INFLUENCE OF MILLENNIUM DEVELOPMENT GOALS' INTERVENTIONS ON THE ATTAINMENT OF UNIVERSAL BASIC EDUCATION IN KADUNA STATE (2005-2012)

BY

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DECLARATION

I, **AYUBA Philip Mutuwah** declare that the Dissertation entitled: **INFLUENCE OF MILLENNIUM DEVELOPMENT GOAL'S INTERVENTIONS ON THE ATTAINMENT OF UNIVERSAL BASIC EDUCATION IN KADUNA STATE** was carried out by me in the Department of Public Administration. The information derived from the literature has duly acknowledged in the text and a list of references provided. And no part of this work has been presented for another degree or diploma at this or any other institution.

_____ _____

AYUBA Philip Mutuwah **Date**

CERTIFICATION

This dissertation entitled: **INFLUENCED** OF **MILLENNIUM DEVELOPMENT GOAL'S INTERVENTIONS AND THE ATTAINMENT OF UNIVERSAL BASIC EDUCATION IN KADUNA STATE** conducted by **AYUBA Philip Mutuwah (MSC/ADMIN/9503/2010-2011)** has been read and certified to have met the requirements governing the award of the Masters Degree of Science (M.SC) Public Administration.

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DEDICATION

This work is dedicated to my wife “Lady J.” and my mother “Tani Ayuba”; God bless you all.

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ABBREVIATIONS

AIDs	-	Acquired immunodeficiency Syndrome
CGS	-	Conditional Grant Scheme
CRF	-	Consolidated Revenue Fund
DLS	-	Distance Learning System
EFA	-	Education For All
ETF	-	Education Tax Fund
FEC	-	Federal Executive Council
FGN	-	Federal Government of Nigeria
FIS	-	Federal Inspectorate Service
FME	-	Federal Ministry of Education
HIV	-	High Immune Virus
IMF	-	International Monetary Fund
MDGs	-	Millennium Development Goals
NBS	-	National Bureau of Statistics
NCNE	-	National Commission for Nomadic Education
NEC	-	National Education Council
NEEDS	-	National Economic Empowerment and Development Strategy
NERDC	-	Nigeria Educational Research and Development Centre
NPC	-	National Planning Commission
NPE	-	National Policy on Education
NPEC	-	National Primary Education Commission

NTI	-	National Teacher's Institute
NUNLAN	-	National Institute for Nigerian Languages
PTTP	-	Pivotal Teacher Training Programme
SUBEB	-	State Universal Basic Education Board
UBE	-	Universal Basic Education
UBEC	-	Universal Basic Education Commission
UBEP	-	Universal Basic Education Programmme
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Education Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund
UPE	-	Universal Primary Education
WCEFA	-	World Conference on Education For All

ABSTRACT

The study entitled "Influenced of Millennium Development Goal's interventions and the Attainment of Universals Basic Education in Kaduna State" was informed by the concerned on education that necessitated about one hundred and eighty-nine (189) head of states and Governments from various Nations to consider "Basic Education" and set it as the second goal amongst the eight goals arrived at during the millennium summit held in New York, U.S.A. It was against the forgoing background that the study focuses on Basic Education in Kaduna State with the sole aim of unveiling the extent to which the state government was committed to the provision of Basic Education to its citizenry and further, outline the challenges impeding the attainment of this time bound goal "Achieving Universal Basic Education" in the state as contained in goal two (2) of the MDGs' eight (8) goals. Data for the study were collected from both Primary and Secondary sources. The primary source comprises the use of questionnaire, interview and observation, while the secondary source consists of textbooks, journals, thesis, Manuals, and other unpublished materials. Descriptive and inferential statistical tools were used for data presentation and analysis. The Chi-square (x^2), non parametric tool was used for the analysis of data and testing of the hypotheses. From the presented and analyzed data, it was found among others that; instructional materials and facilities are absent in some schools, to some there are a lot of inadequacies, while others with the facilities available, are observed to be obsolete and cannot meet the realities of present day learning. It was further revealed that; infrastructural facilities such as classrooms, laboratories, toiletries, are highly inadequate while the existing ones are dilapidated. These problems are unanimous in the three local government areas of Jama'a, Kaduna South, and Zaria Local government areas respectively. It was also revealed that the education sector was grossly underfunded in the respective education department of the LGEAs. The analysis of data reveals the present of the activities of MDGs in the state and the local government education authorities. Based on the findings, it was recommended among others that; government at all levels should step-up deliberate effort to increase funding to the education sector, and in doing this budgetary allocation to education sector should be reviewed upward to a mandatory given percentage that all levels of government i.e Federal, State and Local government must comply with. Finally, managers of the education sector should be professionals and not political allies and/or loyalists to the leader at the top.

CHAPTER ONE
GENERAL INTRODUCTION

1.1 Background to the Study

Nigeria's Educational System has encountered a Catalogue of changes in policies and programmes. Some of the changes have appeared to a number of people desirable while one continues to wonder why some of the other changes were initiated. In fact, many of the changes in educational policies in Nigeria have been described as the product of confusion (Ayeni, 2000). There is therefore a high level of uncertainties, which is beclouding meaningful planning in Nigeria's education, and this can be very dangerous as the future of Nigeria and Nigerians is determined by the level of education her nationals have acquired. Worldwide, education is recognized as the most important catalyst for national development and that explains why nations that have achieved an appreciable level of development invest massively in educational system. This is in line with Nwagwu's (1976) observation that:

Today education is universally accepted as a form of investment in human beings, which yields economic benefits or returns and contribute to nation's future wealth and development by increasing the production and consumptive capacity of its citizens. Viewed in this way, all expenditure on education can to a great extent be justified in terms of the potential contributions of education to economic growth and national development.

While education generally gives impetus to national development, basic education is the cutting edge. That is why the world over, there has always been the concern to provide basic education to the greater majority of the people. The MDG goal two (Achieving Universal Basic Education) was a wake-up call on governments toward providing quality Basic Education. Since Nigeria's attainment of independence in 1960, educational development has been a major challenge for successive government, several initiatives and programmes aimed at revamping the education sector has emerged, with

more attention to basic education. The first major nationwide initiative was in 1976, when the universal primary education (UPE) was launched by Gen.Olusegun Obasanjo. Taiwo(1980) assert that; the UPE is a great contribution to education in Africa and of immense benefit to Nigeria in mobilizing it human resource, adjusting its educational imbalances and providing for Nigeria children equal access to education

Other interventions include the establishment and takeover of schools at all levels from regional and missionaries. In restructuring the education system, there had been a shift from the 7 – 5 – 2 – 3 system to the 6 – 3 – 3 – 4 system and the current 9 – 3 – 4 system. Consequently, the reorganizing of primary education from universal primary Education (UPE) to Universal Basic education (UBE), and the education for all (EFA) which is articulated in the Dakar framework of Action (2000), and the Jomtein (1990) declaration and framework of action on education for all, are all aimed at getting education to the reached of the citizenry. Further the political background of education ushered us into knowing that Nigeria among other African countries in the 1980s participated in conferences and summit that proposed several aggressive strategies for new foundations for education, such as Lagos plan of Action, 1980, the Harare conference of ministers of education, 1982, the organization of Africa Unity (OAU) 1985, the Khartoum Declaration, 1988 etc.

Demonstrating her commitment attached to education and development, the federal Republic of Nigeria explicitly provides in section 8 (1) of 1999 constitution that: "Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all level" Subsection (3) provides that "Government shall strive to eradicate illiteracy and to this end " Government Shall as and when practicable provides free and compulsory and universal primary education (FGN, 1999:13). Further, the Millennium Development Goals (MDGs) which represent an unprecedented global

consensus with a dream of making significant differences in human well being, as well as to free especially those in the Third World regions from the bondages of absolute poverty and wretchedness, sees and recognized education as a major tool toward achieving this aim. The MDGs which consist of eight (8) goals, has two of such goals i.e. goal two (2) and three (3) addressing primary education with the target of achieving universal primary completion by 2015, and goal, three (promote gender equality and empower women) with the target of eliminating gender disparities in primary and secondary education enrolment by 2005, and achieve equity at all levels by 2015. Nigeria as one amongst 189 countries that indicated commitment towards the MDGs has adjusted to the responsibility of ensuring increase funding, building the human resources, increase material resources, improved infrastructure, the political will and commitment as well as building institution in order to accommodate the increase number in enrolment especially at the basic level of education. To this end, the main focus of this study is on goal two, i.e. "Achieving Universal Basic Education"

Despite the numerous efforts a lot still need done in order to raise the standard of education to appreciable level in the country. This as a matter of fact necessitate some analysts and commentators on the Nigeria education to agree on some basic fact affecting growth of the Nigeria education leading to it decline in both quality and quantity. Obasanjo (1999), NEST (1992), Birma (1998), and Omofonmwan (2001) observed that the UPE programme was bedeviled with a number of unforeseen and avoidable difficulties which rendered it virtually unsustainable. Lack of political will to build on the social and physical structures already established led to the collapse of the UPE programme and the result was a gradual, but steady decline in all facet of primary education. However, Obasanjo (1999) while launching the UBE discerned in his speech that:

> *The Universal Basic Education programme is almost the same as the old UPE scheme it is "Free" and universal like before, but now in addition it will be compulsory. But having carefully reviewed our current national needs, our administration has decided to give it a broader focus. Thus, the new UBE now extends to all children from age six top ages fifteen. It will accommodate them from primary school to Junior Secondary School". It will devote as much attention to producing trained and qualified teachers as to providing a large enough number of schools to take in all children who are eligible for enrolment in them. It embraces a comprehensive adult literacy programme. Funds will be made available for properly equipping the schools.*

In view of the quote above, the study took a cursory look at the state of the UBE in Kaduna state, with specific attention to Jama'a, Kaduna south, and Zaria Local government areas given effect that the UBE is done in collaboration with state and local governments; which is with a view to providing education for all children of school age, as enshrine in the Jomtein declaration of 1999 which Nigeria is a signatory.

1.2 Statement of the Problem

The education crisis is a worldwide phenomenon, but in no setting has it become so stubborn to manage than in the developing countries. In Nigeria, education crisis is evident, in which Omofonmwan(2001) opined that: "when the issue of Nigerias' education system today is raised, the first set of thought that comes to mind are; deterioration of facilities, under funding, examination malpractices as well as paucity of teachers and poor/polluted learning environment".

Universal access to education has been a prime target for Nigeria, in which Nigerian was a signatory to many international charters and treaties among which is; being a signatory to the World Declaration on Education for All. Jomtein (1999). The launching of the Universal Basic Education in 1999 seems a ray of hope toward making

education accessible to all Nigeria's children of school age, it was applauded for it inclusion of out of school non-formal programmes, nomadic education, non-formal skill and apprenticeship training for adolescents and youths who have not had the benefit of formal education and as beautiful as the UBE programmes may seem, education in Nigeria stills suffers myriad of crisis. Ajayi (2000) Opines that teachers are poorly motivated, there is lack of community interest and participation as well as inadequate teaching personnel, infrastructures mobilization and poor planning are problems which may hinder the implementation of the UBE program. In another dimension, some researchers and educators are of the view that the inadequacies in Nigeria educational development amongst others include inadequate funding, insufficiently trained teachers, lack of educational facilities, as well as poor implementation strategies (Ogunsola, 1986), the position of the primary (basic) education in Kaduna state is not different, children in the rural areas still study under the shade of trees, no text books and teachers guides. These conditions no doubt depict lack of government commitment and neglect of the education sector.

The implementation of the UBE programme in Kaduna state continued to face challenges amongst such are: lack of adequate facilities to cater for the physically challenged and children with special needs, infrastructural decay, lack of instructional materials inadequate funding, furthermore, the almajiri schools are still inadequate; there is also problem of transition from the primary school to the Junior Secondary Schools, insufficient quality and quantity of personnel/ teachers, to mention only but few. As a mechanism for development, the millennium Development Goals (MDGs) represent an unparallel global commitment to free human beings especially those in the Third World regions from the bondage of absolute poverty, illiteracy and wretchedness. It is a set of development aims with a time bound to be reached by 2015. The MDG

goal two emphasized on achieving Universal Basic Education and to do this end, there are number of interventions through the MDGs programme to ensure the success of UBE programme. The Federal teachers' scheme (FTS) was introduced in 2006 with the primary aim of addressing the shortage of quality teachers in the basic education sub-sector. Another key intervention is the UBE counterpart Grant scheme which seeks to improve funding to the education sector. The condition for accessing the 75% of the funds by state amongst other is through provision of what is known as the matching fund by the state to the tune of 25%. The National Teacher's Institute (NTI) which is vested with the goal of improving quality of learning in primary school level had 120,000 primary school teachers involved in capacity building programe. (MDGs, 2010 Report)

Accordingly 38,868 participants on the Federal Teachers Scheme (FTS) graduated in 2008 net enrollment stood at 68% in 2006, while gross enrolment was 88.8% as at 2008 showing slow but steady increased. In spite of the effort toward revamping the education sector especially basic education, a lot of challenges are still evident indicating an inherent problem in the implementation strategy of the UBE programme in Kaduna state in particular. This may likely affect the attainment of the MDG goal two "achieving universal Basic education" by 2015. The key issue however, is to understand what has been the effectiveness of MDGs in achieving Universal Primary Education in Kaduna State?

Sequel to the foregoing, the following research questions will guide the study:

i To what extent are instructional materials and infrastructural facilities adequate and qualitative for achieving universal basic education programme (UBEP) and meeting the MDGs in Kaduna state?

ii Is the UBE programme adequately funded for effective implementation towards achieving the Millennium Development Goals in Kaduna State?

iii Are there adequate and quality personnel/ teachers for the implementation of the Universal Basic Education in the state?

1.3 Objectives of the Study

The main objective of the study is to assess the effectiveness of the UBE programme in Kaduna state, and by extension to determining the contribution of the MDGs toward the success of the UBE. The specific objectives for this work are as follows:

(i) To assess the quality and adequacy of instructional materials and facilities for achieving the MDGs Universal Basic Education Programme (UBEP) in Kaduna state

(ii) To ascertain the adequacy of funding the UBE programme for effective implementation of UBE in Kaduna state.

(iii) To assess the adequacy and quality of personnel/teachers for the implementation of the UBE in Kaduna state.

1.4 Hypotheses

The following hypotheses are proposed.

i. H_o Quality and/or adequate instructional materials and facilities do not enhanced UBE implementation and attainment of MDGs in Kaduna state.

H_i Quality and/or adequate instructional materials and facilities enhanced UBE implementation and attainment of MDGs in Kaduna state.

ii. H_o There are no adequate funds for effective implementation of UBE programme in Kaduna state.

H_i There are adequate funds for effective implementation of UBE programme in Kaduna state.

iii. Ho There is no significant relationship between adequate and qualified personnel/teachers and UBE implementation in Kaduna State.

Hi There is significant relationship between adequate and qualified personnel / teachers and UBE implementation in Kaduna State.

1.5 Significance of the Study

The effective utilization of one's capabilities depends largely on the realization of the existence of such capabilities. While some of the capabilities are inherent, others are learned. Education is seen as a cure for all social ailments; be it poverty, ignorance unemployment, improvement in agricultural practices, science and technological development, inventions and discovery, manufacturing and several others. There has been a firm belief that without education development cannot occur. It has been generally conceived that only educated population can command the skills necessary for sustainable development and better quality of life.

As important as development is for the betterment of individuals, and society and the nation as a whole, the promotion of basic education therefore is non- negotiable Nwagwu (1976) opines that: while education generally gives impetus to national development, basic education is the cutting edge. This justifies the embracement of the different mechanisms and reform programmes by the government such as the Millennium Development goals (MDGs), Universal Basic Education etc, in order to empower and build capabilities in the individuals. The study is therefore, significant in

that; it provide the basis for Kaduna state government to note the need for continuous provisions of instructional materials and facilities for learning efficiency of the increased enrolled school age pupils. It is significant due to the fact that it attempt to explore the importance of UBE to stakeholders so that, they could note that other levels of education can only produce the required result if and only if the foundation (UBE) is solidly established. It is also hope that the public would define the significance of the UBE programme as an integral instrument for effective national development. It's further significant toward assisting policy makers especially in the education sector to give more credence to basic education. The study is significant because it serves as a wakeup call to Kaduna state government on issues of teachers' training and retraining, and increased funding of basic education in the state,

The study is relevant in that, it tries to fill the gab through outlining the relationship between MDGs and UBE thereby, presenting the influence of MDGs intervention on UBE, in the general educational development of Kaduna state. This as a matter of fact is hoped at creating the atmosphere for professionals, formulators, and implementers of educational policies the avenue to understanding the strategies of the MDGs, for future utilization in policy making. It is significant because it will be beneficial to future researchers, government and private sectors as well as administrators.

1.6 Scope and Limitations

This study attempts the assessment of Millennium Development Goals (MDGs) in influencing the achievement of Universal Basic Education (UBE) in Kaduna State. The study is justified on the basis that MDGs educational component like the UBE, is aimed at ensuring that children of school age are all enrolled in school. On the contrary,

it is still practically evident that a lot of children of school age are out of school on reasons that are addressable such as lack of school uniforms, writing material, parental negligence and so on. Therefore, the study buttressed on the important of education especially at the basic level. The focus of the study as regard to content is on MDG goal two (2) i.e. 'achievement universal primary (basic) education.' In terms of substance, the research work was basically limited to key issues such as instructional materials/infrastructural facilities, personnel/teachers and funding, while the methodology was 'the survey research'.

The study was further limited in terms of coverage to Kaduna state which consist of three (3) senatorial zones and twenty three (23) local government area, in which the study was limited to one local government area in each senatorial zone, i.e. northern senatorial (zone A), central senatorial zone(zone B), and southern senatorial zone (zone c). For zone "A" Zaria Local government, zone "B" Kaduna south local government, Zone "C" Jama'a Local government was considered. The choice of these local governments was justified on the basis that there exist UBE schools in each of them and having a population conversant with the subject matter, focus was on four public schools from each of the local government chosen while considering teachers of various schools in the Local Government selected. Although, this may have serious consequences for the general application of the findings, across the state, but in acknowledging the limitations it is also important to bear in mind that peculiar problems abound in each of the zones. Since research involves ability of the researcher to have control over respondents, the study shall specifically cover the primary section of the UBE program.

The years covered by the study were 2005 – 2012. These years are chosen on the fact that both MDGs and UBE programmes were in full operation in the state. While

UBE was launch in the country in 1999, MDGs Declaration was in year 2000 respectively. Therefore, the study attempted to determine the role of the MDGs and UBE in educational Development of the state, which will no doubt aid education planning and execution.

This research work is limited due to a number of constraints amongst is inadequate finance. It is a known fact that every quality research work is aided by sufficient funds channel toward data/information gathering, follow-up visits, typing and printing etc., therefore, the final analysis of the study should not be over-stretched above it financial commitment. Though the researcher devote available resources at his disposal to ensure the research maintain it quality. The study is further limited in terms of information sharing i.e. unwillingness of some organization including the study area to release vital document/information (especially financial information) that could enhanced the study. To overcome these, constant follow-up was maintained until the aim was achieved. The carefree attitudes of some respondents toward completion and returning of questionnaires was another limitation that tends to affect the result of the research work due to the fact that the general results was limited upon the rate of return of questionnaire administered and information made available.

1.7 Operational Definition of Terms

Odoh (1995) states that "Operational definitions are scientific definitions of construct, in that, they break them down into empirical / observable / behavioral units, and these units could be precisely measured. Operational definition assigns meaning to a construct of a variable by specifying the activities or operation necessary to measure.

For the purpose of this study, the meaning of the following terms shall apply thus:

i. **Development:** This refers to the total transformation of a system i.e. transformation of the various aspects of the life of the nation. E.g. social, economic and political advancements and stability. In fact, development here implies the progressive movement in the Educational sector (Basic Education) from a lower and undesirable state, and through the intervention of MDGs to a higher and preferred state.

ii. **Education:** Is the aggregate of all the processes through which a child develops abilities, attitudes and other forms of behavior which are of positive value of society. It is the gradual inculcating of new and preferred ideas to the individual with a view of awakening their conscience to the realization of their potentials.

iii. **Policy:** This refers to a proposal, an on – going programme, or the goals of a programme, making decisions or the refusal to make certain decisions. It is the ability to chart a course worthy of directing and attracting others attention to adhere to it.

iv. **Basic:** This refers to the fundamental or an essential ingredient, principle, procedures, upon which progress is made. Therefore, it means early childhood care and education of (9) years of schooling.

v. **Child or ward:** Means a person of primary or junior secondary school age who is between the age of 6 years and 16 years.

vi. **Primary School:** Means a school which provides a six year basic course of full time learning suitable for pupils between the ages of 6 – 12.

vii. **Universal:** Refers to something generally acceptable and meant for all fact of the society.

viii. **Assessment:** A process of Reviewing and writing down, usually in measurable terms, skills, attitudes, and believes.

ix. **Enrolment:** This is the total number of boys and girls that have enlisted themselves in a place (School) of learning for a given period and time.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Education has become one of the most powerful weapons for reducing poverty and inequality in modern societies; it's also useful for laying the foundation for speedy technological advancement. The importance of education to human beings cannot be over emphasized, and the linkage between education and development of any society is well known. Education satisfied basic human needs for knowledge, provides a means of helping to meet the basic needs and help sustain and accelerate overall development. It is pertinent that the relationship between education and development is well established such that education is key index of development.

Education is a human right that should be accorded to all human beings solely by reasons of being human. There are a lot of international human rights instruments that provides for education as fundamental human rights. These includes the universal Declaration of Human Rights (1948), the international covenant on economic, social and cultural rights (1966), the African Charter on Human and peoples' Rights (1981), the child rights Act**.** Meanwhile, the Declaration of the world conference on Education for all (WCEFA) which was made in Jontien Thailand in (1990) stated clearly in Article 1 that "Every person – child, youth, and adult shall be able to benefit from Educational opportunities designed to meet there basic needs."

The dream of making significant differences in human well being by 2015 is given expression in the millennium Development Goals (MDGs): a set of quantified and time bound targets for reducing poverty by 2015." (UNDP report on: Kenya MDGs, 2005).

The MDGs give governments a common frame work for structuring policies and practices. The framework facilitates speed and efficiency in complying with the MDG spirit in planning, budgeting and monitoring at the National level. In order to have a more insight on issues relating to education and MDGs, review of related literature carried out in this section was in two perspectives involving the perspective of education, and Millennium Development Goals. Basic concepts and issues amongst others includes: development, education, change, change in education system, Policy, UBE related policy Universal Basic Education (UBE), Aims and objectives of UBE, scope of UBE programme, implementation of strategies of UBE, problems affecting effective implementation of the UBE. The study will further present a brief historical origin and the goals of MDGs, effects of MDGs on educational Development, and the theoretical framework for the study.

2.2 Literature Review

Literature review deals with the exploration of related works to the subject matter under discussion. In respect to this study, concept such as; Development, Education, Policy, Change in education were considered. Furthermore, policy issues on UBE, Scope of UBE, Aims and Objectives of UBE, issues relating to infrastructural facilities and instructional materials, funding of education, teachers as key to UBE implementation and achievement, problems affecting UBE implementation were discussed. Also, a brief overview of the Millennium Development Goals (MDGs) on UBE achiement in Kaduna State amongst others was reviewed, and also presented in the chapter was the theoretical framework adopted for better understanding of the study.

2.2.1 Concept of Development

Development is a multidimensional process involving the organization and reorientation of entire economic and social system in addition to improvement in income and output; it typically involves radical changes in institutional, social and administrative structures, as well as in popular attitudes and sometimes even customs and beliefs (Abdulsami, 1998).

Rodney (1972) sees development at the individual level to consist of increased skill and capacity, greater freedom, creativity, self – discipline, responsibility and material well – being. Rodney however noted that some of these are virtually moral categories and are difficult to evaluate depending as they do on the age in which one lives, one's class origin and one's personal code of what is right and what is wrong. But all depend on the state of the society as a whole, for man can be said to be individually developed only as a member of a wider – society or social group.

Seers (1969) perhaps posed the most fundamental questions about development when he asserted that:

The questions to ask about a country's development are therefore; what has been happening to poverty? What has been happening to unemployment? What has been happening to in equality? If all three of these have declined from high levels, then beyond doubt this has been a period of development for the country concerned. If one or two of these central problems have been growing worse, especially if all three have, it would be strange to call the result development even if per capital income doubled (seers 1969).

Rostow's (1960), sees development in terms of modernizing a basically traditional society or a subsistence sector of a developing society with the aim of attaining, sustained growth. He also regards four stages as essential in delineating the

process of development. The traditional society, precondition for takeoff, the take off and finally sustained economic progress.

Rostow's stages of growth have not received unreserved acceptance. Cainross (1961) for example has quareretted with overlapping nature of the characteristic stages of development. Szentes (1955) sees the definition of these stages of linear growth as tautological and arbitrary. This he maintains would lead to a faulty interpretation of economy and society, the essence of social development.

International organizations now fix the meaning of development, and determine not only what constitute the act of development, who does the development and who the object of development is. International organizations and states usually "do the developing" while "local groups" received the development (Escobar 1995). The immediate impact of these redefined meanings of development is that there is much increase in the levels of intervention in the domestic affairs of states by international organization. Today, the activities of the World Bank, IMF, UNICEF. UNDP and other so called development institutions have become inter woven into the economy and polity of most third world states (Ibid).

Rogers (1969) defines development as a type of social charges in which new ideas are introduced into a social system in order to produce a higher per capital income and levels of living through more modern production methods and improve social organization.

Development thus is an elusive term meaning different things to different groups of social scientist. Most would agree that development implies more than just a rise in real income accompanied by changes in social attitudes and customs which have in the past impeded economic progress (Anyebe, 2011).

2.2.2 The concept of Education.

The National policy on education states that Education in Nigeria is an instrument "par excellence' for effective national development (NPE, 2005). According to Fafunwa (1979:26) defines education as "the aggregate of all the processes by which a child or adult develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives, that is to say, it is a process of disseminating knowledge either to ensure social control or to guarantee rational direction of the society or both.

To Nwagwu (1976) Education is the process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the well being of mankind and guarantee its survival against the unpredictable, at times hostile and destructive elements and forces of man and nature". Ukeje (1973) says "the process of education occurs whenever any influence produces a change in the physical and mental behavior".

Durkheim (1950) contributing his views to the understanding of education, lays more emphasis on the relationship within and amongst different classes of people in the society. He therefore sees education as a means of organizing the individual self and the social self, the "I" and the "We" into a discipline, stable and meaningful unity. Durkheim argued that:

"It is society as a whole, and each particular social milieu that determine the ideal that Education realizes. Society can survive only if there exist among it members a sufficient degree of homogeneity; education perpetuates and reinforces this homogeneity by fixing in the child from the beginning, the essential similarities that collective life demands. But on the other hand, without a certain diversity all

cooperation would be impossible; education assumes the persistence of this necessary by being itself diversified and specialized."

The importance of education to national development cannot be over emphasized. According to World Bank (1999:25), successful development entails more than investing in physical capital or closing the gap in capital; it also entails acquiring and using knowledge as well as closing the gabs in knowledge".

Going by above explanations as to what education is in relation to the state of education and its processes in the country today as well as the attitude of it provider – government at all levels and private investors; one with interest will be compelled to ask such questions as what has actually gone wrong considering the enormity of it effects on the output from the system in the area of productivity and the degree of acceptance in the labour market and educational institutions especially outside the country.

For better understanding of the educational system, policies and/or programmes, necessitate the study to importantly consider glancing at scholars' views and contributions on the historical perspective of education in Nigeria alongside various stages of development of education in Nigeria with particular focus on the free Basic (primary) educational programmes in the country.

2.2.3 The concept of change: The term change is the process in which new approaches, programmes, techniques practices, are introduce and / or put in place into the working of a system with a view of withdrawing, or replacing the existing and/ or ineffective ones. Change can also refer to the replacing of old worn out things which are no longer meeting the desire result with something new and efficient. It is a practical order progression that deviates from existing order. According to Fadipe, and Adepoju (2007), change implies the alteration of existing forms or status quo.

Accordingly, change is an unavoidable phenomenon to every society, organization and people that want to remain in the moving train which can stand the test of time. Fadipe and Adepoju (2007) Opines that change help an organization to accomplish its vision as well as goals more effectively by replacing some programs and practices with better ones. Therefore, the changes made in the educational arrangement from UPE to UBE, are to guarantee some level of improvement in the education system.

2.2.4 Change in Education System

Change in education involves awareness of close systematic relationship and mutual complimentary differences between the existing and the old system in the provision of education. It also implies an awareness of possibilities of existing bridges and ladders which may be artificial barriers that need correction through injecting new ideas,(Suleiman, 2012). The motivating force for the institution change in education can usually be trace to either demand for the school to respond to the socialization needs of the society, or use the school to solve some social problems (Levin 1974; P. 306). Thus, change in school systems usually comes from shifts or changing needs in the society.

Arising from this fact necessitate, Debson et al (1968) to argue that the change that transformed many nations especially the American society was the manifestation of functions which the institutions were vested with the responsibility to carried out. It is against this background that the founders of Cornell University founded an institution efficient in instructing the young and facilitating the kind of knowledge eligible to meeting the several needs of the society. This as a matter of fact, underlie the federal united state of America governments dependence during the second world war and after, on the universities to discover and apply the knowledge needed to create more sophisticated weapons, to explore space, and to find cause and cure to diseases (Okon

and Anderson, 11982). Learning from these, the Nigeria education system can grow to the fullest and brings about development when the desired change in both policy and contents are aimed at liberating the individuals from illiteracy and also meeting other society's need. Weerd (2006) in Suleiman (2012), opines that potential change is the level (activity) where there is request for change or if the organization/system requires new functionality and the request could be internal or external.

The introduction of the Universal Basic Education (UBE) programme is in line with the realization of some shortcoming in the curriculum and a need for change / innovations in the general system of education. This brought about the urgent shift from the 6 - 3 -3- 4 to the 9 – 3 – 4 system of education. The intention was that; the far-reaching provisions set out in all sections of the policy should transform all aspects of the nation's life over time, (NPE, 2006). The changes in the educational system are in line with the nation aspiration in meeting the 1999 Jomtein (Thailand) Declaration on Education For All by the year 2000.

2.2.5 The concept of policy

Ngu (2009:3) defines policy as a collection of decisions, usually written, in which existing or future problems must have been identified, through a process of data collection with goals or objectives set towards solving them, by a careful examination or consideration and choice from the various alternatives and causes of action or guidelines for implementation"

Policy is define is define as "a set of decisions taken by a political actor or group concerning the selection of goals and method of attaining them, relating to a special situation" (Roberts and Edwards 1991). The basic tenet of this definition is that policy makers often choose specific political or socio economic problems demanding attention

on the basis of priorities, with a view of finding solution to the problem and meeting the need of the people.

2.2.6 Public policy: - Chandler and plano (1988:107) defined public policy as the strategic use of resources to alleviate national problems or governmental concern. In a similar vein, dimock et al (1983: 40) argued that, 'public policy is deciding at any time or place what objectives and substantive measures should be chosen in order to deal with a particular problem issue or innovation. These assertions placed the policy maker on notice that there exist numerous human wants, it also draw attention of policy maker to know that resources are inadequate to meeting all wants, and therefore, there is need of prudent management of available resources in order to meet important demands. The public policy is a means through which public programmes are executed, it is therefore pertinent to note that: while policy is a statement of action and intention, a program is the manner and means through which the intentions and actions are achieve.

The universal Basic Education (UBE) which is a product of public policy is executed as a programme. Koontz et al (1980), defined programme as 'complex of goals, policies, procedures, rules, task, assignments, steps to be taken, resources to be employed and other element necessary to carry out a given course of action, they are ordinarily supported by budgets. Base on the forgoing we can clearly justify the existence of the Universal Basic Education (UBE), as a product of public policy which programmes are for the enhancement of the general life of the citizens and improve the productive capability of the society.

2.2.7 Policy Issues Considered in Relation to Universal Basic Education Programme

"It is an in-contestable fact that education is an important investment that no nation intends/ can afford to miss" This is as a result that education plays a vital and central role in the total transformation and development of the individual and society. In

line with this view, Nigeria like other modern nation-states, have expressed optimism in the power of education as a pivot in national development process through the various governments policies, programmes, committed and massive investments in the education sector. The National policy on education (2004), apparently indicate the government recognition and adoption of education as an instrument par excellence for enhancing national development.

Accordingly, Yoloye (1992) States that, since the attainment of political independence of Nigeria in 1960, Several educational Laws, policies, and programme have been formulated, planned and implemented at different levels of the nation's educational system in efforts to provide education that will improve the quality of life of the Nigeria citizenry as well as to facilitate the overall development of the nation." In another view point, Fatai (2004) states that the hallmark of national development is based on the amount of knowledge and ideas invested in the citizenry". Therefore, the introduction of the Universal basic education (UBE) programme in 1999 did not come as astonishment, rather, is just one of such programme introduced by government to promote education for the development of the nation.

However, in an attempt to implement the Basic Education programme, policy issues in relation to the Universal Basic Education Programme were outlined in the UBE implementation guide line to include the following:-

i. Special attention will be paid to special groups, implying that the special needs of all sectors of the population will be taken into consideration.

ii Encouragement for the provision of facilities for early childhood education and development, with due attention given to the needs of specific social groups and geographical zones of the country, bearing in mind, the need to lay a solid foundation for life-long learning right from early childhood.

The management structure of the universal basic education programme is a model in cooperative and consultative federation, involving all the three tiers of government and even extending to the community level. The Federal Government initiated and launched the programme to carry out functions as provided by the UBE implementation guide line to include:-

1. Provide minimum standards and guide lines for its operation
2. Provide general oversight and monitoring
3. Mobilize domestic and international support for the programme
4. Initiate and Intervenes in critical areas of need for the success of universal basic education
5. Provide support for care national institutions for implementing key aspects of the programme, such as;; National Teachers' Institute (NTI) for the pivotal teacher training programme (PTTP).
6. Nigerian Educational Research and Development Centre (NERDC) for curriculum development.
7. Federal Inspectorate Service (FIS) for quality control.
8. the National Institute for Nigerian Languages (NINLAN) for training and re-training of teacher in Nigerian languages.
9. The National Commission for Nomadic Education (NCNE) for the education of nomads and migrant fisher folks.
10. The National Mass Education Commission (NMEC) for the implementation of the adult and non-formal education component of the Universal Basic Education Programme. At the state level, state governments formulated policies too for the Universal Basic Education in their various states.
11. To see to the day-today running of the programme in their states.

12. Recruit, discipline and promote teachers on grades level 07 and above

13. Pay the salaries of junior secondary school teachers

14. Establish and maintain state primary Education agencies. Policy issues of the Universal Basic Education at the Local Government level are:

a Establish and maintain local government education Authorities in their areas.

b. See to the day-to-day operations of the programme in their areas.

c. Recruit, discipline and promote teachers and other primary school level staff in their areas.

d. Pay the salaries of primary school teachers in their areas.

The Federal Government established Universal Basic Education Commission (UBEC) and saddled it with some responsibilities for the purpose of ensuring success of the UBE programme, these responsibilities includes:

i Prescribe minimum standards for basic education throughout the country.

ii Co-ordinate, supervise and monitor the implementation of the Universal Basic Education Programme.

iii Initiate and monitor the execution of specific programme for the attainment of Universal Basic Education Objectives after consultation with all state governments and stakeholders.

iv. Sensitize and mobilize stakeholders for their effective involvement and participation in the Universal Basic Education Programme.

v Collate, analyze and publish information relating to basic education in Nigeria.

vi. Carry out regular personnel audit in each state of the Federation.

vii. Disburse Universal Basic Education funds to states, local governments and any other Federal Government agency that is implementing any aspects of the Universal Basic Education Programme based on approved guidelines.

viii. Carry out regular audit of Universal Basic Education funds at the states, local governments and other agencies implementing the Universal Basic Education Progamme.

Ix Carry out such other activities that are relevant to the discharge of its functions.

All the above, are government policies in relation to the Universal Basic Education Programme which serves as a guide to the implementation of the Programme.

2.2.8 The Universal Basic Education in Nigeria.

Basic Education means the type of education, in quality and content, that is given in the first level of education. In Nigeria, basic education was equated with six years of primary schooling in the past. Currently, Basic education is extended to include three years Junior Secondary School. Universal Basic Education (UBE) is conceived to embrace formal education up to age 15, as well as adult and non – formal education including education of the marginalized groups within the Nigerian Society. According to the Universal Basic Education (UBE) annual Report (2010), UBE is defined as:

> *The foundation of life-long learning that comprises a wide range or variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy as well as equipping individuals with such knowledge, skills, attitudes and so on that will enable meaningful living, contribute to the development of the society: derive maximum social, economic and cultural benefits from the society; and discharge their civic obligations completely. The National Policy on Education (1981), conceptualizes Education as the process that helps to develop the whole man and discover potentials towards achieving gaols.*

Nwana (2000) described Basic Education as Fundamental Education or bottom – line education upon which every other education whether formal, informal or non-formal can be build and without which any educational structure erected will not have chances of success. It is a policy reform measure of the Federal Government of Nigeria, that is in line with the state objectives of the 1999 Constitution which states in section 18 that:

Government shall eradicate illiteracy, to this end; government shall as and when practicable provide a free and compulsory. Universal primary education, Free Secondary education, and free adult literacy programmes.

In furtherance to the commitment and the ideals of education for all (EFA) of 1990 to which Nigeria is a signatory, and to enforce the provision of the constitution necessitate the launching of Universal Basic Education (UBE) by the former preside of the Federal Republic of Nigeria, Chief Olusegun Obansanjo on 30th September 1999 in Sokoto and pass into law in 2004 as one of the strategies aimed at implementing the education component of the MDGS.

The UBE programme is not a complete new phenomenon rather a reform aimed at ratifying the distortions in the basic education subsector of Nigerians educational system. Accordingly, Yoleye (2004) assert that basic education is not a new concept to Nigeria which has assumed a global significance. Omonwa (2001), states that the launching of UBE programme is not incidental development giving the history of Nigeria education. UBE is a second attempt by the Federal Government of Nigeria at providing access to basic education, with the first, being the free Universal primary education (UPE) which was launched in September 1976 but could not be sustained due to inadequate planning and faulty estimations. UBE is to bring about positive change by making programme implementation responsive to the needs of the people and ensuring that individual and communities become actively involved in the provision of Basic education (FGN, 2004). Expanding on this, the UBE implementation Guidelines (FME, 2000), outlined the specific objectives of UBE thus:

2.2.9 Aims and Objectives of Universal Basic Education

The goal of the UBE is to universalize access to basic education, engender a conducive learning environment and to eradicate illiteracy in Nigeria within the shortest possible time, and these objectives are:

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

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

iii Reducing drastically the incidence of drop – out from the formal school system, (through improved relevance, quality and efficiency)

iv. Catering for the needs of young persons who for one reason or the other have had to interrupt their schooling through appropriate forms for complementary approaches to the provision and promotion of basic education.

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

It is obvious that Basic Education as presented by the education for all jomtiem declaration and frame work of action is not defined in terms of year of schooling or limited to formal schooling but sees education as the articulation of the formal, non formal and informal approaches to and the mechanism for awakening all round development of the child.

In spite of the laudable objectives, Denga (2000) assert that many educational programmes like the UBE launched in the past has failed because of some factors, such as inadequate public enlightenment and social mobilization, for full community involvement. Implementation of the UBE program should be done at all levels by

practical exploration, play and experimental methods. Denga (2000), and Onwuk (2002).

2.2.10 Scope of UBE Programmes

In terms of scope, the program has a far wider reach than the former UPE, and encompasses the following.

i. Programmes and initiative for early childhood care and socialization.

ii. Education programnmes for the acquisition of functional literacy, numeracy and life skills especially for adults (persons aged 15 and above).

iii. Special programmes for nomadic populations.

iv. Out of school non-formal programmes for updating the knowledge and skills of persons who left school before acquiring the basic needed for life- long learning.

v. Non-formal skills and apprenticeship training for adolescent and youth who had not have the benefit of formal education.

vi. The formal education system from the beginning of primary education to the end of junior secondary school.

This according to the UBE act (2004) implies that the formal education programme shall cover the period of unbroken 9 (nine) years learning. The scope further emphasize on the imposition of sanctions on persons, societies or institutions who for whatever reasons prevent children, adolescent and youth from taken advantage of the universals basic education.

2.2.11 Effect of MDGS on Universal Basic Education (UBE)

The formation of the UBE was one of the approaches adopted by the Nigerian government to meet some of the MDGs and also fulfill in commitment to education for all (EFA). It has been empirically proved and universally acknowledged that unless the

citizens of a nation are well educated and appropriate by trained the achievement of rapid economic and social development of such a nation cannot be guaranteed (Olukolade, and Oluwakemi, 2012). Basic education in Nigeria represents the most facilitating and perhaps the most controversial to the education system. It is the most facilitating because there lies the greater activities in the education system, it is also the most controversial because the decision to make education free and compulsory at this level has led many people to conclude the quantity will be recognized at the expense of high standards and quality (Olukolade,and Oluwakemi,2012).

Accordingly, the government of Nigeria in striving to meet – up the MGDs education component step – up effort evident in the Access / enrolment, infrastructures, teachers' recruitment and training, conditional grant scheme as well as the administration/ management of the universal Basic Education programme.

i **Access / enrolment :-** Access is an avenue of the extent through which all school age children have the opportunity to enroll and attend school. Enrolment therefore, is the actual attendance in the school. The enrolment and retention are the ingredient showing the access, while access tells of availability of schools within the reach of children that is, availability of class rooms and the mentors (Teaches) instructional and learning materials and the enrolment into such school qualified the access. Although, Gidado (2001) assert that one of the problems of the Universal Basic programme (UBEP) was faced with at inception was non-availability of accurate school-based statistics which were pertinent for proper planning and implementation of the programmes.

The UBE programme just like the UPE, witnessed an increased in the enrollment pattern in then basic schools. According to Taiwo (1980) "The UPE is a great contribution to education in Africa and of immense benefits to Nigeria in mobilizing it

human resources, adjusting it education imbalances and providing to the Nigerian children equal access to education". In concrete terms, the UPE scheme brought about a phenomenal increase in enrollment from six million (6 million) to twelve million in 1980. The national Bureau of Statistics (NBS) report (200), MDGs report (2006) and national planning commission (NPC) report (2007) indicate that in its in efforts toward providing education for all school going age children in Nigeria, the net enrolment rates in primary education stands at 89.6% mainly due to the effort of the UBE. Suffice to the above; the enrollments pattern into the UBE in Kaduna state with main focus on the primary section of the public schools is presented below.

Table 1: Structure of enrolments in Kaduna basic education (2004/05)

	TOTAL			RURAL (%)			URBAN(%)		
	Male	Female	All	Male	Female	All	Male	Female	All
Type of %	Col	col	Col	row	row	row	row	Row	row
All									
Primary	524 689	410 566	935 255	69.6 %	66.4%	68.2 %	30.4 %	33.6%	31.8 %
JSS	67 928	41 285	109 213	67.7 %	49.9%	61.0 %	32.3 %	50.1%	39.0 %
Total	592 617	451 851	1044468	69.4 %	64.9%	67.4 %	30.6 %	35.1%	32.6 %
	PUBLIC			**PUBLIC**			**PUBLIC**		
Primary	92.6 %	91.0%	91.9%	72.1 %	69.4%	70.9 %	27.9 %	30.6%	29.1 %
JSS	96.2 %	93.6%	95.2%	69.4 %	52.5%	63.1 %	30.6 %	47.5%	36.9 %
Total	93.0 %	91.2%	92.2%	71.8 %	67.8%	70.1 %	28.2 %	32.2%	29.9 %
	PRIVATE			**PRIVATE**			**PRIVATE**		
Primary	7.4%	9.0%	8.1%	39.2 %	36.2%	37.7 %	60.8 %	63.8%	62.3 %
JSS	3.8%	6.4%	4.8%	24.5 %	11.2%	17.8 %	75.5 %	88.8%	82.2 %
Total	7.0%	8.8%	7.8%	38.3 %	34.5%	36.5 %	61.7 %	65.5%	63.5 %

Source: Annual School Census data (NEMIS), derived from Bennel Paul and H. Abubakar, *Kaduna State Education Public Expenditure Review*, November 2007 (Kaduna SEPER).

Table 1 shows significant increase in the enrollment of children into schools due to the UBE programs. Between 2004/05 a total enrolment stood at 91.9%. In respect to rural-

urban enrolment, 70.9% were from the rural primary public schools as against 29.1% in the urban centers; this is to say that; more children attend the public schools in the rural areas than in the urban centers. The table above further shows female enrolment in the rural area as higher (69.4%) than that of the urban area (30.6%). In view of the forgoing, it is clear stating that the UBE programme has great impact especially to pupils in the rural areas, and that calls for more government attention and investment into the education sector.

In spite of the increase in enrolment, quality of the education is still a contentious issue, in which a qualitative education should be a national treasure. Ayodeji (2004) assert that "The indicator of quality must now become those that can promote advancement of knowledge and mastery of skills as well as prepare the learner for leading a meaningful life in the world" Bregman and Brymen (2005) in Olukolade and Oluwakemi(2012) in their work on quality of primary education in Africa and found that: most sub-saharan African countries are at different stages of reforming their education systems, many have begun to address access issues, reform the curriculum or develop management capacity; they were of the opinion that as government moves towards establishing an egalitarian rather than elitist education system, they need to ask themselves and stakeholders of education 'what is the purpose and intent of primary education system in general and junior secondary school specifically?"

According to Oni, (1999) and Akinwumi (2007), it is evident that the quality of the country's primary education is threatened. Rahman et al (2005) assessed the effectiveness of community intervention in improving the quality of basic education. The found out that child friendly community learning programme school eliminate some of the constraints and student's performance for both boys and girls has improved both in aggregate and individual subject scores compared to that of the control schools where

no such intervention exist. Therefore, emphasis on the provision of basic education should not only be on access and enrolment, rather, quality should be emphasized because, of what importance is education without quality.

ii. Facilities and infrastructure for the UBE Programme

Infrastructural facilities refer to the physical and spatial enablers that enhance teaching and learning to take place effectively. They include classrooms, libraries, laboratories workshops, offices, playgrounds, school farms and gardens, stores, toilets, provision for water and sanitation and staff quarters, (implementation guide-lines for UBE, FME, 1999). The afore listed infrastructures and facilities for effective teaching and learning have to be of the appropriate quality and quantity in order to meet the minimum standard for promoting education under the basic education programme.

An essential task in the planning of the universal basic education program was the need to review existing facilities in order to ascertain their adequacy and appropriateness, and also determined the way for providing (building) new ones, as well as refurbishing (rehabilitating) those in deplorable conditions, in order to enhance the implementation of the Universal Basic education. Although, states governments are largely responsible for the provision of basic infrastructure in schools, the federal government supplement the efforts of states and local governments,and the essence is to make schools learners and teacher – friendly, which will ensure optimal enrolment and retention of pupils, and also make the school environment more conducive for teachers, thereby enhancing their productivity (Gidado, 2001). The Federal Government even before the ill – fated universal primary education realized the need to invest in education in the states. Sofolahan (1991) asserts that: between 1974 and 1977, the Federal Government of gave grants to all states to all states in order to provide additional

classrooms for the anticipated number of pupils of about 8 million between the ages of 6 and 12 to be in school.

From the research result of the UBE Rapid response Data (UBE 2000) showed that there are 332, 408 classrooms in the 44,292 primary schools in the country, only 140,134 class rooms were in good condition, while the remaining 157,819 required massive rehabilitation. The Federal Government agreed as part of it 50% contribution, toward the provision of primary school infrastructural facilities to construct 14,000 class rooms in the country on the basis of 70% equity to all states and 30% to the less educationally developed states (NPEC, 1999)

Despite these efforts, it is still evidence that infrastructural facilities are in short supply for the achievement of the Universal Basic Education MDGS component, so much so that, Omofomwan (2001) Viewed that when the issue of Nigeria Educational System today is raised, the first thoughts that comes to mind are: decline in Standard, deterioration of infrastructural facilities…" Fafunwa (1989) identified amongst other overcrowded classrooms, shortage of laboratories, lack maintenance culture and so on. Nevertheless, Government has reiterate interest in massive rehabilitation and constructions of new schools in order to meet the MDGs and provide adequate education to the citizenry; be it as it may, the problem lies more on the maintenance of the facilities seen that it has direct influence on the continuity of the Universal Basic Education programme in the country.

iii Increase funding:

One major resource essential and integral to the success of every organization is availability of finance in which UBE is not an exception. A major question about financing education is who should finance education and at what ratio? The argument has always been whether the cost of education should be borne by government or

individuals receiving education. There had been a lot of debate on the cost especially who should bear the cost. While some groups are of the opinion that the cost of education should be essentially borne by parents, another argues that education is a right which must be funded by the government. Universal basic Education which falls in the philosophy of the second group and according to the UBE Act (2004) is expected to be free and compulsory; therefore, funding of the UBE is essentially the responsibility of government in line with the provision of the 1999 constitution, section 8, which provides for:

(a) Free, compulsory and Universal Primary education

(b) Free Secondary education

(c) Free University Education

(d) Free adult literacy programme.

The funds for the UBE programme come from different sources. The consolidated Revenue Fund (CRF) of the Federal government of not less than 20%, funds from the education Tax fund (ETP), Decree No 7 of 1992 provides that all companies operating in Nigeria having a minimum of 100 employees are required to contribute 2.0 percent of their pre-tax earnings, to the education tax fund for the funding of education (UBE, 2004). Others include: non- governmental organizations, bilateral partners, the private sector, multilateral agencies, civil society groups, and wealthy individuals. The World Bank as an essential partner with Federal Government in the implementation of the Universal Basic Education has been supporting the programme in capacity building project that will enable the states and local Government carryout the UBE programme efficiently and effectively. The world Bank also provide the scheme with technical expertise, assisting in planning and budgeting, and as well extended a credit in support for the programme to the sum of $55 million for the UBE scheme,

while the federal government should contribute $ 6.11 million as counterpart. The intervention funds to states will be use for the purpose of improving access, quality and ensuring equity on basic education.

The Universal Basic Education fund, established through the Act of the National assembly serves as the major source of funding the Universal Basic Education (UBE) programme; and this are funds deducted directly from the federation account.

The federal executive council (FEC) during it executive meeting on 27 April, 2005 approved 2 percent of the consolidated National Revenue fund for financing of universal Basic Education (UBE) programme, as follows:

i	Matching Grants to states on the 50% - 50% equity basis	70%
ii	Rectification of education imbalance in some sate:	14%
iii	Performing well in accordance to set Criteria	05%
iv	Grant to state for school – feeding to improve enrolment	05%
v	Grant to state supporting their efforts for the education of the physically and mentally challenge children	02%
vi	UBE implementation fund	02%
vii	UBE monitoring fund	02%

As beautiful as the picture above may look like, education especially Basic education still lack some facilities, teachers still go on strikes, the pupils in some quarters are asked to bring some token for purchase of chalk, dusters and recreational facilities. OShuntokun (2006) stated that, under funding remains the major hindrance to the successful management and administration of the nation's education system, where exist a correlation between under funding of education in Nigeria and national development. Funding has become a vexed issue in discussion of education in Nigeria (Obanya 1999, 39)

2.2.12 Teachers as Key Factors to Achieving the UBE

Teachers are the main medium through which students learn, especially during the foundation years. Making school the important functional locus of effort for improving quality requires therefore, that teachers use their professional attitudes, energy, and motivation in combination with teaching skills in creating quality learning. Availability of teachers in sufficient number and with the relevant qualifications and motivation has been among the sore points of basic education in Nigeria.

According to Gidado (2001) at the inception of UBE programme in 2000, a total of 429, 048 teachers were available for 20,698,546 children expected to benefit from the UBE at the primary level. That gave an average national teacher/pupil ration of 1.48. however, at the universally accept ration of 1:40, 772,338 additional teachers were required for a successful take – off of Universal Basic Education (UBE, 2000). This necessitated an urgent and systematic action to raise teachers for the universal Basic education UBE, which led to the ongoing Pivotal Teacher Training Programme (PTTP) (Ibid). The PTTP Programme is being executed by the National Teachers Institute through it Distance Learning System (DLS), it took off in august 2000, with a duration of eighteen (18) months. A total of 19,075 students were enrolled for programme during the first batch. The PTTP is in addition to the regular training of teachers for primary and junior secondary schools by 64 states and federal colleges of education in the country whose primary mandate is to produce teachers for basic education (Gidado, 2001)

Apart from the production and supply of teachers for the UBE program, vigorous effort are being made to ensure that serving teachers are continuously trained, re-trained and re-skilled for optimum performance in order to meet the teacher requirement of the UBE (Ibid). From the forgoing is clear that at the inception of the

UBE, quantity in supply of teachers was given credence to quality and this is dangerous to expected output in terms of the pupils that are graduated.

It is obvious that the attainment of the universal primary education component of the MDGs depends on the availability of teachers in sufficient numbers and of sufficient quality to complete the task (Ejieh, 2003). This assertion indicates, that achieving a viral UBE demand both quantity and quality in the supply of teachers. Schon, (1983) opines that: Teacher quality is the most important school – related factor influencing student achievement. While acknowledging this fact, the UNESCO Education for All (EFA) Global Monitoring report noted:

What goes out in the classroom and the input of the teacher and teaching has been identified in numerous studies as the crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality (UNESCO, 2004:152)

This, by illustration placed the teacher as a crucial factor to achieving quality at whatever level of educational pursuit and system. In defining educational achievement, most government emphasize on years in school and not on knowledge and skills (World Bank 1995). They fail to recognize that school attendance/enrollment is only a means of acquiring skills and knowledge but it is not end in itself. The number of pupils attending school for how many years is not as important as what they learn. What goes on in the classrooms depends on a number of factors including teachers training and preparedness, which are not in turn influence by the school environment among many other factors (Riding, et al, 1995)

Borishade (2001), highlighted three major areas crucial to the making of a good teacher as:

i. The initial teacher preparation.

ii. The induction of newly qualified teachers.

iii. The range of continuing education activities that can contribute to the professional development of teacher (P.2). Concurring on Borishade views, the UNESCO report (2004) enumerate five areas critical to teacher quality thus:

i. Finding the right recruits.

ii. Initial teacher education

iii. On going professional support

iv. Teacher earnings

v. Teacher deployment and conditions of service

In many developing countries and specifically in Nigerian, teachers' salaries constitute the largest public expenditure in the budget, the central dilemma facing many government both at national states and local government levels is paying teachers' salaries, following expanding the teaching force to fulfill the demands of increasing enrolments, and devoting resources to improving the quality of teachers (UNESCO, 2004:161). This as a matter of fact, is one of the most reasons of incessant strikes in the education sector. Although with a view to achieving the education component of the MDGs, the Conditional Grant Scheme play a vital role. According to the National Bureau of Statistic report (NBS, 2007), National Planning Commission (NPC, 2007) and MDGs Report (2006) " Conditional Grant channel funds, technical assistance, and best practices from the federal government to sub – national governments, it reduces fiscal constraints that states and local government face whilst improving their capacity and demand for effective service delivery. The CGS has been designed to address the MDGs at the local level by providing financial and technical support to scale – up the MDGs related activities of the state and local governments. A well trained teacher will make use of variety of teaching and learning models and encourage a collaborative

working style with other teachers to plan, observe, and discuss each other work. With experience, effective teachers shall be involved in constant questioning of, reflecting on, and modifying their own practice (Hopkins and Stern, 1996, quoted in Nuthal, 2004:282).It is common knowledge in Nigeria that candidates for teacher education are the generally academically weak students who do not aspire to more prestigious professions (Akinpelu, 1972; Fadipe, 1992). This is mainly because of the low status of teaching as a profession in our country. Ejieh, (2003) opines that many of the students in the nation's faculties of education are those who could not gain admission into other faculties and departments and have chosen to enter into teacher program as the last resort.

The National Teachers institute saddle with the responsibility of training and re-training of teachers in Nigeria is breaking even. To ensure quality, a quality assurance frame work has been developed for the programme (UBE) by NTI in collaboration with UBE (Gidado, 2001). The distance learning system (DLS) is to ensure training and retraining of teachers on the job, so also is the sandwich programme respectively. The training enables the effective performance of the teacher as assert by Van der Barghe, (1995) ' to be effective in their work teacher should be well trained given an enabling environment for operationalizing their skills in addition to a supportive policy framework for professional growth.

2.2.13 Implications for Non-Qualified Teachers on UBE Programme

Anikweze (1991) assert that "The end result of the poor preparation of teacher candidates is that many of them are not able to give their pupils quality education after the completion of their curses" by implication, the teacher determines the future educational prospect of the child and therefore, there is urgent need to address the issue

in administration of education through the UBE programme. Commenting on the quality of the present day teachers, Nuhu Yaqub, the vice – Chancellor of one of the Nigerian Universities has said that the teacher of today is hardly a teacher because teachers are not as knowledgeable as they ought to be and that they cannot transmit knowledge as they ought to (Daily sun, May 2, 2008)

The education sector status Report also noted that there are complaints that the teachers produce by the part-time and sandwich programmes mounted by both the universities and colleges of education in the country can barely write an assignment (Federal Ministry of Education, 2003). It is pertinent to note here that quality of teachers in this respect refers to the steps taken by higher education institution responsible for producing teachers to make sure that they are able to perform their jobs or render their services effectively and efficiently.

2.2.14 Problem Affecting Effective Implementation of UBE

The similarity of educational problems in Nigeria as in some other developing countries is a subject of concern. This calls for an in-depth study and analysis aimed at tutoring each and every stakeholders in the education system on how their action and inactions have individually and collectively contributed to the collapsing state of education all over the country (Nigeria). In the study of myriads of problems affecting education in nigeria, Nduka (1998). Lucas (1994), Achebe (1983:1) Obaya (1999:39) Dada (2004), Oshuntokun (2006) Adewunmi (2001), Ojerinde (1989), Birma (1998), Gidado (2001), Odia and Omofonmwan (2001) have identified some major problems affecting education in Nigeria amongst others to include:

(i) Funding: - One major problem facing the implementation of educational policies in Nigeria which cut across the various states of the country is inadequate funding.

Corroborating on the above assertion, Obanya (1999:39) Assert that funding has become a vexed issue in discussion of education in the country, the problems reflect in poor teacher remuneration, shortage of infrastructures facilities as well as the misappropriation of the likes available funds allocated to education by our leaders. Contributing on the subject matter, Oshuntokun (2006) put it forward in clear terms that under funding remain the major hindrance to the successful management and administration of the nation's education system and by extension national development. According to him, there is a correlation between under funding of education in Nigeria and national development. Thus poor funding is a major factor that militates against effective management and administration of education. Omofonmwan and Odia (2007) posit that "The gross underfunding of the educational sector in the country in general and the neglect of the maintenance of physical facilities, institutional and living condition, have deterioted in many of these schools, classrooms, libraries and laboratories are nothing to write home about, all leading to decline in academic standard.

According to Dada (2004) rather than a progressive movement upward of the minimum standard of 26% recommended by UNESCO the budgetary allocation of the government on education has been on the decline which has affected education management. He further explained that in 1999, 11.2 percent of the annual budget was allocated to education, and this reduced drastically to 5.9% in year 2002, 1.8% in 2003 and in 2009 respectively. It should be noted that once the budgetary allocation falls at the federal level no doubt similar situation will happen at the states and local government levels in which Kaduna state is not an exception. Exraying the funding scenario between 1999, 2002, 2003 and 2009 as put forward by Dada (2004) indicate a

clear picture that the UBE programme might / or is encountering inadequate funding, with it glaring consequence of not achievingMDGs (goal 2) by the year 2015.

ii. Management / Administration:- Though the two words are used interchangeably but for the sake of this study we shall adopt Resser in Babarin (2001:43) views on management in which he opines that management is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the functions of planning, organizing, staffing, directing, and controlling. Peretomode (1991) on the other hand views administration as concern with the performance of executive duties, the carrying out of policies and decision to fulfil a purpose and the controlling of the day to day running of an organization. For successful implementation and administration of the universal Basic Education (UBE) programme, the Universal Basic Education Commission (UBEC) at the national level, State Universal Basic Education Board (SUBEB) at the State level were created and saddled with responsibility of managing and administration of Universal Basic Education, coupled with regulations by the Ministry of Education. In spite of these, yet management and administration of education in Nigeria is still a lingering problem that has drawn the attention of authors and scholars.

Suffix to the above, Achebe (1983:1) opines that " The trouble with Nigeria education system, is simply and squarely a failure of leadership, that Nigeria problem is the unwillingness or inability of its leaders to rise to the responsibility, to the challenge of personal example which are the hallmarks of true leadership" Lucas (1994) posit that Nigeria education leaders can no longer be assessed as managers with high administrative effectiveness rating because of their inadequacies in education programmes implementations. Nduka (1988) Submission is in consonance with Lucas (1994), he however added that Nigerian education system can only justify it existence if

and only if, its managers promotes new and existing knowledge for human development. These assertions can be justified on the ground that Nigeria educational managers have shifted their attention from the promotion of education and have become political actors in that they are many atimes insensitive to the plight of facilitators (teachers) but rather, chose to satisfy the political interest and leadership of the time.

iii Poor infrastructure Facilities:- At the inception of the UBE program, in 1999, Gidado (2001) observed and recommends on the state of infrastructures thus: it was realized that such basic school level infrastructures as classrooms, stores, offices and toilets were not only in short supply, but also the available one had deteriorated.

In a different statement that seems similar with the afore statement in the early 1989, during the 45th meeting of the National Education council (NEC) held in Katsina, the then Minister of Education in an address states that "Those who do not know the extent of the rot in the education sector should sit and Pary with us in order to understand what has gone wrong with education in Nigeria "He further stated that:

I believe that if Nigerians who matter know exactly the trouble which education is passing through they will be shocked to their marrow because Nigeria education has reached a level which deserves the declaration of a state of emergency (Birma, 1989).

Although there had been improvement in the constructions and rehabilitation of infrastructural facilities so much so that Gidado (2001) States that " so far, contracts have been awarded for the construction of additional 3,096 three – classroom blocks with full accompaniments of head teachers offices, ventilated improve toilets and stores, in all the 774 local government areas in the country" In spite of these, the question remain the same i.e Are these facilities sufficient to cater for the education needs of the Nigeria children? It is therefore clear stating that infrastructure remain one amongst

many challenges impending effective implementation of educational policies in the country and thereby deterring effective teaching and learning to take place.

Iv Curriculum / curriculum implementation:- According to Adewumi (2000), the formal educational sector does not fit the productive sector with employable graduates this is due to the fact that technical and skill acquisition in all levels of Nigeria educational system is not given the credence it deserve. He further opines that " Basic Education would not count for much if it cannot equip the beneficiaries with skills for life-long learning and survival" Concern have been expressed that basic Education curricular hitherto have tended to alienate the learner from the community, rather than integrating him/her into the community, therefore, unskilled and unqualified non employable graduates are often turn out without the essentials for contribution to national development (Ibid). Neatly as the UBE curriculum is, the problem remains adherence and implementation of the curriculum. Deviations during implementation stage of occurs which tents to render the curriculum irrelevant toward meeting the yearning and aspirations of the people educationally.

2.2.15 The Millennium Development Goals: A Brief Overview:

At the turn of the 21st Century, the world woke up to the starting reality of a world so rich in material and human resource yet, with a majority of the over 7 billion of its population so poor, illiterate, shameful and impoverished. These categories of persons who constituted 2/3 of the population live on less than $1 per day. The worst causalities are peoples of the developing nations who by year 2000, were spending $ 1.3 on debt repayment for every $ they received as string – tied aids. Nigeria in the later years paid $12 billion to the Paris club to enable the cancellation of a balance of an $18 billion loan, this scenario no doubt impede the development of Nigeria and some other developing nations.

This horrible situation gave birth to an unprecedented gathering of the United Nation General Assembly on September 8th, 2000 in New York, U.S.A. The millennium summit which had in attendance 189 Head of state and Government, adopted the millennium Declaration through which 8 millennium Development Goals (MDGs), 18 targets, and 48 indicators came to existence which was regarded by the socialist international (2005) as part of the social democratic approach to governance in a global society.

MDGs represent unparallel global commitment to free human beings from wretchedness. The millennium Declaration is seen by many as one of the most vital UN opportunity to have a common position and integrated vision on the best way to address and solve the multi – dimensional problems facing humanity and also to promote sustainable development, the eight millennium Development Goals encompass the following issues Viz.

1. To eradicate extreme poverty and hunger. The target is to halve the proportion of the people living on less than $1 daily and those suffering from hunger by 2015,
2. To achieve Universal Primary (Basic) Education. The target is to achieve universal basic completion by 2015,
3. To promote gender equality and women empowerment. The target is to totally overcome gender disparities in both primary and secondary education enrolment by 2005 and achieve equity at all levels by 2015,
4. To reduce child mortality. The target is to reduce mortality rate by 2/3 by 2015
5. To improve maternal health. The basic target is to reduce by ¾ the proportion of women dying in childbirth by 2015.

6. To combat HIV/AIDS, malaria and other diseases. The grand target is to stop and commence to reverse the incidence of HIV/AIDS malaria and other diseases by 2015
7. To ensure environmental sustainability. The target is to reduce by half the proportion of people without access to clean drinking water and basic sanitation and lastly
8. To develop a global partnership for development. This goal recognizes the importance of the collaboration between the have and have – not to eradicate poverty and extreme hunger. To achieve this goal, world leaders recognized and emphasize their share responsibilities to eradicate poverty globally. In this regards, third world countries, reaffirmed their commitments to strengthen governance, institutions and policies, while developed countries for their own part, pledged an additional and more sustainable debt relief and increased trade and technology opportunities for the countries of global south

In highlighting the uniqueness of the Millennium Development Goals, the former united nations Secretary – General, Kofi Anan Stated:-

First, the millennium Development Goals are people centered, time bound and measurable secondly, they are base on global partnership, stressing the responsibility of developing countries forgetting their own house in order, and developed countries for supporting these effort. Thirdly, they have unprecedented political support embrace at highest levels by developed and developing countries, civil society and major development institutions alike. Fourthly, they are achievable.

As significant as these goals may be, the attainment of these goals has been a challenge to the nations despite the significant progress that had been recorded worldwide (United Nations, 2010)

2.2.16 The Nigeria Effort at Meeting the MDGS.

The Federal Government of Nigeria as a signatory to the Millennium Development declaration seemed to have taken both policy and institutional steps (reforms) towards implementing and achieving the MDGs. The government under the former leadership of president Olusegun Obasanjo, Launched the National Economic Empowerment and Development strategy (NEEDs) at the national level, which was replicated at the state levels as ; State Economic Empowerment and Development strategy (SEEDS), and the Local Economic empowerment and Development Strategy (LEEDS) at the Local Government level, as a comprehensive socio – economic reform compact: the aim of the NEEDS is to eradicate poverty through Job creation and enhanced growth of small and medium enterprises (SMES).

In a separate but complimentary effort, former president Olusegun obasanjo in 1999 launched the Universal Basic Education (UBE) with a view of revamping the educational system especially at the basic level. The aim here is to ensure access to all children of school going age and which was in furtherance to the nation aspiration of providing education for all, in order to justify the Jomtein 1999 education for all Declaration. To further enhance the NEEDS policy, a presidential committee on MDGs to guide the government toward achieving the MDGS was set up.

To provide secretarial support to the Presidential committee, an office of the senior special Assistant to the president on MDGs was established. And during the last quarter of 2005, the then government secured a debt relief of $18 billion after paying $12 billion to the Paris club of creditors. In consolidating on the debt relief gains, government established a virtual poverty Fund (VPF) where funds were channeled into MDGs related projects. Further, the government under president Good luck Ebele Jonathan approved a 35% affirmative action – on political positions to women for the

purpose of addressing to a certain level the problem of gender inequality. In another development toward the gender issue under the UBE, Boys / Girls have equal opportunity to education.

In spite of this effort, it is imperative to point out that there are limitations of utilizing the MDGs as a framework for delivering a measuring development, thus:

(i) They risk simplifying what development is about, by restricting the goals to what is measurable.

(ii) Some of the goals are very modest such as the goal to half the proportion of people living on less than $1 a day by 2015 and the target to achieve a significant improvement in the lives of at least 100 million slum dwellers by 2020.

(iii) Some of the target do not address the problems holistically e.g the MDG on education talks only of a full course of primary school with no reference to secondary and tertiary education.

Nevertheless, the MDGS are necessary to embarked upon for numerous reasons amongst which are;

(i) The MDGs draw together single agenda issue that require priority to address the development questions

(ii) The MDGs received wide and tremendous endorsement and acceptance by world leaders and Governments.

(iii) The MDGs enjoy the advantage of being more or less measurable, few in number, focus on human development and tide almost on a sing date – 2015.

(iv) Explicit resources commitment has been geared toward achieving the MDGs.

2.2.17 The (MDGs) the Situation in Nigeria

The situation of MDG in Nigeria is best described from two main sources; the Nigeria MDG report 2004 and the Nigeria MDG report 2005. We can also assess the situation from MDG office especially the Debt Relief Gains as provided in the 2006 annual budget. The 2004 which was Nigeria's first report on the MDGS states that "based on available information it is unlikely that the country will be able to meet most of the goals by 2015 especially the goals related to eradicating extreme poverty and hunger reducing child and maternal mortality and combating HIV/AIDS, Malaria and other diseases. It further states that "for most of the other goals (i.e apart from goal 1) up to data exists which shows that if the current trend continues, it will be difficult for the country to achieve the MDG targets by 2015".

The Nigeria Millennium Development Goals 2005 report is the second in the series of annual reports on the MDGs in Nigeria. The report which addressed the eight MDGs highlights the current status and trends of each of the MDGs, the challenges and opportunities in attaining the goal, the promising initiatives that are creating a supportive environment and priories for development assistance. It can be deduce therefore, that there is no optimism of achieving a 100% in any of the goals, which by implication is a wakeup call to governments to step-up more effort toward attaining the millennium development goals.

2.2.18 Imperical Studies on Universal Basic Education (UBE) and Millennium Development Goals (MDGs)

The invaluable roles and contributions of education in the development of the individuals and the society cannot be over-emphasized. Many countries including Nigeria, takes education as an instrument for the promotion of national development as well as effective desirable social change (NPE, 2004), this perhaps, might be

responsible for the continuous growing concern of all stakeholders in education industry on changes that are likely to affect it as well as the implication such changes will have on the quality of life and development of education. As the foundational level of education upon which other educational levels rest-upon, The Universal Basic education has drawn a lot of concern coupled with the fact that it was given credence in the millennium declaration as one of the goals adopted in the millennium Development Goals (MDGs). A number of research works have been conducted as patterning to UBE and MDGs amongst which some are presented below:-

Lawal (2007) carried out a study historical assessment of implementation of Basic Education in Nigeria (1992 – 2002). The study revealed that government budget on education is still very low, and the scenario affect the efficient implementation of the UBE, the study further itemized some problems affecting the implementation of basic education in Nigeria such as; poor educational statistics, inadequate funding, inadequate publicity and inadequate infrastructure. He also put forward that pupil/teacher ratio is still high against the provision of the national policy on education. Nevertheless, his study could not expand on the issue of the curriculum which is the guide to which every education focus is derived. Be it as it may, the issue of poor or ill implemented curriculum as problem to the achievement of the UBE has been address in this work.

John (2009) in his research work" The Prospects of the Millennium Development goals on National Development: An Impact Assessment on Niger State and F.C.T Abuja, the Study analyzed the eight goals bringing out the opportunities and benefit of the MDGS to Nigeria with specific focus on Niger and the F. C. T.

The research further unveils the effectiveness of the MDGs on BAsic education as carried out in the study areas. The work covers various aspects of the MDGS, with the exception of linking these development strides with the level of human

development. This discovered gab have been covered by this study, in which stated that real development is notice when the lives of the individual and the society improved to a desirable state and also when their capabilities and worth is notice as a major contribution to national Development.

Olukolade and Oluwakemi (2012), worked on enhancing Basic Education for attainment of Millennium Development Goals in Nigeria. The Study found that though there are improvements in enrolment and access yet, the quality of basic education is still at it lower ebb; this according to the study is attributed to the poor quality of teachers employed only to meet the required number for the take – off of the UBE against quality. Further, the study viewed Politicization of the education sector as one major problem affecting general development of the sector, in addition, the researchers sees poor remuneration / working condition of teachers as another problem affecting quality in which they assert that most teachers tents to look elsewhere to solving their immediate problems due to poor remuneration and as such, teacher preparation before teaching / lesson is absent. The Study therefore, suggested that upward review of teachers remuneration be effected, more teachers raining on the Job be intensify, and the government should stop politicization of the education sector.

2.2.19 Theoretical Framework

Different theories and approaches can be used to examine the efficiency and / or efficacy of Millennium Development Goals Vis-à-vis development stride of Nigeria specifically Kaduna state toward providing education for its citizenry. Therefore, for the purpose of this study, the social service delivery theory (school of thought) is adopted.

The Social Service Delivery School

The theoretical base for this study is the social service delivery theory (School of thought) rooted in the works of Rogers & Wetten David in 1982. The theory

popularized three assumptions and they are: that cooperation is deliberate, coordination brings adjustment, and thirdly, that collaboration explores differences in search for solution. The three ‘‘Co’’ terms are show case and their efficacy in service provision and delivery are outline below:-

The theory assumes that cooperation is deliberate and necessary relations between otherwise autonomous organizations for the joint accomplishment of operating goals. Information is exchange and authority is retained by each organization so there is virtually no risk. Resources are separate as are reward. Cooperation takes place between governments, organizations, and individuals and has the core elements of no coercive rules rather, trust between individuals, organizations, and governments with an embedded freedom of choice based on self interest.

The Millennium Development Goals (MDGs) are deliberate decisions reached by Heals of States and governments, to fast tracked development for the purpose of enlighten the people through education and to eradicate extreme poverty. With this deliberate cooperation of member states, information are shared amongst the states (country), while each is exercising it authority, thereby making choices based on area of interest.

The theory Second assumption is that coordination brings adjustment. This assumption present a process where two or more organization create and / or use existing decision rules that have been established to deal collectively with their shared task environment. This is to say that coordination results in adjustment among the organizations outlooks, objective, and method of operation.

As a tool use by United Nation (UN) member States (Country) in accommodating and implementing the MDGs, necessary adjustment in development

planning and budgetary allocations are made, suitable to their respective environments, and for the aim of achieving the MDGs.

The third assumption of the theory is based on Collaboration, which is a "process through which parties who see different aspect of a problem can constructively explore their differences and search for solution that go beyond their own limited vision of what is possible". The parties known as stakeholders indicate that they are all involved and influenced by actions taken by others to solve a common problem. The objective of collaboration is to create a richer, more comprehensive appreciation of the problem amongst the stakeholders than any one of them could construct alone". Each party will try collaboration only if they believe they have something to gain from it. Collaboration is an accomplishment. The challenge, when collaboration is sought is how to enhance the process towards this end, and how to keep it working. Collaboration is not an end in itself the intention is not to establish practices which become rituals to insiders in an organization or government.

Gray (1991) presents five (5) key aspects necessary for collaboration:-

i. The stakeholders are independent
ii. Solutions emerge by dealing constructively with differences
iii. Joint ownership of decision is involved.
iv. Stakeholders assume collective responsibility for the future direction of the domain
v. Collaboration is an emergent process (Gray 1991, 227).

The "co" terms have an important element when placed in the scenario of development and achieving Universal Basic Education concretely expressed in the Millennium Development Goals (MDGs). Again, within the framework of this discourse, the cooperation, coordination and collaboration effort of the Federal Government, the

States, Local Governments and other development partners vividly show her commitment as a signatory in the global declaration of the eight (8) time bound Millennium Development Goals (MDGs). The service delivery theory (school) tends to explain the need for members of an organization (Governments) to deliberately make adjustment and explore differences in search of solutions this implies: cooperation, coordination and collaboration in order to reach the targeted goals.

This is vividly demonstrated in Nigeria, in that, the Federal Government launched the UBE and directed the states to do same at states levels. There is Universal Basic Education Commission at Federal level and Universal Basic Education Boards at the states levels, both coordinating Basic Education Programmes at National and States levels respectively. Also the counterpart funding of education by both tier of government is a demonstration of the cooperation, coordination and collaboration as presented by the theory.

Further, social service delivery school/ theory, emphasized the exploration of differences of stakeholders but constructively cooperate, coordinate and collaborate in search for solution to problems that go beyond their limited vision. It is on this premise that 189 gathering of Heads of State and government for the United Nation Millennium Summit was Justified.

In the context of this research as with many similar research oriented endeavors, the aim is to postulate an appropriate theoretical viewpoint on Millennium Development Goals (MDGs) and with specific reference to Nigeria Development.

2.2.20 Relevance of the Theory

The theory which emphasized on service delivery with the view of ensuring general improvement of / and or in the quality of individuals and societies lives, recognize the fact that it is only through corporation, coordination and collaboration

these can be achieved. Within the discourse of millennium development goals (MDGS) and Universal Basic Education (UBE) therefore, the theory sees the need of exchanging information amongst member states which is vital to development as a necessary tool .Despite the need for exchanging information, the theory, through its cooperation perspectives stills hold the view that each unit should retain its sovereignty and exercise its authority regarding to policy formulation, institutional reforms, resources distribution based on areas of interest.. Without cooperation through the MDGs, the debt relief wouldn't have been possible. One of the strategy for achieving the MDGs is that develop countries should assist the less developed countries in response with these, the Paris club of creditors accepted the debt cancellation with emphasis that the debt gains be channeled toward implementing the MDGs, this as a matter of fact shows cooperation in play. The debt gains no doubt positively impacted on the implementation of the UBE, which is a social service the government is rendering.

Further, since the assumption present coordination as a process through which two or more create and/or use existing rules to deal with a share task (problem) in the environment, it is therefore imperative stating that the theory is relevant because it allowed for the member states of the United Nation to realized the common enemy which is poverty that is affecting virtually 2/3 of the world's population and therefore need a collective effort to deal with it in the environment (world). These collective efforts are the eight (8) goals that are all aimed at improving the living standard of the individuals and the world at large. Since coordination is guiding principle between two or more entities, therefore, it is relevant to member nations, education as an item in the concurrent list of the constitution of the federal republic of Nigerian is justified, and should coordination at the theory is relevant because it allowed an interplay both in ideas and resources that comes under the auspices for the implementation of the MDGs

to be used on the UBE with a view of attaining the MDGs education component by 2015.

Finally, collaboration aspect of the theory is relevant because no country, organizations or individuals can stand as an entity. Through collaboration, different ways of seen things are explored leading to the adoption of the best option. The policies and/or curriculum design for educational development often explore options from different parts of the world in order to come up with a more elaborate one. Through collaboration, the Jomtein 1999 Education for All pacts was reached. Further, the MDGs implementation worldwide is through collaborative effort as stated in goal eight (8) "Developing a global partnership for development". Within the Nigerian context, the universal basic education is been implemented through the collaboration of the three tiers of government. Premise on of the above, it's clear stating that the social service delivery theory is that which emphasized on development especially at both institutional, organization and individuals level, using cooperation, coordination and collaboration respectively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the methodology used for the research work as well as the procedures for data collection. It presents the research design, the population sampling techniques procedures, research instrument and method of data analysis.

3.2 Research Design

The survey research which is a non – experimental, descriptive research method was found suitable and applicable for the design of this research work. The purpose was to enable the researcher to generalize from a sample population, so that the adoption and used of survey design was basically justified on the basis of MDGS strategies in the development of universal Basic education, and the Significant roles of MGDs in the provision of Universal Basic education as it relates to the enrolment and gender disparity control on basic school age Pupils. The collection of data centered on Millennium Development goals office and universal Basic Education board. Others included was the host communities where the schools are located, the teachers and the general public.

Furthermore, the survey as well adopted the combination of descriptive and inferential statistical tools for data analysis. However, the research carefully observe what was happening to the sample subject and or variables devoid of any attempt to manipulate them, as well as to further ensure that such observation was carried out at a time. In line with the stated objectives, it was imperative therefore, that a selective description of the aspects of the study areas was critical due to the fact that its exceptional influence in the understanding the development and overall output of education in Kaduna state cannot be over emphasized.

3.3 Sources of Data

This study generated the needed data from two main sources; the primary and secondary sources respectively. Several primary and secondary sources of data were generated in this research via divergent means either directly or indirectly and through which the framework for the presentation in this research work was provided.

3.3.1 Primary Source of Data:

Primary data involves such information collected about a given subject directly from the real world (Respondents). It is the original/first hand data collected from the main source. The Primary sources of data focused on various stakeholders; MDGs personnel's, Universal Basic Education Board personnel, i.e. top management and junior staff, Universal Basic Education Teachers and the community members, and the general public. The data encompasses those collected from the field, which can facilitate the researchers' ability to acquire first hand information.

3.3.2 The instrument for primary source of data:

Major research instrument used in this research work encompass: questionnaire, administration, interview, and field critical observation.

In addition, primary information applicable to study will further generated through some vital sources such as: the sample population as well as the researcher sense of understanding scenario. The sample population responses that was obtained through the questionnaire administration and its retrieval either on the basis of close - ended or open ended questions, structured/ unstructured discussion with the sample population such as management staff of both MDGs and SUBEB offices, communities' heads, head teachers etc confirmed vital primary data applicable for the research work. The responses of the respondents are measured on five (5) points, licker scale comprising: strongly agree, agree, undecided, strongly disagree and disagree.

In addition to the above, direct interaction of the researcher with MDGs Personnel's and that of the Universal Basic Education, as well as Personal Observation on the Process had no doubt formed the basis for primary data. Interactions with some of the UBE teachers, the pupils, the community's heads members where these projects (schools) are cited, majorly become vital source of generating data for the research work.

3.3.3 Secondary Sources of Data:

Secondary data are such which has been generated and stored in text, journals, newspapers, published conference proceedings, unpublished articles, files, thesis, projects, on-line materials etc. these materials already exist either published or unpublished. The secondary sources of data are useful in appreciating scholars' contributions which conveyed useful information required by the researcher to build on.

Secondary source of data for this study includes; documented materials on Millennium Development Goals, and universal basic education, projects in the study area, journals and news papers, annual and or progress reports, textbooks, published conference proceedings, unpublished articles etc. The variety of secondary sources the researcher consulted which shared related views are duly acknowledged and cited clearly in the references or bibliography of the research.

3.4 Population and Sample Size

The Millennium Development goals (MDG) office in Kaduna state, the state Universal Basic education Board (SUBEB), The teachers under the state Universal Basic Education programme and members of the general public selected within the study areas of the research work are undoubtedly heterogeneous in terms of population. These population encompasses management staff of both organizations, non management staff, the field workers (Teachers) benefiting community members, and the general public. Interview was conducted with some management and staff of SUBEB,

MDGs and also some community's members and teachers within the study areas. In selecting these entities, the purposive/judgmental sampling technique was applied

According to the document indicating the staff strength figures as at 2012, made available the Millennium Development goals had 16 Personnel, state universal Basic Education Board consist of 81 Personnel's and teachers(field workers) under the control of the board are 36,659, while 50 respondents are from the general public and community's members respectively.

On a whole, a total number of thirty six thousand eight hundred and six (36,806) constitute the total number of population of the study.

3.4.1 Sample size determination

A sample population for this study was drawn using the steely Yamene (1967:886) formular as expressed by Israel (1992:1-10) which is popularly known as Yamane's formula, and is denoted by:

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

Where n = Sample size

N = total Population

e = Significance level

i = Constant

$$n = \frac{36,806}{1 + 36,806\ (0.05)^2}$$

$$n = \frac{36,806}{1 + 36,806\ (0.0025)}$$

$$n = \frac{36,806}{1 + 92.015}$$

$$n = \frac{36,806}{93.015}$$

$$n = 395.69$$

n = 396 (sample size)

In view of the computation above using the Yamane's formula, the Sample size for the study stood at three hundred and ninety six (396). To compute the sample size above, the total population of the study that stood at thirty six thousand eight hundred and six (36,806) people from both Millennium Development Goals (MDG) office, the State Universal Basic Education Board staff, teachers under SUBEB, staff/personnel of education department of the selected local government, community's members and the general public was used.

Nevertheless, due to uncontrollable factors that does not allow the use of such huge chunk of population; sample size obtained using the Yemane's formula was applied for convenient and effective conduct of the research.

3.5 Sampling Techniques

In administering the questionnaire, random sampling technique was used to draw one Local Government from each senatorial zone and few public UBE primary school from each local government selected. The choice of the technique was found appropriate because it prevent bias in obtaining the sample size, as every element had an equal opportunity of being represented(Odoh, 1995. edt). The three senatorial zones of Kaduna State are: Northern senatorial zone (zone "A"), Central senatorial zone (zone "B"), Southern senatorial zone (zone "C"). The local governments selected for the study are: Zaria LG., for zone "A", Kaduna south LG, for zone "B" and Jama'a LG, for zone "C". The selection of the local governments was justified on the premise that there exist UBE schools and the populations are conversant and/or used to the subject matter. The selection of respondents was through the stratified random sampling technique. The technique was used to take care of the zoning nature of this work. However, for the purpose of ensuring adequate representation by the respondents, the cluster sampling

technique/procedure was applied in each of the stratum. The population of respondents comprises management/ non management staffs of MDGs, top management, non-management, and junior staff of SUBEB office Kaduna state, head and assistant head teachers, other teacher under UBE, community's head, as well as community's members. Quantitative and qualitative presentation of target population is shown in table 2.

Table 2: Distribution of the Population of Respondents in the Study.

Target Population	Total sample	Percentage (%)
MDGs management staff	3	0.8
MDGs non-management staff	8	2
Top management staff of SUBEB	10	3
Non-management staff of SUBEB	17	4
Management and staff of education department of the selected LGAs.	23	5.8
Head teachers under UBE	6	1.5
Asst. head teachers under UBE	6	1.5
Other teachers under UBE	273	68.9
Community's heads	6	1.5
Community's members	44	11
Total	**396**	**100**

Source: Survey research 2015

3.6 Method of Data Presentation and Analysis

The research employed both descriptive and inferential statistical techniques in the analysis of data with reference to the adopted research design and methodology that informed they nature of data generated. The descriptive statistics which involves the use of averages (mean), percentages and frequency distributions to summarize, classify and tabulate data was used in the analysis of primary data generated through the close ended questionnaire organized using the five (5) choice Licker scale; that enhanced the

achievement of the set objectives. The inferential statistics on the other hand centered on chi-square analysis in order to establish the differences and or the relationships that exist between the dependent variables and the independent variables in the three hypotheses posited.

The Chi – square is a non – parametric method of testing hypothesis. It is used to establish whether or not a significant relationship exists between the observed and the expected frequencies. In this study, it was used to test relation in the level of MDGs intervention in education, and the growth of universal Basic Education in Kaduna state. Also, it enabled the researcher determine the relationship that exist between MDGs Basic Education Programme and the issue of instructional materials, funding and staffing in Kaduna state. The chi- square formula is denoted thus:

$$X^2 = \frac{\sum(O-E)^2}{E}$$

Where $\sum$ = Additional sign and a Greek letter word which implies summation

O = Number of observed frequency

E = Number or frequency expected

X^2 = Chi -Square

Df=N-1 (Degree of freedom)

At 0.05 significance level i.e. 95%

Data was presented and analyzed using simple percentage, and to a lesser extent average means score with their formula as follows:

Percentage: it is a rate, number of amount in each hundred, which is expressed as (% and denoted in this study by the formula below)

$$\frac{\text{Number of Respondents}}{\text{Total Number of Respondent}} \times \frac{100}{1}$$

Average means score: It is commonly known as the arithmetic mean, which is computed through dividing the sum of a set score by the number of cases. The formula is represented below thus:

$$X = \frac{\sum fp}{N}$$

Where x = Average mean score

$\sum fp$ = sum of frequency percentage

N = Number of variables

Sources: Bashiraf (2003)

CHAPTER FOUR

HISTORICAL BACKGROUND OF SUBEB, MDGs AND KADUNA STATE

4.1 Introduction

This chapter discusses the historical growth and development of Western education in Nigeria with a view of showing how universal Basic Education programme was launched and embraced as a method of providing education for all citizens of school age in the country, with specific focus on Kaduna state. It also present the organizational structure (organogram) of institution vested with the responsibility of seen to the success of the UBE programme. The MDGs historical background has earlier been presented the preceding chapter thus, a close understanding of the relationship between Millennium Development Goals (MDGs) and the attainment of Basic Education (UBE).

4.2 Brief Historical Overview of Nigeria Educational System

Western Education System started in the western part of the country in the first part of the sixteenth century. Factors responsible for the introduction of the system were not indigenous but trade. The desire of the foreign Christian Missionary to "Liberate" Africans from what they called "the dark mind barbarism, idolatry and war and mainly to further their trade mission" necessitate the vigorous pursued and competing with each other through establishment of schools and colleges (Aloy, 2001).

The aim of missionaries who brought western education to Nigeria was almost similar to the Muslim Arabs that brought Islamic education into Northern Nigeria centuries before. Although, initial difference one might notice was the desire for economic activities by the Arabs. The Christian Missionaries on the other hand vowed

to, according to Aloy (2001), "Liberate the dark minds of the Africans from barbarism and idolatry". The economic and political factors came much later.

The history of western education in Nigeria was traceable to the Portuguese traders who came to Benin in the early part of the 15th century. They taught the children of Oba of Benin. However no meaningful development was made nor was it accepted where it does not took root until the late 18th and early 19th centuries. The history of meaningful western education in Nigeria is traceable to the activities of the Christian Missionaries in 1842. Account of this historical event was given by numerous educationists. Among them were; Taiwo, O.C (1980), Adesina, S. (2988), Fajana, A. (1978) and Fafunwa (1974) to mention but just a few.

The Wesleyan Methodist Society which opened the Christian mission station at Badagry near Lagos, has it activities facilitate by an ex-slave of Yoruba race named Ferguson, and this saw the first ever Christian mission station in the area in 1842. Although, as mentioned above, prior to this time, as early as 1472 there were pockets of literate activities going around the palace of the Oba of Benin, who had engage the Portuguese Catholic missionaries in the training of his sons and that of his chiefs. Fafunwa (1978) observed "the Catholics, through the influence of the Portuguese traders were the first missionaries to set foot on the Nigerian soil.

According to Fafunwa (1978) "each denomination emphasized it own importance and spared no pains at proving that; one denomination was better than the other". As these denominations moved further into the hinterland, they established schools for the training of catechist and teachers.

4.2.1 The Content Features of Early Mission Schools

The aims of the early mission schools were to evangelized and convert Nigerians into Christianity. However, they believed that this was not attainable except through formal education process that will enable the natives read and write. This was the bases upon which the need for the establishment of mission schools was conceived and pursued vigorously alongside their main objectives.

Children were expected to receive tuition in English education at suitable age, be apprenticed in useful trades/skills, gardening and agriculture etc.

The curriculum and methods of studies were almost similar to Qur'anic schools, observed Fafunwa (1978). Rote-learning predominated and the teacher taught practically everything from the one textbook. The Bible like the Qur'an was the master textbook, and every subject no matter how remote had to be connected in some way with the holy writ. In addition to these contents, children received training in writing, arithmetic, reading, and singing. When there was a lady teacher, the girls learnt sewing. No tuition was charged initially in missionary schools. Children who cared to come were welcome. Admissions were attracted by the missionaries through various means, which include door to door visits to persuade parents to send their children to school. At a certain time, some stipends were suggested by the mission teachers for school children living at home as an inducement to make them regular at school.

4.2.2 Government Intervention in Education

Decades after the introduction of western education in Nigeria, education had remained under the control of the Christian missionaries. Government was unwilling to participate in the system in part or in total. Funding for the mission school mainly came from donations from groups, individuals outside the country, including local Christian and

parents who were later paying for their children but the bulk of the contributions were from the grants from the main missions abroad. In 1877 however, government decided to give unconditional grants to the mission school, which was used only to proliferate mushroom schools in the villages. “The blackboards, chalks were in short supply and the primers were largely religious traits or information unrelated to local background” observed Taiwo (1980).

In 1877, an education ordinance for the colony of Lagos came into being. The provision of the ordinance laid down some principles, which became the foundation of education laws for Nigeria. The provisions as listed by Taiwo (1980) are:

1. The constitution of a Board of Education, comprising the governor, members of the legislative council, (which was then small body), the inspector of schools, the governor’s nominees not exceeding four in number.
2. The Appointment of Her majesty of an Inspector schools for each colony, a sub-inspector of schools for the colony and other education officers.
3. Grant in aids to schools and teacher training institutions.
4. Power of the Board to make, alter and revoke rules for regulating the procedures of grant-in-aid.
5. Rates and conditions of grant-in-aid to infant schools, primary schools, secondary schools and industrial schools, based partly on subject taught and partly on the degree of excellence in the schools
6. Safeguard as to religious and racial freedom
7. Certificate of teachers
8. Admission into an assisted school of pauper and alien children assigned to it by the governor.
9. Establishment of scholarship for secondary and technical education.

10. Power of Governor to open and maintain Government schools.

Both colonial and independent governments in Nigeria have instituted one form of educational reform or the other. This indicates that there is link between the past and present in the educational development of Nigeria. That is, the country's historical antecedents have impact on how educational policies are formulated and implemented starting with the colonial period. Nigeria, having been colonized by Britain adopted the British form of education, which consist of primary, secondary, sixth form as well as higher education. However, the Islamic education had been in the Northern Protectorate before the amalgamation in 1914, so the Christian missionaries that came into the country through the western region were restricted from spreading both Christianity and western education to the Northern region.

The colonial administration, before independence, administered education through the use of education ordinances and education laws. These ordinances include the 1882, 1887, 1916, 1926, 1948, and 1952 Education ordinances and Regional laws of 1954. In 1954, the three regions (Eastern, Western and Northern) as well as the Federal Territory of Lagos had power of making laws of it territory and citizens as a result of the adoption of 1954 constitution. Consequently, the following regional laws on education emerged: education law of 1955 in the western region, education law of 1956 in the Northern Region and the Lagos education ordinance of 1957; hence the beginning of introduction of universal education in Nigeria.

4.2.3 The Evolution of Universal Education in Nigeria

Universalization of primary education began in the Western Region of Nigeria in 1955 under the premiership of Chief Obafemi Awolowa who introduce the free, universal and compulsory education popularly referred to as universal primary education (UPE). The introduction of the UPE, brought about an education revolution, not only in the West but

in Nigeria as a whole. In 1954, there were about 457,000 pupil attending fee-paying schools but by January 1955, the figure rose to 811,000 representing over 56% increases in the enrollment, (Fafunwa, 1974, Oni, 2006) and (Taiwo, 1980). The success achieved by the Western region in terms of the UPE necessitated the Eastern Region to launch a similar programme of 8 years free education scheme in February 1957. Although the launching of the programme in the east was a fire-brigade approach without adequate and careful planning, thus, gross inadequate finance. Due to pressure coupled with lack of proper preparation and finance led to the failure of the programme in the east. In spite of the failure in the East, the Lagos colony, a Federal Territory also floated the scheme in 1957. In the Northern Region, the Islamic form of education had long before the Christianity (Western) education came into the country. The Islamic form of education came into the country by over 300 years before the arrival of Christian education in the 1840s (Oghuvbu, 2007). Hence, the region did not bother itself to embark on providing the western education for it citizens. The North seems to be comfortable with the Islamic education, so they opted out of the race for provision of the free universal primary education. Some major reasons that affected the growth of western education in the North involved the nature of curriculum which revolved round reading the new testament, catechism and the commandment, also classes were taken in the churches and funding was through Christian missionaries, in a nutshell everything was within a Christian environment, the development that create fear in the Northern Islam for their children to be converted through the Christian western education (Oghuvbu, 2007).

The universalization of primary education in Nigeria initially was a regional project, with each region and the North inclusive making effort to develop its own programme of enhancing and promoting education among it citizens. Universalization of primary education at the national level, commenced in 1976 during the military rule of Gen.

Olusegun Obasanjo. It was at this time that the UPE which was a regional programme was redesigned by the National government with a view of allowing its changing contents to provide education for the overall Nigeria children (Eddy and Akpan, 2009). At the time, the philosophy of education as articulated in the National Policy of education encompasses: the development of the individual into a sound effective citizen, the full integration of the individual into the community and the provision of equal access to educational opportunities for all citizens at all levels of education both inside and outside the formal school system.

4.3 Historical Background of Kaduna State

When General Murtala Mohammed created seven new states, the then North Central was renamed Kaduna State which was made-up of two provinces i.e. Zaria and Katsina. States were further created in 1991 in which Katsina province became the present day Katsina state, and the Zaria province became Kaduna State. Kaduna state is presently made-up of twenty-three (23) local government areas with divers' ethnic groups. Before the introduction of the local government system in 1976 by Murtala Mohammed regime there exists the Native/Local Authority system as the means of administration.

Kaduna state is often described "the center of the North", cultural, economic and religion development of the country Nigeria. The state consists of many languages which include: Gwari, Kadara in the west, Hausa Kurama in North, Kataf, Jaba, Bajju, Morwa, Kamanton Koro, Chawai etc. in the southern part, and the Maguzawa. There is two major religions in the state i.e. Christianity and Islam. The state has divers traditional festivals apart from the Christians Easter and Christmas and Muslim "Id-El-

fitir and Id-El-Kabir". The "Afan" festival in Kagoro Kaura Local Government and "Tuk-Ham" in Jaba and Jama'a Local Governments respectively;

According to the 2006 census result as presented by the National Population Commission (NPC) Kaduna state had 6,133.503, with males up to 3,090,438 and 3,023,65 females. Majority of this population lived in the rural areas with exception of the main Kaduna town and zaria. According to Kaduna state universal Basic Education Board, (KSUBEB, 2009 Report), there were three thousand, eight hundred and twenty-five (3,825) public primary schools in the state as at 2009, with pupils enrolment into these schools at eight hundred and sixty-six thousand, four hundred and ninety six (866,496); comprising of four hundred and thirty-nine thousand, seven hundred and ninety-seven (439,797) males, while female are four hundred and twenty-six thousand, six hundred and ninety-nine (426,699) respectively. In the light of such a huge schooling population, there is therefore the need for a regulatory body.

4.3.1 Kaduna State Universal Basic Education Law

The Kaduna state Universal Basic Education Board came into being through a law No. 5, 2nd June 2005 and amended on No. 8 of 25th May, 2009. Before the establishment of the SUBEB Law, there existed earlier the National Primary Education Commission (NPEC) which is now the "Universal Basic Education Commission" and Primary School Management Boards (PSMBs) at state level in 1988, which later became State Primary Education Boards (SPEBs) in year 1994, and now "State Universal Basic Education Board" (SUBEB). The NPEC and SPEBs were established via Decree No. 96 of 1993 and Kaduna state edict No. 8 of 1st Jan 1994 respectively.

The Kaduna State Universal Basic Education Law, No. 5 2005 provides the state with legal backing for participation in the nationally UBE programme of the federal government launched by the president "Gen Olusegun Obasanjo", in 1999.

It also has the main function of implementing Universal Basic Education Board and managing primary schools through Local Government Education Authorities in the state particularly in the areas of recruitment of teaching and non-teaching staff, disbursement of funds provided from Federal, State, Local Governments, Development partners NGOs and other sources.

4.3.2 Objectives of the Law of Kaduna State Universal Basic Education

The guidelines for the implementation of the UBE outlined some specific objectives as follows:

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

ii. Reducing drastically the incidence of drop- out from the formal school system (through improved relevance, quality and efficiency)

iii. Catering for the learning needs of young persons who, for one reason or the other have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.

iv. Ensuring the acquisition of the ethical, moral and civic values needed for the laying of a solid foundation for lifelong learning.

4.3.3 Scope of the Programme

The scope of the UBE is more encompassing with a far wider reach than that of the UPE which include;

i. Programmes and initiatives for early childhood care and socialization.

ii. Education programmes for the acquisition of functional literacy, numeracy and lifelong skills, especially for adults (persons aged 15 and above)

iii. Special programmes for nomadic populations;

iv. Out-of-school, non-formal programmes for updating the knowledge and skills of persons who left school before acquiring the basics needed for lifelong learning.

v. Non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education.

vi. The formal school system from the beginning of primary education to the end of junior secondary school (Tahir, 2001: 3)

4.3.4 Structure, Functions and Management

Accordingly the law provides for structures and the implementing agencies of the different tiers of government. At the federal level, a Universal Basic Education Commission (UBEC) was created. The state has State Universal Basic Education Board (SUBEBs), while at the local Government level, was the Local Government Education Authorities. Below therefore, are the highlights of the structures of the Kaduna State Universal Basic Education law.

The law establishes for the state, a State Universal Basic Education Board, which shall be a body corporate with perpetual succession. It shall have a Common Seal, and the power to sue and be sued in its corporate name:

1. The board shall be under the supervision of the Ministry of Education

a. The Board shall be charged with the following functions:

b. Management of Primary and Nomadic schools in the state.

c. Recruitment, appointment, promotion and discipline of teaching and non-teaching staff on salary grade level 07 and above.

d. Posting and deployment of staff including inter-state transfer.

e. Disbursement of funds provided to it from Local Government, Federal, State and other sources.

f. Setting up an effective functional supervisory unit.

g. Retirement and re-absorption of teaching and non–teaching staff.

h. Undertaking new capital projects;

i. Responsibility for the approval, training and retraining of teaching and non–teaching staff.

j. Assessment and funding of salaries and allowances of teaching and non–teaching staff based on the scheme of services drawn up by the state Government.

k. Ensuring that annual reports are rendered by Education Secretaries, heads of schools or teachers appointed to serve under them;

l. Preparing testimonials and certificates of service for teaching and non-teaching staff whenever necessary.

m. Dealing with leave matters including annual vacation.

n. Ensuring annual auditing of accounts.

o. Maintenance and rehabilitation of dilapidated classrooms/schools and other school infrastructures.

p. Physical/environmental development in line with child friendly school initiative.

q. Promoting relationship with and coordination of assistance by donor agencies and development parties.

r. Purchase and distribution of instructional materials.

s. Carrying out mass mobilization and sensitization of the general public and entering into partnership with communities and all stakeholders on basic

education with the aim of achieving overall objectives of Universal Basic Education performance in the State.

t. Co-coordinating and supervision of teaching and learning

u. Performing such other functions as may be assigned to the Board by the State Government or Universal Basic Education Commission.

2. The non–formal, junior Secondary School component of the Universal Basic Education shall continue to be managed by the Ministry and Agency for Mass Literacy respectively.

3. The Education Board shall establish and maintain a separate account into which shall be paid and credited all payment made to it from Federal or State Governments or any other sources.

4. There shall be disbursed from the fund will expenses relating to the management of Primary Education, Nomadic Education, Junior Secondary Schools and Non-formal Education in the state.

5. The membership of the Education Board shall be as follows:-

a) A full–time Chairman to be appointed by the Governor, who shall be the Chief Executive and accounting officer of the Board, who must be an experienced and seasoned educationist.

b) Two full-tie members appointed by the Governor to perform such duties as may be assigned to them by the Chairman.

c) Two-Ex-officio members to represent the State Ministry of Education and Ministry of Finance.

d) Three Ex-officio members to represent the Local Government Areas from the three senatorial Zones.

e) One representative each of:-

i. The Parent/Teachers Association (PTA) in the State.

ii. The State Wing of the Nigerian Union of Teachers (NUT)

iii. Women Group

iv. The Federal Ministry of Education, Inspectorate Division.

v. Agency for Mass Literacy

f) The Secretary to the Board, who shall be an experienced and seasoned educationist, shall be appointed by the Governor on the recommendation of the Commissioner of Education.

g) The Secretary shall perform such duties as the Board may direct from time to time.

The law establishes for each Local Government Education Area of the State, a Local Government Education Authority which shall be subject to the control of the State Universal Basic Education Board.

1. The Local Government Education Authority shall comprise

a) A part–time Chairman who shall be a seasoned educationist appointed by the Chairman of the Local Government Council;

b) One representative of the Ministry of Education;

c) One representative of the Nigerian Union of Teachers (NUT) in the Local Government Area;

d) One representative of women group in the Local Government Area;

e) Not more than one representative of religious organizations in the Local Government Area.

f) Two religious leaders in the Local Government Area. One Traditional Ruler or District Head;

g) One representative from Agency for Mass Literacy

h) Two eminent persons, who are normally domiciled in the Local Government and who shall represent special interest and shall be appointed by the Chairman of the Local Government;

i) The Secretary who shall be an experienced and seasoned educationist shall be appointed by the Chairman of the Local Government;

2. The Secretary shall hold office in the first instance for a period of five years and shall be eligible for re-appointment for a further period of five years.

3. The Secretary who shall be the Chief Executive shall be responsible for the day-to –day administration of the affairs of the Authority.

4. The members of the Local Government Education Authority who are not public officers shall be appointed by the Chairman of the Local Government on the recommendation of the bodies they represent.

5(1) The functions of the Local Government Education Authority shall be carried out subject to the control of the State Universal Basic Education Board.

2. The functions of the Local Government Education Authority shall be as follows:

a) To supervise the administration of primary schools and nomadic schools in their areas of jurisdiction and making recommendation where necessary.

b) For the appointment, posting, transfer, promotion and discipline of staff on grade levels 01-06 in its area of jurisdiction.

c) Making recommendations to the Education Board on promotion and discipline of teaching and non-teaching staff on grade levels 07 and above in its area of jurisdiction.

d) Submission of annual estimates, annual accounts and monthly returns to the Board.

e) Payment of salaries, allowances and benefits to all the teaching and non-teaching staff in its area of jurisdiction.

f) Acquisition and distribution of materials and equipment to all primary and nomadic schools in its area of jurisdiction.

g) Undertaking general of maintenance of primary schools and nomadic education, school buildings and infrastructure in its areas of jurisdictions.

h) Stimulating promotion and encouraged communal participation in the running of primary schools and Nomadic education in its area of jurisdiction.

i) Taking all reasonable steps to ensure full enrollment and attendance in all primary and nomadic schools in its area of jurisdiction.

j) Providing regular feedback to the Education Board on people's reaction to Government measures in its area of jurisdiction.

k) Ensuring that annual reports are rendered to the Education Board on all activities of the authority during the preceding year, especially on teaching and non-teaching staff in its area of jurisdiction.

I) Supervising all Education Committees in its areas of jurisdiction; and

m) Performing such other functions as may be delegated to it by the Education Board.

6(1) There is hereby established in each district of the Local Government Area of the State, a District Education Committee.

2. The District Education Committee shall comprise not more than twelve members and shall include:

a) A Chairman who shall be a recognized community leader appointed by the Chairman of the Local Government.

b) Two representatives of Parent/Teachers Association (PTA) in the area.

c) One representative of women group in the district.

d) One representative of the Nigerian Union of Teachers (NUT).

e) Two religious leaders where necessary;

f) One representative of the business community;

g) Two other members who are educationists and from the locality to be appointed by the Chairman of the Local Government, and

h) The Secretary to the District Education Committee who shall be a senior head teacher in the locality.

7. The District Education Committee shall be subject to the control of the Local Government Education Authority in its Local Government Area and shall have responsibility for:

a) Recommendation to the Local Government Education Authority;

i. Necessary repairs and renovations to primary schools building in the area

ii. The adequacy of teaching and non-teaching staff required for the areas.

iii. The adequacy of teaching equipment and materials required for the areas.

b) Promoting and encouraging communal interest and participation in the running of primary education in the area.

c) Ensuring good enrollment and full attendance in all primary schools in the area.

d) Keeping the Local Government Education Authority informed of all educational problems in the areas, and

e) Performing such other functions that the Local Government Education Authority may from time to time assign to it.

4.3.5 Funding of Kaduna SUBEB

1) There shall be paid and credited to the fund such payments as may be made to it by the Federal, State and Local Government Joint Account.

2) Committee expenses of the Board and all other assets accruing from time to time to the Board otherwise than in pursuance of section 4 of this Law.

a) Funds allocated to the State and Local Government Education Authorities by the Commission from the block grant allocated/accruing to it from the Consolidated Revenue fund of the Federal Government.

b) Appropriate share of funds or contributions in form of Federal guaranteed credits from the Universal Basic Education Commission or as may be credited directly to the accounts by the State Universal Basic Education Board or Local Education Authorities by relevant agencies.

c) Local and International donor agencies.

4.3.6 The Organizational Structure of Basic Education Board

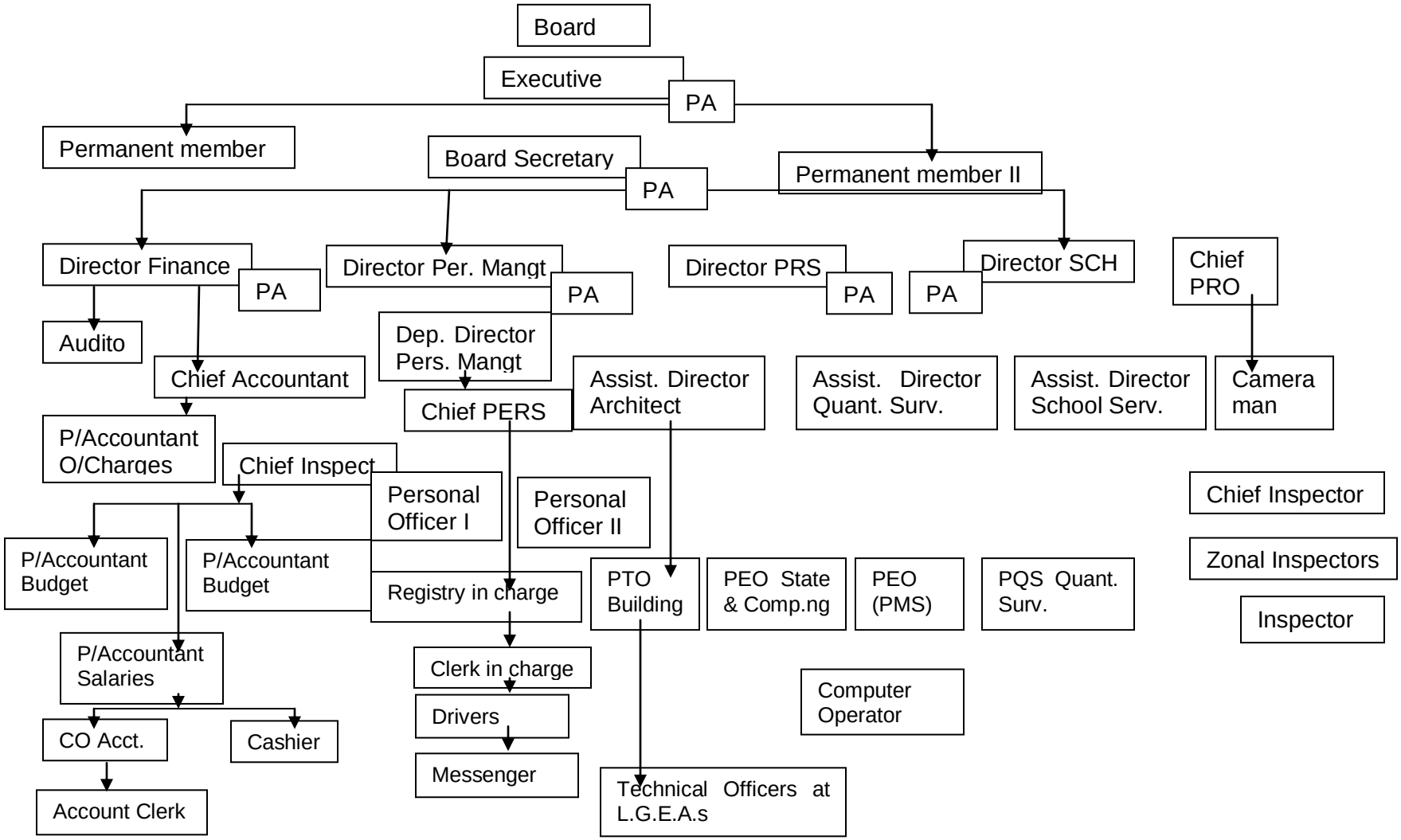
The word "Administration" according to Ozigi (1980) means coordinating the efforts of people towards the achievement of goals. He is of the view that administration of organization aim at improving organization lines of activities. Organizational structure according to webs definition means an "institution or functional group such as a business of a society". It can also be said to be ways through which work is arranged and allocated among members of an organization so that the goals of the "organization" can be most efficiently achieved.

The process of organizing is simply dividing up the task that is to be done among areas of employees and linking together these areas and job in order to form a unified whole (a single working unit where all of its parts work together to achieve the organization's goals).

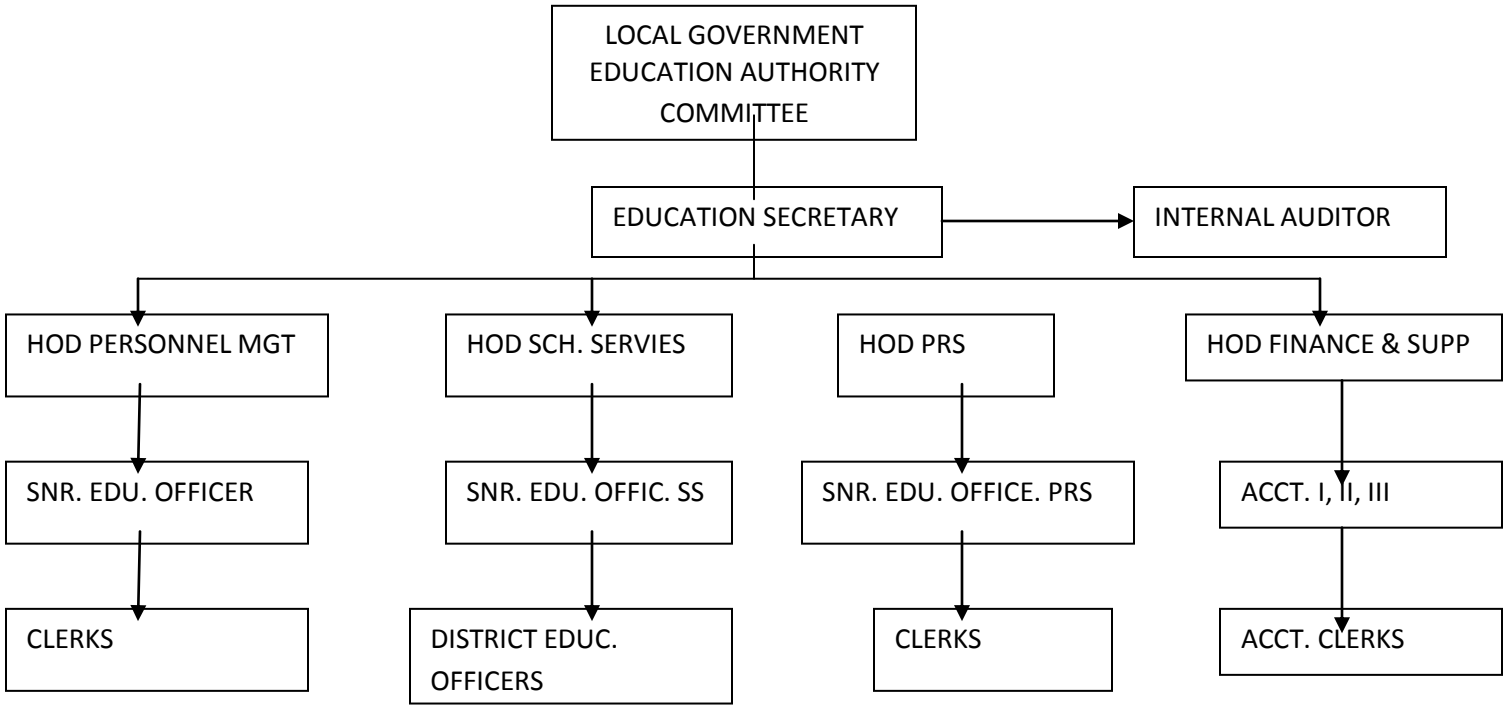
In order to structure an organization, the division of work need be taken and organized into logical groupings, to show how these areas are linked to each other. The

hierarchy, level of authority and responsibility, and its formal channels of communication, hence the Kaduna State Universal Basic Education Board is systematically structured for successful implementation of the Universal Basic Education Programme.

KADUNA STATE UNIVERSAL BASIC EDUCATION BOARD
ORGANIZATIONAL STRUCTURE



KADUNA STATE UNIVERSAL BASIC EDUCATION BOARD
ORGANISATIONAL STRUCTURES OF LGEA



Source: Kaduna SUBEB

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter presents the analyses and discussion of results from the data obtained through questionnaire administration, interviews and observation. This is with the view of ascertaining the extent to which the millennium development goals (MDGs) influence the attainment of universal basic education in Kaduna State. The chapter also contains the test of hypothesis raised in the study which was based on instructional materials and facilities in the achievement of UBE in Kaduna State, adequate funding and the implementation of UBE programme in Kaduna State.

The study which is structured around the three senatorial districts of the state, necessitate the testing of hypotheses by combining the three different segments, to reflects the responses of respondents from Zaria, Kaduna South, and Jama'a Local Government respectively. The statistical tools of analysis used are: simple percentage for respondents' bio-data/other responses, while chi-square technique was adopted for testing the hypotheses. The discussions of major findings of the research were also presented.

5.2 Data Presentation and Analysis

The data below was generated through the Head Teachers, assistant heads teachers, top-management and other staff of education departments of the three local governments, community's heads and other community's members of Jama'a, Kaduna South and Zaria Local governments. Data presented for this study was with the aid of frequency tables.

Table 5.2.1 Response Rate of Respondents

Sampled population	**Zaria**	**Kaduna South**	**Jama' a L.G**	**No. of questionnaire administered**	**No. of returned questionnaire**	**No. Duly completed**	**Percentage (%)**
Head Teacher (prim. Sch.)	2	2	2	6	5	5	1%
Asst. Head teachers	2	2	2	6	4	4	1%
Teachers under UBE (Prim. Sch.)	72	95	82	249	216	193	68%
Top mgt & Staff of educ. Dept. of the selected LGs	13	12	20	45	32	28	9%
Community's head	3	3	3	9	7	4	1%
Community's members	29	20	32	81	57	49	17%
Total	121	134	141	396	321	283	97%

From table 5.2.1, a total of 396 questionnaire were administered, 321 was the rate of returns, while 283 questionnaire representing 97% duly completed and returned questionnaire. In of the forgoing therefore, the analysis of data is based on the 283 questionnaire duly completed and returned determining against the 396 administered. In determining the respondents in the study area, both random and stratified sampling techniques was adopted and applied.

TABLE 5.2.2 Bio-Data of Respondents

Indices	Variables	Responses	Percentage (%)
Gender	Male	214	76
	Female	69	24
Total		**283**	**100%**
Designation (Occupation)	Teachers	202	71.4
	Public Civil Servants	48	17
	Business/Self employed	21	7
	Unemployed	12	4.2
Total		**283**	**100%**
Educational Qualification	First leaving School Certificate `	8	3
	WASC/GCE/SSCE Grade II	47	16
	ND/NCE	155	55
	HND/Degree	62	22
	Postgraduate Degree	11	4
Total		**283**	**100%**
Senatorial District	North (Zaria)	83	29
	Central (Kaduna South)	88	31
	South (Jama'a)	112	40
Total		**283**	**100%**
Working Experience	1-5yrs	58	20
	6-10yrs	42	15
	11-15yrs	66	23
	16-20yrs	29	10
	21-25yrs	33	12
	26 above	39	14
	None of the above	16	6
Total		**283**	**100%**

5.2.3 Analysis of Respondents Bio-Data

(i) Gender Distribution: The questionnaire reveals that seventy six per cent (76%) of the total respondent which is two hundred and fourteen (214) were male, while twenty four (24%) i.e. sixty nine (69) respondents were female. This by implication entails a clear gender disparity with the bias in favour of male. However, this gender bias does not affect our study considering the fact that gender issue is not the focus of the study.

Table 5.2.1 depicts that, majority respondents were teachers, constituting two hundred and two (202) i.e. (71.4%) of the entire respondents. 17% are public and civil servant; 7.4% are business and self employed persons; while an insignificant 4% are unemployed nor engage in an business or craft. From the respondents responses, we can opined that shall be furnished those conversant with the subject matter.

(ii) Educational Qualification:

Table 5.2.1 presents the qualification of respondents from both Zaria, Kaduna South, and Jama'a Local government to include a negligible Eight (3%) respondents as holders of first leaving school certificate forty seven (47) i.e. 16% of the respondents were holders of wither WASC, GCE, SSCE, or Grade II. Major constituents respondent are either ND or NCE holder with 55% while 22% are HND/Degree holders. Post graduates constitute 4%. Base on the above we can deduce that the respondents are knowledgeable to provide reliable responses.

(iii) Senatorial Districts.

As shown in table 5.2.1, Responses of respondents cut across the three senatorial districts North Central and South Senatorial district of the Kaduna State with one Local Government each i.e. Zaria. Kaduna South and Jama'a Table 5.2.1 also reveals that 29% respondents are from the Northern Senatorial district, 31% Central and 40% from

the south senatorial district. The implication here is that the entire state as regards to North, central and south are represented.

(i) Working Experience:

The information in table 5.2.1, reveals the working experience of respondents, with 20% working between one to five years, 15% are between six to ten years while a majority 23% are working class between eleven and fifteen years, 10% are workers with a range of sixteen to twenty years, 12% ranged twenty one to twenty five years, while twenty six and above i.e. a returning age are 14% and insignificant 6% are not with any working experience. It can be deduced therefore that the state is stocked with a productive workforces that can enhance growth and development.

5.3 Responses to "Available Instructional Materials and Facilities for UBE Implementation in Kaduna State.

Table 5.3.1: Instructional materials and facilities enhance UBE achievements toward meeting the MDGs in Kaduna State. Table 5.3.1, is the presentation of data collected from respondents about their feelings on whether instructional materials and facilities enhances the implementation of UBE programme toward achieving the Millennium Development education goal.

Respondents	Frequency	Percentage (%)
Strongly Agree	64	23
Agree	107	38
Undecided	32	11
Disagree	49	17
Strongly Disagree	31	11
Total	283	100

Source: Survey Research 2015

From the opinions of respondents in table 5.3.1; 23% and 38% strongly agreed and agree while 11% are undecided. 17% and 11% disagreed and strongly disagreed. This

by implication shows that; availability of instructional materials and facilities can go a long way in enhancing UBE implementation and achievement toward meeting the MDGs in Kaduna State.

Table 5.3.2 MDGs Assistance in the Provision of Teaching Aid and Learning Materials. The table deals with issue relating to whether or not MDGs program participate in providing teaching aids and learning materials to assist both the learners and the teachers respectively.

Respondents	**Frequency**	**Percentage (%)**
Strongly Agree	92	32
Agree	111	39
Undecided	19	7
Disagree	48	17
Strongly Disagree	13	5
Total	283	100%

Source: Survey Research 2015

Table 5.3.2 above indicates there are 92 respondents (32%) who strongly agreed that MGDs programe exist in providing teaching aids and learning materials, 39% i.e. (III) respondents agreed, 19 which is (7%) of the respondent remain undecided, 48 which is (17%) disagree and 13 respondent constituting (5%) of the total respondents strongly disagreed. The responses of respondents entail that MDGs impact are felt in the state.

Table 5.3.3: Instructional materials as a tool to improve pupils performance in School. The table 5.3.3; is the presentation of responses of respondents on either they agree or not that instructional materials improved the learning ability of their wards.

Respondents	**Frequency**	**Percentage (%)**
Strongly Agree	76	27
Agree	152	54
Undecided	9	3
Disagree	33	12
Strongly Disagree	13	4
Total	283	100%

Source: Survey Research 2015

According to table 5.3.3, it was agreed by 76 (27%) and 152 (54%) of the respondents that Instructional materials improve pupils learning and performance in School, an insignificant number of 9 (3%) respondents are undecided. However, 33(12%) and 13 (4%) respondent disagree and strongly disagree to the assertion. But it should be noted that majority of the respondents i.e. (81%) strongly agreed and agreed, which by extension implies that instructional materials is vital to pupils learning and performance.

Table 5.3.4; There are functional equipped Libraries with up-to-date books for the UBE. The table presents the views of respondents on availability of functional libraries in schools around their respective localities.

Respondents	Frequency	Percentage (%)
Strongly Agree	20	7
Agree	36	13
Undecided	36	13
Disagree	125	44
Strongly Disagree	66	23
Total	283	100%

Source: Survey Research 2015

The stance taken by most respondents as regards to table 5.3.4 shows that, no functional equipped libraries for the UBE. This was supported by 125 (44%) and 66 (23%) respectively. A very low percentage 36 (13%) and 20 (7%) of the respondents agreed and strongly agreed on the availability of functional equip libraries for the UBE programme in Kaduna State. 36 (13%) respondents are undecided on whether or not functional equip libraries existed.

Table 5.3:5 Classrooms available are commensurate with enrolment pattern for UBE achievement in Kaduna State. Data collected on either or not that enough classrooms are available for effective implementation of the UBE programme are as presented in table 5.3.5 below.

Respondents	Frequency	Percentage (%)
Strongly Agree	29	10
Agree	133	47
Undecided	15	5
Disagree	88	32
Strongly Disagree	18	6
Total	283	100%

Source: Survey Research 2015

From the responses in the table 5.3.5, in respect to incommensurate classrooms and the enrolment pattern for UBE achievement in Kaduna State, 133 (47%) and 29(10%) agreed and strongly agreed. However, 88 (32%) and 18 (6%) disagreed while 15 (5%) were undecided. This by extension shows that enrolment is higher than available classrooms which the government should look into.

Table 5.3.6 MDGs Programme seems to Partook in building more Schools/Classrooms for UBE achievement. Responses of respondents concerning building of classrooms are as follows.

Respondents	**Frequency**	**Percentage (%)**
Strongly Agree	116	41
Agree	101	35
Undecided	19	7
Disagree	28	10
Strongly Disagree	19	7
Total	283	100%

Source: Survey Research 2015

From the responses of respondents in table 5.3.6, on of MDGs partaking in building schools/class rooms. An overwhelming majority of respondent constituting 116 (4%) and 101 (35%) strongly agreed and agree respectively that MDGs partook in building schools/classrooms for the UBE Programme. 19 (7%) were undecided, while 28 (10%) and 19(7%) disagree and strongly disagree. Although, above indicates that MDGs Programme has extended into constructing schools/classrooms.

Table 5.3.7: Views on adequate furniture for the pupils and teachers. The following data relates to respondents views on whether they agree or not that the schools have enough furniture.

Respondents	Frequency	Percentage (%)
Strongly Agree	07	2
Agree	58	21
Undecided	11	4
Disagree	124	44
Strongly Disagree	83	29
Total	283	100%

Source: Survey Research 2015

According to the information in table 5.3.7, Furniture's are inadequate for both the pupils and the teachers. This assertion was supported by 124 (44%) and 83 (29%) who both disagreed to the claim of availability of furniture. An insignificant 7(2%) of the respondent strongly agree that furniture are available, also, 58 (21%) of respondents attest that furniture are available while 11 (4%) were undecided. From the forgoing, we can clearly states that there is need for more furniture for both pupils and the teachers for smooth running of the UBE Programme.

Table 5.3.8: Need for Government to build more schools basically for UBE Programme. Table 5.3.8 posited respondents' responses on the adequacy of schools and whether there was need for government to build more schools.

Respondents	Frequency	Percentage (%)
Strongly Agree	174	61
Agree	96	31
Undecided	0	0
Disagree	13	5
Strongly Disagree	0	0
Total	283	100%

Source: Survey Research 2015

Table 5.3.8 depict the yearning of people for the need of government to build more schools in support of these, 174 (61%) and 96 (31%) totaling 270 (92%) of the respondents are of the same view. A negligible 13 (5%) disagreed while none was undecided for strongly disagreed. This as a matter of fact, serves as a wake-up call to government for immediate action.

In spite of the forgoing, the secondary data below presents some of the projects and achievements of the state government in respect to infrastructure and facilities.

5.3.9 Achievement of Kaduna State Universal Basic Education Board

According to the achievement profile of the SUBEB (2012), the State Universal Basic Education through the UBE intervention funds for the year 2007 to 2010 utilize the funds for the provision of infrastructural facilities as follows:

959 – New classrooms

321 – ECCDE games village

739 – Renovation of classrooms

648 – Toilet Booths

616 – Boreholes

1278 – Staff furniture

46,337 – Pupils' furniture two seater Desk/Bench

25,127 – ECCDE furniture

7 – Monitoring vehicles

Furthermore, the Board through development partners executed projects to include; 265 additional class rooms, 287 cubical toilets boreholes and pupils furniture, by the Japanese international cooperation. They also intervene in teacher professional development programmes by sponsoring some staff to Japan, Kenya etc.

The Education Sector Support Programme in Nigeria (ESSPIN) also support the state government in the rehabilitation of seven blocks of 2 classrooms, construction of block of VIP toilet and 22 hand pump boreholes to various schools. Also teachers capacity building programme (both within and outside the state) for teachers and head teachers, district education officers, education secretaries, Directors, senior officers from SUBEB and members of the School Base Management Committees (SBMCs) was carried out. About 2,000 SBMC members of 500 schools in different areas were trained under the School Development Plan (SDP).

The Education Trust Fund, the Board in year 2010 according to SUBEB (2012) report, completed the following schools buildings and renovation:

Ung. Kanawa primary school, Abubakar Imam Primary School, T/Nupawa Primary School, Kagoro road primary school, Child friendly Jaji primary school, M. Jalo primary School Riga chukun, Igabi GJSS Turawa, Kakangi, Giwa LGEA Fadan Kagoma, Jama'a LGEA, LGEA Kyayya 1, and B/Yara Tasha all in different Local government Areas of the state

Table 5.3.10: Adequacy of funds voted by government, for UBE Programme. The responses in table 5.3.10, was the general views of respondents on whether they agree or not that, governments financial votes on education are often sufficient for implementation of educational projects.

Variables	**Frequency**	**Percentage (%)**
Strongly Agree	22	8
Agree	7	2
Undecided	13	5
Disagree	54	19
Strongly Disagree	187	66
Total	283	100%

Source: Survey Research 2015

In table 5.3.10, a higher percentage of respondents strongly disagree and disagree that funds vote by government for UBE programme are adequate. Sixty-six (66%) strongly disagree nineteen (19%) disagreed, making a total of respondent that disagreed to 85%. A negligible two (2%) agreed that funds vote for UBE programme by government are adequate. Government funding on education as had been reflecting in annual budgets is often lower than the 26% as required by UNESCO. Clearly most of our respondents seem to be aware of these facts based on their responses.

Table 5.3.11: Frequency of states and Local Governments in Payment of counterpart funding. The data in table 5.3.11, was respondent's views on whether they agree or not that states and local governments remits their counterpart funds as at when due.

Variables	**Frequency**	**Percentage (%)**
Strongly Agree	0	0
Agree	12	4
Undecided	5	2
Disagree	60	21
Strongly Disagree	206	73
Total	283	100%

Source: Survey Research 2015

According to table 5.3.11 shows a slightly lower percentage to the preceding table. Though a higher percentage of respondents holds the view that state and local government does not pay their counterpart funding as at when due. As shown in the table, 94% comprising strongly disagree and disagree did not support the assertion. While 4% agreed, 2% respondents remain indifferent. There is the need therefore, for states and local government braced up in order to the tackle this heinous problem.

Table 5.3.12: Transparency in disbursements of funds meant for UBE programme.

The general views of respondents on either they agreed on not that government are transparent in disbursement of funds to the appropriate quarters for the implementation of the UBE programme are as presented in table 5.3.12 below.

Variables	**Frequency**	**Percentage (%)**
Strongly Agree	0	0
Agree	23	8
Undecided	14	5
Disagree	167	59
Strongly Disagree	79	28
Total	283	100%

Source: Survey Research 2015

Table 5.3.12 reveals; 167 i.e 59%) and seventy nine which is (28%) of respondents refute the assertion stating "there is transparency in the disbursement of funds for the UBE Programmes" Twenty-three (8%) agree, fourteen (5%) remain indifferent, while none strongly agree. The position of respondents here depict a wake-up call for government at all levels of the need to ensure transparency and prudency in all it financial dealing.

Table 5.3.13: Adequate of funds for execution of projects by the schools

Table 5.3.13, shows the presentation of data from respondents on whether they agreed or not that; schools administrators has adequate funds in their disposal to execute meaningful projects that can enhanced the achievement of the UBE programme toward meeting the MDGs target of achieving universal basic education by 2015.

Variables	**Frequency**	**Percentage (%)**
Strongly Agree	19	7
Agree	32	11
Undecided	59	21
Disagree	77	27
Strongly Disagree	96	34
Total	283	100%

Source: Survey Research 2015

Table 5.3.13 shows clearly that insufficient funds abound at the disposal of school managers for project execution. Nine-six (34%) and seventy-seven (27%) of respondents disagree and strongly disagree on the statement that, "there are adequate funds for execution of projects by the schools".

Fifty nine respondents (21%) remain indifferent, while thirty-two (11%) respondents agree that there are adequate funds for execution of projects by the schools. Nineteen strongly agree to the assertion. By extension, it implies that funds are not sufficient for projects at the school level therefore, it is imperative that funds main for smooth running of project should be channeled and ensure they reached the appropriate quarters they are meant for.

Table 5.3.14: Judicious management of funds by schools Administrators.

Table 5.3.14 presents opinions of respondents on either they agreed or not that; funds made available for day-to day running of schools are carefully utilized for the purposes they are made available for.

Variables	**Frequency**	**Percentage (%)**
Strongly Agree	19	7
Agree	20	8
Undecided	108	7
Disagree	114	38
Strongly Disagree		40
Total	283	100%

Source: Survey Research 2015

Based on table 5.3.14, majority of respondents constituting 38% and 40% are of the view that administrators mismanage schools' funds, 15% of total respondents says that administrators judiciously managed schools funds. Administrators in the education sector vested with financial management and administration by virtue of the responses of respondent, should awake to discharging there responsibility as the public is keeping watch at their activities. It is clearly, according to respondents responses that administrators mismanaged funds at their disposal.

Table 5.3.15: Adequacy of Funding UBE schools by the PTA

The presentation in table 5.3.15 shows the responses of respondent concerning how adequate had the contributions of PTA in terms of funds for the effective implementation of the UBE programme.

Variable	**Frequency**	**Percentage (%)**
Strongly Agree	99	35
Agree	124	44
Undecided	17	6
Disagree	33	12
Strongly Disagree	10	3
Total	283	100%

Source: Survey Research 2015

Table 5.3.15 shows a total of (79%) i.e. two hundred and twenty three out of the two hundred and eighty three respondents strongly agreed and agreed that "PTA Funding to UBE schools is adequate". This signifies the commitment of parents at ensuring that their words obtained quality education. However, 15% of the total respondents are of the view that PTA funding is inadequate. Be it as it may, base on the table we can deduce that parents Teachers Associations contributions to schools is adequate and the tempo should be sustained and improved.

Table 5.3.16 Does funding of UBE through the MDGs programme

Respondents' views on whether or not the funds for execution of the UBE projects are made available through the MDGs are as follows

Variables	**Frequency**	**Percentage (%)**
Strongly Agree	48	17
Agree	86	30
Undecided	0	0
Disagree	88	31
Strongly Disagree	61	21
Total	283	100%

Source: Survey Research 2015

Table 5.3.16, shows a slight difference between respondents that agreed and those that disagreed. While (47%), agreed and strongly agreed that "funds are made available for execution of UBE projects by MDGs"; (52 %), disagree and strongly disagree. There is a (5%) difference in favour of those that disagree, in spite that, the difference is insignificant. It can be deduce therefore, that MDGs through it programme to a lesser extent might have been contributing toward funding the UBE projects. Be it as it may, a higher percentage of the respondents are of the opinion that "funds are not made available through the MDGs programme for the execution of the UBE Programme in Kaduna State.

Table 5.3.17: The efficiency of UBE teachers/Personnel remuneration.

Table 5.3.17 presents the opinion of respondents from data collected on whether they agreed or disagreed that UBE teachers/personnel are well remunerated.

Variables	**Frequency**	**Percentage (%)**
Strongly Agree	0	0
Agree	94	33
Undecided	11	4
Disagree	16	6
Strongly Disagree	162	57
Total	283	100%

Source: Survey Research 2015

It could be seen from table 5.3.17 that, only (33%) of the respondents were of the view that teachers/personnel of UBE are well remunerated during the period of this study. An overwhelming majority constituting (63%) of the sampled population are of the opinion that teachers/personnel of UBE are not well remunerated. Thus it is a well known fact that a motivated worker is a productive worker as such, for better performance and commitment, government in Kaduna State should device a means through which teaches welfare can be improved for the purpose of enhancing productivity. In a nutshell the table above revealed an inadequacy in terms of teachers' remuneration.

Responses in respect to "inadequate and qualified teachers / personnel for UBE implementation in Kaduna State"

5.3.18 Views on inadequacy of Teachers/ personnel of UBE

Table 5.3.18 presents the issue on whether or not teacher/ personnel of SUBEB are inadequate in the state for effective implementation of UBE programme toward meeting the Millennium Development Goals (goal two), data collected are as follows:

Variable	**Frequency**	**Percentage (%)**
SA	127	45
A	65	23
U	22	8
D	49	17
SD	20	7
Total	**283**	**100**

Source: Survey Research, 2015

Table 5.3.18 shows that 192 (68%) of the total respondents strongly agreed and agreed that teachers for effective implementation of the UBE programme are inadequate. 22 i.e. 8% were indecisive, while 69 i.e. 24% disagreed and strongly disagreed that teachers are inadequate, and these by implication entails that government should take a proactive action towards ensuring that the gap concerning inadequacy is filled.

In a separate interview with one Mr. Elisha a teacher, revealed that some of the teachers are controlling pupils beyond the approved teacher- pupils ratio. This according to the respondent makes it difficult to impact adequate knowledge to the learners.

5.3.19 Qualification aspect of teacher/personnel

Table 5.3.19 presents the responses of respondents on either they agreed or disagreed that majority of teachers and personnel of SUBEB are not qualified in their respective areas of assignment.

Variable	Frequency	Percentage (%)
SA	119	42
A	77	27
U	-	-
D	70	25
SD	17	6
Total	**283**	**100**

Source: Survey Research, 2015

Table 5:3:19 revealed that 119 (42%) of the total respondent are of the view that majority personnel and teachers are unqualified, 77(27%) concurred to that effect. In all, 196 respondents representing 69% of the total respondents strongly agreed, and agreed to the assertion. On the other hand, 97 (31%) of the respondent refute the claims. On a personal observation, during the process of carrying out this study, it is clear that some of the personnel and teachers seem ignorant to the ethics of the profession, which call for an upgrade of their knowledge.

Table 5.3.20: Training need of teachers / personnels of SUBEB, Kaduna State.

The views of respondents on whether they agreed or disagreed that teacher/ personnel of UBE in Kaduna state need more training was as presented below.

Variable	Frequency	Percentage (%)
SA	92	32
A	138	49
U	16	6
D	37	13

SD	-	-
Total	**283**	**100**

Source: Survey Research, 2015

Table 5.3.20 indicate that 92 (32%) and 138 (49%) strongly agreed and agreed respective that teachers/ personnel of UBE need training. An insignificant 19% of the total respondent was undecided and disagreed to the statement.

Interview conducted with some teachers revealed that "some teacher, for over ten (10) years since they were employed had never attended any training or refresher course. All those interviewed were all out in need of training. The implication of the forgoing is that most of the teachers are roaming around with the little they learned during their school years, and as we all known, knowledge is dynamic.

It is advisable that government should step up more effort toward organizing training, and further encourage teachers to update their knowledge for effective performances.

5.3.21 Teacher/ personnel of SUBEB not committed to work

The general views of respondents on whether they agreed or disagreed that teachers/ personnel of UBE are not committed to work is presented thus:

Variable	**Frequency**	**Percentage (%)**
SA	75	27
A	104	37
U	41	14
D	18	6
SD	45	16
Total	**283**	**100**

Source: Survey Research, 2015

From table 5.3.21, a total of 179 respondents that constitute 64% of the total respondents were of the view that, there are a lot of lackadaisical attitudes by Teachers/

Personnel under SUBEB in Kaduna state. 22% refuted such assertion, while an insignificant 14% of the respondents remained undecided to the assertion.

Interview conducted with Mal. Isah Adamu a staff of education department of one of the LGs, and Danladi Audu a teacher with one of the schools in the central senatorial district revealed that; truly some staff are not committed to work, especially those who claimed to have godfathers that can defend them at the top. In a nut shell, government should devise a means of checking it work force to ensure effectiveness.

5.3.22 Capacity Building for Teachers and Other Personnel

According to SUBEB achievement profile (2012) the Board in collaboration with training institutions had conducted series of Teacher Professional development workshops between 2007 and 2009. A total of 21,719 teachers were trained in various workshops in order to improve teaching and learning achievement in our school.

The Millennium Development Goals Project in collaboration with National Teachers' Institute trained 19,200 teachers from 2007-2011, with the view of improved training skills in the four co-subjects.

Similarly, in 2011 the Board in line with UBE programme also improved the capacity of teachers through workshops to update their knowledge as follows:

- Coordinated the 2011 MDGs Re-training of 6,247 primary and secondary school teacher in 12 centers across the state.
- A two week training for 4,600 primary school teachers under the (SMASE) Nigeria projects strengthening of mathematics and science education
- Similarly, the Board in collaborate with UNICEF organized a workshop for SBMC of twelve LGEAs for the disbursement of funds. A school in each of the selected LGEAs was given the sum of N100,000

- Conducted sanitization training to 141 beneficiaries of the 2010 community assisted self-help projects in the 23 LGEAs in the state between 18th to 21st October, 2011.

The achievements of Kaduna State Universal Basic Education according to the available secondary source are enormous which has been summarily presented above. In a nutshell, Kaduna State Universal Basic Education is a body established by law with the main objective of providing basic education to all children of school age in the state. The historical evolution of the MDGs had earlier been highlighted in one of the chapters above, and is applicable to this chapter of the study.

Table 5.3.22 Teacher Professional Development 2007

S/N	Title Of Training	No of Participant	Component
1	Training of 400 teachers on effective use of logic promo	400	ECCDE
2	Training of workshop for 4,123 teachers on effective implementation of new 9 Year Basic Education Techniques	4,123	PRIMARY/JSS
3	Training of 230 teachers on instructional techniques	230	Primary
4	Training workshop on innovative technique	260	Primary
5	SNASS	515	Primary
6	Local production of/utilization/learning materials	417	JSS
7	training of 330 school service Teacher	330	JSS
8	Training workshop of Basic science Teacher	330	JSS
9	training workshop of JSS principal on Resources management	360	JSS

Source: SUBEB achievement profile 2012

Table 5.3.23 Teachers Professional Development 2009

S/N	Title Of Training	No of Participant
1	Training of workshop for mathematics/science teachers on content approach	2,000
2	training of head teacher's supervisor & DEO (school administrator) on school based assessment	800
3	Training of mathematics teachers of upper basic on activity based approach	876
4	Training of JSS teachers on methodology of teaching Basic Technology (introduction to technology)	800

Source: SUBEB achievement profile 2012

5.4 Test of Hypothesis One (I)

H_o: There is no significant relationship between Instructional materials and Facilities in UBE implementation and achievement in Kaduna State"

This hypothesis is tested using table 5.3.1 and 5.3.5

Table 5.4.1 Observed and Expected Frequency Table Work-Sheet

Variable	**SA**	**A**	**U**	**D**	**SD**	**TOTAL**
Instructional materials and facilities enhances UBE achievements toward meeting the MDGs in Kaduna State	64	107	32	49	31	283
Classrooms available are incommensurate with the enrolment pattern of the UBE	29	133	15	88	18	283
TOTAL	93	240	47	137	49	566

$EF = \frac{RT \times CT}{GT}$

Where RT= Row Total

CT= Column Total

GT= Grand Total

:. $\frac{283 \times 93}{566} = 46.5$

$\frac{283 \times 240}{566} = 120$

$\frac{283 \times 47}{566} = 23.5$

$\frac{283 \times 49}{566} = 24.5$

Table 5.4.2 Chi – Square Work – Sheet

O	**E**	**O – E**	**$(O - E)^2$**	**$\frac{(O - E)^2}{E}$**
64	46.5	17.5	306.25	6.5860
107	120	-13	169	1.4083
32	23.5	8.5	72.25	3.0744
49	68.5	-19.5	380.25	5.5510
31	24.5	6.5	42.25	1.7244
29	46.5	-17.5	306.25	6.5860
133	120	13	169	1.4083
15	23.5	-8.5	72.25	3.0744
88	68.5	19.5	380.25	5.5510
18	24.5	-6.5	1.7244	1.7244
				$X^2 = 36.6882$

DF = (R-1) (C-1)

= (5-1) (2-1)

= 4 x 1 = 4

DF = 4

Significance level = 0.05%

Calculated value = 36.6882

Critical or statistical value = 9.49

Degree of freedom = 4

Decision Rule

The rule states that, if the calculated chi-square (X^2) is higher or greater than the critical (statistical) chi-square (X^2) it fall in the rejection end, thus the null hypothesis be rejected and the alternative hypothesis is accepted. But in a situation where the critical (statistical) chi-square is greater than the calculated chi-square, it falls in the accepted end, i.e. accept the null hypothesis and reject the alternative hypothesis.

Therefore, at 0.05% significance level, Chi-squire for 4 degree of freedom (df) is 9.49 and the calculated value as shown above is 36.6882. According the rule, it falls at the rejection end thus the null (Ho) hypothesis which states that "There is no significant relationship between Instructional materials and Facilities in UBE implementation and achievement in Kaduna State" is rejected, while the alternative hypothesis (Hi) which state that There is significant relationship between Instructional materials and Facilities in UBE implementation and achievement in Kaduna State" is accepted. In a nutshell, the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_i) is accepted by the research.

Test of Hypothesis Two (II)

H_o: There is no relationship between adequate funding and effective implementation of UBE programme in Kaduna state"

This hypothesis is tested using table 5.3.9, and 5.3.12

Table 5.4.3 Observed and Expected Frequency Table Work-Sheet

Variable	**SA**	**A**	**U**	**D**	**SD**	**TOTAL**
Funds vote by government for UBE programme are adequate	22	7	13	54	187	283
There are adequate funds for the execution of projects by the schools	19	32	59	77	96	283
TOTAL	41	39	72	131	283	566

Source: Survey research,2015

$$EF = \frac{RT \times CT}{GT}$$

Where RT= Row Total

CT= Column Total

GT= Grand Total

:. $\frac{283 \times 41}{566} = 20.5$

$\frac{283 \times 39}{566} = 19.5$

$\frac{283 \times 72}{566} = 36$

$\frac{283 \times 131}{566} = 65.5$

$\frac{283 \times 283}{566} = 141.5$

Table 5.4.4 Chi – Square Work – Sheet

O	**E**	**O – E**	**$(O - E)^2$**	**$\frac{(O - E)^2}{E}$**
22	20.5	1.5	2.25	1.0975
7	19.5	-12.5	156.25	8.0128
13	36	-23	529	14.6944
54	65.5	-11.5	132.25	2.0190
187	141.5	45.5	2070.25	14.6307
19	20.5	-1.5	2.25	1.0975
32	19.5	12.5	156.25	8.0128
59	36	23	529	14.6944
77	65.5	11.5	132.25	20.190
96	141.5	-45.5	2070.25	14.6307
				$X^2 = 80.9088$

The degree of freedom = 4

Level of significance = 0.05%

Calculated value = 80.9088

Critical or statistical value = 9.49

Decision Rule

At 0.05% level of significance, the statistical value of Chi-squire (X^2) for 4 degree of freedom is 9.49 while the calculated chi-square (X^2) value is 80.9088. The calculated value is greater than the critical or statistical value chi-square. The implication is that it falls at the rejection level as such, the null hypothesis which states that "There is no

relationship between adequate funding and effective implementation of UBE programme in Kaduna state" is rejected, and the alternative hypothesis which state that "There is relationship between adequate funding and effective implementation of UBE programme in Kaduna state" is accepted. In simple terms, we rejected the null hypothesis (H_o) and accepted the alternative hypothesis (H_i). This is easily verified using the responses of respondents in table 5.3.9, and 5.3.12 respectively.

Test of Hypothesis III

Table 5.4.5: Observed and Expected Frequency table work sheet

Variable	**SA**	**A**	**U**	**D**	**SD**	**TOTAL**
There are no adequate teachers/ personnel for effective implementation of UBE programme in Kaduna State	127	65	22	49	20	283
Majority of teachers/ personnel of UBE in Kaduna State are not qualified	119	77	-	70	17	283
TOTAL	**246**	**142**	**22**	**119**	**37**	**566**

$$Ef = \frac{RT \times CT}{GT}$$

Where RT = Row total

CT = Column Total

GT = Grand Total

:. $\frac{283 \times 246}{566} = 123$

$\frac{283 \times 142}{566} = 71$

$\frac{283 \times 22}{566} = 11$

$\frac{283 \times 119}{566} = 59.5$

$\frac{283 \times 37}{566} = 18.5$

Table 5.4.6: Chi-square work sheet

O	**E**	**0-E**	**$(O-E)^2$**	**$\frac{(O-E)^2}{E}$**
127	123	4	16	0.1300
65	71	-6	36	0.5070
22	11	11	121	11
49	59.5	-10.5	110.25	1.8529
20	18.5	1.5	2.25	0.1216
119	123	-4	16	0.1300
77	71	6	36	0.5070
-	11	-11	121	11
70	59.5	10.5	110.25	1.8529
17	18.5	-1.5	2.25	0.1216
				$X^2 = 27.223$

The degree of freedom = 4

Level of significant = 0.05%

Calculated value = 27.223

Critical or statistical value = 9.49

Decision rule

Base on the rule which states that; if the calculated chi-square (X^2) in higher or greater than the statistical chi- square, it means it falls at the rejection side, and as such the null hypothesis should be rejected and the alternative hypothesis should be accepted and vice versa.

Premise on the above, at 0.05% level of significance, for 4 degree of freedom, chi – square statistical value is 9.49 and the calculated chi – square as shown above is 27.223. These by extension implied that, the calculate chi-square is greater than the statistical value. Therefore, the null hypothesis which states that: "There is no significant

relationship between adequate qualified personnel and UBE implementation in Kaduna state" was rejected. The alternative chi – square (X^2) that states "There is significant relationship between adequate qualified personnel and UBE implementation in Kaduna state is accepted. Simply put; "The null hypothesis tested is rejected, and the alternative hypothesis is accepted.

5.6 Discussion of Major Findings

The data collected, presented analyzed relating to the formulated and tested hypothesis above revealed the following findings:

- The result obtained from this study clearly shows that instructional materials and facilities are essential for enhancing UBE achievement which by extension attracts the pupils and ease teaching and learning difficulty. Also, the study revealed the inadequacy of both instructional materials and facilities. But Where these are adequately provided, it will address Fafunwa (1989) opinion that, "Nigeria schools are characterized with shortage laboratories, lack maintenance culture, overcrowded classrooms and so on. The respondents' views in support of the importance of instructional materials and facilities are well presented in tables 5.3.1, 5.3.3 and 5.3.5 respectively.

- The study found out that the UBE programme was not internalized i.e. by wooing the participation of community's members; as such it is treated as government affairs. What this means is that; there was no proper advocacy, rather; it was initiated using the top down approach.

- It was found that most rural communities are unaware of the existence of School Base Management Committees (SBMC) where they can channel their complaints regarding to educational problems affecting their respective localities.

- It was also reveal that the education sector is grossly under founded. Table 5.3.9, 5.3.10, and 5.3.12 shows respondents feelings and perceptions regarding to funding of education and educational projects. This assertion is akin to Oshuntokun (2006), which he noted that; underfunding remains the major hindrance to the successful management and administration of the nation's education system, where exist a correlation between under funding of education in Nigeria and national development.

- The interview conducted and observations made revealed the present of MDGs and the impact of its projects are felt in some communities. Buttressing on this are response of respondents in table 5.3.2 and 5.3.6 respectively. The implication of the research on the issue of funding is to provide government and other stakeholders the basis for bridging noticeable gaps in the education sector.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The study is on millennium Development Goals and the attainment of Universal Basic Education in Kaduna State.

Basically, every established organization has a purpose, specific goals and objectives to pursue with a view of justifying either it' corporate or legal existence. Education is a means of organizing the individual self, and the social self into a discipline, stable and perpetuates the existence of a sufficient degree of unit and homogeneity among members of the society.

Vested with the responsibility of ensuring adequate quality basic Education, the state (Kaduna) Universal Basic Education Board is saddled to work out modalities that will guarantee the enrolment of all children of school age into school. In a similar but separate dimension, the millennium Development Goals on Education is to ensure that by 2015, children everywhere boys and girls alike are able to complete a full course of primary schooling. At it launched, the UBE was promised to tackle the problems that bedeviled the UPE. It was further stated that attention will be devoted to training qualified teachers provide large enough number of schools as well as provide adequate funds for equipping the schools to guarantee smooth Implementation.

Despite the performance, primary (Basic) education continues to experience a number of challenges in Jama'a, Kaduna South, and Zaria Local Governments. Problem such as overstretched facilities, overcrowding in school, under funding, insufficient or lack of instructional materials, poor management and internal inefficiency, inadequate quality personnel, pupil-teacher ratio, decay infrastructures and the likes.

Thus, quality education has direct link to national development hence the urgent need for the stakeholders in the education industry to carefully work out best options and approaches that can revamp the education sector, especially the foundational (basic) level of the education.

6.2 Conclusion

Conclusively, Education though a catalysts to national development, upon which other sectors of a nation economy depends on, has been made to suffer numerous challenges even the avoidable ones. This situation is worrisome and calls for immediate action to save the total collapse of education not only in Kaduna state, but also at the national level.

As observed from the finding of the research, it is obvious that the budgetary allocation to education both at states and federal government level maintained a declined status, yet there is aspiration of achieving universal basic education by year 2015, this seems not feasible. Though the millennium Development Goal on education is to ensure universal access to primary education, it lacks implementation strategy that will capture the variety of learners needs especially in the rural areas.

If education management is understood and made to be managed by professionals and not political allies, policies and approaches for the implementation shall go a long way to addressed the falling standard of education. Management of every organization are responsible for implementing and achievement of the goals and objectives of such organization therefore, the states Universal Basic Education management (Board) are to ensure effective performance of all relevant stakeholders if and only if the goals of the Board are to be achieved.

While commending the effort of government toward providing basic (primary) education in Kaduna, state, it is a glaring fact that many school age pupils especially the

almajiri are out of school. There is therefore need for general over whole of the entire system, as well as need for government to step-up double effort to revamp the education sector in the state for optimum performance.

6.3 Recommendations

In view of the problems advanced in this study, the major findings, and the underlining conclusion, the following recommendations are highlighted;

1. First and foremost, government at all levels should deliberately increase funding of education, and the budgetary allocation of the education sector should be reviewed upward to an agreed percentage from the national (federal) to the local governments and also made it mandatory for each level of government to comply and reflect the percentage on yearly budget.
2. Secondly, independent Auditors should be made to periodically check and audit the accounts and also evaluates projects executed by the board, with a view to ensure that resources channeled are utilized at the appropriate quarters.
3. Thirdly, government should step-up effort to provide instructional materials, such as teachers guides chart, models computers textbooks, white boards etc, for teaching and learning effectiveness.
4. Fourthly, there is urgent need of constructing and equipping more classrooms especially at the rural areas and in some densely populated urban centres, to reduce over crowdedness, and to further match the enrolment pattern with available facilities. It is heart touching seen the condition through which the pupils in the rural areas are learning.
5. Fifthly, deliberate effort by government to incorporate community members, especially on issues relating to basic education should be made. This by

extension implies that government policy on basic education should be bottom-up approach in order to boost community participation

6. Also, education should be managed by professionals and not political allies to the leader at the top.
7. Furthermore, government should not abundant the Millennium Development Goal (MDG) even after the expiration of the time bound.
8. Teachers/personnel of the UBE should be employed on merit i.e independent consultant should be made to conduct examination and interview for applicant seeking employment into the teaching profession while government interference on the process be discourage.

Finally, it is recommended that potential researchers should carry out further research on the aspect of training and teacher education, gender disparity in education, the almajiri system of education, Nomadic education etc. These will no doubt serve as a basis of filling the gap and to ensure achievement of a viral universal Basic education should the lingering issues are tackled.

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Appendix i

INFLUENCED OF MILLENNIUM DEVELOPMENT GOAL'S INTERVENTIONS ON THE ATTAINMENT OF UNIVERSAL BASIC EDUCATION IN KADUNA STATE (2005-2012)

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

Dear respondents,

QUESTIONNAIRE

I am a master of science (M.Sc) degree programme student in the above mentioned institution and department, I am undertaking a research work on the topic: "Millennium Development Goals (MDGS) and the attainment of Universal Basic Education (UBE) in Kaduna State", in partial fulfillment for the Award of Master of Science (MSc) Public Administration.

This questionnaire is aimed at extracting prompt information from the respondents which will aid in achieving the goals of the study. Kindly provide clear and sincere responses to the respective inquire items in the questionnaire. You are guarantee of strictest confidentiality of every information provided.

Thanks, while anticipating your cooperation.

Yours faithfully,

Ayuba Philip Mutuah

Appendix ii

SECTION A

Appropriately tick the provided column please

General Information

i. Name of school / organization _____

ii. Senatorial district: _____

iii. Local Government Area _____

iv. Organization: MDGs Personnel [ ] UBE Personnel [ ]

v. Gender: Male [ ], Female [ ]

vi. Highest educational qualification obtained:

a. Ph. D [ ]

b. M. Ed [ ], MSc [ ], M. A [ ]

c. B.A [ ], B.Ed [ ], B.Sc. Ed [ ]

d. H.N.D [ ], N.C.E [ ], N.D [ ]

e. Others, please specify _____

vii. Designation

a. Teacher [ ]

b. Non-teacher [ ]

c. Others; please specify _____

viii. Working experience

a. Less than 1 year [ ]

b. 1 – 5 years [ ]

c. 6 – 10 years [ ]

d. 11 – 15 years [ ]

e. 16 – 20 years [ ]

f. 21 – above [ ]

SECTION B

Use the keys below as a guide to tick as appropriate please:

Keys:

SA – Strongly Agree

A – Agree

U – Undecided

D – Disagree

SD – Strongly Disagree

S/N	Statement					
	Available instructional materials and facilities	**SA**	**A**	**U**	**D**	**SD**
1.	Instructional materials and facilities enhance UBE achievements toward meeting the MDGs in Kaduna State.					
2.	Millennium Development Goals(MDGs) programme assist in providing teaching aids, and learning materials(textbooks, uniforms projectors whikte boards etc)					
3.	Instructional materials improve pupils performance in school					
4.	There is functional equipment libraries with up-to-date books for the UBE programme					
5.	The classrooms available are commensurate with the enrolment pattern of the UBE					
6.	The MDGs program partook in building more schools and/or classrooms for the UBE.					
7.	There is adequate furniture for the pupils and teachers					
8.	Government should build more schools basically for UBE programme					
	Funding and implementation of the UBE programme					
9.	Funds vote by government for the UBE programme are adequate					

10.	States and local governments pay their counterpart funding as at when due					
11.	There is transparency in the disbursement of funds for the UBE programme					
12.	There are adequate funds for the execution of projects by the schools					
13.	Administrators judiciously manage schools' funds					
14.	PTA funding to UBE schools is adequate					
15.	Funds are made available for execution of UBE projects By the MDGs.					
16.	The teachers / personnel of are well remunerated.					
	Adequate and qualified teachers for UBE implementation in Kaduna State					
17	There are no adequate and qualified teachers/personnel for effective implementation of UBE programme in Kaduna State.					
18	Majority of teachers and/or personnel of UBE in Kaduna State are not qualified.					
19	There is need for training and retraining of teachers/personnel under SUBEB for efficient performance.					
20	Teachers/personnel of SUBEB lack commitment to work.					