# ASSESSMENT OF THE EFFECT OF UNIVERSAL BASIC EDUCATION ON EDUCATIONAL DEVELOPMENT IN BAUCHI AND GANJUWA LOCAL GOVERNMENT AREAS OF BAUCHI STATE

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**ZARIA, NIGERIA**

**MARCH, 2021**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A MASTER OF SCIENCE DEGREE IN PUBLIC ADMINISTRATION**

**DEPARTMENT OF PUBLIC ADMINISTRATION,**
**FACULTY OF ADMINISTRATION,**
**AHMADU BELLO UNIVERSITY,**
**ZARIA, NIGERIA**

**MARCH, 2021**

## DECLARATION

I declare that the work in this dissertation entitled Assessment of the effect of Universal Basic Education on Educational Development in Bauchi and Ganjuwa Local Government Areas of Bauchi State has been performed by me in the Department of Public Administration Faculty of Administration, Ahmadu Bello University, Zaria. The information derived from the literature has been dully acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

| Amanda Paul | | |
|---|---|---|
| Name of Student | Signature | Date |

## Certification

This dissertation entitled ASSESSMENT OF THE EFFECT OF UNIVERSAL BASIC EDUCATION ON EDUCATIONAL DEVELOPMENT IN BAUCHI AND GANJUWA LOCAL GOVERNMENT AREAS OF BAUCHI STATEby AMANDA PAUL meets the regulations governing the award of the Masters degree of Public Administration of the Ahmadu Bello University, and is approved for its' contribution to knowledge and literary presentation.

| | | |
|---|---|---|
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## DEDICATION

This research work is dedicated to my lovely Wife Mrs Tina Amanda and Children Bwachongkeni Paul Amanda, Labchongwom Eunice Amanda and Chongdeem Salem Amanda for their love, understanding and support.

## ACKNOWLEDGEMENTS

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My sincere appreciation goes to the team of Academic staff in the Department of Public Administration particularly those I happened to meet during my coursework. You all were active players towards the success of this work,May God reward you accordingly.

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Above all, i sincerely appreciate God Almighty for the gift of life, good health and wisdom to successfully undertake the study. I forever remain indebted for the kind gesture shown to me despite my inadequacies.

## ABSTRACT

This research work is AnAssessment of the Effect of Universal Basic Education on the Educational Development of Bauchi and Ganjuwa Local Government Areas of Bauchi State this becomes necessary because Education is the solid bedrock upon which every form of development: social, political, religious and economic is anchored. This further explains why it is perceived as a veritable tool and as well catalyst for national development. Universal Basic Education which is supposed to be free, compulsory andaccessible has remained unachievable and still faces the challenges of low students enrolment rates, high prevalence of school dropout and an acute shortage in the provision of infrastructural facilities necessarily needed to facilitate learning and teaching processes within the school environment eighteen years after its formal inauguration.Therefore, thestudy is concerned about establishing relationship between increase in enrolment, retention and completion rates and the provision of infrastructural facilities with educational development in order to know whether the sector is developing over time.ThreeHypotheses were postulated to that effect. Survey method was adopted for data collection. The total number of sampled respondents stood at 394 drawn from the selected local government areas. Multiple regression statistical analysis model was employed to determine the significant effect of the variables on educational development of the areas. The finding of the research revealed that, pupil's enrolment in school affect educational development significantly though not sufficient enough to cause it but implies that any increase in pupil's enrolment will have multiplier effect on educational development. It also revealed that, pupil/students retention and completion in schools had the most significant share of the effect on educational development. Infrastructural facilities were non-available, dilapidated or grossly inadequate for use. The study therefore recommended that school feeding programme should not be discontinued in order to boost enrolment and retention and UBE should ensure adequate provision of infrastructural facilities.

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| | | |
|---|---|---|
| EFA | - | Education for All |
| UPE | - | Universal Primary Education |
| UBE | - | Universal Basic Education |
| UN | - | United Nations |
| UNESCO | | United Nations Educational, Scientific & Cultural Organization |
| USAID | - | United States Agency for International Development |
| UNICEF | - | United Nations International Children's Fund |
| LGA | - | Local Government Area |
| MDG | - | Millennium Development Goals |
| FME | - | Federal Ministry of Education |
| SUBEB | - | State Universal Basic Education Board |
| ECCDE | - | Early Child Care Development and Education |
| FCT | - | Federal Capital Territory |
| UBEC | - | Universal Basic Education Commission |
| NOA | - | National Orientation Agency |
| NTI | - | National Teachers Institute |
| NCE | - | National Certificate in Education |
| NGO | - | Non-Governmental Organization |
| CBO | - | Community Base Organization |
| FGN | - | Federal Government of Nigeria |
| CRF | - | Consolidated Revenue Fund |
| ODM | - | Original Design Manufacturer |
| VAT | - | Value Added Tax |
| FRN | - | Federal Republic of Nigeria |
| ANOVA | - | Analysis of Variance |
| UBEP | - | Universal Basic Education Programme |

| | | |
|---|---|---|
| SPSS | - | Statistical Package for Social Sciences |
| OECD | | Organization for Economic Co-Operation and Development |
| OSAP | - | Ontario Student Assistance Program |
| JICA | - | Japan's International Cooperation Agency |
| PTA | - | Parents Teachers Association |
| PR | - | Public Relation |
| LGEA | - | Local Government Education Authority |
| GL | - | Grade Level |
| LGEA | - | Local Government Education Authorities |
| NUT | - | Nigerian Union of Teachers |
| NASU | - | Non-Academic Staff Union |
| VIP | - | Very Important Person |
| ETF | - | Educational Trust Fund |
| BOT | - | Board of Trustees |

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# CHAPTER ONE
# INTRODUCTION

## 1.1 Background to the Study

Generally speaking, education is the most important catalyst for national development. Countries thathave developed over the years have successfully developed their education system, as such are socially, economically and technologically developed. In essence, there is no country which is highly developed but has aweak system of education. It can be observed that all developed countries have a good system of education that is contributing to keep them socio-economically better. What is widely accepted is that good school education provides basic foundations for national development; therefore, one can comfortably conclude that there is a direct relationship between education and national development.

Education according to Aluede (2006) means the act of bringing up or training of a child, through instruction and in the process brings about the strengthening of his/her powers of body and mind to be able to understand his culture. Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, and other means. It occurs through any experience that has a formative effect on the way one thinks, feels or acts.

In the views of Adepoju (2007), education is a tool for the acquisition of skills, relevant knowledge and habits for surviving in the changing world. As such in every society, the education sector stands as a medium through which positive transformation could be achieved. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits(https://creativecommons.org).The place of

education in national development cannot be overemphasized. Its importance is stressed in the opening statement of the National policy of education (2004) where it is maintained that "education in Nigeria is an instrument 'par excellence' for effecting national development" In other words, education is not just a medium of knowledge and skill acquisition, It is also a tool for nation building. The state of education is one of the crucial indicators of the seriousness of a society in its quest for national development because the quality of education in a society determines the quality of her manpower.The relationship between education and development is well established such that education is a key index of development.Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth. It is fundamental for the construction of democratic societies, dynamic and globally competitive economies. For individuals and for nations, education is the key to creating, applying and spreading knowledge (Mingat, Bruns, and Rakotomalala, 2003).To this end, education and training have continued to receive a very high priority in the country's national development plans in order to educate and prepare enough people to fill middle and high level positions in the private and public sectors of the national economy.

Agunloye(2012), holds that, the core purpose of Education as an enabling instrument, is to equip the benefactor with the appropriate knowledge and skill needed to get started in the journey of self-sustenance and the sustenance of the society. At the end of the enabling process, the individual should become self-reliant and independent as a productive citizen. In his opinion, this is a fundamental obligation society owes to its citizenry. To fulfill this obligation, education must be available and accessible to all and made compulsory for all children of school age (5-15 years old) irrespective of perceived ability.

In 1990, a world conference on education was held in Jomtien, Thailand, which was popularly called education for all (EFA), the outcome of this world conference on education was to be adopted by all countries in a bid to reduce drop out and illiteracy rates in every society. For Nigeria to be in line with this recommendation and coupled with the failure of the then Universal Primary Education (UPE),Universal Basic Education (UBE) was introduced (Dike, 2000), also (Fabunmi, 2004), argued that,

*…the conference culminated in Nigeria's emphasis in the provision of compulsory basic education for all. The programme was launched by the federal government on 30th September, 1999 in Sokoto with Obanya as National Coordinator (Federal Ministry of Education, 2000).*

Universal Basic Education entails the transmission of fundamental knowledge to all facets of the Nigerian society from generation to generation. It has three main components— Universal, Basic and Education. Universal connotes a programme that is meant for all facets of the society– the rich; poor, the physically fit and the disabled, the brilliant fit, the dull the regular students and the dropouts including every other individual that is ready to acquire knowledge. The term "basic" relates to the base, take off point, fundamental essential, spring board, bottom line, the required and of course expected. It therefore shows that basic education is the starting point in the acquisition of knowledge. Without basic education, higher education cannot be acquired. It therefore implies that, this basic education is mandatory for all citizens. It is that type of education that can help an individual function effectively in the society (Adewole, 2000). Enoch and Okpede (2000), described it as the form of education which is essential for life. They also saw UBE as the form of education which must equip an individual with necessary skills to survive in his environment. It should be a practical and functional education.

Upon inauguration of the UBE programme, the expectation of the stakeholders is for the programme to enable all Nigerians of school going age to acquire the necessary skills of education and the skills that will in turn qualify them as active partakers in their community'sdecision making process. The programme is aimedat bringing illiteracy to a standstill and by extension poverty eradication and thus usher Nigeria into the league of literate societies of the world in the nearest future. The need forenhanced mobilization of both human and material resources as well as children for enrolment in schools so as to encourage participation at the grassroots also forms part of the expectations.In order to reduce illiteracy, eradicate poverty and minimise the prevalence of diseases to the barest minimum in the country, it becomes necessary for the government to be committed to providing quality basic education (United Nations, 2008).The research seeks to find out the effect of UBE programme on the development of education through increasing enrolment rate, reducing the prevalence of dropout and the provision ofinfrastructural facilities to aid teaching and learning in Bauchi state within the recent years.

## 1.2 Statement of the Problem

Universal Basic Education in Nigeria aims at minimizing mass illiteracy, ignorance and poverty as well as stimulating and accelerating the pace of National development(United Nations,2009). In line with the Jomtien conference agreement, of 1990, basic education supposes to be free,compulsory and accessible to the citizenry irrespective of gender, age, religion, ethnicity and geographical location. Buteighteen years after the inauguration of the programme not much appreciable breakthrough has been achieved. The expectation of the Jomtien conference was that all the member countries are obliged to ensure that every child between 6 and 13 years has access to and completes primary education by 2015. This has over the years remained a mirage; Universal access to education for all citizens has been the prime target and the arduous challenge to Nigerian governments at all levels

and times since the introduction of the UBE programmeoccasioned by mass illiteracy, poverty and socio-cultural beliefs among others.

Over the years, various governments at different levels have been directing efforts in the areasof increasing pupil/student enrolment and reducing dropout rates and the provision of infrastructural facilities to aid both learning and teaching but the desired result has not been achieved. According to UNESCO (2016), forty per cent of Nigerian children aged 6-11 do not attend any school with the Northern region recording the lowest school attendance rate.

Completion rate in 2010 from primary schools according to World Bank collection of development indicators is 73.76% and the transition rates from primary to junior secondary school stood at 44.44 %. Adult literacy (15+) on the other hand stood at59.6*(%)* in 2015.These statistics are only a pointer to the failure of educational policies in Nigeria and isindicating a far cry from the acceptable standard. For example, the former Minister of Education Professor Ruqqayatu Rufa'i, on 3rd April, 2012 noted a disappointing picture of educational system as she revealed that over 10 million children are not in school.Millions of poor school-agechildren are still been unable to access the processes and outcome of education.

USAID report (2012), has it that, out of school children in Nigeria stood at 10.5 million – the highest in the world, of which the Almajiri children constitutes the majority (over 9 million). Also with the growing rate of insurgent activities in the North especially in the North-East region, (Bauchi State inclusive) schools have been targeted and destroyed and girls are forcefully abducted without genuine cause, consequently increasing the dropout rate of children in such states.

According to the guardian Newspaper, 25thNov,2015, The Governor of Bauchi stateremarked that"UNICEF conducted school mapping in Alkaleri, Ganjuwa, Ningi, Shira and Zaki Local Government Areas of the state, a total of 58,530 children comprising: 31,910 male and 26,620 female were listed as being out of school in these selected Local Governments Areas" hence, the need for this statewide enrolment campaign." It is expedient to note that, given the figure of school age children above which are not enrolled into any school fall short of international best practice enshrined inJomtien conference declaration of 1990.

Regrettable enough is the poor state of infrastructural facilities in public schools within the state. Radio Nigeria investigation team (2016) found that, despite N11.5 billion expenditure, pupils in public schools in Bauchi state still learn in "super crowded" classes, under the tree or on a bare floor. (radionigeria.gov.ng). teacher/student ratio is 1:80 and pupil/toilet ratio is sometimes higher than 1:600 while some schools exist without borehole or even well at worst. Teachers, Headmasters and Principals are daily confronted with the challenges of sourcing basic instructional materials such as chalks, rulers, dusters/cleaners, attendance registers, dairies, lesson plan and note books among other things.

### 1.3 Research Questions

i. How does pupils/students' enrolment rates in schools affect Educational Developmentin Bauchi and Ganjuwa Local Government Areas of Bauchi State?
ii. How doesretention and completion ratesof pupils/students affect Educational Development in Bauchi and Ganjuwa Local Government Areas of Bauchi State?
iii. How does availability ofinfrastructural facilitiesaffect Educational Development in Bauchi and Ganjuwa Local Government Areas of Bauchi State?

## 1.4 Objectives of the Study

The main objective of this study is to assess the effect of Universal Basic Education on Educational Development in some selected Local Government Areas of Bauchi State.The specific objectives of the study are to:

i. Determine how pupils/students' enrolment rates in schools affects Educational Development in Bauchi and Ganjuwa LGAs of Bauchi State.
ii. Examine howpupils/students retention and completion rates affect Educational Development inBauchi and Ganjuwa LGAs of Bauchi State.
iii. Determine howavailability of infrastructural facilities affects Educational Developmentin Bauchi and Ganjuwa LGAs of Bauchi State.

## 1.5 Research Hypotheses

I. Pupils/students' enrolment rates in schools does not have a significant effect on the Educational Development of Bauchi and Ganjuwa LGAs of Bauchi State.
II. Retention and Completion rates of pupils/students in schools do not have a significant effect on the Educational Development of Bauchi and Ganjuwa LGAs of Bauchi State.
III. Availability of Infrastructural Facilities does not have a significant effect on the Educational Development of Bauchi and Ganjuwa LGAs of Bauchi State.

## 1.6 Significance of the Study

Realising the strategic position of Basic Education as fundamental to any other future Educational endeavour,Yahaya (2015) wrote, on theAssessment of education related Millennium Development Goals (MDGs): a study of Primary Education in Nigeria. The study only succeeded infilling the information gap on primary school enrolment, completion and literacy rates showing what the rates are and the factors that influences the ratesbut fails to see same as fundamental to educational development of any giving

society. Therefore, the research is significant in that it is conducted to validate other research efforts within the area of study relating to pupil/student enrolment, retention and completion rates' effects on educational development.

The findings of this study hopes toreawaken the general public, parents, policy makers in public and private sector, international donor organizations and other key stakeholders about the urgent need for all hands to be on deck for the successful implementation of UBE since no single stakeholder can provide adequate resources needed for the successful execution of UBE programmeas observed by Ibrahim (2016).

## 1.7 Scope and Limitation of the Study

This study on the assessment of the effect of UBE on Educational Development in Bauchi and Ganjuwa local government areas of Bauchi statefocuseson the three core areas of enrolment, retention and completion and availability of infrastructural facilities, because issues on education are vast, with emphasis placed on primary and junior secondaryschool education delivery.The period covered by thisstudy isfrom(2010-2016). The choice of this period is due to high rate of insurgent activities particularly Boko Haram within the North East region Bauchi state inclusive.

The two selected local governments where the study is conducted; the local government areasareBauchi(Birshi, Miri, Kangere and Bauchi) and Ganjuwa(Kafin Madaki, Zalanga and Soro) Local Government Areas of Bauchi State. Similarly, the justification for the selection of the two local government areas is to cover both for the urban and rural parts of the state. This is to ensure that every part of the state is giving adequate representation.

The limitation of this study hinged on the process. The process here means involving field work which in the course of the study engendered the problems of relative difficulty in reaching some of the respondents as some schools are located in the remotest settlements

of the two selected local government areas. The researcher resorted to request the voluntary service of his former colleagues to aid in data collection. Gaining confidence of the interviewees to grant the researcher audience constitute another challengeas well as financial obligation which in some cases the researcher had to transport himself and other research assistants to different locations within the study areas. Difficulty in accessing sensitive documents that would have added value to the work was also encountered.The researcher had to tender an introductory letter duly signed and issued by the head of department in order to gain audience of the interviewees to release some sensitive documents.

## 1.8 Definition of Key Terms

**Primary Education**

It encompasses the foundational training/development of the mind and enhancement of the behavior and skill of a person, in most cases pupils of school age, (6 to 12 years).

**Basic Education**

In this context simply refers toearly childhood and pre-primary education, primary education, the first three years of secondary education and basic functional literacy for out of school children, youths and adults.

**ii. Enrolment rate**

The total number of pupils/students properly registered and/or attending classes at primary or junior primary schools in this context state own schools.

**iii. Completion rate**

The total number of Pupils/students completing the last year of primary and junior secondary school annually.

**Education** is the process of systematic impartation of knowledge with the aim to developing or training the mind, capabilities or character through instruction or study to a child of mostly age 6 to 14.

**Development** involves progressive movement and advancement towards something better.

**Educational Development** means a situation where and when schools are easily accessed for enrolment, teacher-pupil ratio is standard, minimal dropout rate and available basic school facilities resulting in improved literacy level.

**Infrastructural facilities** mean the physical and spatial enablers and enhancers of teaching and learning.

## 1.9 Organization of Chapters

This dissertation contains six chapters, covering the entire research work, from the introductory remark to the summary, conclusion and recommendations.

Chapter one contains general introduction and background of the research, which shed some highlight to the importance of basic education at individual and societal development level as well as the need to make primary education more accessible, compulsory and free through the continuation of UBE programme. Also, statement of the problem, objectives of the study, hypotheses, significance of the study and the scope are areas which the chapter covered.

Chapter two captures the review of relevant literature and the theoretical framework upon which the study is anchored. This includes the exploration of concepts such as education, primary education, universal basic education and development. To further enrich the chapter, some empirical studies conducted that are related to our topic of discussion were

also reviewed. And the theoretical framework for the study selected is the famous system theory propounded by David Easton (1953).

Chapter three covers the discussion on research methodology. This includes the research design adopted for the study, the population and the sample size of the study, sampling technique, method of data collection, administration of instrument and finally, the methods used in data presentation and analysis.

Chapter four looks at the history, structure, functions and problems of state universal basic education board (SUBEB).

Chapter five covers for data presentation and analysis which aims at testing the hypotheses in the work.

Chapter six which is the last chapter takes care of the summary of the entire work, the conclusions drawn from the analysis of data and some recommendations were proffered on the basis of the research findings.

# CHAPTER TWO

# LITERATURE REVIEW AND THEORETICAL FRAMEWORK

## 2.1 Introduction

In this chapter, literature and theoretical framework relevant to the study were reviewed. Existing related literature such as books, journals, websites, scholarly articles, dissertations and thesisrelevant to universal basic education programme in Nigeria as it affects educational development.

## 2.2 Conceptual Clarifications

### 2.2.1 Concept of Education and its Importance

Education has remained a social process in capacity building and maintenance of society for decades. It is a process of acquiring skills, relevant knowledge and habits for surviving in the changing world.Yoloye (1980) holds that education is a weapon for combating ignorance, poverty and disease; a bridge between confusion and comprehension, a dam for conserving man‘s store of civilization and for generating the power to move to greater civilization; a rocket for transporting man from a state of intellectual subservience to a state of intellectual sovereignty. This view on education implies that education is all that makes society what it is and makes man a whole person, capable of controlling situations in which he finds himself.

Fantuwa (2006), opines that Education has been defined as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual’s own needs as well as the needs of the society where that education is based. It is observed that, education does not only serve the developmental needs of the society but also of the individual involved. It goes beyond schooling, but schooling at all levels, helps to achieve the purpose of education.

Without education, man is but a splendid slave as education is not everything but nothing strives without education. Obasanjo at the launch of the UBE in Sokoto decried "a child starved without education is like a child without food". Education is a human right that should be accorded to all human beings solely by reason of being human. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. It can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. (https://creativecommons.org)

According to Ochoyi and Danladi (2008), education is generally concerned with the transmission of worthwhile values such as skills, knowledge and planned activities that can develop learners' potentials for national development. It also influences an individual's moral, spiritual, physical and intellectual self. The failure of both parent and institutions of learning to inculcate sound morals has resulted to what Adeyanju (2010), rightly capture that, it may well be that some of the corrupt practices, unprofessional and anti-social behaviours we observe at all levels of society today, including the aggressive disruptive ones in our political, social and economic lives, result directly from the neglect of character education at home and in schools.

Moja (2004), opines that, education is understood as the totality of formal, informal and non-formal processes that discipline the human mind to think in a way that makes the human persons functional and autonomous in a dynamic environment. This implies that the process of acquiring education starts before the formal enrolment of an individual in a school and transcends the schooling years. Olumuyiwa (2016), stated that education is expected to help learners to identify, enhance and utilise their rationality, relativity, social and moral powers in a manner that learners are fulfilled individually and to facilitate

national development. Such empowerment would lead to independence or autonomy in thought, belief and action. Obaitan (2004), maintains that education should be seen to be functional. This functionality should be in relation to the lives of individuals and the needs of the society. In this case, it is obvious that Nigerian education system which intends to make graduate self-reliant has failed to achieve an appreciable result in this regards. Adeyanju (2010) cited a World Bank Report as noting that Nigerians have not been receiving quality and job-related education.According to Omotayo, Ihebereme and Maduewesi (2008), quality education can be viewed as specific standard of education attainable against the backdrop of the existing international standard. Such education must be functional.

Ede (2010), sees education as concerns of individual and society. It is the act of systematic development or training of the mind, capabilities or character through instruction or study.

According to Olumuyiwa (2016), education is a life-long process that has interpretation in purpose, type and level. It is a means of socializing people into the community, for upholding customs and traditions as well as for the modification or changing of same in conformity with existing ideologies, ideological expansion or reformation. Agunloye(2012), sums it all when he said, the core purpose of Education as an enabling instrument, is to equip the benefactor with the appropriate knowledge and skill needed to get started in the journey of self-sustenance and the sustenance of the society. At the end of the enabling process, the individual should become self-reliant and independent as a productive citizen.In his opinion, this is a fundamental obligation society owes to its citizenry. To fulfil this obligation, education must be available and accessible to all and made compulsory for all children of school age (5-15 years old) irrespective of perceived ability.

Conclusively, whatever the form, content, philosophy or method, education aims at the development of an individual and the nation at large. Therefore, education is an instrument for effecting national development. The level of national development of a nation is the direct reflection of the quality of the education available to the citizenry.

### 2.2.2 Concept of Development

Development is used to refer to the total transformation of a system; thus, when used to describe a nation, describes the transformation of the various aspects of the life of the nation. In fact, it implies a progression from a lower and often undesirable state to a high and preferred one (Anyebe 2011). Anyebe (2001), conceives development as the "coincidence of structural changes and liberation of men from exploitation and oppression perpetrated by international capitalist bourgeoisies and their internal collaboration whichinvolves a structural transformation of the economy, society, polity, and culture of the satellite that permits the self-generating and self-perpetrating use of development of the people's potentials." Obaitan (2004), argued that, "Development should be concerned with dealing with several issues at once. It has to lead to economic growth, modernization and should deal with the question of the distribution of benefits of growth in a just manner to all concerned with the socio-economic transformation of the society as well".

Obaitan (2004), further explains that, development is concerned as really a multi-dimensional process which involves the reorganization and reorientation of the economic and social system. A multi-dimensional process involving major changes in social structure, popular attitudes and national institutions as well as the acceleration of economic growth, reduction of inequality and the eradication of absolute poverty. Todoro (2011) cited in Tar, Manu and Musa (2014), to him development is all encompassing and

is targeting towards the improvement of the society by means of inequality reduction and poverty eradication.

Seers (1977) cited in Anyebe(2001), posed the most fundamental questions relating to the meaning of development when he asserted that:

> *The questions to ask about a country's development are therefore: what has been happening to poverty? What has been happening to unemployment? What has been happening to inequality? If all three of these have declined from high levels, then beyond doubt this has been a period of development for the country concerned. If one or two of these central problems have been growing worse, especially if all three have, it would be strange to call the result 'development' even if per capita income doubled.*

Thomas (2005), agrees that, development is directly related to the achievement of poverty reduction and of the millennium development goals. This means poverty reduction and the provision of the essential needs of man for him to live a better life. From the foregoing, the main objective of any developmental effort is the betterment of the living condition of humanity, and anything short of that cannot be call development.Rodney (1972), in his opinion believes that development is a many sided processes. To him development can be at the individual level which implies increase skills and capacity, creativity, self-discipline greater freedom and material well-being. This means that, development starts with an individual before the society at large.He argues further that indicators of development are completely morally categorize and could be difficult to evaluate. He believes that development at the level of social groups implies increase capacity to regulate internal and external relationship.

Classical conceptualization of development according to Okoli (2004), is premised on two amorphous concepts, "modernization" and "political development". In order to develop, the third world countries must "modernize". That is they must abandon their "traditionalism" and embrace "modernity". In this stance, the development of the third

world countries is measured by the degree to which they have metamorphosed from "tradition" to "modernity". The process of development, thus, becomes the evolutionary, linear movement from tradition to modernity. On the other hand, the Marxists and neo-Marxists, Okoli(2004), sees "real" development as involving structural transformation of the economy, society, polity and culture of the third world countries that permits the self-generating and self-perpetuating use and development of people's potential. Development according to this view comes about as a consequence of a people's frontal attack on the oppression, exploitation, and poverty that they suffer at the hands of the dominant classes and their system.Okoli and Onah (2002),asserts that development involves progressive movement and advancement towards something better. Development is defined as the improvement in the economy, often regarded by many as national economic management of a desirable increase in the gross national output and the equitable distribution of the output among the entire populace, the attainment of relative stability in general price levels, high productivity and full employment as well as the maintenance of a healthy balance of payments situation.Anyebe (2001), sums it all by saying, development is an elusive term meaning different things to different groups of social scientists. This implies that, no single definition is entirely satisfactory. The perception of the writer and the goal which development target to achieve are keys to the nature and type of the definition as such it is defined in a variety of ways. Interestingly, no development occurs in a vacuum but in an atmosphere where educational development has successfully thrived.

### 2.2.3 Educational Development

Educational development in the broadest sense is dedicating to help colleges and universities function effectively as teaching and learning communities (Felton, Kalish, Pingree and Plank 2007). Went further to see educational development as actions "aimed at enhancing teaching"as well as a "key lever for ensuring institutional quality and

supporting institutional change." from the foregoing definitions, the common issue is the enhancement of the work of colleges and universities, often with a focus on teaching and learning. Colleges, Polytechnics, Universities and other institutions of higher learning are known for training of manpower for national development and research towards solving public problems. The institutions can do better when adequately funded, properly filled by qualified personnel and sufficiently provided with modern day equipments. UNESCO, UNICEF, World Bank, UNDP and UNFPA preferred to list the indicators of educational development than to define the concept.

The list includes: high adult literacy rate, enrolment in pre-primary education institutions, rural population having access to primary schooling facilities within 1 km, available instructional rooms with materials, primary schools having facilities for toilet, drinking water, net primary enrolment ratio, retention rate at primary level(grade I-v), pupil qualified-teacher ratio, pupil completion and transition rates and budgetary allocation among others.When afore mention indicators are on the positive side it can be said that educational development has taken place within the area under review. The evidences of educational development are never hidden but they manifest themselves in other sectors of the economy positively impacting on the lives of the generality of the citizenry.

Chully(2017) refers to education development as the change of the level of education from one stage to another stage for instance from pre-primary to primary to secondary education as well as colleges or universities. The definition centered on the progression of the person in question rather than the indicators of education development in a society. While centre for innovation and excellence sees education development as specifically about:

a. Supporting and enhancing the design and development of high quality student learning experiences
b. Facilitating positive change in teaching and learning in post-secondary institutions at the individual, program/department and institutional levels
c. Enhancing teaching and learning practices, curriculum design and learning support including the appropriate use of learning technologies
d. Helping institutions function as robust, evidence-based, student-centered learning communities and
e. Promoting the scholarship of teaching, learning and research into higher education goals and practices.

The task to educationally develop the society lies with all a sundry but specifically, who makes it happen (educational development)? They are the teachers, faculty members, instructors,deans; associate deans, parents, government and nongovernmental organizations that have a passion for helping the sector become better. Educational developers often have several years of post-secondary teaching experience along with a strong collection of skills, abilities and aptitudes that are focused on facilitating positive change in teaching and learning. What they do is tobasically engage with teaching faculty, administrators and support staff to assist and support them in modifying, enhancing or completely changing courses to more fully engage students in the learning process and hopefully affect change in knowledge, skills and qualities.

Educational Development can also be seen in the opinion of the researcher as any situation where and when schools are easily accessed for enrolment, teacher-pupil ratio is standard, minimal dropout rate and available basic school facilities resulting in improved literacy level and national development in the long run.

Worthy of note is that, no sustainable national development can take place without quality education in any nation under review. Education is the key to any meaningful national development. Therefore, national development according to Zgaga(2011), in Olumuyiwa (2016), is the implementation of processes that are geared towards recomposing the nations' institutions so that they can reflect the wishes, needs and aspiration of the wider society. Since education is the path way to national development. This takes place where the state is efficient, corrupt-free, effective and responsive to the yarning of the general public.

In the same vein, Chikendu(1987), in Olumuyiwa (2016) opines that, national development in the new states of Africa and other third world countries has become a categorical necessity, for one thing, these states are newly born states unlike the older nations of Europe and America with a hundred years history behind them. Also there is the problem of developing the new states into modern states politically, socially and economically. The process of solving these problems has come to be known as national development. This is crystal clear from the foregoing that, the task of national development does not lay with only a section or class within the society rather it involves all sundry.

### 2.2.4 Universal Basic Education (UBE) Programme in Nigeria

In the work of Aluede (2006), universal means the whole people without exception. Basic means that on which anything rests. It is the root or bottom or the foundation from which other parts gets support, while education will be interpreted to mean the act of bringing up or training of a child through instruction and in the process bring about the strengthening of his powers of body and mind to be able to understand his culture. The Federal Ministry of Education (2007), section 3 of the National Policy on Education defines basic

education as a type of education comprising 6 years of primary education and 3 years of junior secondary school. The policy stipulates that education shall be free and compulsory.

A sound basic education prepares the child for self-reliance; apprenticeship in vocation of his choice and it also lays solid foundation for him to pursue further learning. Apart from this individual gain, it has been ascertained that the important elements of human development, which contribute to economic development namely: health, nutrition, education and fertility reduction, can only be achieved through sound basic education among the citizens (Olubor, 2001).Basic education has been described as fundamental education, or foundation education or bottom-line education upon which every other education whether formal, informal can be built, and without which any educational structure erected, will not have chances of success (Onwueme, 2000). In furtherance of its commitment to provide a sound education to the Nigerian child as a lasting legacy, the Federal Government under the leadership of President Olusegun Obasanjo launched the Universal Basic Education (UBE) Programme on 30th September 1999 in Sokoto, Nigeria. The universality of the programme has two dimensions as elucidated by Onwueme, (2000).Basic education, according to the Jomtien Declaration and Framework of Action on Education for All is not defined in terms of years of schooling. It is not limited to formal schooling. Jegede(2000), advocated for the non-formal and informal media to work together complementarily to ensure that all categories of Nigerians have access to basic education. Obayan (2000), describes basic education as that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn.

The National Policy on Education (2004) clearly acknowledges education as an instrument per excellence for transforming society and achieving the national goals of a free and democratic society. It is the most powerful instrument for social progress and remains the greatest power yet known to man for his own development (Njoku, 2005). The origin of the Universal Basic Education (UBE) programme can be traced to two major sources, that is, international collaboration and national aspirations. On the international scene, UBE dates back to 1961 as part of the recommendations of Addis Ababa conference, which states that African countries should aim at providing Universal Primary Education (UPE) and that attention should be given to on-the-job-training. Similarly, the World Conference on Education for all which took place in Jomtien, 1990. The World Summit for children which was held in New York, 1990.

Universal Basic Education is a programme aimed at addressing problems of access, quality and equity in primary and junior secondary schools. It is a 9-year educational programme of six years duration for the primary segment and three years of junior secondary school. These two levels of basic education are universal, free and compulsory for all Nigerian children aged 6 to 15. The Universal Basic Education programme also stimulate learning from the early years of 3 to 5+ which is called early child care development and education (ECCDE) (Universal Basic Education Training Manual, 2000).The Federal Government of Nigeria's implementation blue print of universal basic education (2000), defines Universal Basic Education as the foundation of sustainable lifelong learning. It provides reading, writing, and numeracy skills. It comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy. Quoting (Obasanjo, 1999) "The Universal Basic Education programme is almost the same as the old UPE scheme, free and universal like before but in addition now, it will be compulsory". He further explained

that the new programme would extend to all children from age six to fifteen years and embrace both primary school and junior secondary school education.

Universal Basic Education (UBE) programme is an expression of the strong desire of the government to reinforce participatory democracy in Nigeria by raising the level of awareness and general education of the entire citizenry. In support of this, Yoloye (2004) observed that the concept of basic education is not a completely new term to the Nigerian society and that it has assumed a global significance. This means that the expanded vision of UBE comprises the universalizing of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnership. The goal of the UBE is to universalize access to basic education, engender a conducive learning environment and to eradicate illiteracy in Nigeria within the shortest possible time.

The provision of infrastructure and the recruitment of qualified teachers have been allocated to the state to be achieved through the state Universal Basic Education Boards (SUBEB). On the other hand, local government being the lowest tier of government at the grassroots is conceived as the managers of the programme and therefore, should ensure regular supervision and monitoring of schools and teachers, general maintenance of schools and making available all necessary teaching aids to the teachers, this is carried out by Local Education Authority.

Obanya (2000) opines that UBE is conceived as a programme with strong emphasis on all round development of its beneficiaries. He equally stressed that the UBE programme aims at cutting across all Nigerian children and adolescents in all social conditions of geographical locations irrespective of sex, in and out of the formal school system. The UBE Mission Statement observed that at the end of the nine years of continuous

education every child that passes through the system should acquire appropriate levels of literacy. Other skills include numeracy, communication, manipulation of life skills and is employable, useful to himself and the society at large by possessing relevant ethical, moral and civic values. The mission statement states in part-working in concert with all stakeholders by mobilizing the nation's energies to ensure that education for all becomes the responsibilities of all.

For the successful implementation of the UBE, the following operational strategies were remarked and adopted by the UBE Act (2004), as criteria for implementation of the programme:Enactment of necessary legislation; Articulation of enablingpolicies; Sensitization and mobilization of the target groupsand stakeholders; Adequate funding; Optimal allocation andefficient utilization of resources; Adequate trainingprogrammes, recruitment and motivation of teachers; effective coordination of activities; Encouragement andstimulation of the active participation of the private sector,non-governmental and voluntary organizations and localcommunities in the scheme; Establishments of workingpartnerships and collaborations with the internationalcommunities and donor agencies and regular supervision, monitoring and evaluation of the scheme (UBE Act, 2004).

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

In addition, Maduewesi (1996), opines that, the issue of mobilizing people in certain parts of the country (Northern States) to accept and participate in UBE in an environment where cultural norms and religious attitudes are hostile to the value, emphasis should be on effective orientation of the members of the community represented by the scheme. Therefore, the National Orientation Agency (NOA) has to sell the possible gains of the scheme to the people at the grassroots.Furthermore, Baikie (2000) affirmed that the Federal Ministry of Education has put in place a step to counter envisaged problems to the implementation of UBE programme, this includes: Community awareness and involvement through public enlightenment and social mobilization; Teacher recruitment, pre-service and in-service training, welfare and motivation; Adequate information management through data collection and analysis devoid of political manoeuvre; Planning, supervision monitoring and evaluation; Provision of infrastructure facilities; Curriculum development; Provision of textbooks and instructional materials; Availability of needed funds and its proper utilization; and Management of the entire process of the scheme.

The name 'Universal Basic Education' ordinarily would have suggested that everyNigerian child, without exception would have access to basic education without hindrance.Now that a ceiling has been placed on the enrolment figures for each state of the federation, it is obvious that limitations have been introduced. This quota limitation, according to the national co-ordinator, was informed by the differential level of illiteracy in the states of the federation

(Enemuo, 2000). He further argued that,

(i) The question therefore is, through this measure, is it possible to realize the national aspiration of building a land of bright and full opportunities for all citizens? Perhaps, at

this juncture, it will be necessary to revisit the questions that have been asked byEnemuo, (2000), which goes thus:

> *While placing a ceiling on the number ofpupils registrable inthe states, would theprogramme still be qualified as 'universal'?The answer to this question is obvious; does the placement of ceiling on enrolmentfigures not portraythe UBE scheme as yetanother device for strengthening andperpetuating the principles of 'quota system;'educational disadvantaged' and 'educationaladvantaged'in admission;? is attainment of literary in educationmeasurable in terms of enrolment? is the UBE really not an instrument for unjustly denying children in some areasaccess to or right to education and perpetuate illiteracy to the words and spiritof section 18(1) of the 1999 Constitution of the Federal Republic of Nigeria?*

A critical analysis of these off targets of this scheme is a signal that the programme policy itself was an obiter dictum during its conception to meet the demand of the international organization. Hence, the policies of the UBE programme can be said to be statements without fact, theoretical propaganda. If the current trend is not reversed Amaka and Lagu(2014), observed that it may take more than 70 years before all children will have access to primary education in Nigeria.It is expected that the compulsory nature of the UBE programme will ensure that more children are enrolled in the primary and junior secondary schools which are the stages that lay the foundation for the educational attainment of children. The UBE programmes also aim to correct gender disparity in education by ensuring that all children of school age, including girls are compelled to enrol in school. The UBE programme is intended to emphasize that parents/guardians have an obligations to send their children to school.

Strategic planning is essential to the success of the nine-year programme and for capacity building in the system as well as for its implementation. Failures in the past educational programmes cannot be blamed entirely on low levels of funding but also lack of capacity for planning and implementation at both national and local levels. If the goals of the policies and strategies for implementing the UBE must be accomplished, a number of

resources, particularly, finance, must be available. The implementation process, especially its effectiveness, will depend on how the participants perceive the relative advantage, the cost, the degree of pervasiveness, and the level of understanding (Campbell, 1999).Proper implementation of the UBE programme will promote capacity building in more women such that they can make excellent contributions to national development, even in areas and professions hitherto seen as male preserves.

Both the two tiers of government, states and local governments have some key responsibilities in ensuring the successful implementation of the programme. Particularly, the provision ofinfrastructure and the recruitment of qualified teachers have been allocated to the state. On the other hand, local governments being the lowest tier of government at the grassroots are conceived as the managers of the programme and therefore, must ensure regular supervision and monitoring of schools and teachers, general maintenance of schools and making available all necessary teaching aids to the teachers.

### 2.2.5 Teacher Factor in Universal Basic EducationProgramme

National Teachers Institute (N. T. I), and other teachers training institutions such as universities and colleges of educationhave the mandate to provide remedial, pivotal and NCE courses to train teachers. This becomes necessary because as stated by Obanya(2006), that no educational system can rise above the level of its teachers, therefore, training and retraining of teachers must be accorded proper priority if the programme must succeed.The teachers must be adequate both in quality and quantity.

The fundamental duty of the Ministry for Education is to provide quality education within the country, to encourage and initiate innovations and to ensure that the schools operate within the best international educational practice. The perception of the public about the

quality of graduates from both public and private institutions of learning is that the quality of education offered is nothing to write home about and are of no standards at all. These perceptions are as the result of the inability of the stakeholders to adhere strictly without compromise to theacceptable educational practice world over. Teacher's qualifications are low. The learning environment not conducive and do not promote effective teaching and learning. Basic facilities, teaching aids, and learning equipmentsare mostly inadequate or totally not available while in some other cases obsolete. Teacher – pupil ratios are high, general performance in examination is poor and the graduates have low levels of competencies in the work environment (Momoh 2002).Many laudable educational initiatives have failed mainly because they did not take sufficient accounts of the teacher factor.

Teacher's qualification and experience in the field impacts directly on the quality of education. There are attempts by the federal government to improve the level of qualification amongst teachers. Grade II holders are gradually been flushed out from the system and it is nolonger the benchmark for any teaching job. The number of teachers with NCE has increased and the country seems to be moving towards achieving a goal of having the NCE as a minimum qualification for teaching in the primary schools. Therefore, with these realization the federal government stipulates the functions of the teacher in the implementation of the UBE programme as stated in the implementation guidelines of the UBE (2004), to include the following;

a. Facilitating learning and imparting knowledge unto students;
b. Using and leading the students to make good use of all facilities, equipment and infrastructure provided;
c. Ensuring adequate discipline among the students obedience to school rules and regulations;

d. Ensuring safety and security of all facilities and equipment;
e. Publicity and popularizing of the scheme in the communities of which they live;
f. Formulating, using and protecting the school curriculum and syllabus, (UBE Act 2004).

In view of all these, the teacher should be treated fairly, rewarded adequately and promptly, and be motivated if the success of the UBE programme is to be ensured. The era of saying "teachers' reward is in heaven" has gone. In addition, Adebimpe (2001), opines that for the UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limits of their area of specialization.This implies that, government should strife as much as possible to avoid graduating "jack of all trade but a master of none". In a similar contribution, Fafunwa (1986), described Nigerian education not just as the biggest industry but also everybody's business. This is because; it is the only enterprise that touches the lives of every citizen, both the rich and the poor, therefore it should be giving its proper attention. It therefore behoves on everybody to contribute positively towards the attainment of the goals of UBE in Nigeria. In the same vein, the blue print for guidelines on the implementation of UBE programme encourages the participation of local communities, philanthropists, NGOs, CBOs, international community, donor agencies, states and local governments to assist in the successful implementation of the UBE programme, UBEC (2004).

In essence, the role of teacher in the successful implementation of UBE programme cannot be overemphasized. For instance, if all the school aged children in the country are enrolled in the primary schools and are provided with state of the art equipment without qualified teachers to teach and guide them it will all amount to waste of resources. In as

much as getting children enrolled and retain to complete their basic education is our prime target, we must also consider teacher factor as been more important.

### 2.2.6 Funding of Universal Basic Education

It is clearly stated in the National policy on education that education in Nigeria is no more a private enterprise but a huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation (FGN, 2013).Historically, the funding of education in Nigeria has been complemented through school fees, grant-in-aid from various governments and levies by cultural unions and various forms of voluntary contributions by parents and guardian Edozie (2009).

In recognition of the enormous problem of inadequate financial resources, in particular for the implementation of educational programmes in most states, the federal government promulgated Decree 31 of the National Commission for Primary Education (1988). To this end, the decree established the National Fund for Primary Education. The funds were to be deducted directly from the source and sent to fund basic primary education in the country. The fund would consist of a 65% contribution from the federal government to the calculated cost of teachers and non-primary school teachers based on demographic criteria to estimate the number of primary school children, age and educational planning, including the criterion of forty students per teacher in a class In addition, the fund should be disbursed as follows: 20% to all states with educational disadvantages and 80% to all the states.

As can be seen from above, the Nigerian government, in principle, assumed the exclusive ownership of education with minimal or no external support of any quota. Although it was not easy to have reliable and complete statistics on the amount of funds from the government to primary education (Hencliffe 2002 quoted in Okeke, 2005), but the federal

government provides, by law, no less than 2% of its consolidated revenues Fund ( CRF) as an intervention to indicate the implementation of the UBE programme with the criteria for the use of the intervention fund of UBE in the States and the Federal Capital as pre-school education (5%); Primary (6%) and secondary education (35%) UBEC(2014).

The 2% CRF is disbursed to the states in the following proportions:

i. 50% as matching grant (i.e. fund contributed by both Federal and state government on equal basis). The none-matching grants include;
ii. 14% fund to address Educational Imbalance among and within states;
iii. 0.5% incentive to states for good performance;
iv. 2% funds for the education of the physically and mentally challenged children;
v. 2% funds for monitoring of UBE programmes;
vi. 10% for teachers development;
vii. 15% for instructional materials.

Therefore, the federal government intervention in UBE is financed through 2% of the federal government's Consolidated Revenue Fund (CRF), funds / contributions in the form of loans guaranteed by the federal government and grants from local / international donors. The federal governments to state intervention fund will be used to increase access improve quality and ensure fairness in basic education, but not for teachers' salaries and overheads.The components of the intervention are as follows:

a. Substantial part of the CRF will be disbursed to states as matching grants;
b. Part of it will be disbursed to states for special intervention to support
    i. Initiatives by states to correct educational imbalance
    ii. Efforts by states to provide special education for the physically and mentally challenged;
    iii. Efforts by states to implement school feeding program.

iv. Disbursement of funds to states will be through SUBEBS, for renovation, construction, furnishing;

c. Disbursement of grants to states will be dependent on the provision of 50% counterpart funds by states.

d. UBEC may withhold further disbursement to a state if it is not satisfied that funds earlier disbursed had been judiciously utilized.

The condition for accessing funds is that all states must submit acceptable annual implementationplans based on EFA and those projects and programmes that address their unique educational problems (UBEC, 2004). State governments also finance education. Its source is mainly its allocation of the federal account, its state VAT and the income generated by the state through local taxes, tuition fees, etc. The states mainly finance the secondary level of education and a significant part of tertiary education that the state has established for itself.Before April 2002, they did not participate in the funding of primary education when the funds allocated to primary education were not allocated to the states. Since April 2002, states have been controlling and financing primary education with funds specifically sent for primary education through the UBEC. Local governments also participate in the funding of education at the elementary school level. Local government revenues derive from statutory allocations of federal account income from VAT and internally generated funds. Regarding teachers 'salaries, the state government is responsible for the salaries of secondary school teachers, because the deductions from the local government allocation that is channeled into the SUBEB account are used for primary school teachers' salaries, in others words; The salary of the primary school teacher is a responsibility of the local government.

But in reality, with all these interventions of the three aforementioned governments, the investment in education does not meet the expectations of the public. The percentage of budget allocation for education has been very inadequate. UNESCO, for example, believes that the education sector should be adequately rejuvenated and provided for the much needed impact; the governments of member countries should channel at least 26% of their national budgets for education alone. But it is not news that, for many years after the official declaration of universal basic education in Nigeria, the Nigerians have said that the solution is not in sight. For instance, on October 4, 2013, it was reported that the chairman committee on education, House of Representatives, said that, the assignment of 26% of the annual federal budget to the instruction recommended by UNESCO is not feasible. It is commendable but cannot be implemented "because other sectors need equal attention (Amaele, 2006).

Although the federal government of Nigeria has received high praise from stakeholders for allocating N426.53 billion for education in the 2013 budget, a critical review of the entire budget proposal of N N4.92trillion ($ 32 billion) presented by President Goodluck Jonathan at the seventh national assembly clearly showed a modest increase of only 5% from that of N4.697billion in 2012. (Daily Independent, 2013). Based on the UNESCO benchmark, it is still implied that the education sector still faces the problem of inadequate funding. A superficial analysis of the budget allocation for education in 1999 and 2001 showed that 16.77% and 4.08% of the country's budget were allocated to the sector; in 2011 it got 10.24 percent. While in the 2013 budget it represents 8%, very far from the 2011 allocation.

Counterpart funding which is about two people or groups of people, associations, governments agreeing on modalities to finance or raise funds to execute a project or a programme that both are interested in or that which they have common interest.

(Anibueze, Ansalem, Okwo and Fredrick: 2013). To fund basic education, government recognized that states, through the state universal education boards (SUBEBs) and the local governments through the local government education authorities (LGEAs) could not do it alone hence the need for counterpart funding agreement. States are expected to provide "matching grant" –an equal amount of the money- as counterpart funds to be able to access the funds. UBEC is obliged to disburse the funds to states if it had confirmed that the state government has the counterpart funds in its designated account otherwise the money would not be released. If the availability of the counterpart fund is confirmed by the commission, the state SUBEB concerned along with the federal agency will have it share as follows: 50% of the matching grant funds to be expended on the provision of infrastructure such as classrooms, furniture, toilets, workshops, libraries, equipment among others.

Several factors accounted for the dismal performance of Universal Basic Education which inadequate funding constitutes the major part. Between 2010 and 2014, the total expenditure on education stood at 0.5% of the total GDP and 8.8% of the federal government spending (Nwoko:2015). This is grossly below both UNESCO's recommendation of between 4 to 6 per cent share of GDP and the Dakar Education for All EFA's recommendation of 20% of national budget. Apparently, while all levels of education in Nigeria remain underfunded, basic education level remains more underfunded. While there is no specific estimate of the overall financial gap in basic education for Nigeria, the EFA Global Monitoring Report for 2014 shows that Nigeria needs to spend an additional US$1.6 billion annually on primary school teachers' salaries alone to achieve Universal Primary Education by 2020.

It is obvious that, the problem is not only in the inadequacy of the funds but also in accessing the allocated funds by the various states from UBEC. 36 states and the federal

capital territory, Abuja have not accessed over N84billion earmarked by the commission for primary education since 2015 (Executive Secretary of UBEC: 2018). The breakdown of the UBEC funds lying fallow shows that for 2015 and 2016, states are yet to access N18,803,166,787.17 while for 2017, the states are yet to access N29, 585,893,221.65. For 2018, states are yet to access N36,354,543,514.18 from UBEC. Failure of the states to provide the counterpart funding of 50% constitutes the major reason why states had been unable to access the counterpart fund, some other reasons include mismanagement of the previous grants, administrative lapses among others.

In conclusion, to the extent that the sufficiency of funds for the programme execution is crucial, prudence in the use of available resources is more important. It is also important to note that, literature reviewed failed to highlight to us whether the high phenomenon of corruption makes the implementation of the UBE more unsustainable, which means that the funds available is in serious shortage thereby affecting the much needed level of educational development.

### 2.2.7 Importance of Infrastructure to UBE programme Implementation

Advanced learners' dictionary, defines infrastructure asthe basic facilities, services and installations needed for the functioning of a community or society. In this case, these are necessary facilities that facilitate the transmission of quality education from teacher to pupil, through making the environment conducive for both teaching and learning. Torrisi (2009), defines infrastructure as the sum of material, institutional and personal facilities and data which are available to the economic agents and which contribute to realizing the equalization of the remuneration of comparable inputs in the case of a suitable allocation of resources, that is complete integration and maximum level of economic activities. Or, in a pragmatic sense, material infrastructure is understood as:

1. The totality of all earning assets, equipment and circulating capital in an economy that serve energy provision, transport service and telecommunications; we must add
2. Structures. for the conservation of natural resources and transport routes in the broadest sense and
3. Buildings and installations of public administration, education, research, health care and social welfare" in essence, it is the conglomeration of various facilities which aim at stimulating economic, social and political undertaking within the society.They are capital goods.

They are not consumed directly; rather, in combination with labor, and possibly other inputs, they provide services. They provide an enabling environment for economic and social activities to thrive, in fact, in most recent times they are said to stimulate investment.Simply speaking, infrastructure means those basic facilities and services which facilitate different economic activities and thereby help in economic development of the country, education, health, transport and communication among others. These facilities are peculiar to each sector of the economy as it applies to it. They are sometimes referred to as enablers.

Realizing this, Salifu(2007), gave an operational definition of infrastructure particularly in the education sector that, these are tangible structures which serve as shelter for educational activities These include classrooms, laboratories, workshops, teachers" common rooms/offices, toilet, rest-rooms, reading rooms, dispensaries, libraries hostels/dormitories, dining hall, assembly hall, staff quarters, sentry box audio visuals and other sensory materials used for effective teaching and learning among others. Salifu (2007), argued further that, the facilities or outputs such as machines and tools which ease the operation of academic activities as school equipment that are needed:

a. Classrooms: for example, desks, chairs, blackboards, cupboards, shelves, dustbins, dusters, wash-hand basins, napkins teaching aids among others.
b. Laboratories: for example, physical, chemistry, biology, agricultural science, language, geography among others.
c. Workshops; for example,Woodwork, metal work, mechanics, electronics/electrical, local crafts, home economics, business studiesamong others.
d. Spot and games; for example, football, table tennis, volleyball, netball, hockey, tracks, short-put, high jump, stands/crossbars/Javelin. Hurdles, trophies, Jersey, Sports vest, Long/bells notice boards, electric generators, typewriters, duplicating/photocopying machines, calculators, computers sets among others.

In the same vein, infrastructural facilities may mean the physical and spatial enablers and enhancers of teaching and learning. As it affects UBE programme, it includes classrooms, libraries, farms or gardens, laboratories, workshops, offices, toilets, stores, staff quarters, play fields and indeed the entire school plant (Sulaiman, 2012). However, the permanent structures are the commonest but as the national economy declines and people's earning power dwindles, temporary and semi-permanent structures are predominating in the school system.

The facilities mentioned above do not on their own, transmit knowledge but their absence also discourages teaching and learning activities within the school. Therefore, experts within the field recommends government massive mobilisation of such facilities in order to have effective teaching and learning environment. UBE programme implantation has suffer set back due to the unavailability of adequate facilities such a classrooms and desks which has discouraged massive enrolment of pupils and transmission of quality education from teacher to pupils.

The presence of state of the art facilities in primary schools enhances the impartation of sound and quality knowledge and exposes and prepares the pupils for global competitiveness. The work is partly targeted at ascertaining the infrastructural contribution of SUBEB towards the educational development of the two selected local government areas of Bauchi state.

### 2.2.8 Primary Education

Primary Education according to the National Policy on Education (2004), is the education given to children aged 6-11 plus. Since the rest of the education system is built upon it, the primary level is fundamental to the success or failure of the whole system. The specific goals of basic education shall be the same as goals of level of primary and junior secondary education, adult and non-formal education. The Six cardinal objectives of the Primary education in Nigeria, according to the National Policy on Education (FRN 2013) are to:

i. Inculcate permanent literacy, numeracy and the ability to communicate effectively;
ii. Lay a sound basis for scientific, critical and reflective thinking;
iii. Promote patriotism, fairness, understanding and national unity;
iv. Instil social, moral norms and values in the child;
v. Develop in the child the ability to adapt to the changing environment; and
vi. Provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

It is expected, at this level that every child at the age of six years should be admitted to the primary school which have a six years duration. Primary education does not only lay

foundation of other level of education in Nigeria and other nations but it is the foundation of the socio-political and economic advancement of any nation (Nigeria inclusive) (Amaele, 2006). Primary Education is the initial stage of education and has as its basic aim to create, establish and offer opportunities to all children, regardless of age, gender or country of origin, to achieve a balanced cognitive, emotional and psychomotor development. (www.moec.gov.cy) this is to say that, primary education and basic education is typically the first stage of compulsory education, coming between early childhood education and secondary education. It is a known fact that primary education is the foundation upon which the other education system is built.Sanusi (2016),argues that primary education refers to the process whereby an individual gets his total transformation. In other words, it can be viewed as a method of leading people out of ignorance, means of socializing human beings or the bringing up of children in the community and constantly training them to adjust to the changing world around them. It can be identify as the first agent of socialization which the child is first expose to in life after the family where he/she originates from.

Peters (1990), believed that, every society has in mind its ideals and values which it would want to transmit to younger generation. According to him therefore, primary education serves as a deliberate process of initiating the young ones into the values of the society for continuity. In keeping with this broad aim, primary education is geared towards enabling pupils to develop essential learning skills and providing them with basic learning content, while inculcating in them basic societal norms and values. This is a continuous process which is aimed at shaping an individual from birth by helping him to form good habits, train his ideas and learns to check feelings and emotions in consonants with societal norms and values.

At this level specific objective in facilitating the accomplishment of the broad aim centered on the need for the primary schools to work in partnership with the home and the community.

Deducing from the definitions above, the role of primary education is to ensure the broad-based development of pupils. This means ensuring that all pupils are able to develop their cognitive, social, emotional, cultural and physical skills to the best of their abilities preparing them for their further school career and subsequently future public responsibility.

### 2.2.9 Critiquing Universal Basic Education

The major problem identified in the Nigerian UBE system lies in the automatic promotion, that is, 100% promotion and transition for 9 years. This indeed is a mockery of any form of evaluation done at this level and is bound to reflect on the standard of education in no distant future. The 100% uninterrupted promotion and transition for consecutive 9 years is a threat to quality education been that basic education is the foundation upon which any form of learning is built. The policy formulators failed to note that, no building can stand without a well rooted foundation. Pupils differ in their ability to comprehend and produce desirable results as such the decision to grant them automatic promotion is a faulty one.

Observed by Aluede(2006), the word "Universal" simply implies easy and equal accessibility to education by every school aged going child in the country, butthe highest benchmark of enrolment by states of the federation placed by the commission pronounced by the national director as reported by Enemuo (2000), has truly question the universality of the programme under review. By this, some states would benefit far and above others, which means it is another method of strengthening and perpetuating the principles of 'quota system', 'educational disadvantaged' and 'educational advantaged' in admission.

It is pathetic to note that, even at this level these antics are been employed to either perpetuate educational disparity or to stabilize the difference in the future.

## 2.3 Empirical Review

Researchers have conductedseveral empirical studies in the recent past in relation to basic education delivery in Nigeria.Bawa (1998), researched to ascertain the status of material facilities in some selected schools in Oyo State.654 teachers were drawn as samples from 30 schools within the State used for the study. The major instrument used to source data from the sampled respondents was questionnaire. The researcher found out that, classrooms buildings were grossly inadequate, libraries and laboratories were not properly furnished in some cases among other findings. It was therefore recommended that government must ensure adequate infrastructural facilities to aid teaching and learning. Bawa fails to substantiate his findings with interview method with relevant stakeholders. The researcher would have found that no single stakeholder can provide the needed resources for the programme.

Salifu (2007), undertook a study on the appraisal of resource provisions for the universal basic education scheme in Kogi East Education zone. The study adopted Simple random sampling to select 210 teachers and 90 head teachers as sample for the study. At the end of the research it was discovered that, provision of funds, physical materials and equipment were adequate. Salifu recommends that, teachers' recruitment, training and deployment should be accorded proper priority. However, the conclusion of the work is inconsistent from the works of other researchers who posits that the implementation of Universal Basic Education suffers some sets backs due to inadequate funding and other related materials.

Edho (2009), wrote on the challenges affecting the implementation of the Universal Basic Education (UBE) in Delta State, Nigeria. In that study, the author like the preceding researchers found out through the use of survey method of research that, poor funding/planning/supervision and monitoring of UBE centres evidenced by inadequate manpower to handle effectively subjects in schools; inadequate chairs and desks in school which makes pupils seat on the bare floor and short payment of teachers' salaries. The culmination of all these factors among others affects enrolment rate. It is therefore recommended that, qualified teachers should be employed and government should ensure prompt payment of staff salary, urgent provision of infrastructure and nationwide UBE awareness and enrolment campaign similar to the national immunization programme is carried out. The situation has not really changed over the years; teachers have been subjected to all sorts of unending verification processes where at the end some of them are termed as ghost workers thereby lose their jobs. There seems to be consensus among the researchers on the prevalence of poor funding of the programme, this might not be far from the fact that the children of the rich do not patronise such public schools hence those in authority do not really care.

Nakpodia(2011), examined theteacher factor in the implementation of universal basic education programme in junior secondary schools in the south senatorial district of Delta State.The study employed descriptive survey method, and 205 teachers were sampled from a target population of 2,040 teachers in 120 junior secondary schools.It was found that the perceptions of professional and non-professional teachers in the implementation of the programme did not differ. The researcher recommends that, seminars and workshops should be organized for teachers to acquaint them with new ideas and methods and that government should intensify more efforts in effective supervision of teachers for the successful implementation of universal basic education programme.

Bullard (2011) did a research on the effects of school enrolment size on student achievement in Georgetown University, Washington, DC where the researcher used 500 students as respondents for the work within the year 2006-2007 and 2007-2008 using regression model to analyzed the data collected, and found that, school enrolment size has a small but not substantive effect on average student academic achievement.

Adeyemi (2009), wrote on enrolment analysis and teacher requirements for the universal basic education in Kwara State, Nigeria. The main thrust of the work was to examine the pupils' enrolment and teacher requirement in primary and junior secondary schools constituting the total population of 818 schools in the state with the sample size of 561 primary and 167 secondary schools. Data was collected using inventory while analysed using percentages. It was found that, the average enrolment growth rate in primary schools was 3.7% while that of junior secondary school was 3.8%. The study concluded that, not much has been done in achieving the basic education in the state. Based on the findings, it was recommended that the state government should recruit more teachers to meet best standard practice. The work fails to consider the issue of the quality of the teachers which is more important than the totalnumber of the teachers; furthermore, the work would have been perfect when infrastructural facilities which if adequately available will enhance teaching and learning if discussed.

In ascertaining the level of implementation of the programme Suleiman (2012), wrote her Ph.D thesis on the assessment of the implementation of universal basic education programme in Nigeria (1999-2009). Where nine (9) hypotheses were postulated to find out the significant differences in the opinions of the six groups of respondents, made up of principals of junior secondary schools (144), 345 teachers in JSS, 132 head teachers, 349 teachers in primary schools, 229 SUBEB staff and 36 education secretaries of

Nigeria. By random sampling technique, two (2) States each were selected from the six geopolitical zones of Nigeria in which three local government areas from each of the States selected were used. A total of 1325 copies of questionnaire were administered by the researcher and1221 copies were returned.The analysis of variance (ANOVA) and DuncanMultiple Range Test were used to determine the extent of significant difference in the respondent opinions. The research revealed that infrastructural and instructional facilities wereinadequate for the implementation of UBEP in Nigeria. UBEP was also found to be grosslyunderfunded and lacks requisite teachers which hampered effective implementation among other findings. Recommendations such as provisions ofadequate facilities, text books and modern library in line with the UBEP implementation guidelineswere made.

Another study carried out by Amouchie, et al (2013), on the appraisal of the universal basic education in Nigeria. The researchers found out that, if not carefully and systematically implemented Universal basic education in Nigeria may suffer some sets backs occasioned by poor planning, inadequate funding and lack of qualified teachers among other reasons. To this end, it is therefore, recommended that, government and other relevant stakeholders should make adequate funding, training and retraining of teachers matters of priority.

Abotsi (2013), in his work titled "expectations of school feeding programme: impact on school enrolment, attendance and academic performance in elementary Ghanaian schools. The study utilised longitudinal study design and population was drawn from the sampled basic schools in the Asikuma-Odoben-Brakwa district in the central region of Ghana. The study was carried out in six basic schools that participated in the school feeding programme while six basic schools not included in the programme served as the control group. Ten pupils from each school under the two categories were picked to constitute the

study sample. Descriptive statistics was used for analysis via SPSS and the results were that, partial Eta squared values of 0.735 and 0.752 shows relatively high magnitude of variance in pupil school enrolment respectively explained by the feeding programme. The partial Eta squired value of pupils' attendance was 0.001 and was statistically significant which is indicative of no difference between schools with feeding programme and schools without. The partial Eta squired values of 0.399 indicate a low impact on academic performance due to feeding programme. The study therefore concluded that, school feeding programme showed positive effects on school enrolment and academic performance, but less remarkable impact on the attendance over an extended period of 3 years. The researcher fails to look at other factors such as quality of teachers, available teaching aid and facilities' contribution on academic performance, this is because, pupils needs more than food to be academically sound.

Taremo(2013), carried out research on factors affecting students' enrolment and dropout at the open university of Tanzania, Lindi Region through the use of quantitative and qualitative methods that involved documentary survey, 529 respondents to find answers to the questions raised. The researcher utilized staistix (version7.0) computer programme package (2000), Analytical Software SPSS version 16 and Microsoft office Excel (2007) to analysed the data and found among other findings that as the student' enrolment increased, the dropout also increased. Identified dropout problems were related to social, personal, financial, academic, students support services and cultural factors and recommended that awareness and advertisement through television, newspapers, and radio should be strengthened. The issue of student' dropout is not peculiar to north or Nigeria as an entity but a global phenomenon.

Tsafe (2013), undertook a critical analysis of universal basic education on its implementation so far, reviewed and published by the scientific journal of pure science

and applied sciences, using content analysis opines that The UBE scheme has since from its inception been successful in most of its projects but it has not been free of short comings completely; someof which are inadequate sensitization strategies and the teacher factor. Also reported in the reviewed article is that between 1999, when the country returned to international participatory democracy and 2009, the federal government has not spent up to 15% of its total budget on education within the period. This is a far cry from the 26% best international practice championed and advocated by UNESCO.

In his own contribution, Benjamin (2013), wrote on the quality of education as a means to development, a study of Sierra-leon with focus on achieving total access to education, ensuring completion of education and increased in enrolment rates assuming that education is the most important catalyst of national development. The researcher adopted interpretive approach to examine of basic education and analyzed observations of different activities, behaviors and settings related to education within the case study. Through theoretical and empirical discussions the researcher identified the areas, within the scope of the work, in which improvements are required in order for the system to provide quality education to the extent that it contributes to national development. The researcher therefore recommended that, reforms of both internal structure and policies regarding basic education should be done.

House and Arnett(2014), wrote on the state of retention and completion in higher education in America and reported in organization for economic co-operation and development (OECD) using (9) nine charts to convey the findings that, the overall retention and graduation numbers were not pretty becauseretention rate was put at 74.4%. This indicates that, United States also is battling the same menace.

In their contribution on the factors affecting primary school enrolment and retention of pupils in Kotido district, Uganda, Namukwaya and Kibirige (2014) drew a total of 177 respondents in the study, 108(61%) were male while 69(39%) female. Face to face interviews and focus group discussions were used to collect data. The study elicited an understanding of the multifaceted nature of the factors affecting enrolment and retention of pupils in schools. The results show that the majority of factors are culture related: pastoral lifestyle, strong cultural values, negative attitude towards education and engagement in domestic work. Other factors included social economic characteristics and environmental factors among others. Future strategies to improve enrolment and retention in schools should be broad based to address Karimojong people's culture as well as socio-economic characteristics.The sampled respondents were too few to make a generalization of the entire Karimojong people of Uganda.

In a research conducted by Ashiru (2015), on the impact assessment of the Universal Basic Education Policy on school enrolment in selected local government areas of kwara state, 2006-2011. The author assumed that the implementation of UBE programme has not created more access to basic education for children of school-age. Using analytical research method, the researcher found a progressive increase in the rate of enrolment; which implies that more school-age children were enrolled within the period under review. It is also discovered that gender disparity still remained steady, but insignificant because of the marginal difference (49% to 51%) in the rate of enrolment between boys and girls. the researcher stressed the need for more facilities to aid learning and teaching. However, the study did not go further to find out the rate of completion and transition as completion is much more important than just been enrolled.

Oladela and Oralu(2015), in a more detailed way analysed the budgetary allocation of Nigeria to Education form 1999 -2013 and discovered that, the lowest allocation was in 1999 with 4.46% while the highest allocation was in 2006 with 10.43%, this is contained in the International Journal of Social, Behavioural, Educational, Economic, Business and Industrial Engineering. They concluded that, Nigeria is still yet to meet the recommendation of UNESCO of 26% budgetary allocation to education by developing countries. This shows the unserious attitude of our nation toward education.

Consenting to their line of thought Aboluwodi (2015), in a journal of education and research wrote on Political Will and Strategic Planning in the Implementation of Universal Basic Education in Nigeria: The Obafemi Awolowo Example, found out that, lack of political will on the part of government, absence of strategic planning, inaccurate data, politicization of the programme and inadequate funding constitute some major constrain to the success of the programme. To achieve the desired result, the same commitment, determination and political will that helped Awolowo meet the objectives of his programme are what the government can apply to sustain and advance the current Universal Basic Education programme. In essence, the need to exact high level of commitment and allocate more resources cannot be overemphasize.

Yahaya(2015), wrote on theAssessment of Education related millennium development goals (MDGS): a study of primary Education in Nigeria.In undertaking the study, the researcher used the longitudinal structure; hence information was collected that covers a twelve year period. Data was sourced from both primary and secondary sources. Major Findings reveal that, the pursuit of MDG 2 has not significantly impacted primary school enrolment, completion and literacy levels in Nigeria; that there are some discrepancies with MDGs funding in Nigeria, as appropriation of funds isn't correlated to the actual

release of fund. The researcher recommended that the OSSAP-MDGs should promote incentives such as free lunch, uniforms, free text books and transportation to encourage school enrolment and adopt strategies that will continue to ensure that children enroll and stay in schools.

Also research work published in the international journal of economic, commerce and management, United Kingdom on the implications of poor quality teacher education on educational development in Nigeria undertaken by Andrew and Damian (2016) posits that, effective teacher education in all around development is as a result of compliment, qualified trained retrained teachers, adequate teaching and learning materials, availability of fund, e-library, and conducive environment just to mention but few. For any country to be proud of quality teacher education, these aforementioned machineries have to be in the right direction to meet the aspirations of the desire groups. This is in consonance with the national policy on education (FRN, 2004) emphasizing the role of teacher in national development observed that "no education system can rise above the equality of its teacher"

Lumi(2016), wrote on the Assessment of the performance of Bauchi state civil service delivery from(2007-2015). The focus of the work was the performance of universal basic education where the researcher adopted simple random sampling method to sampled 379 respondents to be administered questionnaires. Descriptive statistical analytical tool was used to analyse the data sourced and found the prevalence ofunqualified teachers and teacher-student ratio to be high and gross inadequacy of financial resources to provide the needed learning facilities. Therefore the researcher recommended that,there should be less political interference in the employment of teachers and proper funding of education.

In the same vein, a research work titled "Assessment of the effectiveness of management of universal basic education in some selected local government areas of Kaduna and Niger states" submitted to the school of postgraduate studies, Ahmadu Bello University, Zaria by Adamu (2016), the study utilized survey research method with the sample of 376 out of the population of 6199. The researcher employed chi-square($X^2$) to analyze the data and revealed that monitoring and supervision efforts have not been effective in ensuring better management of primary schools. Similarly, the problems of inadequate funding as well as inadequate qualified teachers remained the major issues affecting management of Universal Basic Education in the states under study. The study found a strong correlation between adequacy of funding, adequacy of qualified staff, effective monitoring and supervision of schools and effective management of Basic Education.The author recommends that more qualified teachers should be employed by the states in order to cope with increasing enrolment of pupils as both Kaduna and Niger states do not meet the minimum requirement of 80% qualified teachers as stipulated by the UBE Act of 2004.

However, Ibrahim(2016), in her research work, the Contributions of Development Partners to Universal BasicEducation (UBE) Programme published in theJournal of Research & Method in Education, believed in her opinion that, no single stakeholder can provide adequate resources for the successful execution of UBE programme. Her view justify the need for public private partnership in providing funding for education hence the intervention from World Bank, UNESCO, UNICEF and Japan's international Cooperation Agency (JICA) in various spheres of educational endeavours in Nigeria.

Osei, Otchere, Banunle and Dontwi (2017), published their work on the trend analysis of students' admission, enrolment and completion in Knust distance learning Postgraduate

programmes in the journal of education and human development. The team of researchers analysed the trends of admission, enrolment and completion of some Kwame Nkrumah University of Science and Technology – Institute of Distance Learning (KNUST–IDL) postgraduate programmers over 6 years, and the factors that affect candidates' delay in completion of programmers. Academic records review and questionnaire were used to gather data. Analysis of the data revealed that students' admission and enrolment were highest in 2011 with 1,669 and 1,370 students respectively and lowest in 2015 with 576 and 436 students respectively. Admission trends show a yearly increase in admission from 2009 to 2011 but a decrease from 2012 to 2015. Student enrolment showed a fluctuating trend between 2009 and 2015. Comparatively, completion in science programmers was lower than in humanity programmers. Candidates' inability to graduate on time was asa result of factors such as household issues, financial constraints, thesis and examination related issues. It is recommended that KNUST–IDL) should implement strategies to ensuring increasing student enrolment and on time completion of programmers.

## 2.4 Theoretical Framework: Systems Theory

There are different theories and models that could be adopted for this study among which are: Systems Theory by David Easton (1953), the Incremental model by Charles E. Lindblom( 1950s) and Rational-Comprehensive theory by Herbert A. Simon( 1957). ButDavid Easton's systems theory (1953) can explicitly showcase the aggregate underpinning elements that make up the component of the study. The justification for discarding Lindblom's Incremental theory is based on the fact that the theory is merely descriptive in nature than being concerned with the process and impact generated.Rational-Comprehensive theory is known for being too formalistic, highly

procedural and scientifically rigid which question its applicability while systems theory is chosen for the simple fact that the study is concern with outcome created.

### 2.4.1 SystemsTheory

According to Sharma and Sadhana (2006),"systems theory has been in use since 1950s". Easton(1953), conceives system as essentially an assemblage of subsystems interconnected and mutually interdependent to each other, so as to form a complex system. It explains relationships and not individuals.

Elements that guide the understanding of the theory are:

a. Parts
b. The parts must be related to the whole; and
c. Each part makes certain contributions towards the survival of the whole.

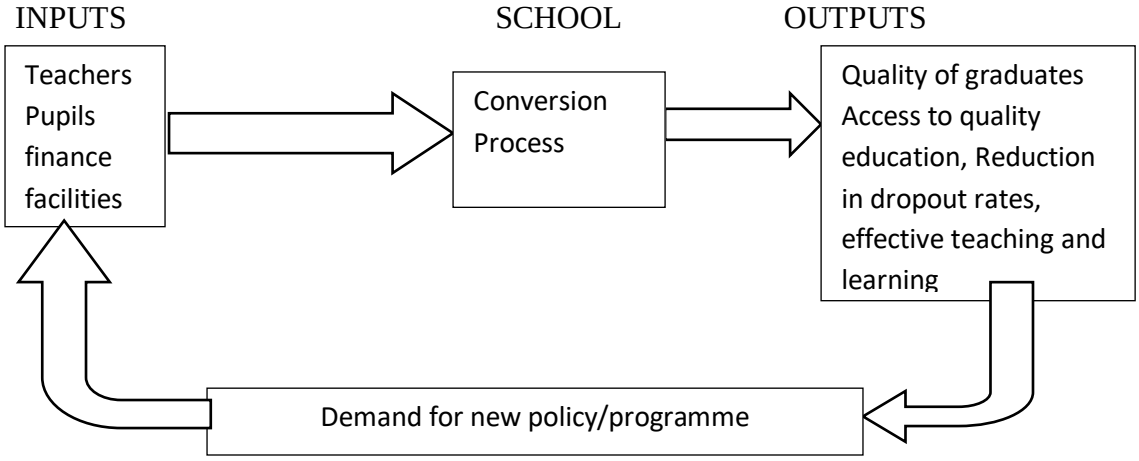
The last aspect is referred to as "Function". This means that, units, branches or departments do not work for the realization of their own personal interests but rather for the overall goal and objective of the organization.Lucey (1997), observes that, the systems approach is a framework, which helps us to analyze and explore the operation and interactions which exist in the system.Systems are composed mainly of three key activities which are inputs, process and outputs. Ezeani (2006), opines that an important element in the systems approach is the emphasis on input-output analysis".

### 2.4.2 Systems Theory as Applied

In relation to human society, any named political system is made up of several sub-groups-economic, political, cultural, educational, social among others. These sub-groups performs different functions and it is a combination of these functions that keeps the entire system moving (Easton,1953).The workability of the theory starts from when the citizens make demand from the political system (government) for education. The

justifications for such demand are that, no nation has ever developed without first developing her education system; and that, education helps in eradication of poverty and minimising the prevalence of diseases in the society.The government which is the conversion process will meet the demand through policies and programmes formulation, Universal Basic Education inclusive. The model according to Easton(1953) as quoted by Sanusi(2016), postulates that all political systems function within the context of political culture, which consist of traditions, values, and common knowledge. Furthermore, it holds that citizens invariably have expectations and place demands on the political system. But they also support the system in various ways.Therefore, the application of the systems theory in this study will be of immense benefit to us as it will enable us assess UBE as a system that takes in inputs from its environment and converts it into output diagrammatically illustrated below.

**EASTON'S MODEL OF SYSTEM ANALYSIS**




Source: Hague and Harrop (1982)

The environment of UBE in this context refers to all the communities within Bauchi and Ganjuwa local government areas while the inputs are the teachers, pupils, finance and facilities which schools receives from the communities in both immediate and external environment. On the other hand, the outputs become the educational services which schools provides for the communities to include, improved quality of graduates, reducing

the number of dropout, and effective teaching and learning. The resultant effect should be improvement in literacy level within the state.

However, the inability of the stakeholders to effectively and efficiently implement the programme has so far led to the demand for new approach to improving the quality of basic education delivery to the citizens. Any new demand is also expected to go through the process of government policies, programmes formulation or institutional reforms so as to ensure quality Basic Education is provided in Nigeria.

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.1 Introduction

The researcher in this chapter presented the most suitable methods employed for conducting the work.Having considered the nature of the work, the researcher utilized survey methods of research.Therefore, under this section,the researcher determined the population and sample size, sampling technique and instrument of data collection andpresentation and analysis.

## 3.2 Research Design

The study adopted survey research method. According to Odoh (1995), surveys are systematic ways of gathering information from a large number of people who themselves constitute a sample by asking them questions.Impliedly,questionnaire and interview remains the most valid and reliable instruments ofdata collection for this study. The design is used to studythe effect of UBE programme on educational development in Ganjuwa and Bauchi local government areas of Bauchi state. The justification for the selection of the method is due to the fact that it involves field work and the large number of people which necessitatethe use of sampling.

## 3.3 Population of the Study

The study population is the aggregation of elements from which the study is actually selected(Osuala, 2005).Therefore, the population ofthe study includes Teachers 3446, two (2)Educational Secretaries, two (2) Parent Teachers Association (PTA) officials from each local government, state director of school services and two (2) State Universal Basic Education Board Staff (SUBEB) from the two selected Local Government Areas of the State as summarised in table 3.1 below.

**Table 3.1: Population Distribution**

| L. Govt | Teachers | Category | Number of Questionnaires Administered | Questionnaires Administered | Interview Scheduled |
|---|---|---|---|---|---|
| Bauchi | 2100 | primary | 240 | 198 | 6 officials |
| | | J S S | | 42 | |
| Ganjuwa | 1346 | primary | 154 | 133 | 5 officials |
| | | J S S | | 21 | |
| **Total** | **3446** | | **394** | **394** | **11** |

Source: field survey,2018

### 3.4 Sample Size

Due to the characteristics and the size of the population where respondents were drawn to complete the research questionnaires, the appropriate tool to use in determining the sample size is Yamane (1967). The formula is express thus:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = Sample size

N = population

e = Level of significance

1 = Constant

Therefore, 5% level of significance was used to determine the sample size.

'e' therefore is:

5/100 = 0.05

Now

$$\frac{3446}{1+3446(0.05)^2}$$

$$\frac{3446}{1+3446(0.0025)}$$

$$\frac{3446}{1+8.62}$$

3446
9.62

=358.2

Therefore n =358

The sample size for this study is three hundred and fifty eight(358). However, 36 (10%)were added to carter for not-return and invalidly filled questionnaires (Israel, 2013). This therefore, implies that 394 questionnaires were administered.

### 3.5 Sampling Technique

For the sake of this research work, Stratified sampling method is adopted. However, to ensureadequate representation by the respondents in the study, the cluster sampling procedure wasderived from the strata, since the distribution of respondents in each Local Governments are not the same. This is generally applied in order to obtain a representative sample. Proportionally the distribution of the questionnaire was as follows:

Bauchi L G A: 2100 (394÷3446) = 240

Ganjuwa L G A: 1346 (394÷3446) = 154

**TOTAL** 394

### 3.6 Types of Data

#### 3.6.1 Primary Data

This study used primary data in particular from Questionnaire, Interview and Observation. Primary data was collected through the instrumentality of questionnaires which was administered to the respondents within the two selected local government areas of the state.

### 3.6.2 Interview

In order to complement the responses drawn from the use of questionnaire, interview was also conducted. Two (2) Educational Secretaries, two (2) Parent Teachers Association (PTA) officials from each local government, state director of school services and two (2) State Universal Basic Education Board (SUBEB) Staff from the two selected Local Government Areas of the State were scheduled for interview.

### 3.6.3 Observation

The researcher also observed the following indicators in a bit to consolidate on the responses gotten from both questionnaire and interview:

I. Distance covered by pupil and students to attend classes
II. Availability of facilities i.e Class rooms, staff room, furniture, toilet, play-ground and water

### 3.6.4Secondary Data

Secondary data was also used to supplement primary data. Secondary data was sourced from public lecture, newspapers, journals, magazine, internet, annual report among others.

## 3.7 Administration of Instrument

The researcher administered 394 questionnaires on the sampled respondents. The questions elicit responses from respondents on the effect of universal basic education programme on educational development in Bauchi and Ganjuwa Local Government Areas of Bauchi State. The responses were duly measured using the five-point Likert scale of: strongly agreed (5), agreed (4), undecided (3), disagree (2) and strongly disagree (1).

To supplement the data collected through questionnaire, interviews were also conducted. Two (2) Educational Secretaries and two (2) staff of Bauchi State Universal Basic Education Board (SUBEB) from the two selected Local Government Areas. Two (2)PTA officials from any school selected at random from each Local Governments and the State Director of School Services. This makes the total number of interviewees to be eleven (11).

### 3.8 Method of Data Presentation and Analysis

Descriptive statistics such as frequency distribution tables, simple percentages and inferential statistical tools were used while presenting and analysing data from primary sources for this study respectively.While data from secondary source and interview were analysed using content analyses. However,in order to test the hypotheses for this research work, multiple regression statistics is employed through Statistical Package for Social Sciences (SPSS Version 20). This is because; it is concern with the prediction of relationship between one dependent and three independent variables. In this case, each of the independent variables was measured against the dependent variable.

### 3.9 Model Specification

The model used were a conjecture of variables from previous studies considered. Based on previous studies conducted that are related to assessment of the effect of UBE on educational development in Nigeria by Ashiru (2015), Yahaya (2015), Salifu (2007), Sulaiman (2012) and Lumi (2016), a group of factors (frequently and rarely used) have been extracted to develop a standard model to test the effect of universal basic education on educational development in Bauchi and Ganjuwa Local Government Areas of Bauchi State, Nigeria. Dependent variable is explained as educational development. The Independent variables in this study are Enrolment(E), Retention & Completion(RC) and Infrastructural Facilities (IF)

The model used for regression analysis is as follows:

$Y = B0 + B1\ X1 + B2\ X2 + B3\ X3 + e$ ---------- (1)

Where,

Y = dependent variable

X1, X2, X3 = Independent variables

Bo = constant coefficient

B1, B2, B3 = coefficients associated with the Independent variables respectively

e= error term

The study model is now formulated as follows:

$EDE = Bo + B1\ E + B2RC + B3IF + e$ ---------- (2)

Where,

EDE = Educational Development

E = Enrolment

RC = Retention and Completion

IF = Infrastructural Facilities

e= error term

# CHAPTER FOUR

# BRIEF HISTORY AND ORGANIZATIONAL STRUCTURE OF STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB), BAUCHI

## 4.1 Brief History of State Universal Basic Education Board (SUBEB), Bauchi

The State Universal Basic Education Board was established in August, 2005 to repeal Law NO.6 of 1994 establishing Primary Education Board. The membership composition of the SUBEB was strictly in line with the provision of Law No. 5(1a-d) of August, 2005 and whose appointments were approved by the Executive Governor as Follows:

a. Executive Chairman,
b. Four (4) Permanent Members
c. Three (3) Ex-officio Members,
d. One (1) representative each from the following:
    I. Ministry of Finance,
    II. Ministry of Justice
    III. Ministry for Local Government Affairs
    IV. Parent Teachers Association,
    V. Nigerian Union of Teachers
    VI. Women Group
    VII. Federal Ministry of Education.

### 4.1.1 Functions of the State Universal Basic Education Board

The objective of establishing the Board is to provide free and compulsory Universal Basic Education to all children of school age in the state.The Board performs the following functions as encapsulated by its enabling Law:

i. Formulate and implement policy guidelines for the successful implementation of the Universal Basic Education Programme in the state.

ii. Advice the StateGovernment on the funding and order development of basic education in the state.

iii. Management of Primary and Junior Secondary Schools.

iv. Disbursing funds provided to it 'from the Federal, State local Government and other sources.

v. Retirement and re-absorption of teaching and non-teaching staff.

vi. Undertaking new capital projects rehabilitate and maintain dilapidated classrooms and other infrastructures.

vii. Assessing and funding salaries and allowances of teaching and non-teaching staff based on the scheme of service.

viii. Ensuring that annual reports are rendered by Education Secretaries and Pleads of Schools on personnel serving with them.

ix. Creating friendly school environment.

x. Providing cordial relationship with and coordinate assistance by development partners such as UNICEF, USAID, World Bank and the UBEC.

xi. Procuring and distributing instructional materials.

xii. Monitoring and supervising teaching and learning in private primary schools.

xiii. Carrying out mass mobilization, enlightenment and sensitization of the general public and enter into partnership with communities and all stakeholders on basic education with the aim of achieving the objectives of the Universal Basic Education Programme.

**4.2 Structure of State Universal Basic Education Board (SUBEB)**

The Board is being headed by a full-time Chairman who is the Chief Executive andAccountingofficer of the Board.There are currently seven (7) Directorates in the Board namely:

1) Administration and Human Resources,
2) Finance and Accounts,
3) Planning, Research & Statistics,
4) School Services,
5) Upper Basic Education,
6) Social Mobilization,
7) Monitoring and Evaluation (Quality Assurance). Each of these directorates is headed by a Director.

### 4.2.1 Office of the Executive Chairman

#### *1. The Public Relations Unit:*

The evolution of Public Relations Unit in the State Universal Basic Education Board came as a result of the need to create mutual understanding within and outside the Board in order to promote efficient and good image for itself.The Unit was therefore established directly under the Executive Chairman's Office primarily to handle all aspects of Public Relation functions and to publicize all its activities and programmes by liaising with media organizations including the print.As an image maker of the Board, the PR Unit is beset with the task of providing effective channel of communication between the Board and the public.

It has been the responsibility of the PR Unit to purchase and distribute Newspapers to Board members on daily basis except on weekends for the purpose of monitoring news related to the State and the Board in particular.The Public Relation Unit is equally responsible for the placement and monitoring of advertisement originating from the Board.

2. ***Internal Audit Unit***

Is created to provide a complete and continues verification of account records, revenue and expenditure, plan allocated and unallocated stores. Thus, the existences of an Internal Audit unit do not divert a member of any organization from carrying out his/her individual responsibility.The Internal Auditor in-charge is directly responsible to the Accounting Officer. Thereafter, he will be responsible of detail audit programmes and will report on a monthly basis to the accounting officer on the progress of audit irregularities. When in his own opinion, the accounting officer and the accountant in-charge need to be call upon, he will write a special report on the irregularities to the Accountant General and the Auditor General to the earlier internal audit report issued by him on the weakness of accounting procedures of the Board. As SUBEB operates stores stock, the Internal Auditor may assume the control of stock verification staff and direct their programmes of inspection. The Internal Auditor will ensure that programmes of Audit is extended to cover all the Boards' records, departments or units in order to satisfy himself that:

i. Safeguard prevention and prompt dictation of fraud or loss of cash store and plants are adequate.
ii. The system of control of collection of revenue is adequate and all payments record has been properly and promptly brought to account.
iii. The system expenditure is correct and that all payment made are properly authorized and are correct and are made to the right people
iv. The system of control of issuance and consumption of store are adequately authorized and properly used for the purposes they are meant for.

The Internal Auditor in charge will maintain under him a control register to record the programs of his Audit and the inspection of all transaction of the Board. The programs of

his Audit and the inspection of all transaction of the Board will be continuous throughout the year while that of the External Units (LGEA) can be periodic.The Internal Auditor in-charge will render a bi-annual report to the Accounting Officer and copy to the Auditor General and the Accountant General to certify to what extend and degree fraud is been safeguarded in the control of receipt, payments and consumption of stores as well as the verification of cash and stores are adequate and are in line with the accounting standards.

### 4.2.2 Administration and Human Resources

The Department is the largest when compared with other departments' of the Board. It is the live wire of the Board that runs the day to day administration of the Board. The Department is responsible for all personnel matters i.e. recruitment, promotion, retirement, resignation, withdrawal, discipline and other establishment matters.

#### *4.2.2.1 Main Function of the Department:*

i. General Administration of the Board.
ii. Appointment/Promotion: The directorate is responsible for processing approval to the LGEAs to employ staff on GL 07 and above through the Teachers Service Commission, while the LGEAs Education committees have power to employ officers on GL 01 to 06 based on the availability of vacancies and subject to the approval of the Board.
iii. Promotion**:** The Board has (released the accumulated promotions of Teaching and Non-teaching staff from 2010, 2011 and 2012 in respect of the 20 Local Government Education Authorities (LGEAs). The number of teachers and non-teaching staff promoted were eighteen thousand four hundred and eighty one **(18,481)** and are now being dispatched to LGEAs for implementation.

iv. Appointments: In an effort to provide adequate teachers, the Board requested the Teachers Service Commission to recruit additional teachers in the core-subjects and sciences.

v. Training**:** The training of Board's and LGEAs teaching and non-teaching staff is being carried out by the directorate of Administration and Human Resources. The staff of the LGEAs and the Board headquarters usually request for approval to attend training/courses on study leave with pay or on part time basis.

vi. Board'sMeeting**:** The Board's meeting is conducted on quarterly basis or when the need arises with the Executive Chairman, Full Time Members, part time members and the permanent secretary in attendance. Part time members are paid sitting and travelling allowances.

vii. EducationSecretariesMeeting**:** A monthly meeting of Education Secretaries and the Board's Management is being conducted to discuss vital issues affecting the Basic Education delivery in the State. At the meeting progress reports and challenge^ are presented and the way forward is discussed.

viii. EstablishmentCommittees**:** The Board has staff strength of 414 comprising those that are on posting from the office of the Head of Civil Service, office of the Accountant General, Auditor General , Library Board, Ministry of works and transport, Ministry of Information and Ministry of Education. The Board has two standing committees, i.e. the Senior and Junior Establishment committees headed by a Full Time Member while the following are members:

i. Directors

ii. Chief Admin Officer

iii. Staff Officer who serves as Secretary to the Committee.

The Committee is responsible for recommendation to the Board on issues relating to promotion, discipline and other establishment matters for the consideration and approval of the Board.

### 4.2.3 Local Government Education Authorities (LGEAs)

The Education Secretaries are appointed by the Board subject to the recommendation by the Local Government Councils. The Education Secretaries are responsible for the day to day administration of the LGEAs including the supervision and Inspection of schools, enrollment drive campaign and general improvement of Basic Education, The LGEAs has 22,848 teachers and 4,851 Non-teaching staff totaling 27,669. An official four wheel drive vehicle has been attached to each LGEAs to achieve the above objectives. Salaries and Overhead costs of all the LGEAs staff are paid by the ministry for local government through disbursements of funds to the Board.

### 4.2.4 Directorate of Finance and Accounts

This Directorate is headed by the Director, Finance & Accounts and it comprises of three (3) units i.e. UBE Accounts, Main Accounts and LEA Accounts.The main functions of the Directorate are: receiving and disbursement of funds, maintenance of accounting records and security documents.The Directorate at present has ten (10) current accounts that are functional and another Nine (9) accounts that are dormant, waiting for payment of retention balances, in respect of projects concluded.

### 4.2.5 Planning, Research and Statistics

The Directorate of planning research and statistics is an integral part of the Board. The department has the following oversight duties:

***Physical planning*:**This begins with activities of physical planning like working drawings, bill of quantities and then the action plan. For example in preparation of UBE

intervention projects where the state is expected to raise 50% counterpart fund with an evidence of payment by states, the UBE matching grant is released for the approved projects to commence. The due process is observed in organizing and conducting the award of contracts. **UBE project in the main includes; -** The construction of blocks of two classroom and three classrooms, pupils and teachers furniture for these classes, VIP toilets, hand -Pump -fitted boreholes for a potable water supply in schools. Awarded projects are regularly supervised by a team of engineers resident in the department. The engineers ensure strict adherence to the specification and time -frame for the execution of the contracts. As at the time of writing this note, the Board has accessed UBE matching grant and counterpart funds for seven years i.e. from 2007 to 2013. This has placed our state among the high performers in accessing the UBE grants in the federation.

**Besides the UBE projects,** the state undertake state special projects in providing additional facilities to Basic schools. This is at the discretion of theChief Executive in response to special requests by individuals or organizations. In addition to the above projects the Board has also received intervention purely from the Federal Government and the Educational Trust Fund (ETF). The interventions received are of two types

i. Normal Intervention

ii. ETF Board of Trustees (BOT) intervention.

***Statistical Data Planning Unit:***

The basis of all Basic Education data lies in the Annual school census (ASC). This is an annual practice in which all data relating to our schools are collected for interpretation, analyze for future use. Information on pupils, Teachers, facilities and equipment are contained in the ASC-forms. Similarly the location, type and identification codes are given to each school, for ease of reference.Information gathered in the ASC Forms is imputed into the computer systems in the Education Management Information System

(EMIS) Unit, for data entry cleaning, validation, analysis, storage and dissemination for future use. The stored data is thus kept available for research, planning and documentation purposes.The ASC is a capital intensive exercise .In the past years, it takes the collaborative efforts of the state and international donor partners like UNICEF and USAID to jointly sponsor the activity. Printing of forms, training of supervisors and enumerators, hiring of computer staff for data entries etc. all require some expenditure. The state now has a reliable data in the field of Basic Education.

***Intervention by USAID: 2009 - 2013***

Bauchi state government entered into partnership with USAID under the Nigeria Northern Education Initiative (NET) in September, 2009. Project aimed at system strengthening was initiated in ten local government of the state. Later, the activities were replicated in the remaining 10 LGAs, thus achieving a 100% implementation status. Specific areas intervention by USAID -NEI include:-

Development of a Medium Term Sector Strategy (MTSS) in Basic Education. This document was later harmonized with the State Education Sector Operational Plan (SESOP). The SESOP-MTSS is now our comprehensive guide document for the provision of Basic Education in the state.

Laid the foundation of a sound Data-base through the supply of computers and accessories which led to the up-grading of EMIS section in Ministry of Education and State Universal Basic Education Board. Similarly, EMIS offices were established in all the 20 LEAs and staff were recruited and trained to run the offices. A report generation software known as EMIS Tool-box was introduced and our EMIS staff were trained on how to operate it.

i. Supported the Orphans and Vulnerable Children (OVC) in the areas of Education and Psycho-social needs. The OVC were fed, trained in Basic

literacy, Basic life- skills acquisition and later mainstreamed into formal Education system for careers in life.

ii. Established community Education Forums to involve Local communities to ensure access, quality and effective management in their schools.

iii. Intervened in the development and adopting national strategic policy documents such as: Teacher Recruitment and Deployment, Quality Assurance, National EMIS Policy etc.

iv. Conducted Early Grade Reading and Mathematics Assessment test (EGRA/EGM A) for a strategic approach to the teaching of our children,

v. Conducted the State Education Accounts report (SEA), an analysis of total income and expenditure in education,

vi. Organized quarterly Basic Education steering committee meetings and two Basic Education Dialogues, involving relevant stake holders for a smooth and coordinated running of the basic education system in the state:

***Intervention by World Bank (SEPIP) 2011 to 2015:***

Bauchi state entered into an Education Investment Project agreement with the World Bank in the Education sector. The project is coordinated by the Ministry of Education. Five Disbursement linked indicators (DLIs) were identified for the project implementation in Bauchi state namely:-

i. Teacher recruitment and deployment to rural area.

ii. Deployment of Core-subject teachers in schools.

iii. Capacity building to SBMC members.

iv. Learning assessment tests to pupils

v. Vocational skills apprenticeship scheme.

Under SUBEB, the project has so far achieved the following in the implementation of the Disbursement linked indicators:-

i. **659,** Teachers deployed to rural schools to enjoy rural posting allowance.
ii. **343** Core-Subject teachers deployed in Basic schools, to enjoy core subject teacher's allowance.
iii. **366** SBMC'S trained on whole school development plan.
iv. Conducted learning assessment tests on English, Mathematics in class five of selected primary schools in the state.
v. Plans are under way to train teachers in methods of teaching English, Mathematics and classroom management

***Partnership with International Donor Partners (Idps)***

The board have been partnering with UNICEF since 2005 under the Girls Education Project (**GEP I**). The first phase of the project which focused on the supply side of school needs witnessed the provision if child friendly facilities and equipment to the GEP focal schools these include: Hand pump Boreholes, V.I.P. Toilets, Swings, Marry-go-Round, Roll Ladders, Slides, Bags, Uniforms, Instructional materials and Sporting equipments.

Having performed up to expectation, Bauchi State was among the 6 states that progressed into GEP II Project from 2009 - 2012. The second phase addressed the demand side of Basic Education. Thus, having provided the necessary facilities and equipments, UNICEF decided to introduce activities that will trigger the demand for education e.g, formation of School Based Management Committees-(SBM'Gs), Conditional Cash Transfer (CCT), Integration of Qur'anic and Tsangaya Education (IQTE) the Female Teacher Trainee Scholarship Scheme (FTTSS).

The Bauchi State Government having equally excelled in the GEP II Project was re-considered by UNICEF to transit into GEP III Project which is a continuation of the GEP II activities with slight modifications. The GEP III Project focused on the Out-of-School Children, Almajiri Education and SBMC activities. The GEP III Project which began in 2013 is still ongoing.

### 4.2.6 Directorate of Social Mobilization

The Directorate of Social Mobilization was created in the year 2009. The UBE commission attached so much importance to the Department by allocating 2% of its grant to the Directorate to visit and supervised all community initiated self- help projects allocated to the state to fast track the execution of the projects. The department also organized enrollment campaign drive in the local governments. The Directorate has staff strength of Eight (8) Officers and a Land Rover Van allocated to it for Film shows to the rural communities. Our film 'Ilimi Jari' which is aimed at promoting the development of Basic Education is well received by the rural communities. This is evidenced by the increase in enrolment and retention of children to schools over the years. All the 20 LGAs were being visited regularly for the film show (ILIMIJARI).

### 4.2.7 Directorate of Quality Assurance

The Directorate which was carved out from the School Services department was established on 1st of June, 2008, with ten (10) pioneering staff. The present staff strength of the Directorate is twelve (12), grossly inadequate to enable it carry out its mandate alone, thus since inception, the Directorate has been in collaboration with the staff of Upper Basic Directorate and also later staff from the School Services were attached to the Directorate.

The Directorate has four (4) Units namely Schools Visitation, Reports Implementation, Records and Statistics and Report Production. It also has three Q.A teams that carry out the mandates of the directorate i.e. one per Senatorial District.

#### *4.2.7.1 Mandate/Schedule*

The mandate/schedule of the Directorate is basically the monitoring of teaching and learning activities or quality assurance of our public Primary and Junior Secondary Schools.In other words, the schedule is specifically about school monitoring/quality assurance, to ensure compliance to minimum standards in all aspects of quality services-delivery of the basic education schools with the following as some, of the objectives:

i. Improvement of teaching and learning processes at our schools in order to raise standards/quality generally.
ii. Identification of infrastructural materials needs (if schools whose shortage will cause adverse effects on effective teaching and learning in our schools and report same to SWBBB management and or any other relevant education stakeholders for necessary solutions.
iii. Ensure effective and efficient utilization of both human and material resources in our schools by the headmasters/principals.
iv. Ensure compliance to national policies by schools, for instance implementation of the 9-year basic education curriculum development and having a BECD in all primary schools.

### 4.2.8 Directorate of School Services

The Directorate is responsible for training and re-training of teachers from all the 20 LGEAs, making recommendation for the purpose and distribution of Textbooks, Instructional materials and Library materials as well as establishing new schools where necessary extra curriculum activities general at Primary and JSS schools, 2477 primary

school 531 JSS. The Directorate coordinates activities between SUBEB and Ministry of Education and other Donor organizations

#### *4.2.8.1 Components ofthe Department:*

i. Teacher Professional Development Schedule.
ii. Special Education Schedule.
iii. Early Child Care Development Education (ECCDE) Schedule.
iv. UNICEF Schedule.
v. Guidance and Counseling Schedule,
vi. School Health Programme and Environmental Schedule
vii. Junior Engineer Technicians (JET) Schedule
viii. School Sports, Debate, Quiz, Reading & Spelling Competition Schedule
ix. School Assessment on Learning Achievement
x. Library Section
xi. Recruitment of Teachers under Federal Teachers Scheme (FTS).
xii. Correspondence with National Teachers Institute (NTI), Teachers Registration Council (TRC) and Millennium Development Goals MDGs) Scheduled
xiii. Enrolment of Pupils into Primary Schools, retention, completion and transition into JSS.
xiv. Reading and Access Research Activity (RARA) Schedule.
xv. Adhoc assignment.

The above components have tie Desk (schedule) Officers assigned to oversee the different schedules accordingly.

### 4.2.9 Guidance and Counseling Unit

Guidance and Counseling schedule provides services like information, testing, placement, follow-up exams, preparation and subject advice to primary and JSS students through

organizing workshop and seminars to their teachers and para-counselors who go back and apply the skills learnt in their classrooms

#### *4.2.9.1 Sports and Competition Schedule:*

Extra-Curricular activities are important, in the development of pupils and, students in the schools through which they acquired both physical and mental training and also opportunities to participate in National and International Competitions. Through these activities they also develop their talents and acquire new skills in both physical and academic endeavours.

#### *4.2.9.2 Library Section*

Libraries have been identified by the National Policy on Education as one of the most important education services because they promote literacy, research skills, reading and book culture as well as moral and civic valves. The National Policy on education therefore recommends that, all schools should have functional libraries at all level of the Basic Education system.

***Functions of UBE Libraries***

UBE Libraries cut across the entire Basic Education structural system therefore, UBE libraries encompass Early Childcare Development (ECCD) Libraries, Primary Libraries, Junior Secondary Schools (JSS) libraries and Local Government Education Authorities (LGEAs) libraries and the Library at the SUBEB Headquarters provides research, reading for leisure, documentation of educative items, etc.

***Future plans:***

a. To have an E - Library in each of the Primary Schools with a minimum capacity of 50 pupils.
b. To have a Library at all the LGEA Headquarters with qualified Librarian in charge.

c. Procurement of relevant and adequate materials for all schools libraries.

### 4.2.10 Upper Basic Directorate

The National Policy on the Basic Education working document has been under the watchful eye of the State Government through SEBEB management.The new Basic Education Curriculum was introduced in the state in 2008, came with the disarticulation of JSS from the senior section of Secondary School system. The new Curriculum introduced on- three tiers or stages in the system. The three tiers include primary 1 - 3, primary 4 - 6 and JS 1 - 3. In other words, for a child to complete and obtain Basic Education Certificate, he/she must have gone through the 3 stages of continuing education, covering a period of nine year of Basic Education Programme.

Under SUBEB management, Upper Basic Directorate is mandated to implement the third tier level, which is the Upper Basic (JSS). The Upper Basic which took off with only 222 schools has today risen to 531 excluding Private and Community School. Many more are being considered for upgrading in due course.

#### *4.2.10.1Functions of the Directorate:*

i. Upgrading of Primary schools to JSS status.
ii. Routine inspection of the upgraded schools to assess or ascertain their take - off.
iii. Monitoring of teachers activities in their various schools.
iv. Issuance of Basic Education Certificate, (in place of Primary Schools Leaving Certificate)
v. Conduct of Basic Education Certificate Examinations (BECE)
vi. Transfers, rationalization of teachers, proposal for appointment of principals and Vice Principals.

vii. Conflicts resolution in schools where both senior and junior secondary schools operate.

viii. Commissioning of upgraded junior secondary schools.

***Conferences and Workshops:***

The department attends annual and biannual conference and workshop at national and local levels with a view to up-lifting the standard of education in the state. Example of such workshops and Conferences include. JCCE, NCE, BECE etc.

***Importance of Upgrading Schools***

i. It stimulates and promotes students enrolment.

ii. It checks the menace of trekking from faraway places where such schools are located

iii. Relieves parents of the financial burden of sponsoring their children to far away schools.

iv. Checks rampant cases of drop-outs

v. Development in terms of infrastructure

vi. Cases of ambushing and raping are reduced to the barest minimum.

vii. Parents' support for the education of their wards is encouraged

## 4.3 Junior Secondary School Education

With the introduction of the 9 year Policy on Education, which stated that basic Education should be a 9 year programme it became necessary to open JSS in primary Schools to make sure that all children in primary schools have access to secondary education up to JSS level. When the Directorate was established in 2008, there were 222 JSS as mentioned earlier under the Ministry of Education, which was handed over to SUBEB. In response to requests from communities, many more primary schools were

upgraded. At the moment, Bauchi State can boast of 531 JSS excluding private schools in the 20 LGEAs in Bauchi state.

# CHAPTER FIVE
# DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 5.1 Introduction

This chapter presents the details of the data collected through the use of the instruments of questionnaire, interview and observation employed. To analyze the data collected, tables and percentage method were used.The research questions were duly addressed and findings from the data discussed in detail at the end of the chapter. The presentation is logically arranged in accordance with the specific objectives of the work in chapter one.

## 5.2 Data Presentation and Analysis

Out of the total of 394 questionnaires administered, 373 representing 94.7% were validly filled and returned; While 21 questionnaires representing 5.3% were either not-returned or invalidly filled or both as seen in table 5.1 below. Therefore, the total of 373 questionnaires were used to analyze questions raised bothering on pupil's enrolment, retention and completion, infrastructural facilities and educational development in Bauchi and Ganjuwa Local Government Areas of Bauchi State. In order to substantiate and consolidate on the responses from the questionnaires, interviews were also conducted as earlier explained in the methodology, though seven (7) out of the 11 interviewees proposed granted the researcher audience.

**Table 5.1: Questionnaire Distribution Analyses**

| L. Govt | Category | Number of questionnaires Administered | Number returned | Percentage returned | Number not returned | Percentage Not-returned | Total |
|---|---|---|---|---|---|---|---|
| Bauchi | primary | 240 | 187 | 94.4 | 11 | 5.6 | 100 |
| | J S S | | 39 | 92.9 | 3 | 7.1 | 100 |
| Ganjuwa | primary | 154 | 128 | 96.2 | 5 | 3.8 | 100 |
| | J S S | | 19 | 90.5 | 2 | 9.5 | 100 |
| **Total** | | **394** | **373** | | **21** | | |

Source: field survey, 2018

Table 5.1 shows that out of the 198 questionnaires that were administered to primary school teachers, 187 were returned representing 94.4% within Bauchi Local Government; within the same Local Government 39 questionnaires were retrieved from the 42 that were administered to the junior secondary school teachers representing 92.9%. While primary school teachers and junior secondary school teachers in Ganjuwa Local Government returned 128 out of 133 representing 96.2% and 19 out of 21 representing 90.5 respectively. This implies that, the percentages of the returned questionnaires are adequate enough for meaningful data analysis.

**Section A: Respondents' Bio-data**

**Table 5.2 Local Government**

| Local Govt | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Bauchi | 228 | 61.1 | 61.1 | 61.1 |
| | Ganjuwa | 145 | 38.9 | 38.9 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

Source: field survey, 2018

Table 5.2 indicates that 228 respondents (61.1%) work in Bauchi Local Government while 145 respondents (38.9%) work in Ganjuwa Local Government. This means that Bauchi been the urban Local Government has the highest population of teachers.

**Table 5.3: Category of the Respondents**

| Category | Frequency | Percent | Valid percent | Cumulative Percent |
|---|---|---|---|---|
| Primary School | 314 | 84.2 | 84.2 | 84.2 |
| J S S | 59 | 15.8 | 15.8 | 100.0 |
| Total | 373 | 100.0 | 100.0 | |

Source: field survey, 2018

Table 5.3 shows that 314 respondents which represent 84.2 % work in primary school while 59 respondents which represent 15.8% work in junior secondary schools. This implies that, there are more primary schools than junior secondary schools within the two selected Local Government Areas.

**Table 5.4 Gender of the respondents**

| Gender | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Male | 225 | 60.3 | 60.3 | 60.3 |
| | Female | 148 | 39.7 | 39.7 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

Source: field survey, 2018

From the table5.4 above, 225 respondents representing 60.3% are male while 148 respondents representing 39.7% are female. This points to the fact that, the majority of the teachers are male while also indicating that women folk are not left out of teaching profession.

**Table 5.5 Highest Qualification of the respondents**

| Qualification | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Grade 11 | 24 | 6.4 | 6.4 | 6.4 |
| | N C E | 298 | 79.9 | 79.9 | 86.3 |
| | Bsc/HND | 33 | 8.8 | 8.8 | 95.2 |
| | B.Ed | 17 | 4.6 | 4.6 | 99.7 |
| | Masters & above | 1 | .3 | .3 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

Source: field survey, 2018

Table 5.5 shows that 24 respondents which represent 6.4% have grade ll, 298 respondents which represent 79.9% have NCE, 33 respondents which represent 8.8% have Bsc/HND, also 17 respondents which represent 4.6% have B.Ed while 1 respondent which represent 0.3% has masters' degree. These statistics indicate that, holders of National Certificate in Education are the majority and also reveal a reasonable level of compliance to the national minimum teaching standard established by the federal government.

**Table 5.6 working Experience**

| Working Experience | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 0-5 years | 110 | 29.5 | 29.5 | 29.5 |
| | 6-10 years | 109 | 29.2 | 29.2 | 58.7 |
| | 11-15 years | 51 | 13.7 | 13.7 | 72.4 |
| | 16-20 years | 48 | 12.9 | 12.9 | 85.3 |
| | 21 years & above | 55 | 14.7 | 14.7 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

Source: field survey, 2018

Table 5.6 reveals that, 110 respondents (29.5%) have been teachers between 0-5 years period, 109 respondents (29.2%) have been teachers between 6-10 years, 51 respondents (13.7%) have been teachers between 11-15 years also 48 respondents (12.9%) have been teachers between 16-20 years while 55 respondents (14.7) have been in the profession for 21 years and above. This simply means that, majority of the teachers have been in the profession for six (6) years and above which further implies that they can provide valid opinions regarding the questions raised.

### 5.2.1 Descriptive Statistics

The study however, conducted a descriptive analysis of the individual components of the questionnaire in terms of mean distribution, standard deviation and t-test. The tables below presented the descriptive statistics of each of the components.

#### 5.2.3.1 Descriptive Statistics of Pupils Enrolment in Schools

**Table 5.7: UBE makes public awareness and community mobilization annually to achieve maximum enrolment**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 49 | 13.1 | 13.1 | 13.1 |
| | Disagree | 47 | 12.6 | 12.6 | 25.7 |
| | Undecided | 32 | 8.6 | 8.6 | 34.3 |
| | Agree | 186 | 49.9 | 49.9 | 84.2 |
| | Strongly Agree | 59 | 15.8 | 15.8 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.7 presents descriptive statistics for the respondents responses used to measure pupils enrolment in schools. For the statement,'UBE makes public awareness and community mobilization annually to achieve maximum enrolment' the responses were recorded as59(15.8) strongly agreed with the statement, 186(49.9) agreed, 32(8.6) were undecided, 47(12.6) disagreed while 49(13.1) strongly disagreed. It can be observed that agreed and strongly agreed have the highest responses indicating that UBE annually makes community awareness to mobilized the general public for the purpose of enhancing enrolment rates, this is always carried out through Community Radio Station owned by the Local Government.

**Table 5.8: Enrolment of pupil/students is not completely free**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 37 | 9.9 | 9.9 | 9.9 |
| | Disagree | 34 | 9.1 | 9.1 | 19.0 |
| | Undecided | 33 | 8.8 | 8.8 | 27.9 |
| | Agree | 178 | 47.7 | 47.7 | 75.6 |
| | Strongly Agree | 91 | 24.4 | 24.4 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

For the statement regarding'Enrolment of pupils in school is not completely free'91(24.4) strongly agreed with the statement, 178(47.7) agreed, 33(8.8) were undecided, 34(9.1) disagreed while 37(9.9) strongly disagreed. From these, majority of the respondents agreed with the statement indicating that parents/guardians are made to pay certain amount of money at the point of enrolling their wards as against the background that the programme is free and compulsory. In some primary schools, the researcher found that,parents pay as much as N2000 or N1000 whereas in some other cases N800 and the

likes to get their children enrolled. This left the researcher with the believed that, parents who cannot afford the amount may not get their wards enrolled as at when due.

**Table 5.9: Government prosecutes parents who refuses to send their children to school**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 206 | 55.2 | 55.2 | 55.2 |
| | Disagree | 93 | 24.9 | 24.9 | 80.2 |
| | Undecided | 24 | 6.4 | 6.4 | 86.6 |
| | Agree | 33 | 8.8 | 8.8 | 95.4 |
| | Strongly Agree | 17 | 4.6 | 4.6 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

For the statement regarding 'Government prosecutes parents who refused to send their children to school' 17(4.6) strongly agreed with the statement, 33(8.8) agreed, 24(6.4) were undecided, 93(24.9) disagreed while 206(55.2)strongly disagreed with the statement. We can infer that government does not prosecute parents who didn't send their children to school, reason being that, the programme is not completely free as it supposed to be.

**Table 5.10: Fear of boko haram attack causes decrease in students enrolment rates in schools**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 73 | 19.6 | 19.6 | 19.6 |
| | Disagree | 31 | 8.3 | 8.3 | 27.9 |
| | Undecided | 61 | 16.4 | 16.4 | 44.2 |
| | Agree | 102 | 27.3 | 27.3 | 71.6 |
| | Strongly Agree | 106 | 28.4 | 28.4 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

For the statement regarding ‘Fear of Boko haram attack causes decrease in students retention and completion rates in schools’106(28.4) strongly agreed with the statement, 102(27.3) agreed, 61(16.4) were undecided, 31(8.3) disagreed while 73(19.6) strongly disagreed. Responses from the remotest part of Ganjuwa local government area bordering with Darazo, Ningi and local government areas do confirmed the statement.

**Table 5.11: SUBEB officials follow up to find out about school dropout children**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 95 | 25.5 | 25.5 | 25.5 |
| | Disagree | 38 | 10.2 | 10.2 | 35.7 |
| | Undecided | 38 | 10.2 | 10.2 | 45.8 |
| | Agree | 48 | 12.9 | 12.9 | 58.7 |
| | Strongly Agree | 154 | 41.3 | 41.3 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

For the statement in table 5.11 regarding‘SUBEB officials do not follow up to find out about school dropout children’154(41.3) strongly agreed, 48(12.9) agreed, 38(10.2) were undecided, 38(10.2) disagreed while 95(25.5) strongly disagreed. This forms part of the reasons why we have high prevalence of school dropout within the study area, because nobody cares if a child dropout of school.

**5.2.3.2 Descriptive Statisticsof Pupils/Students Retention and Completion in Schools**
**Table 5.12UBE provides pupils with free meal.**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 9 | 2.4 | 2.4 | 2.4 |
| | Disagree | 10 | 2.7 | 2.7 | 5.1 |
| | Undecided | 7 | 1.9 | 1.9 | 7.0 |
| | Agree | 83 | 22.3 | 22.3 | 29.2 |
| | Strongly Agree | 264 | 70.8 | 70.8 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.12 presents descriptive statistics of the respondents' responses in frequency and percentage form. The construct usedto measure pupils/students retention and completion in schools was stated as: UBE provides pupils with free meal with 264(70.8) that strongly agreed,83(22.3) agreed, 7(1.9) were undecided, 10(2.7) disagreed while 9(2.4) strongly disagreed. The responses showed that UBE indeed provides pupils with free meal. Free meal programme was initiated by the All Progressive Congress Government Inaugurated in 2015, but the programme kick-started in 2016 in Bauchi State exclusively for primary school pupils. SUBEB hire the services of food vendors who cook the food and serve the pupils during break time (see appendix 6).

**Table 5.13Pupils/students pay for Textbooks**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 187 | 50.1 | 50.1 | 50.1 |
| | Disagree | 127 | 34.0 | 34.0 | 84.2 |
| | Undecided | 15 | 4.0 | 4.0 | 88.2 |
| | Agree | 17 | 4.6 | 4.6 | 92.8 |
| | Strongly Agree | 27 | 7.2 | 7.2 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.13 shows the responses of the respondents regarding 'Pupils/students pay for text books' 27(7.2) strongly agreed, 17(4.6) agreed, 15(4.0) were undecided, 127(34.0) disagreed while 187(50.1) strongly disagreed. This implies that UBE do not allow the pupils and students to pay for their textbooks but are rather supplied to them for free. This has helped the financially incapacitated families to gain basic education.

**Table 5.14: UBE ensures transition of students to junior and senior secondary schools respectively.**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 42 | 11.3 | 11.3 | 11.3 |
| | Disagree | 43 | 11.5 | 11.5 | 22.8 |
| | Undecided | 35 | 9.4 | 9.4 | 32.2 |
| | Agree | 118 | 31.6 | 31.6 | 63.8 |
| | Strongly Agree | 135 | 36.2 | 36.2 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.14 above shows the percentages of the respondents responses on'UBE ensures transition of students to junior and senior secondary schools'135(36.2) strongly agreed with the statement, 118(31.6) agreed, 35(9.4) were undecided, 43(11.5) disagreed while 42(11.3) strongly disagreed. This implies that UBE ensures transition of students to junior and senior secondary schools. The transition is made easy through the establishment of junior secondary schools at the primary schools venues which runs their classes in the afternoon session in some locations within the study area hence the difference in the total number of junior secondary schools.

**Table 5.15: UBE ensure Parents support their wards till graduation by sensitizing them.**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 47 | 12.6 | 12.6 | 12.6 |
| | Disagree | 54 | 14.5 | 14.5 | 27.1 |
| | Undecided | 34 | 9.1 | 9.1 | 36.2 |
| | Agree | 118 | 31.6 | 31.6 | 67.8 |
| | Strongly Agree | 120 | 32.2 | 32.2 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

The table 5.15 above, shows the responses on the statement regarding 'UBE ensure parents supports their wards till graduation by sensitizing them'27 (7.2) strongly agreed with the statement, 17(4.6) agreed, 15(4.0) were undecided, 127(34) disagreed while 187(50.1) strongly disagreed. This is where the role of the parents/guardians was ascertained in ensuring that children/wards starts and completes their basic education.The general responses indicated that UBE ensure Parents support their wards till graduation by enlightening them on the need to acquire western education.

**Table 5.16: Schools do not get adequate funding from UBE**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 195 | 52.3 | 52.3 | 52.3 |
| | Disagree | 113 | 30.3 | 30.3 | 82.6 |
| | Undecided | 32 | 8.6 | 8.6 | 91.2 |
| | Agree | 5 | 1.3 | 1.3 | 92.5 |
| | Strongly Agree | 28 | 7.5 | 7.5 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

The table 5.16 above shows the respondents responses on the statement regarding 'Schools do not gets adequate funding from UBE' 264(70.8) strongly agreed with that statement, 83(22.3) agreed, 7(1.9) were undecided, 10(2.7) disagree while 9(2.4) strongly disagreed.This can be evident on the basis of Appendixes 7, 10, 11 and 12.

### 5.2.3.3 Descriptive statistics on Available Infrastructural Facilities

**Table 5.17UBE build Classes for the pupils/students.**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 25 | 6.7 | 6.7 | 6.7 |
| | Disagree | 18 | 4.8 | 4.8 | 11.5 |
| | Undecided | 35 | 9.4 | 9.4 | 20.9 |
| | Agree | 92 | 24.7 | 24.7 | 45.6 |
| | Strongly Agree | 203 | 54.4 | 54.4 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.17 presents descriptive statistics for the respondents' responses used to measure availability of infrastructural facilities; UBE builds classes for the pupils/students,203(54.4) strongly agreed, 92(24.7) agreed,35(9.4) were undecided, 18(4.8) disagreed, while 25(6.7) strongly disagreed. The responses indicated that UBE builds classes for the pupils/students. It is important to note that, in some cases Parent Teachers Associations and other Non-governmental Organizations do contributes their own quota in providing classes for the pupils and the students, it is also observed that, maintenance culture is generally poor evident by appendixes 9, 11, 12, 13, 14 and 15.

**Table 5.18: Pupils'/students' classes are adequately furnished**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 130 | 34.9 | 34.9 | 34.9 |
| | Disagree | 210 | 56.3 | 56.3 | 91.2 |
| | Undecided | 5 | 1.3 | 1.3 | 92.5 |
| | Agree | 15 | 4.0 | 4.0 | 96.5 |
| | Strongly Agree | 13 | 3.5 | 3.5 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.18 presents the respondents' responses on 'pupils classes are adequately furnished' 13(3.5) strongly agreed, 15(4.0) agreed, 5(1.3) were undecided, 210(56.3) disagreed while 130(34.9) strongly disagreed. The result could mean that though, UBE supports the provision of classroom furniture, its adequacy is not ensured (see appendixes 7, 12, 13 and 14).

**Table 5.19The staff offices are adequately furnished.**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 116 | 31.1 | 31.1 | 31.1 |
| | Disagree | 229 | 61.4 | 61.4 | 92.5 |
| | Undecided | 5 | 1.3 | 1.3 | 93.8 |
| | Agree | 14 | 3.8 | 3.8 | 97.6 |
| | Strongly Agree | 9 | 2.4 | 2.4 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.19 presents the respondents' responses regarding 'Staff offices are adequately furnished' 9(2.4) strongly agreed, 14(3.8) agreed, 5(1.3) were undecided, 229(61.4) disagreed while 116(31.1) strongly disagree. This implies that the staff offices are not also adequately furnished. The situation is so bat that, in some school the number of seats available do not commensurate the number of staff.

**Table 5.20: There is no good and adequate toilet system.**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 30 | 8.0 | 8.0 | 8.0 |
| | Disagree | 21 | 5.6 | 5.6 | 13.7 |
| | Undecided | 8 | 2.1 | 2.1 | 15.8 |
| | Agree | 124 | 33.2 | 33.2 | 49.1 |
| | Strongly Agree | 190 | 50.9 | 50.9 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

The table 5.20 above presents responses regarding the statement 'there is no good and adequate toilet system' 190(50.9) strongly agreed, 124(33.2) agreed, 8(2.1) were undecided, 21(5.6) disagreed while 30(8.0) strongly disagreed. From the responses, it can be observed that there is no good and adequate toilet system within the sampled schools in Ganjuwa being a remote local government area but a bit better in Bauchi local government area as observed.

**Table 5.21:Availability of well-equipped libraries in all public schools**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 176 | 47.2 | 47.2 | 47.2 |
| | Disagree | 158 | 42.4 | 42.4 | 89.5 |
| | Undecided | 4 | 1.1 | 1.1 | 90.6 |
| | Agree | 10 | 2.7 | 2.7 | 93.3 |
| | Strongly Agree | 25 | 6.7 | 6.7 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.21 above shows the responses regarding the statement'availability of well - equipped libraries in your school' 25(6.7) strongly agreed, 10(2.7) agreed, 4(1.1) were

undecided, 158(42.4) disagreed while 176(47.2) strongly disagreed. It is clear that UBE is unable toensurethe availability of well-equipped libraries in all public schools, based on the options provided for the respondents.

**5.2.3.4Descriptive Statistics of Educational Development**

**Table 5.22: Schools are not easily accessed by communities**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 27 | 7.2 | 7.2 | 7.2 |
| | Disagree | 51 | 13.7 | 13.7 | 20.9 |
| | Undecided | 25 | 6.7 | 6.7 | 27.6 |
| | Agree | 186 | 49.9 | 49.9 | 77.5 |
| | Strongly Agree | 84 | 22.5 | 22.5 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.22 above presents descriptive statistics for the respondents responses used to measure Educational Development. Statements regarding‘Schools are easily accessed by communities’ recorded 84(22.5) strongly agreed to the statement, 186(49.9) agreed, 25(6.7) were undecided, 51(13.7) disagreed while 27(7.2) strongly disagreed. From the opinions sampled we can infer that most schools in Bauchi to an extent are not easily accessed by communities. This is observed as many primary schools operate in the morning hours while few junior secondary schools operates during the afternoon hours using the same facilities hence the discrepancy in the total number of primary and junior secondary schools.

**Table 5.23:Literacy level has improved due to increased enrolment in schools**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 13 | 3.5 | 3.5 | 3.5 |
| | Disagree | 31 | 8.3 | 8.3 | 11.8 |
| | Undecided | 23 | 6.2 | 6.2 | 18.0 |
| | Agree | 206 | 55.2 | 55.2 | 73.2 |
| | Strongly Agree | 100 | 26.8 | 26.8 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

The table 5.23 presents the responses of respondents on the statement regarding 'literacy level has improved due to increased enrolment in schools'100(26.8) strongly agreed, 206(55.2) agreed, 23(6.2) were undecided, 31(8.3), disagreed while 13(3.5) strongly disagreed. From all the indications the responses of the respondents is something to relied upon considering their level of academic qualifications, that UBE has really improved literacy level in Bauchi and Ganjuwa local government areas, see table 5.5 above.

**Table 5.24: Student-teacher ratio in schools is Standard**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 115 | 30.8 | 30.8 | 30.8 |
| | Disagree | 154 | 41.3 | 41.3 | 72.1 |
| | Undecided | 26 | 7.0 | 7.0 | 79.1 |
| | Agree | 60 | 16.1 | 16.1 | 95.2 |
| | Strongly Agree | 18 | 4.8 | 4.8 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

The table 5.24 above indicates the responses on the statement'Student-teacher ratio in schools is standard' 18(4.8) strongly agreed, 60(16.1) agreed, 26(7.0) were undecided, 154(41.3) disagreed while 115(30.8) strongly disagreed. This is to say that student-

teacher ratio have to be improved. This is really disturbing to find out that, some primary schools are manned by one or two teachers for the entire classes see appendix 7.

**Table 5.25:Dropout rate has reduced significantly over the years**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 19 | 5.1 | 5.1 | 5.1 |
| | Disagree | 13 | 3.5 | 3.5 | 8.6 |
| | Undecided | 16 | 4.3 | 4.3 | 12.9 |
| | Agree | 208 | 55.8 | 55.8 | 68.6 |
| | Strongly Agree | 117 | 31.4 | 31.4 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.25 above presents the respondents' responses regarding'dropout rate has reduced significantly over the years, 117(31.4) agreed, 208(55.8) strongly agreed, 16(4.3) were undecided, 13(3.5) disagreed while 19(5.1) strongly disagreed. This implies that there is improvement in education in Bauchi state as dropout rate has reduced significantly over the years. But this tents to contradict the secondary data available to the researcher provided by SUBEB.

**Table 5.26: Education is prioritized by the government**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Disagree | 142 | 38.1 | 38.1 | 38.1 |
| | Disagree | 59 | 15.8 | 15.8 | 53.9 |
| | Undecided | 49 | 13.1 | 13.1 | 67.0 |
| | Agree | 67 | 18.0 | 18.0 | 85.0 |
| | Strongly Agree | 56 | 15.0 | 15.0 | 100.0 |
| | Total | 373 | 100.0 | 100.0 | |

**Source: SPSS Output, 2018**

Table 5.26 above shows the responses on the statement regarding 'education is prioritised by the Government56(15.0) strongly agreed, 67(18.0) agreed, 49(13.1) were undecided,

59(15.8) disagreed while 142(38.1) strongly disagreed. This means that, government has failed to prioritised education evident in appendixes 7,10, 11, 12, 13, 14 and 15.

### 5.3 Regression Analysis

Prior to testing the research hypothesis, the data were scrutinized to ensure that they met the main assumptions of multiple regression analysis. To achieve the underlying assumptions of multiple regressions, the variables were checked for sample size, normality, linearity and multicollinearity as suggested by Pallant (2007).

Table 5.13 below revealed the overall results of interrelationship between the variables of the study

**Table 5.27 Regression Results**

| | | Unstandardised coefficient | | Standardized coefficient | |
|---|---|---|---|---|---|
| Model | B | Std. Error | Beta | T | Sig |
| Constructs | 10.920 | .982 | | 11.120 | 0.000 |
| ENR | .117 | .47 | .086 | 2.489 | .011 |
| RC | .119 | .47 | .134 | 2.514 | .012 |
| IF | .165 | .08 | 053 | 2.063 | .034 |

Dependent Variable: EducationalDevelopment

| | |
|---|---|
| R | 0.769 |
| $R^2$ | 0.591 |
| ADJ.$R^2$ | 0.576 |

F-Statistics 4.947, Sig 0.002

Source:SPSS Output, 2018

The regression results table above reports the multiple linear correlation coefficients (R), the coefficient of determination ($R^2$) and the variance (Adjusted $R^2$).

The regression value of 0.769 indicates that there is a strong relationship between the dependent and the joint independent variables. The $R^2$value of 0.591 shows that changes

in Educational Development is explained or captured by the estimated model to the tune of about 59.1%. Meanwhile, after accounting for the number of regressors included in the model estimated variation in the dependent variable is jointly accounted for by the independent variable to the tune of 0.576(57.6%).

The f-statistics value presented in the regression results table above allows an evaluation of the statistical significance of the estimated model. On the basis of the f-statistics criterion and its associated significant value, using this statistics (f=4.947, sig=0.002 (P<0.05)), the estimated model significantly explained variation in educational development. This implies that the model has a good fit. The complete result regarding regression is contained in SPSS Output in Appendix 4

From the regression result table above, pupils Enrolment in schools (ENR) has a positive, significant effect on Educational Development (β=0.117, sig= .011). It implies that a positive change in Pupils Enrolment in schools leads to 0.117(11.7%) positive change on the Educational Development of Bauchi and Ganjuwa Local Government Areas of Bauchi State Nigeria.

Also, the regression result table above revealed that UBE effort towards Pupils/students' Retention and Completion (RC) has a positive significant effect on Educational Development (β=0.119, sig=0.012). It implies that a positive change in students/pupils Retention and Completion in schools leads to 0.119(11.9%) positive change on the Educational Development of Bauchi and Ganjuwa Local Government Areas of Bauchi State Nigeria.

Furthermore, availability of infrastructural facilities (IF) has positive significant effect on Educational Development (β=0.165, sig=.034). It implies that a positive change in infrastructural facilities leads to a positive change on the Educational Development in

Bauchi and Ganjuwa Local Government Areas of Bauchi State Nigeria. Also, the P-value of .034 is less than 0.05 level of significance which amounted to significant.

From the regression table above, the coefficients (Beta) indicate the relative effect of the independent variables on the dependent variable. The larger the value estimated for an independent variable, the more important is the variable in predicting the dependent variable (Odama, 2013). Considering the results of Beta in table 5.13 showed the individual contribution of each predictor with a regression equation. Among the three (3) predictors RC (β=0.134, t=2.514, P=0.012) has the highest standardized beta coefficient, which indicated that Retention and Completion (RC) was the most important variable in predicting Educational Development in Bauchi and Ganjuwa Local Government Areas of Bauchi State, followed by Enrolment (ENR) (β=0.086, t=2.489, P=0.011) and lastly infrastructural facilities (IF) (β=0.165,t=2.063 P=.034). This indicates that, UBE effort towards students/pupils retention and completion in schools are more likely to experience higher educational development. The SPSS Output for this analysis is in Appendix 4.

### 5.3.1 Test of Hypotheses

This study has put up three (3) hypotheses in null form as stated in chapter one. The hypotheses were used to test the effect of UBE on Educational Development of Bauchi and Ganjuwa Local Government Areas of Bauchi State, Nigeria. The hypotheses of the study were using the probability-value at 0.05 level of significance. The null hypotheses will be accepted if the p-value is greater than (>) 0.05 level of significance and rejected if the p-value is less than (<) 0.05 level of significance.

Hypothesis 1 (Enrolment of pupils/students in schools and Educational Development) states that:

$H_{O1}$ : Pupils/students' enrolment rate in schools does not have a significant effect on the Educational Development of Bauchi and Ganjuwa LGAs of Bauchi State.

The regression coefficient linking Pupils/students' enrolment rate in schools and Educational Development was significant (β=0.117, P-value=0.011). Thus, the null hypothesis was rejected while the alternate was accepted.

Hypothesis 2 (Retention and Completion rate of pupils/students and Educational Development) states that:

$H_{O2}$ : Retention and Completion rate of pupils/students does not have a significant effect on the Educational Development of Bauchi and Ganjuwa LGAs of Bauchi State.

The regression coefficient linking Retention and Completion of pupils/students and Educational Development was significant (β=0.119, P-value=0.012). Thus, the null hypothesis was rejected while the alternate was accepted.

Hypothesis 3 (Availability of Infrastructural Facilities and Educational Development) states that:

$H_{O3}$ : Availability of Infrastructural Facilities does not have a significant effect on the Educational Development of Bauchi and Ganjuwa LGAs of Bauchi State.

The regression coefficient linking Availability of Infrastructural Facilities and Educational Development was positive and significant (β=0.165, P-value=0.034). Thus, the null hypothesis was rejected while the alternate was accepted.

### 5.3.2 Discussion of Findings

#### *5.3.2.1 Effect of Pupils/students Enrolment on Educational Development.*

Results indicated that pupils/students enrolment has a positive and significant effect on the educational development. This finding is consistent with the findings of Benjamin (2013), who affirm that enrolment has positive and significant effect on the educational development though with emphasis on the quality of the school where one is enrolled. The implication of this finding is that an increase in pupils' enrolment in Bauchi and Ganjuwa LGAs will lead to an increase in the educational development of same over time. This is not unconnected with the federal Government's continues enrolment campaign champion through UBE to achieve maximum enrolment of pupils/students in schools at various levels of learning because it portrays a bright future not only to the individual involved but the entire country as shown in the table 5.14, to table 5.17 below. However, this finding is contrary to the finding of Tarimo (2013), who found that as enrolment increased, the dropout rate also increased.

**Table:5.28 Pupils Enrolment in Public Schools in Ganjuwa LGEA**

| Ganjuwa | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Pri 1 | Pri 2 | Pri 3 | Pri 4 | Pri 5 | Pri 6 | Total |
| 2010 | 5137 | 5124 | 5340 | 5834 | 5491 | 3966 | 30892 |
| 2011 | 5939 | 5637 | 5055 | 3984 | 3373 | 2603 | 26591 |
| 2012 | 6163 | 6339 | 5316 | 4575 | 4496 | 3569 | 30458 |
| 2013 | 6613 | 6393 | 6314 | 5474 | 4649 | 3696 | 33139 |
| 2014 | 6662 | 6403 | 5753 | 4918 | 4572 | 3940 | 32248 |
| 2015 | 8416 | 6672 | 6272 | 5394 | 4486 | 3769 | 35009 |
| 2016 | 9117 | 7778 | 6794 | 5328 | 4617 | 3804 | 37438 |

**Source**: Research and Statistics Unit, SUBEB (2019)

Table 5.28 above shows the enrolment figures of pupils in Ganjuwa LGEA of Bauchi state from primary one(1) to primary six(6) within the year 2010 to 2016. From the table above, the enrolment rates of pupils in primary one from 2010 to 2016 has been constantly increasing. This is not unconnected with continues mass community mobilization to ensure increased enrolment of pupils in schools within the local government. Enrolment rate of pupils in primary one (1) in 2010 (5137) increases as the pupils were enrolled in primary two (2) in 2011 (5637), the trend continued to 2012 with pupils' enrolment rate of 6314. It was found that, some pupils were not opportune to be enrolled as at when due but were later enrolled in either primary two or three considering their age and height. Whilethe enrolment rates in primary 4, 5, and 6 (5474), (4572) and (3769) droppedrespectively. At this point some parents feel their wards have come of age to be of help to them at home or farm in business or handwork, hence they are taken out of schools.Throughout the years under study, the average enrolment figure in primary six has been around three thousand even though the enrolment in primary one is always above five thousand. This depicts high rate of school dropout.

**Table:5.29Students Enrolment in Public Schools in Ganjuwa LGEA**

| | Ganjuwa | | | |
|---|---|---|---|---|
| | J S S1 | J S S2 | J S S3 | Total |
| 2010 | 1583 | 1946 | 658 | 4187 |
| 2011 | 1641 | 1653 | 1481 | 4775 |
| 2012 | 1694 | 1689 | 1523 | 4906 |
| 2013 | 1750 | 1789 | 1534 | 5073 |
| 2014 | 1790 | 1819 | 1557 | 5166 |
| 2015 | 2309 | 2186 | 1812 | 6307 |
| 2016 | 2258 | 1988 | 1901 | 6147 |

**Source:** Research and Statistics Unit, SUBEB (2019)

The trend still continues in junior secondary schools in Ganjuwa LGEA of Bauchi state where the enrolment rates progressively increases over the years.The students enrolment rate in 2010(1583) increased to 1653 when the students moved to JSS 2 in 2011 but suddenly dropped to 1523 in JSS 3 in 2012. The drop is informed by some parents' decisions to marry out their female children. Likewise in 2014 the JSS 1students enrolled in schools were 1790, while in 2015 JSS 2 students enrolment rose to 2186 but as at the time of their graduation in 2016the number had dropped to 1901. The sharp decline in students' enrolment in JSS 3 may be informed by high prevalence of insurgent activities that operated around the Local Government Area occasioned by fear of been forcedly abducted.

**Table:5.30 Pupils Enrolment in Public Schools in Bauchi LGEA**

| Bauchi | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Pri 1 | Pri 2 | Pri 3 | Pri 4 | Pri 5 | Pri 6 | Total |
| 2010 | 15355 | 17314 | 16960 | 15055 | 13064 | 10834 | 88582 |
| 2011 | 23190 | 23402 | 22136 | 21107 | 18360 | 15990 | 124185 |
| 2012 | 23809 | 23586 | 23010 | 21908 | 19696 | 16382 | 128391 |
| 2013 | 24908 | 24885 | 23111 | 21809 | 18596 | 16628 | 129937 |
| 2014 | 20739 | 20188 | 18603 | 18705 | 17056 | 14398 | 109689 |
| 2015 | 22049 | 21873 | 20670 | 19232 | 17612 | 15305 | 116741 |
| 2016 | 27195 | 25960 | 22735 | 19778 | 17372 | 14405 | 127445 |

**Source:** Research and Statistics Unit, SUBEB (2019)

Table 5.30 shows the pupils' enrolment rates in Bauchi LGEA. In 2010 the enrolment rate of primary one stood as 15355 while in 2015 at graduation it stood as 15305. The highest increase was recorded in the year 2012 at primary three (3) which was 23010 but continues to decline the subsequent years 2013 to 2015. This is due to the fact that, some

parents decided to moved their children to private schools coupled with transfers and deaths. In 2015, the newly inaugurated government of All Progressive Congress (APC) inState lunched a programme which engaged major stakeholders in carrying out enrolment campaign within the state metropolis; this informed the sharp increase in primary one (1) in 2015 and 2016. In comparison, the enrolment rates of pupils in both the two local government areas significantly reflect the difference in population of each local government. Bauchi being the urban local government with large population has the highest enrolment rates of pupils by all levels.

**Table:5.31Students Enrolment in Public Schools in Bauchi LGEA**

| | Bauchi | | | |
|---|---|---|---|---|
| | J S S1 | J S S2 | J S S3 | Total |
| 2010 | 7714 | 8201 | 6750 | 22665 |
| 2011 | 12730 | 12936 | 12646 | 38312 |
| 2012 | 11675 | 10814 | 10921 | 33410 |
| 2013 | 10576 | 10549 | 10869 | 31994 |
| 2014 | 12129 | 11978 | 11837 | 35944 |
| 2015 | 13115 | 11732 | 11493 | 36340 |
| 2016 | 13674 | 13892 | 11413 | 38979 |

**Source:** Research and Statistics Unit, SUBEB (2019)

The table 5.31 above shows the enrolment rate of junior secondary schools within Bauchi LGEA. In 2010 J S S I student's enrolment rate stood at 7714 while in 2016 is 13674, which is almost double of the enrolment rate in 2010. This may not be unconnected to the aforementioned mass enrolment campaign and the effect of the new administration ushered-in in 2015 with the change mantra.

### *5.3.2.2 Effect of Retention and Completion of Pupils/Students on the EducationalDevelopment.*

Result indicated that, Retention and Completion of Pupils/Students has a positive and significant effect on Educational Development. It was revealed that, UBE Effort towards pupils/students retention and completion in school enhanced educational development of Bauchi and Ganjuwa LGAs of Bauchi State as depicted in table 5.18 to table 5.21. This position is buttressed by House and Arnett (2018), where they found America having 81.6% of the student retention and completion rate which equally speaks volume about the country's multi-facetted levels of development.

**Table:5.32Pupils Enrolled, Dropout and Completed Rates in Ganjuwa LGEA**

| Ganjuwa | Enrolment Pri 1 | Completion pri 6 | | Dropout | Completion % | Dropout % |
|---|---|---|---|---|---|---|
| **2010** | 5137 | **2015** | 3769 | 1368 | 73.4 | 26.6 |
| **2011** | 5939 | **2016** | 3804 | 2135 | 64.1 | 35.9 |

**Source:** Research and Statistics Unit, SUBEB (2019)

The table 5.32 above shows the number of pupils enrolled, completed, dropout and their respective percentages. In 2010 and 2011 enrolment rate of pupils in primary one (1) stood at 5137 and 5939 respectively while at graduation in 2015 and 2016, completion and dropout rates stood at 3769 and 1368 representing 73.4% and 26.6% respectively. The sharp decline started in 2013 at primary five(5) while among set 2011 the incident is recorded from primary four(4) as both depicted in table 5.32. It is prevalent in Ganjuwa local government area to find parent sending their children to farm instead of school being a rural local government particularly when they are of age, this gradually kills the child's interest for school over time.

In 2012, 2013 and 2014 the enrolment rates increased from the previous year 2011 by a reasonable number. Table 5.32 also shows that, in 2015 and 2016 the enrolment rates were 8416 and 9117, which indicates tremendous increase. This is as the result of the launch of a community enrolment mobilization programme by the newly inaugurated government of All Progressive Congress in 2015 in the state.The observed trend in the same table is that, set 2012 primary one (1) 6163 continued to decrease in number as they progresses in class. From 6163 in primary one (1) to 6039 to 5753, 5394 and 4617 in primary five (5) in 2016. This also indicates that,as enrolment rate increases, completion decreases, and dropout rate also increased. Dead, transfer and voluntary withdrawal from school account for that.

**Table:5.33 Number of (J S S) Students Enrolled, Completed and Dropout in Ganjuwa LGEA**

| | Enrolment J S S 1 | Completion J S S 3 | | Dropout | Completion % | Dropout % |
|---|---|---|---|---|---|---|
| **2010** | 1583 | **2012** | 1523 | 60 | 96.2 | 3.8 |
| **2011** | 1641 | **2013** | 1534 | 107 | 93.5 | 6.5 |
| **2012** | 1694 | **2014** | 1557 | 137 | 91.9 | 8.1 |
| **2013** | 1750 | **2015** | 1812 | | | |
| **2014** | 1790 | **2016** | 1901 | | | |
| **2015** | 2309 | | | | | |
| **2016** | 2258 | | | | | |

**Source:** Research and Statistics Unit, SUBEB

Table 5.33 shows the number ofJunior Secondary School Students Enrolled, Completed and Dropout in Ganjuwa LGEA. The percentages of dropout from 2010to 2012 stood at3.8%, 6.5% and 8.1% respectively. This is depicting an ever increasing rate of dropout of students from schools with a sharp upward turn from 2013 where there are zero

dropouts due to in-coming transfers. The researcher hopes that the development be sustained.

**Table:5.34Pupils Enrolled, Completed and Dropout in Bauchi LGEA**

| | Enrolment pri 1 | Completion pri 6 | | Dropout | Completion % | Dropout % |
|---|---|---|---|---|---|---|
| **2010** | 15355 | **2015** | 15305 | 50 | 99.7 | 0.3 |
| **2011** | 23190 | **2016** | 14405 | 8785 | 62.1 | 37.9 |

**Source:** Research and Statistics Unit, SUBEB (2019)

Table 5.34 reveals the data concerning the number of Pupils Enrolment, Completion and Dropout in Bauchi LGEA. In 2010 and 2011 enrolment rates of pupils stood at 15355, 23190 with the 15305 and 14405 aspupils' completion rates respectively in 2015 and 2016. The table also reveals the dropout rates as 50 and 8785 depicting 0.3%, and 37.9%respectively. On the other hand, Dropout rate which also represent the number of pupils not retained, depicts a sharp decline from 99.7% to 62.1% completion rate of pupils within the period of study. The researcher pressed further to unravel the reason for the sharp decline but no explanation was given.

**Table:5.35 Number of (J S S) Students Enrolled, Completed and Dropout in Bauchi LGEA**

| | Enrolment JSS1 | Completion JSS 111 | | Dropout | Completion% | Dropout % |
|---|---|---|---|---|---|---|
| **2010** | 7714 | **2012** | 10921 | | | |
| **2011** | 12730 | **2013** | 10869 | 1861 | 85.4 | 14.6 |
| **2012** | 11675 | **2014** | 11837 | | | |
| **2013** | 10576 | **2015** | 11493 | | | |
| **2014** | 12129 | **2016** | 11413 | 716 | 94.1 | 5.9 |
| **2015** | 13115 | | | | | |
| **2016** | 13674 | | | | | |

**Source:** Research and Statistics Unit, SUBEB

Table 5.35 reveals the number of Junior Secondary School Students Enrolled, Completed and Dropout in Bauchi LGEA. In a more detail way, in 2010 the SUBEB was on point with the completion rate of over 100% with additional enrolment rate of 3207 in 2012 during graduation. The enrolment rate of students jumped from 7714 in 2010 to 12730 in 2011 but the effect of post-election violence of 2011 was deeply felt as the completion rate of students dropped to 85.4% among those enrolled in 2011 at graduation. The effort was sustained for long as the rate of completion continued to go above 100% in sets 2012 and 2013 while dropout rate rose to 5.9% in the subsequent set 2014.

### *5.3.2.3 Effect of the Availability of Infrastructural Facilities on Educational Development*

Results indicated that Infrastructural Facilities must benecessarily provided if learning and teaching must be effective in both Bauchi and Ganjuwa LGAs of Bauchi Statedue to

its significance in facilitating learning and teaching. This finding is consistent with Suleiman (2012), who confirmed that infrastructural facilities are necessary tools for easy educational enhancement. Adeyemi (2007), reports that to achievestrong educational foundation, the Nigeria primary education system needs adequatefacilities such as blocks of classroom, furniture, etc. Even though they are not ends in themselves but means to an end.

### 5.3.3 Synthesis of the Interview Conducted

Among other reasons the following constitutes the lion share of the reasons for the dropout of children from schools:

1. Nonchalant attitudes and poverty among parents as well as children own negative attitudes and peerGroup influence
2. Non availability of school in some communities and negative attitudes of teachers where school exists
3. Noninvolvement of traditional institutions in enrolment and retention campaign of school age children
4. Coupled with the failure of the Government to prosecute defaulting parents from complying with the provisions of the UBEC Act (Interview with Education Secretaries, 2018)

However, they are optimistic that the menace can be checked through the under listed measuressummarized as follows:

1. Creating awareness among parents on the need to educate children as well as empowering poor parents within the community
2. Capacity building of teaches to overcome their negative attitudes through organizing workshops and seminars
3. Traditional institutions should be involved in enrolment and retention campaign drive

4. Government should enforce laws that compels parents to send their children to school
5. Establishment of new schools per every education zone within the local government, provision of needed facilities and qualified teachers for sound learning and teaching. (Interview with Education Secretaries, 2018)

On the state of infrastructural facilities in SUBEB schools it is expedient to note that, school environment is not conducive for learning as existing infrastructural facilities are inadequate. The available ones are highly dilapidated. Consider the pathetic cases of several schools with partially no roof on the buildings and the pupils are taught under the shade of trees. The state of dilapidation cannot be overemphasized. On the other hand, the effort of the government must be appreciated particularly on the schools at the urban centers, but much is still expected of the government specifically at rural settlements. (Interview with Education Secretaries, 2018) According to the SUBEBBauchi Annual Report(2016),the government has succeeded in providing the under listed items and projects with their corresponding values captured in table 5.22.

**Table 5.36:Provision of Infrastructural Facilities**

| YEAR | ACTIVITY |
|---|---|
| 2010 | 1. Infrastructure:<br>a) Construction of Kitchen, VIP Toilet, Fencing & Drilling of Borehole N10,742,145.00<br>2. Provision of teaching equipments at Special Education Centers N 1,195,750.00<br>3. Capacity Building for 275 Special Education teachers N 5,500.000.00<br>Total **N17.437,895.00** |
| 2011 | 1. Training of 250 H/teachers, Principals & Directors on the Implementation Inclusive Education N18,265,378.00<br>2. Procurement of Computers, Braille Embossers & other Skills acquisition equipment N6.165,386.00<br>**N24,430,764.00** |
| 2012 | 1. Construction of 4 pit VIP Toilets at six (6) LGEAS N 5,945,454.24<br>2. Procurement of Instructional Materials & Wheel air N7,936,773.00<br>Total ***N23,882,227.00*** |
| 2013 | 1. Construction of Store. VIP Toilet & Kitchen at special Education centre, Azare and Bauchi N5,981,969.00<br>2. Renovation of six 16 dometries Special Education Yelwa N6,037,016.50<br>3. Drilling of Borehole N1,000,000.00<br>4. Procurement of Instructional Materials & Equipment N14,931,014.00<br>*Total**N26,950,000.00*** |
| 2014 | 1. Training of four (4) Special Education Teachers at Lagos for 3weeks on ICT use or children N2,060,334.00<br>2. Training of 100 teachers on Inclusive Education C/Room management. N10,622,344.00<br>3. Procurement of Inclusive Education Instructional materials/equipment & mattresses N10,622,344.00<br>4. Construction of 1 block of 8 dometries at Special Education Centre, Bauchi N 8.227.340.00<br>Total **N23,909,718.00** |

SUBEB Bauchi Annual Report (2016)

It is imperative to note that nothing was achieved except through the annual Intervention fund from the national headquarters of UBE for programmes such as teachers' capacity building and the provision of the needed infrastructures to aid learning and teaching within the entire state. Numerous achievements have been recorded between 2010- 2016 as summarized in table 5.37 below:

**Table5.37 Capacity Building**

| YEAR | NO. OF PARTICIPANTS | AREAS |
|---|---|---|
| 2010 | 4,160 | ➢ Effective implementation of the 9 year Basic<br>➢ Education Curriculum<br>➢ Intensive English Programme on Phonics |
| 2011 | 5,065 | Teaching of Phonics, ICT, Mathematics, English Language. Sciences, Guidance/Counseling and Social Studies |
| 2012 | 4,790 | Teaching of Core-subjects, ICT, Phonics, Continues Assessments, Guidance/Counseling, Literacy, Numeracy, life Skills, & Psychosocial Skills SMASH:<br>Capacity Budding - State Intervention on Female teachers into Science and Technology |
| 2013 | 2,385 | Teaching of English Language, Mathematics, Social Studies, Integrated Science, Information Communication Technology (ICT), Cluster Schools Teachers professional Model. |
| 2014 | 2,515 | Cluster school Teacher Professional Development in English language, Math, Social Studies, ICT, Basic Science & Technology Continues Assessments. Phonics and ECCDE<br>Use if the Revised 9 year Basic Education curriculum developed by NERDC in August |
| 2015 | 2,385 | Cluster Schools Teacher Professional Development in English Language, Math, Social Studies ICT, Basic Science & Technology Continues Assessments, Phonics and ECCDE<br>Use of the Revised 9 year Basic Education curriculum developed by NERDC in August |
| 2016 | 3,725 | Teaching of English Language, Mathematics, Social Studies, Integrated Science, Information Communication Technology (ICT), Cluster Schools Teachers professional Model. |

SUBEB Bauchi Annual Report (2016)

The Commission also oversees the Almajiri Education Unit which is responsible for ensuring inclusiveness of Basic Education challenges associated with street children and rooming Aimajiris.Under this initiative, Qur'anic Integration Project provided Almajiri Model II Primary School Buzaye and Almajiri Model II Primary School Natsira (Gombe Road) both in Bauchi LGA.

On the other hand, the State Government had also identified some Tsangaya Schools for the integration of core subjects into Qur'anic Education in an effort to reduce the number of out of school Children in the State, which also included 35 Tsangaya centers in Ganjuwa LGA.

**Table 5.38 NGO Intervention to Communities**

| YEAR | ACTIVITY |
|---|---|
| 2012 | ❖ Construction of boreholes and toilets in some selected schools in Ganjuwa, and Bauchi Local Government Areas by WOFAN in Phase II Projects.<br>❖ Continuation of school feeding for some 67 days by SUBEB in the respective LGAs. |

SUBEB Bauchi Annual Report (2012)

***5.2.9.5 Future Plans***

a. To have an e-Library in each of the Primary Schools with a minimum capacity of 50 pupils.
b. To have a Library at all the LGEA Headquarters with qualified Librarian in charge.
c. Procurement of relevant and adequate materials for all schools libraries.

***5.2.10 Achievements in 2010:***

i. Library was established at SUBEB for Reading and Research.
ii. Binding of Turned Book and Newspapers.
iii. Construction of seventy (70) school libraries across the state from Good Performance Fund.

**2011:**

i. Construction of Multi-million naira Library Complex at SUBEB Headquarters, (on- going) to meet the information need of teachers, students, researchers and international donor Agencies among others.

**2012:**

i. Reading and Spelling Competition for both Primary and JSS.

**2013:**

I. Staffing the constructed Libraries in the state.

**2014:**

a. Inspection and Tour of Libraries across the state.
b. Introduction of Library Lessons ill the School Timetable.
c. Young Readers Clubs were established in most schools

**2015:**

1. Inspection and Tour of Libraries continued

**2016:**

a) Construction of Multi-million naira Library Complex at SUBEB Headquarters, (in progress)
b) Reading and Spelling Competition for both Primary and JSS.
c) Introduction of school feeding programme in some selected schools.

### *5.2.10.1 Challenges:*

The challenges that are currently being experienced in the directorate which need to be addressed include:

i. Overcrowded classrooms.
ii. Inadequate classrooms
iii. Lack of support to Teacher Professional Development Programme from especially the LGA to be in line with new Cluster Schools Retraining Model for successful implementation.

Concrete measures are put in place in order to solve the challenges mentioned above.

### *5.2.10.2 Way Forward:*

SUBEB as a matter of urgency should ensure that:

i. There should be more cooperation from LGAs to ensure successful and hitch free implementation of the new Cluster Schools Teacher re-training model.

ii. The authorities should encourage and properly motivate the teachers where necessary.
iii. The Directorate faces shortage of office accommodation and offices furniture. (UBE Report, 2016)

Free meal programme initiated by the FGN has exposed the system to an unprecedented enrolment increase beyond the expectation of the authorities, thus exacting pressure on the limited facilities available. (Interview with the Director State School Services, 2018)

## 5.4 Summary of Major Findings

The study revealed the following in relation to the questions raised in the study through the data collected (secondary and primary) presented and analyzed:

1. Continuous public awareness and community mass mobilization campaign carried out through open air or community radio stations helps tremendously in increasing enrolment rates in schools within the local government areas.
2. The research also found out that, government has not lived up to its expectation of prosecuting any defaulting parent. Impliedly, government shares in the blame for low enrolment rates particularly in rural areas.
3. It also reveals that, to be enrolled in school does not automatically turns out good for the person in question or the society but one must remain within the system of education to complete the studies and acquire the necessary skills and expertise due for the level, only on that ground that the person can be said to be useful to himself and the society.
4. School feeding programme carried out in the state is effective in ensuring massive enrolment and retention of pupils in schools. It is a veritable tool for stabilizing

the minds of the pupils for effective learning and therefore must never be discontinued see appendix 6.

5. The study further reveals acute infrastructural facility deficit in public schools within the LGAs evident in appendixes 7, 10, 11, 12, 13, 14 and 15. This further discourages pupils/students from attending lessons and having interest for western education as the school environment is not conducive for learning and teaching and is not in any way unique from their various homes' environment.

## 5.5 Contribution to Knowledge

The beauty and success of any research work successfully completed is not only to question the existing body of knowledge but to shed more light in the area chosen by extending the frontiers of knowledge without which the research work is worthless and insignificant. Therefore, this research work has succeeded inrevealing the following:

That retention and completion is the most significant variable among the three variables (Enrolment, Retention/Completion and Availability of Infrastructural Facilities) studiedas they affect educational development. This does not undermines the contribution of enrolment and infrastructural facilities towards the educational development of Bauchi and Ganjuwa LGAs of Bauchi State, instead it points to the fact that effort must be geared towards attaining highest possible pupils and student's retention and completion rates.

The study further revealed that the three variables (Enrolment, Retention/Completion except Availability of Infrastructural Facilities) studied have significant relationship with educational development which by extension is the bedrock of national development of any given nation, impliedly, it means failure to accord necessary attention in order to develop educational sector may mean perpetual backwardness, since any other form of development is anchored on educational development.

# CHAPTER SIX

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 6.1 Introduction

In this chapter, the researcher presents the summary of the entire work in a very concise manner for easy comprehension, draw conclusion based on the findings and consequently proffer policy-based recommendations that serves as measures that if implemented will help UBE to contribute maximally towards educational development of not just the study area but the entire nation at large.

## 6.2 Summary

The study assessed the effect of UBE on Educational Development in Bauchi and Ganjuwa LGAs of Bauchi State with the major objective of determining how the activities of UBE (enrolment, retention/completion and provision of infrastructures) have significantly enhanced educational development because education is the bedrock of any form of development at individual or societal level. The analysis carried out in the cause of the study indicated that UBE through her activities (enrolment, retention/completion and provision of infrastructures) has significantly enhanced educational development in Bauchi and Ganjuwa local government areas of Bauchi State as shown. The research found thatPupils/students enrolment enhanced educational development in the areas of study but still found high prevalence of out of school children particularly the almajiris, which portrays threat to the society. It is also imperative to note that, children still drop out of school mostly in the rural areas of the selected local government areas particularly girls in order to either be married, engaged in some sort of petty business or stay idle due to lack of interest. It further revealed that UBE efforts in providing free meal, textbooks and school facilities geared towardspupils/students retention and completion in school seems to be steps working in the right direction.This is evident by the increased in

enrolment rates occasioned by free meal programme recently introduced by the Federal Government.Also, infrastructural facilities were found to be indirectly link to effective teaching and learning. Though, the facilities on ground were found to be grossly inadequate in creating a conducive and unique environment for effective teaching and learningin schools within the rural local government areas see appendix 10.The facilities were found to be either non-existent, short in supply or highly dilapidated in shape and nature.Crucial facilities like furniture for pupils and teachers, classrooms, libraries and toilets were either non available, grossly inadequate or highly dilapidated.

## 6.3 Conclusion

Deducing from the analysis and the findings of the research, it could be concluded that pupil's enrolment in school enhanced educational development significantly though not sufficiently enough to cause it but implies that any increase in pupil's enrolment will enhance educational development to a large extend in the long run. Though in 21st century yet some people still do not believe in western education occasioned by ignorance, poverty or religious believe and therefore wait for awareness and incentives to enrol their wards. Thousands of school age children do not attend any school but roams the street in the name of hawking. This depictsdark future for the areas.Government has failed to enforce laws against parents who failed to enrol their children, thereby resulting to too many defaulters.

In consonance with the result of UBE effort towards pupil/students retention and completion in schools analysis, it indicated that, it had the most significant share of the effect on educational development of the selected LGAs. However,in as much as there is increased in enrolment of pupils there is also high prevalence of dropout from schools

particularly in the rural areas. Free meal and books are a good idea targeting financially incapacitated families and individuals.

However, the result of the availability of infrastructural facilities analysis indicated that facilities necessary needed to facilitates teaching and learning were non-available. In some cases schools exists without toilet, borehole, and furniture for either pupils or teachers and classrooms without roof and pupils are made to take lessons under trees. The inability of the government to carter for the infrastructural deficit witnessed in public schools today has resulted in posing difficulty in achieving tasks ought to be easily achieved comparable to developed societies of the world. This may not be completely unconnected with inadequacy of fund at the disposal of the educational administrators as some respondents insinuated or the prevalence of corruption within the system or both.

## 6.4 Recommendations

In line with the findings of the study conducted to assess the effect of UBE on educational development of Bauchi and Ganjuwa LGAs of Bauchi state the following recommendations are made:

1. Community Radio has been identified as a veritable tool in creating mass public awareness and mobilization towards increased enrolment within the study area. Therefore, their coverage must be expanded to meet the information need of the entire Local Government Area.
2. Government must rise to its responsibility to implement the law against parents that failed to allow their children to go to school or voluntarily withdraw same for any myopic reason without minding what will become of the future of the child. This will drastically reduce school dropout and increase completion rate.
3. Staff of SUBEB/teachers should take time to meet with parents of dropout children on one to one basis to find out reasons behind such action undertaking by

either the child or the parent. This will help in creating grassroots awareness that will enhance retention and completion rates.

4. To sustain the increasing pupils/students enrolment rates recorded in 2015 and 2016, school feeding and free books initiative must be sustained and other programmes such as free set of uniform per session to a pupil/students be introduced. This will help to provide succour to the parents who are financially incapacitated to carter for their wards.
5. Where infrastructural facilities are partially or totally non availableor dilapidated like classes and toilets should be attended to by the relevant authorities with the view to renovate them while good maintenance culture is imbibed to take care of the furniture for both teachers and pupils and boreholes etc. UBE should avoid the overconcentration of facilities within the urban centers but rural areas should also be provided for.Construction of classes should commensurate the annual enrolment rate.

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**APPENDIX 1:**
**QUESTIONNAIRE**

**DEPARTMENT OF PUBLIC ADMINIDTRATION**
**FACULTY OF ADMINISTRATION**
**AHMADU BELLO UNIVERISTY ZARIA**
**SCHOOL OF POSTGRADUATE STUDIES**

Dear Respondent,

This questionnaire is expected to elicit relevant information from you on the topic:**"Assessment of the effect of Universal Basic Education on Educational Development in Bauchi and Ganjuwa Local Government Areas of Bauchi State.**

Please, you are requested to be as objective as possible while providing responses to the questionsby ticking [ ] the appropriate option.

Kindly take note of the full meaning of the following acronyms.

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Also note that any information given will not be use for any other purpose rather than for academic purpose as it will contribute to the overall success of the work. It would be treated with utmost care and confidentiality.

Thank you.

_____

Amanda Paul

**Section A:Bio data**

i. Local Government_____
ii. Category: Primary school [ ] Junior secondary school [ ]
iii. Sex: Male [ ] Female [ ]
iv. Educational Qualification obtained a)Grade 11 [ ] b) NCE [ ] c) HND/B.sc [ ] d) B. Ed [ ] e) Masters and above []
v. work Experience (a) 0-5 yrs [ ] (b) 6-10 yrs [ ] (c) 11-15 yrs [ ] (d) 16-20 yrs [ ] (e) 21 yrs & above [ ]

**Section B. Research Question**

| 1 | **Pupils' Enrolment in schools** | **SD** | **D** | **U** | **A** | **SA** |
|---|---|---|---|---|---|---|
| 1 | UBE makes public awareness and community mobilization annually to achieve maximum enrolment | | | | | |
| 2 | Enrolment of pupils/students in school is not completely free. | | | | | |
| 3 | Government prosecutes parent who refuses to send their children to school. | | | | | |
| 4 | Fear of Boko Haram attack causes decrease in students enrolment rates in schools | | | | | |
| 5 | UBE officials follow up to find out about school dropout children. | | | | | |
| | **UBE Effort Towards Pupils/students' Retention and Completion in Schools** | **SD** | **D** | **U** | **A** | **SA** |
| 1 | UBE provides pupils with free meal. | | | | | |
| 2 | Pupils/students pay for Textbooks | | | | | |
| 3 | UBE ensures transition of students to junior and senior secondary schools respectively. | | | | | |
| 4 | UBE ensure Parents support their wards till graduation by sensitizing them. | | | | | |
| 5 | The school get adequate funding from UBE | | | | | |
| | **Available Infrastructural Facilities** | **SD** | **D** | **U** | **A** | **SA** |
| 1 | UBE build Classes for the pupils/students. | | | | | |
| 2 | Pupils'/students' classes are adequately furnished | | | | | |
| 3 | The staff offices are adequately furnished. | | | | | |
| 4 | There is no good and adequate toilet system. | | | | | |
| 5 | Availability of well-equipped libraries in all public schools | | | | | |
| | **Educational Development** | **SD** | **D** | **U** | **A** | **SA** |
| 1 | Schools are not easily accessed by communities | | | | | |
| 2 | Literacy level has improved due to increased enrolment in schools | | | | | |
| 3 | Student-teacher ratio in schools is Standard | | | | | |
| 4 | Dropout rate has reduced significantly over the years | | | | | |
| 5 | Education is prioritized by the government | | | | | |

## APPENDIX II

**Interview Guide**

**Introduction**

**Director State School Services**

What can you say about the state of infrastructural facilities in public schools particularly primary and Junior Secondary School?

Free meal programme initiated by the FG. How has it help?

From your personal opinion do you think literacy level is improving in the state?

**Education Secretaries**

What are some of the reasons for school dropout?

In your official capacity, what have you done to checkmate the menace of school dropout?

**SUBEB Staff**

How do you achieve community mass mobilization to increase enrolment?

**PTA Officials/School Based Management Committees (SBMCs)**

Is government doing enough in terms of financing Education?

Have you rendered any known support to the government in this area?

## APPENDIX III

## DESCRIPTIVE STATISTICS

```
DESCRIPTIVES       VARIABLES=EducationalDev1       EducationalDev2
EducationalDev3 EducationalDev4 EducationalDev5
  /STATISTICS=MEAN STDDEV MIN MAX.
```

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EducationalDev 1 | 373 | 1 | 5 | 3.67 | 1.176 |
| EducationalDev 2 | 373 | 1 | 5 | 3.94 | .987 |
| EducationalDev 3 | 373 | 1 | 5 | 2.23 | 1.186 |
| EducationalDev 4 | 373 | 1 | 5 | 4.05 | .977 |
| EducationalDev 5 | 373 | 1 | 5 | 2.56 | 1.508 |
| Valid N (listwise) | 373 | | | | |

```
COMPUTE
ENR=Enrolment1+Enrolment2+Enrolment3+Enrolment4+Enrolment5/5.
VARIABLE LABELS ENR'ENR'.
```

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Enrolment1 | 373 | 1 | 5 | 3.43 | 1.267 |
| Enrolment2 | 373 | 1 | 5 | 3.68 | 1.220 |
| Enrolment3 | 373 | 1 | 5 | 1.83 | 1.164 |
| Enrolment4 | 373 | 1 | 5 | 3.37 | 1.465 |
| Enrolment5 | 373 | 1 | 5 | 3.34 | 1.670 |
| Valid N (listwise) | 373 | | | | |

```
ESCRIPTIVES
VARIABLES=Infrastructural
Facility2
InfrastructuralFacility1
InfrastructuralFacility3
InfrastructuralFacility4
InfrastructuralFacility5
  /STATISTICS=MEAN STDDEV MIN MAX.
```

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| InfrastructuralFacility2 | 373 | 1 | 5 | 1.85 | .903 |
| InfrastructuralFacility1 | 373 | 1 | 5 | 4.15 | 1.189 |
| InfrastructuralFacility3 | 373 | 1 | 5 | 1.85 | .819 |
| InfrastructuralFacility4 | 373 | 1 | 5 | 4.13 | 1.211 |
| InfrastructuralFacility5 | 373 | 1 | 5 | 1.79 | 1.074 |
| Valid N (listwise) | 373 | | | | |

```
DESCRIPTIVES  VARIABLES=RetentionCompletion1  RetentionCompletion3
RetentionCompletion5 RetentionCompletion2 RetentionCompletion4
  /STATISTICS=MEAN STDDEV MIN MAX.
```

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| RetentionCompletion1 | 373 | 1 | 5 | 4.56 | .858 |
| RetentionCompletion3 | 373 | 1 | 5 | 3.70 | 1.358 |
| RetentionCompletion5 | 373 | 1 | 5 | 1.82 | 1.143 |
| RetentionCompletion2 | 373 | 1 | 5 | 1.85 | 1.164 |
| RetentionCompletion4 | 373 | 1 | 5 | 3.56 | 1.393 |
| Valid N (listwise) | 373 | | | | |

**APPENDIX IV:**
**REGRESSION RESULT**

**Variables Entered/Removed[a]**

| Model | Variables Entered | Variables Removed | Method |
|---|---|---|---|
| 1 | IF, ENR, RC[b] | . | Enter |

a. Dependent Variable: EDE
b. All requested variables entered.

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .197[a] | .591 | .576 | 2.42041 |

a. Predictors: (Constant), IF, ENR, RC

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 86.942 | 3 | 28.981 | 4.947 | .002[b] |
| | Residual | 2161.750 | 369 | 5.858 | | |
| | Total | 2248.693 | 372 | | | |

a. Dependent Variable: EDE
b. Predictors: (Constant), IF, ENR, RC

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 10.920 | .982 | | 11.120 | .000 | | |
| | ENR | .117 | .047 | .086 | 2.489 | .011 | .925 | 1.081 |
| | RC | .119 | .047 | .134 | 2.514 | .012 | .913 | 1.095 |
| | IF | .065 | .065 | .053 | 1.008 | .314 | .928 | 1.078 |

a. Dependent Variable: EDE

**Collinearity Diagnostics[a]**

| Model | Dimension | Eigenvalue | Condition Index | Variance Proportions | | | |
|---|---|---|---|---|---|---|---|
| | | | | (Constant) | ENR | RC | IF |
| 1 | 1 | 3.931 | 1.000 | .00 | .00 | .00 | .00 |
| | 2 | .032 | 11.081 | .01 | .87 | .25 | .04 |
| | 3 | .025 | 12.484 | .03 | .06 | .66 | .41 |
| | 4 | .012 | 18.404 | .96 | .07 | .09 | .55 |

a. Dependent Variable: EDE

**APPENDIX VI:**
SCHOOL FEEDING PROGAMME AT BIRSHI PRIMARY SCHOOL



**APPENDIX VII:**
CROSS-SECTION OF PUPILS TAKING LESSON SEATED ON THE GROUND

AT BIRSHI GANDU PRIMARY SCHOOL BAUCHI LGEA



**APPENDIX VIII:**
Administrative Block Zalanga central primary school



**APPENDIX IX:**
A furnished class room at Zalanga central primary school Ganjuwa LGEA



**APPENDIX X:**

A dilapidated class rooms at Mulang primary school Bauchi LGEA



**APPENDIX XI:**

A dilapidated class room at Soro primary school Ganjuwa LGEA



**APPENDIX XII:**

A dilapidated class room at Soro primary school Ganjuwa LGEA



**APPENDIX XIII:**
A dilapidated class room at Soro primary school Ganjuwa LGEA




**APPENDIX XIV:**
A dilapidated class room at Soro primary school Ganjuwa LGEA



**APPENDIX XV:**
A dilapidated class room at Mai gida primary school Ganjuwa LGEA

