EVALUATION OF POLICY IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KADUNA STATE (2004 – 2013)

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DECLARATION

I hereby declare that the thesis titled, **"Evaluation of the Policy Implementation of Universal Basic Education Programme in Kaduna State (2004 - 2013)** was carried out by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Dr. M. O. Dare and Dr. B. A. Maina. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

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CERTIFICATION

This thesis titled, "**Evaluation of the Policy Implementation of Universal Basic Education Programme in Kaduna State (2004-2013)** by Hassana Lawal MUHAMMAD meets the regulations governing the award of degree of Masters in Education of the Ahmadu Bello University, and is approved for it's contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late father Alhaji Lawal Abdullahi, my mother Hajiya Habiba Lawal Abdullahi, my husband Dr. Abubakar Mahmud Dembo and all my Children.

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ABSTRACT

This research Evaluated the Policy Implementation of Universal Basic Education Programme in Kaduna State (2004 – 2013)with objectives to assess the policy implementation on enrolment of pupils in UBE Programme in Kaduna State (2004 – 2013), evaluate the policy implementation of retention of pupils in UBE programme in Kaduna State (2004 – 2013, assess the policy implementation on staff development programme for UBE programme in Kaduna State (2004-2013), assess the policy implementation on provision and management of infrastructural facilities for UBE programme in Kaduna State (2004 – 2013), evaluate the policy implementation on provision and management of instructional facilities for UBE programme in Kaduna state (2004 – 2013) and determine the policy implementation of provision and management of staff for UBE programme in Kaduna State (2004 – 2013). Six research questions were posed and six null hypotheses were formulated in line with the objectives. Descriptive survey research design was used for the study, the research was on opinion sampling. The study subjects were SUBEB directors, head teachers, and education secretaries (Management staff), teachers and PTA officials of all the local Governments in Kaduna State. The total number of the population was sixteen thousand three hundred and thirty one (16,331). One thousand and eight hundred and six (1806) respondents were sampled for the study. A self developed questionnaire was used as an instrument for data collection. The questionnaire was designed on five point Likert rating scale. The instrument was validated, tested through pilot test and found valid for the study. The data were collected through the use of research assistants. One way Analysis of Variance (ANOVA) statistical tool was used to analyze the six formulated null hypotheses. The findings of the research revealed that UBE policy increased pupils' enrolment, pupils' retention, staff development programmes, inadequate provision and inefficient management of infrastructural facilities for effective implementation of the UBE programme and inadequate supply of teachers and irregular training and retraining of teachers in UBE schools for effective UBE implementation in Kaduna State from 2004 – 2013. It was therefore, recommended the need for setting up of more UBE schools that should be located within the immediate communities due to increase in population growth, the UBE Act (2004), Penalty for parents who deprive their ward from Basic Education should be enforced to such erring parents and hence, make the programme indeed compulsory and teachers should be adequately provided and well trained in order to enhance efficiency. This could be done through routine data collection of teachers with the view to know schools with shortage of teachers. Other Recommendations are Non – Governmental Organizations, Old boys and community development organizations should come to aid the government efforts on the provisions of infrastructural facilities in schools for better teaching and learning. Government needs to provide adequate instructional facilities for UBE programme and facilities provided must be properly maintained in schools for effective UBE programme implementation. Head teachers, teachers, pupils and other members of the school community must join hands with Head Teachers to maintain facilities.

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LIST OF ABBREVIATIONS

FFA	-	Education for All
FRN	-	Federal Republic of Nigeria
LGEA	-	Local Government Education Authority
N.P.E	-	National Policy on Education
NGO	-	Non Governmental Organization
P.T.A	-	Parent Teachers Association
SUBEB	-	State Universal Basic Education Board
UBE	-	Universal Basic Education
UBEC	-	Universal Basic Education Commission
UBEP	-	Universal Basic Education Programme

OPERATIONAL DEFINITION OF TERMS

Policy Implementation: - The putting into action of policies, goals, objectives and tasks. A process in which goals and objectives are used to provide the direction for action

Infrastructural Facilities: - These are facilities that are meant for direct teaching and learning. The Large – Scale public system, service and facilities of a country that are necessary for economic activity. Schools/class rooms needed to achieve goals in any programme.

Universal Basic Education Program (UBEP):- As an education aimed at providing equal educational opportunities to all children within the ages of 6 – 15 at duration of nine years compulsory education.

Retention:

Staff Development: Is the training of personnel in an organization toward motivating them to become competent and work hard in achieving goals for the organization.

Enrolment: The number of pupils registered for a education programme in a particular year or years

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Nigeria, like any other countries worldwide, has realized the potentials of education as an instrument for nation building. This is apparently well indicated in the various Nigerian Government's educational development policies, programmes and huge financial expenditure in education over the years. National Policy on education stated emphatically that education will be geared towards the realization of national goals through inculcating better human relationship, effective citizenship, national consciousness, national unity towards social, cultural progress of the nation (FRN, 2004).

Consequently, the launching of the Universal Basic Education (U B E) scheme in the country only affirmed government's commitment to the provision of education that is tailored towards promoting goals of nation building. The UBE Programme apparently depicts governments concern and genuine attempts to provide free, compulsory and qualitative education to every Nigerian child. This will no doubt ensure laying solid. foundation for the children's life long learning for effective and qualitative educational pursuits. The planning and implementation of universal Basic Education (U B E) can be viewed as governments' positive response to the international and national (Constitutional) ardent call for the provision of free and compulsory education for all, that is universalization of education in the country

It was on this basis that the president of Federal Republic of Nigeria, Chief Olusegun Obasanjo launched the Universal Basic Education Programme in September 1999. Basically, the scheme was introduced for the purpose addressing the problems of education which hindered national development. The U B E programme intends to eliminate problems such as decline in

school enrolment, increasing level of illiteracy, mass unemployment and poverty among Nigerian societies. According to the president, the programme has become necessary so as to give Nigerians the basic education they need to survive the challenges of the future and become useful citizens to their community, their country and indeed the whole world. (Obsasanjo, 1999.) Launching the programme apparently depicts government's confidence in the education system as an instrument for attaining national development. Specifically, UBE Programme in Nigeria seeks to achieve the following objectives:

a develop in the entire citizenry a strong consciousness for educational values and it's imperatives for Development;

b provide the opportunity for citizen's access to free and compulsory primary education for every Nigeria child as well as extending privilege for adult and nomadic education;

c reduce drastically the rate of dropouts from our formal institution through improved relevance and efficiency:

d cater for these dropouts and out of school children through value complementary approaches to the provision and promotion of basic education; and

e ensure the acquisition of appropriate skills, for life long learning on literacy, numeracy, and manipulative skills as well as ethical, moral and civil values, (FGN, 1999)

To ensure effective implementation of the UBE scheme in the country, government intends to involve all sectors of the Nigeria society for their active contribution and sharing of responsibility for the provision of education. This will ensure collective responsibility for the provision of education and hence, adopted the slogan "education for all is the responsibility of

all" FRN, 1999. For the scheme to succeed government intend to ensure adequate provision of funds for the required infrastructure facilities, teaching and learning materials, building classroom block and provision of adequate teaching staff and their welfare.

1.2 Statement of the Problem

Education is regarded as an instrument per excellence for effective national development, and it is also seen as a tool for development in all nations of the world including Nigeria. Therefore, Nigerian government under the leadership of president Olusegun Obasanjo decided to introduce the 9 years Universal Basic Education (UBE) programme to replace Universal Primary Education (UPE) programme which duration is 6 years.

Basically, the Programme was introduced for the purpose of addressing the decaying trend of education and facilitates for national development, UBE programme will help to eradicate decline in school enrolment, increasing level of illiteracy, mass unemployment and these will indeed help Nigerian citizens to become useful and self reliant. From the implementation of UBE programme to date, the programme is experiencing a lot of problems like Over population in schools due to high enrolment and retention gender disparity in enrolment and retention between boys and girls due to factors such as work roles, early marriage and poverty constitute problems hence equal access to education becomes a mirage as emphasized in the guideline for the implementing of U B E programme and reflected in the 1999 constitution.

From the implementation of UBE programme to date, the programme is experiencing a lot of problems such as over population in schools due to high enrolment, gender disparity in enrolment and retention between boys and girls due to factors as work roles, early marriage and

poverty constitute problems hence equal access to education should be given as emphasize on the guideline for UBE implementation programme and reflected in 1999 constitution.

Also there is absence of adequate trained teachers in Schools. At the inception of the UBE programme in the year 1999 the number of teachers on ground was grossly inadequate both in terms of quality and quantity, this absence of teachers in quality and quantity in Nigerian system of Education has been responsible to a number of problems. these problems can be seen from the primary up to these university level. At the grassroots inspite of huge amount of money spent by government and non governmental agencies, the scenario seem to be gloomy the teachers who should lead and guide are themselves lacking or having inadequate skills to impart knowledge.

Many teachers were found not capable of good hand writing and construction of English sentences, not to talk of self commitment to the teaching Job. It will be right when the assertion is quoted which say " no nation can rise above the quality of it's teachers"

Inadequate provision of infrastructural facilities in schools. there are situations that you find about 100 pupils jam – packed in a bare floor. In some schools, the classrooms are not even adequate as a result pupils take lesson under a tree. The current state of infrastructural facilities is quite pitiful. Facilities provided are not properly maintained in schools. Inadequate provision of instructional facilities in schools and relevant textbooks are not provided. Also the problems of utilization or maintenance of the facilities provided. Also t here is the problem of regular training and re- retraining of teachers to meet educational challenges. Most of the teachers lacks these training and this brings educational backwardness.

Therefore, this study was designed to evaluate the UBE programme policy implementation in Kaduna state (2004-2013).

1.3 Objectives of the Study

This study was set to achieve the following objectives:

1. assess policy implementation of enrolment of pupils in UBE programme in Kaduna State (2004 – 2013);
2. evaluate the policy implementation of retention of pupils in UBE programme in Kaduna State (2004 – 2013);
3. assess policy implementation of staff development programmes of UBE Programme in Kaduna state (2004 - 2013);
4. assess policy implementation of provision and management of infrastructural facilities for UBE programme in Kaduna State (2004 – 2013);
5. evaluate policy implementation of provision and management of instructional facilities for UBE programme in Kaduna state (2004 – 2013); and
6. determine policy implementation of provision and management of staff for UBE programme in Kaduna State (2004 – 2013).

1.4 Research Questions

The study has the following Research Questions to guide it:

1. How effective is the policy implementation of UBE programme of pupils enrolment in Kaduna State (2004 – 2013)?
2. What is the policy implementation of UBE programmes of pupils retention in Kaduna State (2004 – 2013)?
3. What is the policy implementation of UBE programme of Staff Development in Kaduna State (2004 – 2013)?
4. What is the policy implementation of UBE programme on provision and management of infrastructural facilities in Kaduna State (2004 – 2013)?

5. What is the UBE programme policy implementation on provision and management of instructional facilities in Kaduna State (2004 – 2013)?
6. Is there effective UBE programme policy implementation on provision and management of staff in Kaduna State (2004 – 2013)?

1.5 Research Hypotheses

The study formulated the following Hypotheses:

1. There is no significant difference in the opinions of management staff, teachers and parents on Pupils enrolment in the policy implementation of UBE programme in Kaduna State (2004 – 2013)
2. There is no significant difference in the opinions of management staff, teachers and parents on pupil's retention in the policy implementation of UBE programme in Kaduna State (2004 – 2013)
3. There is no Significant difference in the Opinions of the Management state,, teachers and parents on staff development Programmes in the policy implementation of UBE programme in Kaduna State (2004 – 2013)
4. There is no Significant difference in the opinions of the management staff, teachers and parents on provision and management of infrastructural facilities in the policy implementation of UBE Programme in Kaduna State (2004 – 2013)
5. There is no significant difference in the opinions of the management staff, teachers and parents on provision and management of instructional facilities in the policy implementation of UBE programme in Kaduna State (2004 – 2013)
6. There is no significant difference in the opinions of management staff, teachers and parents on provision and management of staff in the policy implementation of UBE Programme in Kaduna State (2004 – 2013)

1.6 Basic Assumptions

UBE programme is designed in line with National Policy on Education as well as the constitution of the Federal Republic of Nigeria. Therefore, the study has the following basic assumptions:

1. UBE programme has increased pupils' enrolment in schools in Kaduna State 2004 – 2013;
2. UBE programme brings high pupils' retention in School by reducing drop-out rate in Kaduna State 2004 – 2013;
3. UBE schools are not provided with adequate trained teachers in Kaduna State 2004-2013, this result to low performance of pupils in the Programme;
4. UBE schools are not provided with adequate infrastructural facilities, thus facilities provided are not maintained in Kaduna State 2004 – 2013;
5. UBE schools are provided with inadequate instructional facilities and those facilities provided are not maintained in Kaduna State 2004 – 2013, thus many students do not have access to those facilities; and
6. UBE schools are provided with adequate qualified and competent teachers in Kaduna State 2004 – 2013.

1.7 Significance of the Study

The significance of the study lies in its concern to evaluate the implementation of Universal Basic Education programme and suggest ways of tackling constraints to the implementation if any. It is hoped that, if constraints are identified and solutions proffer a lot of progress and improvement will be made in the programme implementation in Kaduna state and Nigeria as a country. The significance of the study also lies in the fact that its outcome will

enhance the literacy level as well as acquisition of knowledge and skills which lead to the development of Kaduna State. The study is also significant in the sense that it will clearly show the contributions of all stakeholders in funding, supervision and monitoring implementation of the programme in Kaduna State. The study will also reveal success and failures of U B E in Kaduna state and the extent to which the community is mobilized and enlightened in the area of increasing pupils enrolment and retention in schools. The result of the research findings would improve upon expanded vision of the UBE programme on promoting equity, access to learning enhancing a conducive environment for learning and strengthening partnership. It will also reveal this mission statement of UBE programme that education for all in the responsibility of all.

The beneficiaries of this study are the government, universal basic education planners, administrators, curriculum specialists, head teachers, teacher associations and organizations interested in the universal Basic Education and also provide vital information on how best to implement the programme in Nigeria and Kaduna state in particular.

1.8 Scope of the Study

The study focused attention on the evaluation of the implementation policy of the Universal Basic Education Programme in Kaduna State, 2004 - 2013 with view to identifying constraints to the implementation if any and so proffering solutions to make the programme better in terms of implementation in Kaduna State. This study covered primary schools in the three (3) educational zones of Kaduna State. Therefore, the study is limited to the U B E planners, teachers and head teachers of Public Primary schools on the implementation of U B E programme in Kaduna State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter reviewed literature materials related to the variables identified. Thus, the chapter reviewed areas such as students' enrolment in schools, students' retention in schools, staff development programmes in schools, infrastructural facilities, instructional facilities and staff management in schools and empirical studies.

2.2 Conceptual Framework of the Study

The study focused on evaluation of Universal Basic Education Programme in Kaduna State (2004-2013). In order to guide the study the followings concepts were defined. The concepts include: policy implementation, enrolment, concept of retention, concept of school facilities and concept of staff development programmes.

2.2.1 Meaning of Policy

Hornby (1995), describes a policy as plan of action or statement of ideals adopted by government. The question of whether or not an individual or group pattern of behaviour is ideal depends to a large extent on the individual or groups, culture and religious beliefs. Therefore, whatever statement of ideals is to be adopted by the government in relation to the Education needs of the community must reflect their culture and religious beliefs. And this can only be achieved considering the views/opinions of this community members, and hence the need for their participation in the formulation of policy.

A policy is a principle or protocol to guide decisions and achieve rational outcomes. A policy is a statement of intents and is implemented as a procedure or protocol. Policy are generally adopted by the Board or senior governmance body within an organization whereas procedures or protocols would be de by senior executive officers. Policies can assist in both subjective and objective decision making. Policies to assist on subjective decision making would usually assist senior management with decisions that must consider the relative merits of a number of factors before making decision and as a result are often hard to objectively test. Policies to assist in objective decision making are usually operational in nature and can be objectively tested.

Policy is a plan of action used by the ministry of Education to set out clear rules and expectations for the delivery of programmes and service to the public. Policies come from legislation or from decisions made by elected official, such as servants and school trustees, or ministers public servants and school administrators.

2.2.2 Universal Basic Education Programme and the National Policy On Education (NPE)

The establishment of the UBE programme in 1999 is an expression of the desire of government to entrench viable participatory democracy and enhance national socio-economic development as a consequence of a free and compulsory regime of basic education. In addition, UBE was intended as an evidence of Nigeria's commitment of the world Declarations on Education for All, at Jomtien (1990) and Dakar (2000), as well as to the New Dellhi Declaration of 1991 and the follow – up conference in Beijing in 2001 requiring stringent efforts by the E-9 countries (nine countries of the world with the largest concentration of illiterate adults) to drastically reduced illiteracy within the shortest possible time. The programme also demonstrates Nigeria's acceptance of the Durban statement of commitment (1998) and the OAU decade of

education in Africa (1997- 2006) requiring African states to broaden access to quality basic education as a foundation stone for the sustainable socio-economic development of continent, (UBE Act 2004).

The objectives of UBE programme are set to:

a developing in the citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;

b provide free, universal basic education every Nigerian child of school age;

c reduce drastically the incidence of dropout from formal school system, through improved relevance, quality and efficiency;

d cater for the learning needs of young persons who for one reason or another have had to interrupt their schooling, through appropriate forms of complementary approaches to the promotion of basic education; and

e ensure the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life long learning. (UBE Implementation guidelines 2004)

However, the National Policy on Education (2004) came about as a result of the 1969 National curriculum conference which was an accumulation of expressions of general dissatisfaction with the existing education system which had become irrelevant to national need, aspirations and goals. To this end, government set up a national educational policy into workable blue prints that would guide the bodies whose duty it is to implement the policy. Therefore, a Nations policy on education is government's way of realizing that part of the national goals which can be achieved using education as a tool. However, the five main national goals of Nigeria are the building of:

a a free and democratic society;

b a just and egalitarian society;

c a united, strong and self reliant nation;

d a great and dynamic economy

e a land of bright and full opportunities for all citizens. In Nigeria's philosophy of education, the belief is that,

a education is an instrument for national development. To this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education;

b education fosters the worth and development of the individual for each individuals sake and for the general development of the society;

c every Nigeria child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability; and

d there is need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant practical and comprehensive; while interest and ability should determine the individual's direction in education.

Therefore, Nigeria's philosophy is based on the:

i. development of the individual into a sound and effective citizen;

ii full integration of the individual into the community and;

iii provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. (NPE, 2004).

For the philosophy to be in harmony with Nigeria's national goals, education has to be geared towards self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural economic, political, scientific and technological progress.

Consequently, the national educational goals derived from the philosophy are therefore;

a The inculcation of the right type of national consciousness and national unity;

b The inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society;

c The training of the mind in the understanding of the world around; and

d The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

In order to realize fully the potentials of the contributions of education of the achievement of these goals and values, all other agencies will operate in concert with education. To this end, government shall take various measures to implement the policy ensuring that: -

a education shall continue to be highly rated in the national development plans since any fundamental change in the intellectual and social outlook of any society has to be preceded by educational revolution;

b life – long education shall be the basis of the nation's education policy; to societal needs and made progressively accessible to afford the individual a far more diversified and flexible choice;

c education and training facilities shall continue to be expanded in response to societal needs and made progressively accessible to afford the individual a far more diversified and flexible choice;

d educational activities shall be centered on the learner for maximum self development and self fulfillment;

e universal basic education in a variety of forms depending on needs and possibilities shall be provided for all citizens;

f efforts shall be made to relate education to overall community needs; and

g at any stage of the educational process after junior secondary education, an individual shall able to choose between continuing full time studies, combining work with study or embarking on full time employment without excluding the prospect of resuming studies later on (adapted from the National Policy on education 2004).

In line with National policy on education is the constitution of Federal Republic of Nigeria (1999) under section 18 (1) and (3), government is enjoined to provide free and compulsory basic education amongst other educational objectives: thus, the section provides as follows, that:

1. Government shall direct as policy towards ensuring equal and adequate educational opportunities at all levels

2. Government shall strive to eradicate illiteracy; and to this end, shall as and when practicable provide

a. Free, compulsory and universal primary education;
b Free secondary education;
c Free university education and
d Free adult literacy programme

However the expression of this commitment to education is in the belief that overcoming illiteracy and ignorance will form a basis for accelerated national development. Consequently, the education system is guided by the broad national objectives being articulated in the NPE as a response to the challenges in the primary education sector.

2.2.3 Meaning of Implementation

According to Donald Van Meter and Carl Van Hon "Implementation is the carrying out of a basic policy decision usually made in a statute (although also possible through important executive orders or court decisions) Ideally, that decision identifies the problem(s) to be addressed, stipulates the objective (s) to be pursued, and in a variety ways, "structures" the implementation process".

2.2.4 Meaning of UBE

The Federal Government of Nigeria's implementation blue print of universal basic education (2000) defines Universal Basic Education as the foundation of sustainable life long learning. it provides reading, writing, and numeracy skills variety of formal and non formal educational activities and programme designed to enable learners acquire functional literacy.

Quoting (Obasanjo, 1999) "the Universal Basic Education programme is almost the same as the old UPE schemes free and universal like before but in addition now, it will be compulsory, HE further explain that new programme would extend to all children from age six to fifteen years and embrace both primary school and junior secondary school education.

UBE is a panel reform measure taken by Federal government of Nigeria to reform education sector in Nigeria.

In the work of Aluede (2006) universal means the whole people without exception. Basic means that on which anything rests. It is the root or bottom or the foundation from which education other parts get supports , will be interpreted to mean acct of bringing up or training of

a child through instruction and in the process bring about the strengthening of his powers and body and mind to be able to understand his culture.

The Federal Ministry of Education (2007) section 3 of the national policy on education defines basic education as type of education comprising 6 years of primary education and 3 years of Junior secondary school education. the policy stipulates that education shall be free and compulsory. This scheme shall include adult and non-formal educational programmes at primary and junior secondary school levels for both adults and out of school youths.

Universal Basic Education is a programme aimed at addressing problem of access, quality and equity in primary and Junior secondary schools. It is a 9 year educational programme of six years duration for the primary segment and three years of junior secondary. These two levels of basic education are universal free and compulsory for all Nigerian children aged 6 to 15 the universal Basic Education programme also stimulate learning from the early years of 3 to 15^{+} which is called early child care development and education (ECCDE) (Universal Basic Education training manual, 2000)

The National policy on education (2004) apparently depicts the government recognition and adoption of education as an instrument for expectance for enhancing national development.

Yoloye (1992) states that, since the attainment of political independence of Nigeria in 1960, several educational laws, policies, and programmes have been formulated planned and implemented at different levels, of the nation's educational system in effort to provide education that will improve the quality of life of the Nigerian citizen as well as to facilitate the overall development of the nation.

Fatai (2004) states that the hall mark of national development is based on the amount of knowledge and ideas invested on the citizen. Therefore, the introduction of the universal basic education programme by the Federal government in 1999 did not come as surprise and is just one of such programme that government has introduced to promote education for national development.

2.2.5 Meaning of Programme

A programme refers to a schedule that is a basic timeline of how work will be done. This should show the start and set up of work to the completion and handover of the finished works UBE programme is a nine (9) years basic educational programme.

2.3 Enrolment of Students in Schools

Enrolment is the total number of student admitted in a class. The successful operation of Universal Basic Education like any other programme depends on useful data collected within the area of operations. Statistics is a back bone of any serious planning processes; data collection is a vital aspect of the functions state Primary Education Boards and Local Government Education Areas. The enrollment of students most be known in order to cater for the students need in the school. Some important information that are required in data collection include

1. Pupil's enrollment: this should future number of male and female pupils
   - Number of pupils per class
   - Number of streams
   - Number of classes
2. Pupils enrolment ratios: These include
   - Attendance
   - Growth
   - Progression
3. Information on Teachers: This involves
   - Teacher (males and females)
   - Teachers by qualification

4 Information on Physical facilities

- Number of classrooms
- Availability of toilets, store, library, laboratory, staff room, play fields among many other facilities.

5. Information on non teaching staff members based on their function:- Security (watchman store keeper on store officers, cleaners, messengers, and may others for the success f the implementation of universal Basic Education programme data must be adequately gathered to enhance the programme.

In 1996, 21 million children were of school age, out of which 14.1 million were enrolled while 6.9 million were not enrolled (Animalu, 2000) in 1997, although there was an increase in the enrolment figure) the problem of having school age children out of school was still experienced in that year, 15.5 million children were enrolled in schools as against their total population of 19.5 million. This clearly indicates that 4 million schools age children were not in school (Azare, 2000).

2.3.1 Factors Militating Against Students' Enrolment in Schools.

There are various factors responsible for enrolment growth in schools. The factors are listed as follows:

1. leadership: vision, drive and personality of the leadership (Primary the head of school will affect enrolment;
2. quality school experience: one of the most important factors of school growth with overall quality of the experience. A high quality experience most be integrated throughout the school in order to grow your enrolment;
3. vision and school improvement: vision and school improvement in strategic areas can have an impact on enrolment growth;

4. faculty and staff: faculty and staff should be the primary connection that a family makes with school. These educators will be the ones to teach and mentor students, when they delicate a high quality educational experience and personally connect with the student in a positive way, the experience will impact environment;

5. parent satisfaction: when parents are satisfied, there are at least two primary results that affect enrollment, first, satisfied parents will lead to a strong retention. A strong retention rate obviously leads to increased enrolment. Secondly satisfied parents will tell their friend about the school. This is a positive word of mouth working in your favor. School can not grow without parent satisfaction and positive word of mouth.

6. reputation: the experience of parents, student, staff and honors will fuel word of mouth, whether positive or negative in the school community in turn this will create the reputation, and word out on the street about your school. This general buzz and reputation on the community will affect enrolment; and

7. demographics location and price: Community demographics, the location of the school will have impact on enrolment, also tuition fee price also affect enrolment in public school, the fees are not paid, this attract enrollment retention.

2.4 Retention of Students in Schools.

Retention referred to children being provided opportunities to remain in school and complete a full cycle of schooling without dropping out after being admitted however, in reality, not all children who gain access to the first level of formal education continue to complete their basic education, children are out of school for a variety of reasons. Student retention is measured using the following indicators

(a) Cohort Retention rate

(b) Completion rate

2.4.1 Factors Militating Against Students' Retention

There are several factors militating against students' retention in school the factors are as follows:

1. Parent Satisfaction: When parents are satisfied , it leads to a strong retention
2. School Community Relationship: When there is a good community relationship members of the community will enroll their children to school and the relationship will produce retention.
3. Teachers qualification and experience school with a qualified and experienced teachers help to retain pupils.
4. Leadership personality of the head teachers also bring about retention
5. Location of the school: The situation of the school plant bring about retention of pupils.
6. Accessibility of the school: The distance of the school matters school located near the residential areas attract more pupils as such this increases retention
7. Provision of free textbooks and uniform increases students enrolment and on the other way it increases retention also.

2.5 Staff Development Programmes In Schools.

Staff development is an ingredient in enhancing the performance of any organization, training and development are the process of behavior modification or moulding of workers in order to integrate organization needs Ngu (1990). Both training and development are purposefully geared towards improvement on skills and performance. Both involve moulding or remoulding of workers characteristics for the purpose of effective performance, the term training and development have different meanings but are used synonymously by some writers. However, the two terms are different on the basis of the subject matter involved or the level of the participants drawn from the organization. While training usually implies specific factual and

narrow-range content, development refers to a focus on general decision making and human skills. In both training and staff development the aim is to improve skills and performance of the subordinates. This apply education in improving Basic Education in proving or remolding teachers.

From the above distinction therefore, staff development is itself a training process and best viewed in two dimensions. The first being an in-service training programme where individuals in an organization are given opportunities to further their education to enable them to prepare for future position the second type of training is aimed to prepare individual to be able to handle new job assignments.

According to Sherma (1979) staff development is aimed at the following staff development is aimed to improve the following:

(a) improve the current level of performance of incumbents in their present job; and

(b) equip men with potential for higher level responsibilities.

The former represents the immediate pre-occupation or objective of staff development concerned with consideration currently relevant, whereas the latter involves long range considerations and planning, Both aims submitted by sherma apply to the objectives of staff development in universal Basic Education programme.

Although Harris (1980) viewed staff development as that aspect in administration, which implies the training of an individual in Organization, to enhance his performance, Ngu (1980) viewed it as the process of behavioral modification or molding of workers in order to in order to integrate organizational needs with their characteristics. This view is in consonance, with the view, expressed in Novit (1979) when he noted that staff development is the training of personnel in an organization toward motivating them to become competent and work hard in achieving goals for the organization.

Thus from the above definitions, it becomes clear that staff development connotes the organization's effort in its programme to provide the need – based training and education to its workers to enable them become competent in handling their present or future assigned tasks, however, the scope of staff development scheme in terms of its coverage varies from one organization to another from one organization to another. The variations may arise due to the resources organization may decide to ear mark for the purpose within its reach.

According to Ngu (1990) staff development is so important that it is not only imperative but so important that no organization can dispense with it as a programme and as a process this means, however, no matter the cost organizations have to train their at least to enable them handle the task. This is concurred and elaborated in Roscoe and Freak (1972) when they noted that;

Organization has to give this minimum training to its employees to make them at least become acquainted with the objective, policies, roles, standards and procedures peculiar to the organization and the particular job. At the other extreme, staff development can include a long programme leading to key position some organizations have development programmes for supervisors and executive enabling them to handle their job and preparing them for greater responsibilities.

2.5.1 Types of Staff Development Programmes in Schools

Types of training that can be readily available for organization will include the followings:

i induction courses;
ii on the job training;
iii on and off the job training;
iv refresher courses;
v conference; and
vi role playing.

All these serve as supplement of the general training programmes

Induction course are conducted to introduce the newly employed personal to their new job; sure, most of them are not likely to posses previous experience, it is designed to bring the knowledge and skills of the new employees to a satisfactory level

On – the – Job training

This is similar to the induction course the major objectives, of the two types of trainings are similar in the sense that they entrain acquiring new skills to be able to handle in the jobs. The major difference between the two is that, while induction course is basically meant for new extended to include and employees, if a new machine or method of the job performance requiring new skills is introduced in the organization.

Off – the job training

This is the type of training that can be conducted outside working environment. It is usually conducted in class rooms the problem here is that trainees are given theoretical knowledge on how to handle particular operation. They only practical aspect of this type of training is the use of films, or charts, or diagrams for illustrations.

On- and – off – the – job training this is a combination of the two types of training above. It combines classroom instruction with practical instructions in the working environment this has at most the same major objective with industrial attachment, programmes for technicians or teaching practice for teacher – trainees

Vestibule Training

This type of training is similar to one the Job training. Here the trainees are given instruction using the type of machines or materials they will operate the one the job training they are not given the opportunity to handle the very machines they are likely to operate at the time they complete their mining programmes.

Refresher courses, as the names implies are used mainly to up date knowledge or skills. They are usually conducted, from time to time, internally or externally, or both it is very important and necessary with innovation through changes of ideas or operating machines, it could even serve as a motivating factor where the employee feels satisfied for being given the opportunity for learning.

Conference training is sometimes conducted through conferences or workshop. This is similar to refreshed courses except that it is not highly formalized since the trainees are treated as participant and not just as personal recipients the theme chosen for conferences, must be relevant to the organizations objectives or training needs.

Role playing is another training device that can be used in organizations. It can be used for Executive development. The participants assume the roles of the position they are expected to occupy after the training and their performance, are simultaneously evaluated and initiated where necessary by training investors

Sensitivity Training

Sensitivity training, as the name implies, it is used for development of awareness to behavioral pattern of itself and other colleagues, it is used to in charge mutual understanding

among working groups. It is a sort of human relation approach to management aimed at enhancing openness to other greater concern for others and tolerance for individual differences. Edwin flipp (1970) given a good account of this type of training to him " it involves face to face learning about ongoing behaviors with a small group that meets continually for periods as long as 1 or 2 weeks it is highly recommendable for leaderships training and executive development

Supplementary Training

While many organizations utilize quite a good number of training method, it may still be inevitable for them to seek supplementary training methods from independent institutions. At most all organizations, public or private, use the supplementary training method by sponsoring their employees, to different institutions of learning. Some of these institutions may provide training in space used areas basically needed by employers while others may provide training rather broad in nature in other brooded the horizons of the trainees.

With the help of staff development the objectives of universal Basic Education programme can be achieved in Kaduna state and Nigeria in General.

2.5.2 Process of Staff Development

Before the training commences the training objectives must be identified, the participants or trainees selected, qualified instructors also selected, and the training facilities adequately provided.

The training method to be used by instructors will depend largely on the training content and the extent of both physical and mental maturity of the trainees. Content and the extent of both physical and mental maturity of the trainees. This should serve as a guiding principle to

instructors throughout the training process, throughout the training processes the instructors help to create stimuli or motivation for learning by using certain exciting illustrations or by acting examples of problems in similar situations. Both the preparation and the presentation of the lesson must be base on the level of qualification, skills or experience of the trainees. It is four this reason the one contends that serious discrepancies, in previous qualification and experience are inherent constraints to a good training programme.

There should be a system of training evaluation to enable the employers to determine the effects of training on both the trainees (employees) and the organization. there are sit major criteria for evaluating a tanning programme including participants reaction, changes in the trainees knowledge or skills changes on the trainees attitude, changes in job performance, and changes in the general organization performance.

According to South (2004) it is their combined effect that really matter. for example, talking about teacher in service training, monetary incentives, challenging conventional practices, identifying and valuing good teaching, increasing teacher reflective powers and expanding their teaching repertoire are treated as professional learning opportunities and processes. Many of these processes and important in making a positive impact to teacher's job efficiency and quality of teaching and learning in class rooms. These processes include

i Is planning processes – For lesson, units of work individuals and groups of student, classes clear groups

ii Target sitting – For individuals and groups, classes etc

iii Communication systems – especially meetings,

iv Monitoring systems – analyzing and using pupil learning data and observing class rooms and providing feed back

v Roles and responsibilities of leaders (including monitoring and coaching;

vi Policies for teaching, learning, assessment and marking

2.6 Concept of School Facilities.

School facilities can be defined as those things that enable the teacher to do his / her work very well and helping the learners to learn effectively. The chalk board for example, facilitates the imparting of information on the learner. School facilities, also include school building for example classrooms, assembly halls, laboratories, workshops and libraries, they also include teaching aids, chairs, tables, devices such as modern educational hardware and soft ware in the form of magnetic tapes, films, and transparent stripes school facilities are all the things that are needed for effective teaching. Leaning process to take place. They are designed to enhance the process of teaching. The absence of school facilities implies that no – existence of any set up that may be referred to as school.

Castaldi in Peretemode (2001) concludes that "educational facilities are those things of education which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided" the successful implementation of any educational programme depends mostly on the quality of available school facilities that are to be provided for such programme. This is supported by the view of Adaralegbe in Abraham (2003) who posits that the type of atmosphere require for effective learning is that consisting of better school building more and better teaching facilities

2.6.1 Types of School Facilities

School facilities are divided into different categories.

Instructional facilities: These are facilities that are specifically meant for direct teaching and learning. It include classrooms seat, laboratories, libraries, experimental equipment, chalkboard audio – visual learning equipment, zoological and gardens and experimental agricultural farms. These facilities bear directly on the teaching learning process and are therefore considered of prime priority among other school facilities.

Recreational Facilities

These are spaces, lawns, fields, and equipment for sports, games and general recreation. Games and sport apart from developing specific skills also develop a good learning socio – psychological as well as mental environment through relation. The importance of level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution

Residential Facilities

These include hostels and hostel facilities, refectory and refectory facilities, staff quarters and other associated facilities meant to provide residential convenience for staff and students.

General Purpose Facilities

These are facilities that can easily be converted to uses other than those for which they are being used, such facilities in most cases are made for space facilities, there are basically two type of open space facilities namely: The developed and the undeveloped space. Developed open space are spaces used as sporting pitches, fields, lawns schools, school farms access road,

parking lots and so on. Their uses can easily be modified on occasion demands. The undeveloped open spaces are all the land area within the legal authority of the institution which is yet to be developed into specific uses.

2.6.2 Provision and Management of Infrastructural Facilities in Schools

Infrastructural facilities refer to the physical and spatial enablers and enhancers of teaching and learning. In the context of the UBE programme, it includes classrooms, libraries, farms or gardens, laboratories, workshops, offices, toilets, stores, staff quarters, playfield and indeed the entire school plant. In assertion, Gidado (2004) stated that UBE infrastructural facilities, include permanent, semi permanent temporary, immobile collapsible, boat schools and even under tree shade classroom structures. However, the permanent structure, as the commonest but as the national economy declines, and people earning power dwindles, temporary and semi permanent structures are predominating in the school system. In addition as the social demand for basic education increases and authority, mobility to match such demands with available resources increases many classroom's variants will no doubt introduced. The under tree shade classroom structures has been on the educational scene since the colonial period and its number is increasing in an alarming rate. The mobile collapsible and boat – school structures are peculiar to nomadic primary school and primary schools for migrant fishermen children only.

Government should provide the school with infrastructural facilities, the school head should ensure optimal utilization of the facilities and make sure that they are well maintained.

One major index for measuring the successful implementation of any educational programme is the provision and management of the facilities, available for such programme. It is a very good means of measuring the standard and quality of the education to be provided.

The provision for classroom, facilities in the context of the UBE programme in Nigeria entails the followings as contained in the UBE Act (2004)

i The review of the existing facilities to ascertain their adequacy and appropriateness;

ii The provision of additional facilities where the existing ones are in short supply and

iii The rehabilitation of those facilities that may be in deplorable conditions.

This implies the need to acquire useable data and information in order to guide informed decision on either construction of new classrooms or rehabilitation of the existing ones.

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

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

Federal and other tiers of governments are expected to rise to the challenges of providing adequate educational facilities for qualitative UBE programme in Nigeria.

2.7 **Provision and Management of Instructional Facilities in Schools.**

Instructional facilities, are facilities that are meant for direct teaching and learning. They include classrooms, classroom seats, laboratories, libraries, experimental equipment chalk board, audio – visual learning equipment, zoological gardens and experimental agricultural farms. These facilities bear directly on the teaching learning process and are therefore considered of prime priority among other school facilities.

Instructional facilities must be adequately provided by the government for better implementation of UBE programme in the country Also stake holders help to provide school with instructional facilities.

Castaldi in Peretemode in (2001) concludes that "educational facilities are those things of educational which enables a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided the successful implementation of any educational programme depends mostly on the quality of available school facilities that are to be provided for such programmes.

Ogbodo (1995) implies that substantial costs to the school system for their establishment, if not properly managed and maintained they dilapidate and wear out faster that their "life span" and also if not properly utilized, the school system will not derive maximum benefit from the Use.

What schools need to do these days are to:

(a) maximize the use of what they have; and

(b) maintain what they have.

School facilities management is a systematic process of rationalizing the provision, use and maintenance of these facilities within an educational institution to ensure their optimal utilization and achievement of educational objectives both in the immediate and in the future given the available resources. In other words, it is a process that involves rationally:

1. determining which facilities are required to achieve school goal;.
2. providing such facilities must advantageously in terms of resources use;
3. monitoring to ensure optimal use of educational facilities so provided;
4. maintaining the facilities regularly to ensure longevity; and
5. reviewing the provision of these facilities to ensure that it continues to invest the changing educational needs in the advantageous manner.

2.7.1 Types of Maintenance in Schools.

Three types of maintenance services include the following:

Regular Maintenance

This type of maintenance is given to special equipment in the school on a periodic basis. For example servicing of machines like typewriters, vehicles, generators, computers etc. these routine services are aimed at keeping the equipment working and to minimize cases of total breakdown of equipment.

Emergency Maintenance

This is the type of maintenance that is more common in the system. It simply means that service men are called in when the equipment are out of use or broken down examples the wall of a dormitory may crack, and this crack requires urgent repairs to avoid total breakdown of the building.

Prevention and Periodic Maintenance

This is a programme for servicing machines, systems and structure device to prevent a breakdown of the system or one of it's component. This allows an equipment or building to remain on the original useful life maintenance is carried out before there is malfunction of the equipment. Manufacturers usually indicate parts of equipment to be replaced at intervals to avoid breakdown and give the equipment maximum useful life.

Periodic maintenance on the other hand represents a deliberate effort to schedule maintenance of equipment on periodic basis. Some equipment require quarterly maintenance, while office equipment require periodic maintenance school facilities are to be maintained regularly because the best plant that is not maintained soon become defaced and loses it's aesthetic value and worth. Stages in facilities management the activities that come under the umberalla of educational facilities planning and administration are sequentially linked. Consequently, these activities will be recognized as stages in chain of activities. They are as follows

2.7.2 Identification of Learning Needs

1. Identification of learning needs specific educational facilities requirement of community or institution in terms of quantity and quality needs to be properly assessed to provide the operational guide for facilities provision at the community level, peculiar learning needs are usually tied to people's culture, religion, occupational life style and the environment. It must be recognized that the learning needs in term of facilities are contingent on te fundamental educational objectives being pursued

Inventory Survey

A comprehensive diagnostic inventory survey of the existing stock of educational facilities in the community or institution should be done inventory data has to be collected and analyzed to provide information on the location, condition, age, quantity and type of existing educational facilities. This will provide the educational map or the distributional network of the existing educational facilities in the development of the facilities master plan.

Facilities Utilization Analysis

Relevant utilization indicators are required to assess the legality of utilization of these educational facilities such analysts and are meant to reveal areas of stress and weaknesses (i.e under – utilization and over – utilization) in the existing arrangement with a view to developing facilities master plan.

Establishment of Educational Facilities Master Plan

This is the blue print that indicates where specific educational facilities are to be provided and existing one, relocated or completely removed during an educational development phase to enhance the level of utilization of such facilities as well as meet the educational needs of the community or the educational institution.

Site Selection and Acquisition

This is the first step in the implementation of the master plan professional expertise is brought into selecting and acquiring the most appropriate sites for the specific educational facilities envisaged in the master plan. Site acquisition has to do with purchasing the land, paying of compensation, getting the necessary documents that entitle the institution to the land and fencing or demarcation.

Preparation of Educational Specification

Each education facility, project or programme requires specific pattern in design and implementation the educational manager or facility planner is therefore expected at this junction to preparing educational specifications (i.e. written) description of the curriculum and learning experience of a project required for implementing each of the various educational facilities such educational specifications must contain a statement of the philosophy behind the project. The grade level to be served, enrollment capacity as well as the specification of materials and structural requirement for erecting different types of educational structures.

2.8 Provision and Management of Staff in Schools

The provision and management of staff for effective and efficient operation of schools should be considered as the responsibility of both government and community this is in line with the provision in national policy on education, which says "school systems, and consequently their management and day to day administration should grow out of the life and social ethos of the community which they serve" N. P. E. 1981:44)

This requires the consideration and attention of various people and organizations such as the parent teacher Association (PTA), private organization (Non Governmental Organizations) together with the local, state and the Federal Government in the managing of staff in schools if the objective of Universal Basic Education Programme is to be realized.

Management of staff in school has to do with staffing according to Heneman and Judge staffing is the process of acquiring deploying, and retaining a workforce of sufficient quantity and quality to create positive impacts on the organization's effectiveness in management unit of staff in school recruitment, selection, placement and orientation or induction.

The four sub-processes after human resource planning and acquisition are defined briefly as follows:

Recruitment: - Is the process of finding and attracting qualified applicants for job positions within an organization. Selection involves choosing from a pool of applicants the person who best meet the job – related criteria placement the process of finding appropriate job position for a new employer in an organization by which new employees are introduced to their tasks, colleagues, work groups, supervisors and organization in general.

2.9 Empirical Studies

A study was conducted by Medinat (2004), titled Appraisal of the Implementation of Universal Basic Education Programme in Kogi State. Research design used was descriptive survey research design. The population of the study was all the UBE teachers and UBE officials of Kogi State. The sample used was two hundred (200) respondents. The instruments used for data collected were questionnaire, oral interview and documentary sources. T. test statistical method was used to analyzed the five formulated hull hypotheses. The findings of the research were implementation UBE programme can not be successful without adequate funding also inadequacy of population data has also affected the provision of instructional facilities

Victor (2009) conducted a study titled the Implementation of Universal Education Programme as Perceived by Teachers and Head Teacher of Public Primary Schools in Benue state. The study used cross sectional survey research design. The population for the study consists of nine thousand six hundred and thirty one (9,631) teachers and head teacher of public primary schools in Benue state. The sample used two hundred and fifty five (255) representing teachers and head teachers. The instrument used for data collection was the questionnaire. The statistical tool used was T-test to test the four null hypotheses. The findings of the research were inadequacy of infrastructural and instructional facilities for UBE Programme, poor motivation of

teachers is a major problem of UBE programme and also sensitization programmes are inadequate.

According to Igborgbor (1999), the Universal Basic Education (UBE) programme in Nigeria must work; This assertion is at once an expression of hope and a warning". The hope inspired by the programme is that, it will give Nigerians the opportunity to revamp the educational system and make it to serve the country as it should. The education industry to him can only be ignored by any nation at its own peril.

In the light of this, Obanya (2000) sees Universal Basic Education (UBE) as a necessary first step to eradicate some major educational ills. He went further to divide the steps into two folds; one to promote a better understanding of the raison deter and the modus operandi of UBE' and to generate ideas for its successful actualization, Universal Basic Education in Nigeria can be said to have both International and National antecedents. More importantly, the term basic education' itself has no acceptable definition as well as its particular (1.e national, international, and local) applications. The international antecedents of UBE can be traced to the Universal Declaration on Human Rights (1948) which embodies the right of every citizen to Education and with strong emphasis on compulsory and access to basic education.

Another research was conducted by Muktar (2012). The title of the study is Assessment of the Impact of Supply and Utilization of Instructional facilities on Teaching and Learning Outcomes in UBE schools in Kaduna State. The research design used was descriptive survey research design. The population of the study was three thousand seven hundred and ninety three (3793) while the sample used three hundred and fifteen respondents, the instrument used to gather data for the study was the questionnaire. The statistical tool used was T. test to test the six (6) null hypotheses. Findings of this research were inadequate provision of instructional

facilities for UBE programme, inadequate teachers for UBE programme inadequate data for planning of UBE programme and also inadequate funding for effective implementation of UBE programme.

Ajayi (1996), Yolaye (2000) and Durosaro (2004) declared that the programme was plaqued by several problems, among which were inadequate staffing, poor supervision and inadequate school structural facilities. Also Csapo (1983) Ajayi 1986; (Osagie 2001) have revealed that when UPE scheme was lauched in Ogun state, Nigeria: Ajayi (1986/; instead of the expected 2.3 million children for which provision was made, over 3 million pupils presented for enrolment. The implanned – for increase created problems of inadequate classroom facilities and teaching staff shortage.

2.10 Summary

The chapter reviewed related literature on aspects that covered the research topic. The conceptual and empirical studies have relations to the current study, However, in the conceptual framework meaning of policy, meaning of implementation, meaning of UBE, and meaning of Programme were reviewed. Also the concept of students enrolment in schools, concept of student retention in schools staff development programmes, types and process of staff development programmes in schools, also provision and management of infrastructural facilities in UBE schools, provision and management of instructional facilities in UBE schools and provision and management of staff for UBE programme in Kaduna State.

Increase in enrolment requires increase in fund allocation by providing more schools. High retention of pupils reduce the incidence of drop out rates among pupils, also provision of adequate trained teachers will increase teachers efficiency and provision of adequate infrastructural facilities will make UBE programme a success, in addition provision and management will help in providing qualitative education to pupils and staff development programmes will enhance and update the knowledge of teachers in Kaduna state.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This Chapter explains the general procedure on this research work. The chapter covers the research design, population of the study, sample and sampling procedure, instrumentation, validity, pilot study, and reliability of the instrument, procedure for data collection, administration of the instrument and data analysis.

3.2 Research Design

Descriptive research design was adopted for this study. Descriptive survey is a systematic description of facts, qualities or characteristics of a given population or event which actually and accurately answer a given question posed by the problem render investigation Nwankwo (1984). Isaac and Michael (1972) listed the objectives of a descriptive survey research as to:

(i) collect detailed factual information that describes existing phenomena;

(ii) identify problems or justify current conditions and practices; and

(iii) make comparison and evaluation.

This study fits into the above three phenomena.

Sambo (2005) explains descriptive research design as the type of research obtained from a sample of respondents for the purpose of testing hypothesis concerning the state of a given problem the choice of based on the fact that it allows the collection of data from heterogeneous groups. This in effects means that inference and generalizations can be made on the entire population where data is collected from representative sample.

3.3 Population of the Study

According to Ekeh (2003) population statistically refers to the entire members of the universe being studied. It may be human population or population of animals, places, things, events or circumstances. Population refers virtually to all the subjects of the research. Sambo

(2005) say "population is the set of all elements, objects or events that are interest for a particular study. There are two types of population name; the parent and target population.

1. **The parent population** – This is the population from which a sample of population from which a sample of population to be studies is drawn.

2. **The target population –** This is the one that posses the characteristics in which the researcher is interested. Target population is usually selected from parent population.

In this study, our parent population is the three educational zones in Kaduna state. While our target population are the nine (9) local government areas selected from the three (3) Educational zones in Kaduna state.

Population of this study comprises SUBEB directors, education secretaries head teachers (management staff), P.T.A officials and teachers. The choice of these respondents is to enable the researcher gather relevant data and have in depth knowledge and a clear picture of the education of the policy implementation of Universal Basic Education Programme in Kaduna State (2003 – 2014).

Table 3.1: Population of the study According to Educational Zones and Local Government Areas

Educational Zone	LG Area	Number of Schools	Management Staff	Teachers	PTA Officials
I	Zaria	116	117	1787	5
	Soba	221	222	1384	5
	Sabongari	62	63	1395	5
II	Giwa	206	207	1178	5
	Igabi	283	284	1956	5
	Kaduna	36	37	2319	5
III	Kachia	287	288	1438	5
	Kagarko	206	207	1284	5
	Z/katab	286	287	1726	5
Total		**1703**	**1719**	**14,467**	**45**

Source: Kaduna State Universal Basic Education Board, School Census Report (2013)

Table 3.2: Population of the Study

Educational Zone	No. of School	Management Staff	PTA Officials	Teachers
I	399	409	15	4566
II	525	528	15	5453
III	779	782	15	4448
Total	**1703**	**1719**	**45**	**14,467**

Source: Kaduna State Universal Basic Education Board, School Census Report (2013)

3.4 Sample and Sampling Procedure

According to Ekeh (2003) sample is a representation of a population selected for the Purpose of investigation, it includes those to whom research conditions and tests were administered or from whom response were obtained. Agreeing with Ekeh, Sambo (2005) asserted that "a sample is a subset of a population from which data for study is collected"

Stratified random sampling procedure was considered suitable and relevant method for the study. The aim was to give each element equal chance of selection the process of sampling the respondents from the parent population respect the opinion of Krejie and Morgan (1976) which advocate that any population that is above 500, 10% is enough as a sample and generalization could be made.

In addition, a decision was based on the sample size table by research advisors (2006). A total number of 1806 respondent out of the entire population of sixteen thousand three hundred and thirty one (16,331) in the study are was selected as sample and six hundred and seventy two (672) schools out of the one thousand seven hundred and three schools (1703) of the three (3) educational zones of Kaduna state

Table 3.3: Sample of the Study

Educational zone	No of Schools	Sample	Management Staff	Sample	PTA Officials	Sample	Teacher	Sample
1	399	196	409	228	15	15	4566	350
11	525	228	528	228	15	15	5453	357
111	779	248	782	248	15	15	4448	350
Total	1703	672	1719	704	45	45	14467	1057

3.5 Instrumentation

Questionnaire was used as instrument for this study. The questionnaire consisted of Appendices A and B. Appendix A is a request letter to the respondents Appendix B contains sections A- G. 'A' bio data of the respondents and guidelines on how to fill the questionnaire, B-G were statement of opinions related to the objectives of the study. In each opinion, item statement was attached to measure respondent's views on the related item. In addition five (5) point Likert scale was used in rating respondent's opinions. These include strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1).

3.6 Validity of the Instrument

The questionnaire was validated on its content and face validity by the supervisors and education experts. Necessary corrections for the improvement of the instrument were made and effected.

3.7 Pilot Study

Pilot study was conducted to determine the reliability of the instrument used by using the test-re-test reliability. Pilot study conducted in Makarfi Local Government Education Authority Fourty copies of the questionnaire were given to education secretary, head teachers, PTA officials and SUBEB Deputy Directors and teachers in the Local Government Area. Thirty eight

copies (38) of the questionnaire were returned and tested by using Pearson Product Moment Correlation Coefficient. Meanwhile, the pilot tested area was exempted from the sample area.

3.8 Reliability of the Instrument

Reliability refers to the ability of a test to measure consistency under varying conditions that produce measurement errors Harbors (1999). The reliability of this instrument was ascertained through the use of Pearson product moment correlation co-efficient (r) the index table of reliability of the instrument shown was 0.78 which means that the instrument was reliable to test what it was meant to measure.

3.9 Administration of the Instrument

After the validation of the research instrument which is the questionnaire the researcher administered and collected the data with the help of research assistants in the three educational zones. The research assistants played a significant role in the distribution and collection of data for this study.

3.10 Procedure for Data collection

The researcher collected letter from her department and sent to all the schools that were used in the research study. She assured the respondents that the information needed would be used strictly for research purposely only. She solicited the help of the school management in the administration of the instrument. One thousand eight hundred and six (1806) questionnaires were given out to the respondents in the twenty three (23) LGA of Kaduna state. One thousand four hundred and seventy five (1475) questionnaires were returned and the analysis was based on the returned questionnaires.

3.11 Procedure for Data Analysis

Data were analysed through the use of One Way Analysis of Variance (ANOVA) statistical tool and scheffe test. This was because the variable within the population were categorized into five after which responses were converted into percentages for easy and understandable interpretation. The result was presented in a tabular form in chapter four and subsequent interpretations of the items were made. In addition, all the six stated null hypotheses were tested at the degree of freedom 0.05 significant level. This helped in determining the acceptance or rejection of the hypotheses.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the analysis of data collected for this study on the Evaluation of the Policy Implementation of Universal Basic Education Programme in Kaduna state (2004 - 2013). A total of one thousand, eight hundred and six copies of questionnaire (1806) were distributed, out of which one thousand four hundred and seventy five (1475) copies questionnaire were returned. Thus, the analysis was based on the returned copies of questionnaire. The results were presented in frequency and percentage tables. Discussions were made on the data.

The chapter contains section "A" bio data of the respondents, section "B" opinions of respondents on implementation policy on enrolment of pupils in UBE? programme in Kaduna state. Section "C" was on opinions of respondents on the implementation policy on pupils retention of UBE programme in Kaduna State. Section "D" opinions of respondents on the implementation policy on staff development programme for UBE in Kaduna State. Section "E" opinions of respondents on the implementation policy on provision and management of infrastructural facilities for UBE programme in Kaduna State. Section F opinions of respondents on implementation policy on the provision and management of infrastructural facilities for UBE programme in Kaduna State. Section "G" opinions of respondents of implementation policy on provision and management of staff for UBE programme in Kaduna State.

Finally, hypotheses testing, major findings and discussions were presented in the chapter.

4.2 Bio Data of Respondents

Bio data of the respondents include gender, marital status, age, qualification, rank, status, and school location and education zone.

Table 4.2.1: Gender of Respondents

Category	Gender	Frequency	Percentage
Management Staff	Male	414	63.7
	Female	236	36.3
PTA officials	Male	32	71.1
	Female	13	28.9
Teachers	Male	384	49.2
	Female	396	50.8

Table 4.2.1 indicates that female had the highest respondents as could be seen in management staff with 414 respondents representing 63.7% are female. Table 4.2.2 shows martial status of the respondents.

Table 4.2.2: Martial Status of the Respondents

Category	Martial Status	Frequency	Percentage
Management staff	Single	87	13.4
	Married	489	75.2
	Divorced	59	9.1
	Widowed	15	2.3
PTA officials	Single	5	11.1
	Married	33	73.3
	Divorced	7	15.6
	Widowed	0	0.0
Teachers	Single	162	20.8
	Married	537	68.8
	Divorced	64	8.2
	Widowed	17	2.2

Table 4.2.2 shows the marital status of the respondents. The table shows that majority of the respondents were married. For example management staff had 489 on the frequencies married respondents representing 75.2%, PTA officials had 33 married respondents on the frequencies representing 73.3% and 537 married teachers representing 68.8% of the respondents. Table 4.2.3 indicates age of the respondents.

Table 4.2.3: Age of the Respondents

Category	Age	Frequency	Percentage
Management staff	20 – 35	29.2	44.9
	36 – 45	263	40.5
	45 and above	95	14.6
PTA officials	20 – 35	25	55.6
	36 – 45	11	24.4
	45 and above	9	20.0
Teachers	20 – 35	395	50.6
	36 – 45	320	41.0
	45 and above	65	8.3

Table 4.2.3 captures respondents age. The table shows that majority of the respondents had 20 – 35 years. This could be seen with teacher's 395 respondents representing 50.6%, PTA officials with 25 respondents representing 55.6% and 292 management staff representing 44.9%. SUBEB directors and education secretaries had 45 and above years. This show that administrators are experienced going by their age. It shows that they were at the age of eligibility to work. Table 4.2.4 shows respondents qualification.

Table 4.2.4: Respondents' Qualification

Category	Qualification	Frequency	Percentage
Management staff	Below NCE	29	4.5
	NCE	370	56.9
	First degree	220	33.8
	Others	31	4.8
PTA officials	Below NCE	6	13.3
	NCE	9	20.0
	First degree	18	40.0
	Others	12	26.7
Teachers	Below NCE	97	12.4
	NCE	458	58.78
	First degree	185	23.7
	Others	40	5.1

Table 4.2.4 shows management staff had 220 respondents representing 33.8% had first degree and 370 respondents representing 56.9% had NCE. This is good for better school management 97 respondents representing 12.4% of the teachers do not have NCE. This shows that there is need for these teachers to be encouraged to atleast have N.C.E as the minimum qualification for teaching in Primary Schools.

Table 4.2.5: Ranks/Status of the Respondents

Rank/status	Frequency	Percentage
Management Staff	650	100.0
PTA officials	45	100.0
Teachers	780	100.0

Table 4.2.5 shows that SUBEB directors, education secretaries and school heads (management staff) had 650 respondents representing 100% of the management staff, 45 PTA officials and 100% of PTA officials and 780 respondents of teachers representing 100% respectively. Table 4.2.6 shows respondent's school location.

Table 4.2.6: School Location of the Respondents.

Category	School Location	Frequency	Percentage
Management	Urban	338	52.0
	Rural	312	48.0
PTA Officials	Urban	31	68.9
	Rural	14	31.1
Teachers	Urban	441	56.5
	Rural	339	43.5

Table 4.2.6 indicates that majority of the respondents were from urban centers. This could be seen in teachers with 441 respondents representing 56.5%, 338 management staff representing 52%.02, and PTA officials' respondents representing 68.9% Table 4.2.7 shows respondent's educational zone.

Table 4.2.7: Educational Zone of the Respondents

Category	Educational Zone	Frequency	Percentage
Management staff	I	202	31.1
	II	179	27.5
	III	269	41.4
PTA Officials	I	11	24.4
	II	21	46.7
	III	13	28.9
Teachers	I	303	38.8
	II	156	32.8
	III	221	28.3

Table 4.2.7 indicates that teachers had majority in the data collected on educational zone. This could be seen in zone I with 303 representing 38.8% Zone II 32.8% and zone III with 28.3% respectively. Table 4.3.1 opinions of respondents on the implementation of policy on enrollment of pupils in UBE programme in Kaduna state (2004 – 2013)

4.3 Opinion of Respondents on the Implementation of Policy on Enrolment of pupils in UBE Programme in Kaduna State 2004 – 2013.

This section covered the opinions of respondents in item statements 1 - 10 as reflected in the questionnaire. The items include government policy on free tuition fee increase enrolment of pupils in UBE Schools in Kaduna State, government provision of free uniform distribution increase pupils enrolment in UBE School, in Kaduna State. Government policy on compulsory child enrolment increases pupils' enrolment in UBE schools in Kaduna State Government provision of free textbooks increases pupils enrolment in UBE schools in Kaduna State. others also include effective leadership style by school heads increases pupils enrolment in UBE schools in Kaduna state, parent satisfaction on pupils performance increases enrolment of pupils in Kaduna State, school location increases pupils enrolment to UBE schools in Kaduna State, teacher good relationship with parents increases pupils enrolment to UBE schools in Kaduna State, provision of infrastructural facilities in schools increases pupils enrolment in UBE schools in Kaduna State and enlightment of parents on UBE programme increases pupils enrolment in schools in Kaduna State. Details of the data collected were presented in table 4.3.1.

Table 4.3.1: Opinions of Respondents on Policy Implementation on Pupils' Enrolment Of UBE Programme In Kaduna State (2004–2013)

S/N	Item Statement	Categories of Respondents	Opinions of Respondents											
			SA		A		UD		DA		SD			
			Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	X	SD
1.	Government policy on free tuition fee increases enrolment of pupils in UBE schools in Kaduna State	Management Staff	167	25.7	222	34.2	89	13.7	93	14.3	79	72.2	3.45	1.371
		P.T.A Officials	8	17.8	19	42.2	8	17.8	6	13.3	4	8.9	3.64	1.151
		Teachers	183	23.5	324	41.5	120	15.4	88	11.3	65	8.3	3.68	1.179
2.	Government provisions of free uniform distribution increases enrolment in UBE schools in Kaduna State	Management Staff	123	18.9	256	39.4	1	14.8	118	18.1	57	8.8	3.46	1.246
		P.T.A Officials	8	17.8	19	42.2	124	2.2	13	28.9	4	8.9	3.93	1.207
		Teachers	168	21.5	324	41.5	124	15.9	105	13.5	59	7.6	3.61	1.249
3.	Government policy on compulsory child enrolment increases pupils enrolment to UBE schools in Kaduna state	Management Staff	124	19.1	265	40.8	86	13.2	109	16.8	65	10.0	3.45	1.326
		P.T.A Officials	4	8.9	22	48.9	9	20.6	6	13.3	4	8.9	3.36	1.393
		Teachers	174	22.3	327	41.9	94	12.1	128	16.4	57	7.3	3.61	1.253
4.	Government provision of free text books increases pupils enrolment in UBE schools in Kaduna state	Management Staff	146	22.5	266	40.9	81	12.5	104	16.0	53	8.2	3.58	1.244
		P.T.A Officials	6	13.3	23	51.1	9	20.0	5	11.1	2	4.4	4.07	.730
		Teachers	197	25.3	332	42.6	103	13.2	98	12.6	50	6.4	3.76	1.204
5.	Effective leadership style by school head increase pupils enrolment in UBE schools in Kaduna state	Management staff	142	21.8	262	40.3	106	16.3	81	12.5	59	9.1	3.60	1.204
		P.T.A Officials	11	24.4	14	31.1	13	28.9	5	11.1	2	4.4	3.79	1.263
		Teachers	168	21.5	317	40.6	151	19.4	96	12.3	48	6.2	3.64	1.150
6.	Parents satisfaction on pupils performance increases enrolment of pupils in Kaduna state	Management staff	131	20.2	291	44.8	85	13.1	92	14.2	51	7.8	3.54	1.206
		P.T.A Officials	9	20.0	18	40.0	12	26.7	2	4.4	4	8.9	3.64	1.277
		Teachers	169	21.7	353	45.3	111	14.2	83	10.6	64	8.2	3.62	1.200
7.	School location increases pupils enrolment to UBE schools in Kaduna state	Management staff	147	22.6	283	43.5	92	14.2	69	10.6	59	9.1	3.53	1.292
		P.T.A Officials	8	17.8	16	35.6	9	20.0	5	11.1	7	15.6	3.79	1.188
		Teachers	183	23.5	348	44.6	99	12.7	92	11.8	58	7.4	3.70	1.194
8.	Teachers good relationship with parents increase pupils enrolment in UBE schools in Kaduna State	Management staff	151	23.2	287	44.2	87	13.4	69	10.6	56	8.6	3.62	1.233
		P.T.A Officials	9	20.0	16	35.6	9	20.0	8	17.8	3	6.7	3.79	.893
		Teachers	181	23.2	331	42.4	105	13.5	89	11.4	74	9.5	3.63	1.227
9.	Provision of infrastructural facilities in schools increases pupils enrolment in UBE schools in Kaduna State	Management staff	143	22.0	267	41.1	103	15.8	71	10.9	66	10.2	348	1.280
		P.T.A Officials	8	17.8	13	28.9	13	28.9	5	11.1	6	13.3	3.57	.852
		Teachers	162	20.8	332	42.6	125	16.0	87	11.2	74	9.5	3.58	1.197
10.	Enlightenment of parents on UBE programme increases pupils enrolment in UBE schools in Kaduna State	Management staff	142	21.8	271	41.7	106	16.3	59	9.1	72	11.1	3.55	1.241
		P.T.A Officials	9	20.0	15	333	11	24.4	6	13.3	4	8.9	3.57	1.342
		Teachers	172	22.1	307	39.4	136	17.4	100	12.8	65	8.3	3.57	1.190

Table 4.3.1 captured opinions of respondents on implementation of policy on Enrolment of pupils in UBE programme in Kaduna State. it could be seen that in; Item 1 on Government policy on free tuition fee increases enrolment of pupils in UBE schools in Kaduna state, management staff agreed with 34.2% P.T.A officials agreed with 42.2% and teachers agreed with 41.5%. The highest mean score was 3.68. By this it could be deduced that the respondents has agreed with statement. This could be seen as a motivation by government to parents which made them send child to school. Indeed, this is a good development for it will reduce immoral activities among youths in the society and in the country in general.

Item 2 was on whether the government provision of free uniform distribution increases enrolment in UBE schools in Kaduna state, management staff agreed with 39.4%, P.T.A officials with 42.2% and teachers with 41.5% this shows that government provide pupils with uniform this on the other hand will make parents to send their children to school. Item 3 solicits the opinions of respondent on Government Policy on compulsory child enrolment increases pupils enrolment to UBE schools in Kaduna State the management staff here agreed with 40.8% P.T.A Officials agreed with 48.9% and teachers with 41.9%. The highest mean score was 3.93. This shows that government policy on compulsory child education make parents to send their children to school. Parents that do not send their children to schools will be punished because of the punishment parents will receive from government many parents send their children to school in Urban and rural areas in Kaduna state.

Item 4 was on whether the Government provision of free textbooks increases pupils enrolment in UBE schools in Kaduna State. Here management staff agreed 40.9%, P.T.A officials 51.1% and teachers with 42.6%. This shows that textbooks are provided to pupils though some are irrelevant to the curriculum, provision of textbook will help the UBE

Programme to achieve its objective. Item 5 was on whether the effective leadership style by school heads increases pupils enrolment in UBE schools in Kaduna State, management staff agreed with 40.3%, P.T.A officials 31.1% an teachers with 40.6%. The highest mean score was 3.61. It could be deduced that leaders with good qualities or leadership styles can convince parents to send their children to school. As such this will increases enrolment in UBE schools in Kaduna State.

Item 6 was on whether parents' satisfaction on pupils' performance increases enrolment of pupils in UBE schools in Kaduna state, management staff agreed with 44.8% P.T.A officials with 40.0% and teachers 45.3%. The highest mean score was 3.64. This shows that parents are satisfied with quality of education their children are getting from teachers in UBE schools in Kaduna state. Item 7 was on School location increases pupils. enrolment to UBE Schools in Kaduna State, management staff agreed with 43.5%, P.T.A officials 35.6% and teachers 44.6%. The highest mean score was 3.74. This shows that favorable school location made parents to send their children to school, most of the schools are closer to children homes. Pupils have easy access to schools. Item 8 was on teachers good relationship with parents increases pupils enrolment in UBE schools in Kaduna state, Here management staff agreed with 44.2% P.T.A officials 35.6% and teacher 42.4%. The highest mean score was 3.79. This show that teachers and the school community are living peacefully with each other as such this will bring a great achievement to UBE programme in Kaduna State. Item 9 was on provision of infrastructural facilities on schools increase pupils enrolment in Kaduna State management staff agreed with 41.1% P.T.A officials 28.9% and teachers 42.6%. The highest mean score was 358, from this it could be seen that government provided schools with infrastructural facilities. Though inadequate infrastructural facilities are the backbone of every school, without them learning can never take place. Adequate provision and maintenance of these facilities will make UBE

Programme a success in Kaduna State. Item 10 was on whether the enlightenment of parents on UBE programme increases pupils enrolment in UBE schools in Kaduna State. Management staff agreed with 41.7%, P.T.A official's 33.3% teacher 39.4%. The highest mean score was 357. This shows that community mobilization on UBE programme helped greatly especially in rural areas. This is a great achievement to UBE programme in Kaduna State.

4.3.2: Opinions of Respondents of Implementation policy of pupils' retention of UBE Programme in Kaduna State (2004 – 2013)

This section covered the opinions of respondents on implementation policy on pupils retention of UBE programme in Kaduna state the items in the section covered 11 – 20 statements in the questionnaire include free school fees increase pupils retention in UBE schools in Kaduna state, government policy on compulsory child enrolment helps retention in schools in Kaduna state, teachers commitment increase pupils retention in UBE schools in Kaduna State, conducive atmosphere for learning increases pupils retention in UBE schools in Kaduna state, Good school community relationship bring retention of pupils in UBE schools in Kaduna State, favorable school location increases pupils retention in UBE school in Kaduna State, availability of sporting facilities helps in pupils retention "UBE schools in Kaduna state, the use of extra curricular activities helps in pupils retention in UBE schools in Kaduna state and teacher pupils good relations helps in pupils retention in UBE schools, details of the data collected were presented in table 4.3.2.

Table 4.3.2: Opinions of Respondents on Policy Implementation on Pupils Retention of UBE Programme in Kaduna State (2004 – 2013)

S/N	Item Statement	Categories of Respondents	Opinions of Respondents											
			SA		A		UD		DA		SD			
			Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	X	SD
11.	Free school fees increases pupils retention in UBE schools in Kaduna state	Management staff	155	23.8	273	42.0	91	14.0	66	10.2	65	10.0	3.52	1.277
		P.T.A Officials	10	22.2	17	37.8	7	15.6	5	11.1	6	13.3	3.57	1.505
		Teachers	177	22.7	252	45.1	100	12.8	85	10.9	66	8.5	3.68	1.188
12.	Government policy on compulsory child enrolment helps child retention to UBE schools in Kaduna state	Management staff	130	20.0	272	41.8	112	17.2	71	10.9	65	10.0	3.42	1.259
		P.T.A Officials	12	26.7	12	26.7	6	13.3	7	15.6	8	17.8	3.57	1.555
		Teachers	182	23.3	326	41.8	127	16.3	77	9.9	68	8.7	3.63	1.79
13.	Teachers commitment increase pupils retention in UBE schools in Kaduna State	Management staff	149	22.9	286	44.0	97	14.9	53	8.2	65	10.0	3.52	1.257
		P.T.A Officials	14	31.1	9	20.0	9	20.0	6	13.3	7	15.6	4.00	1.301
		Teachers	182	23.3	343	47.0	112	14.4	79	10.1	64	8.2	3.65	1.171
14.	Conducive atmosphere for learning increases pupils retention in UBE schools in Kaduna State	Management staff	152	23.4	279	42.9	100	15.4	60	9.2	59	9.1	3.56	1.214
		P.T.A Officials	11	24.4	11	24.4	12	26.7	6	13.3	5	11.1	3.64	1.277
		Teachers	161	20.6	344	44.1	122	15.6	83	10.6	70	9.0	3.64	1.182
15.	Good school community relationship brings high retention of pupils in UBE school in Kaduna State	Management staff	142	21.8	269	41.4	108	16.6	68	10.5	63	9.7	3.49	1.285
		P.T.A Officials	10	22.2	17	37.8	8	17.8	6	13.3	4	8.9	3.79	.975
		Teachers	143	18.3	322	41.3	141	18.1	97	12.4	77	9.9	3.52	1.206
16.	Personality of the school head brings retention of pupils in UBE schools in Kaduna state	Management staff	134	20.6	261	40.2	113	17.4	75	11.5	67	10.3	3.46	1.261
		P.T.A Officials	11	24.4	19	42.2	6	13.3	5	11.1	4	8.9	3.36	1.231
		Teachers	137	17.6	329	42.2	141	18.1	99	12.7	74	9.5	3.51	1.189
17.	Favorable school location increases pupils retention in UBE schools in Kaduna state	Management staff	126	19.4	291	44.8	99	15.2	77	11.8	57	8.8	3.51	1.234
		P.T.A Officials	11	24.4	15	33.3	8	17.8	4	8.9	7	15.6	4.00	1.038
		Teachers	140	17.9	348	44.6	126	16.2	93	11.9	73	9.4	3.54	1.163
18.	Availability of sporting facilities helps in pupils retention in UBE school in Kaduna State	Management staff	138	21.2	264	40.6	102	15.7	83	12.8	63	9.7	3.47	1.257
		P.T.A Officials	11	24.4	18	40.0	8	17.8	5	11.1	3	6.7	4.07	.917
		Teachers	151	19.4	316	40.5	140	17.9	101	12.9	72	9.2	3.54	1.198
19.	The use of extracurricular activities helps in pupils retention in UBE schools in Kaduna state	Management staff	162	24.9	260	40.0	98	15.1	70	10.8	60	9.2	3.59	1.257
		P.T.A Officials	8	17.8	20	44.4	9	20.0	6	13.3	2	4.4	4.07	.829
		Teachers	69	21.7	328	42.1	116	14.9	84	10.8	83	10.6	3.59	1.215
20.	Teacher – pupils good relations helps in pupils retention in UBE school in Kaduna State	Management staff	134	20.6	277	42.6	109	16.8	67	10.3	63	9.7	3.41	1.259
		P.T.A Officials	11	24.4	19	42.2	2	4.4	10	22.2	3	6.7	3.93	1.141
		Teachers	160	20.5	299	38.2	145	18.6	97	12.4	79	10.1	3.56	1.210

Table 4.3.2 captured opinions of respondent on implementation of policy on pupils retention of UBE of in Kaduna state, it could be seen that in item 11 on free school fees increases pupils retention in UBE schools in Kaduna state, Management staff agreed with 42.0%, P.T.A official 37.8%, teachers 45.1%. The highest mean score was 3.68. This indicated that education is free in Kaduna state that children of the poor and nomads less privilege most learn. Education is free and compulsory to all children from 6 to 15 years of age. Pupils higher retention in UBE schools can lead to educational development in Kaduna State.

Item 12 was on whether government policy on compulsory child enrolment helps child retention in UBE schools in Kaduna state management staff agreed with 41.8%, P.T.A officials 26.7% and teachers 41.8%, the highest mean score was 3.63. This indicated that there is high enrolment of pupils in UBE School which lead to high retention. This could be seen because parents that do not send their children to school will be punished because education is compulsory and a right to every Nigerian child. Item 13 was on teachers' commitment increases pupil's retention in UBE schools in Kaduna state. Management staff agreed with 44%, P.T.A officials and teachers 44%, the highest mean score was 4.00. This indicated that teachers are committed to their Job. As such parents are satisfied with their performances in UBE schools in Kaduna state.

Item 14 was on whether the conducive atmosphere for learning increases pupils retention in UBE schools in Kaduna state, management staff agreed with 42.9% P.T.A officials 24.4% and teachers 44.1%, the highest mean score was 3.64. This showed that parents want their children to learn in schools with conducive atmosphere this on the other hand increase pupils retention in schools. Item 15 was on Good school community relationship bring high retention of pupils in

UBE schools in Kaduna State, Management staff agreed with 4.4%, P.T.A officials 41.4% and teachers with 37.8%, the highest mean score was 3.79. This showed that teachers, head teacher and parents have good relationship. Therefore this relationship will bring high enrolment of pupils which will lead to high pupils' retention in schools.

Item 16 was on whether the personality of the school head brings retention of pupils in UBE schools in Kaduna state. Here the management staff agreed with 40.2% P.T.A officials 42.2% and teachers 42.2%. this indicated School heads with good sense of administration or those that show different leadership style can influence parents to send their children to schools which will increase retention of pupils in UBE schools in Kaduna State, Also Item 17 was on favorable school location increases pupils retention in UNBE schools in Kaduna State, Management staff agreed with 44.8% P.T.A officials 33.3% and teachers with 44.6%, 4.00. This clearly indicated that schools are located in favorable places conducive for teaching and l earning to take place in Kaduna state.

Item 18 was on whether the availability of sporting facilities helps in pupils retention in Kaduna State, management staff agreed with 40.6% P.T.A officials 40.0% and teachers 40.5%, the highest mean score was 4.07. This indicated that sporting facilities in Kaduna state will help brings higher retention of pupils in UBE schools in Kaduna state. Item 19 was on the use of extra curricular activities helps in pupils retention in UBE schools in Kaduna State. management staff agreed with 40.0% P.T.A officials 44.4% and teachers 42.1%, the highest mean score was 4.07. This indicated that the use of extra curricular activities in UBE schools can bring higher retention of pupils in schools which will lead to national development. Item 20 which was teacher pupils good relations helps in pupils retention in UBE schools in Kaduna state, management staff agreed with 42.6% P.T.A officials 42.2% and teachers 38.3%, 3.93. This

indicated that schools with teacher – pupils good relations helps to bring higher retention of pupils in schools in Kaduna State 4.3.3 opinions of Respondents on implication of policy on staff development programmes for UBE programme in Kaduna state.

4.3.3 Opinions of Respondents on Implementation of Policy on Staff Development Programmes for UBE Programme in Kaduna State

This section covered the opinions of respondents in item statements 21 – 20 us reflected in the questionnaire. The items include induction courses for new teachers improve staff growth for the UBE implementation in Kaduna state, training and re-retraining of teachers empower UBE programme in Kaduna state, employment of qualified teacher empower UBE programme in Kaduna state. Also in service training opportunities are made available to UBE teacher regularly in Kaduna state, supervision of teachers is done regularly for better teaching and learning in UBE programme in Kaduna State.

Also teachers are sponsored for seminars for better performance in UBE programme in Kaduna state, government sponsored teachers for in-service training with full salary on Kaduna state, teachers are made to attend in house workshop for better UPE programme in Kaduna state, teachers are paid allowances for textbooks for better UBE programme in Kaduna state and adequate teachers are provided for UBE programme in Kaduna State. Details of data were shown in table 4.3.3

Table 4.3.3: Opinions of Respondents on the Policy Implementation on Staff Development Programmes for UBE Programme in Kaduna State (2004 – 2013)

S/N	Item Statement	Categories of Respondents	Opinions of Respondents											
			SA		A		UD		DA		SD			
			Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	X	SD
21.	Induction course for new teachers improve staff growth for the UBE implementation in Kaduna state	Management staff	151	23.2	285	43.8	79	12.2	78		57	8.8	3.54	1.297
		P.T.A Officials	13	28.9	15	33.3	6	13.3	5	11.1	6	13.3	3.50	1.454
		Teachers	163	20.9	345	44.2	97	12.4	88	11.3	87	11.2	3.59	1.206
22.	Training and re-retraining of teachers empower UBE programme in Kaduna State	Management staff	156	24.0	283	43.5	93	14.3	68	105.	50	7.7	3.71	1.178
		P.T.A Officials	14	31.1	13	28.9	7	15.6	4	8.9	7	15.6	3.36	1.336
		Teachers	164	21.0	347	44.5	114	14.6	103	13.2	52	6.7	3.64	1.129
23.	Employment of qualified teachers empower UBE programme in Kaduna State	Management staff	173	26.6	263	40.5	81	12.5	77	11.8	56	8.6	3.66	1.221
		P.T.A Officials	11	24.4	15	33.3	7	15.6	7	15.6	5	11.1	3.43	1.234
		Teachers	186	23.8	322	41.3	114	14.6	95	12.2	63	8.1	3.64	1.186
24.	In service training opportunistic are made available to UBE teachers regularly in Kaduna State	Management staff	120	18.5	276	42.5	96	14.8	98	15.1	60	9.2	3.43	1.225
		P.T.A Officials	11	24.4	16	35.6	7	5.6	8	17.8	3	6.7	3.50	1.160
		Teachers	163	20.9	323	41.4	107	13.7	119	15.3	68	8.7	3.52	1.198
25.	Supervision of teachers is done regularly for better teaching and learning in UBE programme in Kaduna State	Management staff	155	23.8	262	40.3	83	12.8	99	15.2	51	7.8	3.55	1.243
		P.T.A Officials	11	24.4	15	33.3	8	17.8	5	11.1	6	13.3	3.64	1.336
		Teachers	179	22.9	313	40.1	116	14.9	106	13.6	66	8.5	3.59	1.194
26.	Teachers are sponsored for seminars for better performance in UBE programme in Kaduna	Management staff	122	18.8	285	43.8	77	11.8	97	14.9	69	10.6	3.36	1.262
		P.T.A Officials	9	20.2	16	35.6	9	20.0	6	13.3	5	11.1	3.50	1.345
		Teachers	172	22.1	318	40.8	113	14.5	104	13.3	73	9.4	3.55	1.213
27.	Government sponsored teachers for in service training with full salary in Kaduna state	Management staff	125	19.2	260	40.0	105	16.2	102	15.7	58	8.9	3.40	1.217
		P.T.A Officials	10	22.2	17	37.8	7	15.6	7	15.6	4	8.9	3.43	1.284
		Teachers	168	21.5	322	41.3	134	17.2	99	12.7	57	7.3	3.53	1.159
28.	Teachers are made to attend in house workshop for better UBE programme in Kaduna State	Management staff	108	16.6	267	41.1	118	18.2	105	16.2	52	8.0	3.40	1.189
		P.T.A Officials	12	26.7	14	31.1	8	17.8	6	13.3	5	11.1	3.14	1.351
		Teachers	168	21.5	350	44.9	102	13.1	104	13.3	56	7.2	3.60	1.139
29.	Teachers are paid allowances for text books for better UBE programme in Kaduna state	Management staff	102	15.7	197	30.3	127	19.5	148	22.8	76	11.7	3.08	1.264
		P.T.A Officials	7	15.6	14	31.1	9	20.0	10	22.2	5	11.1	3.21	1.311
		Teachers	164	21.0	288	36.9	117	15.0	131	16.8	78	10.0	3.42	1.253
30.	Adequate teachers are provided for UBE propgramme in Kaduna State	Management staff	87	13.4	223	34.3	109	16.8	144	22.2	86	13.2	3.03	1.267
		P.T.A Officials	6	13.3	16	35.6	9	20.0	9	20.0	5	11.1	3.07	1.328
		Teachers	141	18.1	277	35.5	142	18.2	136	17.4	83	10.6	3.32	1.248

Table 4.3.3 reflected opinions of respondents on policy implementation on staff development programmes for UBE programme in Kaduna state. it could be shown that in item 21 which was on induction courses for new teacher improve staff growth for the UBE implementation Kaduna state. Management staff agreed with 43.8%, P.T.A officials 33.3% and teachers 44.2%, the highest mean score was 3.59. This indicated that induction course for new teachers, improved the teacher efficiency and acquaints them to the teaching Job in Kaduna State.

Item 22 which was on whether the training and re-training of teachers empower UBE programme in Kaduna State, Here the management staff agreed with 43.5, P.T.A officials 28.9 and teachers 44.5%, 3.71. It can be deduced that training and re training of teachers make teachers to become innovative in Kaduna State. As this will enhance their efficiency, Item 23 which was on employment of qualified teachers empower UBE programme in Kaduna State, management staff agreed 40.5% P.T.A officials 33.3% and teachers 41.3, 3.66. This indicated that employment of qualified and competent teachers will make UBE programme a success in Kaduna state.

Item 24 which was on whether the in-service training opportunities are made available to UBE teachers regularly in Kaduna state. Here the management staff agreed with 42.5% PTA officials 35.6% and teachers 41.4%, the highest mean score was 3.52. This indicted that in service training my will update the knowledge of teachers go on in service training which will make them innovative. Item 25 which was on supervision of teachers is done regularly for better teaching and learning in UBE programme in Kaduna State. Management Staff agreed with 4.1%, PTA Officials 33.3% and teachers 403%, 3.64. This showed that quality assurance supervision in done in UBE schools in Kaduna State. Item 26 which was on teachers are sponsored for seminars

for better performance in UBE Programme in Kaduna State, here the management staff agreed with 43.8%, P.T.A officials 35.6% and teachers 40.8%, the highest mean score was3.55. This indicated that teachers attend seminars, conferences and workshop for better UBE programme in Kaduna state.

Item 27 which was on whether the government sponsored teachers for in – service with full salary in Kaduna State, here the management staff agreed with 40.0%, PTA officials 37.8% and teachers 41.3%, 3.58. This indicated that that government motivated teachers and this will make teachers move productive by increasing their efficiency. Item 28 was on teachers are made to attend in house workshop for better UBE programme in Kaduna State. Management staff agreed with 41.1%, P.T.A officials 31.1% and teachers 44.9%, 3.60. This showed that teacher are train and re-retrain for better UBE programme in Kaduna state. Item 29 was on teachers are paid allowances for textbooks for better UBE programme in Kaduna State management staff agreed with 30.3% P. T. A officials 31.1% and teachers 36.9%, the highest mean score was 3.42. This indicated that teachers are not receiving allowances for textbooks as such this will affect the teachers performance in UBE School in Kaduna State.

Item 30 was on whether the adequate teachers are provided for UBE programme in Kaduna State. this showed that management staff agreed with 34.3%, P.T.A officials 35.6 teachers 35.5%, 3.37. This indicated that teachers provided to UBE schools are inadequate. Therefore, for UBE programme to succeed in Kaduna State adequate trained and qualified teachers most be provided to UBE schools in Kaduna State.

4.3.4 Opinions of Respondents on implementation of policy on provision and Management of infrastructural facilities for UBE programme in Kaduna state

The section covered the opinion of respondents in item statements 31 – 40 as reflected in the questionnaire, The item consisted of electricity is fully provided in UBE schools in Kaduna State, School generators are maintained in UBE schools in Kaduna State, roads are provided in schools for better UBE programme in Kaduna State. Water is provided in Schools for better UBE programme in Kaduna State. Adequate classes for pupils and offices for teachers are provided in UBE schools in Kaduna State Libraries are equipped with book in UBE programme for better performance in Kaduna State, School head ensure periodic and systematic inspection of the school plan for better UBE programme in Kaduna State, planned and preventive maintenance is provided in UBE school and lastly there is enough classes in UBE schools for a better performance in Kaduna State. Details of the data were shown table 4.3.4

Table 4.3.4: Opinions of Respondents on Policy Implementation on Provision And Management of Infrastructural Facilities for UBE Programme in Kaduna State (2004 – 2013)

S/N	Item Statement	Categories of Respondents	Opinions of Respondents											
			SA		A		UD		DA		SD			
			Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	X	SD
31.	Electricity is fully provided in UBE schools in Kaduna State	Management staff	85	13.1	187	28.8	87	13.4	171	26.3	120	18.5	2.77	1.338
		P.T.A Officials	5	11.1	18	40.0	7	15.6	8	17.8	7	15.6	2.93	1.269
		Teachers	130	16.7	290	37.2	123	15.8	136	17.4	101	12.9	3.26	1.298
32.	School generators are maintained in UBE schools in Kaduna State	Management staff	99	15.2	191	29.4	97	14.9	150	23.1	113	17.4	2.86	1.349
		P.T.A Officials	9	20.0	17	37.8	7	15.6	6	13.3	6	13.3	3.14	1.460
		Teachers	144	18.5	284	36.4	127	16.3	134	17.2	91	11.7	3.33	1.280
33.	Roads are provided in school for better UBE programme in Kaduna State	Management staff	109	16.8	208	32.0	90	13.8	144	22.2	99	15.2	3.02	1.325
		P.T.A Officials	9	20.0	14	31.1	9	20.0	9	20.0	4	8.9	2.86	1.167
		Teachers	146	18.7	299	383	128	16.4	122	15.6	85	10.9	3.40	1.335
34.	Roads provided are maintained in schools for better UBE programme in Kaduna State	Management staff	105	16.2	214	32.9	93	14.3	154	23.7	83	12.8	3.07	1.232
		P.T.A Officials	8	17.8	16	35.6	10	22.2	8	17.8	3	6.7	3.29	1.139
		Teachers	156	20.0	293	37.6	112	114.	134	17.2	85	10.9	3.41	1.343
35.	Water is provided in schools for better UBE programme in Kaduna State	Management staff	112	17.2	191	29.4	116	17.8	142	21.8	89	13.7	1.04	1.306
		P.T.A Officials	11	24.4	12	26.7	10	22.2	10	22.2	2	4.4	3.36	1.277
		Teachers	161	20.6	259	33.2	147	188	116	14.9	97	12.4	3.38	1.323
36.	Adequate classes for pupils and offices for teachers are provided in UBE schools in Kaduna State	Management staff	97	14.9	231	35.5	91	14.0	148	22.8	83	12.8	3.09	1.303
		P.T.A Officials	7	15.6	14	31.1	7	15.6	13	28.9	4	8.9	3.14	1.351
		Teachers	143	18.3	298	38.2	105	13.5	159	20.4	75	9.6	3.38	1.264
37.	Libraries are equipped with books in UBE schools for better performance of UBE programme in Kaduna State	Management staff	99	15.2	256	39.4	84	12.9	132	20.3	79	12.2	3.14	1.285
		P.T.A Officials	10	22.2	12	26.7	9	200	7	15.6	7	15.6	3.07	1.492
		Teachers	138	17.7	322	41.3	118	15.1	123	15.8	79	10.1	3.43	1.253
38.	School head ensure periodic and systematic inspection of the school plant for butter UBE programme in Kaduna State	Management staff	111	17.1	276	42.5	1.13	17.4	78	12.0	72	11.1	3.39	1.249
		P.T.A Officials	12	26.7	13	28.9	5	11.1	6	13.3	9	20.0	3.64	1.393
		Teachers	137	17.6	319	40.9	137	17.6	112	14.4	75	9.6	3.43	1.182
39.	Planned and preventive maintenance is provided in UBE schools in Kaduna State	Management staff	109	16.8	232	35.7	113	17.4	117	18.0	79	12.2	3.25	1.268
		P.T.A Officials	8	17.8	14	31.1	5	11.1	7	15.6	11	24.4	3.00	1.359
		Teachers	123	15.8	327	41.9	116	14.9	126	16.2	88	11.3	3.34	1.240
40.	There is enough classes in UBE schools for a better performance in Kaduna State	Management staff	116	17.8	202	31.1	112	17.2	123	18.9	97	14.9	3.13	1.318
		P.T.A Officials	12	26.7	17	37.8	5	11.1	5	11.1	6	13.3	3.64	1.336
		Teachers	138	17.7	270	34.6	152	19.5	118	15.1	102	13.1	3.28	1.299

Table 4.3.4 revealed opinions of respondents on implementation of policy on provision and management of infrastructural facilities for UBE programme in Kaduna State. It could be seen in item 31 which was on electricity is fully provided in UBE schools in Kaduna State. Management staff agreed with 28.8%, P.T.A officials 40.0% and teachers 37.2%, the highest mean score was 3.26. This indicated that electricity is not fully provided to all UBE schools in Kaduna state as such this will affect the UBE programme in Kaduna State.

Item 32 which was on whether the school generators are maintained in UBE schools in Kaduna, Management staff agreed with 29.4% P.T.A officials 37.8% and teachers 36.4%, the highest mean score was 3.33. This showed that school generators are not provided to UBE schools in Kaduna State. Item 33 which sought opinions of respondents on roads are provided in schools for better UBE programme in Kaduna State Management staff agreed with 32.0% PTA officials 31.1% and teachers 38.3%, the highest mean score was 3.40. This indicated that there is short supply of roads to serve as linkages to UBE schools in Kaduna State. this can effect the enrolment of pupils in UBE schools in

Item 34 which was on whether the roads provided are maintained in Schools for better UBE programme in Kaduna State. Management staff agreed with 32.9%, P.T.A 35.6% and teachers 37.6%, the highest mean score was 3.41. This showed that roads provided are not maintained as such pupils will not get easy access to UBE schools in Kaduna State. Item 35 which was on water is provided in schools for better UBE programme in Kaduna state. Management staff agreed with 29.4%, P.T.A officials 26.7% and teachers 32.2%, the highest mean score was 3.38. This showed that water is not provided to most of the UBE schools in Kaduna State as such this will bring failure to UBE schools. programme in Kaduna State. Item 36 which was on adequate classes for pupils and offices for teacher are provided in UBE schools

in Kaduna state. Management staff agreed with 35.5% P. T. A officials 31.1% and teachers 38.2%, the highest mean score was 3.38. This indicated that there is inadequacy of classes in UBE schools, this will make the UBE programme not to achieve its objective in Kaduna State.

Items 37 which was on whether the libraries are equipped with book for UBE programme better performance in Kaduna state. Management staff agreed with 39.4% P.T.A officials 26.7% and teachers with 41.3%, the highest mean score was 3.43. This showed that libraries are not provided in all UBE schools as such this will bring failure to the UBE programme in Kaduna State. Item 38 which was on school head ensure periodic and systematic inspection of the school plant for better UBE Programme in Kaduna State. Here the Management staff agreed with 42.5%, PTA officials 28.9, teachers 40.9%, the highest mean score was 3.64. This indicated that school head ensure periodic and systematic inspection of the UBE schools in Kaduna state.

Item 39 which was on whether the planned and preventive maintenance is provided in UBE schools in Kaduna State. Management staff agreed with 35.7% P.T.A officials 31.1% and teachers 41.9%, the highest mean score was 3.34. This indicated that school heads, teachers and pupils maintained the school facilities provided. Item 40 which were on there if enough classes, in UBE schools for better performance in Kaduna State. Here the Management staff agreed with 31.1%, P.T.A 37.8% and teachers 34.6%, 3.64. This showed that there is inadequacy of classrooms in UBE schools for better performance in Kaduna State. on the other this will bring failures to this success of UBE programme in Kaduna state.

4.3.5 Opinions of Respondents on the implementation of policy on the provision and management of instructional facilities for UBE programme in Kaduna State.

This section covers the opinions of respondents from items 41 – 50 in the questionnaire the items are textbooks are provided to pupils in UBE schools in Kaduna state, adequate classrooms are provided to accommodate pupils enrolment in UBE school in Kaduna State. chairs and tables are adequately provided to pupils in UBE schools in Kaduna States. Also chalk, duster, and board are provided in UBE schools in Kaduna State. Computers are provided in UBE schools in Kaduna State, laboratory equipments are provided in UBE schools in Kaduna state, tables and chairs and adequately provided to teachers in UBE schools in Kaduna state. Also parent teachers Associations provide UBE school with writing materials, UBE schools are provided with cutlasses, rake, brooms and hoes for environmental cleanliness in Kaduna State. And facilities provided are properly maintained in UBE schools in Kaduna State. Details of the data were shown in table 4.3.5.

Table 4.3.5: Opinions of Respondents on Policy Implementation on Provision and Management of Staff for UBE Programme in Kaduna State (2004 – 2013)

S/N	Item Statement	Categories of Respondents	Opinions of Respondents											
			SA		A		UD		DA		SD			
			Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	X	SD
41.	Textbooks are provided to pupils in UBE schools in Kaduna State	Management staff	132	20.3	301	46.3	65	10.0	31	12.5	71	10.9	3.56	1.237
		P.T.A Officials	8	17.8	17	37.8	9	20.0	5	11.1	6	13.3	3.64	1.277
		Teachers	133	17.1	351	45.0	111	14.2	110	14.1	75	9.6	3.49	1.204
42.	Adequate classrooms are provided to accommodate pupils enrolment in UBE school in Kaduna State	Management staff	107	16.5	249	38.3	83	12.6	140	21.5	72	11.1	3.16	1.292
		P.T.A Officials	9	20.0	15	33.3	7	15.6	7	15.6	7	15.6	3.43	1.505
		Teachers	121	15.5	328	42.1	106	13.6	127	16.3	98	12.6	3.33	1.255
43.	Chairs and tables are adequately provided to pupils in UBE schools in Kaduna State	Management staff	104	16.0	225	34.6	93	14.3	149	22.9	79	12.2	3.08	1.302
		P.T.A Officials	7	15.6	17	37.8	9	20.0	9	20.0	3	6.7	3.64	1.151
		Teachers	130	16.7	319	40.9	109	14.0	137	17.6	85	10.9	3.34	1.251
44.	Chalk, duster and board are provided in UBE schools in Kaduna State	Management staff	97	14.9	226	34.8	122	18.8	130	20.0	75	115	3.13	1.244
		P.T.A Officials	6	13.3	17	37.8	13	28.9	5	11.1	4	8.9	3.36	1.277
		Teachers	132	16.9	317	40.6	129	16.5	115	14.7	87	11.2	3.37	1.244
45.	Computers are provided in UBE School in Kaduna State	Management staff	81	12.5	209	32.2	99	15.2	146	22.5	115	17.7	2.86	1.337
		P.T.A Officials	3	6.7	20	44.4	12	26.7	6	13.3	4	8.9	3.43	1.284
		Teachers	120	15.4	283	36.3	161	20.6	125	16.0	91	11.7	3.27	1.242
46.	Laboratory equipment are provided to teachers in UBE schools in Kaduna State	Management staff	74	11.4	228	35.1	86	13.2	147	22.6	115	17.7	2.87	1.348
		P.T.A Officials	6	13.3	20	44.4	7	15.6	8	17.8	4	8.9	3.50	1.225
		Teachers	116	14.9	321	41.2	114	14.6	158	20.3	71	9.1	3.30	1.223
47.	Tables and chairs are adequately provided to teachers in Kaduna state	Management staff	101	15.5	230	35.4	87	13.4	152	23.4	80	12.3	3.08	1.317
		P.T.A Officials	4	8.9	20	44.4	13	28.9	3	67	5	11.1	3.57	1.089
		Teachers	134	17.2	310	39.7	125	16.0	141	18.1	70	9.0	3.38	1.218
48.	Parents Teacher Association provide UBE school with writing materials in Kaduna State	Management staff	98	15.1	229	35.2	105	16.2	137	21.1	81	12.5	3.10	1.316
		P.T.A Officials	7	15.6	13	28.9	15	33.3	5	11.1	5	11.1	3.50	1.092
		Teachers	140	17.9	291	37.3	112	14.4	159	24.4	78	10.0	3.36	1.249
49.	UBE schools are provided with cutlasses, rakes, brooms and hoes for environmental cleanliness in Kaduna State	Management staff	84	12.9	201	30.9	115	17.7	142	21.8	108	16.6	2.88	1.334
		P.T.A Officials	5	11.1	19	42.2	10	22.2	6	13.3	5	11.1	3.36	1.151
		Teachers	117	15.0	288	36.9	137	17.6	146	18.7	92	11.8	3.27	1.243
50.	Facilities provided are properly maintained in UBE schools in Kaduna State	Management staff	87	13.4	233	35.8	128	19.7	127	19.5	75	11.5	3.10	1.282
		P.T.A Officials	8	17.8	14	31.1	13	28.9	5	11.1	5	11.1	3.29	1.326
		Teachers	122	15.6	273	35.0	181	23.2	120	15.4	84	10.8	3.34	1.197

Item 41 which was on whether the textbooks are provided to pupils in UBE schools in Kaduna state. Management staff agreed with 46.3%, P.T.A officials 37.8% teachers 45.0%, the highest mean score was 3.64. This indicated that textbooks are provided to pupils in UBE but not in all subjects. And also textbooks provided are irrelevant to the curriculum. Item 42 which was on adequate classrooms are provided to accommodate pupils enrolment in UBE schools in Kaduna State. Here the Management staff agreed with 38.3%, P.T.A officials 33.3% and teachers with 42.1%, the highest mean score was 3.43. This revealed that classrooms provided to pupils in UBE schools are inadequate. As such pupils enrolment can not be accommodated in UBE schools in Kaduna State.

Item 43 which was on whether the chairs and tables are adequately provided to pupils in UBE schools in Kaduna state, management staff agreed with 34.6% P. T. A officials 37.8% and teachers 40.9%, 3.64. This showed that chairs and tables are not adequately provided to pupils in UBE schools in Kaduna state. And this will affect pupils and teachers performance. Items 44 which was on chalk, duster and board are provided in UBE schools in Kaduna state. Management staff agreed with 34.8% P. T A officials 37.8% and teachers 31.7%, the highest mean score was 3.37. This indicated that chalk, duster and board are not adequately provided to UBE schools in Kaduna State. This can affect pupil's performance in UBE schools in Kaduna State.

Item 45 which was on whether the computers are provided to UBE schools in Kaduna state. Management staff agreed with 32.2%, P.T.A officials 44.4% and teachers 36.3%, the highest mean score was 3.43. This revealed that computers are not provided to all UBE schools in Kaduna State. Item 46 which was laboratory equipments an provided in UBE schools in Kaduna State, Managed staff agreed with 35.1%, P.T.A officials 44.4% and P. T. A officials

teachers 41.2%, the highest mean score was 3.50. This indicated that Laboratory equipments provided to UBE schools in Kaduna state are inadequate.

Item 47 which was on whether the tables and chairs are adequately provided to teachers in UBE schools in Kaduna state. Management staff agreed with 35.4%, P.T.A officials 44.4% and teachers, the highest mean score was 39.7, 3.57. This revealed that tables and chairs provided to teachers in UBE schools are inadequate in Kaduna State. Item 48 which was on parent teachers Association provided UBE schools with writing materials in Kaduna State. Management staff agreed 35.2%, P. T.A officials 28.9% and teachers 37.3%, the highest mean score was 3.50. This showed that parent teachers Association do not provide writing materials to UBE schools in Kaduna.

Item 49 which was on whether the UBE schools are provided with cutlasses rakes, brooms and hoes for environmental cleanliness on Kaduna state. Management staff supported this with 30.1%, P. T. A Officials 42.2% and teachers 36.9%, the highest mean score was 3.36. This indicated that government does not provide UBE schools with equipments to be used in cleaning the school environment for general cleanliness of the school in Kaduna state. Item 50 which was on facilities provided are properly maintained in UBE schools in Kaduna State. Management staff agreed with 35.8%. P.T.A officials 31.1% and teachers 35.0%, 3.34. This showed that facilities provided are not properly maintained in UBE schools. There is lack of good maintenance culture by school heads and teachers in UBE schools in Kaduna State.

4.3.6 Opinion of Respondents on the Implementation of Policy on Provision and Management of Staff for UBE Programme in Kaduna State 2004 – 2013

The section covered opinions of respondents in items statements 51 – 60 as shown in the questionnaire. the items includes recruitment of UBE teachers is based on specialization in UBE schools in Kaduna State, most UBE teachers are qualified in UBE schools in Kaduna state, most teachers are posted to schools where they are needed in UBE schools in Kaduna state and UBE teachers transfers are based on school needs in Kaduna State.

Also UBE teachers recruitment is based on merit in Kaduna State, UBE teachers do write test before employment in Kaduna State, interviews of UBE teacher are done by private consultant in Kaduna state, teachers recruited meet the demand of the UBE schools in Kaduna state, teachers recruited go on induction courses in Kaduna State and UBE teachers are re-trained from time to time in Kaduna state. Details of the data were shown in table 4.3.6

Table 4.3.6: Opinions of Respondents on Policy Implementation on Provision and Management of Staff for UBE Programme in Kaduna State (2004 – 2013)

S/N	Item Statement	Categories of Respondents	Opinions of Respondents											
			SA		A		UD		DA		SD			
			Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%	X	SD
51.	Recruitment of UBE teachers is based on specialization in UBE schools in Kaduna State	Management staff	115	17.7	279	42.9	78	12.0	91	14.0	87	13.4	3.33	1.294
		P.T.A Officials	8	17.8	17	37.8	7	15.6	9	20.0	4	8.9	3.21	1.311
		Teachers	135	17.3	338	43.3	121	15.5	102	13.1	84	10.8	3.48	1.223
52.	Most UBE teachers are qualified in UBE schools in Kaduna State	Management staff	127	19.5	264	40.6	83	12.8	93	14.3	83	12.8	3.36	1.342
		P.T.A Officials	9	20.0	16	35.6	8	17.8	9	20.0	3	6.7	3.64	1.082
		Teachers	146	18.7	326	41.8	112	14.4	115	14.7	81	10.4	3.50	1.223
53.	Most teachers are posted to schools where they are needed in UBE school in Kaduna state	Management staff	98	15.1	224	34.5	100	15.4	140	21.5	88	13.5	3.06	1.328
		P.T.A Officials	10	22.2	20	44.4	8	17.8	6	13.3	1	2.2	3.36	1.336
		Teachers	143	18.3	293	37.6	131	16.8	128	16.4	85	10.9	3.37	1.257
54.	UBE teachers transfer are based on schools need in Kaduna State	Management staff	104	16.0	252	38.8	105	16.2	109	16.8	80	12.3	3.23	1.296
		P.T.A Officials	59	20.0	16	35.6	12	26.7	7	15.6	1	2.2	3.50	.941
		Teachers	135	17.3	301	36.6	148	19.0	99	12.7	97	12.4	3.39	1.244
55.	UBE teachers recruitment is based on merit in Kaduna state	Management staff	107	16.5	246	37.8	86	13.2	127	19.5	84	12.9	3.12	1.308
		P.T.A Officials	9	20.0	14	31.1	11	24.4	9	20.0	2	4.4	3.14	1.281
		Teachers	147	18.8	301	38.6	143	18.3	111	14.2	78	10.0	3.43	1.254
56.	UBE teachers do write test before employment in Kaduna state	Management staff	94	14.5	246	37.8	105	16.2	98	15.1	107	16.5	3.14	1.383
		P.T.A Officials	11	24.4	15	33.3	12	26.7	5	11.1	2	4.4	3.14	1.167
		Teachers	132	16.9	322	41.3	121	15.5	116	14.9	89	11.4	3.38	1.244
57.	Interviews of UBE teacher are done by private consultant in Kaduna State	Management staff	114	17.5	238	36.6	110	16.9	127	19.5	61	9.4	3.30	1.289
		P.T.A Officials	10	22.2	20	44.4	9	20.0	5	11	1	2.2	3.36	1.216
		Teachers	140	17.9	331	42.4	120	15.4	113	14.5	76	9.7	3.44	1.203
58.	Teachers recruited meet the demand of the UBE schools in Kaduna State	Management staff	126	19.4	230	35.4	92	14.2	138	21.2	64	9.8	3.28	1.293
		P.T.A Officials	12	26.7	21	46.7	6	13.3	5	11.1	1	2.2	3.21	1.311
		Teachers	136	17.4	310	39.7	112	14.4	136	17.4	86	11.0	3.36	1.249
59.	Teachers recruited go one induction course in Kaduna state	Management staff	88	13.5	251	386	110	16.9	127	19.5	74	11.4	3.22	1.188
		P.T.A Officials	11	24.4	22	48.9	6	13.3	3	6.7	3	6.7	3.93	1.072
		Teachers	112	14.4	351	45.0	117	15.0	101	12.9	99	12.7	3.36	1.218
60.	UBE teachers are re-trained from time to time in Kaduna state	Management staff	125	19.2	258	39.7	94	14.5	96	14.8	77	11.8	3.45	1.256
		P.T.A Officials	8	17.8	21	46.7	6	13.3	4	8.9	6	13.3	3.86	1.099
		Teachers	165	21.2	341	43.7	114	146	98	12.6	62	7.9	3.55	1.196

Item 51 attempted to verify whether recruitment of UBE teachers is based on specialization in UBE schools on Kaduna state, and the following percentage of respondents agreed. Thus; management staff 42.9% P.T.A officials 37.8 and teachers 43.6%, the highest mean score was 3.48. This means recruitment of UBE teachers is not based on specialization in Kaduna state. Therefore teacher recruited most be specialize in their subject areas. As such this will brings a lot of improvement in pupils' performance. Items 52 solicited the opinions of respondents on whether most UBE teachers are qualified in UBE schools. The responses in percentage as agreed by the management staff 40.69, P.T.A officials 35.6% and teachers 41.8%, the highest mean score was 3.64. This indicated that most of the UBE teachers are not qualified. They lack training and re-training from time to time. This is a great challenge to UBE programme. This justifies the need for regular training and re-retraining of teachers in order to maximally succeed in the UBE programme in Kaduna State.

Item 53 sought to find out if most teachers are posted to schools there they are needed in Kaduna state, here management staff agreed with 34.5% P.T.A officials 44.4% and teacher 37.6%, the highest mean score was 3.37. This indicated that teachers most be posted to school where there is demand for teachers to help maximize the productivity of the teachers in the schools. in adequacy of teachers is a challenge to UBE programme in Kaduna State. Also in Item 54 which attempted to verify if UBE teachers' transfers are based on school heeds. Management staff agreed with 38.8%, the highest mean score was 3.50. The indicated that teachers are transferred regardless of school needs in Kaduna state. For effective implementation of UBE programmed to teachers most meet school needs or demands in Kaduna state. Thus, teachers' productivity will enhance pupils' performance.

Item 55 which solicited the opinions of respondents if UBE teachers' recruitment is based on merit in Kaduna state. The responses were shown in percentages as management staff agreed with 37.8%, P..T A officials 31.1% and teachers 38.6%, the highest mean score was 3.43. This revealed that teachers' recruitment is not base on merit in Kaduna State. This therefore implies that the quality of education pupils will receive will be affected in way or the other. Item 56 which sought the opinions of respondents whether UBE teachers do write test before employment in Kaduna State. The responses in percentage as agreed by management staff 37.8, PTA officials 33.3% and teachers, 41.3% of this indicated and teachers do not test before employment or recruitment in Kaduna state, the highest mean score was 3.38. This show that recruitment of teachers is not base on merit and this will lead to the failure of UBE programme in Kaduna State.

Item 57 which was an attempt to find out if interviews of UBE teachers are done by private consultants in Kaduna state. Here, management staff agreed with 36.6%, P.TA Officials 44.4% and teachers with 42.4%, the highest mean score was 3.44. This clearly shows that it is not all the time interviews are carried out by private consultants in Kaduna state. It is advisable to interview new teachers because it is through interview qualified teachers will be selected. Also in item 58 which sought the opinions of respondents on whether teachers recruited meet the demands of the UBE schools in Kaduna States. Management staff agreed with 35.4%, P.T.A officials 46.7% and teachers 39.7%, the highest mean score was 3.36. This revealed that teachers recruited do not meet the school demands the issue of inadequate qualified teachers posed challenges to UBE programme in Kaduna State. For UBE programme to succeed in Kaduna state it is imperative to address this issue of inadequacy of qualified teachers in schools.

As for item 59 which sought to find out the opinions of respondents on whether teachers recruited go on induction courses in Kaduna state. The responses stated in percentages as management staff agreed with 38.6% P.T.A officials 48.9% and teachers 45.0%, the highest mean score was 3.93. This indicated that teachers recruited do not go for induction courses in Kaduna State. induction course is necessary for a newly recruited teacher, because it will enhance the teacher efficiency and productivity and make him feel more acquainted to the teaching Job. And on the other hand the productivity of the teacher will enhance pupils performance. and this will bring success to UBE programme in Kaduna State. therefore, it becomes imperative to provide adequate on the job training on specific and general skills of the teaching pedagogy. Those without teaching qualification should be encouraged to update their knowledge in a formal institution settings. Moreso, item 60 which sought to find out if UBE teachers are re-trained from time to time in Kaduna State management staff agreed with 39.7%, P.T.A officials 46.7% and teachers 43.7%, the highest mean score was 3.86. This indicated that few teachers are trained from time to time in Kaduna state. for UBE programme to achieve its objective all teachers most be re-trained from time to time to update their knowledge and become innovative.

4.4 Hypotheses Testing

Six null hypotheses were formulated at the beginning of this study. The hypotheses include, there is no significance difference in the opinions of management staff, teachers and parents on pupils enrolment in the policy Implementation of UBE programme in Kaduna State (2004 – 2013); there is no significant difference in opinions of management staff, teachers and parents on pupils retention in the policy implementation of UBE programme in Kaduna State, (2004 – 2013); there is no significant difference in the opinion of management staff, teachers and

parents on staff development program in the policy implementation of UBE programme in Kaduna state (2004 – 2013). others include there is no significant difference in the opinion of management staff, teachers and parents on provision and management of infrastructural facilities in the policy implementation of UBE programme in Kaduna state (2003 – 2014), there is no significant difference in the opinions of management staff, teachers and parents on provision and management of instructional facilities in the policy implementation of UBE programme in Kaduna State (2004 – 2013) and there is no significant difference in the opinions of management staff, teachers and parents on provision and management of staff in the policy implementation of UBE programme in Kaduna State (2004 – 2013) All the six hypotheses were tested using one way Analysis of Variance (ANOVA) at 0.05 significant levels. Section 4.4.1 – 4.4.6 captured details of the results of the six tested null hypotheses

4.4.1 Hypothesis 1

Hypothesis 1 states that there is no significant difference in the opinions of management staff, teachers and parents on pupils enrolment in the policy implementation of UBE programme in Kaduna State. Details of the result is presented in summary table of the hypothesis in table 4.4.1

Table 4.4.1: Summary of one way Analysis of variance on the opinions of Respondents on Pupils' Enrolment in the Policy Implementation of UBE Programme in Kaduna State (2004 – 2013)

Status	Sum of Square	Df	Mean square	F	Prob	F.Critical	Remark
Between Groups	256.002	2	128.001	1.893	151	2.76	Retained
Within Groups	99551.180	1472	67.630				
Total	99807.182	1474					

From table 4.4.1, f. ratio values (1.893) at of 1472 and at the level 0.05 the critical value (2.76 is greater than F. ratio values (1.893), the probability level of significance P. (151) is greater than 0.05. This means that there is no significant difference in the opinions of management staff, teachers and parents on pupils' enrolment in the policy implementation of UBE Programme in Kaduna State (2003 – 2014). Therefore, the null hypothesis is retained.

4.4.2 Hypothesis 2

There is no significant difference in the opinions of management staff, teachers and parents on pupils' retention in the policy implementation of UBE programme in Kaduna state (2003 – 2014) Details could be seen in table 4.4.2

Table 4.4.2 Summary of one way Analysis of Variance on the Opinions of Respondents on Pupils' Retention in the Policy Implementation of UBE Programme in Kaduna State (2004 - 2013)

Status	Sum of Square	Df	Mean square	F	Prob	F.Critical	Remark
Between Groups	44.111	2	22.055	.290	.748	2.76	Retained
Within Groups	111.872.265	1474	76.000				
Total	111.916.376	1474					

From table 4.4.2, F – ration value (290) at of 1474 and at the level 0.05. the critical value (2.76) is greater than f – ratio value (.290), the probability level of significance (.748) is greater than 0.05 this means that there is no significant difference in the opinions of management staff, teachers and parents on pupils retention in policy implementation of UBE programme in Kaduna state (2003 – 2014). Therefore, the null hypothesis is retained.

4.4.3 Hypothesis 3

There is no significant difference in the opinions of management staff, teachers and parents on staff development programmes in the policy implementation of UBE programme in Kaduna state (2003 – 2014). Details could be seen in table 4.4.3

Table 4.4.3 Summary of one way Analysis of Variance on the opinions of Respondents on staff development programmes in the policy implementation of UBE programme in Kaduna State (2004 – 2013)

Status	Sum of Square	Df	Mean square	F	Prob	F.Critical	Remark
Between Groups	191.606	2	95.803	1.303	272	2.76	Retained
Within Groups	108244.315	1472	73.536				
Total	108435.921	1474					

From table 4.4.3 above, F – ratio value (1.303) at 2 df 1472 and at the level 0.05. the critical value (2.76) is greater than f. ratio values (1.303). The probability level of significance P (.272) is greater than 0.05. This means that there no significant difference in the opinions of management staff, teachers and parents on staff development programmes in policy implementation of UBE programme in Kaduna state (2003 – 2014). Therefore, the null hypothesis is retained

4.4.4 Hypothesis 4

There is no significant difference in the Opinions of management staff, teachers and parents on provision and management of infrastructural facilities in the policy implementation of UBE programme in Kaduna state (2004 – 2013) Details of the result were shown in table 4.4.4

Table 4.4.4: Summary of One Way Analysis of Variance Analysis of Variance on the opinions of Respondents on Provision and Management of infrastructural facilities in the Policy Implementation of UBE Programme in Kaduna State (2004 – 2013)

Status	Sum of Square	Df	Mean square	F	Prob	F.Critical	Remark
Between Groups	1063.870	2	531.935	446	000	2.76	Rejected
Within Groups	92708.547	1472	62.981				
Total	93772.416	1474					

From table 4.4.4, F – ratio value (8.446) at 2 df 1472 and at the level 0.05 the critical value (2.76) is less than F – ratio values (8.446). The probability level of significance P (007) is less than 0.05. this means that there is a significant difference in the opinions of management staff, teachers and parents on provision and management of infrastructural facilities in the policy implementation of UBE programme in Kaduna state (2003 – 2014. Therefore the null hypothesis is rejected.

Table 4.4.5 Post Hoc Scheffe's Test on the Opinions of Respondents on the Implementation of Policy on Provision and Management of Infrastructural Facilities for UBE Programme in Kaduna State.

Mean	Group	1	2	3
75.7015	Management Staff (1)			
77.1556	P.T.A Officials (2)			
77.4244	Teachers (3)*			

*Signifies significant differences between groups. Therefore, the opinions of P.T.A Officials and Teachers are significantly different from those of management staff.

The above table shows Post Hoc test group mean indicating significant difference between management staff, PTA officials and teachers. The differences that exist between the three respondents were closely related. However, teachers and P.T.A officials opinions were

closer than that management staff. It could be deduced that the difference could be related to nature of work and understanding of government work between P.T.A officials and teachers on one hand and management staff on the other hand. Thus, differences could exist.

4.4.6 Hypothesis 5

There is no significant difference in the opinion of management staff, teachers and parents on provision and management of in structural facilities in the policy implementation of UBE programme in Kaduna State (2004 – 2013) Details was shown in table 4.4.6.

Table 4.4.6 Summary of one way Analysis of Variance on the opinions of Respondents on Provision and Management of Instructional Facilities in the Policy Implementation of UBE Programme in Kaduna State (2004 – 2013)

Status	Sum of Square	Df	Mean square	F	Prob	F.Critical	Remark
Between Groups	625.535	2	312.767	4.988	007	2.76	Rejected
Within Groups	92292.983	1472	62.699				
Total	92918.518	1474					

From table 4.46 above, F- ratio value (4.988) at 2 if 1472 and at the level 0.05, the critical value (2.76) is less than F – ratio values (4.988). The probability level of significance P (0.007) is less than 0.05, this means that there is a significant difference in the opinion of management staff, teachers and parents on provision and management of instructional facilities on the policy implementation of UBE programme in Kaduna state (2003 – 2014) Therefore, the null hypothesis is rejected.

Table 4.4.7: Post Hoc Scheffe's Test on the Opinions of Respondents on Implementation of Policy on the Provision and Management of Instructional Facilities for UBE programme in Kaduna State (2004 – 2013)

Mean	Group	1	2	3
85.7800	Management Staff (1)			
86.8889	P.T.A Officials (2)			
87.1013	Teachers (3)*			

*Signifies significant differences between groups. Therefore, the opinions of P.T.A Officials and Teachers are significantly different from those of management staff.

Table 4.4.7 shows post HOC test, group mean indicating significant difference between management staff, PTA officials and teachers the mean scores among the respondents are different but difference were close. This could be seen as management staff with 85.8, PTA officials 86.9 and teachers with 87.1. The closeness among the respondents was more between the PTA officials and teachers but varies between the two mentioned and the management staff. The existing differences could be related to differences in perception of issues related to the UBE program. UBE programme due to politics has been in some areas differently among stakeholders in education.

However all hands must be on deck with the view to providing all that is required irrespective of political affiliations. Education becomes everybody's business due to its general functions in the society .

4.4.8 Hypothesis 6

Hypothesis 6 states that there is no significant difference in the opinions of management staff, teachers and parents on provision and management of staff in the policy implementation of UBE programme in Kaduna State (2004 – 2013).

Table 4.4.8: **Summary of one way Analysis of Variance on the opinions of Respondents on provision and management of staff in the policy implementation of UBE programme in Kaduna state (2004 – 2013)**

Status	Sum of Square	Df	Mean square	F	Prob	F.Critical	Remark
Between Groups	522.397	2	261.198	4.617	010	2.76	Rejected
Within Groups	83278.789	1472	56.575				
Total	83801.186	1474					

From table 4.48 above, F – ratio value (4.615) at 2 df 1472 and at the level 0.05. the critical value (2.76) is less than F – ratio values (4.617). The probability leve of significance P (010) is less than 0.05. This means that there is a significant difference in the opinion of management staff, teachers and parent on provision and management of staff in the policy complementation of UBE programme in Kaduna state (2004 – 2013). Therefore, the null hypothesis is rejected.

Table 4.4.9 Scheffe's Test on the Opinions of Respondents on the Implementation of Policy on Provision and Management of Staff for UBE Programme in Kaduna State (2004 – 2013)

Mean	Group	1	2	3
96.7323	Management Staff (1)			
97.7603	P.T.A Officials (2)			
99.1333	Teachers (3)*			

* Signifies significant differences between groups. Therefore, the opinions of P.T.A Officials and Teachers are significantly different from those of management staff.

Table 4.4.9 on Scheffe test shows that differences exist among the respondents in the mean scores it is worthy to note that the differences were close to each other. management staff had 96.7, teachers with 97.8 and P.T.A officials with 99.1 it could be deduced that the differences between management staff and teachers was closer than that of the P.T.A officials whom visit schools on part- time basis. Therefore, if this difference exist, it is not a surprise.

In addition, many of the UBE programme could not be seen by outside (non – school workers) as those within. Thus, existence of differences between the respondents could be agreed upon.

Table 4:10 Summary of Hypotheses Testing

S/NO	Hypothesis	Statistical Tool	Significant level	Result	Restated hypothesis
1	There is no significant difference in the opinions of management staff, teachers and parents on pupils enrolment in the policy implementation of UBE programme in Kaduna State (2004 – 2013)	ANOVA	0.05	Retained	There is no significant difference in the opinions of management staff, teachers and parents on pupils enrolment in the policy implementation of UBE programme in Kaduna State (2004 – 2013)
2	There is no significant difference in the Opinion of management staff, teachers and parents on pupils retention in the policy implementation of UBE programme in Kaduna State (2004 – 2013)	ANOVA	0.05	Retained	There is no significant differences in the Opinion of management staff, teachers and parents on pupils retention in the policy implementation of UBE programme in Kaduna State (2004 – 2013)
3	There is no significant difference in the opinions of management staff, teachers and parents on staff development programmes in policy implementation of UBE programme in Kaduna state (2004 – 2013)	ANOVA	0.05	Retained	There is no significant difference in the opinions of management staff, teachers and parents on staff development programmes in policy implementation of UBE programme in Kaduna state (2004 – 2013)
4	There is no significant difference in the opinions of the management staff, teachers and parents on provision and managements of infrastructural facilities in the policy implementation of UBE Programme in Kaduna State	ANOVA	0.05	Rejected	There is significant difference in the opinions of the management staff, teachers and parents on provision and managements of infrastructural facilitations in the policy the implementation of UBE Programme in Kaduna State (2004 – 2013)
5	There is no significant difference in the opinions of the management staff, teachers and parents on provision and management of institutional facilities in the policy implementation of UBE programme in Kaduna state (2004- 2013)	ANOVA	0.05	Rejected	There is significant difference in the opinions of the management staff, teachers and parents on provision and management of institutional facilities in the policy implementation of UBE programme in Kaduna state (2004- 2013)
6	There is no significant difference in the opinions of management staff, teachers and parents on provision and management of staff in the policy implementation of UBE programme in Kaduna State (2004 -2013)	ANOVA	0.05	Rejected	There is significant difference in the opinions of management staff, teachers and parents on provision and management of staff in the policy implementation of UBE programme in Kaduna State (2004 -2013)

4.5 Summary of Major Findings

The following are the major findings of the research conducted on the Evaluation of Policy Implementation of Universal Basic Education Programme in Kaduna State (2004 – 2013):

1. The U. B. E policy increased pupil's enrolment in UBE schools in Kaduna state as assessed between (2004 – 2013);
2. The UBE policy increased pupil's retention in UBE schools in UBE schools in Kaduna State as assessed between (2004 – 2013);
3. staff development programmes were provided for UBE programme in Kaduna State as assessed between (2004 – 2013);
4. there were inadequate provision and inefficient management of infrastructural facilities for effective implementation of the UBE programme in Kaduna State as assessed between(2004 – 2013);
5. there were inadequate provision and ineffective management of instructional facilities in UBE schools for successful implementation of UBE programme in Kaduna State as assessed between (2004 – 2013); and
6. there were inadequate supply of teachers and irregular training and retraining in UBE schools for effective UBE implementation in Kaduna State as assessed between (2004 – 2013).

4.6 Discussion of the Findings

The finding on objective one revealed that there is increase in pupil's enrolment in UBE programme in Kaduna state as assessed between 2003 – 2014. This could be as a result of awareness campaign through the media, religious organization and traditional rulers on the importance of Basic Education Programme. This is supported by Igbuzor (2006) who observed that enrolment rate fell by 5% in Malawi 2 years after fees were introduced into the school system in 1980. Similarly in Tanzania enrolment surged by as much as 1.5 million children when fees were abolished in primary schools in January 2002.

The finding on objective two revealed that there is increase in pupils retention and reduction of the incidence of drop outs among pupils as assessed between (2003 – 2014). This could be as a result of the consciousness and awareness of the populace on the need of Basic Education, This helped to reduce child abuse, child labour and drop out rate. Since the UBE programme is expected to solve the problem of drop out in the system, it is unfortunate that the programme is to achieve this objective. This scenario has been well captured by Obasola (2008), when she observed that; this situation as described above poses a serious challenge to successful implementation of Universal Basic Education Programme. That is even when adequate fund made available to fund needed infrastructure and to purchase the necessary instructional materials and to train quality teachers for the programme, the problem of getting the children to teach continue to be in Nigeria due to the attitude of some Nigerian Parents, who would normally subject their children or wards to child labour. Government policy on compulsory child enrolment, free school fees and school community relationship helped increased child retention in UBE schools in Kaduna. Staff development programmes for UBE programme will improve the efficiency of the teachers and motivates then to remain in the teaching profession therefore,

constant training and re-training of teachers have to be done. Like seminar, workshops, conferences, and in-service training for teachers. For UBE programme to achieve it's objective in Kaduna state. as supported by Whawo (2003) explain that irrespective of the method of training that staff engaged in, the importance is no improve their teaching skills and use of teaching aids, evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects. Equally important is the team work among staff development of self - confidence in school leadership and effective classroom control. Also, that the training activities equip the trainees to contribute more meaningfully to the relaxation of educational objectives in the school and in the understanding of how the socio – economic and cultural values of the society influence work.

For qualitative education, government should employ as a matter of urgency trained teachers to implement the UBE programme in Kaduna State. According to UBE implementation committee (2000) about 94, 270 trained teachers will be required to effectively cater for the number of registered children. Apart from the need to employ more teacher will be required to effectively cater for the number of registered children. Apart from the need to employ more teachers for the programme, there is also a need to train and re-train teachers already on the job to reshape their orientation towards qualitative education of UBE programme. In Kaduna state, teachers should be properly motivated to be more dedicated to their duties.

The finding on objective four revealed that inadequate infrastructural facilities were provided which were inefficiently and ineffectively managed in UBE schools in Kaduna state as assessed between (2003 – 2014). The free and compulsory basic education will have a great influence on the provision of basic infrastructural facilities. As supported by Ogbonna (2002) opined that for UBE programme to be free and compulsory, there is the need for the provision of

basic infrastructural facilities as water, classes and electricity. The overall problem regarding general inadequacy of infrastructure, teaching materials and amenities in the Nigerian Educational system is well captured by Ezekwesili when she said, the physical infrastructure is below standard and gross insufficient, the basic amenities such as water and light are seriously lacking (Ogunjimi et al. 2009)

According to Baikie (2000), the cost of providing essential educational facilities is about 300 million U.S dollars must of the existing structures are dilapidated and in a state of repair, and most of school libraries and laboratories, are ill equipped. Again other educational related materials such as tables and chairs are either damaged or in short supply. Adequate provision and efficient and effective management of infrastructural facilities are paramount to the successful and provision of qualitative U. B. E programme in Kaduna state.

The finding on objective five revealed that inadequate provision of instructional facilities and ineffective management of these facilities will lead to failure of UBE programme in Kaduna state. Adequate instructional materials most be provided for UBE programme. And facilities most be properly maintained for successful implementation of UBE programme in Kaduna State. Durosaro (1998) stated that owing to the present day inadequate provision of funds for the Schools, two major factors had risen in connection with School facilities. The first is that here is insufficiency of funds to provide adequate facilities for the growing enrolment in the schools leading to the over – usage of the existing school facilities the second is that the existing school facilities cannot be adequately maintained due to lack of funds. Hence the scenario in the schools is such that the facilities are in poor state owing to over use and poor maintenance. Instructional facilities facilitate interest, the teacher's effort is reduced and simplified on teaching and learning

process. The use also assists in the time management. The provision of adequate instructional facilities will ensure greater achievement on UBE programme in Kaduna State.

The findings on objective six revealed that inadequate provision of teachers and inefficient and ineffective management of staff for UBE programme in Kaduna State as assessed between 2003 – 2014. For UBE programme to achieve it's objective adequate provision of more quality teachers and preparation for training of qualified teachers in Kaduna state there is also the need to re-train the existing teachers to reshape their orientation towards qualitative education in Kaduna state, teachers should also be positively motivated to ensure dedication from them. that is, the condition of service for teachers should be improved to keep them on the Job.

According to Peretomode (2001), training is a planned organization effort concerned with helping an employee (teacher) acquires specific skills, knowledge, concepts, aptitudes and behaviours to enable him / her perform more efficiently on his present Job, that is to improve on the performance.

The quality of instruction in any given educational system determines the quality of education in all ramifications. National policy of education (2004) asserts that no country can rise above the quality of its teachers. By implication of this policy statement, government should intensify effort in the aspect of teacher preparation through a sound academic training. Furthermore, those on the Job should be encouraged to further their education. they should equally be encouraged to attend conference, workshop and seminars to update their knowledge and to acquire new experiences Teachers are expected to be Knowledgeable in pedagogical Skills for Qualitative Teaching and learning in Kaduna State and Nigeria in General.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study based on four chapters. Conclusions were drawn based on the findings of the research as well as recommendations for improvement on policy implementation of Universal Basic Education programme in Kaduna State. Also, in the chapter are suggestions for further studies.

5.2 Summary

This study looked at the evaluation of the policy implementation of Universal Basic Education programme in Kaduna State (2004 – 2013). The issues raised in the objectives were reviewed in the literature were, implementation of policy on enrolment of pupils in UBE Programme in Kaduna State, implementation of policy on pupils retention of UBE programme in Kaduna State, implementation of policy on staff development programme for UBE programme in Kaduna State, implementation of policy on provision and management of infrastructural facilities for UBE programme in Kaduna state, implementation of policy on provision and management of instructional facilities for UBE programme in Kaduna State and implementation of policy on provision and management of staff for UBE programme in Kaduna State.

This study was a descriptive survey research design. The target subjects were teachers, head teachers, Education Secretaries, SUBEB Directors and PTA Officials in Kaduna State. The sample used was one thousand eight hundred and six (1806) respondents. The instrument used to collect data for this study was a questionnaire designed by the researcher. A total of one thousand for hundred and seventy five (1475) questionnaire were returned out of One Thousand

eight hundred and six (1806) that were administered. Stratified random sample technique was used to arrive at the sample used for the study. The data collected from the instrument were analyzed. The research questions were answered using frequency counts and simple percentages where the six research null hypotheses were tested using one way Analysis of variance (ANOVA) Statistical tool.

5.3 Conclusions

The findings of this research lead to the following conclusions:

1. the UBE policy implementation helped increased pupils enrolment in UBE schools in Kaduna state. Hence increase in enrolment require increase in fund;

2. the UBE policy on pupils' retention in schools reduced the incidence of drop out among pupils in Kaduna state;

3. staff development Programmes helped modify and acquaint teachers to the teaching profession in Kaduna State;

4. inadequacy of infrastructural facilities and improper management can lead to failure of UBE programme in Kaduna State; and

5. inadequate provision of teachers with irregular training and re-training can hinders the success of U.B.E programme in Kaduna State. As pupils' cannot get meaningful education.

5.4 Recommendations

Based on the findings of this research the followings recommendations are made:

1. the increase in the rate of enrolment have stemmed up the need for setting up of more UBE schools that should be located within the immediate communities due to monumental increase in population growth;
2. the UBE Act (2004) Penalty for parents who deprive their ward from benefiting from Basic Education should be enforced to deter erring parents and hence, make the programme indeed compulsory;
3. teachers should be adequately provided and well trained in order to enhance efficiency, this could be done through routine data collection of teachers with the view to identify schools with shortage to teachers;
4. non – governmental organizations, Old boys and community development organizations should come to aid the government efforts on the provisions of infrastructural facilities in schools for better teaching and learning;
5. government and non-governmental organization should to provide adequate instructional facilities for UBE programme and facilities provided must be properly maintained in schools by managers for effective UBE programme implementation; and
6. head teachers, teachers, pupils and members of the community should join hand together to maintain school facilities provided.

5.5 Suggestions for Further Studies

The following are suggestions for further studies:

1. Based on the findings of this research, it is suggested that, further studies should be carried out on the way forward on sustaining the UBE programme in Kaduna state and the country towards making Basic Education as free and compulsory as envisaged.
2. Similar study should be carried out in other states other than Kaduna state.
3. Also similar study should be conducted using different variables other than the ones used in this study.

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APPENDIX A

QUESTIONNAIRE ON THE EVALUATION OF THE POLICY IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KADUNA STATE (2004 – 2013)

Department of Educational foundations
And Curriculum,
Faculty of Education
Ahmadu Bello University, Zaria.

Dear Respondent,

REQUEST TO FILL A QUESTIONNAIRE

I am a post – graduate student of the above named institution, undertaking a research on the Evaluation of the Implementation of Universal Basic Education Programme in Kaduna State (2004 – 2013)

Your honest opinion will enhance the validity and reliability of this research in the fulfillment of the criteria for the award of a Master Degree in Education (M. Ed) in Ahmadu Bello University, Zaria.

All information given will be treated with strict confidentiality.

Thank you in anticipation of positive co-operation.

Yours faithfully,

Hassana Lawal
MUHAMMAD

APPENDIX B

SECTION A: BIO – DATA

Instruction:- Please tick or fill the information you think is appropriate to your opinion.

1. **Gender** : (a) Male ( ) , (b) Female ( )
2. **Marital Status**: (a) Single ( ), (b) Married ( ), (c) Divorced ( ),
   (d) Widow ( )
3. **Age**: (a) 20 – 35 ( ), (b) 36– 45 ( ), (c) 45 and above ( )
4. **Qualification**: (a) Below NCE ( ), (b) NCE ( ), (c) First degree ( )
   (d) Other specify _____
5. **Rank** / **Status**: (a) Teacher ( ), (b) Head Teacher ( ), (c) Education Secretary ( ),
   (d) SUBEB Director ( ), (e) PTA Official ( )
6. **School Location**: (a) Urban ( ), (b) Rural ( )
7. **Educational Zone**: (a) Zone I ( ), (b) Zone II ( ), (c) Zone III ( )

Section B: Policy Implementation on Enrolment of pupils in UBE Programme in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	Government policy on free tuition fee increases enrolment of pupils in UBE schools in Kaduna State					
2	Government provisions of free uniform distribution increases enrolment in UBE schools in Kaduna State					
3	Government policy on compulsory child enrolment increases Pupils enrolment to UBE Schools in Kaduna State					
4	Government provision of free textbooks increase pupils enrolment in UBE Schools in Kaduna State					
5	Effective leadership style by school heads increases pupils enrolment in UBE schools in Kaduna State					
6	Parents satisfaction on pupils performance increases enrolment of pupils in Kaduna State					
7	School location increases pupils enrolment to UBE in schools in Kaduna State					
8	Teachers good relationship with parents increases pupils enrolment to UBE schools in Kaduna State					
9	Provision of infrastructural facilities in schools increases pupils enrolment in UBE schools in Kaduna State					
10	Englightment of parents on UBE programme increases pupils enrolment in schools in Kaduna State					
SECTION C: Policy Implementation on Pupils Retention of UBE Programme in Kaduna State						
11	Free school fees increases pupils retention in UBE schools in Kaduna State.					
12.	Government policy on compulsory child enrolment helps child retention in UBE schools in Kaduna State					
13	Teachers commitment increase Pupils retention in UBE schools in Kaduna State.					
14.	Conducive atmosphere for learning increases pupils retention in UBE schools in Kaduna State					

15	Good school community relationship brings high retention of pupils in UBE schools in Kaduna State					
16	Personality of the school head brings retention of pupils in UBE schools in Kaduna State.					
17	Favourable school location increases pupils retention in UBE school in Kaduna State.					
18	Availability of sporting facilities helps in pupils retention UBE schools in Kaduna State.					
19	The use of extra curricular activities helps in pupils retention in UBE schools in Kaduna State.					
20	Teacher pupils good relations helps in pupils retention in UBE schools.					
Section D : Policy Implementation on Staff Development Programmes for UBE Programme in Kaduna State						
21	Induction courses for new teachers improve staff growth for the UBE implementation in Kaduna State					
22	Training and re-training of teachers empower UBE programme in Kaduna state					
23	Employment of qualified teachers empower UBE programme in Kaduna State					
24	In-service training opportunities are made available to UBE teachers regularly in Kaduna State.					
25	Supervision of teachers is done regularly for better teaching and learning in UBE programme in Kaduna State.					
26	Teachers are sponsored for seminars for better performance in UBE programme in Kaduna State					
27	Government sponsored teachers for in – service training with full salary in Kaduna State.					
28	Teachers are made to attend in house work shop for better UBE programme in Kaduna State.					

29	Teachers are paid allowances for text book for better UBE Programme in Kaduna State.					
30	Adequate Teachers are provided for UBE Programme in Kaduna State.					
Section E : Policy Implementation on Provision and Management Infrastructural Facilities for UBE Programme Kaduna State						
31	Electricity is fully provided in UBE schools in Kaduna State.					
32	School generators are maintained in UBE Schools in Kaduna State					
33	Roads are provided in schools for better UBE programme in Kaduna State.					
34	Roads provided are maintained in schools for better UBE Programme in Kaduna State.					
35	Water is provided in schools for better UBE Programme in Kaduna State.					
36	Adequate classes for pupils and Offices for teachers are provided in UBE schools in Kaduna State.					
37	Libraries are equipped with book in UBE Programme for better performance in Kaduna State.					
38	School head ensure periodic and systematic inspection of the school plant for better UBE Programme in Kaduna State.					
39	Planned ad preventive maintenance is provided in UBE school in Kaduna State.					
40	There is enough classes in UBE schools for a better performance in Kaduna State					

Section F: Policy Implementation on the Provision and Management of Instructional Facilities for UBE Programme in Kaduna State

41	Textbooks are provided to pupils in UBE Schools in Kaduna State					
42	Adequate classrooms are provided to accommodate pupil's enrolment in UBE schools in Kaduna State.					
43	Chairs and tables are Adequately provided to pupils in UBE Schools in Kaduna State.					
44	Chalk, duster and board are provided in UBE Schools in Kaduna State.					

45	\Computers are provided in UBE schools in Kaduna State.					
46	Laboratory equipments are provided in UBE Schools in Kaduna State.					
47	Tables and Chairs are adequately provided to teachers in UBE schools in Kaduna State.					
48	Parent Teachers Association Provide UBE School with writing materials in Kaduna State.					
49	UBE schools are provided with cutlass, rake, brooms and hoes for environmental cleanliness in Kaduna State.					
50	Facilities provided are properly maintained in UBE Schools in Kaduna State.					
Section G: Policy Implementation on Provision and Management of staff for UBE Programme in Kaduna State.						
51	Recruitment of UBE teacher is based on specialization in UBE schools in Kaduna State.					
52	Most UBE teachers are qualified in UBE schools in Kaduna State.					
53	Most teachers are posted to schools where they are needed in UBE schools in Kaduna State.					
54	UBE teachers transfers are based on schools needs in Kaduna State.					
55	UBE teachers recruitment is base on merit in Kaduna State.					
56	UBE teachers do write test before employment in Kaduna State.					
57	Interviews of UBE teachers are done by private consultant in Kaduna State.					
58	Teachers recruited meet the demand of the UBE schools in Kaduna State.					
59	Teachers recruited go on induction courses in Kaduna State.					
60	UBE teachers are re-trained from time to time in Kaduna State					

EVALUATION OF POLICY IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KADUNA STATE (2004 – 2013)

BY

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