ASSESSMENT OF THE ACHIEVEMENTS OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMMES OBJECTIVES IN NIGERIA (2004-2014)

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JULY, 2014

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A PhD DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL ADMINISTRATION AND PLANNING, DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA

JULY, 2014

Declaration

I hereby declare that this dissertation entitled "Assessment of the Achievement of Universal Basic Education (UBE) Programmes Objectives in Nigeria (2004-2014)" has been carried out and written by me as research work and to the best of my knowledge, it has never been presented anywhere for the purpose of the award of any higher degree. All quotations and information from other works have been identified and properly acknowledged by means of references.

Jega Abdullahi Hali	_____	_____
Name of Student	Signature	Date

Certification

This dissertation entitled "Assessment of the Achievements of Universal Basic Education (UBE) Programmes Objectives in Nigeria (2004-2014)" by Jega, Abdullahi Hali meets the requirements governing the award of the degree of Doctor of Philoosophy PhD (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Dedication

This research work is dedicated to my family to serve as a means of inspiration in the pursuit of knowledge and to the memory of my late father, Alhaji Hali Mai Mota, my mums Hajiya Hauwa'u, Hajiya Hassana and Hajiya Amo, for their proper upbringing, moral support and prayers which were instrumental to my attainment of this level of education. The study is also dedicated to my wife, Hadiza Abdullahi, my brother Isah Hali Jega and my sister, 'Yar Kaduna (Iya), for their encouragement, support and understanding.

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Abstract

This study focused on Assessment of the Achievement of Universal Basic Education (UBE) Programme Objectives in Nigeria (2004-2014). The Universal Basic Education (UBE) Scheme is an educational reform programme of the Nigerian Government that provides free, universal, compulsory, Basic and continuous 9 year education in 2 levels: 6 years of primary and 3 years of Junior Secondary education for every Nigerian child of school going age. Although various attempts has been made to lunch the UBE Schemes by both previous and present administration in Nigeria. Unfortunately no sooner had the lauching took place, a lot of management problems challenging the attainment of UBE goals begun to manifest themselves in the scheme. Yet, the various committees set up to address the management problem facing the UBE scheme had failed to provide a permanent solution to the scheme. In this study an attempt has been made to find out what determine the achievement of Universal Basic Education Programme objectives in Nigeria to be achieved. The researcher observed that, there is no established research done that assesses all aspects of UBE Programme. Instead most of the reseaches done focus on only one or two aspects that could be used to facilitate teaching and learning process and enhance the realization of UBE goals. Hence this study has been undertaken to in order to assess most of the aspects of UBE programme that could be used to facilitate teaching and learning process and enhance the achievement of UBE programme objectives in Nigeria. Survey research design has been adopted for carrying out this study. The researcher reviewed relevant and related literature to establish the theoretical base for the study. The descriptive survey method was adopted for investigation, identification and collection of data. A total of 1,196,474 samples comprising of 774 Education Secretaries, 7,242 Junior Secondary School Principals, 650,186 Junior Secondary School Teachers, 58,217 Primary School Head Teachers, 479,515 Primary School Teachers and 540 State Universal Basic Education Board Management Staff across the Local Government Education Areas and State Universal Basic Education Boards in the six geopolitical zone in Nigeria. The main instrument used for data collection was questionnaire using Likert scale of measurement. The questionnaire was validated by the distinguished scholars in the department and the research instrument was found to be reliable through pilot study carried out in Kaduna State. The Analysis of Variance (ANOVA) and Scheffe multiple comparison test were used to test five hypotheses. Four out of five hypotheses were rejected while one hypothesis was accepted and retained. The hypotheses were subjected to Scheffe multiple comparison test to determine the significant differences in the opinions of respondents. The major findings of this research indicated that objectives of Universal Basic Education Programme have not been achieved. Recommendations were offered and since the study did not covered all aspects of Universal Basic Education programmes suggestions for further research in UBE programme have been suggested.

Table of Contents

Cover Page i
Title Page ii
Declaration iii
Certification iv
Dedication v
Acknowledgements vi
Abstract viii
Table of Contents ix
List of Tables xiv
List of Appendices xvii
Definition of Terms xviii
CHAPTER ONE
INTRODUCTION
1.1 Background to the Study 1
1.2 Statement of the Problem 8
1.3 Objectives of the Study 10
1.4 Research Questions 11
1.5 Hypotheses 12
1.6 Basic Assumptions 13
1.7 Significance of the Study 14
1.8 Scope of the Study 15
CHAPTER TWO
REVIEW OF RELATED LITERATURE
2.1 Introduction 17
2.2 Conceptual Framework 18
2.3 Rationale for the Study on assessment of UBE Programme objectives in Nigeria 23
2.4 Teacher Quality 51
2.5 Teacher Quantity 62

2.6 Infrastructural Facilities....66
2.7 Instructional Materials....70
2.8 Staff Development....77
2.8.1 Methods of Staff Development....79
2.8.2 On the Job Training:....80
2.8.3 Induction training:....80
2.8.4 In-service training....81
2.8.5 Off-the-job training....81
2.8.6 Orientation:....82
2.8.7 On-the-job method of manpower development....83
2.8.8. Committee/Work Group Method:....84
2.8.9 Vestibule Training Method:....84
2.8.10 Apprenticeship Method:....85
2.8.11 Demonstration:....85
2.8.12 Formal Training:....85
2.9 Supervision of Instruction....86
2.9 Problems and Challenges of Instructional Supervision....91
2.9.1 Inadequate supply of personnel....91
2.9.2 Financial Constraints....92
2.9.3 Irregular Supervision....92
2.9.4 Poor Communication....92
2.9.5 Mediocrity....93
2.9.6 Principals Hostility....93
2.9.7 Poor Incentive....93
2.9.8 Bureaucratic Bottlenecks....94
2.9.9 Political Instability....94
2.10 Motivational Factors....96
2.11 Intrinsic and Extrinsic Motivation....96
2.12 Allocation of required time resources for the realization of Universal Basic Education (UBE) Programme in Nigeria....100

2.13 awareness to the members of the community (public) for the realization ..... of Universal Basic Education Programme Objectives in Nigeria 103
2.14 Community Participation and Involvement in Education or Collaboration between the School and the Local Community for the Realization of Educational Objectives 106
2.15 Funding 109
2.16 Empirical Studies on the Assessment of the Achievement of UBE Programme Objectives in Nigeria 116
2.17 Summary 120
CHAPTER THREE
RESEARCH METHODOLOGY
3.1 Introduction 124
3.2 Research Design 124
3.3 Population of the Study 124
3.4 Sample and Sampling Procedure 125
3.5 Instrumentation 128
3.6 Validity of the Research Instrument 129
3.7 Pilot Study 129
3.8 Reliability of the Instrument 130
3.9 Administration of the Instrument 131
3.10 Methods of Data Analysis 131
CHAPTER FOUR
PRESENTATION, ANALYSIS AND DISCUSSION OF DATA
4.1 Introduction 132
4.2 The Questionnaire Administered and Returned 132
4.3 Demographic Data of Respondents 134
4.3.1 Years of Working Experience 134
4.3.2 Age of Respondents 136
4.3.3 Gender of Respondents 138
4.3.5 Highest Educational Qualification of Respondents 139

4.4 Analysis on Research Questions on the Achievement of UBE Programme Objectives in Nigeria 141
4.5 Hypotheses Testing 259
4.6 Summary of Findings 280
4.7 Discussion of findings 286
4.7.1 Analysis on Research Questions with Regards to Assessment of the Provision and Utilization of Human Resources in the Education System for the Realization of free, Universal and Compulsory Basic Education for Every Nigerian child of School Going Age 286
4.7.2 Analysis on the Research Questions in Respect of Assessment of the Provision and Utilization of Material Resources in the Education System for the Development of the Entire Citizenry a Strong Consciousness for Education and Strong Commitment to its Vigorous Promotion 289
4.7.3 Analysis on the Research Questions Concerning Assessment of Provision and Utilization of Financial RESOURCES in the Education System on the Reduction of Dropout Rates from the Formal School System through Improved Relevance and Efficiency 293
4.7.4 Analysis on the Research Questions in Respect of the Assessment of Provision and Utilization of Time Resources in the Education System on Catering for the Dropout and out of School Children/Adolescents through Various forms of Complementary Approaches to the Provision and Promotion of Basic Education 295
4.7.5 Analysis on the Research Questions on Assessment of the Provision and Utilization of Community Awareness and Participation in the Education System Ensuring the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as ethnical, moral and civic values) needed for Laying the Foundation for Lifelong Learning 296
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
5.1 Introduction 299
5.2 Summary 299

5.3 Conclusions 303
5.4 Recommendations 304
5.5 Suggestions for Further Studies 305
REFERENCES 306
APPENDICES 325

List of Tables

Table 3.1: The Six Geopolitical Zones, Population and Sampled States, SUBEB Management Staff, L.G.E.A. Education Secretaries, Primary School Head teachers, Primary School Teachers, Principals and Teachers of Junior Secondary Schools used for the Study - - - - 127

Table 4.1: Rate of Returned of the Questionnaire - - - - 134

Table 4.2: Years of Working Experience of Respondents - - - 135

Table 4.3 Age of Respondents - - - - - - - 136

Table 4.4 Gender of Respondents - - - - - - 138

Table 4.5 Respondents Qualification - - - - - - 140

Table 4.6: Analysis of Research Questions on the Assessment of the achievement of UBE Programme Objectives in Nigeria in respect of the Provision and Utilization of Human Resources in the Education System for the Realization of free, Universal and Compulsory Basic Education for every Nigerian child of School Age. - - - - - 166

Table 4.7: Analysis on research Questions in Respect of the Assessment of the Provision and Utilization of Material Resources in the Education System for the Development of the Entire Citizenry, a Strong Consciousness for Education and Strong Commitment to its Vigorous Promotion. - - 188

Table 4.8: Analysis on Research Questions in Respect of the Assessment of the Provision and Utilization of Financial Resources in the Education System on the Reduction of Dropout Rates from the Formal School System (Through Improved Relevance and Efficiency). - - - - 211

Table 4.9: Analysis on Research questions in Respect of the Assessment of the Provision and Utilization of Time Resources in the Education System on Catering for Dropouts and out of School Children/Adolescent through Various forms of Complementary Approach to the Provision and Promotion of Basic Education - - - - - 233

Table 4.10: Analysis on the Research Questions in Respect of the Assessment of the Provision and Utilization of Community Awareness and Participation on Ensuring the Acquisition of Appropriate Levels of Literacy, Numeracy,

Manipulative and Life Skills (As Well As Ethical, Moral and Civic Values) Needed for Laying the Foundation for Lifelong Learning - 255

Table 4.11: Mean, SD and SE of Hypothesis one - - - - - 260

Table 4.12: Scheffee Multiple Comparison Test - - - - - 261

Table 4.13: ANOVA of Hypothesis one. - - - - - - 262

Table 4.14: Mean, SD, SE of Hypothesis Two - - - - - 263

Table 4.15 Scheffe Multiple Comparison Test of Respondents on assessment of the provision and utilization of material resources across the schools in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. - - - - - - - - 265

Table 4.16: ANOVA Hypothesis Two - - - - - - 266

Table 4.17: Mean, SD, SE of Hypothesis Three - - - - 267

Table 4.18: Scheffe multiple comparison tests with regards to assessment of provision and utilization of financial resources across the schools in the education system for the reduction of drop out rates from the formal school system through improved relevance and efficiency. - - - - 268

Table 4.19: ANOVA Hypothesis Three - - - - - 269

Table 4.20: Mean, SD, SE of Hypothesis Four - - - - - 270

Table 4.21: Scheffe Multiple Comparison Test in respect of opinions of respondents on assessment of provision and utilization of Time Resources across the schools in teaching and learning process that could be used to cater for the dropout and out of school children/adolescents through various forms of complementary approaches for the provision and promotion of basic education. - - - - - - - - 272

Table 4.22 ANOVA Hypothesis Four - - - - - - 273

Table 4.23: Mean, SD, SE of Hypothesis Five - - - - - 274

Table 4.24: The Scheffee Multiple Comparison Test further confirmed that there is no significant difference among the six categories of respondents. - - 275

Table 4.25: Anova Hypothesis Five - - - - - - 276

Table 4.26 Summary of hypotheses testing - - - - - 277

List of Appendices

Appendix I: Questionnaire - - - - - - - 325
Appendix II: Faculty of Education Letter of Introduction to Conduct a Research 348
Appendix III: Letter of permission to carry out Research - - - 349
Appendix IV: Letter of Introduction - - - - - - 351
Appendix V: Letter of Introduction - - - - - - 352
Appendix VI: Letter of Introduction - - - - - - 352
Appendix VII: Letter of Introduction - - - - - - 353
Appendix VIII: Letter of Introduction - - - - - 354
Appendix IX: Letter of Acknowledgement - - - - - 355
Appendix X: Distribution of participants, training centres & resource persons by state for 2011 MDGs training programmes - - - - 356
Appendix XI: Number of teachers trained in the 2006, 2008, 2009 & 2010 MDGs workshop - - - - - - - - 357
Appendix XII: 2008 Primary school teachers by state and qualification - 358
Appendix XIII: National summary of 2008 basic education statistics - 359
Appendix XIV: JSS enrolment by state, class, & gender - - - 360
Appendix XV: Primary school enrolment by state, class, & gender 2006 - 361
Appendix XVI: Primary school enrolment by state, class, & gender 2004 - 362
Appendix XVII: Primary school enrolment 2007 - - - - 363
Appendix XIX: National Summary of 2008 Basic Education Statistics - 364
Appendix XX: Primary school enrolment 2008 - - - - 365
Appendix XXI: Primary school enrolment by class, & gender 2006 (Public & Private- - - - - - - - 366
Appendix XXII: National Summary of 2007 Basic Education Statistics - 367
Appendix XXIII: 2008 Primary School Teachers by state & Qualification - 368
Appendix XXIV: National Summary of Basic Education Statistics - - 369
Appendix XXV: 2008 Primary School Teachers by state & Qualification - 370
Appendix XXVI: Basic Statistics of Junior Secondary School Teaching Staff 371
Appendix XXVII: Unaccessed Matching Grant from 2005-2013 as at 31st March, 2014 - - - - - - - - 372

Definition of Terms

Resources: The term resources has been used in the study to refer to any required human and or material resources that could be used to facilitate teaching-learning process and enhance meaningful acquisition of knowledge, skills and understanding to be effectively carried out.

Human Resources: The term has been used in the study to refer to teacher quality and adequacy, staff development, supervision, and teachers' welfare packages.

Time management/Time factor/Time resources: These terms have been used interchangeably in the study to refer to reserved period of time for the purpose of undertaking a particular education programme.

Material Resources: The term has been used in the study to refer to different kinds of teaching-learning facilities and other physical structure such as classrooms, staffrooms, laboratories, libraries, toilet facilities, etc.

Community Participation and Involvement or Collaboration: has been used interchangeably in the study to mean involving of the members of the local community in the affairs of education in the locality.

Creating awareness/Public Mobilization/Public enlightenment: has also been used interchangeably in the study to mean influencing of members of the local community to realize the importance of education and such mobilization has implication to access, retention and completion of Universal Basic Education (UBE) programme.

Financial Resources: has been used in the study to refer to any financial aspect that could be used to address the educational needs of the learner.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is central to the growth and development of any society. Education has been recognized to be a pre-requisite factor for socio-economic development of any country and for individual socio-economic empowerment and poverty reduction. Education opens the doors to modernization, civilization and specialization. But the teacher holds the key to the door. Inspite of the crucial role a teacher plays in the development of education worldwide. However, many scholars observed that, teachers in Nigeria seem to be most neglected, disregarded and ill-motivated. Consequently, disregard of a teacher according to observations of many scholars was the major factor responsible for the education system in Nigeria to be "crises point", the sorry state of our present educational system was as a result of the complete disregard of the noble role school teacher is supposed to play. Accordingly, education is the key to and foundation of any form of human advancement, and a teacher is the heart of any educational system through which the quality of the system is maintained and made better. The researcher observed that education is a key to the development needs of any country, it is an indispensable pillar upon which achievement of national development goals can be accelerated.

Consequently, quality education has been recognized to be a tool for achieving various organizational objectives. Therefore, the concept of Universal Basic Education (UBE) programme in Nigeria is meaningless; unless it is qualitative. Hence this study is

set to assess the type of resources that could be used to facilitate teaching and learning process and enhance the Universal Basic Education Programme objectives in Nigeria to be achieved. According to Atiku (2000) “education is the answer to ignorance, the gateway to future and the key to national development”. Accordingly, the Universal Basic Education system has been observed to be a channel through which appropriate knowledge and skills for socio-economic development could be acquired and of course primary education remains its very foundation. Ogunlade (2002) described primary education as the basic foundation upon which other levels of the education system could be appropriately established. Perhaps, the growing concern about Universal Basic Education (UBE) system in Nigeria was borne out of conviction that success of the subsequent education systems primarily depends on its good foundation. This, according to Hamza (2000) ‘Nobody builds a solid house without a proper foundation”.

It is in consonance with the above assertions that Arikewuyo (2003) argued that “primary education is the key to the success or failure of the whole education system”. Conscious of the overall impact of resources on the achievement of educational programme objectives. It is argued by Ojo (1997) that, it has been widely accepted that human resources constitute wealth of the nations. According to him, the space conquest and the ongoing second industrial revolution including the emerging super high way information technology which are largely the preserved of the developed countries are some of the practical examples of the wonders that human beings can perform.

In the light of the aforementioned submissions, the researcher observed that, in most developed countries of the world, education has been used effectively and had achieved to a greater extent an improved quality and standard of living. This, according

to Ajayi and Nwuzor (1989), in most developed countries of the world, education has been used effectively and had achieved to a greater extent most features of development. It has been observed that the education system of the developed nations is very organized and has also proved to be practically effective. More specifically, it has been observed that, they have hundred percent literacy rate, educational opportunities, reliable communication and transportation network, steady water supply, adequate and uninterrupted power supply and other forms of energy. There are also adequate health and housing facilities, mechanized agronomic techniques, dependable food processing, storage and food distribution facilities, high income per head as well as general high standard of living.

Unfortunately, in Nigeria reverse seems to be the case because quality and standard of living of most Nigerians have not yet been improved. According to Ojo (1997) the major explanations for the factors responsible for the degree of differences between the developed and yet to be developed countries of the world is the quality of human resources. While some scholars observed that, the success of any education system is primarily determined by the quality of its teachers; the higher the quality of teachers, the higher the success of education system. Thus the need for teachers of UBE Programme in Nigeria to be of the best quality in terms of professional competence and discipline becomes even more urgent. According to Suleiman, (2000) excellence is addured when competent and qualified persons are given the appropriate training.

It is, therefore, against this background that students' inability and poor performance have often been associated with decline in the quality of the education system as a result of the deficiency of qualified teachers in the education system.

It has been observed that without teachers a school is nothing other than just a building structure. This according to Udoh and Akpan (1989) “No matter how elaborate an educational policy is, the financial resources committed in to planning and amount of facilities and equipments provided, if teachers who implement the programme are not adequately trained and motivated to work, such a system will collapse”

Consequent often the above observations, it could be concluded with degree of certainty that resources in terms of books, classrooms, laboratories and other teaching and learning resources can be of help. However, these resources are handled only by the teacher.

Other scholars have similarly argued that, the art of teaching and learning process depends on provision and utilization of certain essential resources without such resources effective teaching and learning process will be very doubtful. This calls for the need to provide and utilize human, material, financial and time resources to facilitate the process of teaching and learning to make them meaningful meaningful, interesting and effective. Thus, according to Gajere (1992) a teacher cannot do his work effectively when basic teaching and learning facilities are not provided. In line with the above observation, Dorathy (2001) also asserts that one of the burning issues that rendered education in Nigeria ineffective for a good part of the twentieth century was decay of teaching/learning resources and other facilities. thus, the absence of relevant resources in the classrooms, lecture halls, laboratory and workshops left a teacher with no option other than the dominant method of oral explanations while the learners on their own part were left with no option other than memorization without practical understanding of the required competency. It could, therefore, be justiafiably argued that teachers quality alone

as the only resource cannot be used to determine the actualization and realization of Universal Basic Education (UBE) programme objectives in Nigeria. It is, therefore, against this background that this study has been undertaken in order to assess the provision and utilization of human resources, material resources, financial resources, time resources, community awareness and participation in the education system to find out the achievement of Universal Basic Education (UBE) programme objectives in Nigeria.

Consequently, it is in realization of the importance of Universal Basic Education (UBE) system that, both previous and present administration in Nigeria remained traditionally committed to the goals of achieving quality education of Universal Basic Education (UBE) System. According to Arikewuyo (2003) concerted efforts were made and huge sum of money were spent to launch Universal Primar Education and UBE in 1955, 1957, 1976 and 1999, respectively. Unfortunately, no sooner had the launching took place a lot of management problems challenging the attainment of Universal Basic Education (UBE) goals began to manifest themselves in the scheme. Consequently, government was left with no option but, to search for solution to the problem. However, the various committees set up to address the management challenges facing the scheme failed to provide a permanent solution to the problem.

Thus, collapse of the Universal Primary Education (UPE) Scheme led to the launching of the current Universal Basic Education (UBE) programme on 30th September 1999 at Sokoto. In his opening address, the then President Obasanjo (1999) stressed that the UBE Scheme was put in place to improve on the limitations and shortcomings of the Universal Primary Education (UPE) system in Nigeria.

The Universal Basic Education (UBE) programme is meant to provide basic education for every Nigerian child of school going age. The scheme is for 9 years duration covering the pre-primary, primary and junior secondary education. Adult literacy programme and nomadic education have been included in the UBE programme. However, in this study an attempt has been made to access the provision and utilization of some resources for the actualization and realization of UBE programme objectives in Nigeria.

According to FGN/1999/M.O.E. proposed implementation blue print for the Universal Basic Education (UBE) Scheme, the goals of the UBE Scheme are to universalize access to basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time. The specific objectives of the scheme are to:

1. develop in the entire citizenry a strong consciousness for education and a strong commitment for its vigorous promotion.
2. provide free, universal and compulsory basic education for every Nigerian child of school going age.
3. reduce drastically drop-out rate from the former school system through improved relevance and efficiency.
4. cater for drop out and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.
5. ensures the acquisition of appropriate levels of literacy, numeracy manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for lifelong learning.

There are three components of the UBE Scheme namely:

i. Formal basic education encompassing the first nine years of schooling (primary and junior secondary school education) for all children.

ii. Nomadic education for school age children of pastoral nomads and migrant fishermen.

iii. literacy and non-formal education for out of school children, youth illiterate adults.

In order to improve the management of Universal Basic Education (UBE) programme in Nigeria, the National Teachers' Institute (NTI) was mandated to organize capacity building workshops for primary and junior secondary school teachers under Millennium Development Goals (MDGs) projects. This according to Aminu (2011) Director General and Chief Executive NTI the first set of 143,144 teachers across the states were trained in 2006. The training manuals were reviewed in 2007 and used during 2008 exercise and a total of 158,600 teachers were trained nationwide. In 2009 exercise 115,415 teachers were trained. In 2010 exercise, a total of 140,000 teachers were trained, while in 2011 exercise 80,000 primary school teachers and 45,000 junior secondary school teachers were trained, respectively. However, the extent to which management of UBE Scheme could be improved through capacity-building workshops for teachers remain to be examined. Details of the number of teachers trained in 2006, 2008, 2009 and 2010 MDGs workshops can be seen in appendix I.

1.2 Statement of the Problem

Education is central to the growth and development of any society. Education has been recognized to be a fundamental factor for the elimination of ignorance, poverty and promotion of literacy rate. It is through education that knowledge and skills required for economic development are acquired. Education is a key to national development, self-reliance, and a gate way to future transformation of any nation economically, socially and politically. It has also been observed that education opens the doors to modernization, civilization and specialization. But the teacher holds the key to the door. Accordingly, the Universal Basic Education (UBE) system has been observed to be a channel through which knowledge and skills for socio-economic development could be appropriately acquired and of course Universal Basic Education (UBE) system remains its very foundation. Consequently, it was in realization of the importance of education and more particularly the Universal Primary Education and Universal Basic Education systems that both previous and present administrations in Nigeria remain traditionally committed to ensure the goals are achieved. According to Arikewuyo (2003), concerted efforts were made and huge sum of money was spent to launch the schemes in 1955, 1957, 1976 and 1999, respectively.

Unfortunately no sooner had the launching took place a lot of management problems challenging the attainment of Universal Primary Education and Universal Basic Education goals began to manifest themselves in the schemes. Thus, government was left with no option but to search for solution to the problem. However, the various committees set up to address the management problems facing the scheme failed to provide a permanent solution to the problem. Thus, collapse of the Universal Primary

Education (UPE) Scheme had subsequently led to the launching of the current Universal Basic Education (UBE) Scheme on 30th September, 1999 at Sokoto. In his opening address, the then President Aremu Olusegun Obasanjo stressed that, the UBE Scheme was put in place to improve on the limitations and shortcomings of the Universal Primary Education (UPE) system in Nigeria. However, the extent to which limitations and shortcomings of the Universal Basic Education (UBE) programme in Nigeria has been addressed remain to be examined.

Scholars observed that, success of any education system is primarily determined by the quality of its teachers. Thus, the higher the quality of teachers, the higher the success of the education system. Therefore, the need for Universal Basic Education (UBE) teachers in Nigeria to be of the best quality in terms of professional competence and discipline. It is, therefore, against this background that student's inability and poor academic performance in schools have often been associated with decline in quality of the education system resulting from deficiency of qualified and competent teachers of the education system.

It has been similarly argued that "the art of teaching and learning process depends on provision and utilization of certain essential resources and without such resources effective teaching and learning process will be very doubtful". Thus, there is the need for provision and utilization of human, material, financial and time resources, to be carried out to facilitate the art of teaching and learning process and make them more meaningful, interesting and effectively in the education system.

It has been observed that a teacher has a primary responsibility to educate the learners to enable them acquire appropriate knowledge, skills, competency and

understanding for application in solving practical life problems for the teacher to carry out the responsibility successfully, certain basic resources which will facilitate the art of teaching and learning process must be put in place. This, according to Gajere (1992) a teacher cannot work effectively when basic teaching and learning facilities are not provided. Stressing that for a teacher to fit enough and undertake his primary assignment effectively, Maslow's theory of motivation needs to be addressed. It could, therefore, be justifiably argued that, teacher quality alone cannot be used as the only resource that could determine the actualization of Universal Basic Education (UBE) Programme objectives in Nigeria. Fundamentally, the researcher observed that most of the previous research undertaken has not assessed the goals of UBE programme in Nigeria. It has been observed that there is no established research done on all aspects of UBE programme in Nigeria. It has also been speculated that UBE programme in Nigeria has failed to achieve it predetermined objectives. It is, therefore, against this background that this study has been undertaken across the SUBEBs, LGEAs, Junior Secondary Schools and Primary Schools in order to assess as to whether the UBEC in collaborations with the SUBEBs and LGEAs has provided the required human, material, financial and time resources in the education system and find out the achievement of UBE programme objectives in Nigeria.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

1. ascertain provision and utilization of human resources on the realization of free, universal and compulsory universal basic education for every Nigerian child of school going age,

2. find out the provision and utilization of material resources on the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion,
3. determine the provision and utilization of financial resources on the reduction of drop outs rate from the formal school system through improved relevance and efficiency,
4. ascertain the provision and utilization of time resources on catering for the dropouts and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education, and
5. examine the provision and utilization of community awareness and participation on ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning.

1.4 Research Questions

To carry out the study on assessment of Universal Basic Education (U.B.E.) programme objectives in Nigeria from 2004-2014, the following research questions were raised.

1. To what extent has the provision and utilization of human resources provided free, universal and compulsory Basic Education for every Nigerian child of school going age?

2. To what extent has the provision and utilization of material resources developed on the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion?
3. To what extent has the provision and utilization of financial resources reduced drop outs rate from the formal school system through improved relevance and efficiency?
4. To what extent has the provision and utilization of time resources catered for the dropouts and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education?
5. To what extent has the provision and utilization of community awareness and participation ensured the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning?

1.5 Hypotheses

For the purpose of this study, the following null hypotheses were formulated for the study.

H01: There is no significant difference in the opinions of stakeholders on the provision and utilization of human resources on realization of free, universal and compulsory education for every Nigerian child of school going age.

H02: There is no significant difference in the opinions of stakeholders in respect of provision and utilization of material resources on the development of

the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.

H03: There is no significant difference in the opinions of stakeholders on provision and utilization of financial resources on the reduction of dropout rates from the formal school system through improved relevance and efficiency.

H04. There is no significant difference in the opinions of stakeholders in respect of provision and utilization of time resources on catering for the dropouts and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education.

H05. There is no significant difference in the opinions of stakeholders on provision and utilization of community awareness and participation on ensuring the acquisition of the appropriate levels of literacy, numeracy manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning.

1.6 Basic Assumptions

This study was carried out under the following assumptions:

1. that provision and utilization of human resources promotes the realization of free, universal and compulsory basic education for every Nigerian child at school going age.

2. that provision and utilization of material resources facilitates the development of the material citizenry a strong consciousness for education and strong commitment to its vigorous promotion.
3. that provision and utilization of financial resources determines the drastic reduction of drop outs rate through improve relevance and efficiency.
4. that provision and utilization of time resources promotes to cater for dropouts and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.
5. that provision and utilization of community awareness and participation ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for laying the foundation for lifelong learning.

1.7 Significance of the Study

The study is on assessment of Universal Basic Education (UBE) programme objectives in Nigeria, 2004-2014 and its significance cannot be overemphasized. The study becomes very necessary in view of the several attempts made by both previous and present administration in Nigeria to launch the UBE Schemes. Unfortunately, no sooner had the launching took place, a lot of management problems challenging the attainment of the UBE goals began to manifest themselves in the schemes. Yet, the various committees set up had failed to provide a permanent solution to the problems. Therefore, this study sought to provide a way forward. Findings from this study are expected to be of practical importance and guidance to different categories of people. These could include educational planners and managers in the federal, states, Universal Basic Education Commission and States Universal Basic Education Boards, Local Government

Education Authorities and other similar education agencies as well as the managers of both public and private primary and post primary education institutions in the course of carrying out their primary duties and responsibilities.

Findings from this study will shade more light to the likely problems that could be encountered in the process of achieving not only the objectives of Universal Basic Education (UBE) programmes in Nigeria but also other education systems. Similarly, the findings will help to determine the appropriate way forward that would lead to successful achievement of goals and objectives of not only the Universal Basic Education (UBE) programme in Nigeria but also other education systems. Therefore, the study is expected to be a good reference material to researchers, educationists, students of educational administration and planning and all those who are interested in the development of education to use the findings of the study as a basis for more further research in other areas of the UBE programme that has not been adequately covered by the study.

1.8 Scope of the Study

According to Federal Government of Nigeria Proposed Implementation Blue Print for the Universal Basic Education (UBE) Scheme, there are three components of UBE Scheme. However, this study only covered formal basic education encompassing the first nine years of schooling i.e. pre-primary, primary and junior secondary education for all children of school going age.

The scope of the study on assessment of the achievement of Universal Basic Education (UBE) Programme objectives in Nigeria, 2004-2014 that is from the time when the enabling law for the official take up of the UBE scheme in Nigeria signed into law to date covered the whole Nigeria and therefore, it includes all the State Universal

Basic Education Boards (SUBEBs) Management Staff across the states comprising all the Local Government Education Areas (L.G.E.As) and the National Headquarters of Universal Basic Education Commission (UBEC), Abuja. The study also comprises all the education secretaries of L.G.E.As, all the students and teachers of primary and junior secondary schools across the states in Nigeria. It also includes all the head teachers and principals of J.S.S. across the states in Nigeria.

Therefore, since the area covered is broad to be effectively covered due to time, financial and logistic constraints, the researcher had to use some selected states and Local Governments Areas within the six geographical zones representatives of the whole population. Therefore, it was against this background that two states from each of the six geopolitical zones of the federation were selected through random sampling technique as a sample size for the study. Specifically, in the North West geopolitical zone, Kebbi and Zamfara States were selected. While in North Central, Kwara and Kogi States were selected. In North East, Bauchi and Yobe States were selected. In South West, Lagos and Osun States were selected. In South East Ibonyi and Imo States were selected while in South-South Rivers and Cross Rivers States were similarly selected. The focus of this study is particularly on how resources enhance the performance of both teachers and students in the process of achieving the objectives of Universal Basic Education (UBE) programme in Nigeria. However, this study is only delimited to cover the basic education only comprising the first nine years of schooling, which covers the aspect of primary and junior secondary education. The study did not in any way include other aspects and components of Universal Basic Education Scheme in Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines the relevant and related literature on assessment of Universal Basic Education (UBE) programme objectives in Nigeria. The related areas reviewed for the study have been outlined under the following sub-titles: The Impact of Human Resource Development on Organisational Performance, Human Resource Development and Effective Instruction in Primary and Secondary Education in Nigeria, The Impact of Nigerian Training Programmes on Employees Performance, Staff Training and Development: A Vital Tool for Organizational Effectiveness, Quality and Quantity, Production and Distribution of Primary Schools Teaching and Learning Resources/Facilities in North-East, The Need for Instructional Media Facilities and Maintenance Culture to Enhance FCT/UBE Programme in Nigeria, An assessment of facilities of teaching practical Geography in Senior Secondary Schools in Zaria Educational Zone, The Essence and Essentials of Instructional Materials in the Teaching of Arabic Language in Nigerian Schools, Managing Financial Resources for the Implementation of Universal Basic Education (UBE) Scheme in Nigeria, Towards an Improved Funding of Universal Basic Education (UBE) in Nigeria. The Role of the Community, Time Management for more Effective Result Used of time and Academic Performance of College Students: Does Studying matters?, Factors Hindering Community Participation in the Development of ECDE Centres, Roles of Primary School Head Teachers in Mobilizing the Community towards Participation in the Management of Primary Schools in Niger State, Effective School and Community Relationship in

Nigeria: Problems and Prospects, The relevance of the various staff development programmes to staff performance in the school system, Human Capital Development and Its Impact on Firm Performance: Evidence from Developmental Economics, Improving Public Administration Performance Demands Investment in Human Resources, Resource Development: A Focal Assessment of the Educational Objectives of Nigeria, Conceptual Framework; Rationale for the study on assessment of UBE programme objectives in Nigeria; other relevant concepts reviewed for the study also include the following: Teacher quality; Teacher quantity; Infrastructural facilities; Instructional materials; Staff development; Methods of Staff Training and Development; Creating awareness to the members of the public; Supervision; Problems and Challenges of Supervision; Motivational factors; community participation and involvement in UBE programme; Intrinsic and Extrinsic Motivation; Funding; provision of time resources for the realization of UBE programme objectives; summary and empirical studies.

2.2 Conceptual Framework

Human Resource Development (HRD) could be defined to be a process of improving the knowledge, and skills which could be used to enable an individual to perform more adequately and competently in any assign task. Human Resource Development (HRD) is associated with investment in human beings for their creative and productive capacities. Human Resource Development entails the training and retaining of people and utilization of knowledge and skills acquired for the realization of organizational objectives. In consonance with above submissions Ojo (1997) observed that, the developing countries are pre-occupied towards addressing the most basic needs of life and according to him the gap between the developed and underdeveloped countries

has continued to widen, and the major explanation for the level of differences between the developed and underdeveloped countries is the quality of human resources.

Accordingly Kayode, Kajang and Anyio (2013) have similar observed that no nation is known to have achieved great economic height or technological advancement without having a qualitative human resources stressing that, qualitative human resource is fundamental in deciding how much a nation can accomplish in its developmental objectives.

In view of the aforementioned submissions, the researcher observed that provision and utilization of the required Human Resources in UBE program in Nigeria is a pre-requisite component for the realization of Free, Universal and Compulsory Basic Education for every Nigerian child of school going age. Hence, Human resources have to be adequately provided in UBE scheme for its objectives to be attained.

Similarly, provision and utilization of material resources need to be put in place in order to make teaching and learning process more meaningful, interesting and effective. Indeed, provision and utilization of material resources in teaching and learning process promote practical aspect of any teaching and learning process to be more real, effectively and efficiently carried out. According to Ibrahim (2011) adequate and appropriate provision of material resources remains central to the success of any education system. According to him scarcity of these resources is partly responsible for the situation that prevails today where learners are programmed right from the start without the capacity of visualize in concrete terms the concepts learnt and as such are unable to do things practically, describe relationship between various objects accurately or apply themselves to challenging situation at the required time.

Accordingly, Akpa (2001) has similarly observed that, the preponderance of teacher talk in classroom instructions involves only the learner's sense of hearing, which practice could be boring after sometimes. While the utilization of material resources on the other hand, calls into play the sense of sight and touch. Additionally, the more the number of senses involved in the instructional process, the more enduring the learning that results. Thus, the use of teaching and learning materials guarantees more effective learning process since the learner in addition to mere hearing also sees and does.

In view of the aforementioned submissions, the researcher observed that without adequate provision and utilization of material resource in teaching and learning process development of a strong consciousness for education and a strong commitment to its vigorous promotion could hardly be attained. Hence provision and utilization of material resources is very necessary in UBE program for the attainment of the development of the entire citizenry a strong consciousness for education and a strong commitment so it's vigorous promotion.

Accordingly, provision and utilization of financial resources in education system is very crucial for the school to function effectively. According to Olagboye (1998) money is needed to procure resource inputs on a continuous basic, apart from the fact that all teaching and non-teaching staffs have to be paid salaries and allowances from month to month. If the system is to function smoothly and optimally, it must be well financed. Famade (2002) has similarly argued that, adequate financing is essential for the success of any education programme. According to him, it is the bedrock of any development, stressing that with proper and adequate financing, government would be able to plan and execute worthwhile educational projects, provide the required facilities for teaching and

learning process, expand the existing facilities and enhance the condition and service for teaching and non-teaching staff respectively and by extension realization of educational goals.

It is therefore against this background the researcher observed that constraint of financial resources and poor condition of service in education system leads to a cute shortages of some essentials resources in teaching and learning process and constant strike actions which militate against the reduction of dropout rate from the formal school system through improved relevance and efficiency. Hence it will be very difficult for the UBE program objectives to be attained without provision and utilization and financial resources in the Universal Basic Education program in Nigeria.

Moreover, provision and utilization of time resources is very crucial in order to cater for the dropouts and out of the school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education. The researcher observed that the whole process of any education system and Universal Basic Education programme in particular needs to be properly planned and such a planning depends entirely on meaningful utilization of time factor. Hence, planning of time serves as a tool that guides and directs the behaviours and activities of both staff and students towards the realization of the achievement of education program. Hence UBE programmes objectives Nigeria could not be an exception.

Henri Fayol (1841-1925) has similarly observed that management is a universal phenomenon in all human endeavors. Hanri Fayol (1841-1925) has identified the concept of management with the five basic functions namely; planning, organizing directing (commanding) coordinating and controlling. However it could be observed that time

factor is central and an integral part for the proper functioning of each above mentioned elements.

In addition to that, creating community awareness and the community participation is very necessary in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning. The researcher observed that creating of awareness and social mobilization among the members of the local community has implication to access, retention and completion of Universal Basic Education programmes in Nigeria.

Musaaji (1982) observed that the public hold certain conviction about the schools. According to him when in the word school is pronounced, it conjures up a particular mental image. Umar (1998) has similarly observed that western education which was introduced in Nigeria alongside the religion of Christianity was viewed with considerable suspicion as an instrument for a systematic and gradual conversion of the local people of the area to Christianity. In view of the aforementioned submissions creating of awareness and social mobilization among the members of the local community becomes very necessary if the achievement of Universal Basic Education programme objectives is to be attained.

Accordingly, since the community supplies the school with its most vital human inputs in form of the learners (pupils or students) without which the school cannot operate the teaching and non-teaching staff are recruited from the local community since the educational institutions cannot exist in isolation but are located in a particular community. Hence the need to create awareness and mobilization of the local community

becomes very necessary for the achievement of Universal Basic Education Programmes Objectives in Nigeria.

Consequently researcher observed that provision and utilization of human resources, materials resources, financial resources, time resources and creating of community awareness is very crucial for the achievements of the Universal Basin Education programmes objectives in Nigeria

2.3 Rationale for the Study on assessment of UBE Programme objectives in Nigeria

Education has been globally accepted to be an essential tool that could prepare an individual with the appropriate knowledge and skills for socio-economic development of any country and for individual socio-economic empowerment and poverty reduction. Accordingly the researcher observed the Universal Basic Education (UBE) programme to be a channel through which knowledge and skills for socio-economic development could be appropriately acquired and of course Universal Basic Education system remains its very foundation upon which other levels of education system could be established and the researcher observed that, perhaps the growing concern about UBE system in Nigeria was borne out of conviction that success of the subsequent education system primarily depends on its good foundation. And nobody builds a solid house without a proper foundation. Hence the need for UBE programme in Nigeria to be properly founded. It was in realization of the importance of UBE programme that both previous and present administration in Nigeria remains traditionally committed to ensure the goals of achieving quality education at UBE level. This according to Arikewuyo (2003) concerted

efforts were made and huge sum of money was also spent to launch the schemes in 1955, 1957, 1996 and 1999 respectively.

Unfortunately, no Sooner had the launching took place a lot of management problems challenging the attainment of the UBE goals begun to manifest themselves in the schemes. This according to Yahaya (2000) the government was left with no option but to search for solutions to the problem. According to him the various committees set up to address the management problems facing the UBE scheme failed to provide a permanent solution to the problems.

Therefore, according to Arikewuyo (2003) argued that, the collapse of Universal Primary Education (UPE) scheme has subsequently led to the launching of the current Universal Basic Education (UBE) scheme on 30th September 1999 at Sokoto by the former present Obasanjo (1999). In his opening address, he stressed that the UBE scheme was put in place to improve on the limitations and short comings of the former UPE system. The researcher observed that the UBE scheme is an educational reform programme of the Nigerian government that provides free, Universal, Compulsory Basic and continuous 9 year education in 2 levels; 6 years of primary and 3 years of junior secondary education for every Nigerian child of school going age. It is therefore, against this background that this study has been undertaken in order to access as to whether the Universal Basic Education programmes objectives have been achieved in Nigeria.

It has been observed that many studies have recognized that a strong relationship exists between the provision and utilization of resources in teaching and learning process on one hand and achieving of organizational performance on the other hand. Many studies have identified the provision and utilization of resources to be very crucial

component for any organization and educational institution in particular to attain its goals. It is, therefore, against this background that various related and relevant literature were reviewed for the study. As outlined under the following subtitles: The Impact of Human Resource Development on Organizational Performance; Human Resource Development and Effective Instruction in Primary and Secondary Education in Nigeria;

In order to establish theoretical base of the study relevant and related literature have been reviewed for the study. The areas reviewed for the study include the following: The Impact of Nigerian Training Programme on Employee Performance, and Staff Training and Development: A Vital tool for organizational effectiveness.

Name:	Katou, A.
Year:	2009
Title:	The Impact of Human Resource Development on Organisational Performance.
Methodology:	Copies of questionnaire were distributed and data was collected.
Findings:	Findings indicates that RHD has a positive impact on organizational performance.
Relevance of findings to the study:	Findings of the study is similar with the findings of Akinyele (2007) who argued that employee can only perform better when he acquire appropriate knowledge, skills and ability from the training programme. The findings of the study are also in line with the finding of Olaniyan and Ojo (2008).

> According to the findings of their study training and retraining programme is the only single and major determining factor for enhancing organizational performance.

The study investigated the mechanisms through which human resource development leads to organizational performance. Analytical tool was used to test research framework that is constituted by a set of causal relationship between organizational and other contingencies, resources and human resource development, skills, attitudes, behaviour and organizational performance. Findings of the study indicates that human resource development enhance organizational performance, improves skills, attitudes and behaviour. Therefore, the study advocated that the human resource development has positive impact on organizational performance. It also explains the mechanisms through which human resource development improves organisational performance.

Although the paper attempts to examine how human resource development programme influences organizational performances yet, the paper also observes that, a large body of research considered motivation to be a key determinant of performance. It also argued that job satisfaction, organizational motivation and commitment are strongly interrelated. Hence, the paper advocates that more research should be undertaken to further examine the relationship between training and commitment. Consequently, the study suggests and recommends that teachers in Nigeria needs to be very conversant with current issues and contemporary happenings in education. It also recommends that teachers need to be well informed about latest development, discoveries, progress and

problems in education. The study stressed that all these are acquired through human resource development programme. Hence the programme should be sustained. Unfortunately the study failed to take into consideration that no meaningful human resource development could be effectively carried out in the absence of teachers' quality, enabling environment and adequate funding among the major and notable essential resources which determine achievement of organizational objectives.

Name:	Akinyele
Year:	2007
Title:	The Impact of Nigerian Training Programme on Employees Performance.
Methodology:	Data was obtained through distribution of questionnaire.
Findings:	The study shows that effective training leads to acquisition of knowledge and skills required for the employee to perform more effectively on the job.
Relevance of findings to the study:	Finding of the study corroborate with findings of Olaniyan and Ojo (2008) who argued that training and retraining enable the teachers to be more knowledgeable about contemporary issues on education. However findings of the study contradict with the findings of Famade (2002) who argued that

it is adequate funding that determine the success of any programme.

The study examined whether staff training has any implication on job performance, knowledge, skills, behavior, attitude and achievement of goals. According to the study the success of any business organization lies mainly in the quality of its human resources. The study observes that, training of manpower is a pre-requisite for any organisation to achieve its maximum productivity through the efficient and effective performance of employees. The study also argued that employee can only perform better when he acquire the appropriate knowledge, skills and ability from the training programme.

The study further identified that one of the more reasons for the tremendous emphasis on manpower training is derived from the current realization that human resources development programme constitute to be a very vital organization building blocks for sustainable development. Unfortunately, inspite of the awareness, the study observed that considerable numbers of training programmes are not sufficiently supported by many organizations since investment in human resource programme is usually sidelined. According to the study many organizations only meet the needs from training and development in an ad-hoc and haphazard way which make training and development programme in most organizations more or less unplanned, unsystematic and therefore hardly maintained by many organizations. The study failed to consider other important resources that are very fundamental in determining the effective performance of employee. These could include motivational factors and adequate funding, required

infrastructural and instructional facilities for meaningful teaching and learning process among other prerequisite resources that determine the level of performance.

Name(s):	Olaniyan and Ojo
Year:	2008
Title:	Staff Training and Development: A Vital Tool for Organizational Effectiveness.
Methodology:	Data was obtained through distribution of questionnaire.
Findings:	Training and development of staff in any organization is very necessary for employee to perform more adequately on any given task
Relevance of findings to the study:	Findings of the study is in line with the finding of Williams (2004) who according to finding of his study indicates that there is high relationship between teachers' quality, effective performance and learning outcome. Finding of the study also relate with the findings of Katou, (2009) who argued that human resource development has a positive impact on organizational performance.

The study examined how staff training and development programme enhance organizational performance, complement the rapid organizational expansion and social changes. According to the study training reduces the work of the manager in terms of closed supervision, it also improves staff effectiveness and productivity and above all

training enables the staff to be more committed towards achieving the goals and objectives of the organization. The study also argued that most of the teachers have left the school for quite long time and have not been given the opportunity for any retraining programme. Hence, the need for teachers to be encouraged to attain training and retraining programme and become more knowledgeable about contemporary issues in education.

The study further examined how staff training and development programme enable the staff to be more committed and enhance organizational performance. It identifies training and re-training programme as the only single and major determining factor for enhancing organizational performance. Unfortunately, the study failed to recognize the important role played by the enabling environment, motivation, adequate funding, provision of required instructional materials which enable the teacher to teach effectively and learners to learn at a faster rate among other important resources which enhance organizational performance.

Name:	Abdulmumini
Year:	2001
Title:	Quality and Quantity, Production and Distribution of Primary Schools Teaching and Learning Resources/Facilities in North-East.
Methodology:	Empirical Research
Findings:	The study discovered acute shortages in the distribution of facilities in all the schools surveyed.

Relevance of findings to the study:	Findings of the study corroborate with finding of Aina (2000) who observed that in recent times teachers tend to experience varying degree of inadequate or complete absence of teaching and learning facilities on their schools. The finding of the study is also related with findings of Habibu (2000) who observed that in a survey jointly conducted by the National Primary Education Commission and Special Programme Unit of the Federal Ministry of Education, and discovered that about 1,632 schools in the Northern states have on building of whatever type.

The study examined the production and distribution of teaching and learning materials in terms of quality and quantity across the primary schools in the north-east. The study acknowledged that teaching is about educating the learners and for the learners to be educated, they must acquire knowledge, skills and understanding. Consequently, for the teaching and learning process to be effectively carried out, material resources need to be provided. The study observed that material resources can be adequately or inadequately provided. Similarly, they may or may not be effectively and efficiently distributed to the schools and the learners. The study discovered with empirical evidence that material resources are not sufficiently delivered to all the schools in the north-east. Specifically, the study discovered that none of the primary school subject based textbooks were available in any of the nine sampled schools. Similarly, the study

discovered that acute shortages of other facilities such as chalks, chalk boards, furniture, writing materials, laboratory equipments and chemicals, classrooms, libraries, laboratories and various support equipments were found to be deficient in all the nine (9) sampled schools surveyed. Conclusion and recommendations were offered. Unfortunately, the study failed to take the cognizance of the important role played by enabling environment not only for the sustenance of any of teaching and learning facilities but also for the objectives of the education system to be attained.

Name:	Ibrahim, Ishaq Olayiwola
Year:	2002
Title:	The Essence and Essentials of Instructional Materials in the Teaching of Arabic Language in Nigerian Schools.
Methodology:	Review of related literature
Findings:	Material resources need to be provided for teaching and learning process of Arabic Language to be successfully carried out.
Relevance of findings to the study:	Findings of the study corresponds with Arikewuyo (2000) who observed that teacher cannot perform any meaningful work without physical facilities in terms of instructional and infrastructural facilities. Oyedeji (2000) also submitted that absence of relevant teaching and learning facilities in the classrooms, laboratories and workshops left a

teacher with dominant method of oral explanation without any meaningful practical application of the required concept.

The study acknowledged that the ultimate goal of any teaching and learning process is to facilitate effective learning and proper understanding among students. In order to ensure that learning takes place, teachers' efforts should be geared toward some specific ideas, methods and skills. The study stresses that therefore it is expected that information be acquired, perceived, internalized, retained and utilized by students in similar environment with a view to succeed not only in examination in particular but also in life encounter in general.

According to Ibrahim (2002) students of Arabic language generally have little exposure. Stressing that teaching alone may not help them analytically think, understand the main concepts, and develop interest in the subject. It's therefore against this background that this study intends to highlight the importance of instructional materials as supplements to the teaching of Arabic Language. The study listed good number of instructional materials in teaching and learning process. Conclusion and recommendations were respectively offered. Unfortunately, the study failed to take in to consideration the financial implications of the recommendations since finance has been recognized by the scholars of being central to all other resources in any education programme.

Name: Afolabi, S. O

Year: 2002

Title:	Managing Financial Resources for the Implementation of Universal Basic Education (UBE) Scheme in Nigeria.
Methodology:	Review of related literature
Findings:	Acknowledged that provision and utilization of fund is a major determining factor for effective educational planning and management.
Relevance of findings to the study:	Findings of the study correlate with finding of Edem (1987) who asserts that if educational goals are to be achieved, it must be adequately funded. Accordingly, Musaazi (1982) also opined that for school to function effectively, it needs sufficient money which will be used in buying textbooks, payment of teachers' salaries, construction of new buildings, purchase and maintenance of equipment. Bassey (2002) also argued that one of the Key resources required by every organization or institution for effective performance is finance.

The study acknowledged that finance being the central to all other resources in any programme as the amount of money available determines how far the other resources can be procured and equally important is how these resources are managed towards achieving the organizational goals. The study enumerated some of the major

shortcomings faced by the UPE scheme which the UBE scheme intends to address. However, the objective can only be achieved with adequate funding and properly manage resources. As earlier acknowledge that provision and utilizing of funds are major determinants factors of effective educational planning and management. The study also highlighted how the funding could be sourced for UBE scheme on how it's to be disbursed and spent. The paper outlined the funding of the UBE Scheme according to stipulation in FGN/NPE (2004), conclusion and recommendations were offered. Unfortunately, the study failed to recognized that it's not only the amount of financial resources that are provided that matters but other factors which could ensure good managerial ability of the UBE scheme include provision of qualified teachers, that could help to ensure UBE organizational goals are achieved was not mention in the study.

Name:	Akindele Ige
Year:	2011
Title:	Towards an Improved Funding of Universal Basic Education (UBE) in Nigeria. The Role of the Community.
Methodology:	Review of related literature
Findings:	No plan or policy can survive without proper funding.
Relevance of findings to the study:	There is a concordance correlation between the findings of the study and Olagboye (1998) who observed that money is required to procure raw materials or resource input on continue basis.

> According to him all teaching staff and non-teaching staff have to be paid salaries and allowances from month to month if the system is to function smoothly optimally it must be financed. Kera (2009) has similarly argued that finance is the heart of any education system and UBE programme in particular.

The study traced the historical trend of mass free education provision in Nigeria both at regional and national levels in the past. The study discovered that the previous education schemes were short-lived due to inadequate fund among the major and notable factors. It is, therefore, against this background that the issue of funding needs to be given much attention in view of the experience of the past. The study reveals that no plan or policy can survive without proper funding if the objectives of education programmes are to be attained. According to the study, if the reality is to be told, government alone cannot longer fund education in Nigeria. In view of its increasing cost and competition for the available fund by other sectors of the economy like agriculture, defence, health, transport etc. the implication of this is that other stakeholders in education in Nigeria need to be involved in its funding in one way or the other for it to attain its objectives.

The study suggested how the community could assist in the execution of direct capital project in the school to reduced cost. The study also acknowledged that implementation of UBE Scheme would hinge on the quality and quantity of teachers in stock and their performance on the job. Thus, the study suggests that on combating the problem of inadequate teachers, the executive of PTA of the schools could assist the

school and be responsible for the payment of their emoluments. Traditional rulers and chiefs of the community can use their influence to conduct the graduate in the community to assist in teaching the core subjects on part time basis. Community can also assist the schools in acquiring land for possible expansion and provision of some instructional materials. Fund raising ceremony can be organized. Each house can be levied to support the project. Private and public companies can also be contacted to assist. Unfortunately, the study neglected the role of creating awareness among the members of the local community.

Name:	Crandell, George
Year:	2005
Title:	Time Management for more Effective Result
Methodology:	Review of related literature
Findings:	Programmes need to be listed, plan and organize in sequences.
Relevance of findings to the study:	Findings of the study is in harmony with the observation of Ngu (2010) who observed that time and motion study has provided the basis for establishing the methods, and standard for job performance.

The study examined factors that would determine more effective results of time management. The study observed that in an academic setting, the three strategies that could yield immediate result, reduce stress and become more productive include

organizing effective work space, managing work flow and planning. According to him, the effective work space include only what is essential while by managing workflow include using calendars. Stressing that it is important to organize your reminders into a small number of calendars and lists that can be reviewed regularly. It is important to place a record of reminders of meetings, appointments and due dates. Research and calendar could be seen at a glance what task needs to be accomplished at a given time.

Then the next is using lists, the study states that there could be many tasks that need to be accomplished therefore using a calendar may not serve as a better way to serve as a reminder. Instead of using variety of lists, three kinds of lists are especially useful for academics:

i. List of projects
ii. List of next action
iii. List of thinks you are waiting for

The study discovered that organizing the work space and managing workflow is a very important strategy for using time more wisely but more importantly it is planning. According to him, the very steps in planning include setting goals, listing tasks, setting priorities and implementing the plan. Unfortunately, the study failed to take into consideration that for more effective results in the management of time, a lot of resources needs to be put in place. These include materials and financial resources.

Name(s):	Carl, R., Zulauf and Amy, K. Gortner
Year:	1999
Title:	Used of time and Academic Performance of College Students: Does Studying matters?

Methodology:	Empirical study
Findings:	Quality of time is very difficult to be measured.
Relevance of findings to the study:	Findings of the study contradicts findings of Crandell (2005) who were of the view that programme needs to be listed and be organized in sequence.

The study acknowledged that a commonly accepted principle of economics is that, over a reasonable range of output, a positive link should exist between input and output. The study stressed that within the United States of America, it is considered only fair that a positive link exist between effort and performance. It is however disconcerting that the related literature reviewed discovered mixed results with regard to the link between amounts of time spent studying and academic performance.

According to study, the major explanation postulated to explain mixed finding of results is a lack of a measure of quality of study time, the study stressed that omission of a key variable leads to a miss-specified analysis, limiting the ability to discover underlined relationship. Quality of study time is very difficult to be measured. However, one important component is likely to be the ability to manage time skillfully. According to the study, time management ability include setting goals and priorities, using time management mechanism and being organized in using time. Therefore, finding of this study indicates that improved time management skills may enhance academic performance. Unfortunately, the study ignored that for time to be effectively utilized, provision of material and resources is very necessary.

Name(s):	Lewis Ngesu, Anastasia Gakuru, Samson Okuro Gungo and Christine Kahigi
Year:	2013
Title:	Factors Hindering Community Participation in the Development of ECDE Centres.
Methodology:	Review of related literature
Findings:	The management of schools has been very challenging since majority of parents do not attain PTA meeting regularly neither do they contribute meaningfully towards building the schools.
Relevance of findings to the study:	Finding of the study is not in harmony with findings of Musaazi (1986) who observed that various local communities in the Southern part of Nigeria have been contributing to execute different school project in their communities. Findings of the study contradict with the findings of Umar (1989) who argued that collective and individual effort have been made in the localities in the state to provide instructional materials, furniture and text books.

The study sought to investigate factors hindering community participation in the development of early childhood development education centres (ECDE).

The study observed that communities played a vital role in managing of ECDE centres than the central government. Accordingly, the current policy on management of

ECDE centres is vested in communities to provide and support development activities with the government providing curriculum and instructional support. The study discovered that the running of the schools programme has been challenging as majority of the parents do not attend school PTA meeting regularly neither do they contribute meaningfully towards building the school. According to the study, such inefficiencies contributed significantly to withdrawal of communities from performing their educational responsibility towards ECDE centres. This according to the study have adverse consequences on child poor academic performance as a result of the socio-economic factors, poverty, parental level of education, occupation and family size have been identified to have been stumbling blocks in the development of early childhood care and education. In view of the findings and conclusions of the study, recommendations were proffered. Unfortunately, the study failed to recognize the fundamental role played by creating awareness among the local community, teachers quality and its quantity in any teaching and learning process, among other pre-requites that could enhance community participation in any education system.

Name:	Aliyu, Musilimat Asake
Year:	2009
Title:	Roles of Primary School Head Teachers in Mobilizing the Community towards Participation in the Management of Primary Schools in Niger State.
Methodology:	Empirical Study

Findings:	Not all teachers in Niger State are aware of their sensitization role to the members of their community.
Relevance of findings to the study:	Findings of the study is contrary with findings of Musaazi (1986) according to the findings of his research, different communities in the southern part of the country built schools in their communities but they also contribute money collectively to send their children to schools and colleges outside the countries.

Hence, members of their communities need not to be sensitized.

The study examined the various ways by which the primary school Head teachers can mobilize the members of the local community in order to participate in the management of primary schools. The study discovered that not all head teachers in the state are aware of their sensitization roles to the members of the community which would encourage them to participate in the management of primary schools. It was also discovered that head teachers are also not aware of the use of posters, house to house visitation to parents' houses, organizing old boys' association meeting and organizing talks and films show for the community members. Based on the findings, recommendations and conclusion were offered. Unfortunately, the study failed to take into consideration that mobilizing the community towards participation in the management of primary schools requires teachers both in quality and quantity as part of its pre – requisite for the objective of the primary education system to be attained.

Name:	Abdullahi Barakat
Year:	2013
Title:	Effective School and Community Relationship in Nigeria: Problems and Prospects.
Methodology:	Review of related literature
Findings:	The study identified the need for establishing school community relationship and the factors militating a against it has been highlighted.
Relevance of findings to the study:	Findings of the study correlate with finding of Lewis (2013) who observed that the management of school has been very challenging since majority of the parents do not attend P.T.A meeting regularly. Findings of the study also corroborate with findings of Aliyu (2009) who argued that not all head teacher are aware of their sensitization roles to the members of their communities.

The study identified the significance of the establishing effective school community relationship. The paper also highlighted on the roles played by parents teachers association (PTA) in enhancing school community relationship. The study identifies some of the problems of establishing school and community relationship, its therefore against this background that recommendations were proffered as a way forward which can enhance teachers productivity and promote students' academic performance. Unfortunately, the paper failed to recognize that no any meaningful and effective school

and community relationship in Nigerian can be achieved in the absence of adequate number or qualified teachers, adequate funding and enabling environment in any teaching and learning process.

Name:	Alabi
Year:	2005
Title:	The relevance of the various staff development programmes to staff performance in the school system.
Methodology:	Review of related literature
Findings:	For any school to achieve its goals, staff have to discharge their duties very effectively. And to that, the school needs to have qualified teachers, administrators and supportive staff obtainable through staff training and development programmes.
Relevance of findings to the study:	Findings of the study relates to findings of Monday (2009) who according to findings of his study observed that it was in realization of the importance of staff development that various organizations remained traditionally committed to organize variety of staff development programme in order to improve the efficiency of organizational performance.

The identified that schools have a responsibility to educate children to acquire relevant knowledge and skills for application in solving practical life problems. To carry out this responsibility successfully, schools need qualified teachers, administrators and support staff. He stressed that since no employee can remain qualified with continuous changes in societal values and expectations. Consequently, staff training and development programmes need to be organized for teachers to improve their instructional methodology. Hence, the different methods used in developing staff in schools become very necessary. It includes induction, conferences, workshops, seminars, staff meetings, visits, demonstration, professional training and higher studies.

Name(s):	Maran M., Lawrence A. and Maimunah Ismail
Year:	2009
Title:	Human Capital Development and Its Impact on Firm Performance: Evidence from Developmental Economics.
Methodology:	Review of Related literature
Findings:	There is a strong relationship between human capital and staff performance.
Relevance of findings to the study:	Findings of the study is in consonance with finding of Babatunde (2004) which indicates that there is a greater correlation between the performance and employee and the knowledge he acquired. According to him where the quality of employee is low, the output will be low. Similarly, Katoru

	(2009) also argued that human resource development has a positive impact on organizational performance and its productivity.

The study analysed that human capital is getting wider attention with increasing globalization and also saturation of the job market due to the recent downturn in the various economics of the world. The study stressed that both developed and developing countries have put more emphasis on human capital development towards accelerating the economic growth by devoting necessary time and efforts. According to their studies human capital development is one of the fundamental solutions to enter the international arena. Their study specifically pointed out that firms must invest necessary resources in developing human capital which tends to have great impact on performance. The paper examines the extent to which human capitals have direct impact on firm performance from various critical perspectives. Finally the paper develops a model that explains the relationship between human capital and firm performance.

Name:	Majak Klun, Janez Stare
Year:	2008
Title:	Improving Public Administration Performance Demands Investment in Human Resources.
Methodology:	Empirical Study
Findings:	There is positive correlation between training and performance.
Relevance of findings to the study:	Findings of the study is strongly interrelated with finding of Ibidapo (2007) who observed that inputs

determined the output. According to him, it has been noted that there has been decline in the quality of candidates admitted in to universities as a result of the combination of poor quality output from the secondary level of education system also believed to be inherited from the primary level of the education system. Findings of the study are also similar to the findings of Ojo (2008). According to him, training and retraining programme is the only single and major determining factor for enhancing organizational performance.

The paper identifies that investment in human resources is one of the important factors for improving public sector performance. Several reasons were explained in the paper. Considerable number of training participants as an indication of investments in human resources for determination of efficiency and effectiveness were used. The results indicate a positive correlation between training and performance indicators.

Name:	Izuwah
Year:	1983
Title:	Resource Development: A Focal Assessment of the Educational Objectives of Nigeria.
Methodology:	Review of related literature
Findings:	Teachers' quality and adequacy are the most important determining factors for the educational

	objectives to be achieved in Nigeria education system. Yet, production of qualified teachers and provision of material resources at all the levels of the education system in Nigeria was found to be grossly inadequate.
Relevance of findings to the study:	Findings of the study corroborates with observation of Modibbo (2004). According to him in some states of the federation, secondary school drop outs were engage to teach in their primary schools due to deficiency of competent and qualified teachers. Findings of the study is also in consonance with the findings of the various reports of the committees assigned to verify qualification of teachers across the states who discovered that reasonable number of teachers were employed with doubtful and questionable qualifications. This finding indicates that qualified teachers are needed, yet they are very scarce.

The study identifies that teacher education is the cornerstone of any educational system but more importantly the issue of teacher quality and adequacy is probably the most important determining factor for the educational objectives to be realized in Nigerian education system. Unfortunately the study discovered that production of

qualified teachers in the appropriate numbers in the various subject areas for all the levels of the educational system was grossly inadequate and of great concern to the government.

Similarly, provision of adequate and relevant equipments and materials were recognized yet positive effort in that direction has been doubtful. The study confirmed that human and material resources were largely underdeveloped and utilized. Hence the study recommends that Nigeria should formulate more focal educational objectives according to identified critical needs. Thus, the study also recommends a more organized and proper development of human and natural resources for national development.

Basically however, it could be observed that the various studies carried out had failed to accommodate most of the essential resources which are very crucial in determining the level of performance and achievement of organizational objectives. Therefore, this study is set out to accommodate most of the essential resources that can be used to determine the level of performance and achieving of organizational objectives.

Consequently, for Universal Basic Education (UBE) programme in Nigeria to be accessed, it is necessary to examine the provision and utilization of appropriate resources that can be used to enhance effective performance of both teachers and students and to a greater extent achievement of the organizational objectives. These appropriate resources could include teachers' quality, teachers' quantity, infrastructural facilities, instructional materials, staff development, supervision of instruction, motivational factors, adequate funding, time, mobilization/creating awareness and community participation.

Accordingly, the above assertion seems to be similar with requirement for the minimum academic standard for the entire teacher education programme. According to the Director Academic Programme of the National Commission for Colleges of

Education Abuja, Aliyu (2012) before any organization is given a provisional approval to establish an institution for the training of N.C.E. teacher programme, certain conditions have to be met which will ensure that standard is achieved and maintained.

Aliyu (2012) stressed that it is part of their responsibility to conduct a resource inspection visit to any newly established NCE awarding institution and programme to ascertain the availability or otherwise of some necessary human and material resources that will determine staff and students' performance in the process of acquiring knowledge, skills, attitudes and consequently lead to the achievement of the objectives of education system in Nigeria. Aliyu went further to say some of the major resources being inspected by the National Commission for Colleges of Education include the availability of adequate number of qualified teaching staff (depending on the number of students offering a course), provision of adequate number of physical infrastructural facilities, (depending on the courses to be offered), conducive teaching and learning environment, adequately equipped and stocked library, well furnished, equipped and comfortable offices accommodation for each teaching staff, and any other relevant resources that will promote teaching and learning process among the major resources to be examined.

According to the Director, it is part of the deliberate policy to ensure conformity to meet the requirement for establishing a centre for training of N.C.E. teachers a self-assessment form will normally be given by the National Commission for Colleges of Education to be filled by any organization willing to establish a centre for training of N.C.E. teachers before a team of personnel from the National Commission for Colleges of Education carried out a pre-accreditation visit to ascertain whether all the necessary

conditions are met. However, certain resources are very crucial in determining the level of both the teachers' and students' performance.

Other relevant concepts and variables reviewed for the study also include:

2.4 Teacher Quality

Since holders of Nigeria Certificate in Education (NCE) implement the Universal Basic Education (UBE) policy of the government in the classrooms, no effort should be spared in ensuring that graduates of Colleges of Education meet the required minimum academic standards. Thus, according to Junaidu (2011) Executive Secretary (NCCE), the National Commission for Colleges of Education (NCCE) being a regulatory body is charged with the responsibility of quality assurance at the sub-degree teacher education level in Nigeria. Accordingly, teachers' quality is part of the minimum academic standards adopted by the commission to be attained by all NCE awarding institutions. This task is being carried out through accreditation of academic programmes in all NCE awarding institutions across the states. Stressing that, all efforts must be geared towards improving the quality of teacher education for the benefit of basic education.

Accordingly, as earlier acknowledged that a teacher has a primary responsibility to educate the learners to enable them acquire appropriate knowledge, skills and understanding for application in solving practical life problems. However, for a teacher to carry out this responsibility very successfully he must be qualified enough.

Qualified teachers are those who received professional training and possess pre-requisite qualifications for teaching. Teachers are seen as the moulders of character and role models in the society. Scholars observed that the quality of teaching staff is probably

the most important determinant factor for the standard of any education system at any level all over the world.

Shockingly, however, Tony Akowe of the Nation Newspaper of Thursday September 19, 2013 reports that, the late governor of Kaduna State Patrick Yakowa ever raised alarm during the graduation ceremony of the National Teachers Institute (N.T.I.) Kaduna that about 50 percent of the Primary School Teachers in the State were unqualified and no fewer than 2,000 of them were said to have secured employment with forged and fake certificates.

Similarly, the NAN Leadership Newspaper of Wednesday, July, 17, 2013 also carried a caption that "During Teachers recruitment exercise, about 134 applicants tendered fake certificates in Kebbi State. According to the report 200 applicants failed to meet the requirement to be employed besides those who presented the fake certificates.

In the same vein, the National Mirror Newspaper of Wednesday, July, 10, 2013 also carried a similar caption that "Plateau sacks 2,000 teachers due to their failure to meet the minimum requirement for teaching in primary schools. According to the report, the SUBEB Chairman Mrs. Lyop Man disclosed that the affected teachers were among the 7,000 teachers who were warned to improve their educational qualification but they failed to do so even after five years.

The chairman further stressed that out of 1,299 teachers who claimed to be graduates of College of Education Gindiri lied as only 8 of them were discovered to be the products of the institution. This means that 1,291 out of the total 1,299 of them had no business whatsoever with the college. The chairman disclosed that the Plateau State Government had in June, 2013 threatened to sack 11,000 unqualified teachers on its

payroll. Worst still, Edet B. of the Daily Trust Newspaper of Wednesday, April 25, 2012 reports that 80% of teachers in Sokoto were unqualified, according to former executive Secretary of the Universal Basic Education Commission UBE Dr. Ahmed Modibbo. He stressed that the commission discovered that most states in the North-West had a large number of unqualified teachers after it conducted an audit of all public schools in Nigeria.

Mudashir F. of the Daily Trust Newspaper of Friday, February, 15, 2013 also reports that, 1,300 Kaduna Teachers failed primary school test. Head Teachers, education secretaries unqualified. The State Commissioner for Education Alhaji Usman Moh'd made the shocking disclosure during education summit tagged Education for all is the responsibility of all held at the Hassan Usman Katsina House. According to the Commissioner, a total of 1,599 teachers selected from across the State were given primary four tests in mathematics and Basic literacy and only one of them scored 75%, 250 scored 75%, and 1,300 scored below 25%. He further stressed that the same examination was conducted for 1,300 primary school pupils and large percentage of them failed woefully.

Joseph M. of the Leadership Newspaper of Thursday, 31, 2013 reports that Kaduna assembly uncovered 3,383 unqualified teachers. According to the investigation by the Kaduna State House of assembly out of 8,788 secondary school teachers in the state only 5,405 were qualified. While the remaining 3,383 teachers were unqualified enough to teach in the secondary schools. The unsatisfactory performance of teachers in Nigeria is not confined to the North-West or North-East geopolitical zones only because Osagie Otabor from Benin reports that the Edo State Governor Adams Oshiomhole

appointed a former Vice Chancellor of the Ambrose Alli University Prof. Dennis Agbonlahor as a chairman of the committee to conduct a competency assessment test for the teachers in the state. According to the report about 920 teachers' salaries were not paid unless the competency test is conducted because they were suspected to possessed forged certificates due to gross incompetency. Accordingly, Akhaine S. of the Guardian Newspaper of Thursday 4th July 2013 reports that north has over 80% of unqualified teachers according to Aminu Ladan the Director General of the National Teachers Institute Kaduna. While the present Kaduna State Governor Ramalan Yero also repeated that 50% of teachers in the state are unqualified and had been given time frame to improve.

Unfortunately, the inadequate supply of teachers, both in quantitative and qualitative terms, at all levels of the Nigerian educational system has been clearly identified as a major constraint militating against the sustenance of quality education … These have been demonstrated through high vacancy rates, rising student teacher ratio, employment of unqualified teachers etc. (Ibrahim S. 2001).

In consonance with above assertion Ojo (2006) observed that

> *"No nation can develop above the quality of its teachers. The quality of a nation's teacher education is the benchmark for measuring the quality of education dispensed in its schools. According to him this in turn determines a nation's development or preparedness for development.*

On the basis of the above assertions, it could be argued that, it will be very difficult to improve the quality of instruction at any level of education system in Nigeria without the corresponding commitment of adequate number of qualified teachers in the schools. Egwu (2009) former Minister of Education has similarly remarked that "The

need to have quality teacher education in this country informed the development of the National Teacher Education Policy (NTEP) … It identifies the pivotal role of quality teachers in the provision of quality education at all levels. He stressed that the policy objective is to produce highly knowledgeable, skilled and creative teachers who are capable of producing students who can compete globally".

Fasasi (2002) observed that "teachers are the greatest and most important vital aspect of educational inputs. According to him the quality of teachers determines the quality of students. It also determines the extent to which educational objectives can be attained". Ibidapo-Ode (2007) has similarly observed that input determines output. According to him, it has been noted that there has been decline in the quality of candidates admitted in to universities as a result of the combination of poor quality output from the secondary level (also believed to be inherited from the primary level)…

Obi (2002) also advocates that "failure of the Universal Primary Education (UPE) programme in Nigeria was attributed to a number of factors, one of the most important factor being the deficiency of human resources to implement the education programme, consequently as the UPE was embarked upon qualified teachers were not adequate which led to the introduction of crash programmes in to the teacher training colleges. According to him, crash programmes were disastrous as all sort of individuals were admitted in to teacher training colleges. As a result of that the education programme witnessed a situation whereby the teachers were not much better than the pupils they were supposed to teach.

From the aforementioned submissions, it could be observed that, there is no doubt about the quality of teacher being the determining factor for the realization of the success

of any education system. However, teachers' quality alone cannot be used as the only resource for achieving Universal Basic Education (UBE) programme's objectives in Nigeria. At least for a teacher to carry out his primary responsibility very successfully, certain resources such as infrastructural facilities, instructional materials, adequate funding and motivational factors are among the major resources that must be put in place for the Universal Basic Education programme's objectives in Nigeria to be realized.

The National Policy on Education (NPE) (2004) outlined purposes of teacher education as:

a. To produce highly motivated, conscientious and efficient classroom teachers for all levels of Nigerian education system;
b. To encourage further the spirit of inquiry and creativity in teachers;
c. To help teachers fit into social life of community and society at large and to enhance their commitment to national objectives;
d. To provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situations;
e. To enhance teachers commitment to teaching profession.

In consonance with above submission, Olle (2005) observed that the FGN (2004) has rightly recognized education as the instrument per excellence for national development and that teacher hold the key to the door of such development. According to him, it is upon their number (teachers) their quality, their devotion and commitment to duty, their effectiveness and efficiency that determine the success and progress of any education system and consequently the future of any nation.

From the aforementioned submissions, it could be observed that, one of the fundamental bases for the realization of achieving the desired objectives of any education programme in Nigeria is the adequacy of professionally trained and qualified teachers in the education system among other important resources that determine its success. Hence, issue concerning teachers' quality needs to be urgently addressed, if the education programme is to succeed in achieving its organizational goals.

Similarly, Odumoso (1998) in a lead paper presented at the F.C.E. Abeokuta COEASU week also remarked that the teacher should be morally upright, intellectually knowledgeable, mentally balanced and emotionally stable with the love and care of the pupils he teaches in the centre of his heart. He accordingly, outlined some vital qualities expected from a good teacher for the successful discharge of his role as a teacher. These qualities include the following:

i. **Good leader:** This embodies enthusiasm, vivid imagination, courage, idealism, energy, general alertness and clear thinking.

ii. **Trainer of good leader:** The pupils should be trained to have qualities of responsible leadership and also the qualities of good followership.

iii. **A reformer:** He is an agent of change by reforming pupils in to geniuses within a space of time.

iv. **Professionally trained**: He should be intellectual and his career assignment. He should be devoted and professionally committed to his calling as a teacher, know his subject, his teaching materials adequate for illustration.

v. **Knowledge of the subject**: He should know what he teaches, learn more about his subject every time, learn the higher levels, do research and believe in the value and interest of his subject and continue to learn it.

vi. **Knowledge of his pupils**: Ability to understand the learner, their interest, abilities, characteristics, enjoy their company, know their names and faces.

vii. **Knowledge of the various methodologies**: Ability to use different methodologies to suit different topics and also bearing in mind the age of the pupils.

viii. **Ability to teach effectively**. Competence in communicating that knowledge to learner; he should like the subject enough as to be easy to teach even when tired and delightful when feeling fresh.

ix. **Good personality**: The teacher should be patient, tolerant, honest, loving, peaceful humorous, humble, sympathetic, neat, decent, properly dressed, friendly, trustworthy, pushful and selfless.

x. **Leadership ability**: He should possess certain leadership attributes such as the ability to utilize the authority of his/her position in a beneficial way. He should exercise authority judiciously in a democratic atmosphere even in the classroom.

In consonance with above submissions the National Policy on Education (Section 3) sub-section 70 (a and b) (2004, p33) outlined that no education system may rise above the quality of its teachers and teacher education shall continue to be given major emphasis in all education planning and development. According to the policy "The minimum qualification for entry in to the teaching profession shall be the Nigeria Certificate in Education (NCE)".

From the above submissions, it could be observed that a wide range of education acts designed to improve meaningful teaching and learning process in the schools has been outlined in the different sections of the National Policy on Education (2004) revised edition. However, if the Policy Acts can only be theoretically documented and almost apparently nothing in the practical aspect, then the policy can better be described as good as not being introduced. Accordingly, Udoh and Akpa (1989) has similarly observed that no matter how elaborate an educational policy is, the financial resources committed in to planning and amount of facilities and equipments provided, if teachers who implement the programme are not adequately trained and motivated to work, such a system will collapse. Warnock (1978) also uphold that without a wholehearted commitment by teachers the most careful planning is unlikely to be successful.

Obi (2002) also observed that education anywhere is supposed to attract high quality teaching staff in order to improve its quality and productivity. Unfortunately in Nigeria there is acute shortage of trained teachers to implement the UBE programme. According to him facts from research findings, seminars, workshops and conference communiqués revealed the inadequacy of trained teachers to accommodate the expected millions of school going age children for the UBE programme.

A close observation from the above submissions shows the need to have qualified teachers in order to improve the quality of instruction in the schools, and for the objectives of any Education system to be achieved. Ofojebe (2006) has also observed that “though the NCE was set as the minimum qualification for teaching in the primary school in Nigeria, there are still thousands of people in the teaching profession today with less than the stipulated minimum qualification. According to him, UBE/World Bank

study indicated that only 21% of all the teachers currently employed at the primary level in Nigeria have NCE and above. This means that about 78% of all the primary school teachers require upgrading or retraining at NCE level".

Ojo (2006) observed that teachers being the implementers of the curriculum must first and foremost be transformed to implement the curriculum. According to him good teachers dispense good teaching which in turn produce good quality workforce engineers, medical doctors, architects, accountants, lawyers, name it, all working towards the achievement of national goal that is national development. Conversely, the consequence of poorly trained teachers is the production of half-baked medical doctors who cannot treat the mildest ailment, engineers who cannot match theory with practice and lawyers who cannot move motions in court.

Bishop (1989) rightly observed that the quality of input in to training programme will determine the output. Therefore, NCE being the minimum qualification to teach in primary schools should be put in the right footing to lay the foundation of formal education in the country with conviction that once the foundation is shaky, whatever superstructure is built on it cannot stand.

In an interview with Executive Secretary of UBEC, and a Senior Correspondent of Daily Champion of March 16th 2010, Joe Nwankwo interviewed the Secretary about the quality of teachers in Nigeria, and the Executive Secretary of the Universal Basic Education Commission (UBEC) Modibo observes that, there are states like Kano, Jigawa, Zamfara, Yobe and Borno where you have very lower quality teachers. According to him, in some states up to 65 percent of their teachers are not qualified. That is to say they do not have a minimum of N.C.E. certificate. Stressing that some are engaging secondary

school dropouts to teach in their primary schools. This according to him is a very serious challenge for the implementation of basic education in Nigeria". He also in specific term states that let me make it this way all states of the North-West geopolitical zone and all states of the North-East geopolitical zone have 60 percent of their teachers unqualified.

From the above observations, it could be very glaringly observed that teachers' quality being a fundamental resource and also a major determining factor for the success of any education system has been observed to be seriously inadequate in most of the states and particularly Northwest and Northeast geopolitical zones. Consequently, meaningful organizational objectives could be very doubtful. Thus, in order to ensure quality teaching staff at all levels of the education system in Nigeria the National Policy on Education (2004, p32) (revised) Section 9 paragraph 57 also stipulates that teacher education will continue to be given emphasis in all our educational planning … Similarly section 8 paragraph 72 also stipulates that all teachers in our educational institutions from primary to university will be professionally trained. Teacher education programmes will be structured to equip teachers for the effective performance of their duties.

Inspite of the promising policy of equipping teachers to be professionally trained for effective performance of their duties, there are evidence to probe erroneous implementation of the policy across the states in the primary and secondary schools. The deficiency of qualified teachers is becoming more glaring by the day in the findings of the technical committees of monitoring and evaluation report for 2005/2006 session and 2006/2007 session respectively.

According to the report of the technical committees a sample of four (4) Local Government Education Areas (L.G.E.As.) were monitored in each of the thirty six states

and FCT Abuja, where four L.G.E.As public primary schools and 5 junior secondary schools were monitored in each of the sampled L.G.E.As across the states and FCT Abuja. However, highlight of the findings of the technical committee indicates deficiency of qualified teachers was observed to be among the major constraints in most of the public primary and junior secondary schools.

From the aforementioned submission, it could be argued that teachers quality as an important resource in any teaching and learning process was observed to be among the major challenges facing the education system in Nigeria, which may have adverse effects on teachers and students performance. Therefore, unless the issue of teachers' quality is properly addressed, the management of Universal Basic Education will continue to be in a serious problem.

2.5 Teacher Quantity

As earlier mentioned that a teacher has a primary responsibility to educate the learners to enable them acquire appropriate knowledge, skills and understanding for application in solving practical life problems and for a teacher to carry out this responsibility very successfully, a teacher must not only be qualified enough but the number of teachers must also be adequate enough if organizational objectives is to be attained. Thus, while it could be observed that the quality of teaching force determines the quality of students and the extent to which educational objectives can be attained, yet, when the number of qualified teachers is not appropriate in comparison with number of students, performance of both teachers and students may certainly be affected. Hence, in any teaching-learning process the quantity of qualified teacher is a fundamental component of its success.

In similar vein Bishop (1998) observed that "rapid increase in school enrolment results in large classes leading to decline in quality". Bello (2006) has similarly observed that rapid expansion of schools results in short falls in materials of instruction in classrooms according to him. Such conditions lead to significant wastage in terms of students failing, repeating classes or dropping out. According to him when class is very large teaching does not result in learning but on the contrary in pupils running away from schools.

In consonance with aforementioned submissions, it could be argued that rapid expansion of schools system in Nigeria has often been achieved at the expense of its quality. It has been observed that we are in a political era and most of the politicians tend to count part of their achievements in terms of the number of schools established or expanded during their tenure in office. They also tend to count on the number of students enrolled and completed to the detriment of how well those learners were taught or how competently those learners can perform or compute academically. It has been observed that several studies have shown that there is a great relationship between students' academic performance and the ratio of teacher to students.

According to Omwirhiren (2005) numerous studies examining the relationship between class size and academic performance in elementary and secondary education have been conducted. Findings support the view that small classes are preferable to large classes because they result in higher level of students' academic performance. Bello (2006) has also conducted a similarly study examining the relationship between the class size and students academic performance across the public primary and secondary schools in Nigeria and findings of the study indicates a ratio of 1:45 to 1:82 at primary school

level. While that of secondary schools level range from 1:90 to 1:220. According to the findings of the study to bring the teacher-student ratio to the required level of 1:40 the number of English Language teachers needs to be increased seven fold from the present figure.

On the basis of aforementioned submissions, it could be logically observed that when the ratio of teacher to student is very high effective performance of both teachers and students could be affected. This could also mean that when class size is very large, effective class control becomes very difficult. It should also be realized that when the classes are overcrowded with large number of students per class, and it will be impossible for the teacher to effectively control the pupils in the class and when the class cannot be controlled. The purpose and objectives for which the school was established has been defeated. It should also be noted that large class syndrome encourage examination malpractice among students. Therefore, overcrowded classroom atmosphere should be addressed if the objectives of education system are to be realized.

Omwirhiren (2005) has also conducted another similar study examining the possible consequences resulting from large class size across the tertiary institutions in Nigeria. He observes that inspite of the huge call for increase funding of our tertiary institutions by individuals and spirited organization, enrolment continue to be on the increase leading to large class size syndrome. According to him some of the consequences of the large class syndrome on students include truancy, poor attitude to learning, limitation to individual activities, self-indulgence in academic vices such as examination malpractices, cultism and host of others.

In consonance with above assertion, Oyesola (2000) observed that "It is very common to find as many as 70 students in a class designed to accommodate 40 students. This according to him is against the stipulation of section 10, paragraph 101 (NPE 1998 revised) which stipulates that

i. In pre-primary schools, there shall be not more than 20 pupils to a teacher and a helper assistant.

ii. In primary schools, there shall be not more than 30 pupils to a teacher.

From the aforementioned submissions, it could be argued that, the number of qualified teachers is not appropriate in comparison of the number of students across the schools. However, the deficiency of teaching force is becoming more glaring by the day according to the findings of the technical committee of monitoring and evaluation reports for 2005/2006 session and 2006/2007 session respectively. According to the report of the technical committees a sample of four (4) L.G.E.As were monitored in each of the thirty six states and FCT where four (4) public primary schools and 5 junior secondary schools were monitored in each of the sampled L.G.E.As across the states and FCT Abuja.

Consequently, highlight of findings of the technical committees indicates high teacher-students ratio to be among the major challenges observed in most of the schools monitored. The technical committee also observed shortages of teachers' quantity in most of the schools and therefore recommends the recruitment and employment of more number of qualified teachers in both primary and junior secondary schools across the states.

In the light of the aforementioned submissions it could be argued that constraint of teacher's quantity could affect the quality teaching and learning process and consequently the objectives of the education system.

2.6 Infrastructural Facilities

Numerous studies examining the relationship between students' academic performance and availability of infrastructural facilities across the primary and secondary schools in Nigeria has been conducted and findings of the studies indicate that there is a great relationship between students' academic performance and availability of the required infrastructural facilities in any teaching and learning process.

Accordingly, previous studies conducted advocated that for any meaningful teaching and learning process to be effectively carried out the required infrastructural facilities must be put in place to make the teaching and learning process more meaningful and learning more effective. It has been observed that provision of the much needed academic infrastructural facilities that promote teaching and learning to the maximum benefit of learners is another pre-requisite factor in any teaching and learning process of any education system in Nigeria. It could therefore be argued that adequate provision of infrastructural facilities determines the success of any education system in Nigeria.

Infrastructural facilities are used to describe physical and organizational structures which have great influence on students' academic performance. These structures provide an enabling environment for enhancing meaningful teaching and learning process, which include classrooms, staffrooms, laboratories, libraries, assembly halls, examination halls, workshops, computer rooms, hostels, offices, stores, kitchen etc. Infrastructural facilities should be of appropriate quality, quantity and size. It has been observed that,

infrastructural facilities are indispensable components of any meaningful teaching and learning process. It could therefore be understood that success of the whole education system largely depends on the meaningful provision and utilization of infrastructural facilities.

In consonance with above assertion, Hinjari (1999) observed that, for secondary schools to function properly, effective and efficient school facilities has to be provided. Similarly, Oyedeji (2000) submitted that the infrastructural facilities help to protect pupils and teachers from sun, rain, heat and cold. According to him, the infrastructural facilities enhance the comfort, safety of pupils and teachers thereby increasing their performance. Uyoata (2003) has similarly maintained that evidence from research findings shows that the nature of the classroom environment has a powerful influence on how well pupils achieve a wide range of educational outcomes.

From the above submissions, it could be argued that it will be very difficult to realize the objectives of any Education system in Nigeria without adequate provision of school physical facilities. Unfortunately, inspite of the relevance of infrastructural facilities in enhancing the teachers and students performance and realization of educational goals Habibu (2000) observes that in a survey jointly conducted by the National Primary Education Commission and special programme unit of the Federal Ministry of Education, discovered that about 1,632 schools in the Northern states have no building of whatever type. Aina (2000) has similarly observed that in recent times teachers tend to experience varying degree of problems in an attempt to achieve success in their educational institutions. According to her, it is crystal clear that the quality of teaching in Nigerian schools has diminished over the years due to largely depreciation (or

complete absence) of facilities such as functional classrooms, well stocked libraries, equipments and laboratories as well as inadequacies in the number of high quality teachers and technical support staff.

Recent research and report's findings indicated that there is a very serious deficiency of infrastructural facilities across the states in many public primary and junior secondary schools across the states in Nigeria. The deficiency of infrastructural facilities is becoming more glaring by the day according to the findings of the Analysis Magazine in collaboration with World Bank Development Report of 2004. The investigation was carried out through visiting the schools. According to the findings of the visit at L.E.A. Primary School Hanwa in Zaria, Kaduna State where the school was established since 1976 as part of the UPE programme, it has been observed that the school has only 3 blocks of two classrooms and one of the block was destroyed by rainstorm years ago and has been in dilapidated condition up to the time of this report. The analysis reporter also observed that the school suffered from inadequate classrooms structures.

The Analysis Reporter also visited G.G.S.S. Giwa and observed that in the Government Girls Secondary School Giwa in Zaria, Kaduna State where the school was established to promote girl-child education has been in dire need of more additional hostels so much so that the assembly hall of the school was converted into a hostel. According to the report the school also suffered from inadequate supply of water.

According to investigation conducted by the Analysis Magazine Reporter, the deficiency of infrastructural facilities was not confined in Kaduna State alone. The investigation took the reporter to the Pagwi Primary School in Mubi North Local Government in Adamawa State where the school was established in 1976 as part of the

UPE programme the school has a block of two classrooms with the Headmaster office built in between the classrooms. Unfortunately according to the report, in 1986 rainstorm destroyed the buildings and the children were forced to take lesson under available trees in the school compound not until when the P.T.A. build 2 mud of huts structures to serve as classrooms. According to the report the school has 179 pupils, two teachers and a headmaster. On the basis of the investigation conducted it seems to be very difficult for any meaningful teaching and learning process without adequate provision of infrastructure facilities. Consequently deficiency of infrastructural facilities will affect the performance of both teachers and students.

The Analysis Magazine reporter also visited Oke-suno High School in Lagos Island … where most of the classrooms in the school were makeshift structures and therefore not conducive for any meaningful teaching and learning. Analysis reporter observed that a block of 6 classrooms built by the ETF was the only good structure the school possessed. The reporter learnt that most of the classes in the school get disrupted frequently during rainy seasons due to the nature of school structure, being very porous. The reporter was also told that the Lagos State Ministry of Education refused to undertake any repairs even after receiving reports that the makeshift class was threatening to collapse and kill the children in the school.

Accordingly, in recent past, the Daily Trust of February 10, 2011 page 46 also carried a title captioned J.S.S. Kuje students learn under trees. It was reported that, teachers and students of junior secondary school (J.S.S.) Kuje located in FCT Abuja are still waiting for the day when they would be given a conducive environment for effective teaching and learning process. It was reported that the students of the school receive

lessons under trees and their teachers join them with their tables and chairs seated in a makeshift staffroom. Daily Trust also learnt that from the inception of the school, they have never had their own permanent classroom structures. The school was established since 2005.

On the basis of the investigation conducted across some public schools in Nigeria by the Analysis Magazine in collaboration with World Bank Development Report of 2004 and Daily Trust reporters, it could be argued that, infrastructural facilities are rather insufficiently provided in most public schools and its deficiency could be negative on the quality of teaching and learning process and consequently on organizational objectives.

2.7 Instructional Materials

The National Commission of Colleges of Education (NCCE) being a regulatory body is charged with the responsibility of quality assurance across the NCE awarding institutions. Consequently (quality and quantity of space, equipment and facilities), instructional materials is part of the focused areas that must be put in place as part of the prerequisite. This task is being carried out through accreditation of academic programmes in all NCE awarding institutions with a view to find out the extent to which these institutions keep faith with the provision of teacher education policy and minimum standards guidelines.

Thus, it could be justifiably argued that, for teaching and learning process to be successfully carried out more particularly at Universal Basic Education (UBE) level, instructional materials must be put in place in order to make teaching and learning process more meaningful and interesting. It has been observed that provision of the

much needed instructional materials that promote the practical aspects of teaching and learning process more real and meaningful is very necessary.

Unfortunately, according to Ibrahim (2001) there exists in virtually every facet of Nigeria's educational system an acute, even embarrassing, shortage of teaching resources and facilities; and where available they are of exceptionally low quality, stressing that one word sums up the situation: decay. This decay is characterized by (i) lack of concrete and authoritative support for replacement of obsolete resources and facilities; (ii) inability to match the educational institutions with their peculiar circumstances; (iii) persistent lack of appropriate and necessary infrastructure and (iv) general absence of support service units personnel and services needed by resource agencies, teachers and learners for optimum production and utilization of resources. In fact so serious is the situation that in many primary schools across the states for example, such basic tools like chalk cannot be found in required quantity.

However, the need for adequate and appropriate learning resources according to Ibrahim (2011) remains central to the success of education. Scarcity of these resources is partly responsible for the situation that prevails today where learners are programmed right from the start without the capacity to visualize in concrete terms the concepts learnt and as such are unable to do things practically, describe relationship between various objects accurately or apply themselves to challenging situations at the required time. Urgent steps need to be taken by governments and educational institutions to arrest the decay of resources and facilities. At all levels of the nations' educational system, and for all known and existing school types, instructional resources or teaching and learning materials/facilities are an indispensable factor in the attainment of goals. The term

"teaching and learning materials/facilities" would be taken to represent all the physical materials, objects, products, constructions, aids, gadgets, tools and the like, which teachers utilize to reinforce the impact of verbal expressions in the teaching and learning process. We may use the expression, "teaching-learning resources" as an alternative, or a synonym to "materials/facilities".

Accordingly, Mkpa (2001) observed that the preponderance of teacher-talk in class instruction involves only the learners' sense of hearing, which practice could be boring after a while. The utilization of instructional materials/facilities on the other hand, calls in to play the senses of sight and touch additionally. The more the number of senses involved in the instructional process, the more enduring the learning that results; hence it is said by the Chinese in their educational practice:

I hear, I forget;

I see I may remember;

I do, I understand.

The use of teaching-learning materials guarantees more effective learning as the learner, in addition to merely hearing, also sees and does. In view of the aforementioned submissions, the researcher observed that it is not only enough to have the materials/facilities in our schools but for the material resources to be effectively utilized in the classroom.

Expectedly, varieties of materials exist for different subjects, at different educational levels. Whatever the nature of materials/resources used by teachers, it is obvious that resources serve, among other things, to concretize otherwise abstract concepts and ideas. They make learning more interesting, more real and livelier. They

facilitate retention of the learned content and help the teacher to conserve energy by limiting the use of spoken words, hence it is often said that “a picture is worth a thousand words”.

Similarly, Ayodele (2001) maintained that teaching at any level should never be deemed to “talk and talk” affair, contrary to the age-old conception of the profession. Today, effective and meaningful teaching should be considered as a process in which the two sides in the exercise (i.e. the teacher and the learners) are actively engaged. Both sides must be constantly contributing to the process of learning. If this process is to be fully realized, each significant step should be backed up with learning resources which are designed to make teaching easier and learning more meaningful.

Accordingly, Bello (1981) also advocates that “teaching and learning facilities define facts and information more easily and precisely. Hence, learners can identify and describe in clear and concrete terms. According to him materials resources offer reality of experience and stimulate self-confidence on the part of the learner and whatever is learnt cannot only be easily memorized and be recalled but can also be applied where necessary”. In the light of the aforementioned submissions, the researcher observed that instructional materials are integral part of success in any teaching and learning process and should therefore be adequately provided.

Oyedeji (1991) has similarly observed that availability of adequate typing pool, business equipments and business teacher may enable the students to:

a. perceives and observe their business environment

b. sustain their interest

c. draw or makes inferences from data collected

d. collect and process data and

e. be motivated towards learning.

Accordingly, Oyedeji (1991) carried out a study of business education facilities and students' academic performance in Ilorin metropolis, Kwara State he observed that "students from schools with adequate business educational facilities had higher mean grades in economics, commerce and principles of account than students from the school with inadequate educational facilities".

From the aforementioned submissions, the researcher observed that for the objectives of Universal Basic Education programme in Nigeria to be attained adequate provisions of instructional materials in teaching and learning process is a very crucial and also a pre-requisite factor that must be put in place.

In the same vein, Arikewuyo (2000) also observed that teachers cannot perform any meaningful work without adequate physical facilities in terms of instructional materials and other infrastructure. He noted that the kind of education our children receive bears direct relationship with the availability of teaching and learning facilities and the overall atmosphere in which learning takes place.

Contrary to the above assertions, Uyoata (2003) observed that in recent past, the FGN/UNICEF carried out an investigation in respect of the availability or otherwise of instructional materials across the primary schools and summary of the FGN/UNICEF (1992) findings shows that 77% of the pupils lack textbooks, 47% of the school furniture is inadequate for the use of pupils, 38% of the classrooms have no ceilings and 36% of the pupils have no writing materials … In all cases, the situation is worse for the child in the rural environment than the urban.

From the above submissions, it's becoming more glaringly clear that instructional materials are integral part of success in any teaching and learning process, consequently, deprivation of such materials cause lower intellectual ability and lower academic achievement.

In view of the relevance of instructional materials and the need to ensure its adequacy and sufficiency across the schools in Nigeria Section I subsection 7 NPE (2004) revised stipulates that "Education and training facilities will be multiplied and made more accessible to afford the individual, a far more diversified and flexible choice, similarly, section 3(5) also stipulates that Government will ensure that all schools are properly equipped to promote sound and effective teaching …

However, contrary to policy provision of ensuring all schools to be properly equipped to promote sound and effective learning, there are evidence to prove erroneous implementation of the policy in Nigeria across the states in primary and secondary schools. The deficiency of instructional materials is becoming more glaring by the day in the findings of Analysis Magazine in collaboration with World Bank Development Report of 2004. The investigation was carried out through visiting the schools.

The Analysis Magazine reporter visited Government Girls Secondary School Giwa and according to the findings of the visit at Government Girls Secondary School Giwa in Kaduna State where the school was established to promote girls child education. In the State, it has been observed that, the school was in serious need of instructional facilities. However, it was confirmed that class furniture was inadequate such that four students were compacted to sit on a bench meant for two students instead. While in Day Secondary School, Samaru in Zaria Kaduna State the Analysis reporter confirmed that

students were required to bring their furniture because the government refused to provide such essential need.

The Analysis Magazine also visited L.E.A. Primary School, Hanwa, in Zaria Kaduna State where the school was established in 1976 yet, the school has no furniture for both teachers and pupils. According to finding of analysis reporters pupils were forced to sit on the bare floor while their teachers sit on window slabs not until when the PTA provided the school with 3 desks and 6 chairs for the teachers.

Similarly, when the Analysis reporter visited the famous Barewa College, Zaria in Kaduna State, the analysis reporter discovered that, the college would have collapsed if not for the timely intervention of E.T.F. it received. According to the findings of the report before the rehabilitation of the school its hostels looked like refugee camps, not until when the ETF supplied the school with double decker beds, mattresses and pillows. It also equipped the wood and metal workshops and supplied the school with computers, the school laboratories were also renovated and supplied with chemicals and other teaching and learning facilities among other ETF projects in the school.

The investigation was not confined in Kaduna State only. However, the investigation took the reporter to the community Primary School Akpogi in Enugu State, where the reporter discovered that children whose parents cannot afford to provide them with chairs and desks were seen sitting on the bare floor. When the Analysis reporter visited Government Technical College Enugu where the school was established since 1950, located in the capital city of Enugu State, the reporter discovered serious problems of lack of teaching and learning facilities in the school. According to investigation, it has been observed that ETF support to the school has been very crucial in its struggle to

retain its status as a technical college by procuring wilding equipment, one of the most important equipment the college has been lacking for considerable number of years. A staff of the school explained to the analysis reporter that provision of such machine by the ETF has made a lot of difference to the college.

The Analysis Reporter also visited Pagwi Primary School Mubi in Adamawa State, where the school was established since 1976 as part of the UPE programme. The reporter discovered that children were forced to take classes under available trees in the school compound due to acute shortages of both infrastructural facilities and instructional materials.

The investigation also took the reporter to Lagos State where the reporter visited Lafiagi Secondary School in Lagos State, a staff of the school told the analysis reporter that students of the school contribute to provide blackboard and the Lagos State Ministry of Education also instructed the students to bring chalk to school daily.

On the basis of investigations conducted across some public schools by the Analysis reporter, it could be argued that, the need for adequate and appropriate instructional materials remain central to the success of any education system, hence, no effort should be spared in ensuring its availability, otherwise the consequences could be negative.

2.8 Staff Development

Staff development as an aspect of HRD focus on preparing of employee for future responsibilities. Erero and Olu (2005) observed that the importance of training has become more obvious given the growing complexity of the work environment, the rapid change in organizations and technological advancement which further necessitates the

need for training and development of personnel to meet the challenges. According to them training and development helps to ensure that organizational members possess the knowledge and skill they need to perform their jobs effectively.

The researcher is also of the understanding that effective performance on the part of employees is essential for the success of the organization. Such performance, to a large extent, will depend on their knowledge and skills, and confidence in originating ideas as to how best to carry out the tasks of the job. Hence, the need for staff development programmes which should aim at improving the effectiveness of individuals at work and for greater responsibilities. Similarly, Alabi (2005) observes that one of the conditions requiring staff development is low productivity. According to him an organization may provide employees with appropriate equipments, yet, productivity may fall below expected standards. The missing factor, in many cases, is the lack of adequate skills and knowledge which are acquired through training and education. The primary aims of staff development include enhancing professional competence which will also have some impact on personnel growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals and institutions abilities to achieve their aims and objectives.

According to Uyanga (2007), staff development is the process that focuses on the professional growth of teachers. The role of the school principal is to identify areas of need and to facilitate the maximum teacher participation in self-development. Based on his training and experience, a professional principal is in a better position to identify current educational problems, and the demand of the society. It is part of his duty to counsel his teachers on training needs, while motivating them to participate in training

programmes, workshops, seminars, inservice-training or on-the-job trainings. Schools should explore the training opportunities provided by the universities and colleges through part time, evening, long vocation, weekend or holiday programmes.

To further buttress the importance of training Ogbannaya (2007) stressed the following: Training exposes the principals to the new educational technologies, new values and methodologies. He asserts that regular training creates opportunities for learning new educational technologies which the principal will in turn impact to their classroom teachers, for application. According to him training sensitizes the principals and empowers them to face educational reforms and embodied in NEEDS and UBE guidelines. He also observes that training sessions create interactive forum among the principals themselves and the trainers for sharing ideas from different socio-cultural backgrounds and wealth of unique experiences. Not only that, training builds enormous confidence on the recipients, which in turn empowers the recipients to greater influence and authority in the school and the community at large. In view of the aforementioned submissions, the researcher observed that staff development programme will make principals and teachers to be more effective. Therefore, it is very necessary for the principals to organize variety of staff training and development programmes in order to enhance the efficiency of staff performance in teaching and learning process. There are variety of staff development programmes which could enhance the performance of teachers. Some of the methods are enumerated below.

2.8.1 Methods of Staff Development

It has been observed that success of any education system primarily depends on the quality of its resources. Staff development programme must therefore be put in place

for the employee to be more intellectually competent and better equipped professionally to promote organizational performance. It was in realization of the importance of staff development that various organizations remained traditionally committed to organize variety of staff development programme to improve the efficiency of organizational performance. Scholars such as Taiwo (2007), Monday (2009), Erero and Olu (2005), Olaniyan and Ojo (2008) have identified variety of staff development programmes that can enhance organizational performance. Some of these methods of staff development are stated below.

2.8.2 On the Job Training:

This is the most widely used training method. It is simple and cheaper to adopt. There are many types of on the job training. These forms of training are induction and inservice training.

2.8.3 Induction training:

Induction training is given to newly appointed staff immediately after they are employed. This type of course is highly essential for newly recruited staff for the following reasons.

- The new staff is protected from making costly mistakes.
- It makes him understand the general objectives, scope, programmes, procedure, problems, policy and structure of the organization. Induction courses are also very necessary for newly employed officers to enable them gain self confidence and perform better to meet the desired expectation. The period may vary from few days to few weeks depending on the situation.

2.8.4 In-service training

This is the type of training which an officer or staff undertakes while he is still in the employment of an establishment. It is intended to update the officers' activities at all levels.

2.8.5 Off-the-job training

This is the type of professional training given to individual before they are appointed. It is usually carried out on full time basis, in schools, colleges and even universities lasting through a specific period. It has been observed that there are three major levels of professional training in Nigeria.

Non-Degree Training

First-Degree and

Postgraduate trainings.

The Non-Degree Training is undertaken in two stages. Firstly, the two years certificate course leading to ordinary diploma and then followed by another two years Diploma course leading to Higher National Diploma. Usually a period of one or two or more years of practical field experience is required between the OND and HND.

First degree courses involves taking basic courses in social, natural and agricultural science specialization which increases knowledge, skills and competency in a specific area until graduation in the last year.

The postgraduate training is undertaken at the postgraduate level leading to award of higher degree such as Master’s Degree of Science or Doctor of Philosophy (PhD). This involves more intensive training and research in special problem area.

One of the major reasons advanced in favour of off-the-job training is based on the premise that, trainees require a certain amount of vocational or technical knowledge before entering the organization or office or being assigned specific tasks. The view is that a sort of preliminary instruction is deemed necessary in order to prevent injury to the trainee, damage to equipment or waste of materials. It also prepares the worker for the additional training he may get on the job.

Taiwo (2008) observed that, this form of training is more appropriate for imparting complex skills. It produces broadly-based training workers who can apply their skills in a variety of work settings. Equally important is the fact that the method is good for a large number of trainees and is offered at all times during the day or week and on part time and full time basis. All these advantages cannot be obtained from on the job form of training. It is a versatile worker who can perform many different tasks for the organization. It is also desirable to combine the two forms because the disadvantage of one can be compensated by the other.

The researcher also observed that even though methods of staff development vary from one organization to the other, yet, the goal of the staff development remained the same as to promote the efficiency of organizational performance. Below are also among other additional forms of staff development programmes. It includes:

2.8.6 Orientation:

This method of manpower development could be said to be an integral part of the recruitment exercise in that once an employee has been found appointable, it is expected that such an employee need to be positively oriented in line with vision and aspiration of

the organization for effective discharge of functions. It therefore follows that an employee undergoes formal and informal orientation in a place of work.

Monday, (2009) opined that while the formal orientation focuses on job specification and occupational demands placed on the employee, the informal orientation involves the social interaction that takes place in the place of work which could either boost productivity or be detrimental to it. Orientation therefore, as a method of manpower development is quite indispensable because it helps in boosting the productivity of workers which is needed for competing in the global market of the 21st century.

2.8.7 On-the-job method of manpower development

This method is basically different from the orientation method in that while orientation is at the point of entry in to the organization or a new assignment; on the job method is processes through which knowledge and experience are acquired over a period of time either formally or informally. This process according to Lawal (2006) and Idokwu (2000) involves the following:

a. **Coaching:** This is a method of on the job training and development in which a young employee is attached to a senior employee with the purpose of acquiring knowledge and experience needed for the performance of tasks.

b. **Job rotation:** This method either involves the movement for an employee from one official assignment or department to the other, in order for the employee to be acquainted with different aspects of the work process or through job enlargement – that is given additional responsibility to an employee who has been uplifted as a result of the acquisition of additional skill or knowledge.

c. **In-House Training:** This involves a formal method of on-the-job training in which skills and knowledge are acquired by employees through internally organized seminars and workshops geared towards updating the workers with new techniques or skills associated with performance of their jobs.

d. **In-Service Training:** This method involves training outside the organization or work place in higher institution of learning or vocational training centres under the responsibility of the organization or on terms that may be agreed upon between the organization and the worker.

2.8.8. Committee/Work Group Method:

This method entails manpower development through the involvement of employees in meetings, committees and work group discussion geared towards injecting inputs in form of decision making as regard solving organizational problem. This method is quite indispensable, especially in the aspect of training employees for managerial functions or heading organizational units.

2.8.9 Vestibule Training Method:

This is a method of manpower development through the acquisition of skills in a related working environment. Under this method, the trainee practises his skill with identical equipment that he uses or he is expected to use in his actual place of work. This method is most suitable for sensitive operations where maximal perfection is expected. The purpose is therefore to enable perfection at work place.

2.8.10 Apprenticeship Method:

Monday (2009) maintained that this method of manpower development involves the acquisition of skill through extensive practice for over a period of time by the trainee. This type of manpower development device could either be formal or informal. In the informal environment the trainee is attached to the trainer, and he/she is expected to pay for an agreed period of apprenticeship. In the formal environment on the other hand, an employee of an organization could be placed under apprenticeship in the organization with pay.

2.8.11 Demonstration:

Teaching by example, where the skilled worker performs the job and the unskilled closely observes so as to understand the job.

2.8.12 Formal Training:

Olaniyan and Ojo (2008) opined that a practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization it is called an in-house training. Off-house training is carried out in professionalized training areas like universities, polytechnics and professional institutes.

From the aforementioned submissions, the researcher observed that it could be apparently clear, the different methods of staff development programme is geared towards enhancing of job performance both at managerial level and in classroom practice. Hence, no effort should be spared in ensuring the proper conduct of such a programme. Thus, from the aforementioned, it could be observed that staff development

programme is an integral part of success of the whole education process and Universal Basic Education Programme could not be an exception.

2.9 Supervision of Instruction

It has been observed that supervision of instruction is a part of the pre-requisite factor to meet the minimum standard for the provisional approval for permission to establish an institution that would produce qualified non-graduate teachers or NCE teachers in Nigeria, the National Commission for Colleges of Education (NCCE) being a regulatory body has a responsibility to first and foremost conduct a resource inspection visit to ascertain the availability or otherwise of some fundamental requirements for the training of NCE teachers. According to Junaidu (2011) a team of technical committee from the National Commission for Colleges of Education has a responsibility to conduct pre-accreditation visit to ascertain the availability or otherwise of some pre-requisite physical infrastructural facilities before provisional approval for the establishment of an institution that would produce NCE graduates could be given.

It has been observed that, the Federal government set up the Ashby Commission soon after independence in 1960 which established the National Commission for Colleges of Education as a supervisory body that regulate the conduct of colleges of education in Nigeria that ensure standard is achieved and maintained. One of the recommendations of the commission was the need for the establishment of institution that would produce well qualified non-graduate teachers for the country a development that led to the establishment of the first crop of colleges of education in Nigeria.

Similarly, supervision of instruction is also another similar form of resource inspection visit being carried out in order to ensure compliance and standard is

maintained. However, it could be argued that for impact of resources on the achievement of UBE programme objectives in Nigeria to realize its goals supervision of instruction is very necessary. Therefore, it could be argued that regular supervision of instruction determines the realization of educational objectives. Therefore, all efforts should be intensified to ensure regular supervision of schools. However, it has been observed that for a supervisor to be successful in performing his duties, such a supervisor must possess a warm, sincere and humble personality. He must be approachable, instill feelings of security, belief and trust in his subordinates. He must also have confidence and the support of his superior officers and feel within himself that his authority corresponds with his responsibility. It is for this reason that a good supervisor needs to assist himself in the process of performing his supervisory functions. Such self-assistance should provide answers to the following questions:

Do I like working with people?

Do people enjoy being with me?

Do people feel comfortable and trusting enough to tell me their wishes and their problems?

Do I feel it easy to accept the truth and the reality of life?

Do I try to be considerate in my actions which affect others?

The answers to the above self-assessment questions will assist a supervisor to have a better understanding of him in relation to others.

According to Ogunsaju (2007) As the supervisor performs his supervisory functions, he should strive to assist and stimulate teachers to appraise their own competence so that they (teachers) may be able to identify the element of strength in

teaching, locate the causes of teaching problems, direct attention to and stimulate cooperative study of teaching problems and difficulties and the element of good teaching, stimulate further self-study, self-criticism and self-evaluation. In addition they should be able to provide a basis for effective teacher-supervisor cooperation for the improvement of teachers and standards of teaching efficiency as goals for teacher attainments.

Although the primary purpose of supervision has always been to improve the teaching-learning process either directly or indirectly, modern developments in education such as technological influences, increasing politicization of education, increasing costs of resources, and students' characteristics have made supervisory practices more complex. Supervision can be justified only in terms of its relationship to the teaching-learning situation. The benefit of supervision emerges only from its positive effect on teaching, and consequently learning. The basic criterion for judging the quality of supervision or providing for it is the extent to which it stimulates the educational process in a constructive direction.

Modern supervision is composed of much more than rating sheets, classroom visits and eagerness to preside at teachers meetings. It is in fact, based primarily on an attitude of continuous and mutual interaction … Modern supervision is planned supervision with numerous day-to-day responsibilities of the modern supervision, planning becomes quite essential to any effective operation. Modern supervision emphasizes planning with people rather than planning about people. The thrust of instructional supervisory behaviour is to interact with the teachers' behaviour for the purpose of improving instructional process for the benefit of the students. According to

Nwagwugwu (1990) the supervisory behaviour can achieve its desired result in the school if the following conditions are met:

- The supervisor should be more knowledgeable than the teacher in the principles of learning and its application.
- The supervisor should not be feared or seen as constituting threat.
- The supervisory focus should be on constructive analysis and the reinforcement of successful patterns.
- The supervisory focus should be based on observational evidence not on unsubstantive value judgement.
- The supervisor should have excellent cognitive attributes in order to lead the supervisory process.

Obi (2007) observed that teachers' behaviours are likely to change if supervisors do not try to be a teacher of teachers but instead help teachers become supervisors. When this happens, teachers and supervisors have common responsibility, as genuine colleagues for improving teaching and learning.

According to Peretomode (1995) Education is a social service that is provided for the general population of country enlightenment for the people. Through education skills are developed. He stressed that to be able to effectively provide education, there is need to ensure that the educational system is reliable. Reliability in terms of the educational system can only be enhanced through supervision. Musaazi (1982) has similarly submitted that, supervision is a consciously planned programme for the improvement and consolidation of instruction. While Otu and Afolayan (1989) also observed that, supervision is a service activity that exists mainly to help teachers do their job better.

From the above submissions, the researcher observed that supervision in education is refers to that phase of school administration which focuses primarily upon the achievement of the appropriate expectation of educational system. It is therefore in the light of this development that for the objectives of Universal Basic Education programme to be realized, supervision of instruction is very essential. Hence, it must be intensified.

In similar vein supervisor according Ozigi (1977) is a representative of the Ministry of Education. He keeps the Ministry informed about what happens in school and ensures maintenance of satisfactory academic standards. In consonance with above observations, Nwankwo (1981) opined that, educational supervision is a process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with teaching and learning process in the schools. However, the above observations further buttressed that the focus of any supervision is to improve the instruction, to make the school climate to be a friendly learning environment. This could probably be the more reason why many scholars viewed supervision as "a process or any activity by which an individual or group or team of individuals by means of advising and stimulating interests in teachers and pupils, help to improve teaching and learning situations in educational institutions.

Unfortunately, according to Ezekwensili (2007) there is no supervision of schools for decades. Consequently, lack of supervision of schools in the past has been the bane of failed educational policies. A system not supervised and evaluated is in dire need of

collapse. Therefore, no effort should be speared in ensuring that schools are being supervised regularly. However, it should be noted that inspite of the relevance of supervision of instruction in enhancing the realization of the goals of any education system. Schools are not being supervised regularly due to certain fundamental factors. Thus, scholars have identified some factors which militate against effective supervision of schools. Below are some of the major and notable constraints of instructional supervision in Nigeria.

2.9 Problems and Challenges of Instructional Supervision

Eferakeya and Onyene (1995) have identified some of the factors which militate against the effective inspection of education system. These according to them include the following:

2.9.1 Inadequate supply of personnel

It has been observed that many schools visited are not thoroughly assessed because the inspectors/supervisors are not qualified enough to adequately supervise most of the subjects taught in the schools. Most of the supervisors are not specialists in important areas like sciences and technical subjects. An ugly situation arises when an expert teacher is being supervised by a mediocre. Therefore there are teachers in these areas who have not been thoroughly assessed since they assumed duty.

Another related issue is that supervisors are appointed on the basis of years of working experience and not supervisory know-how. In effect even if a staff is qualified in a subject area but lacks the knowledge of effective methods of supervision there is tendency for them to adopt the traditional fault finding technique.

2.9.2 Financial Constraints

Operational funds are not available, with no provision for stationery, even old equipments are not maintained and there are no conducive office accommodations. It has been observed that due to unavailability of vehicle creates a situation where workers leave their houses for their respective schools but due to transportation difficulties they get to their schools late. On the basis of the above observations, it could be argued that if the primary objective of any education system in Nigeria is to succeed it must be adequately funded.

2.9.3 Irregular Supervision

Operational supervision is quite imperative in order to energize the school action. In most cases however, many schools are not visited on a regular basis as required. On-the-spot and follow-up supervision are hardly embarked upon due to shortage of staff as earlier mentioned. However, it should be realized that it is one thing to assign a task to a worker and it is another thing to monitor the progress of such assignments. In Nigeria teachers are given the syllabuses to use without constant checks to find out if the methodology and content are being followed. Unfortunately, when the schools are not regularly supervised, the consequences could be negative.

2.9.4 Poor Communication

Communication is the most essential tool in the supervisory relationship. It is very important that the supervisor should be versatile in the act of communicating to avoid a situation where the message can be misinterpreted. Teachers get demoralized due to poor interaction. Above all the complex nature of human behaviour demands a tactful

approach to effect understanding instead of punishment and condemnation. It could therefore be observed that ability to communicate fluently is a very important aspect in supervision of instruction. While, poor communication technique could affect the objectives of the education system in Nigeria.

2.9.5 Mediocrity

It has been noted that most supervisors are co-opted from the school system with little or no supervisory training. Some are not specialists in some subjects they are assigned to supervise, while those who are qualified are not exposed to supervisory relationship course.

2.9.6 Principals Hostility

Unfriendly attitude from teachers, their heads and principals as well affects the work of a supervisor. However, seniority in civil service is measured in terms of salary grade level rather than academic qualification. Some old principals with many years of accumulated working experience do not open up to changes especially when it is initiated by a young person. It is "You want to teach me my job" syndrome. It is therefore very important to understand that, good or poor human relationship affects the work of a supervisor and could consequently affect the objectives of the education programme in Nigeria.

2.9.7 Poor Incentive

Supervisors are dissatisfied with their job because motivating factors are lacking teachers are poorly enumerated. With no single vehicle for field operations, no toilet facilities, fans, computers, and necessary teaching-learning facilities, research efforts are

not encouraged. All these affect the work of a supervisor and could consequently affect the goals of the education system in Nigeria.

2.9.8 Bureaucratic Bottlenecks

Supervisors' reports are hardly put into use in decision making process. Supervisors' efforts are jeopardized or frustrated. Important decision which requires immediate actions are being delayed since reports submitted are swept under the carpet. The whole exercise remains a formality rather than criterion for evaluation, even when there is evidence that a principal is not managing his school well he or she still gets promoted as and when due. Reports have to go through the Minister to the Teaching Service Board then back to the Inspectorate for confirmation. This makes the supervisors toothless bulldogs.

2.9.9 Political Instability

The supervisors' duty and positions are often at the mercy of the government of the day. It has been observed that the Directorate of the Federal Inspectorate Service was formalized in 1973 but it was only in 1985 that a decree was promulgated to back it up. This decree gave legal basis for the duties of inspectors at federal, state or armed forces from primary to higher institution.

In consonance with above assertion, Ogunna (2002) has similarly observed that, at the National Council on Education (NCE) meeting held in Enugu from 3rd – 16th October (1978) some honourable commissioners expressed very strongly feeling about what they referred to as the inadequacies of the Inspectorate Service of the various ministries of education in the federation. Members of NCE felt that schools were not

being inspected often enough and that had contributed to laxity and complacency on the part of teacher, headmasters and principals. It was also the general feeling at the meeting that unless inspection of school was intensified standard may continue to deteriorate. Although the above comments were made several years ago, the problems highlighted then are still with us. Prominent among them are:

i. Shortage of manpower for inspection

ii. Lack of fund and transport

iii. Valuelessness of inspection reports

iv. Administrative burden

v. Autocratic supervisory style.

Edunam (2002) also argued that, in any Ministry of Education in Nigeria, there is an inspectorate division which has an unfettered right of access to any institution it may inspect whether private or public … stressing that in Akwa Ibom State for instance, there were about 1085 public primary schools and 241 public secondary schools. There were also more than 600 private primary and secondary schools in the state by then with less than 100 supervisors in the Ministry of Education. The situation in Akwa Ibom State is being experienced in almost all other states across the federation in the country. In the light of this development therefore, the inspectorate cannot cope to carry out regular inspection or supervision in all the schools.

From the aforementioned, the researcher argued that the need to improve and maintain the standard of education in schools informed the development of regular schools supervision and therefore should be sustained. Otherwise, unless the supervision

of schools has been intensified, educational standard may continue to deteriorate in Nigeria.

2.10 Motivational Factors

Motivation of teachers has been recognized to be very crucial for the goals of education system to be attained. It is against this background therefore, it could be justifiably argued that motivation of teachers determined their commitment and performance of their primary responsibility. It has been observed that motivation has been conceived by many psychologists as one of the most complex and essential forces that energize, direct activities and sustain behavior on learning process. It is a force which initiates, increases or reduces the effort, energy and interest of an individual level of activity. It has been widely accepted that, the stronger these desires are present in an individual, the greater will be the effort towards achieving the goals. Since motivation ensures that an individual applies himself until a task is accomplished.

According to psychologists motivation can either be intrinsic or extrinsic.

2.11 Intrinsic and Extrinsic Motivation

When a child engages in an activity for its own sake, the motivation is said to be an intrinsic motivation and when a child indulges in an activity primarily because he wants to earn a reward or for material benefits, the motivation is said to be an extrinsic motivation. The understanding and proper use of motivational techniques brings about interest, good morale, effective learning and a sense of real achievement in the classroom. Accordingly, Otu and Afolayan (1989) also observed that, administrators who are successful in motivating employees are those who often provide an environment in which

proper incentives are available for satisfying the needs of individual members. These incentives include salary benefits … motives and needs are the underlying reasons for behaviour.

In consonance with above assertion, Ojedele (2000), has similarly observed that, motivation is the driving force that energises a worker to show more commitment to work and to improve his productivity. This is in form of incentives such as increased salary, transport and recreational facilities, free medical services, regular and prompt payment of salaries and provision of all necessary school facilities which will reduce frequent industrial strike actions.

In the light of the aforementioned submissions, it could be observed that motivation is an important component of success in any education system. Hence, no effort should be spared in ensuring that both teachers and students are being motivated. In similar observations Arikewuyo (2000) reported that, for any UPE to succeed in Nigeria, consideration must be given to the issue of the physical facilities, funding … and teachers motivation. Unfortunately, teachers have to embark on an industrial action to press home their demands before some of their demands can be addressed. According to him, adequate attention has not been given to teachers' welfare in Nigeria. This is therefore an area that must be given enough priority if the objectives of Universal Basic Education programme in Nigeria are to be achieved.

According to Eke (2000), motivation of teachers includes: Regular payment of teachers salary and other entitlements; Payment of retirement benefits; Protection from local political victimization; Encouraging job satisfaction for the teachers by teachers welfare packages. According to him, teachers should not be treated as if they are less

important than other civil servants. From the above submissions it could be observed that teachers need to be motivated in order to enhance their performance.

According to Fagbamiye (1981) in Ojo (1997) poor motivation of teachers emanating from depressed condition of service and poor rewards as the most delimitating inadequacies of the Nigerian educational system. Similarly, Fashoyin (1986) in Ojo (1991) also observed that between September 1981 and June 1982 teachers in about 15 of the 19 states of the federation embarked on strike actions for periods ranging from two weeks to three months for non-payment of their salaries and by 1983 there were cases when such actions lasted for up to six months. According to him, the Imo State government in July 1983, sacked all primary and secondary school teachers, closed down schools and sent pupils home after granting them automatic promotion without examinations. He stressed that the Imo State Government rescinded its decision only after series of parents' demonstrations and public appeals. Therefore, unless teachers are motivated to be more committed and dedicated towards their primary responsibility they cannot effectively carry out their primary responsibility of teaching.

Accordingly, Abraham Maslow (1970) maintained that human beings have several needs operating simultaneously and these needs energize a human being to action. Maslow argued that, human needs are arranged hierarchically in the following order of importance. According to him, firstly, physiological needs (food, water, air, shelter and sleep) these needs are the basic and most important of all. Failure to satisfy these needs causes discomfort, anxiety and most of the individual thought, feelings and behaviour will naturally be on how to achieve these needs.

The second is the safety need which arises only when the first has been achieved or no longer dominant. These needs include job security, protection from danger, illness, economic disaster and protection from threat.

The third is the social need which includes the need for love and association, belonging, friendship and approval from peers, the need to belong to groups and be loved and be acceptable by the group members.

The fourth is the esteem need, that is the need for self-esteem (self-confidence, achievement, acknowledgement, and independence, self-respect and status), the need for approval, prestige and recognition of one's work.

The fifth stage is the self-actualization needs. Maslow argued that, this is the need behind the drive … to become everything one is capable of becoming, the need to have control over almost everything that can be controlled. According to Ngu (2010) the individual wants his influence to be felt everywhere. An individual is pre-occupied with the desire to control the environment both physically and socially. Maslow argued that, these hierarchies of needs are universal to all persons and it is only when a person has satisfied or partially fulfilled the lower needs physiological, safety and social needs the highest needs of self-esteem and self-actualization become strong and active.

From the Maslow hierarchy of needs, it can be observed that children are motivated when their deficiency needs are provided for or met. The physiological needs of children are sometimes hungry and thirsty. Therefore, time should be allowed for them to eat and drink water preferably during break and learning should take place in a ventilated classroom as can be observed in many schools. In the safety needs, the classroom should be safe from any danger and the learning environment should be kept

clean and free from any hazard. The social needs (belongingness and love) the teacher needs to bear in mind that, the children in his class are his "biological children". Hence he should show interest in them and always help them to feel that they are the members of his class and always try to address them by their names instead of using personal works like "you" "hi" and when the child is not seen in the class, the teacher should find out the cause. Let the children understand that you care for them and handle their problems promptly. In the Esteem needs, teacher should ensure that appointment of class monitors, school prefects and other appointments be based on merits. Then the self-actualization as mentioned earlier these needs are in hierarchical sequences and its only when the lower needs are satisfied then the next needs in the hierarchy will emerge or become stronger and active. Therefore, it could be logically argued that, the need for motivation of teachers was informed by the desire to achieve the goals of the education system.

Therefore, the task before any education system is to design, plan, and organize the education scheme in such a way that will stimulate, arouse and energize both staff and students towards achieving the goals of the education system through creating of the appropriate conducive climate for meaningful teaching and learning process that will ensure success.

2.12 Allocation of required time resources for the realization of Universal Basic Education (UBE) Programme in Nigeria

An advocate of scientific school of management thought, Fredrick Taylor (1956-1917) has contributed tremendously towards the development of management aspect. He however, undertook an experiment known as time and motion study in order to attain efficiency and increase productivity with ultimate goal of profit maximization.

According to Ngu (2010) Fred Taylors time and motion study has provided the basis for establishing the methods and standards for job performance, staff development, supervision, job evaluation and compensation. Hence, achieving of Universal Basic Education (UBE) programme cannot be an exception. Thus, it could be observed that meaningful application of Taylor's finding of time and motion study could yield a very good educational output. Therefore, time could be used as a tool to determine the achievement of Universal Basic Education (UBE) programme in Nigeria.

Henri Fayol (1841-1925) has similarly observed that management is a universal phenomenon in all human endeavours in the public, private or domestic affairs. Consequently, Henri Fayol has also identified the concept of management with 5 basic (element) functions namely: planning, organizing, directing (commanding), coordinating and controlling. However, it could be observed that time factor is central and an integral part for the proper functioning of each of the basic elements of management to a certain extent.

The researcher observed that, the process of planning involves making arrangement for the future. Thus, the planning process deals with thinking of how to utilize not only human and material resources but also time factor. Similarly, planning seems to be a kind of time table of action to be performed in future time. Consequently, Universal Basic Education (UBE) programme comprises of different components, and each component has a specified period of time expected to be completed. However, the whole process of Universal Basic Education (UBE) programme has been designed to be in a form of time-table for the realization and actualization of Universal Basic Education programme in Nigeria.

The researcher also observed that, the process of organizing involves assigning of different people to different functions on the basis of their ability, qualification and interest. Time factor has to be taken in to consideration for the various activities to be performed in the school. Similarly, the process of directing involves guiding, advising, reminding of what to be done, how and when to carry out certain responsibilities. For instance, some teachers need to be guided that the art of teaching and learning of some topics in Agricultural Science subject could be more appropriate during the raining season. Coordination occurs when the numerous activities are planned, organized, directed before coordinating. However, appropriate time management is required in the process of coordination.

While the process of controlling could be observed to be in a different form for instance, since administrators are given the responsibility to ensure certain things are properly done, they need to have authority to control the activities through which these things are being done. The researcher opined that in a school situation, it is through periodic assessment of how well teaching and learning process is being carried out, that determine if teaching and learning process is going on according to plan. This aspect of controlling is known as evaluation. Thus, according to Out and Afolayan (1989) evaluation and controlling are closely related activities. Stressing that the curriculum or syllabus controls instructional programme; rules and regulations controls behaviour; certificates and testimonials controls academic standards. This means of control is very necessary so that the school principal will be able to ascertain how school goal is being reached or identify factors which may hinder goal attainment.

Consequently, the researcher observed that, the whole process of any education programme from the primary to university level must be planned and such a planning depends entirely on the proper and meaningful utilization of time factor. Thus, it could be observed that time management serves as a tool that guides and directs the behaviours and activities of both staff and students towards their academic performance for the realization of the objectives of education programme and Universal Basic Education (UBE) programme in particular.

2.13 To create awareness to the members of the community (public) for the realization of Universal Basic Education Programme Objectives in Nigeria

A community according to Musaazi (1982) is a group of people living on the same place, with common values and history, bound together by multiple economic, social, religious and kinship ties. Stressing that with the emergence of new modes of life, towns and cities in Nigeria, a modified form of this residential community has appeared. According to him, we now speak of an "adopted" community, where a group of people live in the same place and share some common interests, but do not necessarily have strong historical links or local ties. The school on the other hand, is a planned social institution which acts as an instrument of society for teaching the young ones.

Therefore, the significance of creating awareness among the members of the public cannot be overstressed in view of the factors militating against educational development in some geographical locations in Nigeria. This according to Umar Waziri (1998) Western education which was introduced in Nigeria alongside the religion of Christianity was viewed with considerable suspicion as an instrument for the systematic and gradual conversation of the people from the area to Christianity. Musaazi (9182) has

similarly observed that, the public holds certain convictions about schools. Stressing that when the word school is pronounced, it conjures up a particular mental image.

Consequently, creating awareness and mobilization of the members of the local community becomes very necessary. Thus, creating awareness and social mobilization among the members of the public has implication to access, retention and completion of Universal Basic Education programme in Nigeria. Therefore, the researcher is of the understanding that, for Universal Basic Education programme in Nigeria to be achieved, public enlightenment and social mobilization among the members of the public is vey fundamental. Hence, unless the members of the pubic are enlightened and mobilized, achieving of Universal Basic Education (UBE) programmes objectives could be very difficult. Perhaps, it is against this background that since 2000 the Federal Government appointed a committee in charge of public enlightenment and social mobilization with mandate to address the issue of public enlightenment and social mobilization with a view to creating awareness among the people about the objectives of the Universal Basic Education (UBE) Scheme. The appointed committee recommended that there was the need for clarity and certainty about the scope and focus of UBE scheme, particularly now that the scope has been extended beyond the primary school and expanded to include junior secondary school and adult education.

The set up committee also observed that there was dearth of information as to the extent and scope of the UBE Scheme. The group stressed that there should be proper definition of free and compulsory so that the body concerned with the mobilization of the people would know the message to pass across. The stages of the implementation of the scheme should also be spelt out by the government. On the issue of timeframe and focus

of the public enlightenment and social mobilization of the citizenry, the group agreed that the social mobilization would be a continuous exercise and it should be intensified as soon as the programme takes off. The set up committee was of the opinion that the public enlightenment and social mobilization would be effective through massive Information, Education and Communication (IEC) through the use of the media and alternative media, local languages, non-verbal communications and school based approaches. However, the committee recommends that the approach should be flexible and designed in such a way that pupils like the hawkers, nomads, farmers should be taught according to their work rhythms.

Consequently, the appointed committee also recommended that the first step should be the launching of the programme at the state, local government and ward levels. The next step was the identification of the various target groups, the parents, children, community leaders, opinion leaders, farmers, nomads, fishermen, credible Non-Governmental Organizations, Community Based Organizations and the media. The set up committee recommended that the policy makers should be involved in the public enlightenment programme. It also recommended that the strategies to be employed should take into consideration the disparities and the peculiarities, norms, customs, and behavioural patterns of the different parts of the country. The committee stressed that, there should be a different strategy for mobilizing educationally disadvantaged groups, to let them know the relevance of the UBE to their existence and livelihood. However, the following strategies were also recommended:

i. Use of community based organisations, because of their closeness to the grassroots.

ii. Traditional institutions and traditional rulers should be involved because of their influence on the subjects.

iii. The various religious Quranic schools should be targeted.

iv. Formal and non-formal approach should also be adopted.

2.14 Community Participation and Involvement in Education or Collaboration between the School and the Local Community for the Realization of Educational Objectives

The community consists of a group of people living together in a social and geographical setting who are bound by cultural, needs, values and aspirations and who live in a chosen geographical location. The community can be a small and relatively underdeveloped or a big and densely populated settlement area. In either way FGN (1993) uphold that there is the need for the administration to establish a good basis for happy school community relations dealing with matters that affect the school and the members of the public in which the school is located.

Hamza, Jega and Aliyu (2009) observed that the community in an attempt to develop economically, politically, socially and so on has a responsibility to train and educate their children in an educational institution called a school. The school is a social institution deliberately established in a particular community. Thus, the school has a responsibility to teach the young ones in such a way that they grow up to become useful members of the community who would participate in the development of such a community. According to Hamza et al (2009) a school is part of the community in general and parents in particular have interest in the school because it provides education for their children. Hence, the school needs to be in close relation with community because of the moral, financial and material support, which community gives to the

school. Thus, the community's participation in school affairs makes the relationship between school and community more cordial and meaningful. Therefore, both the school and community regard each other as partners in progress.

The researcher observed that the community supplies the school with its most vital human input in terms of the learners (pupils or students) without which the school cannot operate. The teaching and non-teaching staffs are also recruited from the community. Since educational institutions cannot exist in isolation but are rather located in a particular community, therefore, a cordial relationship between the school and the community become very necessary and urgent so as to work together towards achieving of educational objectives. Accordingly Ojibara, Lawal and Olubukoila (2013) observed that school-community relation is an important aspect of school administration that deals with the deliberate and sustained effort to establish and maintain mutual understanding between the school and the community. It is a purposeful effort to establish a good rapport between the school and the community in order to achieve educational goals.

From the above observations, the researcher observed that school and community relationship to be a kind of two way interaction of give and take between the school and the community. Whereby the school receives its inputs in form of students, funds, teaching and non-teaching staff, educational objectives, land facilities, curriculum etc. from the community. Consequently these inputs are processed in to outputs from the school through teaching, assignments, research etc. The output could be in form of graduants, trained, productive individuals, disciplined etc. being sent back to serve the community in various capacity. Hence the need for mutual understanding and good cordial relationship between the school and the community, otherwise the consequences

on the achievement of Universal Basic Education (UBE) programmes objectives in Nigeria could be negative.

Basically, however, the community participation and involvement in education in Nigeria will never be complete unless it is link with past historical antecedents of the former regional governments. Thus, according to Oguche (2002) Nigerian government got involved in the management of education from the time of Authur Richard's Constitution of 1964 which created regional governments. Therefore, in 1951 John McPherson Constitution permitted each region to appropriate and use funds for education in their respective regions. Consequently, education became the responsibility of each regional government. By 1952 three major political parties had been formed.

With creation of regional government 1950's each region began to establish more number of schools, make its own educational policies, finance its own education programmes. Therefore, each region tried to use education as a hook to gain popularity among electorate by creating several changes in administration involvement and financing of education. However, prior to the creation of regional administration in Nigeria, various communities participated actively in the education of their community.

According to Musaazi (1986) education, particularly in the south has been perceived more and more as a scarce vital commodity. Its impact on individual increased and its role in the awakening of ethnic identification also increased. Consequently, education seriously contributed to the creation of such unions as the Ibibio Welfare Union, (later to be called Ibibio State Union) founded in Ikot Ekpene in 1928, the Urhobo Brotherly Society (later Urhobo Progress Union) set up in Warri in 1931, the Igbo Union (later to be known as Federal Union and much later Igbo State Union) founded in Lagos

in 1936. The Yoruba Language Society was established in 1942 and the Pan Yoruba Egbe Omo Oduduwa was formed in 1948. Musaazi (1986) stressed that these unions not only built schools of their own, but they also contributed money collectively to send their children to other schools and colleges. The researcher observed that perhaps this could be argued to be the beginning of community participation and involvement in education in Nigeria. Hence, it should be maintained in the Universal Basic Education (UBE) Programme in Nigeria for the realization of its objectives.

2.15 Funding

It has been observed that adequate funding of education system has been recognized to be a pre-requisite factor for the goals of any education system to be attained. Therefore, the researcher observed that for any education system to function effectively, sufficient money is required for the payment of teaching and non-teaching staff monthly salaries and allowances, construction of physical infrastructure, purchase of equipments, materials and other teaching and learning facilities. Consequently, the researcher could also justifiably argued that adequate funding determines the achievement of the objectives of any education programme in Nigeria and the achievement of UBE programme objectives in particular.

Funding of education in Nigeria according to Adesina (1982) started with the missionaries who were the pioneers of western education in Nigeria. According to Fafunwa (1974) this was done through gifts from their home missions, friends, and later from the local contribution. According to him "between 1870 and 1876 the colonial government in Lagos made spasmodic attempts to assist some of the missions in their educational work. The sum of 300 pounds was shared equally among the three missions

and in 1887 the grant was raised to 600 pounds per year". According to historical antecedents since the foundation of the first primary school in Nigeria in 1842 different models for the administration and funding of primary education has been used from one part of the country to the whole part of the country. Unfortunately, most of the models used have not only failed to achieve the desired results but have also created sets of new problems, inspite of the enormous resources put in place.

As Hamza (1998) in Olagboye (1998) aptly sums of the situation, "primary education suffered from both "insufficient funding and inefficient management" given the federal government great concern. According to him, the condition of primary education in the country worsened with passing years following the introduction of the UPE 1976 … between 1979 – 1983 various committees set up by the governments to rescue the education system in the country failed to produce a permanent solution to the problem. Olagboye (1998) observed that consequent upon increasing problems of primary education in the country the National Council on Education at its 31st meeting in October 1986 in Sokoto expressed deep concern about deteriorating condition of primary education led to setting up of a 7-man committee under the chairmanship of Yahaya Hamza, the then Permanent Secretary of the Federal Ministry of Education. The committee was mandated to examine the management and funding of primary education in the country and to recommend the way forward.

Therefore, the committee recommended that the federal government would fund 65% of the total salaries of all teaching and non teaching staff of public primary schools while the states and local governments were to contribute the balance of 35%. To actualize the funding of primary education in the country the federal government

promulgated the National Primary Education Decree No. 31 of 1988. The Decree established the National Primary education fund to be deducted directly from the federal government share of federation accounts. The Decree No. 31 of 1988 also provided for the establishment of Primary School Management Board (PSMB) for each state, local government education authority in each Local Government Area (L.G.E.A.) District Education Committee (DEC) in each district and village education committee (VEC) for each village.

The researcher observed that with change in the management and funding structure, the condition and position of the primary education in the country started to change as there were regular and prompt payment of teachers salaries and allowances, renovation of dilapidated schools structures, and constructions of new school buildings where necessary. Unfortunately, according to the report of the Committee the commission last only for a short time as in 1991 barely 2 years later it was dissolved. In 1991 budget speech the heads of states announced the scrapping of the NPEC, PSMB, L.G.E.A, DEC, and VEC arrangement and was henceforth transferred to the local government councils to take over "full responsibility" of primary education in their respective jurisdictions. For the management, funding and development of primary education with legal backing by promulgation of the Local Government Education Area Decree No 3 of 1991.

Thus, the functions of the NPEC, PSMBS were rolled in to one and vested in the new Local Government Education Areas. It has been observed that this development was severely criticized and challenged in many quarters. The criticisms were soon justified as barely 5 months after the takeoff of the L.G.E.A. system numerous shortcomings of the

past had returned: delayed in salaries and allowances for teachers, diversion of primary education fund to other purposes, etc.

It was against this background that the federal government reinstated NPEC with the promulgation of Decree No 96 of 1993 with a fresh mandate to carry out its functions and all its former structures at states and L.G.E.As retained. Decree No. 96 of 1993 established a funding arrangement whereby the federal government finances the running cost of NPEC, provision of new infrastructure, instructional materials as well as rehabilitation and renovation of classroom buildings while the state governments pay the running cost of SPEBS at 15% of the total enrolments of the teaching and non-teaching staff of the L.G.E.As within their jurisdictions and the contribution of the Local Government is on payment of salaries and allowances of their teaching and non-teaching staff including the running cost of schools and the L.G.E.A secretariat (Olagboye, 1998).

The rearcher observed that the need for all these historical antecedents of the UPE Schemes of the various committees was informed by the desire to learn from what happened in the past towards achieving the goals of primary education. Therefore, it could be argued that government remains traditionally committed to the goals of providing free Universal Primary Education (UPE) Schemes in the country.

According to proposed implementation blueprint for the UBE Scheme the funding arrangement has been designed to be:

Teachers Training

i. Primary school – Federal and State Governments

ii. Junior Secondary Schools – Federal and State Governments

iii. Adult Literacy – Federal, State and Local Governments

iv. Nomadic Education – Federal Government

Teachers Recruitment and Remuneration

i. Primary schools – Local Governments

ii. Junior Secondary Schools – Federal and State Government

iii. Adult literacy - Federal, State and Local Governments

iv. Nomadic Education – Federal Government

Infrastructural Provisions (classrooms and learning centres)

i. Primary schools – Federal Government (75%) State Govts. (25%)

ii. Junior secondary schools – Fed. Govt. (25%) State Govts. (75%)

iii. Adult literacy – Fed (25%) State (50%) Local (25%)

iv. Nomadic Education – Fed. Govt. (100%)

Instructional and Learning Materials

i. Primary schools – Fed. Govt. (100%)

ii. Junior secondary school – Feb. Govt (50%) State Govt. (50%)

iii. Adult literacy - Fed (25%) State (50%) local (25%)

iv. Nomadic education – Fed. Govt. (80%) State Govt (20%).

Unfortunately, according to Hamza (2000) it is no longer news that budgetary allocations to the education sector has continued to decrease more so at the primary level and yet enrolment continues to increase. He stressed that this has no doubt contributed to the serious decline in quality and efficiency in our public schools, adding to what Professor Segun Adesina observed in his book Education Management to be the phenomenon of growth without development … This growth without development

syndrome, has led to the collapse of education in many states of this country to the extent that many children are only going through school but school is not going through them.

Similarly, Kera (2009) observed that most of our public schools are dilapidated, ill-equipped and not conducive for teaching and learning. According to her, majority of the Senior Day Secondary Schools do not have laboratories some not even one. She wondered that how can such students compete with their counterparts in federal, private and unity schools? According to her, this disparity is as a result of poor funding. Asake (2008) has similarly observed that in Nigeria and many developing countries of the world … there is always shortage of fund for the educational system at all levels, resulting in acute resource constraints. This in the opinion of Olagboye (2004) hinders and often stalls effective plan implementation even the abandonment of educational projects.

In the light of the aforementioned observations, the researcher opined that for any education system to function effectively, adequate allocation of financial resources determined its success. Hence, Universal Basic Education Programme cannot be an exception. The researcher therefore strongly observed that any failure to fund any education system adequately, the consequences could be negative.

In consonance with above assertion, Onuoha (2008), argued that, the way education is funded in Nigeria demands urgent attention if desired quality of education would be achieved. According to Habibu (2000) financing of education could be seen as a process of allocating resources for the purpose of running the affairs of schools in order to attain the goals for which they were set, while Kera (2009) observed that, finance is the heart of any education system and U.B.E. programme in particular. Edem (1987) submitted that if educational goals are to be achieved, there must be adequate financial

support. Musaazi (1982) has similarly observed that, for school to function effectively, they need sufficient money which will be used in buying textbooks, payment of teachers salaries, construction of new buildings, purchase and maintenance of equipment that will enable the schools to function effectively. Bassey (2002) also reported that, one of the key resources required by every organization or institution for effective performance is finance.

On the basis of aforementioned submissions, it is becoming more glaringly clear that, adequate funding of education programme determined the extent to which the education programme could succeed or otherwise. Hence, no effort should be spared to ensure adequate funding of education system in Nigeria.

According to Olagboye (1998) when education is viewed as an industry with an input – process – output continuum, educational objectives, pupils, teachers, curriculum, textbooks, classrooms, teaching aids equipments, and so on, are seen as the raw materials, so to say. Money is needed to procure some of these raw materials or resource inputs on a continuing basis, apart from the fact that all teaching as well as non-teaching staff have to be paid salaries and allowances from month to month. If the system is to function smoothly and optimally therefore, it must be well financed ….

Famade (2002) has similarly argued that, adequate financing is essential for the success of any programme. According to him, it is the bedrock of any development. consequently, with proper and adequate financing, government would be able to plan and execute worthwhile educational projects, provide facilities for teaching and learning, expand existing facilities, infrastructure and provide enhanced condition of service for the teaching and non-teaching staff respectively.

However, the researcher observed that the focus should not be centred on adequate financing of education only but the appropriateness of financing aspect is more important. In other words, it is not the adequate financing of education only that matters but the prudent management aspect of financing education is very important and of great concern to the study for the realization of the achievement of UBE programme objectives in Nigeria.

2.16 Empirical Studies on the Assessment of the Achievement of UBE Programme Objectives in Nigeria

Usman (2006) carried out a study titled "The Need for Instructional Media Facilities and Maintenance Culture to Enhance FCT/UBE Programme in Nigeria". Findings of the study revealed that required teaching and learning facilities were not provided in vocational and technical schools and primary schools were not provided with basic tools.

Findings of the study is related with finding of Ibrahim (2001) who argued that there exist virtually in every facet of Nigerians educational system an acute, even embarrassing, shortage of teaching resources and facilities. According to him where the teaching resources were found to be available, such facilities are of exceptionally low quality.

The findings of his study is relevant to this present study because it highlighted the significant role of instructional media facilities and the need to imbibe the culture of maintenance and repairs respectively. In spite of the government commitment as provided in the National Policy on Education (NPE) that anchors provision and utilization of facilities in the basic education system in Nigeria. The study discovered that

many technical and vocational institutions have no instructional materials in their schools while the primary schools were not provided with basic tools which could enhance the preparation for trades and crafts in the localities. Indeed schools were not properly equipped in order to promote sound and effective teaching and learning besides that suitable audio-visual aids, textbooks, libraries and equipment are not adequately provided. Conclusion and recommendations were offered.

However, the study failed to consider other important factors that could be used to enhance instructional media facilities and maintenance culture of UBE programme in Nigeria to achieve its objectives. These include required provision of infrastructural facilities, motivational factors, and adequate funding.

Similarly, Abdulkarim (2010) carried out a study titled "An assessment of facilities of teaching practical Geography in Senior Secondary Schools in Zaria Educational Zone". Data was collected and analysed. Findings of her study revealed that provision of Geography teaching facilities is grossly inadequate and the physical conditions under which practical lessons are being conducted is not conducive for teaching and learning. Findings of the study corroborate with findings of Ugoata (2003) who also confirmed that in recent past, the FGN/ UNICEF carried out an investigation in respect of availability or otherwise of instructional material resources across the primary schools and summary of their finding show that 77% of the pupils lack textbooks, 47% of the school furniture was inadequate for the use of pupils, 38% of the classrooms have no ceiling and 36% of the pupils have no writing materials. According to their findings, the situation was worst for the pupils in the rural environment compared to the schools in the urban areas.

Findings of his study is relevant to this study as it assessed the provision and availability of facilities used in teaching practical geography from fourteen Senior Secondary Schools in Zaria Education Zone. A list of recommended laboratory equipment for geography compiled by the Association of Nigerian Geographers was used in identifying and assessing facilities in the laboratories, thus geography teachers and principals of the sampled schools administered the questionnaires to elicit clarifications on the management and utilization of the practical equipment. Findings of the study indicate that the state of geography facilities and the physical conditions under which practical lessons are being conducted is not ideal. Provision of geography laboratory facilities was grossly inadequate and condition under which the lesson is being conducted is not ideal for any meaningful and learning process. Indeed deficiency of teaching facilities has been one of their biggest challenges in practical lessons. Conventional classrooms are used instead of laboratories with wrong teacher-student space for instructors and appropriate desks and bench dimension as part of the major and notable challenges discovered in sampled secondary schools assessed. Conclusions and recommendations were made.

Its rather a pity that the study failed for recognize that for teaching of practical geography to secondary schools in Nigeria to succeed, provision of appropriate number of qualified teachers is very fundamental and motivation of teachers and students also enhance teaching and learning process of not only practical geography but also other subjects taught.

Additionally, Babatunde (2004) also carried out a study titled “Human Resource Development and Effective Instruction in Primary and Secondary Education in Nigeria”.

Data used for the study was obtained through the administration of questionnaire. Findings of the study revealed that there is higher relationship between teachers' quality, effective methodology and learning outcomes; where the quality of teachers is low, the output will be low. Findings of the study are related with the findings of Fasasi (2002) who According to finding of his study observed that teachers are the greatest and most important vital aspect of educational inputs. Stressing that the quality of teachers determine the quality of students. Bishop (1989) has similarly confirmed that the quality of input in to training programme will determine the outputs.

The study becomes relevant to this study as it examined whether any relationship exists between Human Resource Development and effective performance of teachers in primary and secondary schools in Nigeria. The study observed that human resource development is a pre-requisite factor for the realization of national objectives. According to the study the development of human skills is a very vital instrument and fundamental factor for any national development as outlined in the section 9:57 (1981) National Policy on Education revised.

The study also identified varying constraints militating against achieving the goals of human resource development programme in Nigeria. These could be in form of teacher quality and adequacy. According to the analysis of the study, unqualified teachers could at best be warning the class and keeping the class busy doing nothing. Other identified constraints of human resource development also include, overcrowded classroom atmosphere resulting to high pupils and teacher ratio in most schools leading to unfavourable atmosphere for conducive teaching and learning environment. Other

constraints also include gender streamlining, unfavourable attitudinal disposition and poor condition of service among the major constraints.

It was in the light of the above constraints the study recommends the need to address the aforementioned constraints militating against achieving the goals of human resource development. The study further recommends the need to sustain and improve the process of human resource development programme in Nigeria. The study identifies the quality of human resource as the only single major pre-requisite for effective performance of teachers in primary and secondary school education in Nigeria. It also identifies some of the observed constraints militating against achieving the goals of human resource development.

However, the study failed to take the cognizance of the important role played by the provision of adequate funding and motivation among very important resources that determine effective performance of teachers in primary and secondary school education system.

2.17 Summary

It has been established that education is the answer to ignorance, the gateway to future and the key to national development.

Accordingly, the Universal Basic Education system has been observed to be a channel through which appropriate knowledge and skills for socio-economic development could be acquired and of course primary education remains its very foundation. Ogunlade (2002) described “primary education as the basic foundation upon which other levels of the education system could be appropriately established”. Perhaps the growing concern about Universal Basic Education (UBE) system in Nigeria was

borne out of conviction that success of the subsequent education systems primarily depends on its good foundation. This, according to Hamza (2000) 'Nobody builds a solid house without a proper foundation". It is in consonance with the above assertion that Arikewuyo (2003) argued that "primary education is the key to the success or failure of the whole education system".

Consequently, it is in realization of the importance of Universal Basic Education (UBE) system that, both previous and present administration in Nigeria remained traditionally committed to the goals of achieving quality education of Universal Basic Education (UBE) System. Thus according to Arikewuyo (2003), concerted efforts were made and huge sum of money was spent to launch the schemes in 1955, 1957, 1976 and 1999 respectively. Unfortunately, no sooner had the launching took place a lot of management problems challenging the attainment of Universal Basic Education (UBE) goals begun to manifest themselves in the scheme. Consequently, government was left with no option but, to search for solution to the problem. However, the various committees set up to address the management challenges facing the scheme failed to provide a permanent solution to the problem.

Thus, collapse of the Universal Primary Education (UPE) Scheme led to the launching of the current Universal Basic Education (UBE) programme on 30th September 1999 at Sokoto. In his opening address, the then President Aremu Olusegun Obasanjo stressed that the UBE Scheme was put in place to improve on the limitations and shortcomings of the Universal Primary Education (UPE) system in Nigeria.

The Universal Basic Education (UBE) programme is meant to provide basic education for every Nigerian child of school going age. The scheme is for 9 years

duration covering the pre-primary, primary and junior secondary education respectively. Adult literacy programme and nomadic education has also been included in the UBE programme. However, in this study an attempt has been made to access the provision and utilization of some resources for the actualization and realization of UBE programme's objectives in Nigeria.

According to FGN/1999/M.O.E. proposed implementation blue print for the Universal Basic Education (UBE) Scheme, the goals of the UBE Scheme are to universalize access to basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time. The specific objectives of the scheme are to:

1. develop in the entire citizenry a strong consciousness for education and a strong commitment for its vigorous promotion.
2. provide free, universal and compulsory basic education for every Nigerian child of school going age.
3. reduce drastically dropout rate from the former school system through improved relevance and efficiency.
4. cater for drop out and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.
5. ensures the acquisition of the appropriate levels of literacy, numeracy manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for lifelong learning.

There are three components of the UBE Scheme namely:

i. Formal basic education encompassing the first nine years of schooling (primary and junior secondary school education) for all children.

ii. Nomadic education for school age children of pastoral nomads and migrant fishermen.

iii. literacy and non-formal education for out of school children, youth illiterate adults.

From the literature reviewed, the researcher has been convinced that for Universal Basic Education (UBE) programme in Nigeria to succeed will entirely depends on adequate provision and proper utilization of several resources namely: teachers quality, teachers quantity, infrastructural facilities, instructional materials, staff development, supervision, motivational factors, adequate funding of the programme. Community participation and involvement, creating of awareness/public mobilization and provision of required time resources has been observed by the researcher to be among the major and fundamental resources that needs to be adequately provided and be properly utilized for the realization of Universal Basic Education (UBE) programme in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses research methodology and procedure for collecting data. It presents research design, the population, the sample and sampling techniques, the instrumentation, administration of the instrument. Pilot study, the content validity; reliability and method of data analysis are also included.

3.2 Research Design

The design for this study is a survey research. It has been observed that one of the basic considerations that will inform the choice of a particular design one should use is the purpose of the study. Ngu (2005) observes that a survey research is a systematic collection of data from a given population or samples of population through interviews or questionnaire. He stressed that, survey research deals with studies of fractions or parts of large or widely spread group of people. It is a sample survey if the fraction under close examination or study is deemed to be a representative of the total population and for general consideration. Osuala (1987) has similarly observed that by using survey approach the researcher could appropriately study representative samples, make inferences and generalization. It is against this background that the researcher used a survey research design in carrying out this study.

3.3 Population

According to data collected from UBEC and SUBEBs across the states, population for the study consist of 540 SUBEB Management Staff, 774 L.G.E.A.,

Education Secretaries, 58,217 head teachers 7,243 J.S.S. principals, 479,515 primary school teachers and 650,186 junior secondary school teachers as parent population for the study. Basically, however, it has been observed that each State Universal Basic Education Board has a composition of Executive Chairman, Secretary, Permanent Board Members (usually four in number) and Directors (while some states have eight Directors, others have ten or more number of Directors). These could include Director, Personnel Management, Inspectorate Services/Monitoring and Evaluation/quality assurance, planning, research and statistics, primary schools, social mobilization, finance and supply, junior secondary schools. Therefore, each SUBEB has at least fifteen management staff. Thus, a total of 180 SUBEB Management Staff served as a parent population for the study. Source: (Universal Basic Education Commission (UBEC) National Teachers Institute (NTI) Kaduna and State Universal Basic Education Boards. Details of the data can be seen in appendices XII-XXV.

3.4 Sample and Sampling Procedure

Since the target population is very large comprising the six geopolitical zones across the states, the researcher was compelled to focus on appropriate size for the sample study. In selecting the sample size submission made by Aderounmu (1985) was used where he said a sample of thirty percent (30%) of the total population is adequate for any statistical analysis and conclusion. It was against this background that, twelve (12) states were randomly selected out of thirty six states, where two states from each geopolitical zone served as a sample size for the study. Aderoumu (1985) has similarly recommended that random selection is appropriate because of its objectivity in obtaining a sample size for a study. Thus, names of states in each geopolitical zones were written

on pieces of paper, rolled in a paper ball, mixed and kept in a bag and then randomly required number of two sample states were drawn from each geopolitical zone. For more details, see appendices XXII-XXV.

In the same vein, to determine the sample size or number of the respondents for the study, Alreak and Settle (1995) recommended the use of 10% of the parent population to be sufficient for any statistical analysis and conclusion. Thus, the sampling technique of 10% was used to determine the number of 24 SUBEB Management Staff, 26 L.G.E.A. Education Secretaries, and 294 J.S.S Principals for the study. While Roscoe (1975) sampling procedure was used to determine the appropriate sample size of 360 primary school head teachers, 600 primary school teachers and 600 junior secondary school teachers. In a more specific term Roscoe (1975) recommends that, a sample size larger than 30 and less than 500 are appropriate for most researches and if the samples are to be broken in to sub-samples and groups, a minimum sample size of 30 in each category should be fixed.

Therefore, it was against this background that a sample size of 50 primary school teachers, 50 junior secondary school teachers and 30 primary school head teachers were used in each state to determine the number of respondents and the sample size for the study.

Source: *Roscoe, J (1975) Sampling Decisions: Some issues, Google search engine. Retrieved on 13/o6/2013. While Alreak and Settle 1995 Determining Sufficiency of the Sample size, a survey research handbook 2nd edition, Chicago Invin.*

Table 3.1: The Six Geopolitical Zones, Population and Sample States, SUBEB Management Staff, L.G.E.A. Education Secretaries, Primary School Head teachers, Primary School Teachers, Principals and Teachers of Junior Secondary Schools used for the Study

Geopolitical Zones	States of Geopol. Zones	Sampled States	SUBEB Management Staff		Education Secretaries		Primary School Head Teachers		J.S.S. Principals		Pri. Sch. Teachers		J.S.S. Teachers	
			Pop	Sample	Pop	Sample	Pop.	Sample	Pop.	Sample	Pop.	Sample	Pop.	Sample
North West	Kaduna, Katsina, Kano, Jigawa, Kebbi, Sokoto Zamfara	Kebbi	15	2	21	2	1388	30	100	10	13211	50	11887	50
		Zamfara	15	2	14	2	1276	30	115	12	7115	50	8,317	50
North Central	Benue Plateau Nassarawa Kogi Niger Kwara	Kwara	15	2	17	2	1439	30	447	45	10742	50	16537	50
		Kogi	15	2	21	2	1997	30	405	41	17525	50	16344	50
North East	Borno, Bauchi, Yobe, Gombe, Taraba, Adamawa	Bauchi	15	2	20	2	2053	30	98	10	9672	50	13935	50
		Yobe	15	2	17	2	984	30	145	15	7405	50	10518	50
South West	Ekiti, Lagos, Oyo, Osun, Ondo, Ogun	Lagos	15	2	22	2	952	30	314	31	10597	50	15796	50
		Osun	15	2	30	3	1357	30	380	38	10663	50	1375	50
South East	Abia, Imo, Enugu, Ebonyi, Anambra	Ebonyi	15	2	14	2	1024	30	171	17	974	50	10226	50
		Imo	15	2	27	3	1297	30	219	22	11725	50	15566	50
South-South	Rivers, Edo, C/River, Delta, Bayelsa, Ak/Ibom	Rivers	15	2	23	2	1067	30	280	28	8004	50	8410	50
		C/Rivers	15	2	18	2	1089	30	252	25	10300	50	14318	50
Total			**180**	**24**	**224**	**26**	**15923**	**360**	**2926**	**294**	**117933**	**600**	**143229**	**600**

Source: Universal Basic Education Commission (UBE) Abuja. National Summary of 2008 basic education statistics; Department of Monitoring and Evaluation Routine Monitoring Report for 2006/2007 Basic Statistics of Junior Secondary School Teaching Staff; 2008 Primary school teachers by state and qualifications. Roscoe, J. (1975). Sampling Decisions: Some Issues. Google Search Engine. Retrieved on 13/06 /2013.

3.5 Instrumentation

According to Ali (2006) instruments are tools and or records used for data collection. Hence, the main instrument used for collecting data was a questionnaire designed by the researcher to collect data related to the hypotheses, the problems and objectives of the study from the respondents. According to Ngu (2005), questionnaire should be designed to translate the research objectives into specific questions whose answers provide the necessary information for testing of hypotheses. Therefore, it is against this background that a list of relevant questions aimed at achieving objectives of the study has been compiled to solicit the cooperation of the respondents to complete the questionnaire honestly and sincerely. It seeks to know the respondents' opinions in respect of assessment of the achievevement of Universal Basic Education (UBE) Programme objectives in Nigeria from 2004 – 2014 for full details on the questionnaire see appendix I.

Likert scale was used to measure the perception of the respondents. The Likert scale seeks to know the degree of agreement or disagreement of the respondents with each statement, whereby each degree of agreement or disagreement is assigned numerical score and total scores of the entire respondents on each statement is analyzed and computed. Under Likert scale, a list of variables or degree of variations usually up to 5 or more in number may be arranged as: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Therefore, the likert 5 point scale level of agreement or disagreement were used for the study.

3.6 Validity of the Research Instrument

To ascertain the content validity of the instrument, the instrument for the study was subjected to validation by the lecturers of the departments of Educational Foundations and Curriculum, Public Administration, Department of Science Education, and other distinguished scholars from other Departments of Ahmadu Bello University, Zaria. Their inputs have certainly made a difference. As Ali (2006) observed that a research instrument is most likely to be valid and reliable if certain factors are carefully and systematically in-built in to the construction and use of the instrument. For instance, items of the instrument need to be clear, unambiguous and brief. According to him each item should address one issue rather than two or more issues, e.g. Do you smoke and drive? Yes or No. However, the instrument was subjected to pilot study.

3.7 Pilot Study

A pilot study was carried out in Sabon Gari and Giwa Local Government Areas of Kaduna State, using 2 LGEA Education Secretaries from the Local Government Education Areas, 10 headmasters of public primary schools, 10 principals of junior secondary schools and 40 teachers from public primary schools and 40 teachers from public primary schools, 2 SUBEB Management Staff, 40 teachers of public junior secondary schools and 2 officials from UBE Board (SUBEB).

The purpose of this study was to familiarize the researcher with the process and procedure involved in the administration, collection and analysis of data in the operation of the main research and to test the reliability or otherwise of the main instrument. Sabon Gari and Giwa Local Government Areas have been found to share similar political, cultural, economic and educational experiences with the rest of the states under study.

Similarly, Sabon Gari and Giwa are the headquarters of the Local Government Education Areas with considerable number of public primary and junior secondary schools located in the area. There are also considerable number of officials of the State Universal Basic Education Board (SUBEB) and Local Government Education Areas. Sabon-gari and Giwa have been found to be good representatives of all the respondents required in the study.

The result of the pilot study confirmed the reliability of the instrument used for the study. About one hundred and five (105) copies of questionnaire were distributed to respondents where 98 completed copies returned. To find the percentage of the result of the pilot study, the number of the copies of questionnaire returned divided by the number of the questionnaire distributed times a hundred were computed.

$$= \frac{98}{108} \times 100 = 90.74\%$$

Test of reliability coefficient = 0.96

P(Z) = 1+C/2 = 1+0.92/2 = 0.96

3.8 Reliability of the Instrument

In addition to validation of the research instrument by many distinguished and respected scholars and experts from various departments of the university, the research instrument also needs to be reliable. From the pilot study conducted, the instrument used proved to be reliable for carrying out the research. Therefore, the split half method of Autman was used to estimate the consistency and the reliability of the instrument. The Statistical Package for the Social Sciences (SPSS) was used in the test. The result showed a reliability co-efficiency of 0.8758.

3.9 Administration of the Instrument

The instrument for the study was personally distributed by the researcher himself. However, the service of reliable research assistants was also solicited. Introductory letter from the department was collected. Introducing the researcher and soliciting for support and cooperation of all the stakeholders, the researcher request a letter for permission to conduct a research and gather data from the respondents. After the questionnaire was administered, the researcher and research assistants went back and collected completed copies at agreed dates.

3.10 Methods of Data Analysis

Data on the assessment of the Achievement of Universal Basic Education programme objectives in Nigeria were collected, tabulated, coded, described and analyzed manually and with computer in tabular form, frequencies and percentages for easy understanding. One Way Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance in order to determine whether or not the responses of the subjects on the variables were related and determine whether or not each group differs significantly from one another in their perceptions.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter presents the data collected, analysed and discussed, it includes:

4.2 The Questionnaire Administered and Returned

4.3 Demographic Data of Respondents

4.3.1 Years of Working Experience

4.3.2 Age of Respondents

4.3.3 Gender Respondents

4.3.5 Highest Educational Qualification of Respondents

4.4 Analysis on Research Questions on the Achievement of UBE Programme Objectives in Nigeria.

4.5 Testing of Research Hypotheses

4.6 Summary of Findings

4.7 Discussion of findings

4.7.1 Analysis on Research Questions with Regards to Assessment of the Provision and Utilization of Human Resources in the Education System for the Realization of free, Universal and Compulsory Basic Education for Every Nigerian child of School Going Age

4.7.2 Analysis on the Research Questions in Respect of Assessment of the Provision and Utilization of Material Resources in the Education System for the

Development of the Entire Citizenry a Strong Consciousness for Education and Strong Commitment to its Vigorous Promotion.

4.7.3 Analysis on the Research Questions Concerning Assessment of Provision and Utilization of Financial RESOURCES in the Education System on the Reduction of Dropout Rates from the Formal School System through Improved Relevance and Efficiency.

4.7.4 Analysis on the Research Questions in Respect of the Assessment of Provision and Utilization of Time Resources in the Education System on Catering for the Dropout and out of School Children/Adolescents through Various forms of Complementary Approaches to the Provision and Promotion of Basic Education.

4.7.5 Analysis on the Research Questions on Assessment of the Provision and Utilization of Community Awareness and Participation in the Education System Ensuring the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as ethnical, moral and civic values) needed for Laying the Foundation for Lifelong Learning.

4.2 Rate of Returned of the Questionnaire

Table 4.1 shows that a total of 2,252 copies of questionnaires were administered to Education Secretaries, Junior Secondary School Principals, Junior Secondary School Teachers, Primary School Head Teachers, Primary School Teachers and State Universal Basic Education Board Management Staff across the states in Nigeria. Consequently a total of 1,892 questionnaires representing 84% were completed and returned while the remaining 290 copies represented by 16% were not returned. More details on copies of questionnaire administered and returned can be observed in Table 4.1.

Table 4.1: Rate of Return of the Questionnaire

Designation	Administered	Returned	Not returned	%
Education secretary	26	26	0	1.15
Junior Sec. Sch. principal	294	264	29	11.72
Junior Sec. Sch. Teachers	720	600	121	26.6
Pri. Sec. H/Teacher	480	360	22	15.9
Pri. Sch. Teacher	720	600	118	26.6
SUBEB Mgt staff	12	12	0	0.53
Total	2,252	1,892	290	82.5

Source: Data Bank

4.3 Demographic Data of Respondents

The demographic characteristic of respondents seek to find out years of working experience, age of respondents, gender of the respondents, marital status and highest educational qualification.

4.3.1 Years of Working Experience

It has been observed that years of working experience are very crucial in determining the success of any education system in Nigeria. Therefore for any curriculum of education to succeed in achieving its goals, there is a need for not only the provision of adequate number of qualified teachers, but also experienced teachers whose primary responsibility is to implement the curriculum of education, assess the students' academic performance and also guide the students where necessary. As the saying goes, experience is the best teacher, hence the more the years of working experience, the higher the

chances of intellectual ability, performance and output. More details on the years of working experience of the respondents can be observed in table 4.2.

Table 4.2: Years of Working Experience of Respondents

Designation	1-10YRS	11-20YRS	21-30YRS	31-35YRS	Total
EDUCATION SECRETARY	0	7	9	10	26
	0.0%	26.9%	34.6%	38.5%	100.0%
J. S. S. PRINCIPAL	41	83	160	10	294
	13.9%	28.2%	54.4%	3.4%	100.0%
J. S. S. TEACHER	121	255	192	32	600
	20.2%	42.5%	32.0%	5.3%	100.0%
PRIMARY SCHOOL HEAD TEACHER	65	87	120	88	360
	18.1%	24.2%	33.3%	24.4%	100.0%
PRIMARY SCHOOL TEACHER	243	152	172	33	600
	40.5%	25.3%	28.7%	5.5%	100.0%
OFFICIAL OF SUBEB	0	2	4	6	12
	0.0%	16.7%	33.3%	50.0%	100.0%
Total	470	586	657	179	1,892
	24.8%	31.0%	34.7%	9.5%	100.0%

Source: Data Bank

From table 4.2, it can be observed that ten (10) out of 26 Education Secretaries are within the age bracket of 31-35 years of working experience representing 38.5%, followed by nine Education Secretaries are within the age bracket of 21-30 years of working experience representing 34.6%, while 160 out of the total of 294 Junior Secondary School Principals are within the age of 21-30 years of working experience representing 54.4%, followed by 83 Junior Secondary School Principals representing 28.2%, are within the age bracket of 11-20 years of working experience. Whereas 255 out of 600 Junior Secondary School Teachers representing 42.5%, followed by 192 Junior Secondary School Teachers representing 32% are within the age bracket of 21-30 years of working experience, while 120 Primary School Head Teachers out of 360 representing 33.3% are within the age bracket of 21-30 years of working experience, followed by 88

Primary School Head Teachers representing 40.5% are within the age bracket of 31-35 years of working experience, followed by 172 Primary School Teachers representing 28.7% are within the age bracket of 21-30 years of working experience, while six State University Basic Education Board Management staff out of 12 are within the age bracket 31-35 years of working experience representing 33.3% respectively.

Consequently, as can be seen from table 4.2 considerable number of respondents that acquired some reasonable years of working experience are within the age bracket of 20-40 years of working experience which signifies that the respondents are also within the most useful age of human resource that could determine the actualization and realization of Universal Basic Education (UBE) programmes objectives in Nigeria.

4.3.2 Age of Respondents.

Respondents were required to indicate their age range according to their age group as indicated within the stipulated age bracket. Detailed information on the age of respondents can be clearly seen in table 4.3.

Table 4.3 Age of Respondents

Designation	20-30YRS	31-40YRS	41-50YRS	51-60YRS	ABOVE 60YRS	Total
EDUCATION SECRETARY	5	10	3	6	2	26
	19.2%	38.5%	11.5%	23.1%	7.7%	100.0%
J. S. S. PRINCIPAL	71	107	73	43	0	294
	24.1%	36.4%	24.8%	14.6%	0.0%	100.0%
J. S. S. TEACHER	119	350	76	51	4	600
	19.8%	58.3%	12.7%	8.5%	0.7%	100.0%
PRIMARY SCHOOL HEAD TEACHER	44	196	65	55	0	360
	12.2%	54.4%	18.1%	15.3%	0.0%	100.0%
PRIMARY SCHOOL TEACHER	209	292	66	33	0	600
	34.8%	48.7%	11.0%	5.5%	0.0%	100.0%
OFFICIAL OF SUBEB	1	5	2	3	1	12
	8.3%	41.7%	16.7%	25.0%	8.3%	100.0%
Total	449	960	285	191	7	1,892
	23.7%	50.7%	15.1%	10.1%	0.4%	100.0%

Source: Data Bank

From table 4.3, it can be observed that 10 Education Secretaries out of 26 are within the age bracket 31-40 years representing 38.5%, followed by six Education Secretaries within the age bracket 51-60 years representing 23.1%, whereas 107 Junior Secondary School Principals out of 294 are within the age bracket 31-40 years representing 38.8%, followed by 73 Junior Secondary School Principals representing 24.8%, within the age bracket 41-50 years. Similarly, 350 Junior Secondary School Teachers out of 600 are within the age bracket 31-40 years representing 58.3% followed by 119 Junior Secondary School Teachers within the age bracket 20-30 years representing 19.8%. It has also been observed that 196 Primary School Head Teachers out of 360 are within the age bracket 31-40 years representing 18.1% are within the age bracket 41-50 years. However, total of 292 Primary School Teachers out of 600 are within the age bracket 20-30 years representing 34.8%.

Similarly, five State Universal Basic Education Board Management Staff out of 12 representing 41.7% are within the age bracket 31-40 years followed by three State Universal Basic Education Board Management Staff representing 25% are within the age bracket 51 – 60 years. Consequently, it could be observed that majority of the respondents are within a very crucial age bracket 30-40 years which signified that they are very strong, energetic with a high level of intellectual maturity that could determine a more proper implementation of Universal Basic Education Curriculum Content in Nigeria.

4.3.3 Gender Respondents

The respondents in this study consist of gender as a variable in the study has been considered to be very crucial in order to make the study free from gender insensitivity. Table 4.4 could be a reference point to the gender of the respondents.

Table 4.4 Gender of Respondents

Designation	MALE	FEMALE	Total
EDUCATION SECRETARY	15	11	26
	57.7%	42.3%	100.0%
J. S. S. PRINCIPAL	183	111	294
	62.2%	37.8%	100.0%
J. S. S. TEACHER	331	269	600
	55.2%	44.8%	100.0%
PRIMARY SCHOOL HEAD TEACHER	239	121	360
	66.4%	33.6%	100.0%
PRIMARY SCHOOL TEACHER	293	307	600
	48.8%	51.2%	100.0%
OFFICIAL OF SUBEB	8	4	12
	66.7%	33.3%	100.0%
Total	1,069	823	1,892
	56.5%	43.5%	100.0%

Source: Data Bank

From table 4.4, it can be observed that 15 Education Secretaries out of 26 are males representing 57.7%, while 11 are females. Similarly 183 Junior Secondary Schools Principals representing 62.2% out of 294 are also males, while 111 are females representing 37.8%. In addition to that 331 Junior Secondary School Teachers representing 55.2% are males out of 600 followed by 269 representing 44.8% are females.

In the same vein, 239 Primary School Head Teachers representing 66.4% out of 360 are males followed by 121 representing 66.4% out of 360 are males followed by 121

representing 33.6% are also males. Similarly, 307 Primary Schools Teachers representing 51.2% out of 600 are males followed by 293 Primary School Teachers representing 48.8% are females, while Eight State Universal Basic Education Board Management Staff representing 66.7% are males out of 12 and the remaining four representing 33.3% are females.

4.3.5 Highest Educational Qualification of Respondents

Scholars opined that, the quality and success of any education system is determine by the quality of it's the teachers. It has been observed that the higher the quality of teachers, the higher the success of the education system. Hence the need for teachers of Universal Basic Education Programmes to be of the best quality in terms of professional competence and discipline. It was therefore against this background that Educational Qualification has been included as a variable in this study. Table 4.5 could be a reference point on qualification of the respondents. Table 4.5 can serve as a reference point for more details on the respondents' qualification.

Table 4.5 Respondents Qualification

Designation	SECONDARY	NCE	ND/HND	B ED	B.A/BSC	MSCMA/MED	Total
EDUCATION SECRETARY	1	2	2	7	7	7	26
	3.8%	7.7%	7.7%	26.9%	26.9%	26.9%	100.0%
J. S. S. PRINCIPAL	3	38	20	108	60	65	294
	1.0%	12.9%	6.8%	36.7%	20.4%	22.1%	100.0%
J. S. S. TEACHER	2	232	63	119	140	44	600
	0.3%	38.7%	10.5%	19.8%	23.3%	7.3%	100.0%
PRIMARY SCHOOL HEAD TEACHER	11	129	44	110	44	22	360
	3.1%	35.8%	12.2%	30.6%	12.2%	6.1%	100.0%
PRIMARY SCHOOL TEACHER	22	265	43	152	85	33	600
	3.7%	44.2%	7.2%	25.3%	14.2%	5.5%	100.0%
OFFICIAL OF SUBEB	1	1	2	2	3	3	12
	8.3%	8.3%	16.7%	16.7%	25.0%	25.0%	100.0%
	40	667	174	498	339	174	1,892
	2.1%	35.3%	9.2%	26.3%	17.9%	9.2%	100.0%

Source: Data Bank

From table 4.5, it could be observed that 14 Education Secretaries representing 53.8% out of 26 are graduates followed by 7 representing 26.9% are holders of Masters Degree. Similarly 65 Junior Secondary School Principals representing 22.1% are also holders of Masters Degree. Whereas 259 Junior Secondary School Teachers out of 600 are graduates representing 43.1% followed by 232 Junior Secondary School Teachers representing 38.7% are Nigeria Certificate of Education (N.C.E.) holders. Not only that, 154 Primary School Head Teachers out of 360 representing 42.8% are graduates followed by 129 Primary School Head Teachers are N.C.E. graduates. In the same vein 237 Primary School Teachers representing 39.5% out of 600 are graduates followed by 265 representing 44.2% are N.C.E. graduates while five State Universal Basic Education Board Management Staff are graduates out of 12 representing 41.7% followed by three holders of masters degree. In addition to that, two are holders of Higher National

Diploma (HND) representing 16.7% one is an N.C.E. holder while the remaining one is a Secondary School Leaver representing 8.3% respectively.

Consequently, table 4.5 indicates that predominant numbers of the respondents are professionally qualified for the actualization and realization of Universal Basic Education (UBE) programmes objectives in Nigeria. This is therefore a welcome development for the success of the Universal Basic Education (UBE) scheme in Nigeria.

4.4 Analysis on Research Questions on the Achievement of UBE Programme Objectives in Nigeria

This section presents the analysis and discussion of data related to the issues raised in chapter one. The result was collected, analyzed and presented in frequencies and tabular form to give general description of data the issues discussed are as follows:

1. Assessment of the provision and utilization of human resources in education system for the realization of free Universal and Compulsory Basic Education for every Nigerian child of school going age.
2. Assessment of the provision and utilization of material resources in the education system on the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.
3. Assessment of the provision and utilization of financial resources on the reduction of dropout rates from the formal school system through improved relevance and efficiency.
4. Assessment of the provision and utilization of time resources on catering for the dropouts and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.

5. Assessment of the provision and utilization of community awareness and participation on the education system on ensuring for the acquisition of the appropriate level of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values needed for laying the foundation for lifelong learning).

This section which sought to find out the views of respondents in respect of the provision and utilization of the required human resources across the schools in the education system for the realization of free, Universal and Compulsory Basic Education for every Nigerian Child of school going age. Respondents' views were analyzed. Thus, items 1-18 in the questionnaire deal with issues in the first research questions as raised in chapter one. Similarly, items 19-36 in the questionnaire sought the opinions of respondents in respect of the second issue in research questions as raised in chapter one.

In the same vein, items 37-54 in questionnaire sought to ascertain the views of respondents in respect of the fourth issue in research questions as raised in chapter one. Whereas items 73-90 in the questionnaire seek to verify the respondents' views in respect of the fifth issue in research questions as raised in chapter one. Fundamentally, the research questions were based on the Likerk scale of ranking with five options of agree, strongly agree, undecided, disagree, and strongly disagree. However, for the purpose of easy analysis, all the five columns were collapsed together and reduced to just three; agree, disagree and undecided

As indicated in table 4.6, items 1 and 2 sought to find out the opinion of respondents as to whether qualified teachers were adequately provided in the education system by both the State Universal Basic Education Board (SUBEB) through the Local

Government Education Areas (L.G.E.As) and the Universal Basic Education Commission (UBEC) through the State Universal Basic Education Board (SUBEB) for the realization of free Universal and Compulsory Basic Education for every Nigerian child of school going age.

From the opinions of the respondents, it could be glaringly observed that majority of the respondents shared similar positive opinions that qualified teachers were adequately provided in the education system. The breakdown of the respondents who agreed with this view are as follows: out of 26 Education Secretaries 22 representing 84.6% for item 1 and 2 representing 80.8% for item 2 agreed. Similarly, out of 294 Junior Secondary School Principals, 196 (66.7%) for item 1 and 168 (57.2%) for item 2 agreed. While out of 600 Junior Secondary School Teachers, 425 equivalents to 70.8% for item 1 and 400 equivalent to 66.7% for item 2 agreed. In the same vein, out of 360 Junior Secondary School Teachers, 240 or 66.7% for item 1 and 207 (57.5%) for item 2 agreed. Not only that, out of 600 primary School Teachers, 445 representing 74.2% for item 1 and 435 representing 72.5% for item 2 agreed. While out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 1 and 8 (66.7%) for item 2 respectively agreed that qualified teachers were adequately provided in the schools.

On the other hand, the breakdown of respondents who disagreed were as follows; out of 26 Education Secretaries four or 15.4% for item 1 and 5 (19.2%) for item 2 disagreed. While out of 294 JSS Principals 95 representing 32.30% for item 1 and 108 representing 26.8% for item 2 disagreed. Similarly out of 600 Junior Secondary School Teachers, 160 (27.2%) for item 1 and 188 (31.8%) for item 2 disagreed. In addition to that, out of 360 Primary School Head Teachers 120 (33.4%) for item 1 and 131 (36.7%)

for item 2 disagreed. In the same vein, out of 600 Primary School Teachers, 122 (20.3%) for item 4 and 132 (22.0%) for item 2 disagreed. While out of 12 State Universal Basic Education Management Staff, 4 (33.3%) for item 1 and 4 (30.3%) for item 2 respectively shared similar negative level of understanding that the number of qualified teachers in the school were inadequately provided.

In line with above observations, out of 26 Education Secretaries, non representing 0% for item 1 and non representing 0% for item 2 were undecided. While out of 294 Junior Secondary School Principals only 3 (1.) for item 1 and only 18 (6.1) for item 2 were undecided. In the same vein out of 600 Junior Secondary School Teacher 12 (2.0) for item 1 and 12 (2.0%) for item th2 were undecided. Similarly out of 360 Primary School Head Teachers, 0 (0.0%) for item 1 and 21(5.8%) for item 2 were undecided. Not only that, out of 600 Primary School Teachers, 33 (5.5%) for item 1 and 33 (5.5%) for item 2 were undecided. While out of 12 State Universal Basic Education Board Management Staff, none 0 (0.0%) and nil 0 (0.0%) for item 2 were undecided respectively.

Consequently, it could be glaringly observed that the greater percentage of the respondents were able to express their opinions in a more surprising manner that qualified teachers are adequately provided in the schools. This finding is not in harmony with the observation of former Executive Secretary, Universal Basic Education Commission (Modibbo, 2010) who according to him, in some states of the federation, up to 65% of their teachers were not qualified stressing that in some states of the federation secondary school dropouts were engaged to teach in their primary schools. He specifically pointed out that all states of the North West and North East geopolitical

zones have 60% of their teachers not qualified. Similarly, this findings ae also in total contradiction with the findings of the technical committee monitoring and evaluation of Universal Basic Education Commission report for 2005/2006 session and the report for 2006/2007 session respectively that monitored public primary and Junior Secondary Schools across the states and Federal Capital Territory (FCT) Abuja. However highlight of their findings indicates deficiency of qualified teachers was observed to be among the major constraints in most of the schools visited.

This finding is equally not in conformity with many Newspaper publications. According to investigation of the Nation Newspaper Tony Akowe report that the late governor of Kaduna State Sir Patrick Ibrahim Yakowa once raised an alarm that about 50% of the Primary Schools Teachers in Kaduna State were unqualified stressing that no fewer than 2,000 of these secured employment with forged and fake certificates. Similarly, News Agency of Nigeria (NAN) of the leadership Newspaper report of Wednesday, July, 17, 2013 reported that about 134 applicants presented fake certificates to be employed as teachers in Kebbi State. In the same Vein, the National Mirror Newspaper of Wednesday June, 10, 2013 carried a caption that Plateau State Government sacks 2000 teachers due to their failure to meet the requirement for teaching in the primary schools even after five years of warning. According to the chairman State Universal Basic Education Board, out of 1,299 teachers who claimed to be among those who graduated from the College of education Gindiri only eight of them were identified to be the products of the institution. This means that 1,291 out of 1,299 had no business whatsoever with the college they claimed to have graduated. The chairman stressed that

the Plateau State Government had on June2013, threatened to sack 11,000 unqualified teachers in the state.

Furthermore, findings of this study remains contrary according to Josep Midat of leadership Newspaper report from Kaduna also reported that Kaduna Assembly uncovered 3,383 unqualified teachers. This investigation was carried out by the Kaduna State House of Assembly and discovered that out of 8,788 secondary school teachers in the state only 5,405 were qualified. While the remaining 3,383 teachers were not qualified to teach in the secondary schools. It could therefore be justifiably argued that qualified teachers were not adequately provided across the schools is the education system in Nigeria.

Items 3 and 4 as indicated in table 4.12.1 were specifically meant to investigate the views of respondents as to whatever infrastructural facilities are adequately provided in the schools by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.As) as well as the Universal Basic Education Commission (UBEC) through the State Universal Basic Education Board (SUBEB) for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. From the views of the respondents it could be observed that, most of the respondents shared similar positive opinion that infrastructural facilities was adequately provided across the schools in the education system. The breakdown of respondents who agreed were as follows: out of 26 Education Secretaries 21 representing 81.8% for item 3 and 16 representing 61.5% for item 4 agreed. Similarly, out of 294 Junior Secondary School Principals 187 (63.6%) for items 3 and 116 (40.5%) for item 4 also agreed. While our of 600 Junior Secondary School Teachers 435 (72.5%) for item 3

and 330 (55.0%) for item 4 agreed in addition to that, out of 360 Primary School Head Teachers 218 (60.5%) for item 3 and 208 (57.8%) for item 4 agreed. In the same vein, out of 600 Primary Schools 357 (59.5%) for item 3 and 306 (51.0%) for item 4 agreed, while out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 3 and 6 (50.0%) for item 4 respectively. Shared similar positive opinions that infrastructural facilities were adequately provided in the schools.

Similarly, the breakdown of respondents who disagreed that infrastructural facilities in the education system were insufficiently provided are as follows: out of 26 Education Secretaries five (19.2%) for item 3 and four (15.3%) for item 4 disagreed. Similarly out of 294 Junior Secondary School Principals 88 (29.9%) for item 3 and 127 (43.2%) for item 4 disagreed. Out of 600 Junior Secondary School Teachers, 127 (21.1%) for item 3 and 127 (21.2%) for item 4 disagreed. In the same vein, out of 360 Primary School Head Teachers131 (36.4%) for item 3 and 119 (33.1%) for item 4 disagreed. In addition to that out of 600 Primary School Teachers 166 (27.7%) for item 3 and 198 (33.0%) for item 4 disagreed and out of 12 Universal Basic Education Board Management Staff 4 (33.3%) for item 3 and 4 (33.3%) for item 4 respectively disagreed and therefore were of the views that infrastructural facilities were rather inadequately provided in the schools.

In the same vein, out of 26 Education Secretaries non – representing 0% for item 3 and non representing 0% for item 4 were undecided. Similarly out of 294 Junior Secondary School Principals 19 (6.5) for item 3 and 48 (16.3) for item 4 were undecided. In addition to that out of 600 Junior Secondary School Teachers 38 (6.3) for item 3 and 143 (23.8) for item 4 were undecided. Not only that out of 360 Primary School Head

Teachers 11 (3.1) for item 3 and 33 (9.2) for item 4 were undecided. In line with above out of 12 Universal Basic Education Board Management Staff non representing 0% for item 3 and only 2 (16.7) for item 4 were undecided respectively.

Finding of this study is not in cognizance with the investigation and report of Maureen Onochi and Kennedy Egbodje of the Daily Trust Newspaper of February, 10, 2011 which carried a caption titled Junior Secondary School Kuje students learn under trees due to complete absence of any permanent building structure. According to the report the school was located in Federal Capital Territory (FCT) Abuja without any permanent building structure other than temporary structure even after many years of being established.

Similarly, findings of this study also contradict the investigation and reports of the analysis magazine report of February March 2004 which reported that deficiency of infrastructural facilities was becoming more glaring by the day. The investigation was carried out through visiting the schools across the states. Whereas highlight of the findings discovered that deficiency of classrooms, staffrooms, laboratories, were among the major and notable constraints in most of the public schools visited. This investigation of the analysis magazine report was in collaboration with World Bank Development Report (2004). In the same vein, the findings of this study was totally not in harmony with the investigation and findings of the technical committee of monitoring and evaluation of Universal Basic Education Commission (UBEC) report for 2005/2006 and 2006/2007 session respectively that monitored Public Primary and Junior Secondary Schools across the states and FCT Abuja. However highlight of the findings discovered high teacher students' ratio to be among the major challenges observed in most school

visited due to acute shortage of infrastructural facilities across the schools. It's therefore against this background one can argue that infrastructural facilities were rather insufficiently provided across the schools in the education system.

Items 5 and 6 as indicated in table 4.12.1 were designed to find out the opinions of respondents as to whether the required financial resources are adequately provided in the education system, by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) as well as the Universal Basic Education Commission (UBEC) through the State Universal Basic Education Board (SUBEB) for the realization of free universal and compulsory ;basic education for every Nigerian Child of school going age.

From the responses of the respondents, it could be observed that there were divergent views pertaining to provision of financial resources in the education system. While a reasonable percentage of the respondents were of the view that financial resources are adequately provided in the education system, a reliable number of respondents were of the opinion that financial resources were inadequately provided in the education system.

However, the breakdown of respondents who agreed that financial resources are adequately provided in the Education System were as follows: out of 26 Education Sectaries 17 (65.4%) for item 5 and 15 (57.7%) for item 6 agreed. Similarly out of 294 Junior Secondary School Principals, 116 (39.5%) for item 5 and 155(52.7%) for item 6 agreed. In the same vein, out of 600 Junior Secondary School Teachers 316 (52.7%) for item 5 and 307 (51.1%) for item 6 agreed. While out of 360 Primary School Head Teachers 153 (42.5%) for item 5 and 197 (54.7%) for item 6 agreed. In addition to that,

out of 600 Primary School Teachers 197 (32.9%) for item 5 and 315 (52.5%) for item 6 agreed not only that, out of 12 state Universal Basic Education Board Management Staff 7 (58.3%) for item 5 and 6 (50.0%) for item 6 respectively agreed that provision of financial resources were adequately provided in the education system.

On the other hand, the breakdowns of respondents who also shared similar level of negative understanding and therefore disagreed were as follows: out of 26 Education Secretaries 6 (23.0%) for items 5 and 7 (26.9) for item 6 disagreed. Out of 294 Junior Secondary School Principals 154 (52.4%) for items 5 and 123 (41.8%) for item 6 disagreed and out of 600 Junior Secondary School Teachers 240 (40.0%) for item 5 and 253 (42.0%) for item 6 disagreed. Out of 360 Primary School Head Teachers 163 (45.2%) for item 5 and 152 (42.2%) for item 6 disagreed. Out of 600 Primary School Teachers 317 (52.9%) for item 5 and 152 (42.0%) for item 6 disagreed, while out of 12 State Universal Basic Education Board Management Staff 5 (41.6%) for items 5 and 5 (41.7%) for item 6 respectively disagreed but held a similar position that financial resources are rather inadequately provided in the education system.

Similarly, the breakdown of respondents who are undecided in respect of provision of financial' resources in the education system were as follows. Out of 26 Education Secretaries only 3 (11.5) for item 5 and only 4 (15.4) for item 6 were undecided in the same vein out of 294 Junior Secondary School Principals 24 (8.2) for items 5 and 16 (5.4%) for item 6 were undecided. Not only that out of 600 Junior Secondary School Principals only 44 (7.3) for item 5 and only 40 (6.7%) for item 6 were undecided. Moreover, out of 360 Primary School Head Teachers 44 (12.2%) for item 5 and only 11 (3.1) for item 6 were undecided. In line with above out of 600 Primary

School Teachers 86 (14.3%) for item 5 and 33 (5.5%) for item 6 were undecided and out of 12 Universal Basic Education Board Management Staff non representing 0% for item 5 and only 1 (8.3) for item 6 were respectively undecided.

However, from the responses of the respondents, it could be observed that divergent views have been expressed yet this does not change the views of majority that the education system in Nigeria has been adequately funded. Consequently, the findings of this study is not in conformity with the observation of Kera (2009) who contends that most of the Public Schools were dilapidated, ill equipped and not conducive for teaching and learning as a result of poor funding.

Similarly, findings of this study are also not in harmony with the assertion of Asake (2008) who observes that Nigeria and many developing countries of the world. Experienced shortages of fund for education system at all levels resulting in acute shortages of resources. This in the opinion of Olagbye (2004) hinders and even often abandonment of educational projects. Basically however, it could be justifiably argued that infrastructural facilities were insufficiently provided in the education system.

Items 7 and 8 as indicated in table 4.9 were attempts to find out the views of respondents as to whether required time resources are adequately provided in the education system by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) and the Universal Basic Education Board Commission (UBEC) through the SUBEBs for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. From the opinions of respondents it could be observed that most of the respondents held similar

(positive level of) opinion that required time resources are adequately provided in the education system.

The breakdown of respondents who agreed that time resources are adequately provided in the education system were as follows out of 26 Education Secretaries, 15 (57.7%) for item 7 and 11 (42.3%) for item 8 agreed. Similarly, out of 294 Junior Secondary School Principals 164 (55.7%) for item 7 and 166 (56.5%) from item 8 agreed. While out of 600 Junior Secondary School Teachers 390 (65.0%) for item 7 and 413 (68.9%) for item 8 agreed. Whereas out of 360 Primary School Head Teachers 272 (75.5%) for item 7 and 198 (55.0%) for item 8 agreed. Moreover out of 600 Primary School Teachers 446 (74.4%) for item 7 and 303 (50.5%) for item 8 agreed respectively. While out of 12 State Universal Basic Education Board Management Staff 7 (58.4%) for item 8 and 3 (25.0%) for item 7 respectively agreed that time resources are adequately provided in the schools.

On the other hand, the breakdown of respondents who had a negative opinion on the allocation of time resources in the education system were as follows: out of 26 Education Secretaries 7 (26.5%) for item 7 and 10 (38.4%) for item 8 disagreed. while out of 294 Junior Secondary School Principals 99 (33.7%) for item 7 and 83 (28.3%) for item 8 respectively disagreed. Similarly out of 360 Primary School Head Teachers 66(18.3%) for item 7 and 109 (33.0%) for item 8 disagreed. Moreover, out of 600 Primary School Teachers 99 (16.5%) for item 7 and 242 (40.3%) for item 8 disagreed and out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 7 and 8 (66.6%) for item 8 respectively disagreed that time resources was rather inadequately provided in the schools.

In the same vein, the breakdown of respondents who were undecided were as follows: out of 26 Education Secretaries 4 (15.4%) for item 7 and 5 (19.2%) for item 8 were respectively undecided. Similarly, out of 294 Junior Secondary School Principals 31(10.5%) for item 7 and 45 (15.3%) for item 8 were undecided. Moreover, out of 600 Junior Secondary School Teachers 55 (9.2%) for item 7 and 20 (3.3%) for item 8 were undecided while out of 360 Primary School Head Teachers 22(6.1%) for item 7 and 43 (11.9%) for item 8 were undecided. Not only that, out of 600 Primary School Teachers only 55 (9.2%) for item 7 and 55 (9.2%) for item 8 respectively were undecided. Whereas out of 12 State Universal Basic Education Board Management Staff only 1 (8.3) for item 7 and only 1 (8.3) for item 8 were undecided.

This finding indicates that sufficient time resources were allocated in the education system in Nigeria. Consequently, it could be justifiably argued that allocation of time in education system is not part of the major identified problems militating against education development in Nigeria.

Items 9 and 10 as indicated in table 4.9 sought to investigate the views of respondents as to whether required training and retraining programme are adequately provided in the education system by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) as well as the Universal Basic Education Commission (UBEC) through the State Universal Basic Education Board (SUBEB) for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. From the responses of the respondents it could be observed that considerable number of respondents opined that training and retraining programme are adequately provided in the education system.

The breakdown of respondents who agreed that training and retraining are adequately provided in the education system were as follows: out of 26 Education Secretaries 16 (61.6%) for item 9 and 20 (77.0%) for item 10 agreed. Similarly, out of 294 Junior Secondary School Principals, 186 (63.2%) for item 9 and 188 (64.0%) for item 10 agreed. While out of 600 Junior Secondary School Teachers 443 (73.8%) for item 9 and 495 (82.5%) for item 10 agreed and out of 360 Primary School Head Teachers206 (57.2%) for item 9 and 230 (66.4%) for item 10 agreed and out of 600 Primary School Teachers 358 (59.5%) for item 9 498 (79.5%) for item 10 agreed. Whereas out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 8 and (66.7%) for item 10 respectively agreed that training and retraining is constant in the education system.

Similarly, the breakdown of respondents who disagreed are as follows: out of 26 Education Secretaries 6 (23%) for item 9 and only 4 (15.3%) for item 10 disagreed. While out of 294 Junior Secondary School Principals 55 (18.7%) for item 9 and 100 (34%) for item 10 disagreed, whereas out of 600 Junior Secondary School Teachers 105(17.5%) for item 9 and 88 (17.9%) for item 10 disagreed. In the same vein, out of 360 Primary School Teachers 133 (22.1%) for item 9 and 67 (11.1%) for item 10 disagreed. Furthermore, out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 9 and 4 (33.3%) for item 10 respectively disagreed that training and retraining program is rather inadequately provided in the Education System Hence it should be improved.

In the same vein, the breakdown of respondents who were undecided are as follows: out of 26 Education Secretaries only 4 (15.4) for item 9 and only 2 (7.7) for item

10 were undecided. In addition to that, out of 294 Junior Secondary School Principals 53(18.0%) for item 9 and 6 (2.0%) for item 10 were undecided. Whereas out of 600 Junior Secondary School Teachers 52 (8.7) for item 9 and 17 (2.8) for item 10 were undecided. Similarly out of 360 Primary School Head Teachers 77 (21.4) for item 9 and 11(3.1) for them 10 were undecided. Also out of 600 Primary Schools Teachers 109 (18.2) for them 9 and 11 (3.1%) for item 10 were undecided. While out of 12 State Universal Basic Education Board Management Staff 2 (16.7) for item 9 and none respectively 0% for item 10 were undecided. Consequently, it could be observed that larger percentage of the respondents was of the view that training and retraining program are adequately provided in the education system. However by implication the opinions of respondents could not be unconnected with various training and retraining programme being organized across the State Universal Basic Education Boards. The table of participants trained and year the training was conducted was included in the appendix section of this report.

Items 11 and 12 as indicated in table 4.9 sought to find out the views of respondents as to whether required instructional materials are adequately provided in the education system by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) as well as the Universal Basic Education Commission (UBEC) through the State Universal Basic Education Boards (SUBEB) for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. From the opinions of respondents it could be observed that most of the respondents held similar positive opinions that required instructional materials are adequately provided in the education system.

The breakdown of the respondents who agreed are as follows: out of the 26 Education Secretaries 15 (51.7%) for item 11 and 18 (69.3%) for item 12 agreed. Similarly, out of 294 Junior Secondary School Principals 203 (69.0%) for item 11 and 192 (65.3%) for item 12 agreed while out of 600 Junior Secondary School Teachers 420 (70.0%) for item 11 and 354 (59.0%) for item 12 agreed. Whereas out of 360 Primary School Head Teachers 241 (66.9%) for item 11 and 208 (57.7%) for item 12 agreed. While out of 6000 Primary School Teachers 399 (65.0%) for item 11 and 449 (74.5%) for item 12 agreed similarly, out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 11 and 6 (50.0%) for item 12 respectively agreed that instructional materials are adequately provided across the schools in the education system.

Similarly, the breakdown of respondents who disagreed were as follows: Out of 26 Education Secretaries 7 (26.9%) for item 11 8 (30.7%) for item 12 disagreed. In the same vein, out of 294 Junior Secondary School Principals 88 (29.9%) for item 11 and 83 (28.2%) for item 12 disagreed. Whereas out of 600 Junior Secondary School Teachers 164 (27.4%) for item 11 and 197 (31.8%) for item 12 disagreed. Also out of 360 Primary School Head Teachers 109 (30.3%) for item 11 and 130 (36.1%) for item 12 disagreed. Similarly out of 600 Primary School Teachers 199 (33.2%) for item 11 and 99 (16.5%) for item 12 disagreed. While out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for the item 11 and 6 (50.0%) for the item 12 respectively were of the views that instructional materials are inadequately provided across schools in the education system.

In the same vein, the breakdown of respondents who neither agreed nor disagreed with views that required instructional materials are adequately provided in the Education System and are therefore undecided are also as follows; out of 26 Education Secretaries only 4 (15.4%) for item 11 and non representing 0% for item 12 were undecided. Similarly, out of 294 Junior Secondary School Principals only 3 (1.0%) for item 11 and 19 (6.5%) for item 12 were undecided. While out of 600 Junior Secondary School Teachers 16 (2.7%) for item 11 and 49 (8.2%) for item 12 were undecided in addition to that out of 360 Primary School Head Teachers 10 (2.8%) for item 11 and 22 (6.1%) for item 12 were undecided. Whereas out of 600 Primary School Teachers11 (1.8%) for item 11 and 54 (9.0%) for item 12 were undecided. While out of 12 State Universal Basic Education Board Management Staff only one or 1 (8.3%) for item 11 and non 0 (0.0%) representing 0% for item 12 were undecided.

Consequently, it could be observed that majority of the respondents were of the views that instructional material are adequately provided across the schools. However findings of this study is not in harmony with Federal Government of Nigeria/ United Nation International Children Education Fund carried out an investigation in respect of the availability or otherwise of instructional materials across the Public Primary Schools and findings discovered that 7% of the pupils lacks textbooks, 47% of the school furniture was inadequate, 38% of the classrooms have no ceilings and 36% of the pupils have no writing materials… investigation further discovered that in all cases, the situation was more worse for children in rural environment when compared with those in the urban centres.

Similarly, the findings of this study also contradicts with findings of Ibrahim (2001:2) who observes that there exists in virtually every part of Nigerian educational system an acute, even embarrassing shortages of teaching resources and facilities and where available they are usually of exceptionally low quality… according to the scholar many primary schools across the states for example, such basic tools like chalk cannot be found in required quantity. Stressing that scarcity of these resources is partly responsible for the situation that prevails today where learners are programmed right from the start without the capacity to visualize in concrete terms the concepts learnt and as such are unable to do things practically, describe relationship between various objects accurately or apply themselves to challenging situations at the required time. On the basis of the aforementioned observations, it could be justifiably argued that students' ability to perform according to expectations or poor students' academic performance may have direct relationship with adequacy or inadequacy of instructional materials in teaching and learning process of the education system.

Items 13 and 14 as indicated in table 4.9 were attempts to verify the views of the respondents on whether schools were being supervised regularly by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) as well as the Universal Basic Education Commission (UBEC) through the State Universal Basic Education Board (SUBEB) for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. From the opinions of respondent it could be observed that majority of the respondents shared similar views that schools are being supervised regularly. The breakdown of respondents who agreed are as follows: out of 26 Educational Secretaries 18 (61.2%) item 13 and 15

(57.7%) item 14 agreed. Similarly, out of 294 Junior Secondary Schools Principals 134 (45.6%) for item 13 and 131 (44.6%) for item 14 agreed. In the same vein, out of 600 Junior Secondary School Teachers 371 (61.8%) for item 13 and 319 (53.2%) for item 14 agreed. In addition to that, out of 360 Primary School Head Teachers 239 (64.4%) for item 13 and 240 (66.7%) for item 14 agreed. Also out of 600 Primary School Teachers 416 (69.3%) for item 13 and 396 (66.0%) for item 14 agreed. While out of 12 State Universal Basic Education Board Management Staff 6(50.0%) for item 13 and 5 (41.7%) for item 14 respectively agreed that school are being supervised regularly.

On the other hand, the breakdown of those who disagreed were also as follows: out of 26 Education Secretaries 8 (30.8%) for item 13 and 6 (23.1%) for item 14 disagreed. Similarly out of 294 Junior Secondary School Principals 104 (35.4%) for item 13 and 114 (38.8%) for item 14 disagreed. Also out of 600 Junior Secondary School Teachers179 (29.8%) for item 13 and 151 (25.1%)

Out of 360 Primary School Head Teachers 99 (27.5%) for item 13 and 76 (21.2%) for item 14 disagreed and out of 600 Primary School Teachers 120 (20.0%) for item 13 and 107 (17.9%) for item 14 disagreed. Similarly, the breakdown of respondents who were undecided are as follows: out of 26 Education Secretaries 0 (0.0%) for item 13 and only 5 (19.2%) for item 14 were undecided. Not only that, out of 294 Junior Secondary School Principals 56(9.0%) for item 13 and 49 (16.7%) for item 14 were undecided. Also out of 600 Junior Secondary School Teachers 50(8.3%) for item 13 and 130 (21.7%) for item 14 were undecided. In addition to that out of 360 Primary School Head Teachers 22 (6.1%) for item 13 and 44 (12.2) for item 14 were undecided. Whereas out of 600 Primary School Teachers 64 (10.7%) for item 13 and 97 (16.2%) for item 14 were

undecided. While out of 12 State Universal Basic Education Board Management Staff 0 (0.0%) for item 13 and only 2 (16.7%) for item 14 were respectively undecided.

Finding of this study are not in harmony with that of Ezekwesili (2007:47) who argued that there is no supervision of schools for decades. She observes that lack of supervision of schools in the past was responsible for the failure of education polices. Stressing that, a system not supervised and evaluated will certainly collapse. Similarly, scholars were able to identify some factors which militate against effective supervision of schools. It could be justifiably argued with facts that supervision of schools is rather irregular.

Item 15 as indicated in table 4.9 sought to investigate the views of respondents on whether teachers' welfare packages are adequately provided in the education system by the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age.

From the views of the respondents, it could be observed that combination of divergent views has been expressed. While a reasonable number of respondents opinioned that provision of teachers welfare packages are adequately provided in the education systems however, a good percentage of respondents were of the contrary views that teachers welfare packages was rather inadequately provided and therefore needs to be improved.

The breakdown of respondents who shared similar positive level of understanding and agreed were as follows: out of 26 Education Secretaries 17 (65.4%) agreed. Similarly out of 294 Junior Secondary School Principals 110 (37.4%) agreed not only that, out of

600 Junior Secondary School Teachers 283 (41.1%) agreed. Whereas out of 360 Primary School Head Teachers 104 (30.5%) agreed. Also out of 600 Primary School Teachers 188 (31.3%) agreed while out of 12 State Universal Basic Education Board Management Staff 7 (58.3%) respectively agreed that teachers welfare packages has been adequately provided in the education systems.

Similarly, the breakdowns of the respondents who shared negative level of understanding and therefore disagreed were as follows: Out of 26 Education Secretaries 9 (34.6%) disagreed. Aldo out of 294 Junior Secondary School Principals 160 (54.5%) disagreed while out of 600 Junior Secondary School Teachers 278 (46.3%) disagreed. Similarly out of 360 Primary School Head Teachers 217 (60.3%) disagreed. Whereas out of 600 Primary School Teachers 316 (52.7%) disagreed. While out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) respectively disagreed.

In the same vein, the breakdown of respondents who were undecided are as follows: Out of 26 Education Secretaries 0(0.0%) were undecided. Similarly out of 294 Junior Secondary School Principals 24 (8.2%) were undecided. In addition to that out of 600 Junior Secondary School Teachers 39 (6.5%) were undecided. Also out of 360 Primary School Head Teachers 33 (9.2%) were undecided. Not only that out of 600 Primary School Teachers 96 (16.0%) were undecided and out of 12 State Universal Basic Education Board Management Staff 0 (0.0%) were respectively undecided. On the basis of the above observations it could be argued with sufficient facts that teachers' welfare packages needs to be improved.

Items 16 and 17 as indicated in table 4.9 sought to verify the views of respondents whether any collaboration exist between the local community and the school (both by the

State Universal Basic Education Board (SUBEB) through the Local Government Education Area (L.G.E.As) as well as the Universal Basic Education Board Commission (BEC) through the State Universal Basic Education Board for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. A glance at perception of respondents indicates that majority of respondents shared similar views that, collaborative efforts, high level of commitment, with high level of participation exist between the school and the local community. The breakdown of respondents who agreed are as follows: out of 26 Education Secretaries 20 (77.0%) for item 16 and 49 (73.1%) for item 17 agreed. Similarly out of 294 Junior Secondary School Principals 166 (56.5%) for item 16 and 192 (74.5%) for item 17 agreed. Whereas out of 600 Junior Secondary School Teachers 375 (62.1%) for item 16 and 386 (64.3%) for item 17 agreed, while out of 360 Primary School Head Teachers 251 (69.7%) for item 16 and 260 (72.8%) for item 17 agreed. Moreover, out of 600 Primary School Teachers 370 (61.7%) for item 16 and 414 (69.0%) for item 17 agreed also out of 12 State Universal Basic Education Board Management Staff 8 (66.6%) for item 16 and 7 (58.3%) for item 17 respectively agreed that collaboration exist between the Local Community and the School.

Similarly, the breakdown of respondents who disagreed are also as follows: Out of 26 Education Secretaries 3 (11.5%) for item 16 and 4 (15.1%) for item 17 disagreed. Also, out of 294 Junior Secondary School Principals 68 (23.1%) for item 16 and 49 (16.7%) for item 17 disagreed. Whereas out of 600 Junior Secondary School Principals 150 (25.0%) for item 16 and 140 (23.4%) for item 17 disagreed, also out of 360 Primary School Head Teachers 87 (24.1%) for item 16 and 33 (9.4%) for item 17 disagreed. In

addition to that, out of 600 Primary School Teachers 119 (19.8%) for item 16 and 109 (18.1%) for item 17 disagreed. Also out of 12 State Universal Basic Education Board Management Staff 3 (25.0%) for item 16 and 4 (33.3%) for item 17 were of the view that there has never been any good collaboration between the school and the local community.

In the same vein, the breakdown of respondents who were undecided are as follows: out of 26 Education Secretaries 3 (11.5) for item 16 and 3 (11.5) for item 17 were undecided. In addition to that out of 294 Junior School Principals 60 (20.4%) for item 16 and 26 (8.8%) for item 17 were undecided. Not only that, out of 600 Junior Secondary School Teachers 77 (12.8%). For item 16 (12.3%) for item 17 were undecided. Also out of 360 Primary School Head Teachers 22 (6.1%) for item 16 and 65 (18.1%) for item 17 were undecided. Similarly, out of 600 Primary School Teachers 111 (18.5%) for item 16 and 77 (12.8%) for item 17 were undecided and out of 12 State Universal Basic Education Board Management Staff 1 (8.3%) for item 16 and 1 (8.3%) for item 17 were respectively undecided. Consequently, it could be observed that high level of collaborative effort has been established between the school and the local community.

Item 18 as indicated in table 4.9 sought to find out the views of respondents as to whether public enlightenment and social mobilization are adequately provided in the local community by the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) for the realization of free Universal and Compulsory Basic Education for every Nigerian child of school going age. From the opinions of respondents it can be observed that majority of the respondents were of the opinion that high level of awareness is established between the school and the local

community. The breakdown of respondents who agreed with this view was as follows: Out of 26 Education Secretaries 18 (69.2%) agreed. Similarly out of 294 Junior Sectaries 18 (69%) agreed. Similarly out of 294 Junior Secondary Schools 129 (43.9%) agreed. While out of 600 Junior Secondary Teachers 280 (46.7%) agreed. In addition to this, out of 360 Primary School Head Teachers 218 (60.6%) agreed. Moreover out of 600 Primary School Teachers 390 (65.0%) agreed. Also out of 12 State Universal Basic Education Board Management Staff 7 (58.3%) respectively agreed that high level of awareness is created between the school and the local community.

On the other hand, the breakdown of respondents who disagreed with this view are as follows: out of 26 Education Secretaries, 6 (23.1%) disagreed. And out of 294 Junior Secondary School Principals, 124 (42.2%) disagreed. Similarly out of 600 Junior Secondary School Teachers 245 (40.9%) disagreed. Whereas out of 360 Primary School Head Teachers 109 (30.3%) disagreed. Also out of 600 Primary School Educations 188 (31.3%) disagreed, While out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) respectively were neither aware nor mobilize by the schools.

Similarly, the breakdown of respondents who neither agreed nor disagreed with the view that high level of awareness is established between the school and the local community and are therefore undecided were as follows: Out of 26 Education Secretaries 2 (7.7%) were undecided and out of 294 Junior Secondary School Principals 41 (13.9%) were undecided. Also out of 600 Junior Secondary School Teachers 75 (12.5%) were undecided. In addition to that out of 360 Primary School Head Teachers 33 (9.2) were undecided; Not only that, out of 600 Primary School Teachers 22 (3.9%) were undecided. In the same veins out of 12 State Universal Basic Education Board Management Staff

only one 1 (8.3%) were undecided. Consequent often the above observations it could be concluded with degree of certainly that high level of awareness has been established between the school and the local community.

Consequently, the researcher observed that provision and utilization of the required human resources in the education system which could be used to enhance teaching and learning process must be put in place for the actualization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. Details could be seen in table 4.6.

Table 4.6: Analysis of Research Questions on the Assessment of the achievements of UBE Programmes Objectives in Nigeria in respect of the Provision and Utilization of Human Resources in the Education System for the Realization of free Universal and Compulsory Basic Education for every Nigerian child of School Going Age.

Impact on provision of free UBE	Groups	SA	A	U	SD	SD
1) For the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age, The State Universal Basic Education Board (SUBEB) Through Local Government Education Area (LGEA) has made adequate provision of qualified a	Education secretary	14(53.8)	8(30.8)	0(0.0)	4(15.4)	0(0.0)
	J. S. S. principal	54(18.4)	142(48.3)	3(1.0)	68(23.1)	27(9.2)
	J. S. S. teacher	180(30.0)	245(40.8)	12(2.0)	148(24.7)	15(2.5)
	Primary school head teacher	99(27.5)	141(39.2)	0(0.0)	109(30.3)	11(3.1)
	Primary school teacher	111(18.5)	334(55.7)	33(5.5)	99(16.5)	23(3.8)
	Official of SUBEB	5(41.7)	3(25.0)	0(0.0)	4(33.3)	0(0.0)
2) Similarly, for the realization of free, universal and cumpulsory basic education for every Nigerian child of school going age , the UBEC through state universal basic education boards has also made adequate provisions of qualified and required number of t	Education secretary	8(30.8)	13(50.0)	0(0.0)	4(15.4)	1(3.8)
	J. S. S. principal	89(30.3)	79(26.9)	18(6.1)	79(26.9)	29(9.9)
	J. S. S. teacher	207(34.5)	193(32.2)	12(2.0)	162(27.0)	26(4.3)
	Primary school head teacher	66(18.3)	141(39.2)	21(5.8)	110(30.6)	22(6.1)
	Primary school teacher	261(43.5)	174(29.0)	33(5.5)	99(16.5)	33(5.5)
	Official of SUBEB	2(16.7)	6(50.0)	0(0.0)	3(25.0)	1(8.3)
3) There was also adequate provision of the required number of infrastructural facilities, such as provision of adequate number of class and staff rooms in the education system in order to facilitate teaching and learning process and for the realization of free	Education secretary	6(23.1)	15(57.7)	0(0.0)	4(15.4)	1(3.8)
	J. S. S. principal	65(22.1)	122(41.5)	19(6.5)	45(15.3)	43(14.6)
	J. S. S. teacher	116(19.3)	319(53.2)	38(6.3)	101(16.8)	26(4.3)
	Primary school head teacher	66(18.3)	152(42.2)	11(3.1)	110(30.6)	21(5.8)
	Primary school teacher	120(20.0)	237(39.5)	77(12.8)	121(20.2)	45(7.5)
	Official of SUBEB	2(16.7)	6(50.0)	0(0.0)	4(33.3)	0(0.0)
4) Adequate provision of required number of infrastructural facilities such as provision of adequate number of classrooms and staffrooms in the education system are also made available in order to facilitate teaching and learning processes and for the realization	Education secretary	7(26.9)	9(34.6)	6(23.1)	3(11.5)	1(3.8)
	J. S. S. principal	13(4.4)	106(36.1)	48(16.3)	111(37.8)	16(5.4)
	J. S. S. teacher	127(21.2)	203(33.8)	143(23.8)	102(17.0)	25(4.2)
	Primary school head teacher	65(18.1)	143(39.7)	33(9.2)	109(30.3)	10(2.8)
	Primary school teacher	65(10.8)	241(40.2)	96(16.0)	175(29.2)	23(3.8)
	Official of SUBEB	2(16.7)	4(33.3)	2(16.7)	3(25.0)	1(8.3)
5) There was adequate provision of the required financial resources in the education system for the realization of free universal compulsory education for every Nigerian child of school going age by SUBEB through LGEA	Education secretary	9(34.6)	8(30.8)	3(11.5)	5(19.2)	1(3.8)
	J. S. S. principal	49(16.7)	67(22.8)	24(8.2)	104(35.4)	50(17.0)
	J. S. S. teacher	103(17.2)	213(35.5)	44(7.3)	190(31.7)	50(8.3)
	Primary school head teacher	54(15.0)	99(27.5)	44(12.2)	120(33.3)	43(11.9)
	Primary school teacher	76(12.7)	121(20.2)	86(14.3)	217(36.2)	100(16.7)
	Official of SUBEB	4(33.3)	3(25.0)	0(0.0)	4(33.3)	1(8.3)
6) Simarly, there was also adequate provision of the required financial resources in the education system for the realization of free basic universal	Education secretary	7(26.9)	8(30.8)	4(15.4)	4(15.4)	3(11.5)
	J. S. S. principal	27(9.2)	128(43.5)	16(5.4)	87(29.6)	36(12.2)
	J. S. S. teacher	80(13.3)	227(37.8)	40(6.7)	185(30.8)	68(11.3)

compulsory education for every Nigerian child of school going age by UBEC through SUBEB	Primary school head teacher	54(15.0)	143(39.7)	11(3.1)	109(30.3)	43(11.9)
	Primary school teacher	109(18.2)	206(34.3)	33(5.5)	177(29.5)	75(12.5)
	Official of SUBEB	3(25.0)	3(25.0)	1(8.3)	3(25.0)	2(16.7)
7) The SUBEB through LGEA has made adequate provision of the required time resources in the education system for the realization of free basic universal education for every Nigerian child of school going age	Education secretary	4(15.4)	11(42.3)	4(15.4)	6(23.1)	1(3.8)
	J. S. S. principal	71(24.1)	93(31.6)	31(10.5)	85(28.9)	14(4.8)
	J. S. S. teacher	166(27.7)	224(37.3)	55(9.2)	129(21.5)	26(4.3)
	Primary school head teacher	76(21.1)	196(54.4)	22(6.1)	44(12.2)	22(6.1)
	Primary school teacher	160(26.7)	286(47.7)	55(9.2)	98(16.3)	1(0.2)
	Official of SUBEB	2(16.7)	5(41.7)	1(8.3)	4(33.3)	0(0.0)
8) Adequate provision of the required time resources in the education system has not been provided by the SUBEB for the realization of free basic universal education for every Nigerian child of school going age	Education secretary	6(23.1)	5(19.2)	5(19.2)	9(34.6)	1(3.8)
	J. S. S. principal	45(15.3)	121(41.2)	45(15.3)	64(21.8)	19(6.5)
	J. S. S. teacher	106(17.7)	307(51.2)	20(3.3)	165(27.5)	2(0.3)
	Primary school head teacher	55(15.3)	143(39.7)	43(11.9)	98(27.2)	21(5.8)
	Primary school teacher	43(7.2)	260(43.3)	55(9.2)	198(33.0)	44(7.3)
	Official of SUBEB	1(8.3)	2(16.7)	1(8.3)	7(58.3)	1(8.3)
9) In order to realise free basic universal education for every Nigerian child of school going age, the UBEC through SUBEB has made adequate provision for the required training and retraining programme in the education system to facilitate teaching and learning	Education secretary	4(15.4)	12(46.2)	4(15.4)	5(19.2)	1(3.8)
	J. S. S. principal	56(19.0)	130(44.2)	53(18.0)	38(12.9)	17(5.8)
	J. S. S. teacher	186(31.0)	257(42.8)	52(8.7)	91(15.2)	14(2.3)
	Primary school head teacher	77(21.4)	129(35.8)	77(21.4)	66(18.3)	11(3.1)
	Primary school teacher	140(23.3)	218(36.3)	109(18.2)	89(14.8)	44(7.3)
	Official of SUBEB	2(16.7)	4(33.3)	2(16.7)	4(33.3)	0(0.0)
10) Similarly, there was adequate provision of the required training and retraining programme in the education system for the realization of free basic universal education for every Nigerian child of school going age by SUBEB through LGEA	Education secretary	8(30.8)	12(46.2)	2(7.7)	1(3.8)	3(11.5)
	J. S. S. principal	54(18.4)	134(45.6)	6(2.0)	50(17.0)	50(17.0)
	J. S. S. teacher	273(45.5)	222(37.0)	17(2.8)	73(12.2)	15(2.5)
	Primary school head teacher	120(33.3)	119(33.1)	11(3.1)	99(27.5)	11(3.1)
	Primary school teacher	76(12.7)	402(67.0)	55(9.2)	56(9.3)	11(1.8)
	Official of SUBEB	3(25.0)	5(41.7)	0(0.0)	1(8.3)	3(25.0)
11) There was adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all teachers and students in the education system in order to facilitate the teaching and learning proc	Education secretary	9(34.6)	6(23.1)	4(15.4)	7(26.9)	0(0.0)
	J. S. S. principal	75(25.5)	128(43.5)	3(1.0)	65(22.1)	23(7.8)
	J. S. S. teacher	181(30.2)	239(39.8)	16(2.7)	127(21.2)	37(6.2)
	Primary school head teacher	88(24.4)	153(42.5)	10(2.8)	55(15.3)	54(15.0)
	Primary school teacher	204(34.0)	186(31.0)	11(1.8)	144(24.0)	55(9.2)
	Official of SUBEB	4(33.3)	2(16.7)	1(8.3)	5(41.7)	0(0.0)
12) Similarly, adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all teachers and students in the education system in order to facilitate the	Education secretary	8(30.8)	10(38.5)	0(0.0)	3(11.5)	5(19.2)
	J. S. S. principal	82(27.9)	110(37.4)	19(6.5)	52(17.7)	31(10.5)
	J. S. S. teacher	90(15.0)	264(44.0)	49(8.2)	158(26.3)	39(6.5)
	Primary school head teacher	66(18.3)	142(39.4)	22(6.1)	87(24.2)	43(11.9)
	Primary school teacher	175(29.2)	272(45.3)	54(9.0)	77(12.8)	22(3.7)

teaching and lea	Official of SUBEB	3(25.0)	3(25.0)	0(0.0)	2(16.7)	4(33.3)
13) There has been regular supervision of schools for the realization of free basic universal education for every Nigerian child of school going ageby SUBEB through LGEA	Education secretary	13(50.0)	5(19.2)	0(0.0)	8(30.8)	0(0.0)
	J. S. S. principal	52(17.7)	82(27.9)	56(19.0)	89(30.3)	15(5.1)
	J. S. S. teacher	96(16.0)	275(45.8)	50(8.3)	167(27.8)	12(2.0)
	Primary school head teacher	55(15.3)	184(51.1)	22(6.1)	99(27.5)	0(0.0)
	Primary school teacher	251(41.8)	165(27.5)	64(10.7)	87(14.5)	33(5.5)
	Official of SUBEB	5(41.7)	1(8.3)	0(0.0)	6(50.0)	0(0.0)
14) Similarly, regular supervision of schools for the realization of free basic universal education for every Nigerian child of school going agebySUBEB through LGEA	Education secretary	13(50.0)	2(7.7)	5(19.2)	4(15.4)	2(7.7)
	J. S. S. principal	54(18.4)	77(26.2)	49(16.7)	87(29.6)	27(9.2)
	J. S. S. teacher	132(22.0)	187(31.2)	130(21.7)	101(16.8)	50(8.3)
	Primary school head teacher	55(15.3)	185(51.4)	44(12.2)	65(18.1)	11(3.1)
	Primary school teacher	155(25.8)	241(40.2)	97(16.2)	85(14.2)	22(3.7)
	Official of SUBEB	5(41.7)	0(0.0)	2(16.7)	3(25.0)	2(16.7)
15) The SUBEB through LGEA Has made adequate provision of teachers wellfare packages very attractive which serves as a good motivational factor for the realization of free basic universal education for every Nigerian child of School going age	Education secretary	2(7.7)	15(57.7)	0(0.0)	5(19.2)	4(15.4)
	J. S. S. principal	8(2.7)	102(34.7)	24(8.2)	84(28.6)	76(25.9)
	J. S. S. teacher	101(16.8)	182(30.3)	39(6.5)	164(27.3)	114(19.0)
	Primary school head teacher	44(12.2)	66(18.3)	33(9.2)	99(27.5)	118(32.8)
	Primary school teacher	44(7.3)	144(24.0)	96(16.0)	165(27.5)	151(25.2)
	Official of SUBEB	1(8.3)	6(50.0)	0(0.0)	3(25.0)	2(16.7)
16) There was a collaborative between the SUBEB through LGEA and the local community for the realization of free basic universal education for every Nigerian child of school going age	Education secretary	8(30.8)	12(46.2)	3(11.5)	1(3.8)	2(7.7)
	J. S. S. principal	77(26.2)	89(30.3)	60(20.4)	60(20.4)	8(2.7)
	J. S. S. teacher	200(33.3)	173(28.8)	77(12.8)	100(16.7)	50(8.3)
	Primary school head teacher	55(15.3)	196(54.4)	22(6.1)	43(11.9)	44(12.2)
	Primary school teacher	130(21.7)	240(40.0)	111(18.5)	75(12.5)	44(7.3)
	Official of SUBEB	4(33.3)	4(33.3)	1(8.3)	1(8.3)	2(16.7)
17) For the realization of free basic universal education for every Nigerian child of school going age, there was also similar collaboration with the SUBEB through LGEA and the local community	Education secretary	10(38.5)	9(34.6)	3(11.5)	3(11.5)	1(3.8)
	J. S. S. principal	53(18.0)	166(56.5)	26(8.8)	29(9.9)	20(6.8)
	J. S. S. teacher	108(18.0)	278(46.3)	74(12.3)	112(18.7)	28(4.7)
	Primary school head teacher	77(21.4)	185(51.4)	65(18.1)	11(3.1)	22(6.1)
	Primary school teacher	120(20.0)	294(49.0)	77(12.8)	44(7.3)	65(10.8)
	Official of SUBEB	4(33.3)	3(25.0)	1(8.3)	3(25.0)	1(8.3)
18) In order to create awareness for the general public and for the realization of free basic universal education for every Nigerian child of school going age by SUBEB through LGEA	Education secretary	4(15.4)	14(53.8)	2(7.7)	5(19.2)	1(3.8)
	J. S. S. principal	42(14.3)	87(29.6)	41(13.9)	106(36.1)	18(6.1)
	J. S. S. teacher	115(19.2)	165(27.5)	75(12.5)	184(30.7)	61(10.2)
	Primary school head teacher	55(15.3)	163(45.3)	33(9.2)	87(24.2)	22(6.1)
	Primary school teacher	142(23.7)	248(41.3)	22(3.7)	144(24.0)	44(7.3)
	Official of SUBEB	1(8.3)	6(50.0)	1(8.3)	3(25.0)	1(8.3)

In Parenthesis ( ) are in percentage response

Source: Data Bank

Items 19 and 20 as indicated in table 4.7, sought to investigate the views of respondents as to whether qualified teachers were adequately provided in the education system by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) and the Universal Basic Education Board Commission (UBEC) through the State Universal Basic Education Board (SUBEB) for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. From the responses gathered it could be observed that a reasonable percentage of the respondents shared a similar opinion that qualified teachers are adequately provided in the education system. The breakdown of the respondents who agreed with this views are as follows: out of 26 Education Secretaries 21 (80.8%) for item 19 and 17 (65.4%) for item 20 agreed, in the same vein, out of 294 Junior Secondary School Principals 1987 (63.6%) for item 19 and 136 (46.2%) for item 20 agreed while out of 600 Junior Secondary School Teachers 472 (78.7%) for item 19 and 456 (76.0%) for item 20 agreed. Moreover, out of 360 Primary School Teachers 176 (48.9%) for item 19 and 67 (48.9%) for item 20 agreed. Whereas out of 600 Primary School Teachers 424 (70.7%) for item 19 and 392 (65.3%) for item 20 agreed similarly outs of 12 State Universal Basic Education Board Management Staff 8 (66.6%) for item 19 and 7 (58.4%) for item 20 respectively agreed that qualified teachers are adequately provided across the states in the education system for the development of the entire citizenry a strong consciousness for education and strong communication to its vigorous promotion.

On the other hand, the breakdown of respondents who disagreed are as follows: Out of 26 Education Secretaries 4 (15.4%) for item 19 and 5 (19.2%) for item 20

disagreed. Similarly out of 294 Junior Secondary School Teachers, 101 (16.8%) for item 19 and 128 (21.3%) for item 20 disagreed. In addition to this out of 360 Primary School Head Teachers 162 (45.0%) for item 19 and 152 (42.2%) for item 20 disagreed in the same vein out of 600 Primary School Teachers 154 (25.6%) for item 19 and 164 (27.4%) for item 20 disagreed. While out of 12 State Universal Basic Education Board Management Staff 4 (33.4%) for item 19 and 4 (33.4%) for item 20 respectively disagreed with the statement that qualified teachers were rather inadequately provided across the schools in the education system for the development of the entire citizenry a strong consciousness for educator and strong communication to its vigorous promotion.

In the same vein, the breakdown of respondents who nether agreed nor disagreed with the statement that qualified teachers were adequately provided across the schools in the education system and are therefore undecided are also as follows: out of 26 Education Secretaries only 1 (3.8) for item 19 and only 5 (15.4) for item 20 were undecided. Similarly out of 294 Junior Secondary School Principals only 4 (1.4%) for item 19 and 20 (6.8) for item 20 were undecided. Not only that out of 600 Junior Secondary School Teachers 27 (4.5%) for item 19 and 16 (2.7%) for item 20 were undecided. Whereas out of 360 Primary School Head Teachers 22 (6.1%) for item 19 and 32 (8.9%) for item 20 were undecided. Also out of 600 Primary School Teachers 22 (3.7%) for item 19 and 44 (7.3%) for item 20 were undecided while out of 12 State Universal Basic Education Board Management Staff non 0(0.0%) for item 19 and only 1 (8.3%) for item 20 were respectively undecided.

Finding of this study contradicts the findings of Obi (2002:154) who observes that failure of the Universal Primary Education (UPE) programme in Nigeria has been

attributed to a number of factors and one of the important factor being the deficiency of human resources to implement the education program, according to him as the UPE was embarked upon qualified teachers were not adequate which led to the introduction of crash programmes in to the teacher training colleges. In this sense, it could be concluded that provision of qualified teachers in the schools needs to be improved.

Items 21 and 22 as indicated in table 4.10 sought to verify the views of respondents as to whether infrastructural facilities are adequately provided in the education system by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) in the collaboration with the Universal Basic Education Board Commission (UBEC) for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. From the responses gathered, it could be observed that majority of the respondents were of the view that infrastructural facilities are adequately provided across the schools. The breakdown of respondents who agreed were as follows: Out of 26 Education Sectaries, 20 (77.0%) for item 21 and 19 (73.1%) for item 22 agreed. Whereas out of 294 Junior Secondary School Principals 162 (55.1%) for item 21 and 182 (61.9%) for item 22 agreed. Similarly out of 600 Junior Secondary School Teachers, 447 (74.5%) for item 21 and 314 (52.3%) for item 22 agreed. In addition to that out of 360 Primary School Head Teachers 230 (63.9%) for item 21 and 252 (70.0%) for item 22 agreed. In the same vein out of 600 Primary School Teachers 357 (59.5%) for item 21 424 (70.6%) item 22 agreed. While out of 12 State Universal Basic Education Board Management Staff 8 (66.6%) for item 21 and 7 (58.3%) for item 22 respectively agreed that infrastructural facilities are adequately provided across the schools for the development

of the entire citizenry a strong consciousness for educator and strong communication to its vigorous promotion.

On the other hand, the breakdown of respondents who disagreed were as follows: out of 26 Education Secretaries 6 (23.0%) for item 21 and 6 (23.1%) for item 22 disagreed. Similarly out of 294 Junior Secondary School Principals 108 (36.8%) for item 21 and 81 (27.6%) for item 22 disagreed. Moreover out of 600 Junior Secondary School Teachers 105 (17.5%) for item 21 and 163 (27.2%) for item 22 disagreed. While out of 360 Primary School Teachers 166 (27.7%) for item 21 and 133 (22.2%) for item 22 disagreed. Similarly out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 22 (41.6%) for item 22 respectively disagreed, meaning that infrastructural facilities are inadequately provided in the education system for the development of the entire citizenry a strong consciousness for educator and strong communication to its vigorous promotion.

In addition to that, the breakdown of respondents who remained undecided are as follows: out of 26 Education Secretaries 0 (0.0%) for item 21 and only 1 (3.8%) for item 22 were undecided. Similarly, out of 294 Junior Secondary School Principals 24 (8.2%) for item 21 and 31 (10.5%) for item 22 were undecided also out of 600 Junior Secondary School Teachers 48 (8.0) for item 21 and 123 (20.5%) for item 22 were undecided not only that out of 360 Primary School Head Teacher 43 (11.9%) for item 21 and 21 (5.8%) for item 22 were undecided whereas out of 600 Primary School Teachers 77 (12.8%) for item 21 and 43 (7.2%) for item 22 were undecided while out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 21 and 4 (33.3%) for item 22 respectively remained undecided.

Consequently, finding of this study is not in harmony with findings of Habibu (2000:8) who reported that in a survey jointly conducted by the National Primary Education Commission and Special Programme Unit of the Federal Ministry of Education, discovered that about 1632 schools in the Northern States have no building of whatever type. Aina (2000) has similarly observed that in recent times teachers experienced varying degree of problems in an attempt to achieve success in their educational institutions. According to her, it is clear that the quality of teaching and learning in Nigerian schools has diminished over the years due to depreciation (or complete absence) of facilities such as functional classrooms, well stocked libraries, equipments and laboratories . . . on the basis of these facts it could be argued that deficiency of infrastructural facilities needs to be addressed.

Items 23 and 24 as indicated in table 4.10 sought to investigate the views of respondents on whether financial resources are adequately provided in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the State Universal Basic Education Board (SUBEB) Through the Local Government Education Areas (L.G.As) as well as the Universal Basic Education Board Commission (UBEC) through the State Universal Basic Education Board (SUBEB). From the responses gathered, it is observed that divergent views are expressed. While some believed that financial resources are adequately provided in the education system. Other respondents were of the opinion that financial resources to education system are in adequately provided. The breakdown of respondents who agreed were as follows: Out of 26 Education Secretaries, 12 (46.1%) for item 23 and 12 (46.2%) for item 24 agreed. Whereas out of 294 Junior Secondary School Principals

111 (37.7%) for item 23 and 112 (38.1%) for item 24 agreed similarly out of 600 Junior Secondary School Teachers 230 (38.3%) for item 23 and 270 (45.0%) for item 24 agreed. Also out of 360 Primary School Head Teachers, 143 (39.7%) for item 23 and 174 (48.3%) for item 24 agreed. Also out of 600 Primary School Teachers, 295 (49.2%) for item 23 and 383 (63.7%) for item 24 agreed, while out of 12 State Universal Basic Education Board Management Staff 4 (33.4%) for item 23 and 4 (33.4%) for item 23 and 4 (33.4%) for item 24 agreed that financial resources are adequately provided in the education system.

Similarly, the breakdown of respondents who disagreed that provision of financial resources in the education system was rather inadequate were as follows: Out of 26 Education Secretaries, 6 (23.1%) for item 23 and (34.6%) for item 24 disagreed. Moreover out of 294 Junior Secondary School Principals 137 (46.6%) for item 23 and 135 (45.9%) for item 24 disagreed. While out of 600 Junior Secondary School Teachers 285 (47.5%) for item 23 and 268 (44.7%) for item 24 disagreed. In addition to that out of 360 Primary School Head Teachers 173 (48.1%) for item 23 and 120 (33.3%) for item 24 disagreed likewise out of 600 Primary School Teachers 240 (40.0%) for item 23 and 162 (27.0%) for item 24 disagreed. Also out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 23 and 6 (50.0%) for item 24 disagreed meaning that financial resources are inadequately provided in the education system.

In the same vein, the breakdown of respondents who remained undecided were as follows: out of 26 Education Secretaries 8 (30.8%) for item 23 and only 5 (19.2%) for item 24 were undecided. Similarly, one of 294 Junior Secondary School Principals 46 (15.6%) for item 23 and 47 (16.0%) for item 24 were undecided. While out of 600 Junior

Secondary School Teachers85 (14.2%) for item 23 and 62 (10.3%) for item 24 were (14.2%) for item 23 and 62 (10.3%) for item 24 were undecided. Whereas out of 360 Primary School Head Teachers 44 (12.2) for item 23 and 66 (18.3%) for item 24 were undecided. Likewise out 6000 Primary School Teachers 65 (10.8%) for item 23 and 55 (9.2%) for item 24 were undecided and out of 12 State Universal Basic Education Board Management Staff 3 (25.0%) for item 23 and 2 (16.7%) for item 24 were undecided.

Basically, however, finding of this study is parallel to the findings of Hamza (1998:5-17) in Olagboye (1998) who contents that Primary Education Suffered from both insufficient fundings and inefficient management. According to him the various committees set up by the governments to rescue the education system in the country failed to produce a permanent solution to the problem. It could therefore be argued that for the proper management of any education system and goals of Universal Basic Education system to be attained adequate funding is very necessary which could be used to enhance the actualization and realization of Universal Basic Education programme objectives in Nigeria.

Items 25 and 26 as indicated in table 4.10 sought to find out the views of respondents as to whether required training and retraining programme are adequately provided in the education system to facilitate teaching and learning process and for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by both the Universal Basic Education Commission (UBEC) and the State Universal Basic Education Board (SUBEB). From the opinions of the respondents, it can be observed that majority of the respondents were of the opinion that training and retraining programme are adequately provided in the

education system. The breakdown of the respondents who agreed with this view were as follows: out of 26 Education Secretaries 15 (57.7%) for item 25 and 17 (65.4%) for item 26 agreed. Similarly out of 294 Junior Secondary School Principals 155 (52.7%) for item 25 and 147 (50.0%) for item 26 agreed. Whereas out of 600 Junior Secondary School Teachers 406 (67.7%) for item 25 and 369 (61.5%) for item 26 agreed. Moreover out of 360 Primary School Head Teachers 218 (60.6%) and for item 25 and 261 (72.5%) for item 26 agreed. Likewise out of 600 Primary School Teachers 417 (69.5%) for item 25 and 394 (65.6%) for item 26 agreed, while out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 25 and 7 (58.3%) for item 26 agreed meaning that training and retraining programme are adequately provided across the schools in the education system.

On the other hand, the breakdown of respondents who negatively opinioned that training and retraining programme are rather inadequately provided and therefore disagreed were as follows: out of 26 Education Secretaries 8 (30.7%) for item 25 and 8 (30.7%) for item 26 disagreed. Similarly out of 294 Junior Secondary School Principals 94 (32.0%) for item 25 and 130 (44.3%) for item 26 disagreed, while out of 600 Junior Secondary School Teachers 154 (25.7%) for item 25 and 145 (24.1%) for item 26 disagreed. Likewise out of 360 Primary School Head Teachers 99 (27.5%) for items 25 and 77 (21.4%) for item 26 disagreed. Whereas out of 600 Primary School Teacher 141 (24.5%) for item 25 and 162 (27.0%) for item 26 disagreed, while out of 12 State Universal Basic Education Board Management Staff 5 (41. 7%) for item 25 and 4 (33.3%) for item 26 respectively disagreed meaning that training and retraining are inadequately provided in the education system.

The growing concern about training and retraining programme in any education system was born out of conviction that success of any education system primarily depends on the quality of its teachers and scholars observes that no employee can remain qualified with continuous changes in societal values and expectations. Therefore, training and retraining remained very fundamental to the success of Universal Basic Education Programmes objectives. Hence it should be improved and also be sustained.

Items 27 and 28 as indicated in table 4.10 sought to clarify the opinions of respondents as to whether members of the local community were adequately enlightened and socially mobilized by both the Universal Basic Education Commission (UBEC) though the State Universal Basic Education Board (SUBEB) as well as the State Universal Basic Education Board (SUBEB) through Local Government Education Areas (L.G.E.As) for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. Basically however, from the response of the respondents it can be observed that a higher percentage of the respondents opinioned that the Local community were adequately enlightened and socially mobilized. Consequently, the breakdown of respondents who agreed were as follows: Out of 26 Education Secretaries 21 (80.8%) for item 27 and 22 (84.6%) for item 28 agreed. Similarly out of 294 Junior Secondary School Principals 209 (71.1%) for item 27 and 199 (67.7%) for item 28 agreed. In the same vein, out of 600 Junior Secondary School Teachers, 483 (80.5%) for item 27 and 439 (73.2%) for item 28 agreed. Whereas out of 360 Primary School Head Teacher, 483 (80.5%) for item 27 and 439 (73.2%) for item 28 agreed. Whereas out of 360 (63.7%) for item 28 agreed. Moreover, out of 600 Primary School Teachers 434 (72.4%) for item 27 and 501 (83.5%) for item 28 agreed, while out

of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 28 and 8 (66.6%0 for item 28 respectively agreed that high level of awareness has been created between the school and the local community.

Similarly, the breakdown of respondents who opined that the local communities were neither enlightened nor socially mobilized are also as follow: Out of 26 Education Secretaries 4 (15.4%) for item 27 and 4 (15.4%) for item 28 disagreed. Similarly out of 294 Junior Secondary School Principals 55 (18.7%) for item 28 disagreed 76 (21.2%) for item 27 and 88 (24.2%) for item 28 disagreed. In addition to this out of 600 Primary School Teachers 122 (20.3%) for item 27 and 66 (11.0%) for item 28 disagreed. While out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 27 and 4 (33.4%) for item 28 disagreed implying that awareness is yet to be created among the members of the local community.

In the same vein, the breakdowns of respondents who are neutral or undecided are as follows: Out of 26 Education Secretaries only 1 (2.8%) for item 27 and none or 0(0.0%) for item 28 were undecided. Whereas out of 294 Junior Secondary School Principals 30 (10.2%) for item 27 and 323 (10.9%) for item 28 were undecided. Similarly, out of 600 Junior Secondary School Teachers 64 (10.7%) for item 27 and 60 (10.0%) for item 28 were undecided. Likewise, out of 360 Primary School Head Teachers 33 (9.2%) for item 27 and 43 (11.9%) for item 28 were undecided and out of 600 Primary School Teachers 44 (7.3%) for item 27 and 33 (5.5%) for item 28 were undecided. Similarly, out of 12 State Universal Basic Education Board Management Staff nor or 0 (0.0%) for item 27 and also none or 0 (0.0%) for item 28 were undecided.

Fundamentally, creating awareness and mobilization of members of the local community becomes very necessary interview of its implication to access, retention and completion of Universal Basic Education Scheme in Nigeria. Hence, it needs to be improved and sustained.

Items 29 and 30 as indicated in table 4.10 sought to analyze the views of respondents as to whether instructional materials are adequately provided across the schools for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by both the State Universal Basic Education Board (SUBEB) through the Local Government Education Areas (L.G.E.As) and the Universal Basic Education Commission (UBEC) through the state Universal Basic Education Board (SUBEB). From the responses gathered it can be observed that a larger percentage of the respondents affirmed that instructional materials are adequately distributed across the schools in the education system. The breakdown of the respondents who agreed are as follows: Out of 26 Education Secretaries 21 (80.8%) for item 29 and 17 (65.4%) for item 30 agreed. Likewise out of 294 Junior Secondary School Principals 163 (55.4%) for item 29 141 (47.9%) for item 30 agreed. In the same vein out of 600 Junior Secondary School Teachers 352 (58.6%) for item 29 and 339 (56.5%) for item 30 agreed. Similarly out of 360 Primary School Head Teachers. 219 (60.8%) for item 29 and 197 (54.7%) for item 30 agreed. Also out of 600 Primary School Teachers 370 (61.7%) for item 29 and 282 (47.0%) for item 30 while out of 12 State Universal Basic Education Board Management Staff 7(58.0%) for item 29 and 6 (50.0% for item 30 agreed that instructional materials adequately distributed across the schools.

On the other hand, the breakdown of respondents who disagreed are as follows: Out 26 Education Secretaries only 8 (30.7%) for item 29 and 7 (26.9%) for item 30 disagreed. Similarly out of 294 Junior Secondary School Principals 86(29.3%) for item 29 and 100 (34.0%) for item 30 disagreed. Also out of 600 Junior Secondary School Teachers 179 (29.9%) for item 214 (36.0%) for item 30 disagreed. Whereas out 360 Primary School Head Teachers only 77 (21.4%) for item 30 and 110 (33.3%) for 30 disagreed. Not only that, out of 600 Primary School Teachers 206 (34.4%) for item 29 and 185 (30.8%) for item 30 disagreed, while out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 29 and 5 (41.7%) for item 30 respectively disagreed implying that instructional materials are insufficient distributed across the schools in the education system.

In the same vein, the breakdown of respondents who were undecided were as follows: Out of 26 Education Secretaries none or 0 (0.0%) for item 29 and only 5 (19.2%) for item 30 were undecided. Similarly, out of 294 Junior Secondary School Principals 25 (8.5%) for item 29 and 15 (5.1%) for item 30 were undecided also out of 600 Junior Secondary School Teachers 74 (12.3%) for item 29 and 88 (14.7%) for item 30 were undecided. Not only that out of 600 Primary School Teachers 10(1.7%) for item 9 and 110 (18.3%) for item 30 were undecided. While out of 12 Universal Basic Education Management Staff 0 (0.0%) for item 29 and only 2 (16.7%) for item 30 were undecided.

Finding of this study are not in harmony with findings of analysis magazine in collaboration with World Bank Development Reports of 2004. According to investigation of analysis magazine deficiency of instructional materials was identified to be among the major challenges facing primary and Junior Secondary Education system in Nigeria. It is

also the conviction of this study that the use of teaching and learning materials guarantees more effective teaching and learning process. Since it makes learning more interesting, more real and more lively and above all instructional materials facilitate retention of the learner concept and be remembered more easily. Therefore, it should be adequately provided in education system.

Items 31 and 32 as indicated in table 4.10 sought to know the views of respondents as to whether schools are supervised regularly for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the Universal Basic Education Board Commission (UBEC in collaboration with the state Universal Basic Education Board (SUBEB) the Local Government Education Areas (L.G.E.As). From the opinions of respondents it can be observed that considerable number of the respondents agreed that schools are supervised regularly. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 17 (65.4%) for item 31 and 15 (57.7%) for item 32 agreed. In addition to that out of 294 Junior Secondary School Principals 164 (55.8%) for item 31 161 (54.7%) for item 32 agreed. Whereas out of 600 Junior Secondary School Teachers 320 (53.3%) for item 31 and 309 (41.5%) for item 32 agreed. Similarly out of 360 Primary School Head Teachers 250 (69.5%) for item 31 and 209 (57.5%) for item 32 agreed. Likewise out of 600 Primary School Teachers 341 (56.9%) for item 31 and 350 (58.4%) for item 32 while out of 12 State Universal Basic Education Board Management Staff 7 (58.3%) for item 31 and 6 (50.0%) for item 32 agreed.

On the other hand, the breakdown of respondents who disagreed were also as follows: Out of 26 Education Secretaries 8 (30.7%) for item 31 and 7 (26.9%) for item 32

disagreed. Also out of 294 Junior Secondary School Principals 8 (29.3%) for item 31 and 100 (34.0%) for item 32 disagreed. Similarly out of 600 Junior Secondary School Teachers 179 (29.9%) for item 31 and 214 (36.0% for item 32 disagreed. Likewise out of 360 Primary School Head Teachers 77 (21.4%) for item 31 and 110 (33.3%) for item 32 disagreed. In the same vein out of 600 Primary School Teachers 206 (34.4%) for item 31 and 185 (30.8%) for item 32 disagreed while out of 12 State Universal Basic Education Board Management Staffs 5 (41.5%) for item and 5 (41.7%) for item 32 respectively disagreed implying schools are supervised irregularly.

Not only that the breakdown of respondents who were neutral are as follows: Out of 26 Education Secretaries only 1 (3.8%) for item 31 and only 4 (16.4%) for items 82 were undecided. Similar, out of 294 Junior Secondary Principals 44 (15.0%) for item 31 and 33 (11.2%) for item 32 were undecided. In addition to that out of 600 Junior Secondary School Teachers 101 (6.8%) for item 31 and 77 (12.8%) for item 32. Whereas out of 360 Primary School Head Teachers 33 (9.2%) for item 31 and 33 (9.2%) for item 32 were undecided. Also out of 600 Primary School Teachers 53 (8.8%) for item 31 and 65 (10.8%) for item 32 were undecided while out of 12 State Universal Basic Education Board Management Staff none or 0 (0.0%) for item 31 and none or 0 (0.0%) for item 32 were respectively undecided.

However, it must not be forgotten that, supervision of instruction is very crucial and a prerequisite factor for the education system to succeed in achieving the goals, and when the schools are not regularly supervised, the consequences could be negative.

Item 33 as indicated in table 4.10 sought to find out the views of respondents on whether the State Universal Basic Education Board (SUBEB) in collaboration with the

Local Government Education Areas (L.G.E.As) has adequate provision of attractive teachers' welfare packages which will serves as a good motivational factor for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. Consequently, from the respondents' opinions it can be observed that divergent views were expressed. While some respondents expressed their views that provision of teachers welfare packages are sufficiently distributed, other respondents disagreed and were of the view that attractive teachers welfare packages needs to be improved.

The breakdown of respondents who agreed were as follows: Out of 26 Education Secretaries 16 (61.6%) agreed. Similarly out of 294 Junior Secondary School Principals 135 (45.9%) agreed. While out of 600 Junior Secondary School Teacher 298 (49.6%) agreed. Whereas Out of 360 Primary School Head Teacher s 143 (39.8%) agreed. Also out of 60 Primary School Teachers 281 (46.8%) agreed, while out of 12 Universal Basic Education board Management Staff 7(58.3%) respectively agreed that teachers welfare packages are sufficiently distributed across the schools in the education system.

On the other hand, the breakdown of respondents who disagreed are as follows: out of 26 Education Secretaries 7 (26.9%) disagreed. Similarly out of 294 Junior Secondary School Principals 129 (43.9%) disagree. Whereas out of 600. Junior Secondary School Teachers 236 (39.4%) disagreed in the same vein out of 360 Primary School Head Teachers 184 (51.1%) disagreed.

Also out of 600 Primary School Teachers, 286 (47.7%) disagreed, while out of 12 State Universal Basic Education Board Management Staff 5 (41.6%) respectively

disagreed implying that teachers welfare packages are insufficiently being provided across the teachers in the education system. (Hence if needs to be improved).

In the same vein, the breakdown of respondents who were undecided is as follows: Out of 26 Education Secretaries 3 (11.5%) were undecided. Whereas out of 294 Junior Secondary School Principals 30 (10.2%) were undecided. While out of 600 Junior Secondary School Teachers, 66 (11.0%) were undecided and out of 360 Primary School Head Teachers 33 (9.2%) were undecided. likewise out of 600 Primary School Teachers 33 (5.5%) were undecided similarly, out of 12 Universal Basic Education Board Management Staff 0 (0.0%) were undecided.

However, finding of this study contradicts the findings of Arikewuyo (2000) who observes that teachers have to embark on the industrial action to press home their demands before some of their demands can be addressed. According to him adequate attention has not been given to teachers that, unless teachers are motivated to be more committed and dedicated towards their primary responsibility they cannot discharge their primary assignment effectively. It is therefore against this development that with degree of certainty it could be argued that teachers' welfare packages need to be improved.

Items 34 and 35 as indicated in table 4.10 sought to find out the respondents opinions as to whether any collaboration exists between the school and the local community for the development of the entire citizenry a strong Consciousness for education and strong commitment to its vigorous promotion by both the Universal Basic Education Commission (UBEC) through the State Universal Basic Education Board (SUBEB) in collaboration with the State Universal Basic Education Board (SUBEB) through Local Government Education Areas (L.G.As).

However, it can be observed from the opinions of respondents that there are collaborative efforts between the school and the local community. The breakdown of respondents who agreed were as follows: Out of 26 Education Secretaries 17 (65.4%) for item 34 and 17 (65.4%) for item 35 agreed, while out of 294 Junior Secondary School Principals 132 (44.9%) for item 34 and 123 (41.9%) for item 35 agreed. Whereas out of 600 Junior Secondary School Teachers 265 (44.2%) for item 34 and 306 (51.0%) for item 35 agreed. Similarly out of Primary School Head Teachers 154 (42.8%) for item 34 and 186 (51.7%) for item 35 agreed. In the same vein out of 600 Primary School Teachers 369 (61.5%) for item 34 and 359 (59.8%) for item 35 agreed, while out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 34 and 7 (58.4%) for item 35 respectively agreed that high level of collaboration and participation exists between the local community and the school.

On the other hand, the breakdown of respondents who disagreed and were therefore of the view that collaboration between the school and the local community needs to be imported were equally as follows: out of 26 Out of 26 Education Secretaries only 6 (23.1%) for item 34 and 7 (26.9%) for item 35 disagreed. Similarly out of 294 Junior Secondary School Principals 122 (41.5%) for item 34 and 112 (38.1%) for item 35 disagreed. While out of 600 Junior Secondary School Principals 211 (35.2%) for item 34 and 183 (30.5%) for item 35 disagreed. In addition to that out of 360 Primary School Head Teachers 143 (23.8%) for item 34 and 207 (34.5%) for item 35 disagreed. In the same vein, out of 600 Primary School Teachers 143 (23.8) for item 34 and 207 (34.5%) for item 35 disagreed, while out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 34 and 4 (33.3%) for item 35 respectively

disagreed. It has been observed that community participation and involvement in school affairs makes the relationship between the school and the local community to be more cordial and meaningful, hence it needs to be improved for the goals of education to be realized.

Item 36 as indicated in table 4.10 sought to investigate the opinions of respondents as to whether members of the local community were adequately enlightened and socially mobilized for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the State Universal Basic Education Board in collaboration with the Local Government Education Areas (L.G.E.As). From the opinions of respondents it can be observed that a higher percentage of the respondents agreed that the local community were sufficiently enlightenment and socially mobilized. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 19 (73.1%) agreed. Whereas out of 294 Junior Secondary School Principals 199 (67.6%) agreed. In addition to that, out of Junior Secondary School Teachers 376 (62.7%) agreed not only that out of 360 Primary School Head Teachers 241 (66.9%) agreed. Similarly out of 600 Primary School Teachers 479 (79.8%) agreed. While out of 12 State Universal Basic Education Board Management Staff 7 (58.0%) respectively agreed. On the other hand the breakdown of respondents who disagreed were equally as follows: Out of 26 Education Secretaries only 2 (7.6%) disagreed. Likewise out of 294 Junior Secondary School Principals 66 (22.8%) disagreed. Also out of 600 Junior Secondary School Teachers 122 (20.4%) disagreed. Not only that out of 360 Primary School Head Teacher 87 (24.1%) disagreed. Similarly out of 600 Primary School Teachers 99 (16.5%) disagreed, while out of 12 State Universal Basic Education Board

Management Staffs 2 (16.6%) respectively disagreed and were of the view that members of the local community needs to be sufficiently enlightenment and socially mobilized.

Similarly, the breakdown of respondents who neither agreed nor disagree and were therefore undecided are as follows out 26 Education Secretaries 5 (19.2%) were undecided. Not only that out of 294 Junior Secondary School Principals 29 (9.9%) were undecided while out of 600 Junior Secondary School Teachers102 (17.0%) were undecided. In addition to that out of 360 Primary School Head Teachers 32 (8.9%) were undecided also out of 600 Primary School Teachers 22 (307%) were undecided and out of 12 State Universal Basic Education Board Management Staff 3 (250%) were respectively undecided.

Fundamentally, the significance of creating awareness among the members of the local community cannot be overstress in view of the factors militating against education development. In some geographical location in Nigeria. According to Umar Waziri (1998) Western Education was introduced in Nigeria alongside with the religion of Christianity which was viewed with considerable suspicion as an instrument for systematic and gradual conversion of people from the local community to Christianity. It is therefore in the light of this development the need to create awareness to the members of the local community deserved to be urgently addressed. More details can be observed in in table 4.7.

Table 4.7: Analysis on research Questions in Respect of the Assessment of the Provision and Utilization of Material Resources in the Education System for the Development of the Entire Citizenry a Strong Consciousness for Education and Strong Commitment to its Vigorous Promotion.

Impact on development of citizenry	Groups	SA	A	U	SD	SD
19) For the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion the SUBEB through LGEA has made adequate provision of qualified and required number of teachers in the education system	Education secretary	10(38.5)	11(42.3)	1(3.8)	2(7.7)	2(7.7)
	J. S. S. principal	49(16.7)	138(46.9)	4(1.4)	97(33.0)	6(2.0)
	J. S. S. teacher	199(33.2)	273(45.5)	27(4.5)	75(12.5)	26(4.3)
	Primary school head teacher	55(15.3)	121(33.6)	22(6.1)	131(36.4)	31(8.6)
	Primary school teacher	88(14.7)	336(56.0)	22(3.7)	143(23.8)	11(1.8)
	Official of SUBEB	4(33.3)	4(33.3)	0(0.0)	2(16.7)	2(16.7)
20) There was adequate provision of qualified and required number of teachers in the education system for the development of the entire citizenry a strong conciousness for education and strong commitment to its vigorous promotion by UBEC through SUBEB	Education secretary	6(23.1)	11(42.3)	4(15.4)	3(11.5)	2(7.7)
	J. S. S. principal	51(17.3)	85(28.9)	20(6.8)	96(32.7)	42(14.3)
	J. S. S. teacher	169(28.2)	287(47.8)	16(2.7)	78(13.0)	50(8.3)
	Primary school head teacher	55(15.3)	121(33.6)	32(8.9)	120(33.3)	32(8.9)
	Primary school teacher	237(39.5)	155(25.8)	44(7.3)	142(23.7)	22(3.7)
	Official of SUBEB	2(16.7)	5(41.7)	1(8.3)	2(16.7)	2(16.7)
21) Adequate provision of the required number of infrastructure of facilities such as provision of adequate number of classrooms and staff rooms in the educational system women are available in order to facilitate teaching and learning processes and four the	Education secretary	8(30.8)	12(46.2)	0(0.0)	5(19.2)	1(3.8)
	J. S. S. principal	48(16.3)	114(38.8)	24(8.2)	77(26.2)	31(10.5)
	J. S. S. teacher	104(17.3)	343(57.2)	48(8.0)	92(15.3)	13(2.2)
	Primary school head teacher	44(12.2)	186(51.7)	43(11.9)	77(21.4)	10(2.8)
	Primary school teacher	85(14.2)	272(45.3)	77(12.8)	111(18.5)	55(9.2)
	Official of SUBEB	4(33.3)	4(33.3)	0(0.0)	3(25.0)	1(8.3)
22) Similarly adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff forms in the education system and were made available in order to facilitate teaching and learning processes and	Education secretary	10(38.5)	9(34.6)	1(3.8)	4(15.4)	2(7.7)
	J. S. S. principal	53(18.0)	129(43.9)	31(10.5)	72(24.5)	9(3.1)
	J. S. S. teacher	110(18.3)	204(34.0)	123(20.5)	124(20.7)	39(6.5)
	Primary school head teacher	55(15.3)	197(54.7)	21(5.8)	66(18.3)	21(5.8)
	Primary school	131(21.8)	293(48.8)	43(7.2)	66(11.0)	67(11.2)

	teacher					
	Official of SUBEB	3(25.0)	4(33.3)	0(0.0)	4(33.3)	1(8.3)
23) There was adequate provision of the required Financial Resources in the educational system for the development of the entire citizenry he strength consciousness for education and strong commitment to its vigorous promotion by SUBEB through LGEA	Education secretary	7(26.9)	5(19.2)	8(30.8)	4(15.4)	2(7.7)
	J. S. S. principal	50(17.0)	61(20.7)	46(15.6)	76(25.9)	61(20.7)
	J. S. S. teacher	92(15.3)	138(23.0)	85(14.2)	223(37.2)	62(10.3)
	Primary school head teacher	22(6.1)	121(33.6)	44(12.2)	109(30.3)	64(17.8)
	Primary school teacher	131(21.8)	164(27.3)	65(10.8)	185(30.8)	55(9.2)
	Official of SUBEB	2(16.7)	2(16.7)	3(25.0)	3(25.0)	2(16.7)
24) There was also adequate provision of the required Financial Resources in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment its vigorous promotion by the UBEC through SUBEB	Education secretary	6(23.1)	6(23.1)	5(19.2)	7(26.9)	2(7.7)
	J. S. S. principal	22(7.5)	90(30.6)	47(16.0)	90(30.6)	45(15.3)
	J. S. S. teacher	128(21.3)	142(23.7)	62(10.3)	216(36.0)	52(8.7)
	Primary school head teacher	44(12.2)	130(36.1)	66(18.3)	76(21.1)	44(12.2)
	Primary school teacher	76(12.7)	307(51.2)	55(9.2)	108(18.0)	54(9.0)
	Official of SUBEB	2(16.7)	2(16.7)	2(16.7)	5(41.7)	1(8.3)
25) For the development of the entire citizenry to the strong consciousness for educational strong commitment to its vigorous promotion the UBEC through SUBEB has made adequate provision of the required training and retraining programme in the education system	Education secretary	5(19.2)	10(38.5)	3(11.5)	3(11.5)	5(19.2)
	J. S. S. principal	67(22.8)	88(29.9)	45(15.3)	86(29.3)	8(2.7)
	J. S. S. teacher	174(29.0)	232(38.7)	40(6.7)	124(20.7)	30(5.0)
	Primary school head teacher	77(21.4)	141(39.2)	43(11.9)	55(15.3)	44(12.2)
	Primary school teacher	143(23.8)	274(45.7)	42(7.0)	99(16.5)	42(7.0)
	Official of SUBEB	3(25.0)	3(25.0)	1(8.3)	2(16.7)	3(25.0)
26) To facilitate teaching and learning processes and for the development of the entire citizenry a strong consciousness for education and strong commitment to to vigorous promotion UBEC through SUBEB has also make adequate provision of the required training	Education secretary	11(42.3)	6(23.1)	1(3.8)	5(19.2)	3(11.5)
	J. S. S. principal	46(15.6)	101(34.4)	17(5.8)	111(37.8)	19(6.5)
	J. S. S. teacher	143(23.8)	226(37.7)	86(14.3)	89(14.8)	56(9.3)
	Primary school head teacher	76(21.1)	185(51.4)	22(6.1)	44(12.2)	33(9.2)
	Primary school teacher	152(25.3)	242(40.3)	44(7.3)	120(20.0)	42(7.0)
	Official of SUBEB	4(33.3)	3(25.0)	1(8.3)	3(25.0)	1(8.3)

27) In order to create awareness to members of the public and for the development of the entire citizenry a strong consciousness for education and strong commitment to to vigorous promotion the SUBEB through LGEA has made adequate provision to ensure awareness	Education secretary	9(34.6)	12(46.2)	1(3.8)	2(7.7)	2(7.7)
	J. S. S. principal	68(23.1)	141(48.0)	30(10.2)	52(17.7)	3(1.0)
	J. S. S. teacher	198(33.0)	285(47.5)	64(10.7)	51(8.5)	2(0.3)
	Primary school head teacher	66(18.3)	185(51.4)	33(9.2)	65(18.1)	11(3.1)
	Primary school teacher	151(25.2)	283(47.2)	44(7.3)	100(16.7)	22(3.7)
	Official of SUBEB	6(50.0)	2(16.7)	0(0.0)	2(16.7)	2(16.7)
28) Similarly in order to create awareness to members of the public and for the development of the entire citizenry a strong consciousness for education and stronger commitment to its vigorous promotion the SUBEB through LGEA has also make adequate provision	Education secretary	13(50.0)	9(34.6)	0(0.0)	2(7.7)	2(7.7)
	J. S. S. principal	34(11.6)	165(56.1)	32(10.9)	33(11.2)	30(10.2)
	J. S. S. teacher	160(26.7)	279(46.5)	60(10.0)	98(16.3)	3(0.5)
	Primary school head teacher	44(12.2)	186(51.7)	43(11.9)	55(15.3)	32(8.9)
	Primary school teacher	196(32.7)	305(50.8)	33(5.5)	44(7.3)	22(3.7)
	Official of SUBEB	4(33.3)	4(33.3)	0(0.0)	2(16.7)	2(16.7)
29) There was adequate provision of the required number of instructional materials such as provision of adequate number of textbooks tables and chairs for of teachers and students in the education system and for the development of the entire citizenry a stron	Education secretary	8(30.8)	13(50.0)	0(0.0)	5(19.2)	0(0.0)
	J. S. S. principal	41(13.9)	122(41.5)	25(8.5)	87(29.6)	19(6.5)
	J. S. S. teacher	89(14.8)	263(43.8)	74(12.3)	138(23.0)	36(6.0)
	Primary school head teacher	99(27.5)	120(33.3)	0(0.0)	108(30.0)	33(9.2)
	Primary school teacher	88(14.7)	282(47.0)	10(1.7)	176(29.3)	44(7.3)
	Official of SUBEB	4(33.3)	3(25.0)	0(0.0)	5(41.7)	0(0.0)
30) Similarly if adequate provision for the required number of instructional materials such as provision of adequate number of textbooks tables and chairs for teachers and students in the education system and for the development of the entire citizenry the st	Education secretary	8(30.8)	9(34.6)	5(19.2)	1(3.8)	3(11.5)
	J. S. S. principal	63(21.4)	78(26.5)	15(5.1)	83(28.2)	55(18.7)
	J. S. S. teacher	136(22.7)	203(33.8)	88(14.7)	134(22.3)	39(6.5)
	Primary school head teacher	44(12.2)	153(42.5)	54(15.0)	76(21.1)	33(9.2)
	Primary school teacher	117(19.5)	165(27.5)	110(18.3)	164(27.3)	44(7.3)
	Official of SUBEB	3(25.0)	3(25.0)	2(16.7)	1(8.3)	3(25.0)
31) There has been a regular supervision of schools for the development of the entire citizenry the strength consciousness for education and a strong commitment to its vigorous promotion by SUBEB through LGEA	Education secretary	11(42.3)	6(23.1)	1(3.8)	7(26.9)	1(3.8)
	J. S. S. principal	34(11.6)	130(44.2)	44(15.0)	72(24.5)	14(4.8)
	J. S. S. teacher	131(21.8)	189(31.5)	101(16.8)	140(23.3)	39(6.5)
	Primary school head	55(15.3)	195(54.2)	33(9.2)	66(18.3)	11(3.1)

	teacher					
	Primary school teacher	55(9.2)	286(47.7)	53(8.8)	196(32.7)	10(1.7)
	Official of SUBEB	4(33.3)	3(25.0)	0(0.0)	5(41.7)	0(0.0)
32) Similarly regular supervision of schools for the development of the entire citizenry and stronger consciousness for education and stronger commitment to its vigorous promotion has also been carried out by UBEC through SUBEB	Education secretary	7(26.9)	8(30.8)	4(15.4)	4(15.4)	3(11.5)
	J. S. S. principal	36(12.2)	125(42.5)	33(11.2)	68(23.1)	32(10.9)
	J. S. S. teacher	80(13.3)	229(38.2)	77(12.8)	151(25.2)	63(10.5)
	Primary school head teacher	22(6.1)	185(51.4)	33(9.2)	98(27.2)	22(6.1)
	Primary school teacher	109(18.2)	241(40.2)	65(10.8)	119(19.8)	66(11.0)
	Official of SUBEB	4(33.3)	2(16.7)	1(8.3)	2(16.7)	3(25.0)
33) SUBEB through LGEA has made adequate provision of teachers welfare very attractive would serve as a good motivational factor and for the development of the entire citizenry be stronger consciousness for education and stronger commitment to its vigorous	Education secretary	6(23.1)	10(38.5)	3(11.5)	6(23.1)	1(3.8)
	J. S. S. principal	23(7.8)	112(38.1)	30(10.2)	70(23.8)	59(20.1)
	J. S. S. teacher	77(12.8)	221(36.8)	66(11.0)	163(27.2)	73(12.2)
	Primary school head teacher	33(9.2)	110(30.6)	33(9.2)	87(24.2)	97(26.9)
	Primary school teacher	86(14.3)	195(32.5)	33(5.5)	154(25.7)	132(22.0)
	Official of SUBEB	3(25.0)	4(33.3)	0(0.0)	4(33.3)	1(8.3)
34) A collaboration between the SUBEB through the LGEA and the local community has being carried out for the development of the entire citizenry and stronger consciousness for education and stronger commitment to its vigorous promotion	Education secretary	11(42.3)	6(23.1)	3(11.5)	2(7.7)	4(15.4)
	J. S. S. principal	14(4.8)	118(40.1)	40(13.6)	79(26.9)	43(14.6)
	J. S. S. teacher	79(13.2)	186(31.0)	124(20.7)	147(24.5)	64(10.7)
	Primary school head teacher	33(9.2)	121(33.6)	64(17.8)	98(27.2)	44(12.2)
	Primary school teacher	117(19.5)	252(42.0)	88(14.7)	99(16.5)	44(7.3)
	Official of SUBEB	4(33.3)	2(16.7)	2(16.7)	1(8.3)	3(25.0)
35) For the development of the entire citizenry the stronger consciousness for education and stronger commitment to its vigorous promotion he was a	Education secretary	6(23.1)	11(42.3)	2(7.7)	6(23.1)	1(3.8)
	J. S. S. principal	49(16.7)	74(25.2)	59(20.1)	81(27.6)	31(10.5)

collaboration between the UBEC through SUBEB and the local community	J. S. S. teacher	114(19.0)	192(32.0)	111(18.5)	121(20.2)	62(10.3)
	Primary school head teacher	11(3.1)	175(48.6)	64(17.8)	88(24.4)	22(6.1)
	Primary school teacher	131(21.8)	228(38.0)	34(5.7)	152(25.3)	55(9.2)
	Official of SUBEB	2(16.7)	5(41.7)	1(8.3)	4(33.3)	0(0.0)
36) In order to create awareness to members of the general public for the development of the entire citizenry the stronger consciousness for education and stronger commitment to its vigorous promotion the SUBEB through LGEA has made adequate provision to ensu	Education secretary	8(30.8)	11(42.3)	5(19.2)	1(3.8)	1(3.8)
	J. S. S. principal	26(8.8)	173(58.8)	29(9.9)	49(16.7)	17(5.8)
	J. S. S. teacher	115(19.2)	261(43.5)	102(17.0)	109(18.2)	13(2.2)
	Primary school head teacher	88(24.4)	153(42.5)	32(8.9)	43(11.9)	44(12.2)
	Primary school teacher	66(11.0)	413(68.8)	22(3.7)	88(14.7)	11(1.8)
	Official of SUBEB	3(25.0)	4(33.3)	3(25.0)	1(8.3)	1(8.3)

In parenthesis ( ) are response

Source: Data Bank

Items 37 and 38 as indicated in table 4.8 sought to find out the opinions of respondents as to whether qualified teachers were sufficiently provided in the education system for reduction of the dropout from the formal school system (through improved relevance and efficiency) by both the state Universal Basic Education Board through the Local Government Education Area as well as the Universal Basic Education Commission through the state Universal Basic Education Board. Consequently, it can be observed from the opinions of respondents that qualified teachers were sufficiently provided across the schools. The breakdown of the percentage who agreed are as follows; out of 26 education Secretaries, 21 (80.7%) for item 37 and 21 (80.8%) for item 38 agreed. In addition for that, out of 294 Junior Secondary School Principals 176 (59.9%) for item 37 and 165 (56.2%) for item 38 agreed. Not only that, out of 600 Junior Secondary School Teachers 459 (76.5%) for item 37 and 400 (66.7%) for item 38 agreed. Similarly out of 360 Primary School Head Teachers 207 (57.5%) for item 38 agreed. Moreover, out of 600 Primary School Teachers 380 (63.4%) for item 37 and 391 (65.2%) for item 38 agreed, while out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 37 and 8 (66.7%) for item 38 agreed that teachers are sufficiently provided across the schools for the reduction of dropout rate from the formal school system through improved relevance and efficiency.

Accordingly, those who disagreed are also as follows: out of 26 Education Secretaries only 4(15.3%) for item 37 and 3 (11.5%) for item 38 disagreed. Also, out of 294 Junior Secondary School Principals 98(33.3%) secondary school teachers 226 (21.0%) for item 37 and 148 (24.7%0 item 38 disagreed. In the same vein, out 360 Primary School Head Teachers 121 (33.7%) for item and 99 (27.5%) for item 38

disagreed. Similarly, out of 600 Primary School Teachers 176 (29.4%) for item 37 and 176 (29.3%) for item 38 disagreed, while out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 37 and 3 (25).0% for item 38 respectively disagreed.

Not only that, the breakdown of respondents who neither agree nor disagree implying that they are undecided are as follows; out of 26 Education Secretaries only 1(3.8%) for item 37 and only 2 (7.7%) for item 38 were undecided. Si9milarly, out of 294 Junior Secondary School Principals 20 (6.8%) for item 37 and 32 (10.9%) for item 38 were undecided. Whereas out of 600 Junior Secondary School Teachers 15 (2.5%) for item 37 and 54 (15.0%) for item 38 were undecided. While out of 600 Primary School Teachers 44 (7.3%) for item 37 an d 33 (5.5%) for item 38 were undecided and out of 12 State Universal Basic Education Board Management Staff non or 0 (0.0%)for item 37 and only 1(8.3%) for item 38 were undecided.

Contrary to the finding of this research, Ibidapo-Ode (2007:4) opined that input determines the output. According to him, it has been noted that there has been decline in the quality of candidate admitted into universities as a result of the combination of poor quality output from the secondary level (also believed to be inherited from the primary level. Thus, unless the issue of teachers' quality is properly addressed, achieving of Universal Basic Education Programme will be doubtful.

Items 39 and 40 as indicated in table 4.11 sought to investigate the opinions of respondents on whether infrastructural facilities are sufficiently distributed across the schools in the education system, in order to reduce dropout rate from the formal school system through improved relevance and efficiency by both Universe Basic Education

Commission in collaboration with the State Universal Basic Education Board through the Local Government Education Areas. Form the opinions of respondents, it can be observed that most of the respondents agreed that infrastructural facilities are adequately provided across the schools. The breakdown of respondents who agreed are as follows: out of 26 Education Secretaries 18 (69.2%) for item 39 and 190 (73.1%) for item 40 agreed. In the same vein, out of 294 Junior Secondary School Principals 146 (49.6%) for item 39 187 (63.6%) for item 40 agreed. Similarly out of 600 Junior Secondary School Teachers 417 (69.5%) for item 39 and 391 (65.2%) for item 39 and 179 (54.8%) for item 40 agreed. Not only that, out of 600 Primary School Teachers for item 40 317 (526%) for item 39 and 264 (44.0%) for item 40 agreed. While out of 12 State Universal Basic Education Board Management Staff 7 (58.3%) for item 39 and 7 (58.4%) for item 40 especially agreed that infrastructural facilitation are sufficiently disturbed in the education system.

Similarly, the breakdown of respondents who disagreed were also as follows: out of 26 Education Secretaries, only 6 (23.10%) for item 39 and 7 (26.9%) for item 40 disagreed. Likewise out of 294 Junior Secondary School Principals 102 (34.7%) for item 39 64 (21.1%) for item 40 disagreed. Similarly out of 600 Junior Secondary School Teacher 166 (19.3%) for item 39 and 86 (14.4%) for tem 40 disagreed. In the same vein out of 360 Primary school Head Teachers, 109 (30.30%) for item 39 and 152 (42.3%) for item 40 disagreed. Whereas out of 600 Primary School Teachers 220 State Universe basic Educating Board Management Staff 5 (41.6%) for item 39 and 5 (41.6%) for item disagreed. Meaning that infrastructural facilities are insufficiently distributed across schools.

Accordingly, the breakdown of respondents who were undecided are as follows: out of 26 Education Secretaries 2 (707%) for item 39 and 0(0.0%) for the item 40 were undecided. In the same vein, out of 294 Junior Secondary School Principals 46 (15.6%) for item 39 and 45(153%) for item 40 were undecided. Similarly out of 360 Primary School Teachers 4 (12.2%) for item 39 and 11 (3.1%) for item 40 were decided. While out of 600 Primary School Teachers 63(10.5%) for item 39 and 86 (14.3%) for item 40 were undecided and out of 12 State Universal Basic Educational Management Staff 0 (0.0%) for item 39 and for item 40 were respectively undecided and were of the opinion that provision of the required infrastructural facilities in educational system is a pre-requisite to any meaningful and learning process. Therefore such aspect of education needs addressed.

Items 41 and 42 as indicated in table 4.11 sought the views of respondents as to whether provision of financial resources in the education system are sufficiently provided in order to reduce drop outs rate from the formal school system (through improved relevance and efficiency) by both Universal Basic Education Commission in collaboration with the State Universal Basic Education Board through the Local Government Education Areas. The breakdown of respondents who agreed that allocation of financial resources in the education system are sufficiently provided are as follows out of 26 Education Secretaries 14 (3.9%) for item 41 and 14 (53.8%) for item 42 agreed. Moreover out of 156 (52.0%) for item 42 similarly out of 600 Junior Secondary School Principal 278 (46.3%) for item 41 and 298 (49.6%) for item 42 agreed. In the same vein out of 306 Primary School Head Teachers 142 (39.5%) item 41 89 (30.3%) for item 42 agreed. Whereas out of 600 Primary School Teachers 221 (36.8%) for item 41 and 109

(45.2%) for item 42 agreed. While of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 41 and 4 (330.3%) for item 42 respectively agreed that provision of financial resources in to education system are sufficiently distributed across the schools in the education system.

Similarly, the breakdown of respondents who disagreed are as follows: out of 26 Education Secretaries 6 (23.1%) for item 41 and 11 (42.3%) for item 42 disagreed. Similarly out of 294 Junior Secondary School Principals 141 (48.0%) for item 41 and 94 (31.9%) for item 42 disagreed. Out of 600 Junior Secondary School Teachers 254 (42.3%) for item 41 and191 (31.8%) for item 42 disagreed. Also out of 360 Primary School Head Teachers 152 (42.3%) for item 41 and 309 (51.3%) for item 42 disagreed. Not only that out of 600 Primary School Teachers 314 (52.3%) for item 41 and 207 (45.5%) for item 42 disagreed, while out of 12 State Universal Basic Education Management Staff 4 (33.3%) for item 41 and 8 (66.6%) for item 42 respectively disagreed that provision of financial resources in the education system is insufficient.

Accordingly, the breakdown of respondents who were undecided are as follows: Out of 26 Education Secretaries 6 (23.1%) for item 41 and 1 (3.8%) for item 42 were undecided. Similarly out of 294 Junior Secondary School Principals 11 (3.7%) for item 41 and 44 (15.0%) for item 42 were undecided. whereas out of 600 Junior Secondary School Teachers 68 (11.3%) for item 41 and 111 (18.5%) for item 42 were undecided. while out of 360 Primary School Head Teachers 66 (18.3%) for item 41 and 44 (12.2%) for item 42 were undecided also out of 600 Primary School Teachers 65 (10.8%) for item 41 and 56 (9.3%) for item 42 were undecided and out of 12 State Universal Basic

Education Management Staff 3 (25.0) for item 41 and 0 (0.0) for item 42 were respectively undecided.

Contrary to the findings of this study, Onuoha (2008:1) argued that, the way education is funded in Nigeria demands urgent attention if desired quality of education would be achieved. Based on the above submissions it could be argued that education in Nigeria is underfunded. Accordingly, scholars recognized that for the goals of any education system to be attained it needs to be adequately funded. Hence, funding of Universal Basic Programme in Nigeria needs to be urgently addressed.

Items 43 and 44 as indicated in table 4.11 investigated the views of respondents as to whether adequate time resources are sufficiently provided in the education system in order to reduce dropout rate from the formal school system (through Improved relevance and efficiency) by both the Universal Basic Commission in collaboration with the State Universal Basic Education Board through the Local Government Education Areas. It can be observed from the views of respondents that adequate time resources are provided across the school in the education system. The breakdown of respondents who are satisfied with allocation of time resources as follows: Out of 26 Education Secretaries 15 (57.7%) for item 43 and 14 (53.8%) for item 44 agreed. Also out of 294 Junior Secondary School Principals 159 (54.1%) for item 43 and 186 (63.3%) for item 44 agreed. Whereas, out of 600 Junior Secondary School Teachers 369 (61.5%) for item 43 and 432 (72.0%) for item 44 agreed. Similarly out of 360 Primary School Head Teachers 207 (57.5%) for item 43 and 230 (63.9%) for item 44 agreed. Also out of 600 Primary School Teachers 456 (76.0%) for item 43 and 489 (81.5%) for item 44 agreed, while out of 12 State Universal Basic Education Management Staff 6 (50.0%) for item 43 and 5

(41.6%) for item 44 claimed to be Satisfied with the time resources allocated in the education system for the reduction of dropout rate from the formal school system (through improved relevance and efficiency).

Similarly, the breakdown of respondents who believed that allocation of time resources in the education system is insufficient are as follows: out of 294 Junior Secondary School Principals 90 (30.6%) for item 43 and 68 (23.1%) for item 4 disagreed. Also out of 600 Junior Secondary School Teachers 143 (23.5%) for item 43 and 103 (17.2%) for item 44 disagreed. In the same vein out of 360 Primary School Head Teachers 99 (27.5%) for item 43 and 109 (30.4%) for item 44 disagreed. Similarly, out of 600 Primary School Teachers 98 (16.4%) for item 43 and 100 (16.6%) for item 44 disagreed, while out of 12 State Universal Basic Education Board Management Staff 5 (41.6%) for item 43 and 6 (50.0%) for item 44 respectively disagreed and were therefore of the view that time resources allocated to education are inadequate for the reduction of dropout rate from the formal school system (through improved relevance and efficiency).

Accordingly, the breakdown of respondents who were undecided are as follows: Out of 26 Education Secretaries 3 (11.5%) for item 43 and 30 (11.5%) for item 44 were undecided. similarly, out of 294 Junior Secondary School Principals 45 (15.3%) for item 43 and 40 (13.6%) for item 44 were undecided. whereas out of 600 Junior Secondary School Teachers 90 (15.0%) for item 43 and 65 (10.8%) for item 44 were undecided and out of 360 Primary School Head Teachers 54 (15.0%) for item 43 and 21 (5.8%) for item 44 were undecided. Also out of 600 Primary School Teachers. 46 (7.7%) for item 43 and 11 (1.8%) for item 44 were undecided. While out of 12 State Universal Basic Education

Board Management Staff 1 (8.3%) for item 43 and 1 (8.3%) for item 44 claimed to be satisfied with allocation of time resources across the schools in the education system.

Consequently, it can be observed that time resource is central and integral part for the proper functioning and planning of any education system and Universal Basic Education Programme cannot be an exception. It is not only how to utilized human and material resources that matters but more fundamentally how to utilize time factor. Therefore time resource is very important and should be adequately utilized in Universal Basic Education programme for the objectives of education to be attained.

Items 45 and 46 as indicated in table 4.11 sought to investigate the opinions of respondents as to wither training and retraining are sufficiently provided in the education system to enhance teaching and learning process on the reduction of drop rate from the formal school system (through improved relevance and efficiency) by both the State Universal Basic Education Board through the Local Government Education Areas and the Universal Basic Education Commission through testate Universal Basic Education Board. From the views of respondents, it can be observed that training and retraining programmes are satisfactory carried out across the schools in the education system. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 19 (73.0%) for item 45 and 76 (61.5%) agreed. Similarly, out of 294 Junior Secondary School Principals 159 (54.1%) for item 45 and 144 (49.0%) for item 46 agreed. Also out of 600 Junior Secondary School Teachers 422 (70.4%) for item 45 and 116 (57.0%) for item 46 agreed. Whereas out of 360 Primary School Head Teachers 229 (63.6%) for item 45 and 218 (60.7%) for item 46agreed. Likewise out of 600 Primary School Teachers 446 (74.3%) for item 45 and 285 (47.5%) for item 46 agreed, while out of 12 State Universal

Basic Education Board Management Staff 8 (66.7%) for item 45 and 6 (50.0%) for item 46 respectively agreed that training and retraining programmes in the education system are satisfactorily provided in order to reduce dropout rate from the formal school system through improved relevance and efficiency.

On the other hand, the background of the respondents who disagreed with this statements are as follows: Out of 26 Education Secretaries only 4 (15.4%) for item 45 and 3 (11.5) for item 46 disagreed. In addition to that out 294 Junior Secondary School Principals 130 (44.2) for item 45 and 117 (39.8%) for item 46 disagreed. Not only that out of 600 Junior Secondary School Teachers only 101 (16.8%) for item 45 and 116 (19.3%) for item 46 disagreed. Also out of 360 Primary School Head Teachers 131 (36.8%) for item 45 and109 (30.3%) for item 46 disagreed. Whereas out of 600 Primary School Teachers only 99 (16.5%) for item 45 and 240 (40.0%) for item 46 disagreed, while out of 12 State Universal Basic Education Board Management Staff only 3 (25.0%) for item 46 and 2 (16.7%) for item 46 collectively disagreed implying that training and retraining programmes are inadequately provided in the education system.

Similarly, the breakdown of respondents who neither agreed nor disagreed with statement that training and retraining are adequately provided in the education system are as follows: Out of 26 Education Secretaries 3 (11.5%) for item 45 and 7 (26.9%) for item 46 were undecided also out of 294 Junior Secondary School Principals 5 (1.7%) for item 45 and 33 (11.2%) for item 46 were undecided. in addition to that out of 600 Junior Secondary School Teachers 77 (12.8%) for item 45 and 142 (23.7%) for item 46 were undecided and out of 360 Primary School Head Teachers 0 (0.0) for item 45 and 33 (9.2%) for item 46 were undecided. accordingly, out of 600 Primary School Teachers 55

(9.2%) for item 45 and 75 (12.5%) for item 46 were undecided. while out of 12 State Universal Basic Education Board Management Staff 1 (8.3) for item 45 and 4 (33.3) for item 46 were respectively undecided.

Scholars recognized that in order to enhance the efficiency of staff performance in teaching and learning process, training and retraining is a pre – requisite to that effect. Thus, Universal Basic Education programme should be an exception.

Items 47 and 48 as indicated in table 4.11 sought to find out the opinion of respondents as to whether instructional materials are satisfactory distributed across the schools by both the state Universal Basic Education Board through the Local Government Education Areas in collaboration with the Universal Basic Education Commission through the State Universal Basic Education Board in order to reduce dropout rate from the formal school system (through improved relevance and efficiency). Basically however, it can be observed that most of the respondents expressed their views that infrastructural materials are sufficiently distributed across the schools in the education system. The breakdown of respondents who agreed with this statement are as follows: out of 26 Education Secretaries 14 (53.8%) for 47 and 18 (69. 2 %) for item 48 agreed. Also, out of 294 Junior Secondary School Principals 163 (55.5%) for item 49 and 145 (49.3%) 48 agreed. Out of 600 Junior Secondary School Teachers 321 (53.5%) for 47 and 300 (50.0%) 48 agreed. In addition to this, out of 360 primary school head teachers, 230 (63.0%) for 47 and 197 (540.8%) for 48 agreed. Moreover out of 600 Primary School Teachers 230 (62.2%) for 478 and 328 (54.7%) for 48 agreed. While out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 47

and 5 (41.6%) for item 48 agreed that institutional materials are sufficiently provided across the schools in the education system.

Accordingly, the breakdown of respondents who disagreed are as follows; out of 26 educational secretaries 8 (30.7%) for 47 and 7 (26.9%) for 38 disagreed. And out of 294 Junior Secondary School Principals 99 (33.7%) for 47 and 126 (42.9%) for 48 disagreed. Similarly, out of 600 Junior Secondary School Teachers 212 (35.4%) for item 47 and 202 (33.7%) for 48 disagreed. Out of 360 Primary School Head Teachers 212 (40.0%) for item 47 and 130 (36.1%) 48 disagreed. Out of 600 Primary School Teachers 108 (27.3%) for item 47 and 185 (30.8%) for item 48 disagreed. While out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 47 6 (50.0%) for item 48 disagreed implying that instructional materials in the education system are inadequate. Similarly, the breakdown of respondents who were undecided are as follows: out of 26 Education Secretaries 4 (15.4%) for item 47 and 1 (3.8%) for item 48 were undecided. Not only that out of 294 Junior Secondary School Principals 32(10.9%) for item 47 and 23 (7.8%) for item 48 were undecided where as out of 600 Junior Secondary School Teachers 67 (11.2%) for item 47 and 98 (16.3%) for Primary School Head Teachers22 (6.1%) for item 47 and 33 (9.2) for item 48 were undecided and out of 600 Primary School Teachers 63 (10.5%) for item 47 and 87 (14.50%) for item 48 were undecided. Accordingly, out of 12 State Universal Basic Education Board Management Staff 1 (8.3%) for item 47 and 1 (8.3%) for item 48 were also undecided.

Since it has been observed that the more, the number of senses involved in the instructional process, the more enduring the learning, that results; hence the need for instructional materials to be put in place in view of its positive impact and Universal

Basic Education programme should not exceptional. In order to reduce dropout rate from the formal school system (through improved relevance and efficiency).

Items 49 and 50 as indicated in table 4.11 of respondents as to whether schools supervision is carried out regularly across the schools or otherwise by both the State Universal Basic Education Board through the Local Government Education Area and the Universal Basic Education Commission through the State Universal Basic Education Board in order to reduce dropout rate from the formal school system (through improved relevance and efficiency). Consequently, from the views of respondents it can be observed that most of them agreed that supervision of school is regularly carried out across the schools. The breakdown of respondents who agreed with this issue are as follows: out of 26 Education Secretaries 19 (73.1%) for item 49 and 17 (65.4%) for 50 agreed. Out of 294 Junior Secondary School Principals 125 (42.6%) for 49 and 147 (50.0%) for 50 agreed. Also out of 600 Junior Secondary School Teachers 284 (37.40%) for item 49 and 237 (39.5%) agreed. Not only that out of 360 Primary School Head Teachers 219 (60.8%) for 49 and 208 (57.8%) for 50 agreed. Out of 600 Junior Secondary School Teachers 350 (58.3%) for 49 and 351 (58.5%) for 50 agreed, while out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for 49 and 7 (58.3%) for 50 agreed implying that supervision of school satisfactorily carried out across the schools.

Accordingly, the breakdown of respondents who believed that supervisions of schools is irregularly carried out are as follows; out of 26 Education Secretaries 2 (7.7%) for item 49 and 1 (3.8%) for item 50 were undecided. Also out of 600 Junior Secondary School Teachers, 90 (15.0%) for item 49 and 100 (16.7%) for item 50 were undecided.

Also out of 360 Primary School Head Teachers 43 (11.9%) for item 50 were undecided and out of 600 Primary School Teachers 87 (14.5%) for item 49 and 42 (7.0%) for item 50 were undecided while out of 12 State Universal Basic Education Board Management Staff only 1 (8.3%) for item 49 and non on (0.0%) for item 50 were respectively undecided.

Accordingly, Ozigi (1977) opined that a supervisor is a representative of the ministry of education. Who keeps the ministry informed about what happens in the school and ensures maintenance of satisfactory academic standards. Thus for the Universal Basic Education programme objectives to be attained, supervision of instruction becomes very necessary.

Item 51 as indicated in table 4.11 sought opinions of respondents whether provision of attractive teachers welfare packages in the education system is sufficiently carried out by the state Universal Basic Education Board through the Local Government Education Areas and if it has any impact on the reduction of dropout rate from the formal school system (through improved relevance and efficiency). From the opinions of respondents gathered, it can be observed that most of the respondents agreed that provision of attractive welfare packages in the education system is regularly provided. The breakdown of respondents who agreed that teachers' welfare packages are adequately distributed is as follows: out of 26 Education Secretaries 21 (80.8%) agreed. Out of 294 Junior Secondary School Principals 171(58.2%) agreed. Also out of 600 Junior Secondary School Teachers 361 (61.1%) agreed. Out of 360 Primary School Head Teachers 165 (35.8%) agreed. Similarly out of 600 Primary School Teachers 261 (43.560) agreed, while out of 12 State Universal Basic Education Board Management

Staff 8(66.6%) respectively agreed that attractive teachers welfare packages are sufficiently provided to teachers therefore serves as good motivation factor.

Accordingly, the breakdown of respondents who disagreed are as follows: out of 26 education secretaries, only 4 (15.4%) disagreed. Out of 294 Junior Secondary School Principals only 115 (39.1%) disagreed. Whereas out of 600 Junior Secondary School Teachers 175 (29.3%) disagreed. Also out of 360 Primary School Head Teachers 184 (51.1%) disagreed. In addition to this, out of 600 Primary School Teachers 251 (41.9%) disagreed, while out of 12 State Universal Basic Education Board Management Staff only 3 (25.0%) collectively disagreed implying that attractive teachers welfare packages are insufficiently provided.

Similarly, the breakdown of respondents who were undecided are as follows: out of 26 Education Secretaries only 1 (3.8%) were undecided, also out of 294 Junior Secondary School Principals only 8 (2.7%) were undecided and out of 600 Junior Secondary School Teacher 63 (10.5%) were undecided whereas out 360 Primary School Head Teacher 11 (3.1%) were undecided likewise out of 600 Junior School Teachers 63 (10.5%) were undecided whereas out of 360 Primary School Head Teachers11 (3.1%) were undecided. While out f 12 State Universal Basic Education Board Management only 1 (8.3%) were undecided.

Since motivation has been recognized to be a driving force that energizes an individual to be committed to work and to improve his productivity. Implying that motivation is an important component of success in any education system. Hence, no effort should be spared in ensuring that both teachers and students of Universal Basic Education Programme are motivated for the objectives to be actualized and realized.

Items 52 and 53 as indicated on table 4.11 sought to investigate the views of respondents as to whether any collaboration exist between the local community and the school community in order to reduce dropout rate from the formals school system (through Improvised and relevance and efficiency) by both the State Universal Basic Education Board through the Local Government Education Areas as well as the Universal Basic Education Board Commission through the State Universal Basic Education Board. Consequently from the respondents' point of view, it can be observed that high level of collaboration exists between the school and the local community. The breakdown of respondents who agreed with this statement are as follows. Out of 26. Education Secretaries 20 (76.9%) for item 52 and 19 (73.1%) for item 53 agreed. Also out of 294 Junior Secondary School Principals 175 (96.9%) for item 52 and 161 (54.8%) for item 53 agreed. Out of 600 Junior Secondary School Teachers 363 (60.5%) for item and 326 (54.3%) for item 53 agreed. Similarly out of 360 Primary School Head Teachers185 (51.4%) for item 52 and 250 (69.5%) for item 53 agreed and Out of 600 Primary School Teachers 402 (67.0%) for item 52 and 427 (71.2%) for item 53 agreed, while out of 12 State Universal Basic Education Board Management Staff 8 (66.6%) for item 52 and 7 (58.4%) for item 53 respectively agreed that there is collaboration between the schools and the local community.

Accordingly, the breakdown of respondents who disagreed that some collaboration exists between the schools and the local community are as follows: out of 26 Education Secretaries, only 5 (192.2%) for item 52 and only 6 (23.1%) for item 53 disagreed. Similarly out of 294 Junior Secondary School Principals only 76 (19.2%) for item 52 and 75 (25.5%) for item 53 disagreed. Out of 600 Junior Secondary School

Teachers only 187 (31.2%) for item 52 and only 186 (31.0%) for item 53 disagreed. Also out of 360 Primary School Head Teachers 88 (24.4%) for item 52 and 33 (9.9%) for item disagreed. In addition to that out of 600 Primary School Teachers only 89 (14.8) for item 52 and only 130 (21.6%) for item 53 disagreed. While out of 12 State Universal Basic Education Board Management Staff only 3 (25.0%) for item 52 and only 5 (41.7%) for item 53 respectively disagreed implying that there is no collaboration between the schools and the local community.

Similarly, the breakdown of respondents who neither agree nor disagree with the statement that high level of collaboration exists between the school and the local community are as follows: Out of 26 Education Secretaries only 1 (3.8%) for item 52 and only 1 (3.8%) for item 53 were undecided. In addition to that out of 294 Junior Secondary School Principals 43 (14.6) for item 52 and 58 (19.7%) for item 53 were undecided. Not only that out of 600 Junior Secondary School Teacher 50 (8.3%) for item 52 and 88 (14.7%) for item 53 where undecided. Whereas out of 360 Primary School Head Teachers 87 (24.2%) for item 52 and 77 (21.4%) for item 53 were undecided. Also out of 600 Primary School Teachers 109 (18.2%) for item 52 and 43 (7.2%) for item 53 were undecided while out of 12 State Universal Basic Education Board Management Staff only 1 (8.3%) for item 52 and none or 0 (0.0%) for item 53 were undecided.

It must not be forgotten that, the local community supplies the school with its most vital human input in terms of the learners (Pupils or students) without which the school cannot operate, the local community also provides the school with the teaching and non teaching staffs. Since the school cannot exist in isolation but rather located in a particular community. It's therefore against this background that establishing of good

relationship between the school and the local community becomes very necessary for the Universal Basic Education Programs objectives to be attained.

Item 54 as indicated in table 4.11 sought to find out the views of respondents as to whether awareness is created among members of the public by the State Universal Basic Education Board through the Local Government Education Areas in order to reduce dropout rate from the formal school system (through improved relevance and efficiency). From the views of the respondents it can be observed that awareness is created among the members of the general public. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 12 (46.1%) agreed. Whereas out of 294 Junior Secondary Schools Principals 143 (48.6%) agreed. Similarly out of 600 Junior Secondary School Teachers 342 (57.0%) agreed. Also out of 360 Primary School Head Teachers 230 (63.9%) agreed. Also out of 600 Primary School Teachers 414 (69.0%) agreed, while out of 12 State Universal Basic Education Board Management Staff 4 (33.4%) respectively agreed.

Accordingly, the breakdown of respondents who disagreed are as follows: out of 26 Education Secretaries only 7 (26.9%) disagreed. Out of 294 Junior Secondary School Principals108 (36.7%) disagreed. Whereas out 600 Junior Secondary School Teachers166 (27.7%) disagreed. Similarly out of 360 Primary School Head Teachers 99 (27.5%) disagreed. Also out of 600 Primary School Teachers 164 (27.4%) disagreed. Out of 12 State Universal Basic Education Board Management Staff 5 (41.6%) disagreed implying that awareness is sufficiently created among the members of the general public.

Similarly, the breakdown of responders who were undecided as follows: out of 26 Education Secretaries 7 (26.9%) were undecided. While out of 294 Junior Secondary

School Principals 43 (14.6%) were undecided also out of 600 Junior Secondary School Teachers 92 (15.3%) were undecided, whereas out 360 Primary School Head Teachers 31 (8.6%) were undecided accordingly 600 Primary School Teachers 22 (3.7%) were undecided and out of 12 State Universal Basic Education Board Management Staff 3 (25.0%) were undecided.

Therefore, the need for creating awareness among the members of the Local Community should not to be overstressed since creation of awareness and mobilization of the members of the local community has implication to access, retention and completion of Universal Basic Education programs and realization of educational objectives hence, Universal Basic Education programs cannot be an exception. More details can be seen in table 4.8.

Table 4.8: Analysis on Research Questions in Respect of the Assessment of the Provision and Utilization of Financial Resources in the Education System on the Reduction of Dropout Rates from the Formal School System (Through Improved Relevance and Efficiency).

Impact on reduction of dropout rate	Groups	SA	A	U	SD	SD
37) There has been adequate provision of qualified and required number of teachers in the education system in order to reduce drop out rates from the formal school system through improved relevance and efficiency by the SUBEB through LGEA	Education secretary	7(26.9)	14(53.8)	1(3.8)	3(11.5)	1(3.8)
	J. S. S. principal	87(29.6)	89(30.3)	20(6.8)	71(24.1)	27(9.2)
	J. S. S. teacher	185(30.8)	274(45.7)	15(2.5)	124(20.7)	2(0.3)
	Primary school head teacher	66(18.3)	141(39.2)	32(8.9)	110(30.6)	11(3.1)
	Primary school teacher	97(16.2)	283(47.2)	44(7.3)	154(25.7)	22(3.7)
	Official of SUBEB	3(25.0)	5(41.7)	0(0.0)	3(25.0)	1(8.3)
38) Similarly the has also been adequate provision of qualified and required number of teachers in the educational system in order to reduce the drop out rates from the formal schools system through improved relevance and efficiency by UBEC through SUBEB	Education secretary	12(46.2)	9(34.6)	2(7.7)	0(0.0)	3(11.5)
	J. S. S. principal	69(23.5)	96(32.7)	32(10.9)	68(23.1)	29(9.9)
	J. S. S. teacher	195(32.5)	205(34.2)	52(8.7)	109(18.2)	39(6.5)
	Primary school head teacher	55(15.3)	152(42.2)	54(15.0)	88(24.4)	11(3.1)
	Primary school teacher	172(28.7)	219(36.5)	33(5.5)	132(22.0)	44(7.3)
	Official of SUBEB	6(50.0)	2(16.7)	1(8.3)	0(0.0)	3(25.0)
39) Adequate provision of the required number of infrastructureIn facilities such as provision of adequate number of classrooms and staff rooms in the education system has been made available in order to facilitate the teaching and learning processes and also	Education secretary	9(34.6)	9(34.6)	2(7.7)	5(19.2)	1(3.8)
	J. S. S. principal	68(23.1)	78(26.5)	46(15.6)	81(27.6)	21(7.1)
	J. S. S. teacher	152(25.3)	265(44.2)	67(11.2)	114(19.0)	2(0.3)
	Primary school head teacher	77(21.4)	130(36.1)	44(12.2)	98(27.2)	11(3.1)
	Primary school teacher	141(23.5)	176(29.3)	63(10.5)	121(20.2)	99(16.5)
	Official of SUBEB	4(33.3)	3(25.0)	0(0.0)	4(33.3)	1(8.3)
40) Similarly adequate provision of required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the educational system has also made available in order to facilitate teaching and learning processes	Education secretary	6(23.1)	13(50.0)	0(0.0)	3(11.5)	4(15.4)
	J. S. S. principal	97(33.0)	90(30.6)	45(15.3)	54(18.4)	8(2.7)
	J. S. S. teacher	115(19.2)	276(46.0)	123(20.5)	82(13.7)	4(0.7)
	Primary school head teacher	33(9.2)	164(45.6)	11(3.1)	141(39.2)	11(3.1)
	Primary school teacher	111(18.5)	153(25.5)	86(14.3)	173(28.8)	77(12.8)

	Official of SUBEB	2(16.7)	5(41.7)	0(0.0)	1(8.3)	4(33.3)
41) There was adequate provision of the required Financial Resources in the educational system in order to reduce the drop out rates from the formal school system through improved relevance and efficiency by the SUBEB through LGEA	Education secretary	6(23.1)	8(30.8)	6(23.1)	4(15.4)	2(7.7)
	J. S. S. principal	54(18.4)	88(29.9)	11(3.7)	91(31.0)	50(17.0)
	J. S. S. teacher	77(12.8)	201(33.5)	68(11.3)	200(33.3)	54(9.0)
	Primary school head teacher	33(9.2)	109(30.3)	66(18.3)	119(33.1)	33(9.2)
	Primary school teacher	33(5.5)	188(31.3)	65(10.8)	195(32.5)	119(19.8)
	Official of SUBEB	2(16.7)	3(25.0)	3(25.0)	4(33.3)	0(0.0)
42) There has also been adequate provision of the required Financial Resources in the educational system in order to reduce drop outs rates from the formal school system through improved relevanse and efficiency by UBEC	Education secretary	3(11.5)	11(42.3)	1(3.8)	7(26.9)	4(15.4)
	J. S. S. principal	43(14.6)	113(38.4)	44(15.0)	53(18.0)	41(13.9)
	J. S. S. teacher	137(22.8)	161(26.8)	111(18.5)	138(23.0)	53(8.8)
	Primary school head teacher	0(0.0)	109(30.3)	44(12.2)	141(39.2)	66(18.3)
	Primary school teacher	75(12.5)	196(32.7)	56(9.3)	152(25.3)	121(20.2)
	Official of SUBEB	1(8.3)	3(25.0)	0(0.0)	4(33.3)	4(33.3)
43) Adequate provision of the required Time Resources in the educational system has been made available in order to reduce drop outs rates from the formal school system through improved relevanse and efficiency by SUBEB through LGEA	Education secretary	8(30.8)	7(26.9)	3(11.5)	7(26.9)	1(3.8)
	J. S. S. principal	53(18.0)	106(36.1)	45(15.3)	73(24.8)	17(5.8)
	J. S. S. teacher	173(28.8)	196(32.7)	90(15.0)	127(21.2)	14(2.3)
	Primary school head teacher	33(9.2)	174(48.3)	54(15.0)	88(24.4)	11(3.1)
	Primary school teacher	152(25.3)	304(50.7)	46(7.7)	55(9.2)	43(7.2)
	Official of SUBEB	4(33.3)	2(16.7)	1(8.3)	4(33.3)	1(8.3)
44) Provision of the required time sources in the educational system has not been made available in order to reduce the drop outs rates from the formal school system through improved relevanse and efficiency by SUBEB through LGEA	Education secretary	9(34.6)	5(19.2)	3(11.5)	6(23.1)	3(11.5)
	J. S. S. principal	47(16.0)	139(47.3)	40(13.6)	66(22.4)	2(0.7)
	J. S. S. teacher	202(33.7)	230(38.3)	65(10.8)	100(16.7)	3(0.5)
	Primary school head teacher	66(18.3)	164(45.6)	21(5.8)	98(27.2)	11(3.1)
	Primary school teacher	55(9.2)	434(72.3)	11(1.8)	89(14.8)	11(1.8)
	Official of SUBEB	4(33.3)	1(8.3)	1(8.3)	3(25.0)	3(25.0)
45) There was adequate provision of the required training and retraining program in the educational system in order to reduce the drop	Education secretary	13(50.0)	6(23.1)	3(11.5)	4(15.4)	0(0.0)
	J. S. S. principal	48(16.3)	111(37.8)	5(1.7)	128(43.5)	2(0.7)
	J. S. S. teacher	169(28.2)	253(42.2)	77(12.8)	77(12.8)	24(4.0)

outs rates from formal school systems through improved relevance and efficiency by UBEC through SUBEB	Primary school head teacher	77(21.4)	152(42.2)	0(0.0)	120(33.3)	11(3.1)
	Primary school teacher	195(32.5)	251(41.8)	55(9.2)	88(14.7)	11(1.8)
	Official of SUBEB	5(41.7)	3(25.0)	1(8.3)	3(25.0)	0(0.0)
46) Similarly he was also adequate provision of the required training or retraining programmes in the judicial system in order to reduce the drop out rates from the formal school systems through improve relevas and efficiency by SUBEB through LGEA	Education secretary	7(26.9)	9(34.6)	7(26.9)	1(3.8)	2(7.7)
	J. S. S. principal	44(15.0)	100(34.0)	33(11.2)	76(25.9)	41(13.9)
	J. S. S. teacher	91(15.2)	251(41.8)	142(23.7)	101(16.8)	15(2.5)
	Primary school head teacher	88(24.4)	130(36.1)	33(9.2)	109(30.3)	0(0.0)
	Primary school teacher	132(22.0)	153(25.5)	75(12.5)	185(30.8)	55(9.2)
	Official of SUBEB	3(25.0)	3(25.0)	4(33.3)	0(0.0)	2(16.7)
47) The SUBEB through LGEA Has made adequate provision of the required number of instructional materials such as provision of adequate number of textbooks tables and chairs for all teachers and students in the educational system in order to reduce drop out ra	Education secretary	0(0.0)	14(53.8)	4(15.4)	7(26.9)	1(3.8)
	J. S. S. principal	76(25.9)	87(29.6)	32(10.9)	69(23.5)	30(10.2)
	J. S. S. teacher	87(14.5)	234(39.0)	67(11.2)	175(29.2)	37(6.2)
	Primary school head teacher	33(9.2)	197(54.7)	22(6.1)	86(23.9)	22(6.1)
	Primary school teacher	142(23.7)	231(38.5)	63(10.5)	120(20.0)	44(7.3)
	Official of SUBEB	0(0.0)	5(41.7)	1(8.3)	5(41.7)	1(8.3)
48) There was also adequate provision of the required number of instructional materials such as provision of adequate number of textbooks tables and chairs for all teachers and students in the educational system in order to reduce drop outs rates from the for	Education secretary	7(26.9)	11(42.3)	1(3.8)	3(11.5)	4(15.4)
	J. S. S. principal	35(11.9)	110(37.4)	23(7.8)	106(36.1)	20(6.8)
	J. S. S. teacher	84(14.0)	216(36.0)	98(16.3)	174(29.0)	28(4.7)
	Primary school head teacher	33(9.2)	164(45.6)	33(9.2)	97(26.9)	33(9.2)
	Primary school teacher	87(14.5)	241(40.2)	87(14.5)	131(21.8)	54(9.0)
	Official of SUBEB	1(8.3)	4(33.3)	1(8.3)	3(25.0)	3(25.0)
49) There has been a regular supervision in schools in order to reduce dropouts rates from the formal school system through improved relevanse and efficiency by SUBEB through LGEA	Education secretary	13(50.0)	6(23.1)	2(7.7)	2(7.7)	3(11.5)
	J. S. S. principal	24(8.2)	101(34.4)	61(20.7)	93(31.6)	15(5.1)
	J. S. S. teacher	58(9.7)	226(37.7)	90(15.0)	161(26.8)	65(10.8)
	Primary school head teacher	54(15.0)	165(45.8)	43(11.9)	98(27.2)	0(0.0)
	Primary school teacher	65(10.8)	285(47.5)	87(14.5)	131(21.8)	32(5.3)
	Official of SUBEB	5(41.7)	3(25.0)	1(8.3)	1(8.3)	2(16.7)
50) Similarly regular supervision of schools has also been carried out in order to reduce the drop outs rates from the formal school	Education secretary	6(23.1)	11(42.3)	1(3.8)	5(19.2)	3(11.5)
	J. S. S. principal	54(18.4)	93(31.6)	9(3.1)	103(35.0)	35(11.9)
	J. S. S. teacher	42(7.0)	195(32.5)	100(16.7)	187(31.2)	76(12.7)

system to improve relevanse and efficiency by UBEC through SUBEB	Primary school head teacher	55(15.3)	153(42.5)	43(11.9)	87(24.2)	22(6.1)
	Primary school teacher	143(23.8)	208(34.7)	42(7.0)	109(18.2)	98(16.3)
	Official of SUBEB	3(25.0)	4(33.3)	0(0.0)	2(16.7)	3(25.0)
51) The SUBEB through LGEA Has made adequate provision of teachers welfare packages very attractive which serves as a good motivational factor in order to reduce the drop outs rates from the formal school system through improve relevanse and efficiency	Education secretary	8(30.8)	13(50.0)	1(3.8)	2(7.7)	2(7.7)
	J. S. S. principal	89(30.3)	82(27.9)	8(2.7)	57(19.4)	58(19.7)
	J. S. S. teacher	140(23.3)	221(36.8)	63(10.5)	99(16.5)	77(12.8)
	Primary school head teacher	77(21.4)	88(24.4)	11(3.1)	88(24.4)	96(26.7)
	Primary school teacher	108(18.0)	153(25.5)	88(14.7)	142(23.7)	109(18.2)
	Official of SUBEB	4(33.3)	4(33.3)	1(8.3)	2(16.7)	1(8.3)
52) In order to reduce the number of drop out rates from the formal school system through improved relevanse and efficiency there was collaborative effort between the UBEC through SUBEB and the local community	Education secretary	11(42.3)	9(34.6)	1(3.8)	5(19.2)	0(0.0)
	J. S. S. principal	39(13.3)	136(46.3)	43(14.6)	59(20.1)	17(5.8)
	J. S. S. teacher	85(14.2)	278(46.3)	50(8.3)	163(27.2)	24(4.0)
	Primary school head teacher	66(18.3)	119(33.1)	87(24.2)	66(18.3)	22(6.1)
	Primary school teacher	99(16.5)	303(50.5)	109(18.2)	56(9.3)	33(5.5)
	Official of SUBEB	4(33.3)	4(33.3)	1(8.3)	3(25.0)	0(0.0)
53) There was also is similar collaboration between the SUBEB through LGEA and the local community for the reduction of drop outs rates from the formal school system to improved relevance and efficiency	Education secretary	8(30.8)	11(42.3)	1(3.8)	4(15.4)	2(7.7)
	J. S. S. principal	40(13.6)	121(41.2)	58(19.7)	72(24.5)	3(1.0)
	J. S. S. teacher	132(22.0)	194(32.3)	88(14.7)	158(26.3)	28(4.7)
	Primary school head teacher	55(15.3)	195(54.2)	77(21.4)	22(6.1)	11(3.1)
	Primary school teacher	118(19.7)	309(51.5)	43(7.2)	110(18.3)	20(3.3)
	Official of SUBEB	2(16.7)	5(41.7)	0(0.0)	3(25.0)	2(16.7)
54) In order to create awareness to members of the public and also to reduce the drop out rates from the formal school system through improved relevance and efficiency the UBEC through LGEA Has made adequate provision to ensure awareness in the community	Education secretary	5(19.2)	7(26.9)	7(26.9)	2(7.7)	5(19.2)
	J. S. S. principal	21(7.1)	122(41.5)	43(14.6)	80(27.2)	28(9.5)
	J. S. S. teacher	124(20.7)	218(36.3)	92(15.3)	127(21.2)	39(6.5)
	Primary school head teacher	77(21.4)	153(42.5)	31(8.6)	88(24.4)	11(3.1)
	Primary school teacher	152(25.3)	262(43.7)	22(3.7)	130(21.7)	34(5.7)
	Official of SUBEB	2(16.7)	2(16.7)	3(25.0)	1(8.3)	4(33.3)

In parenthesis ( ) are in percentage response

Source: Data Bank

Items 55 and 56 as indicated in table 4.19 sought the views of respondents as to whether qualified teachers are adequately provided in the education system by the State Universal Basic Education Board in collaboration with the Education Commission through the State Universal Basic Education Commission in order to cater for drop outs and out of school children/adolescent through various forms of complementary approaches to the provision and promotion of basic education. It is important to note that a reasonable number of respondents are of the view that committed and qualified teachers are adequately provided in the education system. The breakdown of those who agreed are as follows: Out of 26 Education Secretaries 19 (73.1%) for item 55 and 19 (73.1%) for item 56 agreed. In addition to this, out of 294 Junior Secondary School Principals165 (56.1%) for 55 and 173 (58.8%) for item 56 agreed. Out of 600 Junior Secondary School Teachers 437 (72.8%) for item 55 and 401 (66.9) for item 56 agreed. Out of 360 Primary School Head Teachers 198 (55.0%) for item 55 and 197 (54.7%) for item 56 agreed. Out of 600 Primary School Teachers 434 (72.3%) for item 55 and 370 (61.7%) for item 56 agreed. Whereas out of 12 State Universal Basic Education Board Management Staff 7 (58.4%) for item 55 and 6 (50.0%) for item 56 respectively agreed implying that competent teachers are satisfactorily provided across the schools in order to cater for dropout of school children adolescents through various forms.

On the contrary, the negligible number of the respondents who disagreed are as follows: Out of 26 Education Secretaries only 7 (26.9%) for item 55 and 6 (23.1%) for item 56 disagreed. Out of 294 Junior Secondary School Principals only 112 (38.1%) for item 55 and only 94 (32.0%) for item 56 disagreed. Out of 600 Junior Secondary School Teachers 126 (21.0%) for item 55 and 162 (27.0%) for item 56 disagreed. Out of 360

Primary School Head Teachers 152 (42.2%) for item 55 and 163 (45.3%) for item 56 disagreed. Similarly, out of 600 Primary School Teachers 132 (22. 0%) for item 55 and 197 (32.8%) for item 56 disagreed while out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 55 and 5 (41.7%) for item 56 disagreed. implying that the number of qualified teachers are inadequately provided across the schools in the education system.

Accordingly, the number of respondents who were undecided are as follows: Non or 0 (0.0%) for item 55 and only 1 (3.8%) for item 56 were undecided out of 26 Education Secretaries and 17 (5.8%) for items 55 and 27 (9.2%) for item 56 were undecided out of 294 Junior Secondary School Principals similarly 37 (6.3%) for item 55 and 37 (6.2%) for item 56 were undeceived 600 Junior Secondary School Teachers, also 10 (2.8%) for item 55 and 0 (0.0%) for item 56 were undecided out of 360 Primary School Head Teachers. Whereas 34 (5.7%) for item 55 and 33 (5.5%) for item 56 were undecided out of 600 Primary School Teacher while 0 (0.0%) for item 55 and 1 (8.3%) for item 55 were undecided out of 12 State Universal Basic Education Board Management Staff. Non or 0(0%) for item 55 and only 1(8.3%) for item 56 were respectively undecided.

Consequently, in order to cater for drop out and out of drop out and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education provision of qualified teachers across the schools in the education system is a prerequisite and needs to be addressed urgently if the education objectives is to be realized.

Items 57 and 58 as indicated on table 4.12 sought to find out the views of respondents concerning the adequacy or otherwise of infrastructural facilities teaching and learning process and also to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education by the State Universal Basic Education Board through the Local Government Education Areas as well as the Universal Basic Education Commission through the Universal Basic Education Board.

A considerable number of respondents believed that infrastructural facilities are efficiently provided across the schools in the education system. The breakdown of respondents who agreed are as follows: out of 26 Education Secretaries 18 (69.2%) for item 57 and 18 (69.3%) for 58 agreed. Also out of 294 Junior Secondary School Principals 181 (61.6%) for 57 and 148 (504%) for 58 agreed out of 600 Junior Secondary School Teachers 375 (62.5%) for item 57 and 360 (60.0%) for item 58 agreed. And out for 360 Primary School Head Teachers 186 (51.6%) for item 57 and 175 (48.6%) for item 58 agreed. Also out of 600 Primary school Teachers, 337 (56.2% for 57 and 382 (63.7) for item 58 agreed. While out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 57 and 7 (58.4%) for item 58 agreed.

Conversely, the breakdown of respondents who are not satisfied with the distribution and allocation of infrastructural facilities across the schools are as follows: Out of 26 Education Secretaries only 7 (26.9%) for item 57 and only 6 (22.0%) for item 58 disagreed. Out of 294 Junior Secondary School Principals only 96 (32.6%) for item 57 and 112 (38.0%) item 58 disagreed. In addition to this out of 600 Junior Secondary School Teachers only 175 (29.1%) for item 57 and 163 (27.2%) for item 58 disagreed.

Similarly, out of 360 Primary School Head Teachers 152 (42.2%) for item 57 and 141 (39.2%) for item 58 disagreed. Out of 600 Primary School Teachers 231 (38.5%) for item 57 and 152 (23.6%) for item 58 disagreed, while out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 57 and 4 (38.3%) for item 58 disagreed.

Consequently, Scholars observed that success of the whole education system largely depends on the meaningful utilization of infrastructural facilities. This according to Oyedeji (2000) infrastructural facilities help to project pupils and teachers from the sun, rain, heat, cold and other environmental hazards. Stressing that infrastructural facilities enhance the comfort, safety of pupils and teachers thereby increasing their performance. However deficiency of infrastructural facilities would certainly have a negative impact on catering for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.

Items 59 and 60 as indicated in table 4.12 sought the views of respondents as to whether allocation of financial resources in the education system is adequately provided by the Universal Basic Education Board through the Local Government Education Areas as well as the Universal Basic Education commission. In order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education. From the opinions of respondents divergent degrees of agreement and disagreement were expressed. The breakdown of respondents who agreed that Education System is adequately funded are as follows: Out of 26 Education Secretaries 13 (50.0%) for item 59 and 16 (61.5%) for item 60 agreed. In

addition to this out of 294 Junior Secondary School Principals 134 (45.6%) for 59 and 152 (51.7%) for item agreed. Out of 600 Junior Secondary School Teachers 316 (52.6%) for item 59 and 303 (50.8%) 60 agreed. Similarly out of 360 Primary School Head Teachers 142 (39.4%) for item 59 and 131 (36.4%) for item agreed. Out of 600 Primary School Teachers 263 (43.8%) for item 59 and 219 (36.5%) for item 60 agreed, while out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 59 and 7 (58.3%) for item 60 agreed. Meaning that education system is adequately funded.

Conversely, the breakdown of respondents who were of the opinions that the education system is inadequately funded are follows: Out of 26 Education Secretaries 8 (30.8%) for item 59 and 8 (30.8%) for item 60 disagreed. Out of 294 Junior Secondary School Principals 135 (45.9%) for item 59 and 125 (42.%) for item 60 disagreed. Out of 600 Junior Secondary School Teachers 191 (31.8%) for item 59 and 207 (34.5%) for item 60 disagreed. Out of 360 Primary School Head Teachers 163 (45.3%) for item 59 and 153 (42.5%) for item 60 disagreed. Out of 600 Primary School Teachers 241 (40.2%) for item 59 and 282 (47.0%) for item 60 disagreed. Whereas, out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 59 and 5 (41.6%) for item 60 disagreed. Implying that education system is underfunded.

On the other hand, the breakdown of respondents who were undecided are as follows: 5 (19.2) for item 59 and 2 (7.7) for item 60 were undecided out of 26 Education Secretaries, Similarly, 25 (8.5%) for item 29 and 17 (5.8) for item 60 were undecided out of 294 Junior Secondary School Principals. Whereas 93 (15.5) for the 59 and 88 (14.7%) for item 60 were undecided out of 600 Junior Secondary School Teachers. Also 55 (15.3%) for item 59 and 76 (21.1%) for item 60 were undecided out of 360 Primary

School Head Teacher accordingly, 96 (16.0%) for item 59 and 99 (16.5%) for item 60 were undecided out of 600 Primary School Teachers. While 2 (16.7%) for item 59 and 0 (0.0%) for item 60 were undecided out of 12 State Universal Basic Education Board Management Staff. Only 2(16.7%) for item 59 and none or 0(0%) for item 60 were undecided respectively.

According to Bassey (2002), one of the fundamental resources by every organization and institution for effective performance is finance or adequate funding. Thus, underfunding of any education system and Universal Basic Education Programmes particularly would certainly have a negative impact on catering for the drop out and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education.

Items 61 and 62 as indicated in table 4.12 sought to find out the implication of providing sufficient time resources in the education system by the Universal Basic Commission through the State Universal Basic Education Board as well as the State Universal Basic Education Board through the Local Government Education Areas in order to cater for drop outs and out of school through various forms of complementary approaches to the provision and promotion of basic education. It can be observed that most of the respondents agreed that sufficient time is provided in the education system to cater for drop outs and out of school children/adolescent. The breakdown of those who agreed are as follows: Out of 26 Education Secretaries 15 (57.7%) for item 61 and 18 (69.2%) for item 62 agreed. Similarly, out of 294 Junior Secondary School Principals 136 (46.3% for item 61 and 210 (71.4%) for item 62 agreed. Out of 600 Junior Secondary School Teachers 301 (50.2%) item 61 and 447 (74.5%) for item 62 agreed. Out of 360

Primary School Head Teachers 175 (48.6%) for item 61 and 261 (72.5%) for item 62 agreed. Also out of 600 Primary School Teachers 383 (63.9%) for item 6 and 435 (72.5%) for item 62 agreed, while out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 61 and 8 (66.6%) 62 agreed.

On the contrary, the breakdown of respondents who were of the views that time resources provided in the education system was insufficient are as follows: Out of 26 Education Secretaries8 (30.7%) for item 61 and 7 (26.9%) for item 61 disagreed. Out of 294 Junior Secondary School Principals 127 (43.2%) for item 61 and 42 (14.2%) for item disagreed. Similarly out of 600 Junior Secondary School Teachers 187 (31.2%) for item 61 and 91 (15.2%) for item 62 disagreed. Out of 360 Primary School Head Teachers 174 (48.3%) for item 61 and 77 (21.4%) for item 62 disagreed. Out of 600 Primary School Teachers 153 (25.5%) for item 61 and 121 (20.2%) for item 62 disagreed. Out of 12 State Universal Basic Education Board Management Staff 5 (41.6%) for item 61 and 4 (33.3%) for item 62 disagreed respectively.

Conversely, the breakdown of respondents who were undecided are as follows: 3 (11.5%) for item 61 and only 1 (3.8%) for item 62 were undecided out of 26 Education Secretaries, Similarly, 31 (10.5%) for item 61 and 42 (14.3%) for item 62 were undecided out of 294 Junior Secondary School Principals. Whereas 112 (18.7%) for item 61 and 62 (10.3%) for item 62 were undecided out of 600 Junior Secondary School Teachers. While 11 (3.1%) for item 61 and 22 (6.1%) for item 62 were undecided out of 600 Primary School Teachers accordingly, only 1 (8.3%) for item 61 and non or 0 (0.0%) for item 62 were undecided out of 12 State Universal Basic Education Board Management Staff. Only 1(8.3%) for item 61 and none or 0(0.0%) were respectively undecided.

Time factors is central and very powerful tool that could be used to determined the success of any education system in Nigeria and Universal Basic Education programs in particular. Hence, meaningful utilization of time resources could enhance the actualization and realization of Universal Basic Education programs in Nigeria.

Items 63 and 64 as can be seen in table 4.12 presents the views of respondents as to whether training and retraining are satisfactorily provided by both the State Universal Basic Education Board through the Local Government Education Areas as well as the Universal Basic Education Commission through the State Universal Basic Education Board in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education. From the perception of the respondents, it can be observed that majority of them agreed that training and retraining program are satisfactorily provided across the schools in the education system. The breakdown of the respondents who agreed are as follows out of 26 Education Secretaries 20 (76.9%) item for 63 and 21 (80.8%) for item 64 agreed. Also, out of 294 Junior Secondary School Principals 210 (71.5%) for item 63 and 163 (55.5%) for item agreed. Out of 600 Junior Secondary School Principals 210 (71.5%) for item 63 and 388 (64.6%) for item 64 agreed. Out of 360 Primary School Head Teachers 186 (51.7%) for item 63 and 218 (60.5%) for item 64 agreed. Out of 600 Primary School Teachers 391 (65.2%) for item 63 and 358 (59.6%) for item 64 agreed. Whereas out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 63 and 9 (75.0%) for item 64 respectively agreed. Implying that training and retraining is adequately provided in the education system across the schools.

Similarly, the breakdown of the negligible percentages of respondents who disagreed are as follows: out of 26 Education Secretaries only 4 (15.3) for item 63 and 4 (15.3) for item 64 disagreed. Also out of 600 Junior Secondary School Teachers only 150 (25.0%) for item 64 disagreed. Out of 360 Primary School Head Teachers 141 (39.1%) for item 63 and 131 (36.4%) for item 64 disagreed. Out of 600 Primary School Teachers 165 (27.5%) for item 63 and 177 (29.3%) for item 64 disagreed. Whereas out of 12 State Universal Basic Education Board Management Staff only 4 (25.0%) for item 63 and 4 (25.0%) for item 64 disagreed that training and retraining are not satisfactorily provided in the education system.

Accordingly, the breakdown of respondents who were undecided are as follows: 2 (7.7%) for item 63 and 1 (3.8%) for item 64 were undecided out of 26 education Sectaries while 7 (2.4%) for item 63 and 30 (10.2%) for item 64 were undecided out of 294 Junior Secondary School Principals for item 63 and 75 (12.5%) for item 64 were undecided out of 600 Junior Secondary school Teachers, while 33 (9.2%) for item 63 and 11 (3.1%) for item 64 were undecided out of 360 Primary School Head Teachers. In line with above, 44 (7.3%) for item 63 and 66 (11.0%) for item 64 were undecided out of 600 Primary School Teachers also only 1 (8.3%) for item 63 and non or 0 (0.0%) for item 6.4 were undecided and out of 12 State Universal Basic Education Board Management Staff only 1(8.3%) for item 63 and non or 0(0%) for item 64 were respectively undecided.

Fundamentally, in order to enhance the efficiency of teachers performance in any teaching and learning process, training and retraining becomes a necessary components that will determine its success more particularly in view of challenges facing the Universal Basic Education program in terms of academic programme, procedure, process

and students enrolment figure observed almost to be increasing on yearly basis. It is therefore against this development that training and retraining becomes crucial in any education system and UBE programme in particular.

Items 65 and 66 as can be observed in table 4.12 sought the views of respondents as to whether instructional materials are sufficiently provided in education system in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision of basic education by both the Universal Basic Education Commission through the State Universal Basic Education Board as well as the State Universal Basic Education Board through the Local Government Education Areas (L.G.E.As). A reasonable number of respondents agreed that instructional materials are adequately provided across the schools. The breakdown of respondents who agreed were as follows: Out of 26 Education Secretaries 19 (73.1%) for item 65 and 12 (46.2%) for item 66 agreed. Out of 294 Junior Secondary School Principals 176 (59.9%) for item 65 and 155 (53.8%) for item 66 agreed. Out of 600 Junior Secondary School Teachers 332 (55.4%) and for item 65 and 260 (43.3%) for item 66 agreed. Similarly out of 360 Primary School Head Teachers 229 (63.6%) for item 65 and 196 (54.4%) for item 66 agreed. Out of 600 Primary School Teacher 363 (60.5% for item 65 and 296 (49.3%) for item 66 agreed and out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 65 and 3 (25.0%) for item 66 agreed. Meaning that infrastructural materials are adequately provided across the schools.

Accordingly, the breakdown of the respondents who disagreed are also as follows: out of 26 Education Secretaries only 5 (19.2%) for item 65 and 10 (38.4%) for item 66 disagreed. Similarly out of 294 Junior Secondary School Principals only 60 (20.4%) for

item 65 and 95 (32.3%) for item 66 agreed and out of 600 Junior Secondary School Teachers 163 (27.1%) for item 65 and 204 (34.04%) for item 66 disagreed. Also out of 360 Primary School Head Teachers, 109 (30.3%) for item 65 and 142 (39.4%) for item 66 disagreed. Out of 600 Primary School Teachers 142 (23.7%) for item 65 and 239 (39.9%) for item 66 disagreed. Whereas out of 12 State Universal Basic Education Board Management Staff 4 (33.4%) for item 65 and 7 (58.4%) for item 66 disagreed indicating that instructional materials are insufficiently provided across the schools.

Conversely, the breakdown of respondents who were undecided are as follows: 2 (7.7%) for item 65 and 4 (15.4%) for item 66 were undecided out of 26 Education Secretaries. Similarly, 58 (19.7%) for item 65 and 44 (15.0%) for item 66 were undecided out of 294 Junior Secondary School Principals. Whereas 105 (17.5%) for item 65 and 136 (22.7%) for item 66 were undecided out of 600 Junior Secondary School Teachers while 22 (6.1%) for item 65 and 65 (10.8%) for item 66 were undecided out of 360 Primary School Head Teachers also 95 (15.8%) for item 65 and 65 (10.8%) for item 66 were undecided out of 600 Primary School Teachers accordingly, non or 0 (0.0%) for item 66 and only 2 (16.7%) for item 66 were undecided and out of 12 State Universal Basic Education Board Management Staff. Non or 0(0.0%) for item 65 and only 2(16.7%) were respectively undecided.

It has been observed that practical aspect of teaching and learning process requires adequate provision of instructional materials which will make teaching and learning process more meaningful, interesting and ability to visualize in a more concrete terms the concept learnt and describe the relationships of various objects more accurately.

It’s therefore against this background that deficiency of instructional materials need to be urgently addressed whenever the need arise.

Items 67 and 68 as illustrated on table 4.12 sought to examine the views of respondents s to whether supervision of school is regularly done in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision of basic education by the State Universal Basic Education Board through the Local Government Education Areas as well as the Universal Basic Education Commission through the State Universal Basic Education Board. From the respondents perception it can be observed that majority of them agreed that supervision of schools is regularly carried out. The breakdown of respondents who agreed were as follows: Out of 26 Education Secretaries 16 (61.6%) for item 67 and 16 (61.6%) for item 68 agreed. In addition to this out of 294 Junior Secondary School Principals 174 (59.2%) for item 67 and 170 (57.8%) for item 68 agreed. Out of 600 Junior Secondary School Teachers 259 (43.2%) for item 67 and 314 (52.4%) for item 68 agreed. Out of 360 Primary School Head Teachers 207 (57.5%) for item 67 and 186 (51.6%) for item 68 agreed. Out of 600 Primary School Teacher 358 (59.6%) for item 67 and 359 (59.8%) for item 68 agreed. Similarly out of 12 State Universal Basic Education Board Management Staff 7 (58.4%) for item 67 and 6 (50.0%) for item 68 agreed that supervision of instruction across the schools is carried out regularly.

However, the breakdown of respondents who disagreed are as follows: out of 26 Education Secretaries 6 (23.1%) for item 67 and 4 (15.4%) for item 68 disagreed likewise out of 294 Junior Secondary School Principals 92 (31.3%) for item 67 and 71 (24.1%) for item 68 disagreed. Also out of 600 Junior Secondary School Teachers 216 (36.0%) for

item 67 and 218 (36.3%) for item 68 disagreed. Out of 360 Primary School Head Teachers 153 (42.5%) for item 67 and 109 (30.3%) for item 68 disagreed. Similarly out of 600 Primary School Teachers 198 (33.0%) for item 67 and 132 (22.0%) for item 68 disagreed. Out of 12 State Universal Basic Education Board Management Staff 2 (16.7%) for item 67 and 3 (25.0%) for item 68 disagreed.

Conversely, the backgrounds of respondents who neither agreed nor disagreed were as follows: 4 (15.4%) for item 67 and 6 (23.1%) for item 68 were undecided out of 26 Education Secretaries. Also 28 (9.5%) for item 67 and 53 (18.0%) for item 68 were undecided out of 294 Junior Secondary School Principals, not only that, 125 (20.8%) for item 67 and 68 (11.3%) for item 68 were undecided out of 600 Junior Secondary School Teachers. Similarly undecided out of 360 Primary School Head Teacher. Likewise 44 (7.3%) for item 67 and 109 (18.2%) for item 68 were undecided out of 600 Primary School Teachers accordingly, 3 (25.0%) for item 67 and 3 (25.0%) for item 68 were respectively undecided out of 12 State Universal Basic Education Board Management Staff. 3(25.0%) for item 67 and 3(25.0%) for item 68 were respectively undecided.

It has been observed that the need to improve and maintain the standard of education in school informed the development of regular schools supervision and should be sustained otherwise. Unless the supervision of schools has been intensified educational standard may continue to deteriorate in Nigerian education system and Universal Basic Education Programme in particular.

Items 69 as can be seen in table 4.12 sought to find out the implication of providing attractive teachers welfare packages in the education system in order to cater for drop outs and out of school children/adolescents through various forms of

complementary approaches to the provision and promotion of basic education by the State Universal Basic Education Board through the Local Government Education Areas. While some respondents indicates that provision of teachers welfare packages in the education system is adequately addressed other respondents Indicate negative perception that teachers welfare packages in the education system needs to be improved. The breakdown of respondents who agreed that attractive teachers welfare packages are sufficiently provided in the education system are as follows: Out of 26 Education Secretaries 14 (53.8%) agreed also out of 294 Junior Secondary School Principals 121 (41.2%) agreed. In addition to this out of 600 Junior Secondary School Teachers 283 (47.2%) agreed similarly, out of 369 Primary School Head Teachers 175 (48.6%) agreed and out of 600 Primary School Teachers 231 (38.5%) agreed. While out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) agreed.

Accordingly, the breakdown of respondents who disagreed are as follows: Out of 26 Education Secretaries, 8 (23.1%) disagreed. Similarly, out of 294 Junior Secondary School Principals 132 (43.9%) disagreed out of 600 Junior Secondary School Teachers 238 (39.7%) disagreed. And out of 360 Primary School Head Teachers 185 (51.5%) disagreed. Also out of 600 Primary School Teachers 316 (52.7%) disagreed. And out 12 State Universal Basic Education Board Management Staff 3 (35.0%) disagreed.

Similarly, the breakdown of respondents who were undecided are as follows: 6 (23.1%) were undecided out of 26 Education Secretaries likewise 41 (13.9%) were undecided out of 294 Junior Secondary School Principals. Accordingly, 79 (13.2%) were undecided out of 600 Junior Secondary School Teachers. Whereas 0 (0.0%) were undecided out of 360 Primary School Head Teachers and 53 (8.8%) were undecided out

of 600 Primary School Teachers while 4 (33.3%) were undecided out of 12 State Universal Basic Education Board Management Staff.

It has been observed that, the need for motivation of teacher or improving to teachers' welfare packages was informed by the desire to achieve the goals of Universal Basic Education Program in Nigeria.

Items 70 and 71 as can be observed in table 4.12 sought to find out the implication of collaboration between the school and the local community in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education by the State Universal Basic Education Board through Local Government Education Areas as well as the Universal Basic Education Commission through the State Universal Basic Education Board. From the opinions of respondents it can be observed that majority of respondents were of the opinions that there is a collaborative effort between the school and the Local Community. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 19 (73.1%) for item 70 and 19 (76.9%) for item 71 agreed. Out of 294 Junior Secondary School Principals 172 (58.5%) for item 70 and 178 (60.5%) for item 71 agreed and out of 600 Junior Secondary School Teachers 352 (58.6%) for item 70 and 414 (69.0%) for item 71 agreed out of 360 Primary School Head Teachers 154 (42.8%) for item 70 and 218 (60.6%) for item 71 agreed. Out of 600 Primary School Teachers 413 (68.8%) for item 70 and 391 (65.1%) for item 71 agreed, while out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 70 8 (66.7%) for item 71 agreed. Implying that collaboration between the school and the Local Community exists.

On the other hand, the breakdown of respondents who disagreed are also as follows: Out of 26 Education Secretaries only 4 (15.3%) for item 70 and only 2 (7.6%) for item 71 disagreed out of 294 Junior Secondary School Principals only 97 (33.0%) for item 70 and only 69 (23.5%) for item 71 disagreed. In addition to this, out of 600 Junior Secondary School Teachers only 155 (22.5%) for item 70 and only 87 (14.5%) for item 71 disagreed. Also out of 360 Primary School Head Teachers only 132 (22.0%) for item 70 and only 143 (23.8%) for item 71 disagreed. Out of 12 State Universal Basic Education Board Management Staff only 3 (25.0%) for item 70 and only 2 (16.6%) for item 71 disagreed.

Accordingly, the breakdown of respondents who were undecided are as follows: 3 (11.5%) for item 70 and 4 (15.4%) for item 71 were undecided out of 26 Education secretaries. Similarly 25 (8.5%) for item 70 and 47 (15.4%) for item 71 were undecided out of 26 Education Secretaries. Similarly 25 (8.5%) for item 70 and 47 (16.0%) for item 71 were undecided out of 294 Junior Secondary School Principals whereas 113 (18.8%) for item 70 and 99 (16.5%) for item 71 undecided out of 600 Junior Secondary School Teachers while 64 (17.8%) for item 70 and 43 (11.9%) for item 71 were undecided out of 360 Primary School Teachers not only that 55 (9.2%) for item 70 and 66 (11.0%) for item 71 were undecided out of 600 Primary School Teachers also (41.7%) for item 70 and 6 (50.0%) for item 71 were respectively undecided out of 12 State Universal Basic Education Board Management Staff.

Scholars observed that school community relation is an important aspect that deals with the deliberate and sustain effort to establish and maintain mutual understanding between the school and community become very necessary in order to

cater for dropouts and out of school children/adolescent through various forms of complementary approaches to provision and promotion of basic education, collaboration between the school and local community is very necessary.

Item 72 as illustrated in table 4.12 sought to examine the implication of creating awareness to the members of the public in order to cater to drop outs and out of children/adolescent through various forms of complementary approaches to the provision and promotion of basic education by the State Universal Basic Education Board through the Local Government Education Areas from the views expressed by respondents it was observed that awareness is created among the members of the general public. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 14 (53.8%) agreed. And out of 294 Junior Secondary School Principals 118 (40.2%) agreed also out of 600 Junior Secondary School Teachers 374 (65.8%) agreed. Similarly out of 360 Primary School Head Teachers 196 (54.5%) agreed not only that out of 600 Primary School Teachers 415 (67.2%) agreed in the same vein out of 12 State Universal Basic Education Board Management Staff 4 (33.4%) agreed.

Accordingly, the breakdown of respondents who disagreed are as follows: Out of 26 Education Secretaries8 (80.8%) disagreed, out of 294 Junior Secondary School Principals 93 (31.6%) disagreed, while out of 600 Junior Secondary School Teachers 126 (21.0%) disagreed. In addition to this out of 600 Primary School Teachers 141 (23.5%) disagreed. Also out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) disagreed indicating that creating awareness among the members of the public is inadequate.

Conversely, the breakdown of respondents who were undecided are as follows: Out of 4 (15.4%) were undecided out of 26 Education secretaries, and 83 (28.2%) were undecided out of 294 Junior Secondary School Principals also 80 (13.3%) were undecided out of 600 Junior Secondary School Teachers, Similarly, 76 (21.1%) were undecided out of 360 Primary School Head Teachers accordingly, 44 (7.3%) were undecided out of 600 Primary School Teachers while 20 (16.9%) were undecided out of 12 State Universal Basic Education Board Management Staff.

It has been observed that, public enlightenment and social mobilization among the members of the public is very necessary in order to cater for drop outs and outs of school children/adolescents through forms of complementary approaches to provision and promotion of basic education. See table 4.9 for more information.

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Table 4.9: Analysis on Research questions in Respect of the Assessment of the Provision and Utilization of Time Resources in the Education System on Catering for Dropouts and out of School Children/Adolescent through Various forms of Complementary Approach to the Provision and Promotion of Basic Education

Impact on catering for dropouts	Groups	SA	A	U	SD	SD
55) In order to cater for drop outs and out of school children through various forms of complementary approaches to the provision and promotion of basic education the SUBEB through LGEA Has made adequate provision of qualified and required number of teachers	Education secretary	10(38.5)	9(34.6)	0(0.0)	4(15.4)	3(11.5)
	J. S. S. principal	15(5.1)	150(51.0)	17(5.8)	82(27.9)	30(10.2)
	J. S. S. teacher	164(27.3)	273(45.5)	37(6.2)	101(16.8)	25(4.2)
	Primary school head teacher	66(18.3)	132(36.7)	10(2.8)	130(36.1)	22(6.1)
	Primary school teacher	98(16.3)	336(56.0)	34(5.7)	88(14.7)	44(7.3)
	Official of SUBEB	5(41.7)	2(16.7)	0(0.0)	3(25.0)	2(16.7)
56) Similarly he was adequate provision of qualified and required number of teachers in the educational system in order to cater for drop outs and out of school children through various forms of complementary approaches to provision and promotion of basic edu	Education secretary	8(30.8)	11(42.3)	1(3.8)	2(7.7)	4(15.4)
	J. S. S. principal	56(19.0)	117(39.8)	27(9.2)	59(20.1)	35(11.9)
	J. S. S. teacher	160(26.7)	241(40.2)	37(6.2)	124(20.7)	38(6.3)
	Primary school head teacher	44(12.2)	153(42.5)	0(0.0)	119(33.1)	44(12.2)
	Primary school teacher	171(28.5)	199(33.2)	33(5.5)	120(20.0)	77(12.8)
	Official of SUBEB	2(16.7)	4(33.3)	1(8.3)	2(16.7)	3(25.0)
57) There was adequate provision of adequate number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the educational system in order to facilitate the teaching and learning processes and also cater for drop o	Education secretary	2(7.7)	16(61.5)	1(3.8)	4(15.4)	3(11.5)
	J. S. S. principal	37(12.6)	144(49.0)	17(5.8)	61(20.7)	35(11.9)
	J. S. S. teacher	77(12.8)	298(49.7)	50(8.3)	137(22.8)	38(6.3)
	Primary school head teacher	66(18.3)	120(33.3)	22(6.1)	97(26.9)	55(15.3)
	Primary school teacher	78(13.0)	259(43.2)	32(5.3)	154(25.7)	77(12.8)
	Official of SUBEB	0(0.0)	6(50.0)	1(8.3)	3(25.0)	2(16.7)
58) Similarly adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the educational system has also been made available in order to facilitate teaching and learning process	Education secretary	8(30.8)	10(38.5)	2(7.7)	1(3.8)	5(19.2)
	J. S. S. principal	39(13.3)	109(37.1)	34(11.6)	61(20.7)	51(17.3)
	J. S. S. teacher	142(23.7)	218(36.3)	77(12.8)	135(22.5)	28(4.7)
	Primary school head teacher	66(18.3)	109(30.3)	44(12.2)	119(33.1)	22(6.1)
	Primary school teacher	98(16.3)	284(47.3)	76(12.7)	131(21.8)	11(1.8)
	Official of SUBEB	2(16.7)	5(41.7)	1(8.3)	1(8.3)	3(25.0)
59) There was adequate provision of the required Financial Resources in the educational system in order to cater for drop outs and out of school	Education secretary	0(0.0)	13(50.0)	5(19.2)	4(15.4)	4(15.4)
	J. S. S. principal	39(13.3)	95(32.3)	25(8.5)	117(39.8)	18(6.1)
	J. S. S. teacher	122(20.3)	194(32.3)	93(15.5)	140(23.3)	51(8.5)

children through various forms of complementary approaches to the provision on promotion of basic education by SUB	Primary school head teacher	66(18.3)	76(21.1)	55(15.3)	130(36.1)	33(9.2)
	Primary school teacher	99(16.5)	164(27.3)	96(16.0)	208(34.7)	33(5.5)
	Official of SUBEB	0(0.0)	5(41.7)	2(16.7)	2(16.7)	3(25.0)
60) Similarly There was adequate provision of the required Financial Resources in the educational system in order to cater for drop outs and out of school children through various forms of complementary approaches to the provision on promotion of basic education	Education secretary	5(19.2)	11(42.3)	2(7.7)	4(15.4)	4(15.4)
	J. S. S. principal	22(7.5)	130(44.2)	17(5.8)	77(26.2)	48(16.3)
	J. S. S. teacher	77(12.8)	228(38.0)	88(14.7)	165(27.5)	42(7.0)
	Primary school head teacher	44(12.2)	87(24.2)	76(21.1)	88(24.4)	65(18.1)
	Primary school teacher	65(10.8)	154(25.7)	99(16.5)	228(38.0)	54(9.0)
	Official of SUBEB	3(25.0)	4(33.3)	0(0.0)	4(33.3)	1(8.3)
61) There was adequate provision of the required time or resources in the educational system in order to cater for drop out and out of school children through various forms of complementary approaches to the provision and promotion of basic education by SUBEB	Education secretary	3(11.5)	12(46.2)	3(11.5)	3(11.5)	5(19.2)
	J. S. S. principal	39(13.3)	97(33.0)	31(10.5)	68(23.1)	59(20.1)
	J. S. S. teacher	139(23.2)	162(27.0)	112(18.7)	160(26.7)	27(4.5)
	Primary school head teacher	21(5.8)	154(42.8)	11(3.1)	131(36.4)	43(11.9)
	Primary school teacher	130(21.7)	253(42.2)	64(10.7)	87(14.5)	66(11.0)
	Official of SUBEB	2(16.7)	4(33.3)	1(8.3)	1(8.3)	4(33.3)
62) Adequate provision of required time resources in the educational system has not been provided in order to cater for drop outs and out of school children through various forms of complementary approaches to do provision and promotion of basic education by	Education secretary	7(26.9)	11(42.3)	1(3.8)	6(23.1)	1(3.8)
	J. S. S. principal	52(17.7)	158(53.7)	42(14.3)	41(13.9)	1(0.3)
	J. S. S. teacher	216(36.0)	231(38.5)	62(10.3)	78(13.0)	13(2.2)
	Primary school head teacher	65(18.1)	196(54.4)	22(6.1)	66(18.3)	11(3.1)
	Primary school teacher	97(16.2)	338(56.3)	44(7.3)	121(20.2)	0(0.0)
	Official of SUBEB	4(33.3)	4(33.3)	0(0.0)	3(25.0)	1(8.3)
63) In order to cater for drop outs and out of school children through various forms of complementary approaches to do provision and promotion of basic education the SUBEB through LGEA Has made adequate provision of the required training or retraining programme	Education secretary	5(19.2)	15(57.7)	2(7.7)	3(11.5)	1(3.8)
	J. S. S. principal	109(37.1)	101(34.4)	7(2.4)	47(16.0)	30(10.2)
	J. S. S. teacher	168(28.0)	246(41.0)	36(6.0)	137(22.8)	13(2.2)
	Primary school head teacher	77(21.4)	109(30.3)	33(9.2)	98(27.2)	43(11.9)
	Primary school teacher	193(32.2)	198(33.0)	44(7.3)	154(25.7)	11(1.8)
	Official of SUBEB	2(16.7)	6(50.0)	1(8.3)	2(16.7)	1(8.3)
64) Similarly deal was also adequate provision of require training or retraining program in the educational system in order to facilitate teaching and learning processes and also to cater for drop	Education secretary	9(34.6)	12(46.2)	1(3.8)	3(11.5)	1(3.8)
	J. S. S. principal	54(18.4)	109(37.1)	30(10.2)	70(23.8)	31(10.5)
	J. S. S. teacher	59(9.8)	329(54.8)	75(12.5)	88(14.7)	49(8.2)
	Primary school head	76(21.1)	142(39.4)	11(3.1)	98(27.2)	33(9.2)

outs and out of school children true various forms of complementary	teacher Primary school teacher Official of SUBEB	 110(18.3) 3(25.0)	 248(41.3) 6(50.0)	 66(11.0) 0(0.0)	 132(22.0) 2(16.7)	 44(7.3) 1(8.3)
65) There was adequate provision of the required number of instructional materials such as provision of adequate number of textbooks tables and chairs for teachers and students in the educational system in order to cater for the drop outs and out of school children	Education secretary J. S. S. principal J. S. S. teacher Primary school head teacher Primary school teacher Official of SUBEB	4(15.4) 22(7.5) 145(24.2) 33(9.2) 78(13.0) 2(16.7)	15(57.7) 154(52.4) 187(31.2) 196(54.4) 285(47.5) 6(50.0)	2(7.7) 58(19.7) 105(17.5) 22(6.1) 95(15.8) 0(0.0)	3(11.5) 42(14.3) 113(18.8) 65(18.1) 120(20.0) 2(16.7)	2(7.7) 18(6.1) 50(8.3) 44(12.2) 22(3.7) 2(16.7)
66) Similarly there was also adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for the teachers and students in the educational system in order to cater for dropouts and out of school children.	Education secretary J. S. S. principal J. S. S. teacher Primary school head teacher Primary school teacher Official of SUBEB	6(23.1) 64(21.8) 93(15.5) 66(18.3) 110(18.3) 1(8.3)	6(23.1) 91(31.0) 167(27.8) 130(36.1) 186(31.0) 2(16.7)	4(15.4) 44(15.0) 136(22.7) 22(6.1) 65(10.8) 2(16.7)	7(26.9) 65(22.1) 176(29.3) 98(27.2) 217(36.2) 5(41.7)	3(11.5) 30(10.2) 28(4.7) 44(12.2) 22(3.7) 2(16.7)
67) There has been regular supervision of schools in order to cater for dropouts and out of school children through forms of complementary approaches to provision and promotion of basic educational by UBEC through SUBEB	Education secretary J. S. S. principal J. S. S. teacher Primary school head teacher Primary school teacher Official of SUBEB	12(46.2) 38(12.9) 130(21.7) 54(15.0) 86(14.3) 5(41.7)	4(15.4) 136(46.3) 129(21.5) 153(42.5) 272(45.3) 2(16.7)	4(15.4) 28(9.5) 125(20.8) 0(0.0) 44(7.3) 3(25.0)	6(23.1) 87(29.6) 131(21.8) 120(33.3) 177(29.5) 2(16.7)	0(0.0) 5(1.7) 85(14.2) 33(9.2) 21(3.5) 0(0.0)
68) Similarly the regular supervision of schools has also been provided in order to cater for dropouts and out of school children through forms of complementary approaches to provision and promotion of basic educational by UBEC through SUBEB	Education secretary J. S. S. principal J. S. S. teacher Primary school head teacher Primary school teacher Official of SUBEB	10(38.5) 61(20.7) 98(16.3) 44(12.2) 96(16.0) 4(33.3)	6(23.1) 109(37.1) 216(36.0) 142(39.4) 263(43.8) 2(16.7)	6(23.1) 53(18.0) 68(11.3) 65(18.1) 109(18.2) 3(25.0)	4(15.4) 56(19.0) 170(28.3) 76(21.1) 132(22.0) 3(25.0)	0(0.0) 15(5.1) 48(8.0) 33(9.2) 0(0.0) 0(0.0)
69) The SUBEB through LGEA Has also made adequate provision of teachers warfare packages very attractive which serves as a good motivational factor in order to cater for dropouts and out of school children through forms of	Education secretary J. S. S. principal J. S. S. teacher Primary school head teacher	3(11.5) 45(15.3) 148(24.7) 33(9.2)	11(42.3) 76(25.9) 135(22.5) 142(39.4)	6(23.1) 41(13.9) 79(13.2) 0(0.0)	2(7.7) 68(23.1) 186(31.0) 119(33.1)	4(15.4) 64(21.8) 52(8.7) 66(18.3)

complementary approaches to provision	Primary school teacher	67(11.2)	164(27.3)	53(8.8)	207(34.5)	109(18.2)
	Official of SUBEB	2(16.7)	3(25.0)	4(33.3)	1(8.3)	2(16.7)
70) A collaboration effort between SUBEB through LGEA And the local community has been carried out in order to cater for dropouts and out of school children through forms of complementary approaches to provision and promotion of basic education	Education secretary	6(23.1)	13(50.0)	3(11.5)	1(3.8)	3(11.5)
	J. S. S. principal	44(15.0)	128(43.5)	25(8.5)	52(17.7)	45(15.3)
	J. S. S. teacher	188(31.3)	164(27.3)	113(18.8)	122(20.3)	13(2.2)
	Primary school head teacher	44(12.2)	110(30.6)	64(17.8)	88(24.4)	54(15.0)
	Primary school teacher	42(7.0)	371(61.8)	55(9.2)	99(16.5)	33(5.5)
	Official of SUBEB	3(25.0)	5(41.7)	1(8.3)	1(8.3)	2(16.7)
71) There was also similar collaboration between SUBEB and the LGEA and the local community has been carried out in order to cater for dropouts and out of school children through forms of complementary approaches to provision and promotion of basic education	Education secretary	6(23.1)	14(53.8)	4(15.4)	1(3.8)	1(3.8)
	J. S. S. principal	33(11.2)	145(49.3)	47(16.0)	52(17.7)	17(5.8)
	J. S. S. teacher	168(28.0)	246(41.0)	99(16.5)	74(12.3)	13(2.2)
	Primary school head teacher	65(18.1)	153(42.5)	43(11.9)	77(21.4)	22(6.1)
	Primary school teacher	152(25.3)	239(39.8)	66(11.0)	110(18.3)	33(5.5)
	Official of SUBEB	2(16.7)	6(50.0)	2(16.7)	1(8.3)	1(8.3)
72) In order to create awareness to members of the public and also cater for dropouts and out of school children through forms of complementary approaches to provision and promotion of basic educational by SUBEB through LGEA Has made provision to ensure aware	Education secretary	5(19.2)	9(34.6)	4(15.4)	8(30.8)	0(0.0)
	J. S. S. principal	27(9.2)	91(31.0)	83(28.2)	77(26.2)	16(5.4)
	J. S. S. teacher	139(23.2)	255(42.5)	80(13.3)	102(17.0)	24(4.0)
	Primary school head teacher	33(9.2)	163(45.3)	76(21.1)	77(21.4)	11(3.1)
	Primary school teacher	130(21.7)	285(47.5)	44(7.3)	108(18.0)	33(5.5)
	Official of SUBEB	2(16.7)	2(16.7)	2(16.7)	6(50.0)	0(0.0)

In parenthesis ( ) are in percentage response

Source: Data Bank

Items 73 and 74 as indicated in the table 4.10 sought to examine the implication of providing qualified teachers in the education system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning by the State Universal Basic Education Board through the Local Government Education Areas and the Universal Basic Education Commission through the State Universal Basic Education Board. From the views of respondents, it can be observed that a larger percentage of the respondents are the views that qualified teachers are satisfactory provided across the schools in the education system. The breakdown of respondents who agreed are as follows: Out of the 26 Education Secretaries 13 (69.2%) for item 73 and 17 (65.4%) for item 74 agreed. In line with above, out of 294 Junior Secondary School Principals 230 (78.2%) for item 73 and 201 (68.4%) for item 74 agreed. Similarly out of 600 Junior Secondary School Teachers 467 (77.8%) for item 73 and 389 (64.9%) for item 74 agree. Also out of 360 Primary School Head Teacher, 218 (60.5%) for item 73 and 218 (60.5%) for item 74 agreed out of 600 Primary School Teachers 437 (72.8%) for item 73 and 383 (63.9%) for item 74 agreed and Out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 73 and 8 (66.7%) for item 74 respectively opined that qualified teachers are adequately provided across the schools in the education system.

Accordingly, the breakdown of respondents who disagreed are as follows: Out of 26 Education Secretaries5 (19.2%) for item 73 and 6 (23.1%) for item 74 disagreed. Out of 294 Junior Secondary School Principals only 60 (20.4%) for item 73 and 76 (25.8%) for item 74 disagreed. Out of 600 Junior Secondary School Teachers 119 (19.9%) for

item 73 and 130 (21.7%) for item 74 disagreed. Out of 360 Primary School Head Teachers 120 (33.4%) for item 73 and 109 (30.3%) for item 74 disagreed. Also out of 600 Primary School Teachers 141 (23.5%) for item 73 and 185 (30.9%) for item 74 disagreed, out of 12 State Universal Basic Education Board Management Staff 3 (25.0%) for item 73 and 4 (33.3%) for item 74 disagreed, meaning that the number of qualified teachers across the schools are inadequate.

Conversely, the breakdown of respondents who were undecided are as follows: 3 (11.5%) for item 73 and 3 (11.5%) for item 74 were undecided out of 26 Education Secretaries. Not only that 4 (1.4%) for item 73 and 17 (5.8%) for item 74 were undecided out of 294 Junior secondary School Principals. Similarly, 14 (2.3%) for item 73 and 81 (13.5%) for item 74 were undecided out of 600 Junior Secondary School Teachers. Whereas 22 (6.1%) for item 73 and 33 (9.2%) for item 74 were undecided out of 360 Primary School Head Teachers. Also 22 (3.7%) for item 73 and 32 (5.3%) for item 74 were undecided out of 600 Primary School Teachers while only 1 (8.3%) for item 73 and non or (0.0%) for item 74 were respectively undecided out of 12 State Universal Basic Education Board Management Staff.

Adequate provision of qualified teachers in the education system is a major single and most important factor that can determine the realization of success in any education system and at the same time ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills as well as ethnical moral and civic values) Needed for laying the foundation for lifelong learning. In other words deficiency of qualified teachers has a negative impact on education system

Items 75 and 76 as can be observed in table 4.13 sought to find out the adequacy of infrastructural facilities across the schools in the education system. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 17 (65.4%) for item 75 and 17 (65.4%) for item 76 agreed. Out of 294 Junior Secondary School Principals 175 (59.5%) for item 75 and 144 (48.8%) for item 76 agreed. In addition to this, out of 600 Junior Secondary School Teachers 329 (54.8%) for item 75 and 261 (43.5%) for item 76 agreed. Accordingly out of 360 Primary School Head Teachers 371 (61.9%) for item 75 and 283 (47.2%) for item 76 agreed. Similarly out 12 State Universal Basic Education Board Management Staff (75.0%) for item 7 (58.3%) for item 76 agreed meaning that infrastructural facilities across the schools are sufficient.

Accordingly, the breakdown of respondents who disagreed are as follows: Out of 26 Education Secretaries8 (26.9%) for item 75 and 8 (30.8%) for item 76 disagreed in line with above, out of 294 Junior Secondary School Teachers 121 (20.2%) for item 75 and 168 (28.0%) for item 76 disagreed. In addition to this out of 360 Primary School Head Teachers 153 (25.5%) for item 75 and 253 (42.2%) for item 76 while out of 12 State Universal Basic Education Board Management Staff 3 (25.0%) for item 75 and 4 (30.3%) for item 76 disagreed. Implying that infrastructural facilities are inadequate across the schools.

Similarly, the breakdown of respondents who neither agreed nor disagreed are as follows: Only 2 (7.7%) for item 75 and only 1 (3.8%) for item 76 were undecided out of 26 Education Secretaries in the same vein 45 (15.3%) for item 75 and 3 (10.5%) for item 76 were undecided out of 600 Junior Secondary School Teachers while 33 (9.2%) for item 75 and 11 (3.1%) for item 76 where undecided out of 360 Primary School Head

Teachers while 76 (12.7%) for item 75 and 64 (10.7%) for item 76 were undecided accordingly o (0.0%) for item 75 and 1 (8.3%) for item 76 were respectively undecided out of 12 State Universal Basic Education Board Management Staff.

Consequently, it has been observed that there is a great relationship between students' academic performance and availability of the required infrastructural facilities in any teaching and learning process. Hence Universal Basic Education should not be an exception therefore in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for laying the foundation for lifelong learning. Infrastructural facilities need to be adequately provided.

Items 77 and 78 as can be seen in table 4.13 sought to find out the perception of respondents with regard to adequate funding of education system by the State Universal Basic Education Board through the Local Government Education Areas as well as the Universal Basic Education Commission through the State Universal Basic Education Board in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning. It can be observed from respondents' perception that the education system is adequately funded. The breakdown of respondents who agree are as follows out of 26 Education Secretaries 20 (76.9%) for item 77 and 19 (7.31%) for item 78 agreed, while out of 294 Junior Secondary School Principals 145 (49.3%) for item 77 and 159 (54.1%) for item 78 agreed. Also out of 600 Junior Secondary School Teachers 434 (72.3%) for item 77 and 459 (76.5%) for item 78 agreed. In addition to that out of 360 Primary School Head Teachers 164 (45.6%) for item 77 and 175 (48.6%) for item 78 agreed. Similarly out of 600 Primary School Teachers 360 (60.0%) for item 379

(63.2%) for item o78 agreed and out of 12 State Universal Basic Education Management Staff 7 (58.4%) for item 77 and 7 (58.38) for item 78 agreed that Education system is adequately funded.

Conversely, the breakdown of respondents who disagreed were as follows: Out of 26 Education Secretaries 4 (15.3%) for item 77 and 7 (26.9%) for item 78 disagreed. In addition to that out of 294 Junior Secondary School Principals 115 (39.1%) for item 77 and 114 (38.7%) for item 78 disagreed out of 600 Junior Secondary School Teachers 125 (20.9%) for item 77 and 105 (17.5%) for item 78 disagreed out of 360 Primary School Head Teachers 141 (39.2%) for item 77 and 130 (36.1%) for item 78 disagreed out of 600 Primary School Teachers 175 (29.2%) for item 77 and 177 (29.5%) for item 78 disagreed. Accordingly, out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 77 and 5 (41.7%) for item 78 disagreed, meaning that education system was underfunded.

Accordingly, the breakdown of respondents who were undecided are as follows: 2 (7.7%) for item 77 and 0 (0.0%) for item 78 were undecided out of 26 Education Secretaries. While 34 (11.6%) for item 77 and 21 (7.1%) for item 78 were undecided out of 294 Junior Secondary School Principals. Whereas 41 (6.8%) for item 77 and 36 (3.6%) for item 78 were undecided out of 600 Junior Secondary School Teachers. Also 55 (15.3%) for item 77 and 55 (15.3%) for item 78 were undecided out of 360 Primary School Head Teachers. Similarly, 65 (10.8%) for item 77 and 44 (7.3%) for item 78 were undecided likewise 1 (8.3%) for item 77 and 0 (0.0%) for item 78 were undecided out of 12 State Universal Basic Education Board Management Staff.

With adequate funding of education system, required number of qualified teachers can be employed, required types of classes, laboratories, libraries and soon can be constructed and maintained while under funding will have a negative impact on ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for laying the foundation for lifelong learning.

Items 79 and 80 as Indicated in table 4.13 sought to find out the perception of respondents as to whether required time has been sufficiently provided in the education system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, Manipulative and life skill (as well as ethnical morals and civic values) needed for laying the foundation for lifelong learning by the Universal Basic Education Commission in collaboration with the State Universal Basic Education Board through the Local Government Education Areas. The perception of majority of the respondents indicates that, allocation of time resources in the education system are sufficiently addressed. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 21 (80.7%) for item 79 and 17 (65.4%) for item 80 agreed. Out of 294 Junior Secondary School Principals 171 (58.1%) for item 79 and 193 (65.7%) for item 80 agreed. Similarly out of 600 Junior Secondary School Teachers 362 (60.4%) for item 79 and 263 (43.8%) for item 80 agreed and out of 360 Primary School Head Teachers 197 (54.7%) for item 79 and 207 (57.5%) for item 80 agreed. Also out of 600 Primary School Teachers 348 (58.0%) for item 79 and 317 (52.8%) for item 80 agreed, while out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for 79 and 6 (50.0%) for item 80 agreed implying that sufficient time resources are sufficiently provided in the education system.

Similarly, the breakdown of respondents who disagreed are as follows: Out of 26 Education Secretaries only 4 (15.3%) for item 79 and 5 (29.2%) for item 80 disagreed. Similarly out of 294 Junior Secondary School Principals only 70 (23.8%) for item 79 and only 81 (27.6%) for item 80 disagreed out of 600 Junior Secondary School Teachers only 77 (12.9%) for item 79 and 141 (23.5%) for item 80 disagreed out of 360 Primary School Head Teachers 86 (23.9%) for item 79 and 109 (30.3%) for item 80 disagreed. Also out of 600 Primary School Teachers 133 (22.2%) for item 79 and 239 (39.8%) for item 80 disagreed. Accordingly out of 12 State Universal Basic Education Board Management Staff only 4 (23.3%) for item 79 and only 4 (33.4%) for item 80 disagreed meaning that allocation of time resources are insufficient in the education system.

Conversely, the breakdown of those who neither agree nor disagree as follows: 1 (3.8%) for item 79 and 4 (15.4%) for item 80 were undecided out of 26 Education Secretaries while 53 (18.0%) for item 79 and 20 (6.8%) for item 80 were undecided out of 294 Junior Secondary School Principals whereas 161 (26.8%) for item 79 and 196 (32.7%) for item 80 were undecided out of 600 Junior Secondary School Teachers. Also, 77 (21.4%) for item 79 and 44 (12.2%) for item 80 were respectively undecided out of 360 Primary School Head Teachers. Similarly, 119 (19.8%) for item 79 and 44 (7.3%) for item 80 were undecided out of 600 Primary School Teachers. Accordingly, 0 (0.0%) for item 79 and 2 (16.7%) for item 80 were undecided. Out of 12 State Universal Basic Education Board Management Staff.

There is no doubt that in any education system provision of the required number of qualified teachers is an essential pre – requisite to the success of any education system. Similarly, supply of teaching and learning facilities is yet another important resources

which has to be adequately provided if objective of the education is to be attained. However for the actualization and realization of any educational objective to be attained; allocation of time resources is inevitable for the success of any education system and Universal Basic Education programmes objectives in particular.

As can be observed in table 4.13 the respondents were asked to respond on the implication of providing required training and retraining in the education system on the acquisition of the appropriate levels of literacy, numeracy and manipulative life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning by the State Universal Basic Education Board in collaboration with the Universal Basic Education Commission through the State Universal Basic Education Board. A large number of the respondents indicate that training and retraining are conducted regularly in the education system. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 14 (53.8%) for item 81 and 14 (53.8% for item 82 agreed. Out of 294 Junior Secondary School Principals 171 (65.7%) for item 81 and 168 (57.1%) for item 82 agreed. In the same vein out of 600 Junior Secondary School Teachers 346 (57.7%) for item 81 and 389 (61.5%) for item 82 agreed. Meanwhile out of 360 Primary School Head Teachers 209 (58.2%) for item 81 and 228 (68.4%) for item 82 agreed, simultaneously, out of 600 Primary School Teachers 360 (60.0%) for item 81 and 393 (65.5%) for item 82 agreed. Similarly, out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 81 and 5 (41.7%) for item 82 agreed that training and retraining are carried out in the education in order to ensure the acquisition of the appropriate levels of literacy, numeracy and manipulative life skills needed for laying the foundation for lifelong learning.

Accordingly, the breakdown of respondents who disagreed are as follows: out of 26 Education Secretaries 11 (42.3%) for item 81 and 10 (38.4%) for item 82 disagreed. Similarly out of 294 Junior Secondary School Principals 104 (35.4%) for item 81 and 9 (32.3%) for item 82 disagreed. Out of 600 Junior Secondary School Teachers 227 (37.9%) for item 81 and 154 (25.7%) for item 82 disagreed. Out of 600 Junior Secondary School Teachers 227 (37.9%) for item 81 and 154 (25.7%) for item 82 disagreed. Out of 360 Primary School Head Teachers130 (36.1%) for item 81 and 99 (27.5%) for item 82 disagreed. Out of 600 Primary School Teachers 197 (32.9%) for item 81 and 153 (25.5%) for item 82 disagreed, while out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 81 and 6 (50.0%) for item 82 disagreed meaning that training and retraining required in the education system are not conducted regularly.

Conversely, the breakdown of respondents who neither agreed nor disagreed are as follows: only 1 (3.8%) for item 81 and only 2 (7.7%) for item 82 were undecided out of 26 Education Secretaries accordingly 19 (6.5%) for item 81 and 31 (10.5%) for item 82 were undecided out of 294 Junior Secondary School Principals whereas 27 (4.5%) for item 81 and 77 (12.8%) for item 82 were undecided out of 600 Junior Secondary School Teachers. Also 21 (5.8%) for item 81 and 33 (9.2%) for item 82 were undecided out of 360 Primary School Head Teachers. While 21 (5.8%) for item 81 and 54 (9.0%) for item 81 and 1 (8.3%) for item 82 were respectively undecided out of 12 State Universal Basic Education Board Management Staff. Ojo (1997) Observed that the gap between developed and underdeveloped countries has continue to widen and the major explanation for the different levels of development is the quality of human resources yet, the quality of human resources, can only be enhanced through training and retraining.

Therefore, in order to enhance the quality of Universal Basic Education programme in Nigeria training and retraining of teachers need to be sustained.

Items 83 and 84 as indicated in table 4.13 sought to verify the implication of providing the required instructional materials in the education system by the State Universal Basic Education Board through the Universal Basic Education in collaboration with the Universal Basic Education Commission through the Universal Basic Education Board in order to ensure the acquisition of the appropriate levels of literacy, numeracy and manipulative life skills (as well as ethnical moral and civic values) needed for laying the foundation for lifelong learning. A reasonable number of the respondents were of the opinion that the inadequacies of instructional materials are addressed. The breakdown of respondents who agreed that instructional materials are sufficiently provided across the schools are follows out of 26 Education Secretaries17 (65.4%) for item 83 and 17 (65.4%) for item 84 agreed. In line with above, out of 294 Junior Secondary School Principals 195 (66.3%) for item 83 and 174 (59.2%) for item 84 agreed that out of 600 Junior Secondary School Teachers232 (53.9%) for item 83 and 383 (63.8%) for item 84 agreed out of 360 Primary School Head Teachers 217 (60.3%) for item 83 and 229 (63.6%) for item 84 agreed. Out of 600 Primary School Teachers 306 (51.0%) for item 83 and 336 (56.0%) for item 84 agreed. While out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) for item 83 and 7 (58.4%) for item 84 agreed that instructional materials are adequately provided across the schools.

On the other hand, the breakdown of respondents who disagreed are as follows out of 26 Education Secretaries only 7 (26.9%) for item 83 and only 4 (15.4%) for item 84 disagreed. Similarly out of 294 Junior Secondary School Principals only 92 (31.3%)

for item 83 and 114 (38.8%) for item 84 disagreed out of 600 Junior Secondary School Teachers 165 (27.5%) for item 83 and 160 (26.7%) for item 84 disagreed. Also out of 360 Primary School Head Teachers 110 (30.6%) for item 83 and 120 (33.3%) for item 84 disagreed out of 600 Primary School Teachers 239 (39.8%) for item 83 and 210 (35.0%) for item 84 disagreed. Accordingly, out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) for item 83 and 3 (25.0%) for item 84 disagreed that instructional materials were rather insufficiently provided across the schools in the education system.

Accordingly, the breakdown of respondents who neither agree nor disagree are as follows: 2 (7.7%) for item 83 and 5 (19.2%) for item 84 were undecided out of 26 Education Secretaries. Similarly, 7 (2.4%) for item 83 and 6 (2.0%) for item 84 were undecided out of 294 Junior Secondary School Principals. Whereas 112 (18.7%) for item 83 and 57 (9.5%) for item 84 were respectively undecided out of 600 Junior Secondary School Teachers. Also 33 (9.2%) for item 83 and 11 (3.1%) for item 84 were undecided out of 360 Primary School Head Teachers. Similarly, 55 (9.2%) for item 83 and 54 (9.0%) for item 84 were undecided out of 600 Primary School Teachers. While Only 1 (8.3%) for item 83 and only 2 (16.7%) for item 84 were undecided out of 12 State Universal Basic Education Board Management Staff.

It has been observed that no any meaningful practical aspect of any teaching and learning process can be successfully carried out without adequate provision of the required instructional materials which can be used to enhance the acquisition of appropriate levels of literacy, numeracy, manipulative and life skills needed for laying the foundation of lifelong learning.

Items 85 and 86 as indicated in table 4.13 sought to ascertain the implication of regular supervision of instruction across the schools by the Universal Basic Education Board through the Local Government Areas as well as the Universal Basic Education Commission through the State Universal Basic Education Board in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning. The perception of respondents revealed that supervision of instruction across the schools in the education system is regularly carried out. The breakdown of respondents who agreed with this statement are as follows: Out of 26 Education Secretaries20 (76.9%) for item 85 and 16 (61.6%) for item 86 agreed. Similarly out of 294 Junior Secondary School Principals 210 (71.5%) for item 85 and 185 (63.0%) for item 86 agreed out of 600 Junior Secondary School Teachers 447 (74.5%) for item 85 and 380 (63.4%) for item 86 agreed. Out of 360 Primary School Head Teachers 262 (72.8%) for item 85 and 250 (69.5%) for item 86 agreed. Also out of 600 Primary School Teachers 434 (71.2%) for item 85 and 427 (71.2%) for item 86 agreed, while out of 12 State Universal Basic Education Board Management Staff 8 (66.7%) for item 85 and 6 (50.0%) for item 86 agreed.

Accordingly, the breakdown of respondents who disagreed with this statement are as follows: Out of 26 Education Secretaries6 (23.0%) for item 85 and 5 (19.2%) for item 86 disagreed. In addition to this out of 294 Junior Secondary School Principals 79 (26.8%) for item 85 and 86 (29.3%) for item 86 disagreed. Also out of 600 Junior Secondary School Teachers 104 (17.4%) for item 85 and 126 (21.0%) for item 86 disagreed. Out of 360 Primary School Head Teachers87 (24.2% for item 85 and 100

(30.6%) for item 86 disagreed. Also out of 600 Primary School Teachers 110 (18.4%) for item 85 and 55 (9.2%) for item 86 disagreed, while out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) for item 85 and 3 (25.0%) for item 86 disagreed, meanings that supervision of instruction across the schools is not regularly carried out.

Conversely, the breakdown of respondents who were undecided are as follows: 0 (0.0%) for item 85 and 5 (19.2%) for item 86 were undecided out of 26 Education Secretaries. Also 5 (1.7%) for item 85 and 23 (7.8%) for item 86 were undecided out of 294 Junior Secondary School Principals. Similarly, 49 (8.2%) for item 85 and 94 (15.7%) for item 86 were undecided out of 600 Junior Secondary School Teachers. Accordingly, 11 (3.1%) for item 85 and 0 (0.0%) for item 86 were respectively undecided out of 360 Primary School Head Teachers. While 56 (9.3%) for item 85 and 118 (19.7%) for item 86 were undecided out of 600 Primary School Teachers whereas 0 (0.0%) for item 85 and 3 (25.0%) for item 86 were undecided out of 12 State Universal Basic Education Board Management Staff.

It has been observed that if the desired objectives of any education is to be attained, there must be regular supervision of instruction. Thus, in order to ensure standard is not only achieved but also maintained, supervision of Universal Basic Education program become very necessary.

Item 87 as indicated in table 4.13 sought to verify whether attractive teachers welfare packages is regularly provided by the State Universal Basic Education Board in collaboration with the Universal Basic Education in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical,

moral and civic values) needed for laying the foundation for lifelong learning. However, majority of the respondents supported that attractive teachers welfare packages is adequately provided in the education system. The breakdown of the respondents who agreed are as follows: Out of 26 Education Secretaries 19 (73.1%) agreed. Similarly out of 294 Junior Secondary School Principals 152 (51.8%) agreed. Also out of 600 Junior Secondary School Teachers 279 (46.5%) agreed also out of 360 Primary School Head Teachers 229 (63.6%) agreed. In addition to that out of 600 Primary School Teachers 360 (60.0%) agreed, while out of 12 State Universal Basic Education Board Management Staff 7 (58.3%) respectively agreed.

Conversely, the breakdown of respondents who disagreed with this issue are as follows: Out of 26 Education Secretaries 5 (19.2%) disagreed. In addition to this out of 294 Junior Secondary School Principals 119 (40.5%) disagreed out of 600 Junior Secondary School Teachers 184 (30.7%) disagreed. Similarly, out of 360 Primary School Head Teachers 109 (30.3%) disagreed. Also out of 600 Primary School Teachers 131 (21.8%) disagreed, while out of 12 State Universal Basic Education Board Management Staff 4 (33.3%) disagreed meaning that attractive teachers welfare packages are not regularly provided.

Accordingly, the breakdown of Respondents who were undecided are as follows: 2 (7.7%) were undecided out of 26 Education Secretaries, while 29 (7.8%) were undecided out of 294 Junior Secondary School Principals whereas 137 (22.8%) were undecided out of 600 Junior Secondary School Teachers, similarly, 22 (6.1%) were undecided out of 360 Primary School Head Teachers. Also 109 (18.2%) were undecided

out of 600 Primary School Teachers and 1 (8.3%) were respectively undecided out of 12 State Universal Basic Education Board Management Staff.

The understanding and proper use of motivational techniques brings about interest, good morale, effective learning and a sense of academic achievement in an education system any failure to provide necessary motivation to teachers will have a negative impact in ensuring the acquisition of the appropriate levels of literacy, numeracy and manipulative life skills needed for laying the foundation for lifelong learning. It's therefore against this background that attractive teachers' welfare packages needs to be adequately addressed in any education system and Universal Basic Education programme in particular.

Items 88 and 89 as can be seen in table 4.13 as attempts to verify the perception of respondents in respect of collaboration between the school and the local community in order to ensure the acquisition of the appropriate levels of literacy, numeracy and manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for long life learning by the State Universal Basic Education Board in collaboration with the Universal Basic Education Commission. From the perception of respondents it can be observed that a considerable number of respondents agreed that good collaborative effort exists between the school and the local community. The breakdown of respondents who agreed with this are as follows: Out of 26 Education Secretaries 18 (69.3%) for item 88 and 16 (61.6%) for item 89 agreed. In addition to this out of 294 Junior Secondary School Principals 140 (47.6%) for item 88 and 166 (54.4%) for 89 agreed. Also out of 600 Junior Secondary School Teachers. 283 (47.1%) for item 88 and 238 (39.7%) for item 89 agreed. Also out of 360 Primary School Head Teachers

209 (58.0%) for item 88 and 185 (51.4%) for item 89 agreed. Out of 600 Primary School Teachers 285 (47.5%) for item 88 and 363 (60.5%) for item 89 agreed. Similarly out of 12 State Universal Basic Education Board Management Staff 8 (66.6%) for item 88 and 5 (41.7%) for item 89 agreed implying that there is collaboration between the school and the local community.

On the other hand, the breakdown of respondents who disagreed are as follows out of 26 Education Secretaries 5 (19.2%) for item 88 and 9 (34.6%) for item 89 disagreed. Also out of 294 Junior Secondary School Principals 118 (40.1%) for item 88 and 76 (25.5%) for item 89 disagreed out of 600 Junior Secondary School Teacher 153 (25.5%) for item 88 and 248 (41.3%) for item 89 disagreed. Also out of 360 Primary School Head Teachers 118 (32.8%) for item 88 and 99 (27.5%) for item 89 disagreed. Out of 600 Primary School Teachers 219 (36.5%) for item 88 and 87 (14.5%) for item 89 disagreed while out of 12 State Universal Basic Education Board Management Staff 3 (25.0%) for item 88 and 6 (50.0%) for item 89 disagreed implying that collaboration between the school and the Local Community does not exist.

Similarly, the breakdowns of respondents who neither agree nor disagreed are as follows: 3 (11.5%) for item 88 and 1 (3.8%) for item 89 were undecided. Out of 26 Education Secretaries. Also 36 (12.2%) for item 88 and 58 (19.7%) for item 89 were undecided out of 294 Junior Secondary School Principals. Accordingly, 164 (27.3%) for item 88 and 114 (19.0%) for item 89 were undecided out of 600 Junior Secondary School Teachers. Whereas 33 (9.2%) for item 88 and 76 (21.1%) for item 89 were undecided out of 360 Primary School Head Teachers. In addition to that 96 (16.0%) for item 88 and 150 (25.0%) for item 89 were undecided out of 600 Primary School Teachers while only 1

(8.3%) for item 88 and only 1 (8.3%) for item 89 were respectively undecided out of 12 State Universal Basic Education Board Management Staff.

Indeed Collaboration between the school and the local community become very necessary in order to ensure the acquisition of the appropriate levels of literacy, numeracy and manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for long life learning.

Item 90 as indicated in table 4.13 is designed to examine the perception of respondents whether the State Universal Basic Education Board through the Local Government Education Area has made any provision to create awareness among members of the local community in order to ensure the acquisition of the appropriate levels of literacy, numeracy and manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for long life learning. From the view of respondents, it can be observed that awareness is created among the members of the community. The breakdown of respondents who agreed are as follows: Out of 26 Education Secretaries 14 (53.9%) for item 90 agreed. In addition to this out of 294 Junior Secondary School Principals 153 (52.1 %) for item 90 agreed. Out of 600 Junior Secondary School Teachers 176 (29.3%) for item agreed. Out of 360 Primary School Head Teachers 174 (48.4%) for item 90 agreed out of 600 Primary School Teachers 437 (72.8%) agreed and out of 12 State Universal Basic Education Board Management Staff 6 (50.0%) agreed implying that awareness has been created to the member of the public in order to ensure the acquisition of the appropriate level of literacy.

Accordingly, the breakdown of respondents who disagreed are as follows: Out of 26 Education Secretaries 10 (38.4%) disagreed. Similarly, out of 294 Junior Secondary

School Principals 93 (31.6%) disagreed. Out of 600 Junior Secondary School Teachers 288 (48.0%) disagreed. Moreover out of 360 Primary School Head Teachers 121 (33.6%) disagreed. Also out of 600 Primary School Teachers 109 (18.1%) disagreed. And out of 12 State Universal Basic Education Board Management Staff 5 (41.7%) disagreed meaning that members of the local community are not adequately aware about school activities and programmes (hence the need to create awareness among the members of the local community was urgently needed.

Conversely, the breakdowns of respondents who neither agreed nor disagreed are as follows: 2 (7.7%) were undecided out of 26 Education Secretaries, Similarly, 48 (16.3%) were undecided out of 294 Junior Secondary School Principals. Accordingly 136 (22.7%) were undecided out of 600 Junior Secondary School Teachers whereas 65 (18.1%) were undecided out of 360 Primary School Head Teachers while 54 (9.0%) were undecided out of 600 Junior Secondary School Teachers and only 1 (8.3%) were undecided out of 12 State Universal Basic Education Board Management Staff.

Fundamentally, creation of awareness to members of the public becomes very necessary in view of the need to ensure the acquisition of the appropriate levels, numeracy manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for long life learning. For more details see table 4.10.

Table 4.10: Analysis on the Research Questions in Respect of the Assessment of the Provision and Utilization of Community Awareness and Participation on Ensuring the Acquisition of Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (As Well As Ethical, Moral and Civic Values) Needed for Laying the Foundation for Lifelong Learning

Impact on acquisition literacy	Groups	SA	A	U	SD	SD
73) In order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for laying the foundation for life learning to SUBEB through LGEA Has made adequate provision of qualified and required number of teach	Education secretary	7(26.9)	11(42.3)	3(11.5)	3(11.5)	2(7.7)
	J. S. S. principal	61(20.7)	169(57.5)	4(1.4)	56(19.0)	4(1.4)
	J. S. S. teacher	158(26.3)	309(51.5)	14(2.3)	91(15.2)	28(4.7)
	Primary school head teacher	66(18.3)	152(42.2)	22(6.1)	109(30.3)	11(3.1)
	Primary school teacher	78(13.0)	359(59.8)	22(3.7)	109(18.2)	32(5.3)
	Official of SUBEB	3(25.0)	5(41.7)	1(8.3)	2(16.7)	1(8.3)
74) Similarly there was also adequate provision of qualified and required number of teachers in the educational system in order to ensure the acquisition of the appropriate levels of literacy, numeracy and manipulative life skills needed for laying the foundation	Education secretary	5(19.2)	12(46.2)	3(11.5)	4(15.4)	2(7.7)
	J. S. S. principal	77(26.2)	124(42.2)	17(5.8)	62(21.1)	14(4.8)
	J. S. S. teacher	151(25.2)	238(39.7)	81(13.5)	102(17.0)	28(4.7)
	Primary school head teacher	44(12.2)	174(48.3)	33(9.2)	98(27.2)	11(3.1)
	Primary school teacher	139(23.2)	244(40.7)	32(5.3)	175(29.2)	10(1.7)
	Official of SUBEB	2(16.7)	6(50.0)	0(0.0)	3(25.0)	1(8.3)
75) There was adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the educational system in order to facilitate teaching and learning processes and also ensure the acqui	Education secretary	11(42.3)	6(23.1)	2(7.7)	4(15.4)	3(11.5)
	J. S. S. principal	52(17.7)	123(41.8)	45(15.3)	55(18.7)	19(6.5)
	J. S. S. teacher	47(7.8)	282(47.0)	150(25.0)	91(15.2)	30(5.0)
	Primary school head teacher	77(21.4)	142(39.4)	33(9.2)	75(20.8)	33(9.2)
	Primary school teacher	97(16.2)	274(45.7)	76(12.7)	110(18.3)	43(7.2)
	Official of SUBEB	5(41.7)	4(33.3)	0(0.0)	2(16.7)	1(8.3)
76) Similarly adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the educational system in order to facilitate teaching and learning processes and also ensure the acqu	Education secretary	8(30.8)	9(34.6)	1(3.8)	6(23.1)	2(7.7)
	J. S. S. principal	61(20.7)	83(28.2)	31(10.5)	91(31.0)	28(9.5)
	J. S. S. teacher	40(6.7)	221(36.8)	171(28.5)	140(23.3)	28(4.7)
	Primary school head teacher	55(15.3)	163(45.3)	11(3.1)	109(30.3)	22(6.1)
	Primary school teacher	88(14.7)	195(32.5)	64(10.7)	231(38.5)	22(3.7)
	Official of SUBEB	4(33.3)	3(25.0)	1(8.3)	3(25.0)	1(8.3)
77) There was adequate provision Of the	Education secretary	5(19.2)	15(57.7)	2(7.7)	3(11.5)	1(3.8)

required Financial Resources in the educational system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong learning	J. S. S. principal	74(25.2)	71(24.1)	34(11.6)	85(28.9)	30(10.2)
	J. S. S. teacher	245(40.8)	189(31.5)	41(6.8)	100(16.7)	25(4.2)
	Primary school head teacher	65(18.1)	99(27.5)	55(15.3)	109(30.3)	32(8.9)
	Primary school teacher	77(12.8)	283(47.2)	65(10.8)	153(25.5)	22(3.7)
	Official of SUBEB	2(16.7)	5(41.7)	1(8.3)	3(25.0)	1(8.3)
78) Similarly he was also adequate provision of the required Financial Resources in the educational system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for life learning	Education secretary	9(34.6)	10(38.5)	0(0.0)	4(15.4)	3(11.5)
	J. S. S. principal	99(33.7)	60(20.4)	21(7.1)	46(15.6)	68(23.1)
	J. S. S. teacher	243(40.5)	216(36.0)	36(6.0)	77(12.8)	28(4.7)
	Primary school head teacher	77(21.4)	98(27.2)	55(15.3)	87(24.2)	43(11.9)
	Primary school teacher	216(36.0)	163(27.2)	44(7.3)	144(24.0)	33(5.5)
	Official of SUBEB	4(33.3)	3(25.0)	0(0.0)	3(25.0)	2(16.7)
79) The SUBEB Has made adequate provision for the required Time Resources in the educational system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong learning.	Education secretary	14(53.8)	7(26.9)	1(3.8)	3(11.5)	1(3.8)
	J. S. S. principal	78(26.5)	93(31.6)	53(18.0)	54(18.4)	16(5.4)
	J. S. S. teacher	109(18.2)	253(42.2)	161(26.8)	64(10.7)	13(2.2)
	Primary school head teacher	66(18.3)	131(36.4)	77(21.4)	76(21.1)	10(2.8)
	Primary school teacher	131(21.8)	217(36.2)	119(19.8)	111(18.5)	22(3.7)
	Official of SUBEB	6(50.0)	2(16.7)	0(0.0)	3(25.0)	1(8.3)
80) The SUBEB through LGEA has not adequately provided the required Time Resources in the educational system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for l	Education secretary	9(34.6)	8(30.8)	4(15.4)	3(11.5)	2(7.7)
	J. S. S. principal	37(12.6)	156(53.1)	20(6.8)	67(22.8)	14(4.8)
	J. S. S. teacher	108(18.0)	155(25.8)	196(32.7)	127(21.2)	14(2.3)
	Primary school head teacher	65(18.1)	142(39.4)	44(12.2)	98(27.2)	11(3.1)
	Primary school teacher	75(12.5)	242(40.3)	44(7.3)	228(38.0)	11(1.8)
	Official of SUBEB	3(25.0)	3(25.0)	2(16.7)	2(16.7)	2(16.7)
81) In order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong learning by UBEC through SUBEB Has made adequate provision of the required training and retraining	Education secretary	5(19.2)	9(34.6)	1(3.8)	9(34.6)	2(7.7)
	J. S. S. principal	41(13.9)	130(44.2)	19(6.5)	82(27.9)	22(7.5)
	J. S. S. teacher	145(24.2)	201(33.5)	27(4.5)	214(35.7)	13(2.2)
	Primary school head teacher	66(18.3)	143(39.7)	21(5.8)	76(21.1)	54(15.0)
	Primary school teacher	119(19.8)	241(40.2)	43(7.2)	154(25.7)	43(7.2)
	Official of SUBEB	1(8.3)	5(41.7)	0(0.0)	5(41.7)	1(8.3)
82) Similarly there was also adequate provision	Education secretary	3(11.5)	11(42.3)	2(7.7)	5(19.2)	5(19.2)

for the required training and retraining programme in the educational system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the	J. S. S. principal	46(15.6)	122(41.5)	31(10.5)	66(22.4)	29(9.9)
	J. S. S. teacher	88(14.7)	281(46.8)	77(12.8)	102(17.0)	52(8.7)
	Primary school head teacher	65(18.1)	163(45.3)	33(9.2)	77(21.4)	22(6.1)
	Primary school teacher	163(27.2)	230(38.3)	54(9.0)	120(20.0)	33(5.5)
	Official of SUBEB	2(16.7)	3(25.0)	1(8.3)	3(25.0)	3(25.0)
83) There was also adequate provision of the required number of instructional materials such as provision of adequate number of textbooks tables and chairs for all teachers and students in the educational system in order to ensure the acquisition of the appropriate levels of literacy	Education secretary	9(34.6)	8(30.8)	2(7.7)	5(19.2)	2(7.7)
	J. S. S. principal	93(31.6)	102(34.7)	7(2.4)	60(20.4)	32(10.9)
	J. S. S. teacher	166(27.7)	157(26.2)	112(18.7)	162(27.0)	3(0.5)
	Primary school head teacher	33(9.2)	184(51.1)	33(9.2)	77(21.4)	33(9.2)
	Primary school teacher	66(11.0)	240(40.0)	55(9.2)	185(30.8)	54(9.0)
	Official of SUBEB	4(33.3)	2(16.7)	1(8.3)	3(25.0)	2(16.7)
84) In order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong learning The UBEC through SUBEB has also made adequate provisions of the required number of instr	Education secretary	9(34.6)	8(30.8)	5(19.2)	4(15.4)	0(0.0)
	J. S. S. principal	62(21.1)	112(38.1)	6(2.0)	80(27.2)	34(11.6)
	J. S. S. teacher	164(27.3)	219(36.5)	57(9.5)	123(20.5)	37(6.2)
	Primary school head teacher	66(18.3)	163(45.3)	11(3.1)	76(21.1)	44(12.2)
	Primary school teacher	87(14.5)	249(41.5)	54(9.0)	132(22.0)	78(13.0)
	Official of SUBEB	5(41.7)	2(16.7)	2(16.7)	3(25.0)	0(0.0)
85) There has been a regular supervision of schools in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong learning by SUBEB through LGEA	Education secretary	11(42.3)	9(34.6)	0(0.0)	5(19.2)	1(3.8)
	J. S. S. principal	39(13.3)	171(58.2)	5(1.7)	51(17.3)	28(9.5)
	J. S. S. teacher	206(34.3)	241(40.2)	49(8.2)	103(17.2)	1(0.2)
	Primary school head teacher	99(27.5)	163(45.3)	11(3.1)	65(18.1)	22(6.1)
	Primary school teacher	194(32.3)	240(40.0)	56(9.3)	88(14.7)	22(3.7)
	Official of SUBEB	5(41.7)	3(25.0)	0(0.0)	3(25.0)	1(8.3)
86) Similarly regular supervision of schools has been carried goals to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong learning by UBEC through SUBEB	Education secretary	4(15.4)	12(46.2)	5(19.2)	5(19.2)	0(0.0)
	J. S. S. principal	49(16.7)	136(46.3)	23(7.8)	74(25.2)	12(4.1)
	J. S. S. teacher	28(4.7)	352(58.7)	94(15.7)	102(17.0)	24(4.0)
	Primary school head teacher	55(15.3)	195(54.2)	0(0.0)	110(30.6)	0(0.0)
	Primary school teacher	88(14.7)	339(56.5)	118(19.7)	55(9.2)	0(0.0)
	Official of SUBEB	2(16.7)	4(33.3)	3(25.0)	3(25.0)	0(0.0)
67) The SUBEB through LGEA has also made	Education secretary	8(30.8)	11(42.3)	2(7.7)	4(15.4)	1(3.8)

adequate provision of teachers welfare package very attractive which serves as a good motivational factor in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills	J. S. S. principal	76(25.9)	76(25.9)	23(7.8)	89(30.3)	30(10.2)
	J. S. S. teacher	81(13.5)	198(33.0)	137(22.8)	111(18.5)	73(12.2)
	Primary school head teacher	76(21.1)	153(42.5)	22(6.1)	76(21.1)	33(9.2)
	Primary school teacher	86(14.3)	274(45.7)	109(18.2)	98(16.3)	33(5.5)
	Official of SUBEB	3(25.0)	4(33.3)	1(8.3)	3(25.0)	1(8.3)
88) In order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong learning, The was a collaboration between UBEC through SUBEB And the local community	Education secretary	8(30.8)	10(38.5)	3(11.5)	5(19.2)	0(0.0)
	J. S. S. principal	15(5.1)	125(42.5)	36(12.2)	72(24.5)	46(15.6)
	J. S. S. teacher	89(14.8)	194(32.3)	164(27.3)	141(23.5)	12(2.0)
	Primary school head teacher	66(18.3)	143(39.7)	33(9.2)	86(23.9)	32(8.9)
	Primary school teacher	98(16.3)	187(31.2)	96(16.0)	153(25.5)	66(11.0)
	Official of SUBEB	4(33.3)	4(33.3)	1(8.3)	3(25.0)	0(0.0)
89) There was also a similar collaboration between the SUBEB through LGEA and the local community in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong lea	Education secretary	8(30.8)	8(30.8)	1(3.8)	7(26.9)	2(7.7)
	J. S. S. principal	20(6.8)	140(47.6)	58(19.7)	46(15.6)	30(10.2)
	J. S. S. teacher	84(14.0)	154(25.7)	114(19.0)	197(32.8)	51(8.5)
	Primary school head teacher	33(9.2)	152(42.2)	76(21.1)	88(24.4)	11(3.1)
	Primary school teacher	56(9.3)	307(51.2)	150(25.0)	32(5.3)	55(9.2)
	Official of SUBEB	3(25.0)	2(16.7)	1(8.3)	5(41.7)	1(8.3)
90) In order to create awareness to members of the public and also to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills needed for the in the foundation for lifelong learning, The SUBEB through LGEA Has made ad	Education secretary	8(30.8)	6(23.1)	2(7.7)	5(19.2)	5(19.2)
	J. S. S. principal	60(20.4)	93(31.6)	48(16.3)	48(16.3)	45(15.3)
	J. S. S. teacher	80(13.3)	96(16.0)	136(22.7)	175(29.2)	113(18.8)
	Primary school head teacher	33(9.2)	141(39.2)	65(18.1)	77(21.4)	44(12.2)
	Primary school teacher	99(16.5)	338(56.3)	54(9.0)	56(9.3)	53(8.8)
	Official of SUBEB	3(25.0)	3(25.0)	1(8.3)	3(25.0)	2(16.7)

In parenthesis ( ) are in percentage response

4.5 Hypotheses Testing

A total of five null hypotheses were formulated for the study. The hypotheses were designed on the basis of data collected on items related to assessment of the achievement of Universal Basic Education (UBE) programme objectives in Nigeria.

The Analysis of Variance (ANOVA) and Scheffe Multiple Comparison Test were used to test for significant difference among the respondents who are Educational Secretaries, Junior Secondary School Principals, Junior Secondary School Teachers, Primary School Head Teachers, Primary School teachers and State Universal Basic Education Board Management Staff. Analysis of Variance (ANOVA) and Scheffe Multiple Comparison Test were also used in testing the hypothesis at 0.05 level of significance when the F calculated is greater than probability level of 0.05%, the hypothesis is rejected. While when the probability level is lower than the level of significance, the hypothesis was accepted. Where the hypothesis shows significance difference or rejected. The Scheffe Multiple Comparison Test was used to determine the difference in the opinion of respondents.

Hypothesis One

There is no significant difference in the opinions of respondents with regards to assessment of the provision and utilization of Human Resources in the education system for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. Descriptive statistics have been used to determine the opinions of respondents on the issue raised in research question one. For more details see table 4.11.

Table 4.11: Mean, SD and SE of Hypothesis one

Groups	N	Mean	Std. Deviation	Std. Error
Education secretary	26	3.6774	.85635	.16794
J S S principal	294	3.2937	.67031	.03909
J S S teacher	600	3.5106	.70618	.02883
Primary school head teacher	360	3.3944	.65865	.03471
Primary school teacher	600	3.4868	.44870	.01832
Official of SUBEB	12	3.3102	1.13595	.32792
Total	1892	3.4483	.63066	.01450

To ascertain the extent of the degree of consensus in the opinion of six categories of respondents Scheffe multiple comparison tests was carried out as can be observed in table 4.12.

From the Scheffe multiple comparison test, it could be observed that differences exists in the opinions of respondents with regards to the provision and utilization of the required human resources across the schools in teaching and learning process of the education system for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. The mean differences of junior secondary school teachers, Primary School Teachers and Junior Secondary School Principals differ significantly. While education secretary, Primary School Head Teachers and SUBEB Management Staff agreed that required human resources has been adequately provided across the schools in the education system for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of secondary going age.

The similarity in opinions of Junior Secondary School Teachers, Primary School Teachers and Junior Secondary School Principals might be attributed to the fact that they were directly involved in the provision and utilization of the required human resources in teaching and learning process for the realization of the desired goals and therefore they are directly involved with reality on the ground. On the other hand, the education secretary, Primary School Head Teachers and SUBEB Management Staff perform similar

administrative functions and its part of their primary responsibility to ensure the availability of the required human resources across the schools in the education system. It is therefore not out of place to observed that they share similar level of understanding that required human resources were adequately provided across the schools, in the education system even when they are insufficiently provided or not provided at all. In order to determine the relationship among the opinions of 6 categories of respondents, Chaffe Multiple Comparison Test has been used as can be observed in table 4.12.

Table 4.12: Scheffee Multiple Comparison Test

(i) designation of respondent	(j) designation of respondent	Mean difference (i-j)	Std. Error	Sig.
Education secretary	J S S principal	.38370	.12810	.111
	J S S teacher	.16670	.12541	.880
	Primary school head teacher	.28291	.12714	.422
	Primary school teacher	.19059	.12541	.805
	Official of SUBEB	.36717	.21849	.727
J S S principal	Education secretary	-.38370	.12810	.111
	J S S teacher	-.21700(*)	.04457	.000
	Primary school head teacher	-.10079	.04921	.522
	Primary school teacher	-.19311(*)	.04457	.002
	Official of SUBEB	-.01653	.18438	1.000
J S S teacher	Education secretary	-.16670	.12541	.880
	J S S principal	.21700(*)	.04457	.000
	Primary school head teacher	.11620	.04174	.171
	Primary school teacher	.02389	.03615	.994
	Official of SUBEB	.20046	.18253	.944
Primary school head teacher	Education secretary	-.28291	.12714	.422
	J S S principal	.10079	.04921	.522
	J S S teacher	-.11620	.04174	.171
	Primary school teacher	-.09231	.04174	.430
	Official of SUBEB	.08426	.18372	.999
Primary school teacher	Education secretary	-.19059	.12541	.805
	J S S principal	.19311(*)	.04457	.002
	J S S teacher	-.02389	.03615	.994
	Primary school head teacher	.09231	.04174	.430
	Official of SUBEB	.17657	.18253	.968
Official of SUBEB	Education secretary	-.36717	.21849	.727
	J S S principal	.01653	.18438	1.000
	J S S teacher	-.20046	.18253	.944
	Primary school head teacher	-.08426	.18372	.999
	Primary school teacher	-.17657	.18253	.968

* The mean difference is significant at the .05 level.

To test this hypothesis, items 1-18 in the questionnaire were used to find out the difference in the respondents' perceptions on assessment of the provision and utilization of human resources in the education system for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. It was against this background that One Way Analysis of Variance (ANOVA) was used and the results were presented in table 4.2.

Table 4.13 Summary of One Way Analysis of Variance (ANOVA) on assessment of the provision and utilization of the required human resources in teaching and learning process that could be used to enhance the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. Details on summary on one way Analysis of Variance (ANOVA) on assessment of the provison and utilization of the required human resources in UBE programme in Nigeria can be observed in table 4.13.

Table 4.13: ANOVA of Hypothesis one.

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	12.888	5	2.578	6.576	.000
Within Groups	739.226	1886	.392		
Total	752.114	1891			

From table 4.13, the F calculated is 6.576 and this is greater than probability level which is 0.000 at 0.05 level significance set for the study. The null hypothesis was therefore rejected. Consequently, it could be concluded that significant difference exists in the options of respondents in respect of the assessment of provision and utilization of the required human resources in teaching and learning process across the schools that

could be used to enhance the realization of Free, Universal and Compulsory Basic Education for every Nigerian child of school going age.

Null Hypothesis Two

There is no significant difference in the opinions of respondents in respect of assessment of the provision and utilization of material resources in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. The responses of respondents on items 19-36 were collected and analyzed to ascertain the provision and utilization of material resources in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. Descriptive statistics have been used to determine the opinion of respondents on the issue raised in research question two. For more details see table 14

Table 4.14: Mean, SD, SE of Hypothesis Two

Groups	N	Mean	Std. Deviation	Std. Error
Education Secretary	26	3.6880	.91044	.17855
J S S Principal	294	3.2201	.71041	.04143
J S S Teacher	600	3.4681	.58617	.02393
Primary school head teacher	360	3.2952	.67751	.03571
Primary school teacher	600	3.4773	.50274	.02052
Official of subeb	12	3.3426	1.21666	.35122
Total	1892	3.4018	.62085	.01427

To examine the difference in the opinion of six categories of respondents on assessment of provision and utilization of material resources across the schools in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. Scheffe Multiple Comparison Test has been presented below in the table 4.15.

Scheffe Multiple Comparison Text

It is evident from Scheffe multiple comparison text that differences existed in the opinion of six groups of respondents with regards to assessment of provision and utilization of material resources across the schools in the education system that could be used to enhance the development of the entire citizenry strong consciousness for education and strong commitment to its vigorous promotion. The mean difference of all the respondents seems to be sharing similar level of understanding with exception of SUBEB management staff which significantly differs. In other words out of six categories of respondents five were of the opinion that required material resources have been adequately provided in the education system with exception SUBEB management staff which differ significantly.

This indicates that the required material resources for achieving of educational objectives were lacking and not adequately provided across the schools. Hence the need to improve the provision and utilization of the required material resources across the schools in the education system.

It could also be observed that the level of understanding and agreement of Education Secretary, Junior Secondary School Principals, Junior Secondary School Teachers, Primary School Head Teachers and Primary School Teachers may not be unconnected with general concern being expressed about the acute deficiencies of the required material resources in teaching and learning process across the states. While SUBEB management staff being the highest administrative organ of UBE whose primary responsibilities is to ensure that all the required resources both human and materials are adequately provided across the schools, even though not adequately provided according

to response from the respondents yet it will not be surprise for them to claim ignorance of its adequate provision. In order to determine the relationship among the opinions of 6 categories of respondents, Chaffe Multiple Comparison Test has been used as can be observed in table 4.15.

Table 4.15: Scheffe Multiple Comparison Test of Respondents on assessment of the provision and utilization of material resources across the schools in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.

(i) designation of respondent	(j) designation of respondent	Mean difference (i-j)	Std. Error	Sig.
Education secretary	J S S principal	.46789(*)	.12526	.016
	J S S teacher	.21989	.12264	.667
	Primary school head teacher	.39282	.12432	.076
	Primary school teacher	.21072	.12264	.707
	Official of SUBEB	.34544	.21366	.759
J S S principal	Education secretary	-.46789(*)	.12526	.016
	J S S teacher	-.24800(*)	.04358	.000
	Primary school head teacher	-.07507	.04812	.786
	Primary school teacher	-.25717(*)	.04358	.000
	Official of SUBEB	-.12245	.18030	.993
J S S teacher	Education secretary	-.21989	.12264	.667
	J S S principal	.24800(*)	.04358	.000
	Primary school head teacher	.17293(*)	.04081	.003
	Primary school teacher	-.00917	.03535	1.000
	Official of SUBEB	.12556	.17849	.992
Primary school head teacher	Education secretary	-.39282	.12432	.076
	J S S principal	.07507	.04812	.786
	J S S teacher	-.17293(*)	.04081	.003
	Primary school teacher	-.18210(*)	.04081	.001
	Official of SUBEB	-.04738	.17965	1.000
Primary school teacher	Education secretary	-.21072	.12264	.707
	J S S principal	.25717(*)	.04358	.000
	J S S teacher	.00917	.03535	1.000
	Primary school head teacher	.18210(*)	.04081	.001
	Official of SUBEB	.13472	.17849	.989
Official of SUBEB	Education secretary	-.34544	.21366	.759
	J S S principal	.12245	.18030	.993
	J S S teacher	-.12556	.17849	.992
	Primary school head teacher	.04738	.17965	1.000
	Primary school teacher	-.13472	.17849	.989

* The mean difference is significant at the .05 level.

In testing the hypothesis One Way Analysis of Variance (ANOVA) statistical procedure was used to determine differences in opinion of respondents in respect of

provision and utilization of material resources in the education system for the development of the entire citizenry of strong consciousness for education and strong commitment to its vigorous promotion as can be observed in table 4.16 summary of one way analysis of variance (ANOVA) on assessment of provision and utilization of material resources across the schools in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. Details on summary on one way Analysis of Variance (ANOVA) on assessment of the provison and utilization of material resources in UBE programme in Nigeria can be observed in table 4.16.

Table 4.16: Anova Hypothesis Two

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	22.026	5	4.405	11.754	.000
Within Groups	706.876	1886	.375		
Total	728.902	1891			

From table 4.16 above the F calculated is 11.74 and this is greater than probability level which is .000 at 0.05 level of significance set for the study. The null hypothesis was therefore rejected. Hence it could be concluded that significant difference exists among the opinion of respondents with regards to provision and utilization of material resources across the schools that could be used to enhance the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.

Null Hypothesis Three

There is no significant difference in the opinion of respondents concerning the assessment of provision and utilization of financial resources in the education system on the reduction of dropout rates from the formal school system through improved relevance

and efficiency. Responses of respondents on items 37-54 of the questionnaire were collected and analyzed to ascertain the degree of agreement of the respondents concerning assessment of provision and utilization of financial resources in the education system for the reduction of dropout rate from the formal school system through improved relevance and efficiency. Descriptive statistics have been used to determine the opinion of respondents on the issue raised in research question three. For more details see table 4.17.

Table 4.17: Mean, SD, SE of Hypothesis Three

Groups	N	Mean	Std. Deviation	Std. Error
Education Secretary	26	3.6346	.87506	.17161
J S S Principal	294	3.2929	.68992	.04024
J S S Teacher	600	3.4685	.63423	.02589
Primary school head teacher	360	3.3218	.68042	.03586
Primary school teacher	600	3.3873	.58808	.02401
Official of subeb	12	3.2546	1.15603	.33372
Total	1892	3.3885	.64943	.01493

To find out the relationship in the opinions of six categories of respondents, Scheffe Multiple Comparison Test was employed to ascertain the difference and the result was presented in table 4.18.

Scheffe Multiple Comparison Test

The result of Scheffe test in table 4.18 reveals that significant difference exists in the opinions of respondents with regard to assessment of the provision and utilization of financial of resources in teaching and learning process for the reduction of drop outs rates from the formal school system through improved relevance and efficiency. The mean difference of Junior Secondary School Teachers, Junior Secondary School Principals and Primary Head Teachers Differ Significantly. While similar opinion was also observed among the education secretary, Primary School Teachers and SUBEB Management Staff. However the differences in opinions means that required financial resources were not

adequately provided across the schools in the education system, whereas Junior Secondary School principals, Junior Secondary School Teachers and Primary School Head Teachers shared similar opinions mean that are statistically the same. While lack of agreement in the opinion of respondents could be attributed to differences in academic qualifications and exposure. Consequently, the similarity in agreement among the Education Secretaries. Primary School Teachers and SUBEB Management Staff could be attributed to their administrative positions and fear of political victimization. In order to determine the relationship among the opinions of 6 categories of respondents, Chaffe Multiple Comparison Test has been used as can be observed in table 4.18.

Table 4.18: Scheffe multiple comparison tests with regards to assessment of provision and utilization of financial resources across the schools in the education system for the reduction of drop outs rates from the formal school system through improved relevance and efficiency.

(i) designation of respondent	(j) designation of respondent	Mean difference (i-j)	Std. Error	Sig.
Education secretary	J S S principal	.34172	.13222	.246
	J S S teacher	.16610	.12945	.896
	Primary school head teacher	.31286	.13123	.339
	Primary school teacher	.24730	.12945	.601
	Official of SUBEB	.37999	.22553	.725
J S S principal	Education secretary	-.34172	.13222	.246
	J S S teacher	-.17562(*)	.04601	.013
	Primary school head teacher	-.02886	.05080	.997
	Primary school teacher	-.09442	.04601	.519
	Official of SUBEB	.03827	.19032	1.000
J S S teacher	Education secretary	-.16610	.12945	.896
	J S S principal	.17562(*)	.04601	.013
	Primary school head teacher	.14676(*)	.04308	.041
	Primary school teacher	.08120	.03731	.449
	Official of SUBEB	.21389	.18841	.936
Primary school head teacher	Education secretary	-.31286	.13123	.339
	J S S principal	.02886	.05080	.997
	J S S teacher	-.14676(*)	.04308	.041
	Primary school teacher	-.06556	.04308	.804
	Official of SUBEB	.06713	.18963	1.000
Primary school teacher	Education secretary	-.24730	.12945	.601
	J S S principal	.09442	.04601	.519
	J S S teacher	-.08120	.03731	.449

	Primary school head teacher	.06556	.04308	.804
	Official of SUBEB	.13269	.18841	.992
Official of SUBEB	Education secretary	-.37999	.22553	.725
	J S S principal	-.03827	.19032	1.000
	J S S teacher	-.21389	.18841	.936
	Primary school head teacher	-.06713	.18963	1.000
	Primary school teacher	-.13269	.18841	.992

One Way Analysis of Variance (ANOVA) statistical procedure was used to find out the differences in the perception of respondents. This was recorded and presented in table 4.8 summary of one way analysis of variance (ANOVA) on assessment of provision and utilization of financial resources in teaching and learning process that could be used to enhanced the reduction of dropout rates from the formal school system through improved relevance and efficiency. Details on summary on one way Analysis of Variance (ANOVA) on assessment of the provison and utilization of financial resources in UBE programme in Nigeria can be observed in table 4.19.

Table 4.19: Anova Hypothesis Three

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	9.923	5	1.985	4.752	.000
Within Groups	787.620	1886	.418		
Total	797.543	1891			

From table 4.19 , the F calculated is 4.752 and this is greater than probability level which is .000at 0.05 level of significance set for study. Thus the null hypothesis was rejected. Hence it could therefore be concluded that there is significant difference in the opinion of respondents in respect of provision and utilization of financial resources in teaching and learning process across the schools that could be used to enhance the reduction of drop outs rates from the formal school system through improved relevance and efficiency.

Null Hypothesis Four

There is no significant difference in the opinion of respondents in respect of assessment of provision and utilization of time resources in the education system on catering of the dropouts and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.

Items 55 – 72 in the questionnaire were used to find out the opinion of respondents with regard to assessment of provision and utilization of time resources in the education system for catering for the dropouts and out of school children/adolescent through various forms of complementary approaches to the provision and promotion of basic education. Descriptive statistics have been used to determine the opinion of respondents on the issue raised in research question four. For more details see table 4.20.

Table 4.20: Mean, SD, SE of Hypothesis Four

Groups	N	Mean	Std. Deviation	Std. Error
Education Secretary	26	3.1816	.70107	.13749
J S S Principal	294	2.9010	.68804	.04013
J S S Teacher	600	3.1132	.62596	.02555
Primary school head teacher	360	2.8296	.71291	.03757
Primary school teacher	600	3.0287	.61655	.02517
Official of SUBEB	12	2.9398	.89970	.25972
Total	1892	2.9993	.66139	.01521

It could be observed from the scheffe multiple comparison test that differences existed in the opinion of six categories of respondents in respect of assessment of provision and utilization of time resources across the schools in teaching and learning process that could be used to cater for the dropout and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education. The mean differences of Junior Secondary school Teachers, Junior Secondary School Principals, Primary School Head Teachers and Primary School

Teachers differs significantly while the mean differences of education secretary and SUBEB management staff also share similar opinions that time resources were adequately provided across the schools in teaching and learning process which could be used to cater dropout and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education. Consequently, the provision and utilization of the required time resources across the schools needs to be improved.

To determine the relationship in opinion of respondents on provision and utilization of time resources in teaching and learning process across the schools that could be used to cater for the dropouts and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education. Scheffe multiple comparison test was adopted and the recorded result was presented in table 4.21.

Table 4.21: Scheffe Multiple Comparison Test in respect of opinion of respondents on assessment of provision and utilization of Time Resources across the schools in teaching and learning process that could be used to cater for the dropout and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.

(i) designation of respondent	(j) designation of respondent	Mean difference (i-j)	Std. Error	Sig.
Education secretary	J S S principal	.28064	.13365	.492
	J S S teacher	.06838	.13085	.998
	Primary school head teacher	.35199	.13265	.218
	Primary school teacher	.15292	.13085	.928
	Official of SUBEB	.24181	.22797	.952
J S S principal	Education secretary	-.28064	.13365	.492
	J S S teacher	-.21226(*)	.04650	.001
	Primary school head teacher	.07135	.05135	.859
	Primary school teacher	-.12772	.04650	.184
	Official of SUBEB	-.03883	.19238	1.000
J S S teacher	Education secretary	-.06838	.13085	.998
	J S S principal	.21226(*)	.04650	.001
	Primary school head teacher	.28361(*)	.04355	.000
	Primary school teacher	.08454	.03771	.413
	Official of SUBEB	.17343	.19045	.975
Primary school head teacher	Education secretary	-.35199	.13265	.218
	J S S principal	-.07135	.05135	.859
	J S S teacher	-.28361(*)	.04355	.000
	Primary school teacher	-.19907(*)	.04355	.001
	Official of SUBEB	-.11019	.19169	.997
Primary school teacher	Education secretary	-.15292	.13085	.928
	J S S principal	.12772	.04650	.184
	J S S teacher	-.08454	.03771	.413
	Primary school head teacher	.19907(*)	.04355	.001
	Official of SUBEB	.08889	.19045	.999
Official of SUBEB	Education secretary	-.24181	.22797	.952
	J S S principal	.03883	.19238	1.000
	J S S teacher	-.17343	.19045	.975
	Primary school head teacher	.11019	.19169	.997
	Primary school teacher	-.08889	.19045	.999

* The mean difference is significant at the .05 level.

To test this hypothesis, one way Analysis of variance (ANOVA) was adopted and the result was presented in table 4.22. Details on summary on one way Analysis of Variance (ANOVA) on assessment of the provison and utilization of time resources in UBE programme in Nigeria can be observed in table 4.22.

Table 4.22 ANOVA Hypothesis Four

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	22.421	5	4.484	10.509	.000
Within Groups	804.761	1886	.427		
Total	827.181	1891			

As can be observed from table 4.22 above F calculated is 10.509 and this is greater than probability level which is 000 at 0.05 level of significance.

Therefore, the null hypothesis was rejected. Hence, it could be concluded that significant difference exists in the opinion of respondents in respect of provision and utilization of time resources in teaching and learning process across the schools in the education system that could be used to cater for the dropout and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.

Null Hypothesis Five

There is no significant difference in the opinion of respondents concerning the assessment of the provision and utilization of community awareness and participation in the education system on ensuring the acquisition of the appropriate levels of literacy, numeracy manipulative and life skills (as well as ethical moral and civic values) needed for laying the foundation for file long learning.

Responses of respondents on items 73 – 90 were used to examine the opinion of respondents in respect of assessment of the provision and utilization of community awareness and participation on ensuring the acquisition of the appropriate levels of literacy, numeracy and life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning. Descriptive statistics have been used to

determine the opinion of respondents on the issue raised in research question five. For more details see table 4.23.

Table 4.23: Mean, SD, SE of Hypothesis Five

Groups	N	Mean	Std. Deviation	Std. Error
Education Secretary	26	3.6410	.79601	.15611
J S S Principal	294	3.3741	.71575	.04174
J S S Teacher	600	3.4695	.56655	.02313
Primary school head teacher	360	3.3719	.75038	.03955
Primary school teacher	600	3.4592	.51525	.02103
Official of subeb	12	3.4074	1.07370	.30995
Total	1892	3.4348	.62419	.01435

Hence, the null hypothesis which states that there is no significant difference in the opinions of Education Secretary, Junior Secondary School Principals, Junior Secondary School Teachers, Primary School Head Teachers Primary School Teachers and SUBEB Management Staff in respect of assessment of provision and utilization of community awareness and participation across the schools is hereby accepted and retrained. To ascertain the extent of degree of agreement or disagreement in the opinion of six categories of respondents the Scheffe Multiple Comparison Test was employed as can be observed in the table 4.24 below.

Table 4.24: The Scheffee Multiple Comparison Test further confirmed that there is no significant difference among the six categories of respondents.

(i) designation of respondent	(j) designation of respondent	Mean difference (i-j)	Std. Error	Sig.
Education secretary	J S S principal	.26688	.12747	.496
	J S S teacher	.17149	.12480	.864
	Primary school head teacher	.26911	.12652	.477
	Primary school teacher	.18186	.12480	.832
	Official of SUBEB	.23362	.21743	.949
J S S principal	Education secretary	-.26688	.12747	.496
	J S S teacher	-.09539	.04435	.464
	Primary school head teacher	.00224	.04897	1.000
	Primary school teacher	-.08502	.04435	.597
	Official of SUBEB	-.03326	.18348	1.000
J S S teacher	Education secretary	-.17149	.12480	.864
	J S S principal	.09539	.04435	.464
	Primary school head teacher	.09762*	.04153	.0536
	Primary school teacher	.01037	.03597	1.000
	Official of SUBEB	.06213	.18164	1.000
Primary school head teacher	Education secretary	-.26911	.12652	.477
	J S S principal	-.00224	.04897	1.000
	J S S teacher	-.09762*	.04153	.0536
	Primary school teacher	-.08725	.04153	.492
	Official of SUBEB	-.03549	.18282	1.000
Primary school teacher	Education secretary	-.18186	.12480	.832
	J S S principal	.08502	.04435	.597
	J S S teacher	-.01037	.03597	1.000
	Primary school head teacher	.08725	.04153	.492
	Official of SUBEB	.05176	.18164	1.000
Official of SUBEB	Education secretary	-.23362	.21743	.949
	J S S principal	.03326	.18348	1.000
	J S S teacher	-.06213	.18164	1.000
	Primary school head teacher	.03549	.18282	1.000
	Primary school teacher	-.05176	.18164	1.000

* The mean difference is significant at the .05 level.

In testing the hypothesis, One Way Analysis of Variance (ANOVA) statistical procedure was used to determine differences in opinion of respondents concerning the assessment of the provision and utilization of community awareness and participation in the education system which could be used to enhance the acquisition of the appropriate levels of literacy, numeracy and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for lifelong learning as can be observed in table 4.22.

Summary of One Way Analysis of Variance (ANOVA) on assessment of the provision and utilization of Community Awareness and Participation in the Education System across the schools in the education system for the acquisition of the appropriate levels of literacy, numeracy and life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning. Details on summary on one way Analysis of Variance (ANOVA) on assessment of the provison and utilization of community awareness and participation in UBE programme in Nigeria can be observed in table 4.25.

Table 4.25: Anova Hypothesis Five

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	4.700	5	.940	2.422	.034
Within Groups	732.056	1886	.388		
Total	736.757	1891			

As can be observed from table 4.19, F calculated is 2.422 and was found to be lower than probability level which is .034 at 0.05 level of significance. Therefore, the null hypothesis was accepted. It was against this background that it could be concluded that there was no significant difference in the opinion of the six groups of respondents in respect of assessment of the provision and utilization of community awareness and participation in the education system which could be used to enhance. The acquisition of the appropriate level of levels of literacy, numeracy and life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning. For more information on the summary of hypotheses testing, see table 4.26.

Table 4.26: Summary of hypotheses testing

S/No	Hypothesis Statement	Statistical test used	Result	Level of significance	Decision/conclusion
1.	There is no significant difference in the opinion of respondents with regard to assessment of provision and utilization of human resources in the education system for the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age	Analysis of variance and Scheffe multiple comparison test	F. Ratio is 6.576	00.05	The hypothesis was rejected to mean that significant difference existed in opinion of respondents
2.	There is no significant difference on the opinion of respondents in respects of the assessmen of provision and utilization of material resources in the education system for the achievement of the entire citizenry, a strong consciousness for education and strong commitment to its vigorous promotion.	Analysis of variance and scheffe multiple comparison test	F. ratio is 11.754	00.05	The hypothesis was rejected to mean that significant difference existed in the opinion of respondent
3.	There is no significant difference in the opinion of respondents concerning the assessmen of provision and utilization of financial resources in the education system on the reduction of dropout rates from formal school system through improve relevance and efficiency	Analysis of variance and scheffe multiple comparison test	f. ratio is 4.752		The hypothesis was rejected to mean that significant difference existed in the opinion of respondents
4.	There is no significant	Analysis of	f. ratio is	0.005	The hypothesis was

	difference in the opinion of respondents in respect of the assessmen of provision and utilization of time resources in the education system on catering for the dropout rates from formal school system through various form of complementary approaches to the provision and promotion of basic education	variance and scheffe multiple comparison test	10.509		rejected to mean that significant difference existed in the opinion of respondents
5.	There is no significant difference in the opinion of respondents concerning the assessmen of the provision and utilization of community awareness and participation in the education system on ensuring the acquisition of the appropriate levels of literacy, numeracy manipulative and life skills (as well as ethical moral and civic values) needed for laying the foundation for file long learning.	Analysis of variance and scheffe multiple comparison test	f. ratio is 2.422	.005	The hypothesis was accepted to mean that significant difference exist in the opinion of respondents

Table 4.26 indicates summary of hypotheses testing and their results. It was observed that out of five hypotheses 1, 2, 3 and 4 were rejected while hypothesis 5 was accepted. Consequently, the hypotheses can finally be interpreted as follows.

1. Significant differences were observed in the opinions of Education Secretaries. Junior Secondary School Principals. Junior Secondary School Teachers, Primary School Head Teacher Primary School Teachers and State Universal Basic

Education Board Management Staff with regard to assessment of the provision and utilization of human resources in teaching and learning process which could be used to enhance the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age.

2. Significant differences were also observed in the opinion of Education Secretaries, Junior Secondary School Principals, Junior Secondary Teachers, Primary School Head Teachers, Primary School Teachers and State Universal Basic Education Board Management Staff in respect of assessment of the provision and utilization of material resources in teaching and learning process which could be used to enhance the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.
3. Similarly, significant differences were equally observed in the opinion of Education Secretary Junior Secondary School Principals. Junior Secondary School Teachers, Primary School Head Teachers, Primary School Teachers and State Universal Basic Education Board Management Staff concerning the assessment of the provision and utilization of financial resources in teaching and learning process that could be used to enhance, the reduction of dropout rates from the formal school system through improved relevance and efficiency.
4. Accordingly, significant differences were observed in the opinion of Education Secretaries, Junior Secondary School Principals, Junior Secondary School Teachers, Primary School Head Teachers, Primary School Teachers and State Universal Basic Education Board Management Staff in respect of assessment of the provision and utilization of time resources in teaching and learning process

that could be used to cater for the dropouts and out of school children/adolescents through various of complementary approaches to the provision and promotion of basic education.

5. There are no significant differences in the opinions of Education Secretaries. Junior Secondary School Principals, Junior Secondary School Teachers, Primary School Head Teachers, Primary School Teachers and State Universal Basic Education Board Management Staff in respect of assessment of the provision and utilization of community awareness and participation in the education system that could be used to ensure the acquisition of the appropriate levels of literacy, numeracy manipulative and life skills (as well as ethical moral and civic values) needed for laying the foundation for file long learning.

4.6 Summary of Findings

On the basis of the findings the study established that:

1. Provision and utilization of human resources on the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age has not been achieved.
2. The provision and utilization of material resources on the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion has not been realized.
3. Provision and utilization of financial resources on the reduction of dropouts' rate from the formal school system through improve relevance and efficiency has not been attained.

4. Provision and utilization of time resources on catering for the dropouts and out of school children adolescents through various forms of complementatary approaches to the provision and promotion of Basic Education has not been actualized.
5. Provision and utilization of community awareness and participation on ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning has not been attained.

Fundametally, the researcher discovered that proper utilization of certain factors has been identified to contribute to the realization of the achievement of Universal Basic Education (UBE) programmes objectives in Nigeria. These are: the Federal Government support to States as provided by the UBE Act 2004 has set aside 2% of its Consolidated Revenue Fund (CRF) in respect of the implementation of the UBE programmes. Thus, the states are to provide counter finding as a pre-requisite for accessing the funds. The funds are given to states in millions which can be used to address most of the shortcomings and limitations of the UBE programmes in Nigeria and enhance the realization of Universal Basic Education (UBE) programmes objectives in Nigeria.

Accordingly, in order to improve the management and realization of Universal Basic Education (UBE) programmes objectives in Nigeria, the National Teachers Institute (N.T.I) Kaduna was mandated to organize capacity building workshops for primary and junior secondary schools across the states. This according to Aminu (2011) the director general and chief executive, the first set of 143,144 teachers across the states were trained in 2006. The training manual were reviewed in 2007 and was used during

2008 exercise and a total of 158,600 teachers were trained nationwide while in 2009 exercise 115,415 teachers participated in training workshops, in 2010 exercise 140,000 teachers participated whereas in 2011 exercise 80,000 Primary School Teachers and 45,000 Junior Secondary School teachers were trained nationwide respectively. The programmed was funded from the Department Relief Grand (DRG) and implemented under Millennium Development Goals (MDGs) projects.

Similarly, many international organizations also contribute towards the realization of basic education in Nigeria by providing funds, equipments, award of scholarships, construction of infrastructural facilities etc. this according to Olagboye (1998) the World Conference on Education For All (EFA) which produced the Jointien Declaration was jointly organized by the World Bank, the United Nations Development Programme (UNDP), the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Children Emergency Fund (UNICEF). Olagboye (1998) observed these organizations are the most active and best known for their educational support in Nigeria.

Department for International Development (DFID) is another international donor agency with a significant long term commitment to improve basic education in Nigeria. Presently as this research is being compiled the Department for International Development (DFID) programmes in Nigeria supports ten out of 36 states through two programmes; the UNICEF led Girls Education Programme (GEP) funded from 2005-2009 and the Education Sector Support programme in Nigeria (ESSPIN) delivered by a Cambridge Education led Consortium during 2008-2014. According to the report DIFD spent ₤102 million to date with another ₤126 million committed to 2019. According to

online report titled Transforming Basic Education in Kaduna. ESSPIN worked with the State Universal Basic Education Board with 6 other partners LGEAs as trained volunteer community teacher on child centred literacy and numeracy to children in Tsangaya schools in a cluster based structure.

Similarly, the Almajiri (Initiative) is another factor that contributes towards the realization of Universal Basic Education Programmes objectives in Nigeria. A model Boarding school was recently commissioned by the present Goodluck administration at Gagi in Sokoto state on Tuesday April 10th 2012. The school was constructed and facilities were also provided by the Tertiary Education Trust Fund (TETFUND).

The researcher has also been convinced that in order to improve teaching and learning process, maintain the standard and objectives of education system, supervision of instruction is very necessary. Hence achievement of Universal Basic Education (UBE) Programmes objectives cannot be an exception.

On the other hand, the researcher also discovered that improper utilization of certain factors has been identified to militate against the realization of the achievement of Universal Basic Education (UBE) Programme objectives in Nigeria. The researcher observed that billions of Naira main for Basic Education Fund has be lying idle in the Central Bank of Nigeria (CBN) due to failure of many state governments to provide counterpart funding which is a pre-requisite for accessing the fund. It has been indicated that in the year 2011 three state governments defaulted and in the 2012, 13 states government defaulted while in the year 2013, 31 states government including Federal Capital Terrotory (FCT) could not provide counter funding which is a pre-requisite for accessing the fund. Consequently objectives of Universal Basic Education (UBE)

programmes objectives could not be achieved and nothing can justify the situation where billions of Naira meant to improve the quality of basic education delivery were deliberately left un-accessed more details of un-accessed funds can be observed in the appendix xxvii.

Another important factor which militates against the realization of Universal Basic Education programme objectives in Nigeria is foreign/external and domestic debt, huge external debt burden and its servicing militate against socio-economic development of Nigeria. According to Akinoyemi and Bassey (2010) in the year 2006 the Nigeria external debt was US $6.278 billion while domestic debt stock stood at US$14.578 billion in the year 2007.

The Nigeria external debt servicing by the year 2008 amounted to US$126.667 billion. Consequently, budgetary allocation to education among competing economic sectors remains inadequate. Thus achieving the UBE programmes objectives in Nigeria remains Unattained.

Corruption is also anther important factor which hinders sustainable educational development, erodes confidence, facilitate transnational crime and terrorism. When those in position of authority and leadership steal from the federal, state or local government federation allocations, such actions prevent the provision of essential school resources and consequently retard the realization of UBE goals. Corruption prevents the citizens of all nations in varying degrees. It retards building of road network, hospital equipments, it also prevents employment of youth in any economic sector of the society.

Insecurity is a single and major factor which hinders the achievement of UBE programme objects in Nigeria. According to the report from Hamisu Matazu and Isiaka

Wakili (2014) News reporters of Daily Trust from Damaturu Yobe State reported that at least 136 students have been killed in separate attacks on schools in Yobe State in less than one year and several other students were seriously injured and most of the schools were burnt to the ground. According to the reports in June 2013 8 students and one teacher were killed in Government Secondary School Damaturu, and in July 2013, 29 students were killed in Government Secondary School Mamudo. In September 2013, 40 students were mercilessly shot to death in College of Agriculture Gujba and in February 2014, a total of 59 students were cruely killed in Federal Government College Bunu and in each attack several others were always left seriously injured.

Accordingly, Duku Joel (2014) report from Damaturu that a band of insurgent bearing riffles stormed a school, set fire to the administrative block, moved on to the hostels, shut the gate while people were at slept and set the hostels on fire and started shooting randomly, those who tried to escape were captured and slaughtered. No fewer than 43 pupils were killed on Tuesday by Boko Haram insurgents.

In spite of the importance of capacity building workshops towards addressing the problems and shortcomings of UBE programme in Nigeria. The researcher observed that failure to some SUBEBs to pay teachers their training allowances for participation in the workshops has negatively affect their participation and also promote suspicion and lack of confidence among the teachers and SUBEBs officials.

The researcher observed that supervision of instructions across the schools has not been regularly carried out not only due to acute shortages of mobility and poor incentives but also due to deficiency of personnel with supervisory professional knowhow and

consequently the realization of UBE programme objectives in Nigeria becomes very difficult.

4.7 Discussions of the findings

4.7.1 Analysis on Research Questions with Regards to Assessment of the Provision and Utilization of Human Resources in the Education System for the Realization of free, Universal and Compulsory Basic Education for Every Nigerian child of School Going Age

The hypothesis are sought the opinions of respondents with regards to provision and utilization of human resources in teaching and learning process which could be used to enhance the realization of free Universal and Compulsory Basic Education for every Nigerian of school going age. Divergent views have been expressed by the respondents. While Education Secretaries, Primary School Head Teachers and State Universal Basic Education Board Management Staff seem to agree that required human resources are adequately provided across the schools in teaching and learning process of the education system. However, Junior Secondary school Teachers, Principal of Junior Secondary School and Primary School Teacher respectively disagreed and were of the view that required human resources were inadequately provided in teaching and learning process across the schools in the education system.

The non-conformity in the views of Junior Secondary School Principals, Junior Secondary School Teachers and Primary School Teachers may not be unconnected with the administrative position and functions of respondents consequently, the provision of free, Universal and Compulsory Basic Education for every Nigerian child of school going age. Is either partially or not fully implemented since parents are responsible for providing text books and other educational needs of their children and no any penalty has

ever been given to any parents whose children are not enroll in school but roam about the street, motor parks or engage in other petty trading. Similarly, public school children are levied in various ways. Therefore Universal Basic Education Programme is not totally free and compulsory. As Margaret Ya'u, a programme manager for the Civil Society Action Coalition on Education for All that monitored the progress to the attainment of education for All in 2015 argued that, despites declaration that the Universal Basic Education is meant to be free and compulsory, many children are not enrol in school due to hidden costs. According to her "we've been going round the communities and discovered that just because of ₦50 or even less, can prevent a family from sending a child to school (the Nation Thursday, October, 16, 2008) Hence, issue of free, Universal and Compulsory component of Universal Basic Education Programme largely depends on the extent to which it is made truly free.

Consequently, it has been observed that on the spot assessment of some schools visited reveled gross inadequacy of the required human resources. In most of the schools visited it could be glaringly observed that provision of the required number of human resources are grossly inadequate across the schools, it has also been observed that part of the factors responsible for overcrowded classrooms situation in most schools visited was as a result of the inadequacy in the number of qualified teachers across the schools of SUBEB. Accordingly, it has equally been observed supervision of instructions across the SUBEB has not been regularly carried out due to not only acute shortages of mobility or poor incentives, but also due to deficiency of personnel with supervisory professional know-how. It has been similarly discovered that failure of some States Universal Basic Education Board Schools to pay teachers their training allowances for participating in

various capacity building workshops Organized by SUBEBs in collaboration with UBEC has negatively affected teachers participation in similar capacity building programmes. It has also been discovered that teachers' welfare packages and teachers' motivational factors need to be improved. Indeed, all the aforementioned need to be adequately addressed for the realization and actualization of Universal Basic Education Programmes in Nigeria.

In consonance with above assertions, Kajuru (2013) argued that teachers in Nigeria seem to be most neglected, disregarded and ill – motivated. According to him disregard of teacher was the major factor responsible for the education system in Nigeria to be crises point. Stressing that the sorry State of our present educational system was as a result of the complete disregard of the noble role an elementary school teacher is supported to play. Ibidapo Ode (2007) has similarly observed that there has been decline in the quality of candidates admitted in to universities as a result of the combination of poor quality output from the secondary level also believed to be inherited from the primary level of education system.

Accordingly, the former executive secretary of Universal Basic Education Commission (UBEC Modibbo, 2010) Laments that in some state up to 65 percent of their teachers are not qualified to teach in primary schools. Stressing that in some states secondary School drop outs are engaged to teach in their primary schools. This according to him is a very serious challenge for the implementation of basic education in Nigeria. The leadership Newspaper report of Thursday 31, 2013 also carried a caption tilted Kaduna Assembly uncovered 3,3,8,3 unqualified teachers. According to the investigation conducted by the Honourable members of Kaduna State House of Assembly out of 8,788

Secondary School Teachers in the State only 5,405 were qualified. While the remaining 3,383 teachers were not qualified to teach in the secondary school.

The above findings is rather unfortunate as considerable number of teachers were employed with either fake or forged certificates. Fasasi (2002) has similarly contents that teachers are the greatest and most important vital aspect of educational inputs. Accordingly to him the quality of teachers determines the quality of students and the extent to which educational objectives can be attained. It could therefore be justifiably argued that achieving of Universal Basic Education Programme objectives in Nigeria could be doubtful without provision of the required number of qualified teachers in the education system. This according to Udoh and Akpa (1989) argued that no matter how elaborate an educational policy is, the financial resources committed in the planning and amount of facilities and equipments provided, if teachers who implement the education programme are not adequately trained and motivated to work, such a system will certainly collapse.

4.7.2 Analysis on the Research Questions in Respect of Assessment of the Provision and Utilization of Material Resources in the Education System for the Development of the Entire Citizenry a Strong Consciousness for Education and Strong Commitment to its Vigorous Promotion

Analysis of respondents in respect of provision of the required material resources in teaching and learning process which could be used to enhance development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion. Although the opinion of State Universal Basic Education Board Management Staff support the view that required material resources are adequately provided in the education system. It is also pertinent to observe that Junior Secondary

School Principals, Junior Secondary School Teachers, primary School Head Teachers, Primary School Teachers and Education Secretaries disagreed and are of the view that required material resources are rather inadequately provided across the schools in the education system.

The non-conformity in the opinions of Junior Secondary School Principals, Junior Secondary School Teachers and Primary School Teachers may not be unconnected with the argument and observations among the scholars who observed that deficiency of material resources has been identified to be part of the major constraints militating against educational development in Nigeria.

Similarly, deficiency of infrastructural facilities across the schools also needs to be urgently addressed. As Oyesola (2000) observed that it is very common to find as many as 70 students in a class designed to accommodate 40 students. This according to him is against the stipulation of section 10, paragraph 101 (NPE 1998 revised) which stipulates that: (i) in pre – primary schools, there shall be not more than 20 pupils to a teacher and a helper assistant. (ii) In primary schools, there shall be not more than 30 pupils to a teacher.

While it is a primary responsibility of a teacher to educate the learners to enable them acquire appropriate knowledge, skills and understanding for application in solving practical life problems. However for a teacher to carry out his primary responsibility very successfully a teacher must not only be qualified enough but the teachers need to be appropriately equipped with the required teaching and learning materials. Otherwise performance of both teacher and students would certainly be affected. Consequently, numerous studies examining the availability of the required materials resources in the

schools has been conducted and the following are the findings of their studies indicating a lot of inadequacies of material resources in teaching and learning process. This according to Bello (2006) rapid expansion of schools results in shortfalls of instructional materials. Stressing that such condition leads to significant wastage in terms of students falling, repeating classes or dropping out. However, the deficiency of material resources in teaching and learning process across the schools is becoming more glaring by the day according to the findings of the technical committee of monitoring and evaluation reports for 2005/2006 session and 2006/2007 session respectively that monitored public primary and junior secondary schools across states and Federal Capital Territory. Consequently, highlight of their findings indicates high teacher – students ratio to be among the major challenges observed in most schools monitored. Accordingly acute shortages of material resources were also observed to be another major constraint. Observed in most of the schools monitored. Unfortunately, constraint of material resources could affect the quality of teaching and learning process and consequently the objectives of Universal Basic Education Programme in Nigeria. Deficiency of infrastructural and instructional facilities was also observed to be part of the factors responsible for overcrowded classrooms situation across the schools.

Accordingly, it was also reported in the Daily Trust of February 10, 2011 that due to constraints of classrooms facility, teachers and students of Junior Secondary School Kuje located in FCT Abuja are still waiting for the day when they would be given a conducive environment for effective teaching and learning process stressing that, the students of the school receive lessons under trees while teachers of the school are accommodated in a makeshift staffroom with their tables and chairs. Maureen O. and

Kennedy E. (2011) of the Daily Trust confirmed that from the inception of the school, the school has never had any permanent classroom structures of any type.

It is pertinent to observe that material resources needs to be adequately provided to facilitate the teaching and learning process to be more effectively carried out and enhance the realization of free, Universal and Compulsory Basic Education for every Nigerian child of school going age otherwise realization of organizational objectives could be doubtful.

This observation is inconsonance with findings of Modibbo (2006) who observed that various inadequacies have been identified in the past and present Teacher Education Programmes . . . According to him for a teacher to carry out their primary responsibility very successfully, they need to be adequately prepared and be properly equipped with appropriate infrastructural and instructional facilities including other necessary teaching and learning materials in order to meet the demand and challenges of the teaching job. Accordingly, it has also been observed that the art of teaching and learning process depends on certain essential premises and without it effective teaching and learning process will not take place. Hence the need for provision and utilization of material resources to be adequately provided in Universal Basic Education Programme in Nigeria in order to facilitate the art of teaching and learning process to be more meaningfully carried out. This according to Gajere (1992) a teacher cannot do his work effectively when basic teaching and learning facilities are not provided. Hence, the need for adequate provision of required material resources in teaching and learning process across the schools in the education system.

In consonance with above assertions Ibrahim (2000) also argued that there exists in virtually every part of Nigerian educational system acute even embarrassing shortages of teaching resources and facilities and where available they are of exceptionally low quality.

Further confirmation of the inadequacies of material resources in teaching and learning process across the schools in the education system Arikewuyo (2001) contents that it was rather unfortunate that teachers have to embark on an industrial action to press home their demands before some of their demands can be addressed. According to him, adequate attention has not been given to teachers' welfare in Nigeria.

The above assertion Corroborates with findings of Aina (2000) who observed that in recent time teachers tend to experience varying degree of problems in an attempt to achieve success in their educational institutions stressing that, it is crystal clear that the quality of teaching in Nigerian schools has diminished over the years due to largely depreciation (or complete absence of facilities such as functional classrooms, well stocked libraries, equipment and laboratories as well as inadequacies in the number of high quality teachers and technical support staff.

4.7.3 Analysis on the Research Questions Concerning Assessment of Provision and Utilization of Financial RESOURCES in the Education System on the Reduction of Dropout Rates from the Formal School System through Improved Relevance and Efficiency

Hypothesis three demands the opinions of respondents concerning provision of the required financial resources in teaching and learning process which could be used to enhance the reduction of dropout rates from the formal school system through improved relevance and efficiency. While Education Secretary, Primary School Teachers and State

Universal Basic Education Board Management Staff seem to agree that required financial resources were adequately provided in teaching and learning process, But Junior Secondary School Principals, Junior Secondary School Teachers and Primary School Head Teachers respectively did not agree and were of the opinion that required financial resources were rather inadequately provided in teaching and learning process across the schools in the Universal Basic Education system.

Finding of this hypothesis therefore indicates that there is need for allocation of financial resources to be provided in the education system across the schools. Confirming the necessity in the education system. Asake (2008) observed that in Nigeria and many developing countries of the world . . . there is always shortages of fund for the educational system at all levels resulting in acute resources constraints. This in the opinion of Olagboye (2004) hinders effective plan implementation and even abandonment of many educational projects. While Edem (1987) opined that if educational goals are to be achieved, there must be adequate financial support.

However, underfunding of the education system has been identified to be part of the factors responsible for deficiency of infrastructural facilities.

According to Ezekwensil (2007) there is no supervision of schools for decades. Stressing that any education system which is not being supervised and evaluated regularly would certainly collapse. It could therefore be justifiably argued that in order to reduce dropout rates from the formal school system through improve relevance and efficiency a lot of financial resources needs to be adequately provided in teaching and learning process.

Indeed, underfunding of Universal Basic Education Programme has been identified to be instrumental to a number of inadequacies in the education system, these could include employment of the adequate number of qualified teachers, construction of adequate number of classrooms, laboratories, libraries, toilet and constraint of teaching and learning facilities among others.

4.7.4 Analysis on the Research Questions in Respect of the Assessment of Provision and Utilization of Time Resources in the Education System on Catering for the Dropout and out of School Children/Adolescents through Various forms of Complementary Approaches to the Provision and Promotion of Basic Education.

Hypothesis four tried to find out the opinion of respondents in respect of provision of the required time resources in teaching and learning process which could be used to enhance catering for the dropout and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.

The findings revealed that differences among the opinions of respondents existed while state Universal Education Board Management Staff and Education Secretaries agreed that required time resources in teaching and learning process are sufficiently provided across the schools in the education system which could be used to use to enhance catering for the dropout and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education. But the opinions of Junior Secondary School Principals, Junior Secondary School Teachers, Primary School Head Teachers and Primary School Teachers respectively disagreed and were of the views that required time resources are not sufficiently provided in teaching and learning process. The non-conformity in the opinions of the majority of

respondents including the Secondary School Principals, Junior Secondary School Teachers, Primary School Head Teachers and Primary School Teachers could not be unconnected with their position of primary responsibility since they are the actual implementers of the Universal Basic Education Curriculum and are therefore in a better position to argue either positively or negatively. While on the other hand, the agreement of State Universal Basic Education Management Staff and Education Secretaries could similarly not be unconnected with their area of primary responsibility of being in administrative position and were trying to shy away from the reality on the ground.

It is, therefore, necessary to observe that adequate provision and utilization of time resources in teaching and learning process becomes very necessary. In order to enable the teachers to properly cover primary and Junior Secondary Schools Education Syllabus and also contribute to cater for the dropout and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.

4.7.5 Analysis on the Research Questions on Assessment of the Provision and Utilization of Community Awareness and Participation in the Education System Ensuring the Acquisition of the Appropriate Levels of Literacy, Numeracy, Manipulative and Life Skills (as well as ethnical, moral and civic values) needed for Laying the Foundation for Lifelong Learning

Hypothesis five solicited the opinion of respondents in respect of provision and utilization of community awareness and collaboration in the education system which could be used to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning.

Findings from the views of respondents indicate a high degree of consensus among the different categories of respondents thus all the respondents disagree. The consensus agreement seems to suggest that the role community awareness and participation in any teaching and learning process need not to be over stressed. Yet, provision and utilization of these the required resources in teaching and learning process which could be used to enhance and ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethnical, moral and civic values) needed for laying the foundation for lifelong learning is rather inadequately provided according to investigation and findings from many sources.

It has been observed that community awareness and participation in the education among the members of the public had implication to access, retention and completion of Universal Basic Education Programme in Nigeria. Hence no effort should be spared in sustaining it. In consonance with the above assertions, Umar W. (1998) observes community participation over the years continue to receive significant boost following repeated calls by the Government and well to do individuals of the society to give a helping hand in the process of saving the sector from imminent collapse. Stressing that collective and individual efforts have been made in the localities in the state to provide instructional materials, furniture and textbooks. According to him, the local PTA at Zuru donated furniture worth Five Hundred Thousand Naira (₦500,000) to Andi Gomo Model Primary Schools and other similar projects at Argungu, Birnin-Kebbi, Jega, Yauri, and host of others were recorded.

Accordingly, it has also been observed that community awareness and participation in education results in rapid increase in students enrolment figure across the Universal Basic Education programme in Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the entire work titled assessment of Universal Basic Education programme objectives in Nigeria. The chapter also, provides the summary of the findings, conclusions and recommendations.

5.2 Summary

It has been established that education is the answer to ignorance, the gateway to future and the key to national development. Accordingly, the Universal Basic Education system has been observed to be a channel through which appropriate knowledge and skills for socio-economic development could be acquired and of course primary education remains its very foundation. Ogunlade (2002) described "primary education as the basic foundation upon which other levels of the education system could be appropriately established". Perhaps the growing concern about Universal Basic Education (UBE) system in Nigeria was borne out of conviction that success of the subsequent education systems primarily depends on its good foundation. This, according to Hamza (2000) 'Nobody builds a solid house without a proper foundation". It is in consonance with the above assertion that Arikewuyo (2003) argued that "primary education is the key to the success or failure of the whole education system".

Consequently, it is in realization of the importance of Universal Basic Education (UBE) system that, both previous and present administration in Nigeria remained traditionally committed to the goals of achieving quality education of Universal Basic

Education (UBE) System. Thus concerted efforts were made and huge sum of money were spent to launch the schemes in 1955, 1957, 1976 and 1999 respectively.

Unfortunately, no sooner had the launching took place a lot of management problems challenging the attainment of Universal Basic Education (UBE) goals begun to manifest themselves in the scheme. Consequently, government was left with no option but, to search for solution to the problem. However, the various committees set up to address the management challenges facing the scheme failed to provide a permanent solution to the problem.

Thus, collapse of the Universal Primary Education (UPE) Scheme led to the launching of the current Universal Basic Education (UBE) programme on 30th September 1999 at Sokoto. In his opening address, the then President Aremu Olusegun Obasanjo stressed that the UBE Scheme was put in place to improve on the limitations and shortcomings of the Universal Primary Education (UPE) system in Nigeria.

The Universal Basic Education (UBE) programme is meant to provide basic education for every Nigerian child of school going age. The scheme is for 9 years duration covering the pre-primary, primary and junior secondary education respectively. Adult literacy programme and nomadic education has also been included in the UBE programme. However, in this study an attempt has been made to access the provision and utilization of some resources for the actualization and realization of UBE programme's objectives in Nigeria.

According to FGN/1999/M.O.E. proposed implementation blue print for the Universal Basic Education (UBE) Scheme, the goals of the UBE Scheme are to universalize access to basic education, engender a conducive learning environment and

eradicate illiteracy in Nigeria within the shortest possible time. The specific objectives of the scheme are to:

1. develop in the entire citizenry a strong consciousness for education and a strong commitment for its vigorous promotion.
2. provide free, universal and compulsory basic education for every Nigerian child of school going age.
3. reduce drastically dropout rate from the former school system through improved relevance and efficiency.
4. cater for drop out and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.
5. ensures the acquisition of the appropriate levels of literacy, numeracy manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for lifelong learning.

There are three components of the UBE Scheme namely:

i. Formal basic education encompassing the first nine years of schooling (primary and junior secondary school education) for all children.
ii. Nomadic education for school age children of pastoral nomads and migrant fishermen.
iii. literacy and non-formal education for out of school children, youth illiterate adults.

In chapter two, in order to establish the theoretical base of the study, relevant and related literature has been reviewed. These include:

The Impact of Human Resource Development on Organisational Performance, Human Resource Development and Effective Instruction in Primary and Secondary Education in Nigeria, The Impact of Nigerian Training Programme on Employees Performance, Staff Training and Development: A Vital Tool for Organizational Effectiveness, Quality and Quantity, Production and Distribution of Primary Schools Teaching and Learning Resources/Facilities in North-East, The Need for Instructional Media Facilities andMaintenance Culture to Enhance FCT/UBE Programme in Nigeria, An assessment of facilities of teaching practical Geography in Senior Secondary Schools in Zaria Educational Zone, The Essence and Essentials of Instructional Materials in the Teaching of Arabic Language in Nigerian Schools, Managing Financial Resources for the Implementation of Universal Basic Education (UBE) Scheme in Nigeria, Towards an Improved Funding of Universal Basic Education (UBE) in Nigeria. The Role of the Community, Time Management for more Effective Result, Used of time and Academic Performance of College Students: Does Studying matters?, Factors Hindering Community Participation in the Development of ECDE Centres, Roles of Primary School Head Teachers in Mobilizing the Community towards Participation in the Management of Primary Schools in Niger State, Effective School and Community Relationship in Nigeria: Problems and Prospects, Human Capital Development and Its Impact on Firm Performance: Evidence from Developmental Economics and Improving Public Administration Performance Demands Investment in Human Resources.

Resource Development: A Focal Assessment of the Educational Objectives of Nigeria.

Other variables also reviewed for the study include teachers' quality, teachers' quantity, infrastructural facilities, instructional materials, staff development, supervision

of instruction, motivational factors, creating awareness to the members of the community, community participation and enrolment in education and funding.

While in chapter three, method and procedure for collection of data for the study has been discussed.

Chapter four is all about presentation, analysis and discussion of data collected including summary of the findings.

Chapter five contains summary, conclusion, recommendation and suggestion for further studies.

5.3 Conclusions

Every society looks upon the school to teach and train their children to be future and responsible adults. The school also assists towards alleviation of poverty and reduction of unemployment among the dropouts and out of school children/adolescents. Its also the responsible of the school to equip the children with appropriate knowledge, skills, competency and understanding for application in solving practical life problems. Consequently, for the school to carryout this responsibility successfully, the school needs to be adequately provided with the required resources that could be used in teaching and learning process and enhance the realization of Universal Basic Education (UBE) objectives in Nigeria.

5.4 Recommendations

From the findings and conclusions of this study the researcher recommends the following:

1. The free, Universal and Compulsory aspects of Basic Education needs to be modified and amended to take care of all the loopholes relating to functions and educational responsibilities of all the satakeholders.
2. There is a need for more adequate preparation towards the provision of the all the necessary resources which could be used in teaching and learning and enhance the achievement of developing in the entire citizenry a strong conciouness for education and a strong commitment to it vigorous promotion.
3. In order to reduce dropouts from the formal school system through improve relevance and efficiency, there is a need for adequate provision of a lot of resources in the education system.
4. Inspite of the efforts for by the international donor Agencies with Non-governmental organizations (NGOs) towards organizing various training and skills acquisition programmes for the dropouts and out of school children/adolescents as part of complementary approaches to the provision and promotion of basic education, concentration of the programme has been in the urban centre at the expense of the majority in the rural area.
5. Inspite of the rapid increase in the number of private schools across the states in addition to the increasing number of the newly established schools and expansion of older ones by the various states. Universal Basic Education Boards, available infrastructural facilities, teaching and learning materials as well as qualified

teachers are grossly inadequate for ensure the acquisition of appropriate levels of of literacy, numeracy, manipulative and life skills.

5.5 Suggestions for Further Studies

Since this study can not cover all aspects of Universal Basic Education (UBE) Programme in Nigeria, the following was suggested for further studies:

1. Provision and utilization of human and material resources a tool for the goals of Universal Basic Education programme is Nigeria to be attained.
2. An analysis of implementing Universal Basic Education programme in Nigeria issues and problems.
3. Politics of implementing Universal Basic Education Scheme in Nigeria problems and prospects.
4. An analysis of essential resources in teaching learning process a tool for the actualization and realization of Universal Basic Education goals in Nigeria.
5. An analysis of public enlightenment and social mobilization among the members of the local community a tool for the attainment of Universal Basic Education goals in Nigeria.

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Appendix I

QUESTIONNAIRE IN RESPECT OF THE ASSESSMENT OF THE ACHIEVEMENT OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMMES OBJECTIVES IN NIGERIA FROM 2004-2014

Dear Respondent,

The bearer, Jega, A. Hali, PhD/Educ/17618/07/08 is a PhD candidate from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, currently conducting a research in respect of the above research topic. The research is strictly for academic purpose. Kindly provide the researcher with relevant data as required in the questionnaire.

Please note that the findings could help to address some of the challenges militating against achieving the objectives of UBE programme in Nigeria. Information given will be treated with utmost confidentiality and will not in any way have any implication for the respondents. Your kind cooperation in completing this questionnaire honestly and sincerely will be highly appreciated. Principles of confidentiality will be seriously respected. Please tick (√) appropriately the level of your perception against the box provided.

Thanks.

Yours faithfully
Signed
Jega Abdullahi Hali.

SECTION A: Demographic Data of the Respondents

1. Designation of the respondent

a. Education Secretary of (L.G.E.A.) [ ]

b. Junior Secondary School Principal [ ]

c. Junior Secondary School (JSS) Teacher [ ]

d. Primary School Head Teacher [ ]

e. Primary School Teacher [ ]

f. Management Staff of State Universal Basic Education Board (SUBEB) [ ]

2. Years of working experience

a. 1-10 [ ]

b. 11-20 [ ]

c. 21-30 [ ]

d. 31-35 [ ]

3. Age of the respondent

a. 20-30 [ ]

b. 31-40 [ ]

c. 41-50 [ ]

d. 51-60 [ ]

e. 60 and above [ ]

4. Gender of the respondent

Male [ ] Female [ ]

5. Marital status

a. Married [ ] b. Single [ ]

6. Highest Qualification

a. Grade II Cert, WASC/SSCE/NECO [ ]

b. N.C.E. [ ]

c. ND, HND [ ]

d. B.Ed [ ]

e. B.A./B.SC [ ]

f MSC, M.A/M.ED [ ]

g. PhD [ ]

h. Others _____

7. Name of the Local Government Education Area _____

8. Present area of primary assignment

a. Urban area [ ]

b. Rural area [ ]

9. Geopolitical zone of the respondent

a. North West zone [ ]

b. North Central [ ]

c. North East [ ]

d. South West [ ]

e. South East [ ]

f. South South [ ]

Please indicate the level of your perception in the following by choosing the corresponding options.

Strongly Agree = SA

Agree = A

Undecided = UD

Disagree = D

Strongly Disagree = SD

SECTION B: Assessment of the provision and utilization of human resources in the education system on the provision of free, compulsory and Universal Basic Education for every Nigerian child of school going age

ITEM STATEMENT		**SA**	**A**	**UD**	**D**	**SD**
1	For the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age, the State Universal Basic Education Board (SUBEB) through Local Government Education Area (L.G.E.A.) has made adequate provision of qualified and required number of teachers in the education system.					
2	Similarly, for the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age, the Universal Basic Education Commission (UBEC) through State Universal Basic Education Boards has also made adequate provision of qualified and required number of teachers in the education system.					
3	There was also adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staffrooms in the education system in order to facilitate teaching and learning process and for the realization of free universal and compulsory Basic Education for every Nigerian child of school going age					

	by The State Universal Basic Education Board (SUBEB) through L.G.E.A.					
4	Adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staffrooms in the education system are also made available in order to facilitate teaching and learning process and for the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age by the Universal Basic Education Commission (UBEC) through State Universal Basic Education Boards.					
5	There was adequate provision of the required financial resources in the education system for the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age by the State Universal Basic Education Board (SUBEB) through L.G.E.A..					
6	Similarly, there was also adequate provision of the required financial resources in the education system for the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age by the Universal Basic Education Commission (UBEC) through SUBEB.					
7	The State Universal Basic Education Board (SUBEB) through L.G.E.A. has made adequate provision of the required time resources in the education system for the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age.					
8	Adequate provision of the required time resources in the education system has not been provided by the SUBEB for the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age.					

9	In order to realize free, universal and compulsory Basic Education for every Nigerian child of school going age, the Universal Basic Education Commission (UBEC) through SUBEB has made adequate provision of the required training and retraining programme in the education system to facilitate teaching and learning process.					
10	Similarly, there was adequate provision of the required training and retraining programme in the education system for the realization of free, universal and compulsory Basic Education for every Nigerian child of school going age by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
11	There was adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system in order to facilitate teaching and learning process and for the realization of free, universal and compulsory basic education for every Nigerian child of school going age by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
12	Similarly, adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system are also made available in order to facilitate teaching and learning process and for the realization of free, universal and compulsory basic education for every Nigerian child of school going age by the Universal Basic Education Commission (UBEC) through SUBEB					
13	There has been a regular supervision of schools for the realization of free, universal and compulsory basic education					

	for every Nigerian child of school going age by the State Universal Basic Education Board (SUBEB) through L.G.E.A..					
14	Similarly, regular supervision of schools for the realization of free, universal and compulsory basic education for every Nigerian child of school going age has been carried out by the Universal Basic Education Commission (UBEC) through SUBEB.					
15	The State Universal Basic Education Board (SUBEB) through LGEA has made adequate provision of teachers welfare packages very attractive which serves as a good motivational factor for the realization of free, universal and compulsory basic education for every Nigerian child of school going age.					
16	There was a collaborative effort between the SUBEB through the LGEA and local community for the realization of free, universal and compulsory basic education for every Nigerian child of school going age.					
17	For the realization of free, universal and compulsory basic education for every Nigerian child of school going age, there was also a similar collaboration between the Universal Basic Education Commission (UBEC) through the SUBEB and the local community.					
18	In order to create awareness to the members of the public and for the realization of free, universal and compulsory basic education for every Nigerian child of school going age the SUBEB through LGEA has made adequate provision in the community.					

SECTION C: Assessment of the provision and utilization of material resources in the education system on the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion

	ITEM STATEMENT	SA	A	UD	D	SD
19	For the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion, the State Universal Basic Education Board (SUBEB) through L.G.E.A. has made adequate provision of qualified and required number of teachers in the education system.					
20	There was also adequate provision of qualified and required number of teachers in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the Universal Basic Education Commission (UBEC) through SUBEB.					
21	Adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staffrooms in the education system were made available in order to facilitate teaching-learning process and for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
22	Similarly, adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the education system are also made available in order to facilitate teaching-learning process and for the development of the entire citizenry a strong consciousness for education and strong					

	commitment to its vigorous promotion by the Universal Basic Education Commission (UBEC) through SUBEB.					
23	There was adequate provision of the required financial resources in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
24	There was also adequate provision of the required financial resources in the education system for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the Universal Basic Education Commission (UBEC) through SUBEB.					
25	For the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion the State Universal Basic Education Commission (UBEC) through SUBEB has made adequate provision of the required training and retraining programme in the education system in order to facilitate teaching and learning process.					
26	To facilitate teaching and learning process and for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion, the State Universal Basic Education Commission (UBEC) through SUBEB has also made adequate provision of the required training and retraining programme in the education system.					
27	In order to create awareness to members of the public and for the development of the entire citizenry a strong consciousness for education and strong commitment to its					

	vigorous promotion, the State Universal Basic Education Board (SUBEB) through L.G.E.A. has made adequate provision to ensure awareness in the community.					
28	Similarly, in order to create awareness to members of the public and for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion, the State Universal Basic Education Board (SUBEB) through L.G.E.A. has also made adequate provision to ensure awareness in the community.					
29	There was adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system and for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the State University Basic Education Board (SUBEB) through LGEA.					
30	Similarly, adequate provision of the required number of instructional materials such as provision of adequate number of textbooks tables and chairs for all the teachers and students in the education system and for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the Universal Basic Education Commission (UBEC) through SUBEB.					
31	There has been a regular supervision of schools for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion by the State Universal Basic Education Board (SUBEB) through LGEA.					
32	Similarly, regular supervision of schools for the development of the entire citizenry a strong consciousness					

	for education and strong commitment to its vigorous promotion has also been carried out by the Universal Basic Education Commission (UBEC) through SUBEB.					
33	The State Universal Basic Education Board (SUBEB) through LGEA has made adequate provision of teachers' welfare packages very attractive which serves as a good motivational factor and for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.					
34	Collaboration between the SUBEB through LGEA and the local community has been carried out for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion.					
35	For the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion, there was also collaboration between the UBEC through the SUBEB and the local community.					
36	In order to create awareness to members of the public and for the development of the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion the SUBEB through LGEA has made adequate provision to ensure awareness in the community.					

SECTION D: Assessment of the provision and utilization of financial resources in the education system on the reduction of dropout rates from the formal school system through improved relevance and efficiency

	ITEM STATEMENT	SA	A	UD	D	SD
37	There has been adequate provision of qualified and required number of teachers in the education system in order to reduce drop out rate from the formal school system through improved relevance and efficiency by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
38	Similarly, there has also been adequate provision of qualified and required number of teachers in the education system in order to reduce drop out rate from the formal school system through improved relevance and efficiency by the Universal Basic Education Commission (UBEC) through SUBEB.					
39	Adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the education system has been made available in order to facilitate teaching-learning process and also to reduce drop outs rate from the formal school system through improved relevance and efficiency by the Universal Basic Education Commission (UBEC) through SUBEB.					
40	Similarly, adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the education system has also been made available in order to facilitate teaching-learning process and also to reduce drop outs rate from the formal school system through improved relevance and efficiency by the Universal Basic Education Commission (UBEC) through SUBEB.					

41	There was adequate provision of the required financial resources in the education system in order to reduce drop outs rate from the formal school system through improved relevance and efficiency by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
42	There has also been adequate provision of the required financial resources in the education system in order to reduce drop outs rate from the formal school system through improved relevance and efficiency by the Universal Basic Education Commission (UBEC).					
43	Adequate provision of the required time resources in the education system has been made available in order to reduce drop outs rate from the formal school system through improved relevance and efficiency by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
44	Provision of the required time resources in the education system has not been made available in order to reduce drop outs rate from the formal school system through improved relevance and efficiency by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
45	There was adequate provision of the required training and retraining programme in the education system in order to reduce drop outs rate from the formal school system through improved relevance and efficiency by the Universal Basic Education Commission (UBEC) through SUBEB.					
46	Similarly, there was also adequate provision of the required training and retraining programme in the education system in order to reduce drop outs rate from the formal school system through improved relevance and efficiency by the State Universal Basic Education Board (SUBEB) through LGEA.					
47	The State Universal Basic Education Board (SUBEB)					

	through LGEA has made adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system in order to reduce dropout rate from the formal schools system through improved relevance and efficiency.					
48	There was also adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system in order to reduce drop out rate from the formal schools system through improved relevance and efficiency by the Universal Basic Education Commission (UBEC) through SUBEB.					
49	There has been a regular supervision of schools in order to reduce drop out rate from the formal schools system through improved relevance and efficiency by the State Universal Basic Education Board (SUBEB) through LGEA.					
50	Similarly, regular supervision of schools has also been carried out in order to reduce drop out rate from the formal schools system through improved relevance and efficiency by the Universal Basic Education Commission (UBEC) through SUBEB.					
51	The State Universal Basic Education Boards (SUBEB) through LGEA has made adequate provision of teachers' welfare packages very attractive which serves as a good motivational factor in order to reduce dropout rate from the formal schools system through improved relevance and efficiency.					
52	In order to reduce the number of drop out rates from the formal school system through improved relevance and efficiency, there was a collaborative effort between the					

	UBEC through the SUBEB and the local community.					
53	There was also a similar collaboration between the SUBEB through LGEA and the local community, for the reduction of drop out rates from the formal school system through improved relevance and efficiency.					
54	In order to create awareness to members of the public and also to reduce dropout rate from the formal schools system through improved relevance and efficiency the state Universal Basic Education Commission UBEC through LGEA has made adequate provision to ensure awareness in the community.					

SECTION E: Assessment of the provision and utilization of time resources in the education system on catering for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education

	ITEM STATEMENT	**SA**	**A**	**UD**	**D**	**SD**
55	In order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education, the State Universal Basic Education Board (SUBEB) through L.G.E.A. has made adequate provision of qualified and required number of teachers in the education system.					
56	Similarly, there was adequate provision of qualified and required number of teachers in the education system in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education by the Universal Basic Education Commission (UBEC) through SUBEB.					

57	There was adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staffrooms in the education system in order to facilitate teaching-learning process and also to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education by the State Universal Basic Education Board (SUBEB) through L.G.E.A..					
58	Similarly, adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staffrooms in the education system has also been made available in order to facilitate teaching-learning process and also to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education by the Universal Basic Education Commission (UBEC) through SUBEB.					
59	There was adequate provision of the required financial resources in the education system in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
60	Similarly, there were also adequate provision of the required financial resources in the education system in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education, by the Universal Basic Education Commission (UBEC) through SUBEB.					
61	There was adequate provision of the required time resources					

	in the education system in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
62	Adequate provision of the required time resources in the education system has not been provided in order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education, by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
63	In order to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education, the Universal Basic Education Commission (UBEC) through SUBEB has made adequate provision of the required training and retraining programme in the education system.					
64	Similarly, there was also adequate provision of the required training and retraining programme in the education system in order to facilitate teaching-learning process and also to cater for drop outs and out of school children/adolescents through various forms of complementary approaches to the provision and promotion of Basic Education by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
65	There was adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system in order to cater for dropouts and out-of-school children/adolescents through various forms of complementary approaches to provision					

	and promotion of basic education by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
66	Similarly, there was also adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system in order to cater for dropouts and out-of-school children/adolescents through various forms of complementary approaches to provision and promotion of basic education by the Universal Basic Education Board (UBEC) through SUBEB.					
67	There has been a regular supervision of schools in order to cater for dropouts and out-of-school children/adolescents through various forms of complementary approaches to provision and promotion of basic education by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
68	Similarly, a regular supervision of schools has also been provided in order to cater for dropouts and out-of-school children/adolescents through various forms of complementary approaches to provision and promotion of basic education by the Universal Basic Education Commission (UBEC) through SUBEB.					
69	The State Universal Basic Education Board (SUBEB) through L.G.E.A. has also made adequate provision of teachers welfare packages very attractive which serves as a good motivational factor in order to cater for dropouts and out-of-school children/adolescents through various forms of complementary approaches to provision and promotion of basic education.					
70	A collaborative effort between the SUBEB through LGEA and the local community has been carried out in order to					

	cater for dropouts and out-of-school children/adolescents through various forms of complementary approaches to provision and promotion of basic education.					
71	There was also similar collaboration between the UBEC through the SUBEB and the local community, in order to cater for drop outs and out-of-school children/adolescents through various forms of complementary approaches to provision and promotion of basic education.					
72	In order to create awareness to members of the public and also to cater for dropouts and out of school children/adolescents through various forms of complementary approaches to provision and promotion of basic education the SUBEB through LGEA has made provision to ensure awareness in the community.					

ECTION F: Assessment of community awareness and participation in the education system on ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning)

	ITEM STATEMENT	**SA**	**A**	**UD**	**D**	**SD**
73	In order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning the State Universal Basic Education Board (SUBEB) through L.G.E.A. has made adequate provision of qualified and required number of teachers in the education system.					
74	Similarly, there was also adequate provision of qualified and required number of teachers in the education system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical,					

	moral and civic values) needed for laying the foundation for life long learning by the Universal Basic Education Commission (UBEC) through SUBEB.					
75	There was adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the education system in order to facilitate teaching-learning process and also to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
76	Similarly, adequate provision of the required number of infrastructural facilities such as provision of adequate number of classrooms and staff rooms in the education system are also made available in order to facilitate teaching-learning process and also to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning by the Universal Basic Education Commission (UBEC) through SUBEB.					
77	There was adequate provision of the required financial resources in the education system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
78	Similarly, there was also adequate provision of the required financial resources in the education system in order to ensure					

	the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning by the Universal Basic Education Commission (UBEC) through SUBEB.					
79	The SUBEB has made adequate provision of the required time resources in the education system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning by the State Universal Basic Education Board (SUBEB) through L.G.E.A.					
80	The State Universal Basic Education Board (SUBEB) through L.G.E.A. has not adequately provided the required time resources in the education system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning.					
81	In order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life long learning, the Universal Basic Education Commission (UBEC) through SUBEB has made adequate provision of the required training and retraining programme in the education system.					
82	Similarly, there was also adequate provision of the required training and retraining programme in the education system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the					

	foundation for life long learning by the State Universal Basic Education Board (UBEC) through LGEA.					
83	There was adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning by the State Universal Basic Education Board (SUBEB) through LGEA.					
84	In order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning the Universal Basic Education Commission (UBEC) through SUBEB has also made adequate provision of the required number of instructional materials such as provision of adequate number of textbooks, tables and chairs for all the teachers and students in the education system.					
85	There has been a regular supervision of schools in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning by the State Universal Basic Education Board (SUBEB) through LGEA.					
86	Similarly, regular supervision of schools has been carried out in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning by the Universal Basic					

	Education Commission (UBEC) through SUBEB.					
87	The State Universal Basic Education Board (SUBEB) through LGEA has also made adequate provision of teachers welfare packages very attractive which serves as a good motivational factor in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning.					
88	In order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for life-long learning, there was collaboration between the UBEC through the SUBEB and the local community.					
89	There was also a similar collaboration between the SUBEB through LGEA and the local community in order to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral and civic values) needed for laying the foundation for lifelong learning.					
90	In order to create awareness to members of the public and also to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as ethical, moral, and civic values) needed for laying the foundation for life long learning, the SUBEB through LGEA has made adequate provision to ensure awareness in the community.					

Appendix II

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

Our Ref: DE/S.25

Date: 31-08-2012

EXECUTIVE SECRETARY
UNIVERSAL BASIC EDUCATION
COMMISSION - ABUJA.

Universal Basic Educ Commission
RECEIVED
Signature
Date: 31/09/2012
Executive Secretary's Office

Dear Sir,

LETTER OF INTRODUCTION

The bearer, JEGA, ABDULLAHI HALI, with Registration Number PHD/EDUC/17618/07/08, is a student in this department. He ~~/She~~ is carrying out research, being part of requirement for graduation, in EDUCATIONAL ADMINISTRATION & PLANNING. He/~~She~~ needs certain information in your organization. Kindly, allow him/~~her~~ have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/~~her~~ research is

IMPACT OF HUMAN RESOURCE DEVELOPMENT ON THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN NIGERIA FROM 2001-2011

Thanks in anticipation of your kind response.

Yours sincerely,

31/8/2012

Dr. Bashir Maina
Head of Department

Dept. of Educational Foundation & Curriculum
A. B. U. Zaria

Appendix III

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

Our Ref: DE/S.25

Date: 31-08-2012

THE EXECUTIVE SECRETARY
NATIONAL COMMISSION FOR
COLLEGES OF EDUCATION
ABUJA.

National Commission For Colleges of Education Executive Secretary's Office
15 OCT 2012
RECEIVED
P.M.B. 394 Garki Abuja
Sign

Dear Sir,

LETTER OF INTRODUCTION

The bearer, JEGA, ABDULLAHI HALI, with Registration Number PhD/Educ/17618/07/08, is a student in this department. He ~~/She~~ is carrying out research, being part of requirement for graduation, in ~~EDUCATIONAL ADMINISTRATION & PLANNING~~. He/~~She~~ needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/~~her~~ research is

IMPACT OF HUMAN RESOURCE DEVELOPMENT ON THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN NIGERIA FROM 2001-2011

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. Bashir Maina
Head of Department

Head of Department
A. B. U. Zaria

(1)
DPRS
Above for your info pls.
15/10/12
S.A.

Aey DAP
I have discussed with Mall Hali. Via our discussion, he needs our accreditation instrument. Kindly oblige him for his study.
16/10/12.

Appendix IV

DEPARTMENT OF EDUCATION
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA
Email: edu@abu.edu.ng

Vice-chancellor: **Professor Abdullahi Mustapha** *B.Sc (Hons) Pharm (A.B.U.), Ph.D (London), FPSN*
Head of Department: **Dr. Mamman Musa,** *B.Ed, M.Ed, Ph.D (ABU) FMAN, FANE, DAC.*

Our Ref: DE/S.25

Date: 3rd June 2011

Universal Basic Education Commission
RECEIVED
Signed
Date 8/6/2011
Executive Secretary's Office

The Executive Secretary,

Universal Basic Education Commission,

Abuja

Sir,

STUDENTS FIELD RESEARCH

The bearer Jega, Abdullahi Hali (PhD/Educ/17618/2007-2008) is among the Ph.D candidates from Education Department, Ahmadu Bello University, Zaria.

Currently conducting a research on impact of human resource development on the management of Universal Basic Education Programme (UBE) in Nigeria.

Kindly assist to provide him with relevant information and documents in respect of teacher professional development progamme of Universal Basic Education Commission which will enrich his research to be more reliable and dependable.

Your usual cooperation and kind consideration will highly be appreciated.

Thank you.

Yours faithfully,

Dr. Mamman Musa
Head, Department of Education

HEAD OF DEPARTMENT
OF EDUCATION
A. B. U. ZARIA.

Appendix V

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Email:efceduc@abu.edu.ng

Vice Chancellor: **Professor Abdullahi Mustapha,** *B.Sc (Hons) Pharm (ABU), Ph.D (London), FPSN*

Head of Department: **Dr. Bashir Maina,** *B.Ed (Unimaid), M.Ed, Ph.D (ABU)*

Our Ref: _____

Your Ref: _____

Date: 11th October 2011.

The MDGs Coordinator,
National Teachers' Institute,
Kaduna

Sir,

REQUEST FOR DATA IN RESPECT OF THE TRAINED PARTICIPANTS UNDER MDGs' TRAINING WORKSHOPS ORGANIZED BY NTI

The bearer, Jega Abdullahi Hali, Ph.D/Educ/17618/07/08, is a Ph.D candidate from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. He is currently conducting a research on THE IMPACT OF HUMAN RESOURCE DEVELOPMENT ON THE MANAGEMENT OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN NIGERIA FROM 2001 – 2011.

Kindly, assist and provide him with relevant data on the number of participants trained by the NTI through MDGs project from inception of the training workshops to date according to states including FCT Abuja. Supply of the data will make findings of the research reliable and dependable.

Thanks in anticipation of your generous response.

Yours sincerely,

Dr. B.A. Maina

Appendix VI

SECRET

BAUCHI STATE OF NIGERIA

STATE UNIVERSAL BASIC EDUCATION BOARD, BAUCHI

☎ :077-543564

OFFICE:
Ran Road
Near Awalah Round About,
P.M.B. 0109, Bauchi.
E-mail: basubeb2007@yahoo.com.
Website: www.basubeb.com

Our Ref: BA/SUBEB/S/GEN/14/V.I

Your Ref: _____

Date: 28th May, 2013.

The Head of Department,
Department of Education Foundation and Curriculum,
Faculty of Education,
Ahmadu Bello University Zaria,
Kaduna State.

RE: LETTER OF INTRODUCTION

I am directed to refer your letter **No.DEFC/S.25** dated 27th May, 2013 on the above subject and confirm to you that, permission have been granted to ***Jega, Abdullahi Hali*** with registration **No.PhD/Educ/176/8/2007/2008** to carry his **Phd** research work in Bauchi State.

Alhaji Umaru Musa Chinade,
For: Executive Chairman

SECRET

Appendix VII

ZAMFARA STATE UNIVERSAL BASIC EDUCATION BOARD

Olusegun Obasanjo Drive, P.M.B 01011, Gusau.
E-mail: zasubeb@yahoo.com

11th April, 2013

The Head of Department,
Department of Educational Foundation and Curriculum
Faculty of Education,
Ahmadu Bello University Zaria,

Sir,

RE-INTRODUCTION LETTER

I am directed to refer to your letter Ref. DEFC/S. 25 dated 11th April 2013 on the above subject matter, in which you requested this organization to allow JEGA Abdullahi Hali with registration No. Ph.D/Educ/17618/2007-2008 to carry out his Ph.D research work in Zamfara state.

Permission has been granted with support and assistance required, I wish to confirmed that it has been conducted across the state.

Thanks

Yusuf Abubakar Mafara
Director Social Mobilization
For: Executive Chairman

Appendix VIII

STATE UNIVERSAL BASIC EDUCATION BOARD

P.M.B. 1102, BIRNIN KEBBI

Ref No: _____ Date: 2ND April, 2013

The:.....

.....

.....

LETTER OF INTERLOCUTION

I am directed to inform you that, the bearer Abdullahi Hali Jega is a Phd Student at A.B.U Zari. He is conducting a research in Education, you are therefore, directed to attend to him and give him all necessary support he needs.

Thank you.

GANI GELE
Director Primary and
Social Mobilization
For: Executive Chairman

Appendix IX

GOVERNMENT OF IMO STATE

IMO STATE UNIVERSAL BASIC EDUCATION BOARD *(SUBEB)*

Telegrams:

Telephone:

P.M.B. 1500
Owerri, Imo State

(All Replies To Be Addressed To The Executive Chairman)

Our Ref: ……..

Date 17/05/13

The Head of Dept
Educational Foundation and Curriculum
Faculty of Education
Ahmadu Bello University, Zaria.

Sir,

LETTER OF ACKOWLEDGMENT

With reference to your letter dated 17/05/13 introducing **Mr. JAGA, ABULLAHI HALI** with the registration **No. PHD/EDU/176/8/2007/2008** .

I hereby write to inform you that the student actually carried out his research work in the state.

This was done with the distribution of Questionnaire and oral Questions to stakeholders.

You are please by this, requested to accept his findings as being true responses of the people of Imo State.

J. U. IJEOMA (KSM)
Director of Social Mobilization
For: Executive Chairman

Appendix X

DISTRIBUTION OF PARTICIPANTS, TRAINING CENTRES AND RESOURCE PERSONS BY STATE FOR 2011 MDGs TEACHER RETRAINING PROGRAMME

S/N		STATES	NO. OF NOMINEES			NO. OF TRAINING CENTRES			NO. OF RESOURCE PERSONS
			PRIM.	JSS	TOTAL	PRIM.	JSS	TOTAL	
1	NORTH CENTRAL	FCT, ABUJA	1239	879	2118	2	2	4	48
2		BENUE	4987	1175	6162	10	2	12	144
3		KOGI	1241	1059	2300	3	2	5	60
4		KWARA	2470	1454	3924	5	3	8	96
5		NASARAWA	1884	1020	2904	4	2	6	72
6		NIGER	3269	771	4040	6	2	8	96
7		PLATEAU	2230	" 914	3144	4	2	6	72
		ZONAL TOTAL	17320	7272	24592	34	15	49	588
1	NORTH EAST	ADAMAWA	1976	994	2970	4	2	6	72
2		BAUCHI	2574	850	3424	5	2	7	84
3		BORNO	1288	1399	2687	3	3	6	72
4		GOMBE	1022	713	1735	2	2	4	48
5		TARABA	1017	757	1774	3	2	5	60
6		YOBE	851	678	1529	3	1	4	48
		ZONAL TOTAL	8728	5391	14119	20	12	32	384
1	NORTH WEST	JIGAWA	2091	1107	3198	4	2	6	72
2		KADUNA	4921	1326	6247	9	3	12	144
3		KANO	5549	1831	7380	11	3	14	168
4		KATSINA	2682	940	3622	5	2	7	84
5		KEBBI	1753	738	2491	3	2	5	60
6		SOKOTO	1987	933	2920	4	2	6	72
7		ZAMFARA	1340	706	2046	2	2	• 4	48
		ZONAL TOTAL	20323	7581	27904	38	16	54	648
1	SOUTH EAST	ABIA	1535	1040	2575	3	2	5	60
2		ANAMBRA	1682	1095	2777	3	2	5	60
3		EBONYI	1697	670	2367	3	2	5	60
4		ENUGU	2070	1121	3191	4	2	6	72
5		IMO	1246	1678	2924	3	3	6	72
		ZONAL TOTAL	8230	5604	13834	16	11	27	324
1	SOUTH SOUTH	AKWA IBOM	2241	1318	3559	4	3	7	84
2		BAYELSA	1138	657	1795	3	2	5	60
3		CROSS RIVER	2177	1448	3625	4	3	7	84
4		DELTA	3408	1299	4707	7	2	9	108
5		EDO	1880	1007	2887	4	2	6	72
6		RIVERS	1493	1154	2647	3	2	5	60
		ZONAL TOTAL	12337	6883	1922	25	14	39	468
		SOUTH WEST							
1	SOUTH WEST	EKITI	1576	1300	2876	3	3	6	72
2		LAGOS	2085	2575	4660	4	5	9	108
3		OGUN	2705	2103	'4808	5	4	9	108
4		ONDO	1903	1619	3522	4	3	7	84
5		OSUN	1918	1190	3108	4	2	6	72
6		OYO	2875	3482	6357	5	7	12	144
		ZONAL TOTAL	13062	12269	25331	25	24	49	588
		GRAND TOTAL	80000	45000	125000	158	92	250	3000

urce: National Teachers Institute Kaduna

Appendix XI

NUMBER OF TEACHERS TRAINED IN THE 2006, 2008, 2009 AND 2010 MDGs WORKSHOPS

	STATES	NO OF TEACHERS TRAINED				
		2006	2008	2009	2010	Total
1	Abia	3,892	3,479	2740	3,191	13,302
2	Adamawa	4,000	4,639	3242	3,987	15,868
3	Akwa Ibom	3,249	4,678	3587	3,891	15,405
4	Anambra	4,000	4,142	3137	3,702	14,981
5	Bauchi	4,000	4.146	2938	3,523	14,607
6	Bayelsa	3594	1,724	1279	1,405	8,002
7	Benue	3,677	5,411	4155	4,867	18,110
8	Borno	4,000	4,223	3051	3,421	14,695
9	Cross River	3,770	4,391	3313	3,876	15,350
10	Delta	3,785	4,349	3124	4,240	15,498
11	Ebonyi	3,500	2,958	2276	2,681	11,415
12	Edo	3,940	3,572	2535	2,957	13,004
13	Ekiti	3,960	3,267	2277	2,720	12,224
14	Enugu	3,890	3,858	2685	3,297	13,730
15	Gombe	4,000	3,489	2364	2,834	12,687
16	1mo	3,921	4,225	3350	3,995	15,491
17	Jigawa	3,500	3,554	2484	2,963	12,501
18	Kaduna	3,975	6,789	4884	5,978	21,626
19	Kano	3,958	6,831	5223	6,204	22,216
20	Katsina	3,958	4,034	2821	3,350	14,163
21	Kebbi	4,000	3,375	2330	2,685	12,390
22	Kogi	3,921	4,613	3351	3,969	15,854
23	Kwara	4,000	4,442	3200	3,464	15,106
24	Lagos	4,000	6,939	5450	6,577	22,966
25	Nasarawa	3,827	3,653	2540	2,917	12,937
26	Niger	3,988	5,427	4206	4,780	18,401
27	Ogun	4,000	5,523	4143	4,855	18,521
28	Ondo	3,990	4,700	3570	4,279	16,539
29	Osun	4,000	4,633	3425	4,004	16,062
30	Oyo	3,924	7,432	5769	6,768	23,893
31	Plateau	4,000	4,318	3219	3,923	15,460
32	Rivers	3,901	2,684	1999	2,360	10,944
33	Sokoto	3,391	2,870	2367	2,748	11,376
34	Taraba	3,857	4,558	3250	3,827	15,492
35	Yobe	3,500	2,766	1877	1,967	10,110
36	Zamfara	3,916	2,610	1719	1,995	10,240
37	FCT	2,360	2,290	1535	1,829	8,014
TOTAL		**141,144**	**156,592**	**115,415**	**136,029**	**549,180**

Source: National Teachers Institute Kaduna

Appendix XII

UNIVERSAL BASIC EDUCATION COMMISSION

UBEC BUILDING, NO. 7, GWANI STREET, WUSE ZONE 4, ABUJA

2008 PRIMARY SCHOOL TEACHERS BY STATE AND BY QUALIFICATIONS

S/N	STATE	NCE	DIP IN EDU	HND	BA/B.SC	BA ED BA.ED	PGDE	PGD	M.SC MA	M ED/MA ED	PHD	TCII	OND	TCII REF	SSCE	OTHERS	TOTAL
1	ABIA	2,419	57	6	62	948	2	-	2	21	2	1,317	-	-	60	99	4,995
2	ADAMAWA	5,983	13	14	346	266	3	-	5	1	-	6,633	-	17	1,095	1,286	15,662
3	AKWA-	7,970	10	7	131	1,264	6	1	1	8	-	1,066	-	-	26	115	10,605
4	ANAMBRA	7,602	23	9	368	2,071	-	-	3	32	-	656	-	-	11	138	10,913
5	BAUCHI	2,657	4	8	45	140	8	-	1	-	-	5,578	-	1	394	836	9,672
6	BAYELSA	1,968	7	6	61	443	1	2	-	4	-	2,273	-	1	174	85	5,025
7	BENUE	17,160	129	22	305	1,185	20	3	11	26	-	4,849	-	-	30	124	23,864
8	BORNO	5,592	45	23	234	131	2	1	1	1	-	4,131	-	-	1,999	1,559	13,719
9	CROSS-RIVER	5,648	25	59	184	1,174	15	4	5	16	-	2,200	-	1	797	172	10,300
10	DELTA	8,909	215	20	305	2,218	3	-	5	22	-	3,075	-	-	544	633	15,949
11	EBONYI	3,508	25	18	92	524	1	4	-	8	-	4,906	-	1	363	264	9,714
12	EDO	7,882	144	14	209	535	-	-	-	3	1	1,249	-	-	53	91	10,181
13	EKITI	6,809	42	2	174	583	1	1	-	2	-	358	-	-	7	81	8,060
14	ENUGU	7,156	89	15	842	1,424	4	3	29	42	-	2,133	-	-	20	64	11,821
15	FCT-ABUJA	4,092	6	15	223	625	5	-	3	10	-	481	-	-	23	31	5,514
16	GOMBE	3,409	13	14	204	221	-	-	3	3	-	4,774	-	1	1,629	1,155	11,426
17	IMO	7,586	357	25	281	2,783	8	5	13	52	1,	542	-	-	17	55	11,725
18	JIGAWA	2,476	19	8	36	86	3	-	1	-	-	6,080	-	43	1,443	511	10,706
19	KADUNA	19,472	9	22	301	39	4	-	2	2	-	5,248	-	-	3,444	78	28,621
20	KANO	19,182	304	22	195	491	47	3	2	13	-	8,270	-	207	1,658	655	31,049
21	KATSINA	5,250	20	56	102	104	9	3	-	1	-	7,089	-	54	376	1,929	14,994
22	KEBBI	3,389	26	58	100	146	2	2	-	1	-	6,072	-	-	1,965	1,450	13,211
24	KOGI	11,325	24	28	424	1,300	12	-	3	14	-	2,813	-	-	597	984	17,525
24	KWARA	6,911	16	67	104	1,716	9	1	5	14	-	1,214	-	-	175	510	10,742
25	LAGOS	7,161	17	11	1,168	1,709	2	2	19	48	-	252	-	-	23	185	10,597
26	NASSARAW	6,060	4	20	246	23	3	1	1	2	-	2,964	-	-	299	17	9,640
27	NIGER	8,212	18	60	138	428	17	3	1	2	-	9,454	-	1	1,215	254	19,803
28	OGUN	9,540	22	2	610	1,413	7	1	7	32	-	1,163	-	-	10	83	12,890
29	OSUN	9,383	110	2	35	609	1	-	-	-	-	358	-	-	2	163	10,663
30	OYO	18,094	39	13	717	2,543	3	-	1	6	-	1,406	-	1	6	151	22,980
31	PLATEAU	7,677	289	15	130	1,570	7	-	2	39	-	5,133	-	9	986	561	16,418
32	RIVERS	4,661	6	6	227	1,793	-	-	4	41	--	423	-	-	11	832	8,004
33	SOKOTO	1,952	17	8	68	296	5	-	-	3	-	2,816	-	-	1,743	1,431	8,339
34	ZAMFARA	2,728	12	54	60	153	7	-	1	2	-	2,190	-	-	1,346	562	7,115
35	ONDO	8,670	169	29	76	669	2	0	L	L	0	1,352	50	197	202	200	11,624
36	TARABA	5,131	1,149	113	105	246	10.	6	-|	I	0	6,009	750	985	2,672	863	18,044
	YOBE	1,496	204	L	40	34	0	2	1	1	0	2,308	164	849	1,097	1,205	7,405
	RATIONAL	265,120	3,678	875	8,948	31,903	229	49	138	480	4	118,835	964	2,368	26,512	19,412	479,515

NOTE:- ONDO, TARABA AND YOBE ARE 2006 DATA

Appendix XIII

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
PLANNING, RESEARCH & STATISTICS DEPARTMENT

NATIONAL SUMMARY OF 2008 BASIC EDUCATION STATISTICS

STATE	PRIMARY						JUNIOR SECONDARY						E.C.C.E						
	NO.OF SCH.	NO. OF C/RMS	NO, OF STRMS	MALE	FEMALE	A TOTAL	NO. OF SCHOOL	NO. OF C/RMS	NO. OF STRMS	MALE	FEMALE	B TOTAL	No. OF SCHOOL	NO. OF C/RMS	NO. OF STRM	MALE	FEMALE	C TOTAL	A+B+C
ABIA	844	4,524	10,069	88,939	87,946	176,885	181	1,234	1,444	28,231	34,628	6},859	321	592	716	6,293	6,218	12,511	252,255
ADAMAWA	1,698	7,312	13,638	249,423	210,501	459,924	271	1,361	1,757	65,676	46,445	112,121	213	355	540	9,832	9,254	19,086	591,131
AKWA-IBOM	1,156	6,943	13,965	346,683	361J12	708,395							741	448	197	24,865	25,937	$0,802	759,197
ANAMBRA	1,039	8,593	13,093	252,926	263,338	516,264	227	1,957	2,111	49,572	55,849	105,421	858	2,415	2,753	55,985	55,389	111,374	733,059
BAUCHI	2,053	4,353	11,333	393,421	302,643	696,064	93	324	444	31,413	14,600	46,013	185	110	369	10,970	8,993	19,963	792,040
BAYELSA	534	3,615	6,816	175,899	165,490	342,389	168	392	469	12,543	11,222	23,765	34	104	131	3,659	3,593	7,252	373,408
BENUE	2,884	16,817	26,416	444,042	389,527	833,569	174	4,605	2,499	28,899	24,215	53,114	94	159	179	2,452	2,098	4,550	891,233
BORNO	1,315	5,215	9,676	275,618	208,585	484,203	195	691	1,062	30,402	22,499	52,901	122	203	293	8,342	7,602	15,944	553,048
C/RIVER	1,089	9;110	15,212	178,576	176,268	354,844	252	706	1,421	31,675	30,485	62,160	973	3,804	5,239	63,258	61,123	124,381	541,385
DELTA	1,134	9,717	12,229	163,939	159,147	323,136	428	2,449	2,298	64,873	63,442	128,315	54	36	69	567	501	1,068	452,519
EBONYI	1,024	8,224	12,280	196,744	205,118	401,862	171	893	1,105	27,153	28,364	55,517	195	403	447	8,002	9,158	17,160	474,539
EDO	1,102	25	8,656	203,546	195,074	398,620	235	972	953	29,192	26,735	55,927	-		-				454,547
EKITI	742	5,905	8,491	60,087	60,946	121,033	160	1,051	2,469	29,395	26,069	55,464	303	899	1,160	8,523	8,688	17,211	193,701
ENUGU	1,190	9,273	11,252	113,099	109,475	222,574				-			1,028	1,923	2,603	34,016	33,714	$7,730	290,304
FCT-ABUJA	468	2,785	5,925	117,883	108,849	226,732	90		790	33,505	28,706	62,211	85		248	4,115	4,155	8,270	297,213
GOMBE	1,120	2,918	8,103	246,321	185,447	431,768	263	205	680	38,154	24,953	63,107	28	25	57	1,749	1,643	3,392	498,287
IMO	1,279	13,269	22,999	475,122	439,732	914,854	219	2,891	4,620	106,267	113,783	220,050	1,106	2,632	3,781	48,402	45,291	93,693	1,228,597
JIGAWA	1,813	8,720	4,817	285,565	194,316	479,881	273	825	615	38,867	16,606	55,473	237	283	141	11,257	8,703	19,960	555,314
KADUNA	3,714		25,566	525,712	393,092	918,804							984			42,970	39,645	82,615	1,001,419
KANO	5,196	23,108	28,399	1439,435	969,590	2,109,025	400	1,471	1,170	62,847	32,830	95,677	871	1,059	1,073	47,030	38,830	85,860	2,290,582
KATSINA	2,134	9,707	24,591	764,342	458,470	1,222,812					-		242	515	671	13,632	11,297	24,929	1,247,741
KEBBI	1,385	14,545	12,863	279,578	154,655	434,233	100	3,757	1,928	51,384	24,582	75,966	425	740	795	8,669	6,135	14,804	525,003
KOGI	1,997	11,547	16,918	415,024	414,492	829,516	405	1,077	1,343	31,134	28,119	59,253	462	600	715	18,898	18,339	37,237	926,008
KWARA	1,439			98,941	88,695	187,636													187,63*
LAGOS	952	11,866	15,186	197,290	207,637	404,927	314	3,864	5,202	159,642	164,961	324,603	790	2,723	3,158	24,372	24,051	48,423	777,953
NASSARAWA	1,162	5,748	10,396	186,327	147,494	333,821	447	739	1,885	42,846	29,573	72,419	164	275	558	8,742	7,790	16,532	422,772
NIGER	2,806	8,206	10,284	298,708	190,126	488,834	325	1,326	1,749	95,977	51,390	147,367	265	425	368	12,030	9,642	21,672	857,873
OGUN	1,389	9,925	15,555	221,982	218,438	440,420	294	2,617	2,880	90,593	88,533	179,126	932	1,866	2,689	38,224	38,594	76,818	696,364
ONDO	1,303	10,175	13,661	433,452	451,978	885,430	300	3,867	3,107	65,665	63,011	128,676	902	1,912	2,241	38,201	40,360	78,561	1092,887
OSUN	1,357	6,867	9,260	192,963	200,613	393,576	380	1.479	1.596	71,132	57,317	138,449	1,216	862	1,123	35,733	36,683	72,416	804,441
OYO	2,521	15,785	29,279	500,595	521,564	1,022,159				-			1,731	2,544	4,999	66,203	71,621	137,824	1,159,983
PLATEAU	1,869	8,852	15,001	363,933	342,503	706,436	204	916	1,197	32,066	25,511	57,577	168	287	472	7,581	7,412	14,993	779,008
RIVERS	1,067	5,746	7,905	189,379	199,362	388,741	280	1,629	2,211	61,970	64,633	126,603	721	1,646	2,188	45,660	48,031	93,691	609,035
SOKOTO	1,666	8,746	6,434	479,425	212,365	691,790	133	893	539	46,772	16,728	63,500	432	448	446	42,580	25,146	$7,726	823,016
TARABA	1,513	4,012	12,592	271,145	207,217	478,362						-	-				-		478,362
YOBE	984	5,150	14,686	372,520	248,238	620,758	145	722	746	39,024	24,929	63,953	27	76	104	4,560	3,837	8,397	693,108
ZAMFARA	1,276	4,398	3,628	341,133	129,747	470,880	115	857	722	59,066	20,147	79,213	164	205	165	8,389	4,158	12,547	562,640
	58,217	291,701	487,174	11,539,76	9,581,390	21,121,157	7,242	45,770	51,012	1,555,93	1,270,865	2,826,800	17,073	30,574	40,688	765,761	723,631	1,489,392	25,437,349

Appendix XIV

UNIVERSAL BASIC EDUCATION COMMISSION

JSS ENROLMENT BY STATE, CLASS AND GENDER, 2012

S/N	STATE	No. of Schools	STRMS	NO. OF CLASSROOOMS			ENROLMENT								
							JSS 1		JSS 2		JSS 3		TOTAL FOR JSS		
				GOOD	BAD	TOT	M	F	M	F	M	F	M	F	M+F
1	ABIA	216	1,818	1,477	390	1,867	6,411	8,110	6,938	8,986	7,918	10,960	21,267	28,056	49,323
2	ADAMAWA	497	2418			2353	22534	18650	22008	16562	19804	13794	64,346	49,006	113,352
3	AKWA IBOM	230	3,581	1,524	1,244	2,767	28,019	29,937	26,838	29,439	25,556	28,031	80,413	87,407	167,820
4	ANAMBRA	263	3,073	1,440	1,558	2,969	14,324	16,173	12,850	15,900	12,530	14,415	39,704	46,488	86,192
5	BAUCHI	430	2,020	1,141	1,438	2,134	28,587	18,900	28,481	18,234	29,422	16,798	86,490	53,932	140,422
6	BAYELSA	180	616	344	198	544	8,352	7,939	8,408	7,818	8,548	7,689	25,308	23,446	48,754
7	BENUE	526	1,640	1,175	341	1,516	9,717	8,642	9,281	7,649	9,751	7,987	28,749	24,278	53,027
8	BORNO	260	1,748	757	440	1,091	15,632	12,237	15,222	11,669	15,736	11,186	46,590	35,092	81,682
9	CROSS RIVER	250	1,629	899	852	1,751	11,271	11,211	9,951	10,055	8,824	8,897	30,046	30,163	60,209
10	DELTA	437	1,652	1,932	1,082	3,017	22,384	24,382	21,571	22,189	19,030	19,491	62,985	66,062	129,047
11	EBONYI	221	1,772	549	552	1,102	12,817	13,507	11,868	12,244	12,926	13,584	37,611	39,335	76,946
12	EDO	410	2,271	0	0	1,951	19,345	18,789	18,448	17,459	19,468	18,303	57,261	54,551	111,812
13	EKITI	216	1,595	708	793	1,501	8,837	8,834	8,539	8,362	8,062	7,865	25,438	25,061	50,499
14	ENUGU	300	3,223	0	0	2,230	15,215	19,959	14,066	19,961	14,369	19,271	43,650	59,191	102,841
15	GOMBE	276	1,176	710	395	1,032	15,800	14,285	14,709	16,840	13,600	10,693	44,109	41,818	85,927
16	IMO	268	2,226	0	0	2,294	12,741	13,738	14,735	15,027	15,380	16,223	42,856	44,988	87,844
17	JIGAWA	354	4,465	1,030	521	1,551	13,544	39,121	22,210	17,247	13,515	9,427	49,269	65,795	115,064
18	KADUNA	382	2,499	0	0	2,567	49,754	26,019	36,705	26,796	31,791	23,729	118,250	76,544	194,794
19	KANO	356	3,409	1,845	678	2,523	5,576	3,812	1,463	1,819	354	220	7,393	5,851	13,244
20	KATSINA	251	1,620	2,205	284	2,524	35,598	25,472	49,293	27,508	30,439	30,524	115,330	83,504	198,834
21	KEBBI	250	3,208	1,765	1,023	2,318	30,796	19,953	29,277	15,694	32,435	15,179	92,508	50,826	143,334
22	KOGI	560	1,829	1,036	886	1,873	17,199	15,563	15,938	14,346	13,708	12,444	46,845	42,353	89,198
23	KWARA	340	1,825	1,434	750	2,248	16,244	14,462	16,247	14,701	15,479	14,173	47,970	43,336	91,306
24	LAGOS	260	4,714	2,811	2,370	5,105	67,980	69,477	62,038	63,142	47,033	48,972	177,051	181,591	358,642
25	NASSARAWA	189	1,359	0	0	697	7,171	5,808	4,171	3,157	6,503	5,064	17,845	14,029	31,874
26	NIGER	398	2,679	1,138	607	1,745	40,544	23,123	41,178	23,744	40,091	22,979	121,813	69,846	191,659
27	OGUN	309	3,154	1,296	1,063	2,359	36,474	36,093	31,889	30,968	28,086	27,357	96,449	94,418	190,867
28	ONDO	310	2,338	-	-	-	21,864	21,228	22,264	21,401	21,227	20,021	65,355	62,650	128,005
29	OSUN	443	2,684	1,557	1,857	3,447	21,402	21,267	21,976	21,572	19,887	19,171	63,265	62,010	125,275
30	OYO	797	6,245	0	0	5,548	40,181	41,046	40,469	38,976	38,936	38,018	119,586	118,040	237,626
31	PLATEAU	283	1,511	0	0	1,308	9,594	8,125	12,360	10,313	12,370	10,471	34,324	28,909	63,233
32	RIVERS	267	2,362	-	-	1,830	18,255	20,546	20,345	22,100	21,529	22,519	60,129	65,165	125,294
33	SOKOTO	110	785	616	729	1,174	16,704	6,267	15,759	6,318	14,430	4,550	46,893	17,135	64,028
34	TARABA	239	1,746	1,193	179	1,372	12,663	8,216	15,856	10,294	16,770	10,162	45,288	28,672	73,961
35	YOBE	168	930	546	375	1,163	23,553	15,359	23,237	14,756	21,796	17,295	68,586	47,410	115,996
36	ZAMFARA	188	1,763	2,087	464	2,551	21,983	9,325	21,927	8,935	22,045	9,067	65,955	27,327	93,282
37	ZFCT	127	1,360	1,484	205	1,689	16,569	16,474	15,790	15,840	12,991	12,629	45,350	44,943	90,293
GRAND TOTAL		11,561	84,943	34,699	21,274	75,711	775,633	692,050	764,306	648,021	702,339	599,158	2,242,277	1,939,228	4,181,505

Appendix XV

UNIVERSAL BASIC EDUCATION COMMISSION

PRIMARY SCHOOLS ENROLMENT BY STATE, CLASS BY GENDER, 2006 (Public only)

STATE	NO. OF SCHLS	PRIMARY ONE			PRIMARY TWO			PRIMARY THREE			PRIMARY FOUR			PRIMARY FIVE			PRIMARY SIX			ENROLMENT		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
ABIA	318	30,113	29,581	59,694	27,450	27,143	54,593	25,810	25,840	51,650	24,669	24,697	49,366	21,789	22,262	44,051	18,116	19,084	37,202	147,949	148,607	296,556
ADAMAWA	1,614	51,310	42,444	93,754	47,127	35,616	82,743	44,552	36,566	81,118	42,759	34,771	77,530	38,236	30,945	69,181	32,471	25,956	58,427	256,455	209,298	465,753
AKWA IBOM	1,145	154,838	160,413	315,251	140,771	147,539	288,310	132,112	140,651	272,763	126,094	134,615	260,699	110,878	121,749	232,627	91,490	104,974	196,464	756,173	809,941	1,566,114
ANAMBRA	1,022	67,573	64,919	132,492	61,658	59,507	121,165	58,021	56,614	114,635	55,487	54,078	109,565	49,096	48,670	97,766	40,949	41,619	82,568	332,784	325,407	658,191
BAUCHI	1,856	117,586	82,968	200,554	109,634	74,776	183,410	103,126	70,396	173,522	99,291	66,556	165,847	89,617	58,370	147,987	77,281	47,702	124,983	555,535	400,768	956,303
BAYELSA	577	49,141	47,889	97,030	44,810	43,923	88,733	42,145	41,804	83,949	40,287	39,946	80,233	35,609	35,987	71,596	29,642	30,823	60,465	241,634	240,372	482,006
BENUE	2,452	93,658	82,870	176,568	85,828	75,658	161,486	80,967	71,802	152,769	77,591	68,421	146,012	69,062	61,218	130,280	58,215	51,820	110,035	465,361	411,789	877,150
BORNO	1,302	77,223	57,810	135,033	71,195	52,295	123,490	67,486	49,347	116,833	64,904	46,761	111,665	58,391	41,251	99,642	50,086	34,065	84,151	389,285	281,529	670,814
CROSS RIVER	1,032	53,683	51,172	104,855	49,003	46,893	95,896	46,123	44,644	90,767	44,117	42,597	86,714	39,060	38,317	77,377	32,610	32,702	65,312	264,596	256,325	520,921
DELTA	1,117	52,399	51,758	104,157	47,750	47,503	95,253	44,889	45,229	90,118	42,898	43,234	86,132	37,673	38,984	76,657	31,466	33,441	64,909	257,277	260,149	517,426
EBONYI	942	41,302	41,416	82,718	37,610	35,037	75,647	35,336	36,230	71,566	33,757	34,649	68,406	29,767	31,271	61,038	24,679	26,869	51,548	202,451	208,472	410,923
EDO	1,109	41,939	40,856	82,795	38,244	37,473	75,717	35,970	35,666	71,636	34,387	34,080	68,467	30,394	30,701	61,095	25,301	26,295	51,596	206,235	205,071	411,306
EKITI	773	57,901	61,763	119,664	52,559	56,879	109,438	49,273	54,262	103,535	46,985	51,971	98,956	41,216	47,084	88,300	33,852	40,716	74,568	281,786	312,675	594,461
ENUGU	1,259	39,164	37,439	76,603	35,744	34,311	70,055	33,640	32,638	66,278	32,175	31,172	63,347	28,480	28,045	56,525	23,768	23,969	47,737	192,971	187,574	380,545
GOMBE	1,026	53,552	38,851	92,403	49,427	35,076	84,503	46,890	33,059	79,949	45,123	31,289	76,412	40,666	27,518	68,184	34,984	22,509	57,583	270,642	188,392	459,034
IMO	1,261	88,504	78,463	166,967	81,051	71,042	152,093	76,464	67,909	144,463	73,273	64,800	138,073	65,219	57,986	123,205	54,951	49,099	104,050	439,462	389,989	829,451
JIGAWA	1,750	75,341	47,720	123,061	69,848	42,692	112,540	66,468	40,005	106,473	64,115	37,649	101,764	58,179	32,628	90,807	50,612	26,079	76,691	384,563	226,773	611,336
KADUNA	3,313	115,006	94,175	209,181	105,670	85,629	191,299	99,925	81,062	180,987	95,925	77,056	172,981	85,835	68,570	154,355	72,972	57,388	130,360	575,333	463,880	1,039,163
KANO	3,756	198,838	162,306	361,144	182,718	147,553	330,271	172,799	139,668	312,467	165,694	132,753	298,447	148,475	118,012	266,487	126,263	98,796	225,059	994,987	799,088	1,794,075
KATSINA	2,178	147,313	89,416	236,729	136,746	79,746	216,492	130,245	74,577	204,822	125,716	70,046	195,762	114,299	60,386	174,685	99,741	47,782	147,523	754,060	421,953	1,176,013
KEBBI	1,372	48,702	28,252	76,954	45,259	25,106	70,375	43,155	23,426	66,581	41,864	21,952	63,636	37,972	18,812	56,784	33,240	14,717	47,957	250,022	132,265	382,287
KOGI	2,034	89,935	87,922	177,857	81,996	80,656	162,652	77,111	76,773	153,884	73,710	73,367	147,077	65,131	66,109	131,240	54,193	56,645	110,838	442,076	441,472	883,548
KWARA	1,413	67,521	59,085	126,606	61,870	53,913	115,783	58,393	51,148	109,541	55,972	48,725	104,697	49,865	43,558	93,423	42,079	36,820	78,899	335,700	293,249	628,949
LAGOS	966	45,205	45,681	90,886	41,148	41,968	83,116	38,652	39,984	78,636	36,915	38,243	75,158	32,528	34,536	67,064	26,941	29,699	56,640	221,389	230,111	451,500
NASSARAWA	1,192	60,886	45,949	106,835	56,117	41,585	97,702	53,183	39,252	92,435	51,140	37,207	88,347	45,987	32,847	78,834	39,417	27,160	66,577	305,730	224,000	530,730
NIGER	2,509	68,545	44,529	113,074	63,498	39,909	103,407	60,392	37,441	97,833	58,200	35,275	93,505	52,776	30,661	83,437	45,621	24,644	70,465	349,262	212,459	561,721
OGUN	1,363	47,255	44,964	92,219	43,145	41,187	84,332	40,616	39,173	79,789	38,853	37,411	76,264	34,405	33,644	68,049	28,734	28,736	57,470	233,018	225,105	458,123
ONDO	1,217	91,890	88,834	180,724	83,821	81,453	165,274	78,858	77,507	156,365	75,402	74,047	149,449	66,685	66,571	133,256	55,570	57,053	112,623	452,226	445,565	897,791
OSUN	1,351	52,001	52,291	104,292	47,346	48,031	95,377	44,482	45,754	90,236	42,487	43,757	86,244	37,457	39,500	76,957	31,043	33,950	64,993	254,816	263,283	518,099
OYO	1,925	107,143	106,809	213,943	97,594	98,060	195,654	91,720	93,387	185,107	87,627	89,292	176,919	77,207	80,561	157,768	64,150	69,177	133,327	525,541	537,277	1,062,818
PLATEAU	1,806	63,170	58,081	121,251	57,759	53,127	110,886	54,428	50,480	104,908	52,109	48,150	100,259	46,261	43,211	89,472	38,604	36,758	75,362	312,531	289,816	602,347
RIVERS	1,154	52,912	53,552	106,464	48,162	49,201	97,363	45,238	46,877	92,115	43,202	44,838	88,040	38,056	40,493	78,549	31,518	34,829	66,347	259,088	269,790	528,878
SOKOTO	1,664	61,849	30,306	92,155	57,737	26,539	84,276	55,206	24,527	79,733	53,444	22,762	76,206	48,999	19,002	68,001	43,333	14,097	57,430	320,568	137,233	457,801
TARABA	1,502	75,164	56,370	131,534	69,294	50,995	120,289	65,680	48,124	113,804	63,165	45,606	108,771	56,821	40,238	97,059	48,732	33,235	81,970	378,856	274,571	653,427
YOBE	949	57,717	40,178	97,895	53,348	36,179	89,527	50,659	34,041	84,700	48,787	32,167	80,954	44,065	28,172	72,237	38,045	22,962	61,007	292,621	193,699	486,320
ZAMFARA	1,120	48,632	21,458	68,090	43,594	18,676	62,270	41,724	17,189	58,913	40,422	15,885	56,307	37,138	13,107	50,245	32,951	9,483	42,434	242,461	95,798	338,259
FCT ABUJA	465	23,401	21,442	44,843	21,399	19,610	41,009	20,165	18,631	38,796	19,310	17,772	37,082	17,147	15,942	33,089	14,390	13,557	27,947	115,815	106,954	222,769
TOTAL	54,434	2,666,362	2,249,913	4,916,275	2,446,940	2,049,086	4,496,026	2,311,906	1,941,773	4,253,679	2,217,896	1,847,606	4,065,502	1,990,751	1,646,968	3,637,719	1,678,414	1,385,303	3,063,717	13,302,269	11,120,649	24,422,918

Appendix XVI

UNIVERSAL BASIC EDUCATION COMMISSION

PRIMARY SCHOOLS ENROLMENT BY STATE, CLASS BY GENDER, 2005 (Public and Private)

STATE	NO. OF SCHLS	PRIMARY ONE		PRIMARY TWO		PRIMARY THREE		PRIMARY FOUR		PRIMARY FIVE		PRIMARY SIX		ENROLMENT		
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
ABIA	958	34,605	32,254	33,336	32,056	34,446	32,667	34,990	33,276	32,215	31,867	32,923	30,751	202,515	192,871	395,386
ADAMAWA	1,668	46,065	38,361	42,926	35,449	41,101	33,272	38,362	30,399	34,559	26,256	27,394	20,334	230,607	184,071	414,678
AKWA IBOM	1,318	186,259	197,893	129,440	139,765	114,507	118,723	107,911	111,745	98,926	104,537	69,138	93,116	726,181	765,779	1,491,960
ANAMBRA	1,260	42,710	44,511	44,436	45,915	43,939	44,627	43,751	45,610	41,223	42,378	36,805	38,808	252,864	261,849	514,713
BAUCHI	1,908	157,482	99,159	150,663	96,744	138,126	90,193	128,129	84,723	116,317	79,088	92,199	61,830	782,916	511,737	1,294,653
BAYELSA	559	55,626	53,002	50,635	48,732	44,400	43,069	38,911	38,178	31,846	31,250	22,246	21,709	243,664	236,840	480,504
BENUE	2,713	111,143	98,005	93,194	83,190	88,336	76,741	79,307	68,857	69,445	58,109	56,297	43,976	497,622	428,878	926,500
BORNO	1,476	83,399	58,643	83,512	58,911	81,575	58,450	77,546	54,471	73,755	50,536	68,654	44,163	466,241	325,174	791,415
CROSS RIVER	1,043	42,360	42,834	41,592	40,642	40,252	40,053	38,899	37,702	35,605	34,810	33,082	29,158	232,390	225,199	457,589
DELTA	1,509	33,828	32,913	33,294	32,341	33,775	32,813	34,619	33,085	32,078	30,935	27,377	26,167	195,131	188,254	383,385
EBONYI	957	46,459	46,273	38,121	38,623	36,062	36,612	36,186	36,512	33,717	35,286	29,452	30,789	220,037	224,095	444,132
EDO	1,263	27,452	28,522	25,584	24,505	25,933	25,439	25,629	24,814	24,101	23,792	20,090	19,120	148,787	144,192	292,979
EKITI	878	22,143	23,140	16,939	17,840	15,159	16,244	13,767	14,479	12,883	13,506	10,199	11,350	91,730	96,565	188,295
ENUGU	1,159	24,352	23,768	23,587	22,874	24,341	23,696	25,417	24,336	24,861	24,556	22,147	23,212	145,552	142,442	287,994
GOMBE	1,314	43,624	33,838	40,478	31,675	37,136	29,376	34,096	26,582	29,688	22,192	21,578	15,718	206,993	159,381	366,374
IMO	1,466	60,350	60,515	58,348	55,125	54,569	54,579	55,663	54,158	54,656	55,338	53,397	52,248	334,981	331,963	666,944
JIGAWA	1,683	65,129	40,613	62,824	39,252	61,097	37,864	60,207	35,874	57,096	33,706	52,728	29,812	359,091	217,121	576,212
KADUNA	3,409	106,297	85,173	95,266	78,167	89,480	71,012	82,167	63,524	68,993	52,569	47,810	33,552	490,013	383,997	874,010
KANO	3,450	155,285	130,210	156,130	122,061	147,190	114,583	137,497	100,021	112,822	74,796	87,546	56,365	796,520	598,036	1,394,556
KATSINA	2,025	125,097	68,430	116,828	66,087	105,302	61,762	112,797	60,880	92,872	49,509	77,304	39,514	630,282	348,162	978,444
KEBBI	1,421	43,411	23,212	42,087	21,927	37,799	19,982	35,131	17,922	31,844	15,368	24,019	11,648	214,410	110,059	324,469
KOGI	2,007	76,929	78,914	73,390	76,517	73,039	75,425	72,141	76,833	65,230	69,134	60,915	63,421	421,654	440,244	861,898
KWARA	1,521	40,356	32,640	35,630	29,231	35,173	27,790	34,310	28,170	28,717	24,467	25,538	21,571	199,714	163,869	363,583
LAGOS	2,158	37,572	37,538	40,211	40,866	43,297	44,821	46,085	48,091	45,260	48,066	45,153	46,750	257,563	266,232	523,795
NASSARAWA	1,276	50,685	38,964	47,656	36,001	46,135	35,827	43,166	32,375	39,498	27,500	30,475	21,434	257,610	192,201	449,811
NIGER	2,805	80,020	47,838	71,928	45,123	68,477	40,413	63,410	39,569	50,282	27,506	33,258	16,999	367,372	217,440	584,812
OGUN	1,873	46,695	45,261	41,305	39,518	39,374	38,375	37,169	36,058	33,641	32,071	27,090	25,928	225,281	217,211	442,492
ONDO	1,650	67,210	68,459	57,462	58,318	53,023	55,226	51,336	52,797	48,519	50,177	44,615	45,513	322,168	330,490	652,656
OSUN	1,686	41,079	41,772	36,300	36,453	35,406	35,196	33,162	33,652	30,899	31,035	28,748	28,044	205,394	206,152	411,546
OYO	2,618	77,753	79,969	75,819	77,256	75,442	76,324	73,995	75,242	69,706	70,382	65,151	65,390	437,852	444,565	882,417
PLATEAU	1,837	79,944	74,747	75,049	67,491	66,159	60,047	59,955	54,462	52,839	46,623	43,958	36,981	377,848	340,351	718,199
RIVERS	1,080	33,429	33,828	30,373	31,119	28,458	29,462	28,296	29,540	27,137	28,050	23,330	23,924	171,063	175,923	346,986
SOKOTO	2,118	86,235	38,820	83,670	38,024	81,741	34,940	74,574	30,422	65,602	24,104	53,481	18,813	445,303	185,123	630,426
TARABA	1,679	79,828	58,423	72,536	52,262	66,545	49,455	62,767	46,467	58,956	40,979	44,816	32,575	383,251	280,161	663,412
YOBE	950	60,446	42,046	50,745	34,507	49,374	33,494	46,839	31,115	44,174	28,352	43,184	27,287	294,540	196,781	491,321
ZAMFARA	1,058	52,160	20,985	53,712	19,566	44,136	18,749	41,574	16,477	32,539	13,318	27,394	10,014	251,518	99,109	350,627
FCT ABUJA	435	15,167	13,929	16,672	15,434	17,105	15,944	22,715	20,667	17,148	15,277	13,668	12,571	102,407	93,842	196,249
TOTAL	60,188	2,438,386	2,013,488	2,239,676	1,831,549	2,117,405	1,734,345	2,032,286	1,649,105	1,817,549	1,467,427	1,563,769	1,230,525	12,188,073	9,926,359	22,115,432

Appendix XVII

UNIVERSAL BASIC EDUCATION COMMISSION

UBEC BUILDING, NO. 7 GWANI STREET, WUSE ZONE 4, ABUJA, NIGERIA

PRIMARY SCHOOLS ENROLMENT : 2007

S/N	STATE	NO.OF SCH.	NO.OF C/R	NO.OF STR	PRIMARY ONE		PRIMARY TWO		PRIMARY THREE		PRIMARY FOUR		PRIMARY FIVE		PRIMARY SIX		T O T A L		
					M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	M + F
1	ABIA	844	4,524	10,069	13,877	13,754	13,900	13,858	14,820	14,176	15,514	15,285	15,848	15,308	14,980	15,565	88,939	87,946	176,885
2	ADAMAWA	1,627	6,868	12,899	47,133	39,983	46,247	37,280	43,355	35,802	40,431	33,061	38,245	30,195	33,125	25,647	248,536	201,968	450,504
3	AKWA-IBOM	1,110	3,444	4,270	135,864	145,407	130,382	133,408	123,458	125,83	117,717	118,549	108,431	109,298	103,233	111,444	719,085	743,945	1,463,030
4	ANAMBRA	975	7,823	11,842	36,250	36,513	36,327	37,621	37,267	38,153	37,958	37,236	36,751	37,442	34,629	33,758	219,182	220,723	439,905
5	BAUCHI	2,053	4,353	11,333	78,674	55,547	71,397	55,450	68,428	53,495	65,479	51,551	57,770	46,833	51,673	39,767	393,421	302,643	696,064
6	BAYELSA	539	3,689	6,216	35,262	35,482	32,291	33,573	28,696	29,175	26,208	27,481	23,023	22,996	17,593	17,261	163,073	165,968	329,041
7	BENUE	2,641	16,923	22,383	89,102	77,551	78,631	70,005	74,782	66,120	70,266	61,415	66,508	56,005	59,104	48,470	438,393	379,566	817,959
8	BORNO	1,330	10,622	13,442	53,052	41,336	52,253	40,750	48,944	38,896	46,893	37,440	44,911	35,008	63,782	55,783	309,835	249,213	559,048
9	CROSS-RIVER	1,089	9,110	15,212	33,620	34,046	33,357	32,183	31,402	31,371	30,412	29,448	26,735	26,410	23,050	22,810	178,576	176,268	354,844
10	DELTA	1,134	9,717	12,229	27,689	26,921	27,349	26,907	27,688	27,228	28,308	27,342	27,304	26,027	25,651	24,722	163,989	159,147	323,136
11	EBONYI	1,024	8,026	11,851	38,502	39,486	32,948	33,888	32,351	33,863	31,896	32,675	31,493	32,531	29,281	31,294	196,471	203,737	400,208
12	EDO	1,099	6,630	0	39,271	37,533	34,487	33,353	34,346	33,152	33,576	32,095	32,402	30,491	28,713	26,780	202,795	193,404	396,199
13	EKITI	661	4,690	8,375	14,300	14,445	9,924	10,209	8,981	9,655	8,780	8,053	7,730	7,631	7,327	7,851	57,042	57,844	114,886
14	ENUGU	1,036	7,921	10,087	17,428	16,858	17,840	16,177	17,489	17,158	17,322	16,442	17,249	16,442	17,184	17,650	104,512	100,727	205,239
15	GOMBE	1,109	2,155	7,303	44,562	33,227	40,938	31,777	37,862	29,148	35,964	28,729	32,604	26,117	30,948	22,066	222,878	171,064	393,942
16	IMO	1,210	13,979	21,903	70,899	66,950	69,529	66,578	72,219	68,976	77,545	70,827	77,451	73,129	82,007	78,101	449,650	424,561	874,211
17	JIGAWA	1,821	6,814	3,788	54,336	37,671	50,925	35,595	47,007	33,276	45,140	29,359	42,455	28,222	39,170	27,384	279,033	191,507	470,540
18	KADUNA	3,489	0	22,389	120,889	96,367	102,882	81,703	96,650	77,831	86,153	69,608	78,602	60,509	68,350	49,266	553,526	435,284	988,810
19	KANO	4,438	19,181	22,606	190,039	167,637	179,070	159,969	165,935	141,49	150,989	127,270	135,987	108,834	122,267	87,001	944,287	792,206	1,736,493
20	KATSINA	2,134	9,707	24,591	145,317	90,808	140,225	86,822	136,394	82,028	124,602	73,659	114,397	66,676	103,407	58,477	764,342	458,470	1,222,812
21	KEBBI	1,513	7,864	9,395	49,359	27,184	47,804	27,459	45,035	23,896	43,592	23,156	37,761	20,084	44,476	23,475	268,027	145,254	413,281
22	KOGI	1,997	11,547	16,918	72,884	74,127	72,503	71,862	70,766	70,933	69,206	68,394	66,095	66,084	63,570	63,092	415,024	414,492	829,516
23	KWARA	1,443	0	0	20,181	16,535	17,468	14,250	17,477	14,143	16,060	13,032	15,122	12,326	13,813	10,786	100,121	81,072	181,193
24	LAGOS	949	11,896	16,582	25,768	26,656	29,141	30,806	32,927	34,479	35,236	37,380	37,981	39,992	36,085	38,009	197,138	207,322	404,460
25	NASSARAWA	1,162	5,748	10,396	37,118	29,801	34,208	26,753	32,085	26,019	30,032	23,911	27,823	21,594	25,061	19,416	186,327	147,494	333,821
26	NIGER	2,691	8,806	12,554	63,029	40,772	55,651	36,201	51,743	34,261	45,989	31,412	42,504	26,917	37,894	23,528	296,810	193,091	489,901
27	OGUN	1,384	10,088	15,270	43,047	42,487	38,556	38,502	38,309	37,196	36,420	35,522	34,021	32,503	29,659	29,275	220,012	215,485	435,497
28	ONDO	1,303	10,175	13,661	92,194	91,297	78,601	83,623	69,441	76,458	68,777	70,710	64,596	69,988	59,843	59,902	433,452	451,978	885,430
29	OSUN	1,357	6,867	9,260	35,085	36,834	33,977	34,774	33,362	33,826	31,551	33,702	30,436	31,741	28,552	29,736	192,963	200,613	393,576
30	OYO	2,224	16,757	29,146	80,816	86,260	86,628	85,122	81,575	89,054	81,498	84,083	85,210	81,264	76,905	82,904	492,632	508,687	1,001,319
31	PLATEAU	1,851	8,852	15,001	76,997	71,712	67,903	64,527	62,658	61,408	57,731	54,396	52,455	48,701	46,189	41,759	363,933	342,503	706,436
32	RIVERS	1,093	7,159	10,653	36,494	37,147	33,380	34,744	34,572	36,061	33,623	34,949	32,344	34,167	31,724	32,168	202,137	209,236	411,373
33	SOKOTO	1,610	7,460	4,618	62,088	27,533	60,727	26,679	54,489	23,809	45,588	20,330	39,766	16,541	32,442	14,264	295,100	129,156	424,256
34	TARABA	1,513	4,012	12,592	56,593	42,964	49,721	38,369	47,973	36,209	42,978	33,126	38,902	29,593	34,978	26,956	271,145	207,217	478,362
35	YOBE	990	5,111	15,485	78,607	53,547	68,137	45,818	61,246	42,421	57,014	38,032	52,151	35,874	49,698	31,761	366,853	247,453	614,306
36	ZAMFARA	1,209	4,227	3,140	66,527	25,978	60,856	24,613	52,830	23,151	41,660	19,776	33,022	18,045	25,857	13,626	280,752	125,189	405,941
37	FCT ABUJA	453	2,629	7,786	30,179	26,432	26,662	27,051	24,564	24,706	24,429	22,502	27,375	24,607	21,906	19,746	155,115	145,044	300,159
	NATIONAL	56,105	285,374	455,245	2,213,032	1,864,788	2,062,825	1,748,259	1,959,126	1,407,533	1,852,537	1,571,938	1,733,460	1,466,125	1,614,126	1,361,500	11,435,106	9,687,477	21,122,583

Source: UBEC Data, 2007

Appendix XIX

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
PLANNING, RESEARCH & STATISTICS DEPARTMENT

NATIONAL SUMMARY OF 2008 BASIC EDUCATION STATISTICS

STATE	PRIMARY						JUNIOR SECONDARY						E.C.C.E						
	NO.OF SCH.	NO. OF C/RMS	NO. OF STRMS	MALE	FEMALE	A TOTAL	NO. OF SCHOOL	NO. OF C/RMS	NO. OF STRMS	MALE	FEMALE	B TOTAL	No. OF SCHOOL	NO. OF C/RMS	NO.OF STRM	MALE	FEMALE	C TOTAL	A+B+C
ABIA	844	4,524	10,069	88,939	87,946	176,885	181	1,234	1,444	28,231	34,628	61,859	321	592	716	6,293	6,218	12,511	252,255
ADAMAWA	1,698	7,312	13,638	249,423	210,501	459,924	271	1,361	1,757	65,676	46,445	112,121	213	355	540	9,832	9,254	19,086	591,131
AKWA-IBOM	1,156	6,943	13,965	346,683	361312	708,395							741	448	197	24,865	25,937	$0,802	759,197
ANAMBRA	1,039	8,593	13,093	252,926	263,338	516,264	227	1,957	2,111	49,572	55,849	105,421	858	2,415	2,753	55,985	55,389	111,374	733,059
BAUCHI	2,053	4,353	11,333	393,421	302,643	696,064	93	324	444	31,413	14,600	46,013	185	110	369	10,970	8,993	19,963	792,040
BAYELSA	534	3,615	6,816	175,899	165,490	342,389	168	392	469	12,543	11,222	23,765	34	104	131	3,659	3,593	7,252	373,408
BENUE	2,884	16,817	26,416	444,042	389,527	833,569	174	4,605	2,499	28,899	24,215	53,114	94	159	179	2,452	2,098	4,550	891,233
BORNO	1,315	5,215	9,676	275,618	208,585	484,203	195	691	1,062	30,402	22,499	52,901	122	203	293	8,342	7,602	15,944	553,048
C'RIVER	1,089	9,110	15,212	178,576	176,268	354,844	252	706	1,421	31,675	30,485	62,160	973	3,804	5,239	63,258	61,123	124,381	541,385
DELTA	1,134	9,717	12,229	163,939	159,147	323,136	428	2,449	2,298	64,873	63,442	128,315	54	36	69	567	501	1,068	452,519
EBONYI	1,024	8,224	12,280	196,744	205,118	401,862	171	893	1,105	27,153	28,364	55,517	195	403	447	8,002	9,158	17,160	474,539
EDO	1,102	25	8,656	203,546	195,074	398,620	235	972	953	29,192	26,735	55,927	-		-				454,547
EKITI	742	5,905	8,491	60,087	60,946	121,033	160	1,051	2,469	29,395	26,069	55,464	303	899	1,160	8,523	8,688	17,211	193,701
ENUGU	1,190	9,273	11,252	113,099	109,475	222,574							1,028	1,923	2,603	34,016	33,714	$7,730	290,304
FCT-ABUJA	468	2,785	5,925	117,883	108,849	226,732	90		790	33,505	28,706	62,211	85		248	4,115	4,155	8,270	297,213
GOMBE	1,120	2,918	8,103	246,321	185,447	431,768	263	205	680	38,154	24,953	63,107	28	25	57	1,749	1,643	3,392	498,267
IMO	1,279	13,269	22,999	475,122	439,732	914,854	219	2,891	4,620	106,267	113,783	220,050	1,106	2,632	3,781	48,402	45,291	93,693	1,228,597
JIGAWA	1,813	8,720	4,817	285,565	194,316	479,881	273	825	615	38,867	16,606	55,473	237	283	141	11,257	8,703	19,960	555,314
KADUNA	3,714		25,566	525,712	393,092	918,804							984			42,970	39,645	82,615	1,001,419
KANO	5,196	23,108	28,399	1439.435	969,590	2,109,025	400	1,471	1,170	62,847	32,830	95,677	871	1,059	1,073	47,030	38,830	85,860	2,290,582
KATSINA	2,134	9,707	24,591	764,342	458,470	1,222,812							242	515	671	13,632	11,297	24,929	1,247,741
KEBBI	1,386	14,545	12,863	279,578	154,655	434,233	190	3,757	1,928	51,384	24,582	75,966	135	740	795	8,669	6,135	14,804	525,903
KOGI	1,997	11,547	16,918	415,024	414,492	829,516	405	1,077	1,343	31,134	28,119	59,253	462	600	715	18,898	18,339	37,237	926,006
KWARA	1,439			98,941	88,695	187,636													187.63*
LAGOS	952	11,866	15,186	197,290	207,637	404,927	314	3,864	5,202	159,642	164,961	324,603	790	2,723	3,158	24,372	24,051	48,423	777,953
NASSARAWA	1,162	5,748	10,396	186,327	147,494	333,821	447	739	1,885	42,846	29,573	72,419	164	275	558	8,742	7,790	16,532	422,772
NIGER	2,806	8,206	10,284	298,708	190,126	488,834	325	1,326	1,749	95,977	51,390	147,367	265	425	368	12,080	9,642	21,672	857,873
OGUN	1,389	9,925	15,555	221,982	218,438	440,420	294	2,617	2,880	90,593	88,533	179,126	932	1,866	2,689	38,224	38,594	76,818	696,364
ONDO	1,303	10,175	13,661	433,452	451,978	885,430	300	3,867	3,107	65,665	63,011	128,676	902	1,912	2,241	38,201	40,360	78,561	1092,887
OSUN	1,357	6,867	9,260	192,963	200,613	393,576	380	1.479	1.596	71,132	67,317	138,449	1,216	862	1,123	35,733	36,683	72,416	804,441
OYO	2,521	15,785	29,279	500,595	521,564	1,022,159				-			1,731	2,544	4,999	66,203	71,621	137,824	1,159,983
PLATEAU	1,869	8,852	15,001	363,933	342,503	706,436	204	916	1,197	32,066	25,511	57,577	168	287	472	7,581	7,412	14,993	779,008
RIVERS	1,067	5,746	7,905	189,379	199,362	388,741	280	1,629	2,211	61,970	64,633	126,603	721	1,646	2,188	45,660	48,031	93,691	609,035
SOKOTO	1,666	8,746	6,434	479,425	212,365	691.790	133	893	539	46,772	16,728	63,500	432	448	446	42,580	25,146	$7.726	823.016
TARABA	1,513	4,012	12,592	271,145	207,217	478,362						-	-			-	-		478,362
YOBE	984	5,150	14,686	372,520	248,238	620,758	145	722	746	39,024	24,929	63,953	27	76	104	4,560	3,837	8,397	693,108
ZAMFARA	1,276	4,398	3,628	341,133	129,747	470,880	115	857	722	59,066	20,147	79,213	164	205	165	8,389	4,158	12.547	562.640
	58.217	291,701	487,174	11,539,76	9,581,390	21,121,157	7,242	45,770	51,012	1,555,93	1,270,865	2,826,800	17,073	30,574	40,688	765,761	723,631	1,489,392	25,437,349

Appendix XX

UNIVERSAL BASIC EDUCATION COMMISSION

UBEC BUILDING, NO. 7 GWANI STREET, WUSE ZONE 4, ABUJA, NIGERIA

PRIMARY SCHOOLS ENROLMENT : 2008

S/N	STATE	NO.OF SCH.	NO.OF C/R	NO.OF STR	PRIMARY ONE		PRIMARY TWO		PRIMARY THREE		PRIMARY FOUR		PRIMARY FIVE		PRIMARY SIX		TOTAL		
					M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	M+F
1	ABIA	844	4,524	10,069	13,877	13,754	13,900	13,858	14,820	14,176	15,514	15,285	15,848	15,308	14,980	15,565	88,939	87,946	176,885
2	ADAMAWA	1,698	7,312	13,638	48,560	41,590	45,544	38,447	43,575	36,483	40,691	34,070	38,009	32,426	33,044	27,485	249,423	210,501	459,924
3	AKWA-IBOM	1,156	6,943	13,965	65,751	67,426	60,425	61,274	58,312	59,907	56,772	57,939	54,826	56,598	50,597	58,568	346,683	361,712	708,395
4	ANAMBRA	1,039	8,593	13,093	48,287	48,884	42,743	45,139	41,713	44,617	41,759	42,890	40,608	42,442	37,816	39,366	252,926	263,338	516,264
5	BAUCHI	2,053	4,353	11,333	78,674	55,547	71,397	55,450	68,428	53,495	65,479	51,551	57,770	46,833	51,673	39,767	393,421	302,643	696,064
6	BAYELSA	534	3,615	6,816	36,064	36,368	29,529	32,576	32,083	29,962	36,625	26,892	23,212	22,872	18,386	17,820	175,899	166,490	342,389
7	BENUE	2,884	16,817	26,416	91,262	80,766	80,774	72,826	75,203	66,998	70,154	61,525	65,540	57,027	61,109	50,385	444,042	389,527	833,569
8	BORNO	1,315	5,215	9,676	52,288	38,270	49,215	37,681	46,898	36,147	45,098	33,936	42,394	32,699	39,725	29,852	275,618	208,585	484,203
9	CROSS-RIVER	1,089	9,110	15,212	33,620	34,046	33,357	32,183	31,402	31,371	30,412	29,448	26,735	26,410	23,050	22,810	178,576	176,268	354,844
10	DELTA	1,134	9,717	12,229	27,689	26,921	27,349	26,907	27,688	27,228	28,308	27,342	27,304	26,027	25,651	24,722	163,989	159,147	323,136
11	EBONYI	1,024	8,224	12,280	38,747	40,389	33,152	33,997	32,527	34,255	32,152	32,894	31,066	32,736	29,100	30,847	196,744	205,118	401,862
12	EDO	1,102	25	8,656	39,464	37,600	34,622	34,008	34,466	33,266	33,519	32,459	32,555	30,739	28,920	27,002	203,546	195,074	398,620
13	EKITI	742	5,905	8,491	15,305	15,748	9,489	9,819	9,818	9,824	9,022	9,313	8,413	8,391	8,040	7,851	60,087	60,946	121,033
14	ENUGU	1,190	9,273	11,252	19,289	18,236	18,547	17,672	19,067	18,228	18,938	18,501	18,878	18,304	18,380	18,534	113,099	109,475	222,574
15	GOMBE	1,120	2,918	8,103	50,253	38,011	45,114	33,534	42,328	31,953	39,271	30,038	36,490	27,975	32,865	23,936	246,321	185,447	431,768
16	IMO	1,279	13,269	22,999	75,339	70,741	73,658	68,455	76,914	71,702	80,875	73,114	81,984	76,249	86,352	79,471	475,122	439,732	914,854
17	JIGAWA	1,813	8,720	4,817	55,221	39,047	52,888	36,902	48,072	33,673	46,200	30,767	43,587	28,266	39,597	25,661	285,565	194,316	479,881
18	KADUNA	3,714	0	25,566	123,848	90,894	101,115	76,527	87,124	67,100	79,918	61,559	71,150	52,609	62,557	44,203	525,712	393,092	918,804
19	KANO	5,196	23,108	28,399	234,951	201,571	216,918	191,913	200,580	175,39	179,025	152,510	163,444	135,897	144,517	112,306	1,139,435	969,590	2,109,025
20	KATSINA	2,134	9,707	24,591	145,317	90,806	140,225	86,822	136,394	82,028	124,602	73,659	114,397	66,676	103,407	58,477	764,342	458,470	1,222,812
21	KEBBI	1,388	14,545	12,863	45,197	24,665	43,276	24,597	42,317	23,435	39,903	21,250	36,529	19,173	72,356	41,535	279,578	154,655	434,233
22	KOGI	1,997	11,547	16,918	72,884	74,127	72,503	71,862	70,766	70,933	69,206	68,394	66,095	66,084	63,570	63,092	415,024	414,492	829,516
23	KWARA	1,439	0	0	17,851	16,061	17,456	16,126	17,375	15,656	16,910	15,035	15,345	13,475	14,004	12,342	98,941	88,695	187,636
24	LAGOS	952	11,866	15,186	26,388	26,745	29,550	31,137	33,215	34,889	34,744	37,123	37,406	39,765	35,987	37,978	197,290	207,637	404,927
25	NASSARAWA	1,162	5,748	10,396	37,118	29,801	34,208	25,753	32,085	26,019	30,032	23,911	27,823	21,594	25,061	19,416	186,327	147,494	333,821
26	NIGER	2,806	8,206	10,284	62,478	39,436	59,704	37,509	52,127	33,653	46,124	29,554	41,866	26,877	36,409	23,097	298,708	190,126	488,834
27	OGUN	1,389	9,925	15,555	43,301	42,751	39,354	38,778	38,857	37,922	36,887	35,969	34,035	33,356	29,548	29,662	221,982	218,438	440,420
28	ONDO	1,303	10,175	13,661	92,194	91,297	78,601	83,623	69,441	76,458	68,777	70,710	64,596	69,988	59,843	59,902	433,452	451,978	885,430
29	OSUN	1,357	6,867	9,260	35,085	36,834	33,977	34,774	33,362	33,826	31,551	33,702	30,436	31,741	28,552	29,736	192,963	200,613	393,576
30	OYO	2,521	15,785	29,279	84,516	88,747	85,153	87,810	84,606	87,496	83,797	86,747	81,674	84,730	80,849	86,034	500,595	521,564	1,022,159
31	PLATEAU	1,869	8,852	15,001	76,997	71,712	67,903	64,527	62,658	61,408	57,731	54,396	52,455	48,701	46,189	41,759	363,933	342,503	706,436
32	RIVERS	1,067	5,746	7,905	33,356	34,889	31,604	33,252	32,202	34,039	32,180	33,884	31,368	32,757	28,669	30,541	189,379	199,362	388,741
33	SOKOTO	1,666	8,746	6,434	92,396	42,694	90,256	41,716	85,666	38,411	77,502	33,812	71,857	30,078	61,748	25,654	479,425	212,365	691,790
34	TARABA	1,513	4,012	12,592	56,593	42,964	49,721	38,369	47,973	36,209	42,978	33,126	38,902	29,593	34,978	26,956	271,145	207,217	478,362
35	YOBE	984	5,150	14,686	79,175	53,640	69,425	45,448	62,218	43,166	58,834	38,078	53,028	35,712	49,840	32,194	372,520	248,238	620,758
36	ZAMFARA	1,276	4,398	3,628	85,697	30,866	67,609	24,962	61,173	22,959	52,096	19,621	41,226	16,864	33,332	14,475	341,133	129,747	470,880
37	FCT-ABUJA	468	2,785	5,925	17,286	15,500	23,612	22,072	21,638	19,981	20,318	18,764	18,392	17,175	16,637	15,357	117,883	108,849	226,732
	NATIONAL	58,217	291,701	487,174	2,252,318	1,849,346	2,073,873	1,729,305	1,975,091	1,478,873	1,873,904	1,549,768	1,737,243	1,454,347	1,627,338	1,344,358	11,539,767	9,581,390	21,121,157

Appendix XXI

UNIVERSAL BASIC EDUCATION COMMISSION

PRIMARY SCHOOLS ENROLMENT BY STATE, CLASS BY GENDER, 2004 (Public and Private)

STATE	NO. OF SCHLS	PRIMARY ONE		PRIMARY TWO		PRIMARY THREE		PRIMARY FOUR		PRIMARY FIVE		PRIMARY SIX		ENROLMENT		
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
ABIA	958	33,058	32,193	34,347	32,464	33,641	32,648	33,589	32,605	32,375	31,593	29,742	29,474	196,762	191,175	387,937
ADAMAWA	1,668	47,005	38,312	44,300	35,898	42,035	33,516	38,577	30,658	33,976	25,380	27,701	19,704	233,594	183,468	417,062
AKWA IBOM	1,318	202,723	208,971	117,361	125,142	123,191	111,794	103,604	101,475	94,391	100,920	89,731	83,112	731,001	731,414	1,462,415
ANAMBRA	1,280	42,103	42,700	43,801	46,402	43,386	44,845	42,748	43,425	40,884	42,184	34,752	36,662	247,674	256,218	503,892
BAUCHI	1,908	157,959	101,005	152,906	95,957	134,712	86,394	122,821	79,851	99,884	66,973	81,284	55,351	748,766	485,531	1,234,297
BAYELSA	559	50,083	49,674	45,556	44,367	40,579	40,888	35,357	34,876	28,663	28,357	19,752	19,287	220,890	217,449	438,339
BENUE	2,713	109,666	96,581	93,916	82,458	86,921	75,721	79,218	66,863	66,131	55,058	53,806	42,531	488,660	419,212	907,872
BORNO	1,476	82,719	57,825	81,905	58,253	78,866	54,731	74,095	51,269	65,853	45,636	57,560	39,506	438,998	307,220	746,218
CROSS RIVER	1,043	43,613	42,946	42,200	41,644	41,851	41,272	39,005	38,246	35,377	34,775	29,755	29,107	231,801	227,990	459,791
DELTA	1,509	33,555	33,365	32,994	33,095	34,511	33,821	34,160	33,495	32,232	31,633	27,187	26,012	194,639	191,421	386,060
EBONYI	957	47,027	47,064	37,814	38,624	37,133	37,910	36,206	37,278	32,712	34,361	30,762	29,770	221,654	225,007	446,661
EDO	1,263	27,610	26,900	26,270	24,939	26,376	26,008	26,279	25,517	24,388	23,490	20,566	19,525	151,489	146,379	297,868
EKITI	878	23,332	24,752	16,352	17,651	14,825	15,979	13,588	14,459	12,376	13,335	10,773	11,342	91,246	97,518	188,764
ENUGU	1,159	24,035	23,827	23,439	22,425	24,329	23,992	24,737	24,005	24,679	24,231	22,407	22,916	143,626	141,396	285,022
GOMBE	1,314	43,685	34,548	40,316	31,396	36,663	27,984	33,164	24,054	26,268	19,578	20,506	13,985	200,602	151,545	352,147
IMO	1,466	59,934	59,634	54,498	53,624	55,142	53,521	54,376	53,002	54,457	52,790	61,691	50,014	340,098	322,585	662,683
JIGAWA	1,683	63,372	39,793	60,792	38,312	60,755	37,151	59,882	35,129	54,057	31,931	49,967	28,560	348,825	230,876	579,701
KADUNA	3,409	105,086	83,568	91,825	74,489	87,653	67,519	76,327	61,389	57,984	42,080	44,590	30,578	463,465	359,623	823,088
KANO	3,450	161,388	127,838	155,308	121,905	148,724	109,776	124,667	87,001	98,860	64,629	79,049	50,323	767,996	561,472	1,329,468
KATSINA	2,025	119,248	86,002	108,348	83,004	113,193	82,445	98,054	51,720	83,097	42,881	66,362	33,548	588,312	379,600	967,912
KEBBI	1,421	44,643	23,533	40,127	20,910	36,777	18,917	34,233	17,142	27,130	13,258	21,511	10,155	204,421	103,915	308,336
KOGI	2,007	73,858	75,698	71,951	74,307	71,836	75,204	71,382	69,736	61,257	64,272	55,634	58,761	405,898	417,978	823,876
KWARA	1,521	42,928	32,961	36,786	29,504	35,811	28,429	30,402	26,295	27,863	24,012	25,043	21,417	198,833	162,618	361,451
LAGOS	2,158	39,114	39,035	41,537	42,835	45,283	47,166	47,127	49,393	48,976	50,880	48,910	49,346	270,947	278,655	549,602
NASSARAWA	1,276	48,397	37,169	46,030	35,647	43,508	34,003	40,220	29,715	34,745	25,814	28,151	19,249	241,051	181,597	422,648
NIGER	2,805	83,204	48,981	73,759	44,413	68,596	39,702	59,414	34,277	45,808	23,372	30,859	16,283	361,640	207,028	568,668
OGUN	1,873	48,201	44,575	40,510	39,364	39,312	38,314	36,925	35,842	32,467	31,470	29,763	25,302	225,178	214,757	439,935
ONDO	1,650	62,027	63,478	53,226	54,053	50,072	51,629	48,704	49,365	45,714	46,726	41,386	42,164	301,131	307,415	608,546
OSUN	1,686	41,538	41,893	36,113	36,654	33,812	34,502	33,202	33,254	29,941	30,291	27,609	27,822	202,215	204,416	406,631
OYO	2,618	74,212	75,127	72,096	72,276	71,378	71,824	69,499	69,644	66,635	66,746	61,044	60,858	414,864	416,475	831,339
PLATEAU	1,837	81,291	74,765	70,160	63,654	63,894	58,188	57,921	51,914	49,811	44,975	39,540	35,437	362,617	328,933	691,550
RIVERS	1,080	35,944	36,170	30,112	30,899	29,443	30,267	28,841	30,188	27,262	28,198	23,510	24,461	175,112	180,183	355,295
SOKOTO	2,118	89,267	41,082	87,804	37,971	79,785	33,722	73,126	27,932	60,737	21,537	44,738	15,186	435,457	177,430	612,887
TARABA	1,679	74,502	55,914	69,105	50,745	64,961	55,146	60,471	44,291	53,931	38,762	41,310	29,669	364,280	274,527	638,807
YOBE	950	52,622	36,175	50,227	33,612	47,961	31,321	44,163	28,796	42,927	26,720	40,742	24,896	278,642	181,520	460,162
ZAMFARA	1,058	51,479	21,272	48,827	19,694	41,112	17,010	36,639	15,445	30,550	12,605	25,877	9,229	232,284	95,255	327,539
FCT ABUJA	435	16,471	14,949	16,527	15,459	22,179	20,375	17,857	16,265	14,124	12,793	12,068	11,374	99,826	91,215	191,041
TOTAL	60,188	2,435,811	2,000,275	2,187,147	1,784,046	2,107,206	1,703,832	1,939,770	1,555,611	1,698,522	1,374,246	1,456,038	1,153,006	11,824,494	9,571,016	21,395,510

Source: FME publication (Statistics of Education in Nigeria: 1999-2005)

Appendix XXII

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
PLANNING, RESEARCH & STATISTICS DEPARTMENT

NATIONAL SUMMARY OF 2007 BASIC EDUCATION STATISTICS

STATE	PRIMARY						JUNIOR SECONDARY						E.C.C.E						
	NO. OF SCHOOL	NO. OF C/RM	NO. OF STRM	MALE	FEMALE	A TOTAL	NO. OF SCHOOL	NO. OF C/RM	NO. OF STRM	MALE	FEMALE	B TOTAL	NO. OF SCHOOL	NO. OF C/RM	NO. OF STRM	MALE	FEMALE	C TOTAL	A+B+C
ABIA	849	4,524	10,068	88,939	87,946	176,885	381	1,234	1,444	28,231	34,628	62,859	321	592	716	6,293	6,218	12,511	
ADAMAWA	1,627	6,868	12,899	248,536	201,968	450,504	275	1,315	1,696	61,485	44,453	105,938	173	316	435	8,068	7,414	15,482	
AKWA-IBOM	1,110	3,444	4,270	719,085	749,945	1,469,030	-	-	-	-	-	-	473	261	565	19,653	22,480	42,133	
ANAMBRA	975	7,823	11,842	219,182	220,723	439,505	229	1,938	2,046	49,417	56,231	105,648	754	2,015	2,127	43,289	43,342	86,631	
BAUCHI	2,053	4,359	11,333	385,421	302,643	686,064	93	324	444	31,413	14,600	46,013	185	110	369	10,970	8,993	19,963	
BAYELSA	539	3,689	6,216	163,073	165,968	329,041	168	279	281	6,762	5,829	11,591	33	38	126	2,846	2,769	5,615	
BENUE	2,641	16,923	22,383	438,393	378,566	817,959	138	462	565	12,635	9,526	21,161	66	93	120	645	644	1,289	
BORNO	1,330	10,622	13,442	309,835	249,213	559,048	254	687	1,051	33,876	22,558	56,434	169	168	274	8,630	6,585	15,215	
C/ RIVER	1,089	9,110	15,212	178,576	176,268	354,844	138	710	787	18,118	17,087	35,205	1,083	3,985	5,533	66,828	64,342	131,170	
DELTA	1,134	9,717	12,229	163,989	159,147	323,136	428	2,449	2,298	64,873	63,442	128,315	54	36	69	567	501	1,068	
EBONYI	1,024	8,026	11,851	196,471	203,737	400,208	150	778	1,074	25,515	25,745	51,260	298	454	585	10,018	11,487	21,506	
EDO	1,099	6,630	-	202,795	193,404	396,199	135	805	827	24,430	23,098	47,528	-	-	-	-	-	-	
EKITI	661	4,690	8,375	57,042	57,844	114,886	160	1,051	2,469	28,355	26,069	55,464	212	691	938	7,966	7,292	15,258	
ENUGU	1,036	7,921	10,087	104,512	100,727	205,239	-	-	-	-	-	-	785	1,473	1,971	25,189	25,586	50,775	
FCT-ABUJA	453	2,629	7,786	155,115	145,044	300,159	83	-	600	20,789	18,334	39,123	68	-	168	3,444	2,691	6,135	
GOMBE	1,109	2,159	7,303	222,878	171,064	393,942	270	199	555	36,820	22,348	58,968	28	25	57	1,749	1,643	3,392	
IMO	1,210	13,979	21,303	448,650	424,561	874,211	283	6,959	12,020	179,244	168,154	347,398	1,106	2,632	3,781	48,402	45,291	93,693	
JIGAWA	1,821	6,814	3,788	278,033	191,507	470,540	273	825	615	38,867	16,606	55,473	237	283	142	11,257	8,703	19,960	
KADUNA	3,488	-	22,389	553,526	435,284	988,810	-	-	-	-	-	-	984	-	-	42,970	39,645	82,615	
KANO	4,438	19,181	22,606	944,287	792,206	1,736,493	400	1,471	1,270	62,847	32,830	95,677	309	372	363	14,464	11,432	25,896	
KATSINA	2,134	9,727	24,591	764,342	458,470	1,222,812	-	-	-	-	-	-	242	515	671	13,632	11,297	24,929	
KEBBI	1,513	7,854	9,385	268,027	145,254	413,281	77	691	872	46,511	16,190	62,701	117	248	294	8,440	5,838	14,278	
KOGI	1,987	11,547	16,918	415,024	414,492	829,516	405	1,077	1,343	31,134	28,119	59,253	462	600	715	18,898	18,339	37,237	
KWARA	1,443	-	-	100,121	81,072	181,193	-	-	-	-	-	-	-	-	-	-	-	-	
LAGOS	949	13,836	16,582	157,138	207,322	404,460	354	3,527	5,461	161,181	165,345	326,526	790	2,723	3,358	24,372	24,051	48,423	
NASSARAWA	1,162	5,748	10,396	186,327	147,496	333,823	447	739	1,885	42,846	28,573	71,419	164	275	558	8,742	7,790	16,532	
NIGER	2,691	8,806	12,554	296,810	193,091	489,901	328	1,192	1,636	87,593	45,050	132,643	258	451	636	11,775	10,366	22,141	
OGUN	1,384	10,088	15,270	220,012	215,485	435,497	281	2,828	2,692	91,139	87,536	178,675	1,039	1,996	2,838	39,764	40,727	83,521	
ONDO	1,303	10,175	13,661	433,452	451,978	885,430	300	3,867	3,107	65,665	63,011	128,676	902	1,932	2,241	38,201	40,360	78,561	
OSUN	1,357	6,867	9,260	192,963	200,613	393,576	380	1,479	1,596	71,132	67,317	138,449	1,216	862	1,123	35,733	36,683	72,416	
OYO	2,224	16,757	29,146	492,632	508,687	1,001,319	-	-	-	-	-	-	930	1,591	3,034	42,302	47,523	89,825	
PLATEAU	1,851	8,852	15,001	363,933	342,503	706,436	204	916	1,197	32,066	25,511	57,577	168	287	472	7,581	7,412	14,993	
RIVERS	1,093	7,159	10,653	202,137	209,236	411,373	287	1,593	2,177	70,709	65,654	136,363	611	1,243	1,819	36,329	38,706	75,035	
SOKOTO	1,610	7,460	4,618	295,100	129,156	424,256	114	669	496	36,449	11,298	47,747	11	16	22	590	247	837	
TARABA	1,513	4,012	12,562	271,115	207,217	478,332	-	-	-	-	-	-	-	-	-	-	-	-	
YOBE	990	5,121	15,485	366,853	247,453	614,306	145	670	737	33,070	19,897	52,967	27	76	104	4,560	3,827	8,387	
ZAMFARA	1,209	4,227	3,140	280,752	125,189	405,941	51	590	2,012	37,606	33,536	71,142	119	165	214	5,975	4,060	10,035	
TOTAL	56,105	285,374	455,245	11,435,108	9,687,477	21,122,583	7,087	39,324	55,153	1,531,582	1,259,575	2,791,157	14,415	26,572	36,227	630,171	614,294	1,244,465	

Appendix XXIII

UNIVERSAL BASIC EDUCATION COMMISSION

UBEC BUILDING, NO. 7, GWANI STREET, WUSE ZONE 4, ABUJA

2008 PRIMARY SCHOOL TEACHERS BY STATE AND BY QUALIFICATIONS

S/N	STATE	NCE	DIP IN EDU	HND	BA/B.SC	BA ED BA.ED	PGDE	PGD	M.SC MA	M ED/MA ED	PHD	TCII	OND	TCII REF	SSCE	OTHERS	TOTAL
1	ABIA	2,419	57	6	62	948	2	-	2	21	2	1,317	-	-	60	99	4,995
2	ADAMAWA	5,983	13	14	346	266	3	-	5	1	-	6,633	-	17	1,095	1,286	15,662
3	AKWA-	7,970	10	7	131	1,264	6	1	1	8	-	1,066	-	-	26	115	10,605
4	ANAMBRA	7,602	23	9	368	2,071	-	-	3	32	-	656	-	-	11	138	10,913
5	BAUCHI	2,657	4	8	45	140	8	-	1	-	-	5,578	-	1	394	836	9,672
6	BAYELSA	1,968	7	6	61	443	1	2	-	4	-	2,273	-	1	174	85	5,025
7	BENUE	17,160	129	22	305	1,185	20	3	11	26	-	4,849	-	-	30	124	23,864
8	BORNO	5,592	45	23	234	131	2	1	1	1	-	4,131	-	-	1,999	1,559	13,719
9	CROSS-RIVER	5,648	25	59	184	1,174	15	4	5	16	-	2,200	-	1	797	172	10,300
10	DELTA	8,909	215	20	305	2,218	3	-	5	22	-	3,075	-	-	544	633	15,949
11	EBONYI	3,508	25	18	92	524	1	4	-	8	-	4,906	-	1	363	264	9,714
12	EDO	7,882	144	14	209	535	-	-	-	3	1	1,249	-	-	53	91	10,181
13	EKITI	6,809	42	2	174	583	1	1	-	2	-	358	-	-	7	81	8,060
14	ENUGU	7,156	89	15	842	1,424	4	3	29	42	-	2,133	-	-	20	64	11,821
15	FCT-ABUJA	4,092	6	15	223	625	5	-	3	10	-	481	-	-	23	31	5,514
16	GOMBE	3,409	13	14	204	221	-	-	3	3	-	4,774	-	1	1,629	1,155	11,426
17	IMO	7,586	357	25	281	2,783	8	5	13	52	1,	542	-	-	17	55	11,725
18	JIGAWA	2,476	19	8	36	86	3	-	1	-	-	6,080	-	43	1,443	511	10,706
19	KADUNA	19,472	9	22	301	39	4	-	2	2	-	5,248	-	-	3,444	78	28,621
20	KANO	19,182	304	22	195	491	47	3	2	13	-	8,270	-	207	1,658	655	31,049
21	KATSINA	5,250	20	[illegible]	102	104	9	[illegible]	[illegible]	1	-	7,089	-	[illegible]	376	1,929	14,994
22	KEBBI	3,389	26	58	100	146	2	2	-	1	-	6,072	-	-	1,965	1,450	13,211
24	KOGI	11,325	2[illegible]	28	424	1,300	12	[illegible]	3	14	-	2,813	-	-	597	984	17,525
24	KWARA	6,911	16	67	104	1,716	9	1	5	14	-	1,214	-	-	175	510	10,742
25	LAGOS	7,161	17	11	1,168	1,709	2	2	19	48	-	252	-	-	23	185	10,597
26	NASSARAW	6,060	4	20	246	23	3	1	1	2	-	2,964	-	-	299	17	9,640
27	NIGER	8,212	18	60	138	428	17	3	1	2	-	9,454	-	1	1,215	254	19,803
28	OGUN	9,540	22	2	610	1,413	7	1	7	32	-	1,163	-	-	10	83	12,890
29	OSUN	9,383	110	2	35	609	1	-	-	-	-	358	-	-	2	163	10,663
30	OYO	18,094	39	13	717	2,543	3	-	1	6	-	1,406	-	1	6	151	22,980
31	PLATEAU	7,677	289	15	130	1,570	7	-	2	39	-	5,133	-	9	986	561	16,418
32	RIVERS	4,661	6	6	227	1,793	-	-	4	41	--	423	-	-	11	832	8,004
33	SOKOTO	1,952	17	8	68	296	5	-	-	3	-	2,816	-	-	1,743	1,431	8,339
34	ZAMFARA	2,728	12	54	60	153	7	-.	1	2	-	2,190	-	-	1,346	562	7,115
35	ONDO	8,670	169	29	76	669	2	0	L	L	0	1,352	50	197	202	200	11,624
36	TARABA	5,131	1,149	113	105	246	10.	6	-[	I	0	6,009	750	985	2,672	863	18,044
	YOBE	1,496	204	L	40	34	0	2	1	1	0	2,308	164	849	1,097	1,205	7,405
	RATIONAL	265,120	3,678	875	8,948	31,903	229	49	138	480	4	118,835	964	2.368	26,512	19,412	479,515

NOTE:- ONDO, TARABA AND YOBE ARE 2006 DATA

Appendix XXIV

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
PLANNING, RESEARCH & STATISTICS DEPARTMENT

NATIONAL SUMMARY OF 2007 BASIC EDUCATION STATISTICS

STATE	PRIMARY						JUNIOR SECONDARY						E.C.C.E						A+B+C
	NO. OF SCHOOL	NO. OF C/RM	NO. OF STRM	MALE	FEMALE	A TOTAL	NO. OF SCHOOL	NO. OF C/RM	NO. OF STRM	MALE	FEMALE	B TOTAL	NO. OF SCHOOL	NO. OF C/RM	NO. OF STRM	MALE	FEMALE	C TOTAL	
ABIA	841	4,524	10,066	88,339	87,946	176,885	181	1,234	1,444	28,231	34,628	62,859	321	592	716	6,293	6,218	12,511	
ADAMAWA	1,627	6,868	12,899	248,536	201,968	450,504	275	1,315	1,696	61,485	44,453	105,938	173	316	435	8,068	7,414	15,482	
AKWA-IBOM	1,110	3,444	4,270	719,085	743,945	1,463,030	-	-	-	-	-	-	473	261	565	19,653	22,480	42,133	
ANAMBRA	975	7,823	11,842	219,182	220,723	439,905	229	1,938	2,046	49,417	56,231	105,648	754	2,015	2,127	43,289	43,342	86,631	
BAUCHI	2,053	4,353	11,333	395,421	302,643	698,064	93	224	444	31,413	14,600	46,013	185	110	369	12,970	8,993	19,963	
BAYELSA	539	3,689	6,216	165,073	165,968	329,041	168	279	281	6,762	5,829	11,591	33	98	126	2,846	2,768	5,615	
BENUE	2,641	16,923	22,383	438,393	379,566	817,959	138	462	565	12,605	9,526	21,131	66	99	120	645	644	1,287	
BORNO	1,330	10,622	13,442	309,835	249,213	559,048	254	687	1,051	33,876	22,558	56,434	169	168	274	8,630	6,585	15,215	
C/ RIVER	1,089	9,110	15,212	178,576	176,268	354,844	138	710	787	18,118	17,087	35,205	1,083	3,985	5,533	66,828	64,342	131,170	
DELTA	1,134	9,717	12,229	163,989	159,147	323,136	428	2,449	2,298	64,873	63,442	128,315	54	36	69	567	501	1,068	
EBONYI	1,024	8,026	11,851	196,471	203,737	400,208	150	778	1,074	25,515	25,745	51,260	298	454	585	10,013	11,487	21,500	
EDO	1,099	6,630		202,795	193,404	396,199	135	805	827	24,430	23,098	47,528	-	-	-	-	-	-	
EKITI	861	4,690	8,375	57,042	57,844	114,886	160	1,051	2,469	28,395	26,069	55,464	212	693	938	7,966	7,292	15,258	
ENUGU	1,036	7,921	10,087	104,512	100,727	205,239	-	-	-	-	-	-	785	1,473	1,971	25,188	25,586	50,775	
FCT-ABUJA	453	2,629	7,786	155,115	145,044	300,159	83	-	600	20,789	18,334	39,123	68	-	168	3,444	2,691	6,135	
GOMBE	1,109	2,155	7,303	222,878	171,064	393,942	270	199	555	36,620	22,348	58,968	28	25	57	1,749	1,643	3,392	
IMO	1,210	13,979	21,303	448,610	426,561	874,211	283	4,959	12,020	179,244	168,154	347,398	1,106	2,632	3,781	48,402	45,291	93,693	
JIGAWA	1,821	6,814	3,788	278,033	191,507	470,540	#273	825	615	38,867	16,606	53,473	237	283	142	11,257	8,709	19,960	
KADUNA	3,488	-	22,389	553,526	435,284	988,810	-	-	-	-	-	-	984	-	-	42,970	39,645	82,615	
KANO	4,438	19,181	22,606	944,287	792,206	1,736,493	400	1,471	1,170	62,847	32,830	95,677	309	372	363	14,469	11,432	25,896	
KATSINA	2,134	9,727	24,591	764,342	458,470	1,222,812	-	-	-	-	-	-	242	515	671	13,632	11,267	24,929	
KEBBI	1,513	7,854	9,385	268,027	145,254	413,281	77	661	872	46,511	16,190	61,701	117	248	294	8,440	5,838	14,278	
KOGI	1,957	11,547	16,918	415,024	414,492	829,516	405	1,077	1,343	31,134	28,119	59,253	462	600	715	18,898	18,338	37,237	
KWARA	1,443	-	-	100,121	81,072	181,193	-	-	-	-	-	-	-	-	-	-	-	-	
LAGOS	949	11,836	16,582	157,138	207,322	404,460	354	3,527	5,461	161,181	165,345	326,526	790	2,723	3,358	24,372	24,051	48,423	
NASSARAWA	1,162	5,748	10,396	186,327	147,494	333,821	447	739	1,885	42,846	29,573	72,419	164	275	558	8,742	7,790	16,532	
NIGER	2,691	8,806	12,554	296,810	192,091	488,901	328	1,192	1,636	87,593	45,050	132,643	238	451	636	11,775	10,366	22,141	
OGUN	1,384	10,088	15,270	220,012	215,485	435,497	281	2,826	2,692	91,139	87,536	178,675	1,038	1,996	2,838	39,764	40,727	80,521	
ONDO	1,303	10,175	13,661	433,452	451,978	885,430	300	3,867	3,107	65,665	63,011	128,676	902	1,932	2,241	38,201	40,560	78,561	
OSUN	1,357	6,867	9,260	192,963	200,613	393,576	380	1,479	1,596	71,132	67,317	138,449	1,216	862	1,123	35,733	36,683	72,416	
OYO	2,224	16,757	29,146	492,632	508,687	1,001,319	-	-	-	-	-	-	930	1,591	3,094	42,302	47,523	89,825	
PLATEAU	1,851	8,852	15,001	363,933	342,503	706,436	204	916	1,197	32,066	25,511	57,577	168	287	472	7,581	7,412	14,993	
RIVERS	1,093	7,159	10,653	202,137	209,236	411,373	287	1,593	2,177	70,709	65,654	136,363	611	1,243	1,819	36,329	38,706	75,035	
SOKOTO	1,610	7,460	4,618	295,100	129,156	424,256	114	669	496	36,449	11,298	47,747	11	16	11	590	247	837	
TARABA	1,513	4,012	12,562	271,145	207,217	478,362	-	-	-	-	-	-	-	-	-	-	-	-	
YOBE	990	5,121	15,485	366,853	247,453	614,306	145	670	737	33,070	19,887	52,957	27	76	104	4,560	3,827	8,387	
ZAMFARA	1,209	4,227	3,140	280,752	125,189	405,941	51	590	2,012	37,606	33,536	71,142	119	165	214	5,975	4,060	10,035	
TOTAL	56,106	285,374	455,245	11,435,108	9,687,477	21,122,583	7,087	39,324	55,153	1,531,582	1,259,575	2,791,157	14,415	26,572	36,227	630,171	614,294	1,244,465	

Appendix XXV

UNIVERSAL BASIC EDUCATION COMMISSION

UBEC BUILDING, NO. 7, GWANI STREET, WUSE ZONE 4, ABUJA

2008 PRIMARY SCHOOL TEACHERS BY STATE AND BY QUALIFICATIONS

S/N	STATE	NCE	DIP IN EDU	HND	BA/B.SC	BA ED BA.ED	PGDE	PGD	M.SC MA	M ED/MA ED	PHD	TCH	OND	TCH REF	SSCE	OTHERS	TOTAL
1	ABIA	2,419	57	6	62	948	2	-	2	21	2	1,317	-	-	60	99	4,995
2	ADAMAWA	5,983	13	14	346	266	3	-	5	1	-	6,633	-	17	1,095	1,286	15,662
3	AKWA-	7,970	10	7	131	1,264	6	1	1	8	-	1,066	-	-	26	115	10,605
4	ANAMBRA	7,602	23	9	368	2,071	-	-	3	32	-	656	-	-	11	138	10,913
5	BAUCHI	2,657	4	8	45	140	8	-	1	-	-	5,578	-	1	394	836	9,672
6	BAYELSA	1,968	7	6	61	443	1	2	-	4	-	2,273	-	1	174	85	5,025
7	BENUE	17,160	129	22	305	1,185	20	3	11	26	-	4,849	-	-	30	124	23,864
8	BORNO	5,592	45	23	234	131	2	1	1	1	-	4,131	-	-	1,999	1,559	13,719
9	CROSS-RIVER	5,648	25	59	184	1,174	15	4	5	16	-	2,200	-	1	797	172	10,300
10	DELTA	8,909	215	20	305	2,218	3	-	5	22	-	3,075	-	-	544	633	15,949
11	EBONYI	3,508	25	18	92	524	1	4	-	8	-	4,906	-	1	363	264	9,714
12	EDO	7,882	144	14	209	535	-	-	-	3	1	1,249	-	-	53	91	10,181
13	EKITI	6,809	42	2	174	583	1	1	-	2	-	358	-	-	7	81	8,060
14	ENUGU	7,156	89	15	842	1,424	4	3	29	42	-	2,133	-	-	20	64	11,821
15	FCT-ABUJA	4,092	6	15	223	625	5	-	3	10	-	481	-	-	23	31	5,514
16	GOMBE	3,409	13	14	204	221	-	-	3	3	-	4,774	-	1	1,629	1,155	11,426
17	IMO	7,586	357	25	281	2,783	8	5	13	52	1,	542	-	-	17	55	11,725
18	JIGAWA	2,476	19	8	36	86	3	-	1	-	-	6,080	-	43	1,443	511	10,706
19	KADUNA	19,472	9	22	301	39	4	-	2	2	-	5,248	-	-	3,444	78	28,621
20	KANO	19,182	304	22	195	491	47	3	2	13	-	8,270	-	207	1,658	655	31,049
21	KATSINA	5,250	20	[illegible]	102	104	9	3	[illegible]	1	-	7,089	-	54	376	1,929	14,994
22	KEBBI	2,389	26	58	100	146	2	2	-	1	-	6,072	-	-	1,965	1,450	13,211
24	KOGI	11,325	24	28	424	1,300	12	[illegible]	3	14	-	2,813	-	-	597	984	17,525
24	KWARA	6,911	16	67	104	1,716	9	1	5	14	-	1,214	-	-	175	510	10,742
25	LAGOS	7,161	17	11	1,168	1,709	2	2	19	48	-	252	-	-	23	185	10,597
26	NASSARAW	6,060	4	20	246	23	3	1	1	2	-	2,964	-	-	299	17	9,640
27	NIGER	8,212	18	60	138	428	17	3	1	2	-	9,454	-	1	1,215	254	19,803
28	OGUN	9,540	22	2	610	1,413	7	1	7	32	-	1,163	-	-	10	83	12,890
29	OSUN	9,383	110	2	35	609	1	-	-	-	-	358	-	-	2	163	10,663
30	OYO	18,094	39	13	717	2,543	3	-	1	6	-	1,406	-	1	6	151	22,980
31	PLATEAU	7,677	289	15	130	1,570	7	-	2	39	-	5,133	-	9	986	561	16,418
32	RIVERS	4,661	6	6	227	1,793	-	-	4	41	--	423	-	-	11	832	8,004
33	SOKOTO	1,952	17	8	68	296	5	-	-	3	-	2,816	-	-	1,743	1,431	8,339
34	ZAMFARA	2,728	12	54	60	153	7	-	1	2	-	2,190	-	-	1,346	562	7,115
35	ONDO	8,670	169	29	76	669	2	0	1	1	0	1,352	50	197	202	200	11,624
36	TARABA	5,131	1,149	113	105	246	10	6	-|	1	0	6,009	750	985	2,672	863	18,044
	YOBE	1,496	204	1	40	34	0	2	1	1	0	2,308	164	849	1,097	1,205	7,405
	RATIONAL	265,120	3,678	875	8,948	31,903	229	49	138	480	4	118,835	964	2,368	26,512	19,412	479,515

NOTE:- ONDO, TARABA AND YOBE ARE 2006 DATA

Appendix XXVI

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
DEPARTMENT OF MONITORING AND EVALUATION
ROUTINE MONITORING REPORT FOR 2006/2007
BASIC STATISTICS OF JUNIOR SECONDARY SCHOOLS TEACHING STAFF

State	No. of L.G.E.As	Teaching Staff		Total
		Male	Female	
Abia	17	2,017	10,199	12,216
Adamawa	21	12,049	5,114	17,163
Akwa Ibom	31	5.180	10694	15874
Anambra	21	1,131	12,346	134,777
Bauchi	20	11,362	2,573	13,935
Bayelsa	8	3,388	2,352	5,740
Benue	23	15,347	8,540	23,887
Borno	27	9,083	4,091	9,091
Cross River	18	6,511	7,807	14,318
Delta	25	4,768	11,011	15,779
Ebonyi	13	5,178	5048	10,226
Edo	18	2,882	7,302	10,184
Enugu	17	5,254	9,527	14781
Ekiti	16	2663	6193	8856
Gombe	11	8,111	4073	12,184
Imo	27	2,562	13004	15,566
Jigawa	27	13,669	2131	15,800
Kaduna	23	17,730	11,939	29,669
Kano	44	2,521	1078	3,599
Katsina	34	15,305	4060	19,363
Kebbi	21	9,405	2,482	11,887
Kogi	21	7,697	8,877	16,344
Kwara	16	6,969	9,568	16,537
Lagos	20	3,187	12,609	15,796
Nasarawa	13	6,620	3,112	9,732
Niger	25	14,350	8,063	22,413
Ogun	20	5,064	11,757	16,821
Ondo	18	4,867	8,945	13,812
Osun	30	5,125	8,625	13,750
Oyo	33	7,909	20,486	28,395
Plateau	17	11,337	7,363	18,700
Rivers	23	4,228	4,182	8,410
Sokoto	23	11,709	1959	13,668
Taraba	16	12,438	4,245	16,683
Yobe	17	7,912	2,606	10,518
Zamfara	14	6,639	1,678	8,317
FCT, Abuja	6	2,390	3,005	5,395
				650,186

Appendix XXVII

UNIVERSAL BASIC EDUCATION COMMISSION

NO. 7 GWANI STREET, WUSE ZONE 4, ABUJA

UNACCESSED MATCHING GRANT FROM 2005 - 2013 AS AT 31ST MARCH,2014

S/N	STATE	2005-2006	2007-2008	2009-2010	2011	2012	2013	2014	TOTAL
1	ABIA	1.38	0.00	0.00	26,430,893.96	852,936,713.92	1,030,797,297.30	238,074,324.33	2,148,239,230.89
2	ADAMAWA	1.38	0.00	0.00	0.00	0.00	0.00	238,074,324.33	238,074,325.71
3	AKWA IBOM	1.38	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,623.01
4	ANAMBRA	1.38	0.00	0.00	0.00	0.00	0.00	238,074,324.33	238,074,325.71
5	BAUCHI	1.38	4,865.00	0.00	0.70	0.00	0.00	238,074,324.33	238,079,191.41
6	BAYELSA	1.38	0.00	18,700,883.26	0.00	0.00	1,030,797,297.30	238,074,324.33	1,287,572,506.27
7	BENUE	1.38	0.00	0.00	125,312,302.21	852,936,713.92	1,030,797,297.30	238,074,324.33	2,247,120,639.14
8	BORNO	0.00	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,621.63
9	C/ RIVER	1.38	0.00	0.00	872,527,306.70	852,936,713.92	1,030,797,297.30	238,074,324.33	2,994,335,643.63
10	DELTA	1.38	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,623.01
11	EBONYI	1.38	0.00	622,781,965.64	872,527,306.70	852,936,713.92	1,030,797,297.30	238,074,324.33	3,617,117,609.27
12	EDO	1.38	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,623.01
13	EKITI	1.38	0.00	0.00	527,306.70	0.00	1,030,797,297.30	238,074,324.33	1,269,398,929.71
14	ENUGU	2.38	0.00	0.00	226,430,893.96	852,936,713.92	1,030,797,297.30	238,074,324.33	2,348,239,231.89
15	GOMBE	1.38	0.00	0.00	0.00	0.00	10.00	238,074,324.33	238,074,335.71
16	IMO	1.38	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,623.01
17	JIGAWA	1.38	0.00	0.00	-0.04	0.00	604,328,940.64	238,074,324.33	842,403,266.31
18	KADUNA	1.38	0.00	0.00	-0.04	0.00	0.00	238,074,324.33	238,074,325.67
19	KANO	1.38	0.00	0.00	0.00	0.00	0.00	238,074,324.33	238,074,325.71
20	KATSINA	1.38	0.00	0.00	0.00	0.00	0.00	238,074,324.33	238,074,325.71
21	KEBBI	1.38	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,623.01
22	KOGI	1.38	0.00	0.00	527,306.70	852,936,713.92	1,030,797,297.30	238,074,324.33	2,122,335,643.63
23	KWARA	1.38	0.00	0.00	1,000.00	0.00	1,030,797,297.30	238,074,324.33	1,268,872,623.01
24	LAGOS	1.38	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,623.01
25	NASARAWA	1.38	0.00	0.00	0.00	852,936,713.92	1,030,797,297.30	238,074,324.33	2,121,808,336.93
26	NIGER	1.38	0.00	0.00	5,000,000.00	341,177,085.62	1,030,797,297.30	238,074,324.33	1,615,048,708.63
27	OGUN	1.38	0.00	0.00	0.00	852,936,713.92	1,030,797,297.30	238,074,324.33	2,121,808,336.93
28	ONDO	1.38	0.00	0.00	0.00	852,936,713.92	1,030,797,297.30	238,074,324.33	2,121,808,336.93
29	OSUN	1.38	0.00	0.00	9,527,306.70	0.00	1,030,797,297.30	238,074,324.33	1,278,398,929.71
30	OYO	1.38	0.00	0.00	0.00	852,936,713.92	1,030,797,297.30	238,074,324.33	2,121,808,336.93
31	PLATEAU	1.38	0.00	0.00	195,705,208.14	852,936,713.92	1,030,797,297.30	238,074,324.33	2,317,513,545.07
32	RIVERS	1.38	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,623.01
33	SOKOTO	1.38	0.00	0.00	0.00	0.00	0.00	238,074,324.33	238,074,325.71
34	TARABA	1.38	0.00	0.00	0.00	0.00	1,030,797,297.30	238,074,324.33	1,268,871,623.01
35	YOBE	1.38	0.00	0.00	0.00	426,468,356.96	1,030,797,297.30	238,074,324.33	1,695,339,979.97
36	ZAMFARA	1.38	0.00	0.00	0.00	0.00	0.00	238,074,324.33	238,074,325.71
37	F.C.T. ABUJA	1.37	0.00	0.68	0.00	0.00	618,822,841.42	238,074,324.33	856,897,167.80
	CURRICULUM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	GRAND TOTAL	**50.67**	**4,865.00**	**641,482,849.58**	**2,334,516,832.39**	**10,149,949,295.70**	**28,023,881,521.86**	**8,808,750,000.21**	**49,958,585,415.41**