 40% of the P.T.A members, while 60% of the P.T.A members disagreed. 60% of the P.T.A members agreed that the staffs are encouraged to develop themselves through in-serviceprogramme while 40% of the P.T.A members disagreed. About 50% of the respondents accepted that seminar and symposium are often

conducted by the board while 50% of the respondents disagreed. 40% of the P.T.A members accepted that staff salaries and other welfare packages are favourable whereas 60% of the P.T.A members disagreed. 80% of the respondents agreed that punishment of erring staff is done without favouritism while 20% of the P.T.A members disagreed. About 50% of the respondents agreed that the appointment of Teachers are based on merit while 50% Of the respondents disagreed. 50% of the P.T.A members agreed that the process of recruiting new staff is based on merit while 50% of the respondents disagreed. 60% of the respondents agreed that there is a positive change among the staff that attained development programme on their work while 40% disagreed. Also 50% of the P.T.A members agreed that the school Teachers has the knowledge of administration while 50% of the respondents disagreed.

Hypothesis One

H₀: There is no significant difference in the opinion of the respondents on the staff situation of the UBE programme

H₁: There is significant difference in the opinion of the respondents on the staff situation of the UBE programme

Ta1ble 4.2.5: ANOVA for Investigating the Opinion of Responses on Staff Situation of the UBE Programmein Kano state

Category		Sum of Squares	df	Mean Square	F	Sig.
Agreed	Between Groups	1047.500	3	349.167	1.687	.187
	Within Groups	7450.000	36	206.944		
	Total	8497.500	39			
Disagreed	Between Groups	1047.500	3	349.167	1.687	.187
	Within Groups	7450.000	36	206.944		
	Total	8497.500	39			

Table 4.2.6: Investigating opinion of respondents on provision and maintenance of facilities in the UBE programme in Kano state by SUBEB

	SUBEB (Agreed)	SUBEB (Disagreed)
The condition of classroom in JSS and Primary school in the state is not conducive for learning	6(60%)	4(40%)
SUBEB effort to reactivate and renovate dilapidated schools in the state is commendable.	8(80%)	2(20%)
The absence of electronic power supply affect teaching and learning in the state primary schools	10(100%)	0(0%)
Absence of school bus in the state JSS and Primary school affect mobility in the school	6(60%)	4(40%)
The Board do not provide adequate text books for the programme in the state.	6(60%)	4(40%)
The Board do not provide enough chairs and desk to the primary and JSS school in the state.	3(30%)	7(70%)
The provision of facilities for learning in the state primary and Jss is not adequate.	4(40%)	6(60%)
The pupils contribute in destroying facilities provided for UBE programme in the state.	6(60%)	4(40%)
The Board provide teaching aid to the UBE schools in the state	4(40%)	6(60%)
Poor academic performance by the pupils can be associated with inadequate teaching and learning materials.	6(60%)	4(40%)

Table 6 shows that out of the 10 respondents from SUBEB. 60% of the respondents agreed that the condition of classroom in JSS and Primary school in the state is not conducive for learning while 40% disagreed. 80% of the respondents agreed that SUBEB effort to reactivate and renovate dilapidated schools in the state is commendable while 20% of the respondents disagreed. It was discovered that 100% of the respondents agreed that the absence of electronic power supply affect teaching and learning in the

state primary schools. 60% of the respondents are of the opinion that absence of school bus in the state JSS and Primary school affect mobility in the school while 40% of the respondents disagreed. Also, 60% of the respondents agreed that the Board do not provide adequate text books for the programme in the state while 40% of the respondents disagreed. 30% of the respondents agreed that the Board do not provide enough chairs and desk to the primary and JSS School in the state while 70% of the respondents disagreed. 60% of the respondents agreed that the pupils contribute in destroying facilities provided for UBE programme in the state while 40% of the respondents disagreed. Also, 40% of the respondents from SUBEB agreed that the Board provide teaching aid to the UBE schools in the state while 60% of the respondents disagreed. 60% of the respondents from SUBEB agreed that poor academic performance by the pupils can be associated with inadequate teaching and learning materials while 40% of the respondents disagreed.

Table 4.2.7: Investigating opinion of respondents on provision and maintenance of facilities in the state UBE programme in Kano state by principals/head masters

	P/HM (Agreed)	P/HM (Disagreed)
The condition of classroom in JSS and Primary school in the state is not conducive for learning	60(60%)	40(40%)
SUBEB effort to reactivate and renovate dilapidated schools in the state is commendable.	70(70%)	30(30%)
The absence of electronic power supply affect teaching and learning in the state primary schools	100(100%)	0(0%)
Absence of school bus in the state JSS and Primary school affect mobility in the school	70(70%)	30(30%)
The Board do not provide adequate text books for the programme in the state.	70(70%)	30(30%)
The Board do not provide enough chairs and desk to the primary and JSS school in the state.	70(70%)	30(30%)
The provision of facilities for learning in the state primary and Jss is not adequate.	70(70%)	30(30%)
The pupils contribute in destroying facilities provided for UBE programme in the state.	70(70%)	30(30%)
The Board provide teaching aid to the UBE schools in the state	30(30%)	70(30%)
Poor academic performance by the pupils can be associated with inadequate teaching and learning materials.	70(70%)	30(30%)

Table 7 shows that out of the 100 respondents constituting Principals and Headmasters. 60% of the respondents agreed that the condition of classroom in JSS and Primary school in the state is not conducive for learning while 40% disagreed. 70% of the Principals and Headmasters agreed that SUBEB effort to reactivate and renovate dilapidated schools in the state is commendable while 30% of the respondents disagreed.

It was discovered that 100% of the Principals and Headmasters agreed that the absence of electronic power supply affect teaching and learning in the state primary schools. 70% of the respondents are of the opinion that absence of school bus in the state JSS and Primary school affect mobility in the school while 30% of the respondents disagreed. Also, 70% of the respondents agreed that the Board do not provide adequate text books for the programme in the state while 30% of the respondents disagreed. 70% of the respondents agreed that the Board do not provide enough chairs and desk to the primary and JSS School in the state while 40% of the respondents disagreed. 70% of the respondents agreed that the pupils contribute in destroying facilities provided for UBE programme in the state while 30% of the respondents disagreed. Also, 70% of the Principals and Headmasters agreed that the Board provide teaching aid to the UBE schools in the state while 30% of the respondents disagreed. 70% of the Principals and Headmasters agreed that poor academic performance by the pupils can be associated with inadequate teaching and learning materials while 30% of the respondents disagreed.

Table 4.2.8: Investigating opinion of respondents on provision and maintenance of facilities in the state UBE programme in Kano state by teachers

	Teacher (Agreed)	Teacher (Disagreed)
The condition of classroom in JSS and Primary school in the state is not conducive for learning	350(70%)	150(30%)
SUBEB effort to reactivate and renovate dilapidated schools in the state is commendable.	350(70%)	150(30%)
The absence of electronic power supply affect teaching and learning in the state primary schools	450(90%)	50(10%)
Absence of school bus in the state JSS and Primary school affect mobility in the school	350(70%)	150(30%)
The Board do not provide adequate text books for the programme in the state.	350(70%)	150(30%)
The Board do not provide enough chairs and desk to the primary and JSS school in the state.	350(70%)	150(30%)
The provision of facilities for learning in the state primary and Jss is not adequate.	350(70%)	150(30%)
The pupils contribute in destroying facilities provided for UBE programme in the state.	400(80%)	100(20%)
The Board provide teaching aid to the UBE schools in the state	300(60%)	200(40%)
Poor academic performance by the pupils can be associated with inadequate teaching and learning materials.	350(70%)	150(30%)

Table 8 shows that out of the 500 respondents constituting Teachers. 70% of the respondents agreed that the condition of classroom in JSS and Primary school in the state is not conducive for learning while 30% disagreed. 70% of the Teachers agreed that SUBEB effort to reactivate and renovate dilapidated schools in the state is commendable

while 30% of the respondents disagreed. It was discovered that 90% of the Teachers agreed that the absence of electronic power supply affect teaching and learning in the state primary schools and only 10% of the Teachers disagreed to it. 70% of the respondents are of the opinion that absence of school bus in the state JSS and Primary school affect mobility in the school while 30% of the Teachers disagreed. Also, 70% of the respondents agreed that the Board do not provide adequate text books for the programme in the state while 30% of the respondents disagreed. 70% of the respondents agreed that the Board do not provide enough chairs and desk to the primary and JSS School in the state while 30% of the respondents disagreed. 70% of the Teachers agreed that the provision of facilities for learning in the state primary and Jss is not adequate while 30% of them disagreed. Also, it was observed that 80% of the Teachers agreed that the pupils contribute in destroying facilities provided for UBE programme in the state while 20% of the total number of teachers that responded disagreed. Likewise, 60% of the Teachers agreed that the Board provide teaching aid to the UBE schools in the state while 40% of the respondents disagreed. 70% of the Teachers agreed that poor academic performance by the pupils can be associated with inadequate teaching and learning materials while 30% of the respondents disagreed.

Table 4.2.9: Investigating opinion of respondents on provision and maintenance of facilities in the state UBE programme in Kano by parents teachers association (PTA)

	PTA (Agreed)	PTA (Disagreed)
The condition of classroom in JSS and Primary school in the state is not conducive for learning	210(70%)	90(30%)
SUBEB effort to reactivate and renovate dilapidated schools in the state is commendable.	240(80%)	60(20%)
The absence of electronic power supply affect teaching and learning in the state primary schools	240(80%)	60(20%)
Absence of school bus in the state JSS and Primary school affect mobility in the school	180(60%)	120(40%)
The Board do not provide adequate text books for the programme in the state.	180(60%)	120(40%)
The Board do not provide enough chairs and desk to the primary and JSS school in the state.	240(80%)	60(20%)
The provision of facilities for learning in the state primary and Jss is not adequate.	240(80%)	60(20%)
The pupils contribute in destroying facilities provided for UBE programme in the state.	150(50%)	150(50%)
The Board provide teaching aid to the UBE schools in the state	120(40%)	180(60%)
Poor academic performance by the pupils can be associated with inadequate teaching and learning materials.	180(60%)	120(40%)

Table 9 above shows that out of the 300 respondents constituting P.T.A members. 70% of the respondents agreed that the condition of classroom in JSS and Primary school in the state is not conducive for learning while 30% disagreed. 80% of the P.T.A members agreed that SUBEB effort to reactivate and renovate dilapidated schools in the state is commendable while 20% of the respondents disagreed. It was discovered that 80% of the P.T.A members agreed that the absence of electronic power supply affect teaching and learning in the state primary schools while 20% of the P.T.A members disagreed. 60% of the P.T.A members agreed that absence of school bus in the state JSS and Primary school affect mobility in the school while 40% of the respondents disagreed. 60% of the P.T.A members agreed that the Board do not provide adequate text books for

the programme in the state while 40% of the respondents disagreed. 80% of the P.T.A member agreed that the Board do not provide enough chairs and desk to the primary and JSS school in the state while 20% of the respondents disagreed. 80% of the P.T.A members agreed that the provision of facilities for learning in the state primary and Jss is not adequate while 20% of the respondents disagreed. 70% of the respondents agreed that the Board do not provide enough chairs and desk to the primary and JSS School in the state while 40% of the respondents disagreed. 50% of the respondents agreed that the pupils contribute in destroying facilities provided for UBE programme in the state while 50% of the respondents disagreed. Also, 40% of the P.T.A members agreed that the Board provide teaching aid to the UBE schools in the state while 70% of the respondents disagreed. 60% of the P.T.A members agreed that poor academic performance by the pupils can be associated with inadequate teaching and learning materials while 40% of the respondents disagreed.

Hypothesis Two

H₀: There is no significant difference in the opinion of the respondents on the provision and maintenance of facilities in the UBE programme in Kano State.

H₁: There is significant difference in the opinion of the respondents on the provision and maintenance of facilities in the UBE programme in Kano State

Table 4.2.10: ANOVA for Investigating the Opinion of Responses on the Provision and Maintenance of Facilities in the UBE Programme in Kano State

Category		Sum of Squares	df	Mean Square	F	Sig.
Agreed	Between Groups	887.500	3	295.833	1.231	.313
	Within Groups	8650.000	36	240.278		
	Total	9537.500	39			
Disagreed	Between Groups	887.500	3	295.833	1.231	.313
	Within Groups	8650.000	36	240.278		
	Total	9537.500	39			

Table 4.2.11: Investigating the opinion of respondents on funding of the UBE programme in Kano state by SUBEB

	SUBEB (Agreed)	SUBEB (Disagreed)
The method of releasing funds to the principals and head teacher is adequate.	6(60%)	4(40%)
Finance constitute the major problem faced in the process of implementing the programme in state.	8(80%)	2(20%)
That much of fund budgets for the purpose of implementing the programme in the state is not used for the purpose it is meant for.	3(30%)	7(70%)
School heads and principals suggestion are not sought before budget on education is prepared	3(30%)	7(70%)
That federal government delay before releasing funds to the state	7(70%)	3(30%)
That both federal and state government does not have enough funds to run the programme	3(30%)	7(70%)
There is proper accountability and management of funds for UBE programme in the state.	8(80%)	2(20%)
There is need for alternative source of funds for the programme by both federal and state government	7(70%)	3(30%)
That salary are promptly paid to the staff regularly.	7(70%)	3(30%)
Inadequate funds affect the provision of teaching and learning materials in the schools.	7(70%)	3(30%)

Table 11 shows that 60% of the respondents from SUBEB agreed that the method of releasing funds to the principals and head teacher is adequate while 40% of the respondents disagreed. 80% of the respondents from SUBEB agreed that Finance constitute the major problem faced in the process of implementing the programme in

state while 20% of the respondents disagreed. 30% of the respondents agreed that much of fund budgets for the purpose of implementing the programme in the state is not used for the purpose it is meant for while 70% of the respondents disagreed. 30% of the respondents agreed that School heads and principals suggestion are not sought before budget on education is prepared while 70% of the respondents disagreed. Also, 70% of the respondents agreed that the federal government delays before releasing funds to the state while 30% of the respondents disagreed. 30% of the respondents agreed that both federal and state government does not have enough funds to run the programme while 70% disagreed. 80% of the respondents from SUBEB agreed that there is proper accountability and management of funds for UBE programme in the state while 20% of the respondents disagreed. 70% of the respondents agreed that there is need for alternative source of funds for the programme by both federal and state government while 30% of the respondents disagreed. Also, 70% of the respondents agreed that salary is promptly paid to the staff regularly while 30% of the respondents disagreed. 70% of the respondents from SUBEB agreed that inadequate funds affect the provision of teaching and learning materials in the schools while 30% of the respondents disagreed.

Table 4.2.12: Investigating opinion of respondents of funding of UBE programme in Kano state by principals/head masters

	P/HM (Agreed)	P/HM (Disagreed)
The method of releasing funds to the principals and head teacher is adequate.	30(30%)	70(70%)
Finance constitute the major problem faced in the process of implementing the programme in state.	70(70%)	30(30%)
That much of fund budgets for the purpose of implementing the programme in the state is not used for the purpose it is meant for.	40(40%)	60(60%)
School heads and principals suggestion are not sought before budget on education is prepared	80(80%)	20(20%)
That federal government delay before releasing funds to the state	60(60%)	40(40%)
That both federal and state government does not have enough funds to run the programme	30(30%)	70(70%)
There is proper accountability and management of funds for UBE programme in the state.	60(60%)	40(40%)
There is need for alternative source of funds for the programme by both federal and state government	80(80%)	20(20%)
That salary are promptly paid to the staff regularly.	60(60%)	40(40%)
Inadequate funds affect the provision of teaching and learning materials in the schools.	80(80%)	20(20%)

From Table 12, it shows that 30% of the Principals and Headmasters agreed that the method of releasing funds to the principals and head teacher is adequate while 70% of the respondents disagreed. 70% of the Principals and Headmasters agreed that Finance constitute the major problem faced in the process of implementing the programme in state while 30% of the respondents disagreed. 40% of the respondents agreed that much of fund budgets for the purpose of implementing the programme in the state is not used for the purpose it is meant for while 60% of the respondents disagreed. 80% of the respondents agreed that School heads and principals suggestion are not sought before budget on education is prepared while 20% of the respondents disagreed. Also, 60% of the respondents agreed that the federal government delays before releasing funds to the state while 40% of the respondents disagreed. 30% of the respondents agreed that both federal and state government does not have enough funds to run the programme while 70% disagreed. 60% of the Principals and Headmasters agreed that there is proper

accountability and management of funds for UBE programme in the state while 40% of the respondents disagreed. 80% of the Principals and Headmasters agreed that there is need for alternative source of funds for the programme by both federal and state government while 20% of the respondents disagreed. Also, 60% of the respondents agreed that salary is promptly paid to the staff regularly while 40% of the respondents disagreed. 80% of the Principals and Headmasters agreed that inadequate funds affect the provision of teaching and learning materials in the schools while 20% of the respondents disagreed.

Table 4.2.13: Investigating opinion of respondents on funding of UBE programme in Kano state by teachers

	Teachers (Agreed)	Teachers (Disagreed)
The method of releasing funds to the principals and head teacher is adequate.	150(30%)	350(70%)
Finance constitute the major problem faced in the process of implementing the programme in state.	300(60%)	200(40%)
That much of fund budgets for the purpose of implementing the programme in the state is not used for the purpose it is meant for.	300(60%)	200(40%)
School heads and principals suggestion are not sought before budget on education is prepared	350(70%)	150(30%)
That federal government delay before releasing funds to the state	350(70%)	150(30%)
That both federal and state government does not have enough funds to run the programme	100(20%)	400(80%)
There is proper accountability and management of funds for UBE programme in the state.	200(40%)	300(60%)
There is need for alternative source of funds for the programme by both federal and state government	350(70%)	150(30%)
That salary are promptly paid to the staff regularly.	300(60%)	200(40%)
Inadequate funds affect the provision of teaching and learning materials in the schools.	400(80%)	100(20%)

From Table 13, it shows that 30% of the Teachers agreed that the method of releasing funds to the principals and head teacher is adequate while 70% of the

respondents disagreed. 60% of the Teachers agreed that Finance constitute the major problem faced in the process of implementing the programme in state while 40% of the respondents disagreed. 60% of the respondents agreed that much of fund budgets for the purpose of implementing the programme in the state is not used for the purpose it is meant for while 40% of the respondents disagreed. 70% of the respondents agreed that School heads and principals suggestion are not sought before budget on education is prepared while 30% of the respondents disagreed. Also, 70% of the respondents agreed that the federal government delays before releasing funds to the state while 30% of the respondents disagreed. 20% of the respondents agreed that both federal and state government does not have enough funds to run the programme while 80% disagreed. 40% of the Teachers agreed that there is proper accountability and management of funds for UBE programme in the state while 60% of the respondents disagreed. 70% of the Teachers agreed that there is need for alternative source of funds for the programme by both federal and state government while 30% of the respondents disagreed. Also, 60% of the respondents agreed that salary is promptly paid to the staff regularly while 40% of the respondents disagreed. 80% of the Principals and Headmasters agreed that inadequate funds affect the provision of teaching and learning materials in the schools while 20% of the respondents disagreed.

Table 4.2.14: Investigating opinion of respondents on funding of UBE programme in Kano state by parents teachers association (PTA)

	PTA(Agreed)	PTA(Disagreed)
The method of releasing funds to the principals and head teacher is adequate.	120(40%)	180(60%)
Finance constitute the major problem faced in the process of implementing the programme in state.	180(60%)	120(40%)
That much of fund budgets for the purpose of implementing the programme in the state is not used for the purpose it is meant for.	210(70%)	90(30%)
School heads and principals suggestion are not sought before budget on education is prepared	180(60%)	120(40%)
That federal government delay before releasing funds to the state	180(60%)	120(40%)
That both federal and state government does not have enough funds to run the programme	90(30%)	210(70%)
There is proper accountability and management of funds for UBE programme in the state.	90(30%)	210(70%)
There is need for alternative source of funds for the programme by both federal and state government	210(70%)	90(30%)
That salary are promptly paid to the staff regularly.	180(60%)	120(40%)
Inadequate funds affect the provision of teaching and learning materials in the schools.	180(60%)	120(40%)

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From Table 14, it shows that 40% of the P.T.A members agreed that the method of releasing funds to the principals and head teacher is adequate while 60% of the respondents disagreed. 60% of the P.T.A members agreed that Finance constitute the major problem faced in the process of implementing the programme in state while 40% of the respondents disagreed. 70% of the respondents agreed that much of fund budgets for the purpose of implementing the programme in the state is not used for the purpose it is meant for while 30% of the respondents disagreed. 60% of the respondents agreed that School heads and principals suggestion are not sought before budget on education is prepared while 40% of the respondents disagreed. Also, 60% of the respondents agreed that the federal government delays before releasing funds to the state while 40% of the

respondents disagreed. 30% of the respondents agreed that both federal and state government does not have enough funds to run the programme while 70% disagreed. 30% of the Teachers agreed that there is proper accountability and management of funds for UBE programme in the state while 70% of the respondents disagreed. 30% of the P.T.A members agreed that there is need for alternative source of funds for the programme by both federal and state government while 30% of the respondents disagreed. Also, 60% of the P.T.A members agreed that salary is promptly paid to the staff regularly while 40% of the respondents disagreed. 60% of the P.T.A members agreed that inadequate funds affect the provision of teaching and learning materials in the schools while 40% of the respondents disagreed.

Hypothesis Three

H₀: There is no significant difference in the opinion of the respondents on funding of the UBE programme in KanoState.

H₁: There is significant difference in the opinion of the respondents on funding of the UBE programme in Kano State.

Table 4.2.15: ANOVA for Investigating the Opinion of Responses on Funding of the UBE Programme in Kano State

Category		Sum of Squares	df	Mean Square	F	Sig.
Agreed	Between Groups	180.000	3	60.000	.168	.917
	Within Groups	12860.000	36	357.222		
	Total	13040.000	39			
Disagreed	Between Groups	180.000	3	60.000	.168	.917
	Within Groups	12860.000	36	357.222		
	Total	13040.000	39			

Table 4.2.16: Investigating opinion of respondents by SUBEB on students enrolment and retention of the UBE programme in Kano state

	SUBEB (Agreed)	SUBEB (Disagreed)
Pupils enrolment for the programme in the state is on the increase	10(100%)	0(0%)
The admission process is effective in the state.	8(80%)	2(20%)
The completion rate in the programme by pupils is high	7(70%)	3(30%)
The number of girls to boys enrolment in the state is favourable	4(40%)	6(60%)
The completion rate of girls to boys in the programme is favourable	4(40%)	6(60%)
Financial problem is a major cause of pupils drop out in the programme.	8(80%)	2(20%)
Feeding of the pupils as a means of retaining them in the school is encouraging	10(100%)	0(0%)
Culture and religion can also be a cause of pupils drop out in the programme	10(100%)	0(0%)
The number of pupils in the class per teacher is adequate.	4(40%)	6(60%)
Much intake of the pupils can affect the quality of the programme.	8(80%)	2(20%)

Table 16 above indicated that 100% of the respondents from SUBEB agreed that Pupils enrolment for the UBE programme in the state is on the increase. Also, 80% of the SUBEB respondents agreed that the admission process is effective in the state while 20% disagreed. 70% of the respondents from SUBEB agreed that the completion rate in the programme by pupils is high while 30% disagreed. 40% of the SUBEB respondents agreed that the number of girls to boys enrolment in the state is favourable while 60% of the respondents disagreed with that assumption. 40% of the respondents from SUBEB agreed that the completion rate of girls to boys in the programme is favourable while 60% of the respondents disagreed. 80% of the respondents from SUBEB agreed that financial problem is a major cause of pupils drop out in the programme while 20% of the respondents disagreed. All the respondents, that is, 100% of the respondents from SUBEB are of the opinion that feeding of the pupils as a means of retaining them in the

school is encouraging. Also, 100% of the respondents from SUBEB agreed that culture and religion can also be a cause of pupils drop out in the programme. 40% of the respondents agreed that the number of pupils in the class per teacher is adequate while 60% disagreed. And finally, 80% of the respondents agreed that much intake of the pupils can affect the quality of the programme while 20% of the respondents disagreed.

Table 4.2.17: Investigating opinion of respondents by principals/headmaster on student enrolment and retention of the UBE programme in Kano state

	P/HM (Agreed)	P/HM (Disagreed)
Pupils enrolment for the programme in the state is on the increase	80(80%)	20(20%)
The admission process is effective in the state.	70(70%)	30(30%)
The completion rate in the programme by pupils is high	60(60%)	40(40%)
The number of girls to boys enrolment in the state is favourable	30(30%)	70(70%)
The completion rate of girls to boys in the programme is favourable	70(70%)	30(30%)
Financial problem is a major cause of pupils drop out in the programme.	70(70%)	30(30%)
Feeding of the pupils as a means of retaining them in the school is encouraging	90(90%)	10(10%)
Culture and religion can also be a cause of pupils drop out in the programme	100(100%)	0(0%)
The number of pupils in the class per teacher is adequate.	20(20%)	80(80%)
Much intake of the pupils can affect the quality of the programme.	100(100%)	0(0%)

Table 17 shows that 80% of the Principals and Headmasters agreed that Pupils enrolment for the UBE programme in the state is on the increase while 20% disagreed. 70% of the Principals and Headmasters agreed that the admission process is effective in the state while 30% disagreed. 60% of the Principals and Headmasters agreed that the completion rate in the programme by pupils is high while 40% disagreed. 30% of the Principals and Headmasters respondents agreed that the number of girls to boys enrolment in the state is favourable while 70% of the respondents disagreed with that

assumption. 70% of the Principals and Headmasters agreed that the completion rate of girls to boys in the programme is favourable while 30% of the respondents disagreed. 70% of the Principals and Headmasters agreed that financial problem is a major cause of pupils drop out in the programme while 30% of the respondents disagreed. 90% of the Principals and Headmasters agreed that feeding of the pupils as a means of retaining them in the school is encouraging while 10% disagreed. All the respondents, that is, 100% of the Principals and Headmasters agreed that culture and religion can also be a cause of pupils drop out in the programme. 20% of the Principals and Headmasters agreed that the number of pupils in the class per teacher is adequate while 80% disagreed. And finally, 100% of the Principals and Headmaster agreed that much intake of the pupils can affect the quality of the programme.

Table 4.2.18: Investigating opinion of respondents by teachers on student enrolment and retention of the UBE programme in Kano state

	Teachers (Agreed)	Teachers (Disagreed)
Pupils enrolment for the programme in the state is on the increase	450(90%)	50(10%)
The admission process is effective in the state.	300(60%)	200(40%)
The completion rate in the programme by pupils is high	300(60%)	200(40%)
The number of girls to boys enrolment in the state is favourable	100(20%)	400(80%)
The completion rate of girls to boys in the programme is favourable	350(70%)	150(30%)
Financial problem is a major cause of pupils drop out in the programme.	350(70%)	150(30%)
Feeding of the pupils as a means of retaining them in the school is encouraging	100(100%)	0(0%)
Culture and religion can also be a cause of pupils drop out in the programme	450(90%)	50(10%)
The number of pupils in the class per teacher is adequate.	0(0%)	100(100%)
Much intake of the pupils can affect the quality of the programme.	100(100%)	0(0%)

From Table 18, out of the 450 Teachers that responded. It shows that 90% of the Teachers agreed that Pupils enrolment for the UBE programme in the state is on the increase while 10% disagreed. 60% of the Teachers agreed that the admission process is effective in the state while 40% disagreed. 60% of the Teachers agreed that the completion rate in the programme by pupils is high while 40% disagreed. 20% of the Teachers respondents agreed that the number of girls to boys enrolment in the state is favourable while 60% of the respondents disagreed. 70% of the Teachers agreed that the completion rate of girls to boys in the programme is favourable while 30% of the respondents disagreed. 70% of the Teachers agreed that financial problem is a major cause of pupils drop out in the programme while 30% of the respondents disagreed. 100% of the Teachers agreed that feeding of the pupils as a means of retaining them in the school is encouraging. 90% of the Teachers agreed that culture and religion can also be a cause of pupils drop out in the programme while 10% disagreed. 100% of the Teachers agreed that the number of pupils in the class per teacher is adequate. And finally, 100% of the Teachers agreed that much intake of the pupils can affect the quality of the programme.

Table 4.2.19: Investigating opinion of respondents by parents teachers association (PTA) on student enrolment and retention of the Ube programme in Kano state

	PTA (Agreed)	PTA (Disagreed)
Pupils enrolment for the programme in the state is on the increase	240(80%)	60(20%)
The admission process is effective in the state.	300(60%)	120(40%)
The completion rate in the programme by pupils is high	210(70%)	90(30%)
The number of girls to boys enrolment in the state is favourable	300(60%)	120(40%)
The completion rate of girls to boys in the programme is favourable	300(60%)	120(40%)
Financial problem is a major cause of pupils drop out in the programme.	240(80%)	60(20%)
Feeding of the pupils as a means of retaining them in the school is encouraging	300(100%)	0(0%)
Culture and religion can also be a cause of pupils drop out in the programme	270(90%)	30(10%)
The number of pupils in the class per teacher is adequate.	120(40%)	180(60%)
Much intake of the pupils can affect the quality of the programme.	210(70%)	90(30%)

From Table 19, out of the 300 P.T.A members sampled. The result indicated that 80% of the P.T.A members agreed that Pupils enrolment for the UBE programme in the state is on the increase while 20% disagreed. 60% of the P.T.A members agreed that the admission process is effective in the state while 40% disagreed. 70% of the P.T.A members agreed that the completion rate in the programme by pupils is high while 30% disagreed. 60% of the P.T.A members agreed that the number of girls to boys enrolment in the state is favourable while 40% of the respondents disagreed. 60% of the P.T.A members agreed that the completion rate of girls to boys in the programme is favourable

while 40% of the respondents disagreed. 80% of the P.T.A members agreed that financial problem is a major cause of pupils drop out in the programme while 20% of the respondents disagreed. 100% of the P.T.A members agreed that feeding of the pupils as a means of retaining them in the school is encouraging. 90% of the P.T.A members agreed that culture and religion can also be a cause of pupils drop out in the programme while 10% disagreed. 40% of the P.T.A members agreed that the number of pupils in the class per teacher is adequate while 60% disagreed. And finally, 70% of the P.T.A members agreed that much intake of the pupils can affect the quality of the programme while 30% of the respondents disagreed.

Hypothesis Four

H₀: There is no significant difference in the opinion of the respondents on Student enrolment and retention of the UBE programme in Kano State.

H₁: There is significant difference in the opinion of the respondents on Student enrolment and retention of the UBE programme in Kano State.

Table 4.2.20: ANOVA for Investigating the Opinion of Responses on Student Enrolment and Retention of the UBE Programme in Kano State

Category		Sum of Squares	df	Mean Square	F	Sig.
Agreed	Between Groups	267.500	3	89.167	.129	.942
	Within Groups	24830.000	36	689.722		
	Total	25097.500	39			
Disagreed	Between Groups	267.500	3	89.167	.129	.942
	Within Groups	24830.000	36	689.722		
	Total	25097.500	39			

Table 4.2.21: Investigating opinion of respondents by SUBEB on supervision of the UBE programme in Kano state

	SUBEB (Agreed)	SUBEB (Disagreed)
For effective implementation of programme in the state, regular inspection and supervision should be encouraged.	8(80%)	2(20%)
The directors in the board and state ministry of education should be directly involved in supervising the implementation of the programme	2(20%)	8(80%)
Poor academic performance by the pupils can be associated with poor supervision.	0(0%)	10(100%)
Instruments and facilities used to supervise the schools should be improved.	9(90%)	1(10%)
The supervision is not adequate	10(100%)	0(0%)
The personnel in the division are not experts	2(20%)	8(80%)
Supervisors do not get to the schools in the rural areas.	3(30%)	7(70%)
Mobility and inadequate facilities is one of the problems of the supervisory division.	10(100%)	0(0%)
The supervisors do not visit the school on regular basis	3(30%)	7(70%)
The report of the supervisors does not correspond with the problem facing the schools.	2(20%)	8(80%)

Table 21 is the result obtained from 10 sampled SUBEB staff. The results shows that 80% of the SUBEB respondents agreed that for effective implementation of programme in the state, regular inspection and supervision should be encouraged while 20% of the respondents disagreed. 20% of the SUBEB respondents agreed that the directors in the board and state ministry of education should be directly involved in supervising the implementation of the programme while 80% disagreed. 100% of the respondents from SUBEB disagreed that Poor academic performance by the pupils can be associated with poor supervision. 90% of the respondents from SUBEB agreed that instruments and facilities used to supervise the schools should be improved while 10% disagreed. 100% of the SUBEB staff agreed that supervision is not adequate. 20% of the SUBEB staff agreed that the personnel in the division are not experts while 80% of the respondents disagreed. 30% of the respondents from SUBEB agreed that supervisors do

not get to the schools in the rural areas while 70% disagreed. All the respondents, that is, 100% of the respondents from SUBEB agreed that Mobility and inadequate facilities is one of the problems of the supervisory division. 30% of the respondents from SUBEB agreed that the supervisors do not visit the school on regular basis while 70% disagreed. 20% of the respondents agreed that the report of the supervisors does not correspond with the problem facing the schools while 80% disagreed.

Table 4.2.22: Investigating opinion of respondents by principals/headmasters on supervision of the UBE programme in Kano state

	P/HM (Agreed)	P/HM (Disagreed)
For effective implementation of programme in the state regular inspection and supervision should be encouraged.	100(100%)	0(0%)
The directors in the board and state ministry of education should be directly involved in supervising the implementation of the programme	30(30%)	70(70%)
Poor academic performance by the pupils can be associated with poor supervision.	20(20%)	80(80%)
Instruments and facilities used to supervise the schools should be improved.	100(100%)	0(0%)
The supervision is not adequate	90(90%)	10(10%)
The personnel in the division are not experts	60(60%)	40(40%)
Supervisors do not get to the schools in the rural areas.	60(60%)	40(40%)
Mobility and inadequate facilities is one of the problems of the supervisory division.	100(100%)	0(0%)
The supervisors do not visit the school on regular basis	60(60%)	40(40%)
The report of the supervisors does not correspond with the problem facing the schools.	30(30%)	70(70%)

Table 22 shows responses from 100 respondents constituting Principals and Headmasters. The results shows that 100% of the Principals and Headmasters agreed that

for effective implementation of programme in the state, regular inspection and supervision should be encouraged. 30% of the Principals and Headmasters agreed that the directors in the board and state ministry of education should be directly involved in supervising the implementation of the programme while 70% disagreed. 20% of the Principals and Headmasters agreed that Poor academic performance by the pupils can be associated with poor supervision while 80% of the respondents disagreed. 100% of the Principals and Headmasters agreed that instruments and facilities used to supervise the schools should be improved. 90% of the Principals and Headmasters agreed that supervision is not adequate while 10% disagreed. 60% of the Principals and Headmasters agreed that the personnel in the division are not experts while 40% of the respondents disagreed. 60% of the Principals and Headmasters agreed that supervisors do not get to the schools in the rural areas while 40% disagreed. All the respondents, that is, 100% of Principals and Headmasters agreed that Mobility and inadequate facilities is one of the problems of the supervisory division. 60% of the Principals and Headmasters agreed that the supervisors do not visit the school on regular basis while 40% disagreed. 30% of the respondents agreed that the report of the supervisors does not correspond with the problem facing the schools while 70% disagreed.

Table 4.2.23: Investigating opinion of respondents by teachers on supervision of the UBE programme in kano state

	Teachers (Agreed)	Teachers (Disagreed)
For effective implementation of programme in the state regular inspection and supervision should be encouraged.	500(100%)	0(0%)
The directors in the board and state ministry of education should be directly involved in supervising the implementation of the programme	200(40%)	300(60%)
Poor academic performance by the pupils can be associated with poor supervision.	150(30%)	350(70%)
Instruments and facilities used to supervise the schools should be improved.	500(100%)	0(0%)
The supervision is not adequate	400(80%)	100(20%)
The personnel in the division are not experts	350(70%)	150(30%)
Supervisors do not get to the schools in the rural areas.	350(70%)	150(30%)
Mobility and inadequate facilities is one of the problems of the supervisory division.	450(90%)	50(10%)
The supervisors do not visit the school on regular basis	350(70%)	150(30%)
The report of the supervisors does not correspond with the problem facing the schools.	200(40%)	300(60%)

Table 23 shows responses from 500 Teachers. The results shows that 100% of the Teachers agreed that for effective implementation of programme in the state, regular inspection and supervision should be encouraged. 40% of the Teachers agreed that the directors in the board and state ministry of education should be directly involved in supervising the implementation of the programme while 60% disagreed. 30% of the Teachers agreed that Poor academic performance by the pupils can be associated with poor supervision while 70% of the respondents disagreed. 100% of the Teachers agreed that instruments and facilities used to supervise the schools should be improved. 80% of

the Teachers agreed that supervision is not adequate while 20% disagreed. 70% of the Teachers agreed that the personnel in the division are not experts while 30% of the respondents disagreed. 70% of the Teachers agreed that supervisors do not get to the schools in the rural areas while 30% disagreed. All the respondents, that is, 90% of Teachers agreed that Mobility and inadequate facilities is one of the problems of the supervisory division while 10% of the respondents disagreed. 70% of the Teachers agreed that the supervisors do not visit the school on regular basis while 30% disagreed. 40% of the respondents agreed that the report of the supervisors does not correspond with the problem facing the schools while 60% disagreed.

Table 4.2.24: Investigating opinion of respondents by parents teachers association (PTA) on supervision of the UBE programme in Kano state

	PTA (Agreed)	PTA (Disagreed)
For effective implementation of programme in the state regular inspection and supervision should be encouraged.	240(80%)	60(20%)
The directors in the board and state ministry of education should be directly involved in supervising the implementation of the programme	120(40%)	180(60%)
Poor academic performance by the pupils can be associated with poor supervision.	60(20%)	240(80%)
Instruments and facilities used to supervise the schools should be improved.	210(70%)	90(30%)
The supervision is not adequate	210(70%)	90(30%)
The personnel in the division are not experts	180(60%)	120(40%)
Supervisors do not get to the schools in the rural areas.	240(80%)	60(20%)
Mobility and inadequate facilities is one of the problems of the supervisory division.	240(80%)	60(20%)
The supervisors do not visit the school on regular basis	240(80%)	60(20%)
The report of the supervisors does not correspond with the problem facing the schools.	90(30%)	210(70%)

Table 24 shows responses from 300 P.T.A members. The results shows that 80% of the P.T.A members agreed that for effective implementation of programme in the state, regular inspection and supervision should be encouraged while 20% of the respondents disagreed. 40% of the P.T.A members agreed that the directors in the board and state ministry of education should be directly involved in supervising the implementation of the programme while 60% disagreed. 20% of the Teachers agreed that Poor academic performance by the pupils can be associated with poor supervision while 80% disagreed. 70% of the respondents agreed that instruments and facilities used to supervise the schools should be improved while 30% of the respondents disagreed. Also, 70% of the respondents agreed that the supervision is not adequate while 30% disagreed. 60% of the respondents agreed that the personnel in the division are not experts while 40% disagreed. 80% of the P.T.A members are of the opinion that supervisors do not get to the schools in the rural areas while 20% disagreed. 80% of the respondents agreed that mobility and inadequate facilities is one of the problems of the supervisory division while 20% disagreed. 80% of the respondents agreed that the supervisors do not visit the school on regular basis while 20% of the respondents disagreed. And finally, 30% of the respondents agreed that the report of the supervisors does not correspond with the problem facing the schools while 70% of the respondents disagreed.

Hypothesis Five

H₀: There is no significant difference in the opinion of the respondents on supervision of the UBE programme in Kano State.

H₁: There is no significant difference in the opinion of the respondents on supervision of the UBE programme in Kano State.

Table 4.2.25: ANOVA for Investigating the Opinion of Responses on Supervision of the UBE Programme in Kano State

Category	Sum of Squares	df	Mean Square	F	Sig.	
Agreed	Between Groups	2240.000	3	746.667	.822	.491
	Within Groups	32720.000	36	908.889		
	Total	34960.000	39			
Disagreed	Between Groups	2240.000	3	746.667	.822	.491
	Within Groups	32720.000	36	908.889		
	Total	34960.000	39			

4.2 Discussion of Major Findings

From the interpretation of table I, it shows that the staff are encouraged to developed themselves through in-services programme. Also workshop, conferences, seminar and symposium are often conducted by the board to promote staff efficiency and merit among teachers in schools. Majority of the respondents agreed that punishments of erring staff are done without favouritism. There is agreement among the four (4) groups of respondents that there is a positive change among the staff that attained development programme on their work place. They also agree that salaries and other welfare package are favourable.

The opinion of the four groups of respondents on table 7 shows that they are in agreement that the condition of classroom in JSS and primary schools in the state is not conducive for learning. They also believe that the effort of SUBEB to reactivate and

renovate dilapidated schools in the state is commendable. There is no enough chairs, desk, chalkboard, toilet and other teaching materials in the schools. The absence of electricity and school bus for mobility affect learning in the state UBE programme. The respondents are of the view that pupils contribute in destroying facilities provided by the board. This can contribute to poor academic performance by the pupils due to destruction of learning materials.

The four groups of respondents are in agreement that funding is one of the major problems faced on the process of implementing the UBE programme in state. They are of the view that much of the fund budgets for the purpose of implementing the programme in the state are not used for the purpose it is meant for. They believe that the method of releasing funds to the principals and head teachers is adequate. Also the respondents are of the opinion that Federal Government delay before releasing funds to the state. The four groups of respondents agree that inadequate funds affect the provision of teaching and learning materials in the schools.

The four groups of respondents agree that pupils enrolment for the UBE programme in the state is one the increase. The respondents are of the view that the enrolment rate of girls to boys is favourable, also the completion rate of girls to boys is favourable in the UBE programme in the state. Financial problem is a major cause of pupils dropout in the state UBE programme. According to table 19, it shows that the four groups of respondents are of the opinion that feeding of the pupils as a means of retaining them in the school is encouraging.

The result on table 25 shows that the four groups of respondents agree that for effective implementation of the UBE programme in Kano state regular supervision

should be encouraged. However, the respondents disagree that poor academic performance by the pupils can be associated with poor supervision. They agree that instrument and facilities used to supervise the schools should be improved upon. The all the four groups of respondents agree that the budget for supervision is low. They also agree that inadequate funds, facilities and mortality affect supervision activities in the state.

4.3 Summary of Major Findings

1. Most of the respondents the principals/head teachers, teachers and parents are of the view that staff situation is favourable in the implementation of UBE programme in Kano State.
2. Two groups of respondents i.e. SUBEB officials and the principals agreed that the appointment of principal and head teachers is based on merit. While teachers disagreed and parent undecided. These show that appointment of principal and head teachers is based on merit.
3. The study also reveals that most of the teachers have minimum teaching qualifications
4. The four groups of respondents are of the opinion that the condition of class room is not conducive for learning; there is inadequate chairs, desk, text books and other learning facilities in the schools.
5. There is a consensus in the opinion of respondents that the absences of electric power supply and bus for mobility affect learning in the state primary and junior secondary schools.

6. The view of the principals/head teachers and parents reveal that funds budgeted for implementing the programmes is not sometime used for the purpose it is meant for.
7. Th studies also reveal that inadequate funds affect the provision of teaching and learning materials in the schools.
8. There is a consensus in the view of the respodents that federal government delays before releasing funds to the state.
9. The demand for primary and junior secondary school education in the state is high, the increase in demand has consequential increase in the number of school in state, this means greater expenditure on education than envisaged.
10. The opinions of the SUBEB officials, principals, teachers and parent are of the view that finance is the major problem of education in the state.
11. There is an agreement between the four groups i.e the SUBEB officials, principallhead teachers; teachers and parents that the supervisory system in schools needs improvement to facilitate effective and efficient implementation of the universal basic Education (UBE) programme in Kano state.
12. The Three groups of respondents the SUBEB official, principallhead teachers and teachers are of the opinion that facilities and equipments in the school are not taken care of. They also believe that pupils contribute in destroying some of equipment and facilities in the schools.
13. There is no consensus in the opinion of respondents that primary and junior secondary schools in the state are not adequately funded. The SUBEB officials

are of the opinion that the schools are adequately funded. The principal/head teachers and parent are of the view that schools are inadequately funded.

14. Majority of the respondents from the four groups are of the opinion that the completion rate of the programme in the state is high.
15. There is an agreement between the four groups of respondents that feeding of the pupils as a means of retaining them in the schools is encouraging.
16. The study also reveals that much intake of the pupils will affect the quality of UBE programme in the state.
17. The four groups of respondents agreed that the budget for supervision is not adequate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to present the summary, conclusion and recommendations of the study; the study is focused on universal basic education (UBE) in Kano state.

5.2 Summary

Based on the discussion in chapter four, the study can be summarized as follows:

1. That the staff situation of the UBE programme in Kano state is not bad, but there is need for improvement. Most of the respondents are of the opinion that staff welfare such as salaries has to be increase in other to motivate the teachers. All the four groups believe that there is need for increase in salary in other to motivate the teachers. Also three group headmasters/principals, teachers and parents are of the view that the process of recruiting new staff is not base on merit. While SUBEB officials are of the opinion that it is based on merit. The three groups that oppose this are of the opinion that there are other factors which affect recruitment process. All the four groups believe that other conditions such as in-service training, conferences and workshop is favourable.
2. That the provision and maintenance of facilities in UBE programme in Kano state is not favourable. There is inadequate chairs, desk, textbooks, and other learning materials and facilities in the schools. The four groups of respondents are of the opinion that the condition of classroom is not conducive for learning: there is inadequate chairs, desk, textbooks and other learning materials and facilities in

the schools. Also there is a consensus in the opinion of the respondents by the four groups that the absences of electric power supply and bus for mobility affect school activities and learning in the state primary and junior secondary schools.

Three groups of respondents the SUBEB officials, principal/headmasters, and teachers are of the opinion that facilities and equipments in the schools are not taken care of. They believe that the pupils contribute in destroying some of the equipments and facilities in the schools.

3. The study reveals that inadequate funds affects the provision of teaching and learning materials in the schools. Also there is a consensus in the opinion of the respondents by the four groups that finance is the major problem of education in the state.

Three groups of respondents principals/headmasters, teachers and parents are of the view that funds budgeted for implementing the programme is not sometimes used for purpose it is meant for.

4. The study reveals that the demand for primary and junior secondary school education in the state is high. The increase in demand has a consequential increase in the number of school in take. This means greater expenditure on education than envisaged. Also the four groups of respondents are of the view that much intake of the pupils will affect the quality of UBE programme in the state. However, there is a consensus in the opinion of the four groups that the feeding of the pupils as a means of retaining them in schools is encouraging.
5. The supervision of UBE programme in Kano state needs to be updated. The four groups of respondents are of the opinion that the supervisory system in the

schools needs improvement to facilitate effective and efficient implementation of the UBE programme in the state. Also the four groups of respondents are of the view that the budget for supervision is not adequate.

5.3 Conclusion

Based on the findings, the conclusion of the study can be drawn as follows:

1. Staff situation in the implementation of UBE programme in Kano state is not bad. However, there is need for improvement. Teachers' salary has to be increase in other to motivate them and encourage them to put in their best in the UBE programme in Kano state.
2. The condition of facilities in UBE Programme in Kano State is not favourable; Government should build more classroom and rehabilitate the old ones. In view of this the ongoing rehabilitation of some building in the state is encouraging. Government should provide more chairs, desk, textbooks and other instructional materials in the state UBE programme. Also there is need to provide electricity, school bus and other facilities to facilitate school activities. Pupils who damage school facilities should be punished or made to replace them to serve as a lesson to others.
3. In adequate funds affect the running of UBE programme in Kano State. Government should provide adequate funds for the execution of UBE programme in the state, this will enhance the provision of instructional materials and other facilities in the state. Primary and junior secondary schools. There is need for alternative source of fund in the state UBE programme. Government should ensure that the funds are used for what they are budgeted for in the

implementation of UBE programme in the state. Also there is need for prudent management of available resources in the state UBE programme.

4. There is high demand for primary and junior secondary school education in the state. The enrolment figure is on the increase daily. The consequences of this is that, it will lead to increase in expenditure, more provision of infrastructural facilities and human resources etc. than envisaged. However, the feeding programme adopted by the state is encouraging.
5. There is need for improvement in the supervisory division in the state UBE programme. The budget for supervision should be increase in other to facilitate effective and efficient implementation of the programme in the state.

5.4 Recommendations

In view of these findings, the following recommendations are made:

1. The board should do more on renovation and rehabilitation of dilapidated schools and classroom in the state primary and junior secondary schools.
2. SUBEB and its staff should improve on effective communication between the board and principals/head masters, teachers and parents (P.T.A). This could be done through regular meetings conferences and workshops this will give them the opportunity to exchange ideas on important issue affecting the programme in the state.
3. The board should improve on the feeding programme in the state. This will help to retain the pupils in the school.
4. For efficient implementation of the UBE programme in the state, the board should consider increasing the budgetary allocation to schools.

5. Due to increasing number of children in primary and junior secondary schools, parents should be ready to contribute for their children education because of the high cost of materials and nature of or nation's economy. The government alone cannot supply all the educational needs of all the citizens in the country.
6. SUBEB should ensure proper supervision of school finance, academic record and other school activities in other to attain the set objectives of the programme in the state.
7. There is the need to update the experience and expertise of school principals and head masters through regular workshop and seminars for effective performance in view of the constant changes in our educational development and school management.
8. There is need to improve on the facilities available in the schools. Also to provide where there is none in existence. This will lead to effective implementation of the programme in the state.
9. There is need to ensure that principal/head masters appointment is based on merit, also the recruitment process should be based on merit to allow experience and intelligent people into the service in other to achieve the set goal.
10. The board should balance it's admission of pupils in school with the facilities available to avoid over stretching of facilities. This will also keep to maintain the quality of education which the children receive.

5.5 Suggestion for further study

This study focus mainly on the assessment of the management of UBE programme in Kano state, However, in the course of the study the researcher discovered

that there are some areas of problems in the implementation of the programme that need to be investigated so as to appraise the progress so far made in the state. Such area includes the following:

1. The extent to which supervisory role of the directors in SUBEB affect the effective implementation of the UBE programme in the state.
2. The impact of principals/headmasters participation in budgetary decision making and effective implementation of the UBE programme in the state.

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APPENDIX I

QUESTIONNAIRE ON THE ASSESSMENT OF THE MANAGEMENT OF UBE PROGRAMME IN KANO STATE

Dear Respondent,

The researcher is a master degree student in Ahmadu Bello University (A.B.U.) Zaria studying "Assessment of the management of UBE Programme in Kano State".

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

Emmanuel Onyebueke

ASSESSMENT OF THE MANAGEMENT OF UBE PROGRAMME IN KANO

STATE

Tick the column that expresses your opinion.

SECTION A: Personal Data

Status

1) Position in school

a Principal () b. Teacher () c. P. T. A officer ()

2) Years of teaching/working experience

a. 1-5 years () b. 6-10 years () c. 11-15 years ()

3) Position in the board

a. Chairman () b. Ex Sec. () c. Director () d. Sec. ()

4) Highest educational qualification (principal and teacher)

a. OND () b. NCE() c. HND () d. B.Ed () e. B.A. () f. B.Sc ()

g. M A () h. Ph. D ()

d. Others specify _____

SECTION B

Fill Sections B as follows

SA - Strongly Agree

A - Agree

U - Undecided

SD - Strongly Disagree

D - Disagree

Table 1**To examine the staff situation of the UBE programme in Kano State**

S/N		SA	A	U	D	SD
1.	Conferences and workshops are often conducted by the board					
2.	That the teachers have the minimum teaching qualification					
3.	Seminars and symposiums are often conducted by the board					
4.	The staff are encouraged to develop themselves through in-service programme.					
5.	Staff salaries and other welfare packages is favourable					
6	Punishment of erring staff is done without favouritism					
7	The appointment of principals and headmasters are based on merit					
8	The process of recruiting new staff is based on merit					
9	There is a positive change among the staff that attained development programme in their work					
10	That the school principals and headmasters have the knowledge of administration					

Table 2

To investigate the provision and maintenance of teaching and learning facilities in the state.

S/N		SA	A	U	D	SD
1)	The condition of classroom in primary school and junior secondary school in the state is not conducive for learning.					
2)	SUBEB effort to reactivate and renovate the dilapidated schools in the state is commendable.					
3)	The absence of electric power Supply affect teaching and learning					
4)	Absence of school bus in the primary and junior secondary school in the state affects mobility in the school.					
5)	The Board do not provide adequate text books for the programme in the state					
6)	The provision of facilities for learning in the state primary and junior secondary school is not adequate					
7)	The Board do not provide enough chairs and desk to the primary and junior secondary school in the state					
8)	The pupil contribute in destroying facilities provided for UBE programme in the state					
9)	The board should provide teaching aid to the UBE schools in the state					
10)	Poor academic performance by the pupils can be associated with inadequate teaching and learning materials					

Table 3
To investigate the funding of the UBE programme in the state

S/N		SA	A	U	D	SD
1)	The method of releasing funds to head teachers and principals for effective implementation of the programme in the state is adequate					
2)	Finance constitute the major problem faced in the process of implementing the programme in the state					
3)	That much of the find budgeted for the purpose of implementing the programme in the state is not used for the purpose it is meant for					
4)	School heads and principals suggestions are not sought before budget on education is prepared					
5)	That federal government delay before releasing the funds to the state					
6)	That both federal and state government does not have enough funds to run the programme					
7)	There is proper accountability and management of funds for UBE programme in the state					
8)	There is need for alternative source of funds for the programme by both federal and state government					
9)	That salaries are promptly paid to the staff regularly					
10)	Inadequate funds affect the provision of teaching and learning material in the schools					

Table 4**To investigate student enrolment and retention of the programme in the state**

S/N		SA	A	U	D	SD
1)	Pupils enrolment for the programme in the state is on the increase					
2)	The admission process is effective in the state					
3)	The completion rate in the programme by the pupils is high					
4)	The number of girls to boys enrolment in the state is favourable					
5)	The completion rate of girls to boys in the programme is favourable					
6)	Financial problem is a major cause of pupils drop out in the programme					
7)	Feeding of the pupils as a means of retaining diem in the school is encouraging					
8)	Culture and religion can also be a cause of pupil drop out in the programme					
9)	The number of pupils in the class per teachers is adequate					
10)	Much intake of the pupils can-affect the quality of the programme		.			

Table 5**To examine the supervision of the UBE programme in the state**

S/N		SA	A	U	D	SD
i)	For effective implementation of the programme in the state regular supervision should be encouraged					
2)	The directors in the board should be directly involved in supervising the implementation of the programme					
3)	Poor academic performance by the pupils can be associated with poor supervision of the programme					
4)	Instruments and facilities used to supervise the school should be improved					
5)	The budget for supervision is not adequate					
6)	The personnel in the supervisory division are not experts					
7)	The supervisors do not get to the schools in the rural areas					
8)	Mobility and inadequate facilities is one of the problems of the supervisory division					
9)	The supervisors do not visit the schools on regular basis					
10)	The report of the supervisors do not correspond with the problems facing the schools					

Appendix II

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

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

59	Tarauni	Salari Sp. Pri. Sch.
60	Dala	SPS Dala
61	Fagge	Suleiman Chamber SPS
62	Ungogo	Rijjyan Zaki SPS
63	Municipal	GJSS Shahuci
64	Tarauni	GJSS Daurawa
65	Nasarawa	Jabu SPS Sabon Gari
66	Kumbotso	Police Children School Chalawa
67	Municipal	GGJSS Medile
68	Fagge	GJSS Nomansland
69	Nassarawa	Police Children School Bompai
70	Kumbotso	Gaida Makada Pri. Sch. Kumbotso
71	Nassarawa	Kawu Unguwa Gaya Sp. Pri. Sch.
72	Dala	Yalwa Sp. Pri. Sch.
73	Kumbotso	Jaoji Sp. Pri. Sch.
74	Gwale	Jambulo Sp. Pri. Sch. Kabuga
75	Dala	GGJSS Yalwa Model
76	Municipal	Shahuci Sp. Pri. Sch. Opp. Rimi Market
77	Dala	G/Dutse SPS Dala
78	Municipal	Kumawa Sp. Pri.Sch.
79	Gwale	GJSS jambulo Kabuga Housing Estate
80	Tarauni	U/Gano
81	Tarauni	Tarauni U/Uku SPS
82	Ungogo	SPS R/Zaki
83	Nassarawa	SPS Nasarawa
84	Tofa	ACPS Janguza
85	Nassarawa	GJSS Gawuna
86	Gaya	K.U gaya SPS
87	Nasarawa	Sauna Pr. Sch.
88	Municipal	G/Albasa SPS

89	Municipal	Rumfa SPS
90	Tarauni	Hausawa SPS
91	Dala	Gobirawa pr. Sch.
92	Kumbotso	Gaida Pr. Sch.
93	Ungogo	R/Gata Pr. Sch. Ungogo
94	Municipal	Yakasai DZIs. Pr Sch.
95	Rogo	GJSS B/Mutum
96	Fagge	Kawaji Jigiya SPS
97	Gwale	T/Yola SOS Kabuga
98	Dala	Gwamaja SPS
99	Dala	K/Ruwa SPS
100	Wudil	GJSS Kunya